

Учреждение образования Федерации профсоюзов
Беларуси «Международный университет «МИТСО»

Экономический факультет
Кафедра иностранных языков и межкультурных коммуникаций

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СОГЛАСОВАНО

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**ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**ИНОСТРАННЫЙ ЯЗЫК 1: ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ
РЕЧИ II (АНГЛИЙСКИЙ)**

для специальности 6-05-0231-03 «Лингвистическое обеспечение
межкультурных коммуникаций»

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Рассмотрено и рекомендовано к утверждению на заседании кафедры иностранных языков и межкультурных коммуникаций учреждения образования Федерации профсоюзов Беларуси «Международный университет МИТСО»

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МИТСО»

_____ 20____, протокол № _____

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Электронный учебно-методический комплекс (далее – ЭУМК) по учебной дисциплине «Иностранный язык 1: Практика устной и письменной речи II» создан в соответствии с требованиями Постановления Министерства образования Республики Беларусь 08.11.2022 № 427 и предназначен для обучающихся, получающих общее высшее образование.

Главная цель ЭУМК – оказание методической помощи студентам в освоении и систематизации учебного материала по учебной дисциплине, а также совершенствование профессиональной иноязычной коммуникативной компетенции студентов, позволяющей эффективно осуществлять профессиональную деятельность с использованием иностранного языка.

Структура ЭУМК:

1. Учебные программы по дисциплине.
2. Теоретический раздел (материалы для теоретического изучения дисциплины).
3. Практический раздел (материалы для практических занятий по дисциплине в соответствии с учебным планом) с Разделом контроля знаний (материалы, позволяющие определить соответствие учебной деятельности обучающихся требованиям образовательных стандартов высшего образования и учебно-программной документации, в том числе вопросы и задания для контрольных работ, выполняемых вне аудиторных занятий).
4. Вспомогательный раздел, включающий информационно-аналитические материалы (список рекомендуемой и дополнительной литературы).

Работа с ЭУМК должна включать на первом этапе ознакомление с тематическим планом дисциплины, представленным в учебной программе. С помощью учебной программы по дисциплине можно получить информацию о тематике рассматриваемых вопросов и рекомендуемой для их изучения литературы. Для подготовки к практическим занятиям и промежуточным контрольным мероприятиям необходимо использовать материалы, представленные в теоретическом и практическом разделах, а также материалы для контроля работы обучающихся.

ЭУМК составлен для обеспечения доступа обучающихся к учебной, научной, иной литературе, учебной программе, учебно-методическим, информационно-аналитическими по учебной дисциплине «Иностранный язык 1: Практика устной и письменной речи II».

В учебной программе приводятся требования к освоению учебной дисциплины, общее количество часов и количество аудиторных часов, отводимое на изучение учебной дисциплины, форма получения высшего образования, распределение аудиторного времени по видам занятий, курсам и семестрам; формы текущей аттестации по учебной дисциплине; содержание учебного материала и другая значимая информация. В учебно-методической

карте программы представлены сведения о темах, планируемых к рассмотрению и изучению на практических занятиях, а также перечень используемых средств диагностики результатов учебной деятельности. В списке основной и дополнительной литературы, который содержится в учебной программе, приведены рекомендуемые источники для изучения дисциплины.

В теоретический раздел ЭУМК включены тексты и оригинальные материалы социокультурного и лингвострановедческого характера, направленные на формирование профессиональной и социолингвистической компетенций.

В практическом разделе ЭУМК содержатся материалы для проведения практических заданий (упражнения направленные на закрепление изученного нового лексического материала, а также на формирование умений осуществлять речевую деятельность необходимого вида в соответствии с коммуникативной задачей и схемой взаимодействия в сфере своей профессиональной деятельности).

В разделе контроля знаний, размещены тестовые задания по курсу «Иностранный язык» а также примерный перечень вопросов для самоконтроля.

В разделе вспомогательный материал приводится список литературы для изучения дисциплины «Иностранный язык».

Учреждение образования Федерации профсоюзов Беларуси
«Международный университет «МИТСО»

УТВЕРЖДАЮ

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2023 г.

Регистрационный № УД-211/01-23 /уч.



**МОДУЛЬ «ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ
ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА»**

**Учебная программа учреждения высшего образования
по учебной дисциплине для специальности**

6-05-0231-03 Лингвистическое обеспечение межкультурной
коммуникации (с указанием языков)

2023 г.

Контрольный экземпляр

Учебная программа составлена на основе образовательного стандарта высшего образования ОСВО 6-05-0231-03-2022 (общее высшее образование), для специальности 6-05-0231-03 Лингвистическое обеспечение межкультурной коммуникации (с указанием языков); учебного плана указанной специальности учреждения образования Федерации профсоюзов Беларуси «Международный университет «МИТСО» по специальности 6-05-0231-03 «Лингвистическое обеспечение межкультурной коммуникации (с указанием языков)»

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(протокол № 10 от 23.05.2023);

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I. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Модуль «Практика устной и письменной речи» включает две учебные дисциплины «Иностранный язык I: Практика устной и письменной речи I» и «Иностранный язык I: Практика устной и письменной речи II» и является составной частью лингвистической подготовки специалистов по межкультурной коммуникации.

Актуальность учебных дисциплин «Иностранный язык I: Практика устной и письменной речи I» и «Иностранный язык I: Практика устной и письменной речи II» заключается в их нацеленности на формирование у будущего специалиста по межкультурным коммуникациям языковых компетенций через овладение знаниями о речевой иноязычной деятельности в рамках основных сфер общения, что обеспечивает корректное оформление высказывания, необходимое для достижения взаимопонимания между представителями разных лингвокультурных сообществ в реальной ситуации иноязычного общения. Выделение двух учебных дисциплин, дифференцированных по этапам и годам обучения, позволяет осуществлять непрерывное обучение практическим навыкам овладения устной и письменной речи в условиях моделирования межличностного и межкультурного общения. Освоение их содержания в сочетании с другими практическими и теоретическими языковыми дисциплинами обеспечивает глубокую и всестороннюю подготовку будущего специалиста по межкультурным коммуникациям, а также стимулирует дальнейшее профессионально-ориентированное совершенствование уровня владения иностранным языком.

Основной целью учебного модуля «Практика устной и письменной речи» является обучение видам речевой иноязычной деятельности в рамках основных сфер общения, в том числе восприятие речи на слух с разной глубиной понимания и с последующей интерпретацией воспринятых фактов и социокультурных реалий.

Реализация указанной цели подразумевает **решение нескольких задач:**

1) практикоориентированное обучение говорению: монологическая речь (сообщение, описание, повествование, рассуждение) и диалогическая речь (диалог-расспрос, диалог-обмен мнениями, диалог-волеизъявление, диалоги комбинированного типа и т. п.) в различных ситуациях социальновербального поведения (знакомство, благодарность, согласие/несогласие, отказ, обмен впечатлениями и др.);

2) чтение текстов разных стилей (изучающее, ознакомительное, просмотровое, поисковое);

3) развитие навыков оценки и интерпретация текстовой информации;

4) формирование навыков написания личного и делового письма, биографии, резюме, заполнение бланков, написание изложений, изложений с элементами сочинения в соответствии с нормами и стандартами письменной речи.

Место учебной дисциплины в системе подготовки специалиста с высшим образованием, связи с другими учебными дисциплинами.

Согласно учебному плану модуль «Практика письменной и устной речи»

входит в государственный компонент цикла специальных дисциплин и связан с такими учебными предметами, как «Практическая грамматика», «Практическая фонетика».

В соответствии с образовательным стандартом по специальности 6-05-0231-03 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)» изучение модуля направлено на **формирование следующих компетенций:**

универсальной: осуществлять коммуникации на иностранном языке для решения задач межличностного и межкультурного взаимодействия;

базовой профессиональной: осуществлять иноязычную устную и письменную коммуникацию в соответствии с нормой и узусом языковой системы.

Кроме требований к компетенциям, отраженным в образовательном стандарте, изучение учебного модуля позволяет сформировать следующие **информационно-коммуникационные компетенции:**

владеть методологией поиска нового (информации, идей и т. п.);

владеть методикой анализа и адаптации знаний к своим профессиональным потребностям;

уметь преобразовывать информацию в специальные знания;

уметь формировать информационную культуру обучающихся;

Сформированность представленных компетенций определяется уровнем овладения студентами комплексом знаний, умений и навыков. Таким образом, освоив учебный предметный курс студент должен:

знать:

условия и принципы речевого общения;

лингвистические особенности коммуникативно-ситуативных модально-прагматических разновидностей устной речи, в том числе особенности фонетической вариативности характерной для связной устной речи;

основы коммуникативно-ситуативной и жанрово-стилистической вариативности устной и письменной продуктивной речи;

основные функциональные типы диалогического высказывания и их структуру: диалог-расспрос, диалог-обмен мнениями, диалог-волеизъявление, диалоги комбинированного типа (расспрос + обмен мнениями и т.п.), полилог (в дискуссии, споре, дебатах, тематической беседе);

основные функциональные типы монологического высказывания и их структуру (сообщение, описание, повествование, рассуждение (обоснование), характеристика, отзыв, а также комбинированные типы высказывания (монолог в диалоге, сообщение + рассуждение) и т.п.);

особенности процесса восприятия устной речи, обусловленные его взаимодействием с продуцированием речи;

лингвистические особенности жанрово-стилистических разновидностей письменных текстов;

особенности словарного состава и синтаксической организации письменного текста, обусловленные его функционально-стилистической принадлежностью и коммуникативной направленностью;

уметь:

использовать иностранный язык в коммуникативной, когнитивной, экспрессивной и других функциях;

адекватно реализовывать коммуникативное намерение в монологической и диалогической речи в соответствии с нормами, узусом и ситуацией общения;

использовать иностранный язык в качестве инструмента профессиональной деятельности;

осуществлять общение на иностранном языке с представителями других культур;

адекватно воспринимать на слух аутентичную речь различных коммуникативно-ситуативных и модально-прагматических разновидностей, а именно: идентифицировать предмет прослушанного и понимать основное содержание звучащего текста, вычленять детали содержания, устанавливать последовательность событий и т.п.;

использовать оригинальные произведения письменной речи различной жанрово-стилистической разновидности и коммуникативной направленности для получения актуальной информации, расширения историко-культурологических, страноведческих и профессиональных знаний, для самообразования и совершенствования коммуникативной компетенции;

вычленять тему и основную идею текста при первом прочтении (просмотровое чтение);

выделять существенные детали и необходимую информацию при прочтении текста без обращения к словарю (ознакомительное чтение);

осуществлять анализ смыслового содержания и логико-коммуникативной организации текста для полного понимания текста;

владеть:

навыками и умениями устного и письменного общения в различных ситуациях на иностранном языке;

стратегиями различных видов чтения и навыками восприятия речи на слух; средствами и приемами межкультурного взаимодействия в различных ситуациях общения на иностранном языке;

компенсаторными коммуникативными стратегиями.

Распределение аудиторных часов по видам занятий и семестрам.

Виды и формы аттестации

Семестр	Количество академических часов							Форма текущей аттестации
	Всего	Аудит.	из них				УСР	
			Лекции	Лабор. занятия	Практ. занятия	Семинары		
Очная (дневная) форма получения высшего образования								
1	210	78			70		8	экз.
2	256	102			90		12	экз.
3	108	72			60		12	зач.
4	128	68			48		20	экз.
Всего	702	320			268		52	

II. СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

«ИНОСТРАННЫЙ ЯЗЫК I: ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ I»

Раздел 1. Сфера социально-личностного общения

Тема 1.1. Личность человека

Имя, возраст, дата и место рождения. Национальность, страны, языки. Семья, семейное положение, вступление в брак, состав семьи, родственные связи. Внешность, характер, межличностные отношения.

Раздел 2. Сфера социально-бытового общения

Тема 2.1. Жилье

Дом, квартира, сад. Мебель, удобства. Домашние животные. Обязанности по дому. Студенческое общежитие, проживание в квартире.

Тема 2.2. Питание

Основные продукты питания. Приготовление и прием пищи. Посуда и предметы сервировки стола. Общественные места питания. Прием гостей. Правила хорошего тона за столом, особенности и традиции питания в Великобритании и Беларуси. Питание и здоровье.

Тема 2.3. Покупки

Покупка продуктов. Одежда и обувь. Дополнения к одежде (аксессуары). Магазины и основные отделы. Выбор и совершение покупки.

Раздел 3. Сфера профессионально-трудового общения

Тема 3.1. Учеба в университете

Поступление в университет. Способности и успеваемость. Экзамены. Студенческая жизнь. Мой университет. Учебные предметы. Занятия по английскому языку. Распорядок дня.

Тема 3.2. Выбор профессии

Моя будущая профессия. Эволюция профессий. Профессионально-трудовая деятельность человека в современном обществе. Мужские профессии. Женские профессии. Профессиональные качества. Профессия переводчика. Выбор профессии. Преимущества, которые может дать профессия. Устройство на работу. Профессии будущего.

Раздел 4. Сфера социально-культурного общения

Тема 4.1. Каникулы. Свободное время

Активные и пассивные виды отдыха. Любимое времяпрепровождение. Место и способ проведения каникул. Планы на каникулы.

ИНОСТРАННЫЙ ЯЗЫК 1: ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ II

Раздел 1. Сфера социально-культурного общения

Тема 1.1. Спорт и здоровый образ жизни

Виды спорта и спортивные игры. Состязания. Олимпийские игры. Спорт в Великобритании и Беларуси. Спорт для здоровья.

Тема 1.2. Путешествие

Способы путешествия. Виды отдыха. Деловые поездки. Заказ билетов. Бронирование номеров и проживание в гостинице.

Тема 1.3. Кино

Роль кинематографа в современной жизни: значимость, задачи, специфика. Жанры фильмов. Мой любимый фильм. Мой любимый актер. История кинематографа. Современное состояние кинематографа. Посещение кинотеатра. Создание фильма. Профессии, связанные с кино.

Раздел 2. Сфера социально-познавательного общения

Тема 2.1. Городская жизнь

Транспорт. Транспорт в большом городе. Транспорт в Минске и в стране изучаемого языка: сходства и различия. Правила поведения на дороге и в транспорте. Как добраться в нужную точку города. Дорога в университет. Родной город. Квартал, улица. Минск и его достопримечательности. Столица страны изучаемого языка и ее достопримечательности.

Тема 2.2. Погода, поры года

Погода и природа зимой. Прогулка в зимнем лесу. Пробуждение природы, приход весны. Погода и природа летом. Почему предпочитают отдыхать летом. Золотая осень. Глубокая осень. Осенний лес.

Раздел 3. Сфера профессионально-трудового общения

Тема 3.1. Профессиональная деятельность в деловой сфере

Современные компании: виды и структура. Должностные требования и обязанности. Основы безопасности профессиональной деятельности. Структура офиса и рабочего места. Устное и письменное общение в сфере бизнеса в условиях межкультурной коммуникации. Основы ведения деловой корреспонденции. Техника общения по телефону. Планирование, подготовка и проведение презентаций.

III. УЧЕБНО-МЕТОДИЧЕСКАЯ КАРТА УЧЕБНОЙ ДИСЦИПЛИНЫ

Очная (дневная) форма получения высшего образования

ИНОСТРАННЫЙ ЯЗЫК I: ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ I

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов УСР	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия		
1	2	3	4	5	6	7	8
1 семестр							
1.	Сфера социально-личностного общения		10			2	
1.1.	Личность человека		16			2	УО, ПО, А
2.	Сфера социально-бытового общения		60			6	
2.1.	Жилье		24			4	УО, ПО, ЗТГ, А
2.2.	Питание		20			2	УО, ЗТГ, П
	Всего		70			8	Экз.
2 семестр							
2.3.	Покупки		22			2	УО, ПО, А, П, КР
3.	Сфера профессионально-трудового общения		50			6	
3.1.	Учеба в университете		26			2	УО, ПО, ЗТГ, А
3.2.	Выбор профессии		24			4	УО, А, ПО, КР
4.	Сфера социально-культурного общения		18			4	
4.1.	Каникулы. Свободное время.		18			4	КР, ЗТГ, ПО, КР
	Всего		90			12	Экз.

**ИНОСТРАННЫЙ ЯЗЫК 1: ПРАКТИКА УСТНОЙ
И ПИСЬМЕННОЙ РЕЧИ II**

Номер раздела, темы	Название раздела, темы	Количество аудиторных часов				Количество часов УСР	Форма контроля знаний
		Лекции	Практические занятия	Семинарские занятия	Лабораторные занятия		
1	2	3	4	5	6	7	8
3 семестр							
1.	Сфера социально-культурного общения		60			12	
1.1.	Спорт и здоровый образ жизни		22			6	УО, ПО, А
1.2.	Путешествие		20			4	УО, ЗТТ, ПО
1.3.	Кино		18			2	УО, А, П, КР
	Всего		60			12	Зач.
4 семестр							
2.	Сфера социально-познавательного общения		32			12	
2.1.	Городская жизнь. Транспорт		16			6	УО, ПО, ЗТТ
2.2.	Погода, поры года		16			6	УО, ПО, А, КР
3.	Сфера профессионально-трудового общения		16			8	
3.1.	Профессиональная деятельность в деловой сфере		16			8	УО, ЗТТ, КР
	Всего		48			20	Экз.

IV. ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

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СРЕДСТВА ДИАГНОСТИКИ РЕЗУЛЬТАТОВ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Диагностика результатов образовательной деятельности обучающихся осуществляется в ходе проведения всех видов занятий, самостоятельной работы и текущей аттестации по учебной дисциплине.

Основными формами контроля знаний по учебной дисциплине являются:

устный опрос	УО;
письменный опрос (летучка)	ПО;
контрольная работа	КР;
реферат	Р;
тест (задание тестового типа)	ЗТТ;
аудирование	А;
перевод	П;
экзамен	ЭКЗ.

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ЗАДАНИЙ И КОНТРОЛЬНЫХ МЕРОПРИЯТИЙ УСР

№ темы, (раздела)	Тема УСР	Кол-во часов	Метод. обеспечение	Форма контроля
Иностранный язык 1: Практика устной и письменной речи I				
1 курс, 1 семестр (8 часов)				
1.1.	Личность человека	2	Интернет-ресурсы	Д, П
2.1.	Жилье	4	Интернет-ресурсы	Д, П
2.2.	Питание	2	Интернет-ресурсы	Д, П
1 курс, 2 семестр (12 часов)				
2.3.	Покупки	2	Интернет-ресурсы	Д, П
3.1.	Учеба в университете	2	Интернет-ресурсы	Д, П
3.2.	Выбор профессии	4	Интернет-ресурсы	Д, П
4.1.	Каникулы. Свободное время	4	Интернет-ресурсы	Д, П
Иностранный язык 1: Практика устной и письменной речи II				
2 курс, 3 семестр (12 часов)				
1.1.	Спорт и здоровый образ жизни	6	Интернет-ресурсы	Д, П
1.2.	Путешествие	4	Интернет-ресурсы	Д, П
1.3.	Кино	2	Интернет-ресурсы	Д, П
2 курс, 4 семестр (20 часов)				
2.1.	Городская жизнь. Транспорт	6	Интернет-ресурсы	Д, П
2.2.	Погода, поры года	6	Интернет-ресурсы	Д, П
3.1.	Профессиональная деятельность в деловой сфере	8	Интернет-ресурсы	Д, П

1. ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ

РАЗДЕЛ 1. СФЕРА СОЦИАЛЬНО-КУЛЬТУРНОГО ОБЩЕНИЯ

ТЕМА 1.1. СПОРТ И ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ

FEELING UNWELL

Focus Vocabulary

ailment

to breathe

to inflame

disease

breath

to injure

illness

to cough

injury

ill

to cut

to pain

malady

to die

painful joints

sickness

death

rash

airsickness

dizziness

to shiver

motion sickness

dizzy

to sneeze

seasickness

to faint

to sore

sick

fever

to swallow

feverish

to swell

to ache
giddiness
temperature
bleeding
giddy
to vomit
bruise
to hurt
 AIDS
 an allergy
 appendicitis
 asthma
 branch
 cancer
 a chill
 a cold
 concussion
 diarrhoea
flu / influenza
food poisoning
a heart attack
indigestion
inflammation
insomnia
malaria
malnutrition
diabetes
a fever
tuberculosis (TB)
typhoid
measles
a nervous breakdown
pneumonia
rheumatism
scarlet fever
stomach ulcer
a stroke

TO HURT - TO ACHE - TO BE PAINFUL - TO BE SORE

to hurt

1. If a part of your body hurts, you feel pain in it, for example because you have hit it or cut it or because you are ill.

- My back hurts.
- My shoulder is really hurting me.

- It hurts when I move my arm.

Syn: to ache

If a part of your body aches, you feel a pain in it that is continuous but not very strong - use this about pains in your arms, legs, or in your head or stomach.

- My arms ached from carrying all the groceries.
- The noise of the traffic made my head ache.

Syn: to be painful

- Jim's knee was still painful where he had fallen on it.

Syn: to be sore

If a part of your body is sore, it hurts when you touch it or use it - use this about painful areas of your skin. For example: where you have cut yourself.

- Her hands were still sore from scrubbing the floors.
2. If you hurt a part of your body, you injure it or make it feel painful,
 - / hurt my finger in the door.
 3. If something hurts a part of your body, it makes it feel painful.
 - The sun is hurting my eyes.
 4. To cause physical pain to someone.
 - Put that thing down - you might hurt someone with it.
 5. To make someone feel very upset, unhappy, sad, etc.
 - I'm really sorry, I didn't mean to hurt your feelings.
 - What really hurts is that he never even said goodbye.
 - The last thing I want to do is to hurt you.

GOING TO THE DOCTOR'S

Focus Vocabulary

doctor

general practitioner (GP)

gynaecologist / women's doctor

surgeon

pediatrician / children's doctor

physician

psychiatrist

patient

midwife

nurse

optician

bandage

crutch

dressing

drops

gargle

mixture

mustard plaster

appointment
 diagnose
 diagnosis
 condition
 consult
 complain
 complaint
 complication
 check-up
 cure
 curable
 heal
 injection
 operate
 operation
 recover
 recovery
 remedy
 therapy
 treat
 treatment
 ointment
 painkiller
 pill
 plaster
 powder
 tranquilliser
 vitamin
 check up
 examine
 prescribe
 prescription
 test
 X-ray
 Medicine
 Medical
 medicinal

Word Meaning

Cure - Heal - Treat

Cure: means bring back to health

- Headache may be cured

Heal: means to make healthy after wounds of any kind.

- Broken bones, cuts, scratches, etc. are healed

Treat: means to take care of with medicines. It refers to the process of curing.

- A person must be treated in order to be cured.

An Appointment with a Doctor

Doctors often insist on appointments being made before they receive patients during the daily surgery hours.

1.

- Could I fix an appointment with the doctor?

Hold on a second, please I'll check his schedule. I'm afraid, he is busy. Will tomorrow morning suit you?

- What time?

Let me see 10 o'clock.

2.

Will Dr Black be able to see me at about 9.15 tomorrow?

Sorry, but he's fully booked till eleven unless there's a cancellation. Would ten to one be convenient?

- Yes, he's free then.

3.

I wonder whether the dentist could fit me in early tomorrow?

- I'm afraid there's nothing before midday.

How about 12.45

Sorry, but that's taken, too

Note: fit me in - see me between his other engagements

4.

I'd like to fix an appointment with the dentist. Would nine tomorrow be all right?

- I'm afraid not. He's got rather a full day tomorrow.

Could I make it a quarter to one?

- Sorry again, but I'll ring you if somebody cancels

Skill Developing

Ex. 4. Make an appointment with your family doctor / a GP / a dentist / an optician / a surgeon, etc.

At the Doctor's.

Here are some examples of the complaints patients most often make in a doctor's surgery.

1.

I've got a sore throat and my chest hurts. How long have you been like this?

Two or three days now

- I should think you've got flu: there's a lot of it about.

- What do you advise?

- Take this prescription to the chemist's and then go straight to bed

2.

- I feel shivery and I've got a pain in my stomach,
- How long have you had it?
- The best part of the week
- By the sound of it, you've caught a chill
- What should I do?
- I'll give you something for it. and come to see you in a couple of days

3.

- I keep feeling dizzy, and I've got a headache
- How long has this been going on?
- It came on yesterday.
- I should say you 're generally run down.

What ought I to do?

- It's nothing serious, but you'd better stay in bed for a day or two

4.

- I'm running a temperature, and I feel sick
- Since when have you been feeling like this?
- It all started the day before yesterday

You seem to have picked up some sort of infection What do you think I should do?

Stay away from work till Monday, and don't overdo things.

AT THE DENTIST'S

Focus Vocabulary

dentist dental

tooth

cavity

decay

filling

drilling

a false tooth

an eve tooth

gum (a sore gam)

a wisdom tooth

to extract

to take out

to pull (out)

to fill

to stop

a toothache

to brush one's teeth

to have one's teeth cleaned at the dentist
to clean smb's teeth

Focus Vocabulary IN HOSPITAL

to take / go one's rounds
ward
ward nurse /sister
bed
bed-ridden - confined to bed
to keep to one's bed
to take to one's bed therapy
intensive therapy

Having Things Done

Something has to be done but you can't, don't want or haven't time to do it yourself. So you arrange that someone else shall do the job for you. In other words, you have or get something done.

Word Meaning HAVE or GET

'Have' is more common in slightly formal conversation and also in written English. It would be, for example, a little odd to hear this said: •

- The Queen is getting a new portrait painted.

'Get' suggests a more decided, intentional action by the person giving the instructions. It is also often used as an imperative or an infinitive.

- William's at the mechanic's. He's getting the car brakes checked.
- Get that tree cut down. It's blocking the light
- I'll have to get another electric point installed.

Notice the colloquial use of 'get' with an infinitive with much the same meaning:

- Don't carry that yourself. Get the shopkeeper to send it.

Very often 'have' and 'get' with the past participle can be used interchangeably.

Here are some examples in which different tenses and forms are used:

- She usually has (gets) her dresses made for her.
- Celebrities often don't have their telephone numbers published.
- We're having (getting) our house done up.
- I wish you'd have (would have) your photo taken.
- Poor devil! He's just off to have five teeth filled.
- Have (get) it tested by tomorrow, please.

SOCIAL MALADIES

Focus Vocabulary

addict
 abase
 alcohol
 drugs
 habit
 smoking
 AIDS
 stress
 stressful
 habitual

Crisis Fact-File

There are three main kinds of drugs — hard, soft and legal. They can all cause addiction, serious illness and even death.

Hard Drugs.

I Include heroin, cocaine, LSI, and crack.

Soft Drugs

! Include marijuana, amphetamines (speed), solvents (glue) and ecstasy.

i Legal Drugs

I Include tobacco, alcohol and certain tranquillisers

50% of all arrests are connected with drugs.

Customs officers only find between 15-20 % of drugs entering the USA and Western Europe.

The two most important drug-growing areas are Latin America and South-East Asia. People there depend on money from their drug crops.

Thousands of drug-addicts die every year. Some die from the drugs themselves. Others die from AIDS. This is because they use dirty needles or share needles

Drugs are the second highest business in the world. Only the arms industry is bigger.

Advertising campaigns

These play an important part in the war against drugs. In America there have been several campaigns in recent years. Each one has a message - for example, 'Just Say No', 'Stop The Madness' or 'Don't Do Drugs' Each one has also featured a lot of famous TV, movie and pop stars.

In Britain, some anti-drugs campaigns have tried to shock young people. They showed how heroin, for example, can completely destroy addicts' lives. Also, how dirty needles spread AIDS.

Others have been less dramatic. The slogan for one in Scotland was 'Choose life not drugs. Be all you can be.' This focused on pictures of healthy, independent young people - not the problems of addicts.

PHRASAL VERBS

to come / go down with
 to get over
 to pick up
 to get through
 to cut down (on)
 to cut out
 to put on
 to take up
 to pass out
 to come round / to
 to come through
 to build up
 to fight off
 to go ahead with
 to wear off
 to feel up to
 to try out

IDIOMATIC EXPRESSIONS

to be as fit as a fiddle
 to feel off colour
 to feel out of sorts
 to feel under the weather
 to be out of condition
 to be / feel run down
 His / her life is hanging by a thread.
 to bum the candle at both ends
 to be out of danger / off the danger list
 to be on the mend
 to be up / out and about
 to be as right as rain
 to be as good as new

Артикли (часть 1/4) (A/an и субстантиватор one)

Мы используем **a** перед существительными и словосочетаниями, начинающимися на согласный звук. Если существительное или словосочетание начинается с гласной буквы, но с согласного звука, мы также используем **a**.

a university (/ə ju:n.../), **a** European (/ə jʊə.../), **a one**-parent family (/ə wʌn.../)

Мы используем **an** перед словами, начинающимися с гласной
an orange, **an** umbrella, **an** Italian

Это включает слова, начинающиеся на букву “h”:

an hour, an honest child, an honour, an honorary degree

А также аббревиатуры, проговариваемые в виде отдельных букв, начинающиеся с A, E, F, H, I, L, M, N, O, R, S или X:

an MP (/ən em pi:/), **an FBI** agent (/ən ef bi: ai.../), **an IOU** (/ən ai əʊ ju:/)

Следует, однако, обратить внимание на аббревиатуру, проговариваемые, как слова, сравните:

a NATO general (/ə neitəʊ.../), **a FIFA** official (/ə fi:fə.../), но **an OPEC** meeting (/ən əʊpek.../)

Обратите внимание на то, что мы говорим:

a history (book), но **an** (или **a**) **historical** (novel)

Мы используем **a/an** (не **one**), чтобы говорить о некоем отдельном, но не определённом лице, вещи или событии.

I really need **a** cup of coffee. – Мне действительно нужна чашечка кофе.

You never see **a** police officer in this part of town, do you? – Никогда не встретишь полицейского в этой части города, не так ли?

Мы также используем **a/an**, не **one**, в количественных и числовых выражениях, таких как:

three times **a** year, half **an** hour, **a** quarter of **an** hour, **a** day or so (= “about a day”), 50 cents **a** (=each) litre (мы также можем сказать “50 cents for one litre”), **a** week or two (=somewhere between one and two weeks; мы также можем сказать “one or two weeks”), **a** few, **a** little, **a** huge number of...

Предпочтительнее использовать **a**, чем **one** в конструкции **a...of...** с обозначением принадлежности, как в следующих примерах:

She is **a** colleague of mine. – Она моя коллега.

That is **a** friend of Bill's. – Это друг Билла.

Перед счётными существительными в единственном числе **one** и **a/an** указывают на одно и то же.

We'll be in Australia for **one** year. (или ...**a** year.) – Мы будем в Австралии год.

Wait here for **one** minute, and I'll be with you. (или ...**a** minute...) - Подожди минуту, и я буду с тобой.

Использование **one** в подобных предложениях более подчёркивает длительность, количество объём и прочее.

He weighs **one** hundred and twenty kilos! Would you believe it! (использование **one** подчёркивает вес больше, чем использование **a**). – Он весит сто двадцать (сотню и двадцать) килограммов! Веришь ли!

Однако мы используем **one** скорее, чем **a/an**, если хотим подчеркнуть, что мы говорим только об одной вещи или об одном лице, а не о двух и более:

Do you want **one** sandwich or two? – Хочешь один сэндвич, или два?

Are you staying only **one** night? – Остаёшься только на одну ночь?

I just took **one** look at her and she started crying. – Я всего лишь раз взглянул на неё, а она заплакала.

Мы используем **one**, а не **a/an** в конструкции **one...other/another**

Close **one** eye, and then the **other**. – Закройте один глаз, а затем другой.

Bees carry pollen from **one** plant to **another**. – Пчёлы переносят пыльцу с одного растения на другое.

Мы также используем **one** в таких сочетаниях, как **one day, one evening, one spring**, и прочее, чтобы указать на единичный, но не определённый, день, вечер, весну и прочее:

Hope to see you again **one day**. – Надеюсь однажды тебя увидеть.

One evening, while he was working late at the office... - Одним вечером, когда он работал допоздна в офисе...

Артикли (часть 2/4) (A/an, the и нулевой артикль часть 1)

Мы обычно используем **the**, когда говорим о вещах уникальных (есть лишь в одном экземпляре, или если имеется лишь один набор таковых).

the world, the sky, the atmosphere, the sun, the ground, the climate, the sea, the horizon, the human race, the environment, the travel industry, the arms trade

Мы также ссылаемся на общие географические единицы, используя **the**, как например:

the beach, the country, the countryside, the town, the seaside, the forest (под the country и the countryside подразумеваются области, где нет городов)

Мы также говорим о:

the past, the present, the future

Обратите, однако, внимание, что те же самые существительные могут использоваться и с **нулевым артиклем** (то есть с отсутствием артикля), чтобы говорить об общей концепции.

Climate is one of the many factors involved in changing farming methods. (или **The climate...**) – Климат – один из многих факторов вовлечённых в изменение способов фермерства.

The flowers grow best in sandy soil and **sun**. (=sunshine) – Цветы растут лучше на песчаной почве и с солнцем.

In autumn the temperature difference between **land** and **sea** reduces. (or ...**the land** and **the sea**...) – Осенью разница температур между землей и морем снижается.

Если мы хотим описать частное проявление упомянутых понятий, можно использовать **a/an**. Сравните:

I could see the plane high up in **the sky**. – Я вижу самолёт высоко в небе. / When I woke up there was **a bright blue sky**. – Когда я проснулся небо было ярким и голубым.

What are your plans for **the future**? – Каковы у тебя планы на будущее? / She dreamt of **a future** where she could spend more time painting. – Она мечтала о будущем, в котором она могла бы проводить больше времени за рисованием.

Мы можем использовать **the**, когда мы делаем обобщение о классах вещей, используя исчисляемые существительные в единственном числе. Сравните использование **the** и **a/an** в данных предложениях.

The computer has revolutionized publishing. – Компьютер произвёл революцию в издательском деле. (Здесь говорится о компьютерах в целом,

нельзя сказать *A computer has revolutionized publishing*. Это сделали компьютеры в общем, а не один отдельный компьютер.)

The computer is an important research tool. / **A** computer is an important research tool. – Компьютер – важный исследовательский инструмент. (данное утверждение верно, как для общего класса вещей, так и для отдельной вещи).

В качестве альтернативы конструкции **the** + **исчисляемое существительное в единственном числе** можно использовать исчисляемое существительное во множественном числе, чтобы говорить о классе вещей.

Computers are an important research tool. – Компьютеры – важный исследовательский инструмент.

Обратите внимание, что если **the** используется с неисчисляемым существительными или с существительными во множественном числе, то мы говорим об определённой вещи или группе вещей.

The computers have arrived. Where shall I put them? – Компьютеры прибыли, куда мне их положить?

The music was wonderful. I could have listened to the orchestra all night. – Музыка была чудесна. Я бы всю ночь слушал оркестр.

Когда мы что-нибудь определяем или говорим о чём-то, что типично для особого класса людей или вещей, мы как правило используем **a/an**, а не **the**.

A corkscrew is a gadget for getting corks out of bottles. – Штопор – это прибор для извлечения пробок из бутылок.

A garden is there to give you pleasure, not to be a constant worry. – Сад, он для удовольствия, а не для постоянного беспокойства.

Некоторые существительные могут использоваться в неисчисляемом виде, когда мы говорим о всей субстанции, или идее, но исчисляемо, когда мы говорим о конкретном проявлении, или более чем об одном конкретном проявлении данной вещи. Если данные существительные используются в исчисляемом виде мы можем использовать **a/an**.

I don't drink **coffee**. ----- Would you like **a coffee**? (=a cup of coffee)

Я не пью кофе. ----- Не хотите (чашечку) кофе?

She's got blonde **hair**. ----- There's **a hair** in my soup.

У неё светлые волосы. ----- У меня в супе волос.

He shook with **fear**. ----- He has **a fear** of heights.

Он трясся от страха. ----- У него страх высоты.

Существует множество подобных существительных, включая **conversation, grammar, importance, iron, pleasure, shampoo, sound**. Некоторые из этих существительных имеют разное значение в зависимости от использования в виде исчисляемых и неисчисляемых существительных.

Артикли (часть 3/4) (A/an, the и нулевой артикль часть 2)

Мы используем **a/an**, чтобы сказать каковой является (была или будет) работа человека:

She was **a company director** when she retired. – Она была директором компании, когда уходила на пенсию.

Against her parent's wishes, she wants to be **a journalist**. – Против желания собственных родителей, она хочет быть журналистом.

Однако, когда мы говорим о должности, или особом положении человека, мы используем **the**, или нулевой артикль, а не **a/an**. Сравните:

She's been appointed **(the)** head of the company. – Её назначали главой компании.

I'm **a** production manager at Fino. – Я производственный менеджер в Фино (таких производственных менеджеров может быть много).

После **the position of, the post of, или the role of** мы используем нулевой артикль перед названием должности.

Dr. Simons has taken on **the position of** Head of Department. – Доктор Симонс принял пост главы департамента.

Мы обычно используем нулевой артикль перед именем или названием места. Однако, мы используем **the** –

Когда есть два человека с одинаковым именем, и мы хотим указать, о ком из них мы говорим:

That's not **the Stephen Fraser** I went to school with. – Это не тот Стивен Фрэйзер, с которым я ходил в школу. (также сравните с фразой: «There was **a Stephen Fraser** in my class. – В моём классе был Стивен Фрэйзер», то есть человек с таким именем).

Когда мы хотим подчеркнуть, что человек, о котором мы говорим – это самый знаменитый человек с таким именем. При этом на **the** делается ударение:

Do they mean **the Ronald Reagan**, or someone else? – Имеется ввиду тот самый Рональд Рейган, или кто-то другой?

С прилагательным, описывающим человека, или с другим существительным, говорящим о его работе:

The late Buddy Holly – покойный Бадди Холли... **the artists William Turner** – артист Уильям Тёрнер

Когда мы говорим о семье в целом:

The Robinsons are away this weekend. – Робинсоны на этот уикенд уехали.

Обратите внимание, что **a/an**, а иногда и нулевой артикль используется с именем, когда ссылаются на исключительные превосходные качества называемого человека:

Jane plays tennis well, but she'll never be **(a)** Steffi Graf.

Мы также используем **a/an**, когда мы ссылаемся на индивидуальный пример товара, произведенного определённым производителем (например. I've just bought **a Mercedes**. – Я только что купил Мерседес), или на работу определённого художника (например, Do you think it could be **a Van Gogh/a Rembrandt?** – Думаешь, это Ван-Гог/Рембрандт?).

Можно использовать **a/an** перед именем человека, если вы сами этого человека не знаете. Сравните:

Dr. Perch is here for you. – Доктор Перч здесь к вам. (=Я знаю доктора Перча).

There's a **Dr Kenneth Perch** on the phone. – Звонит какой-то доктор Кеннет Перч. (=Я о нём раньше не слышал).

В историях и шутках в разговоре, часто используется **this** вместо **a/an**, чтобы представить нового человека или вещь. Использование **this** выделяет человека или вещь в качестве темы того, что будет дальше.

As I was walking along, **this spider** (= a spider) landed on my head, and... - Я шёл, а тут мне паук на голову, и....

This man (= a man) goes into a chemist and he says... - Заходит мужик в аптеку и говорит....

Мы используем **the** перед прилагательным в превосходной степени, когда за ним идёт существительное или определяющая фраза:

He is **the finest young player** around at the moment. – Он на данный момент самый лучший из имеющихся молодых игроков.

Правда мы часто можем и не использовать **the**, особенно в неформальном стиле, когда нет существительного, или определяющей фразы после прилагательного в превосходной степени. Сравните:

A: Why did you decide to stay in this hotel?

B: It was **(the) cheapest**. и It was **the cheapest I could find**.

Почему ты решил остановиться в этом отеле?

Он был самым дешевым / Он был самым дешёвым из тех, что удалось найти.

Артикли (часть 4/4) (A/an, the и нулевой артикль часть 3)

С существительными во множественном числе и неисчисляемыми существительными нулевой артикль используется, чтобы говорить в общем и целом, не подразумевая определённых людей или вещей. **The** используется, когда мы предполагаем, что слушатель или читатель поймёт, на кого, или на что мы ссылаемся, или когда другие слова в фразе с этим существительным конкретизируют отсылку.

Сравните:

The government has promised not to tax **books**. – Правительство пообещало не облагать налогом книги (=книги в целом).

The books have arrived. – Книги прибыли (=те книги, которые вы заказали).

Music played an important part in his life. – Музыка играла важную роль в его жизни (=музыка в целом).

I thought **the music** used in the film was the best part. – Мне показалось, что музыка к фильму – это лучшее, что в нём было (=именно эта музыка).

Мы часто используем нулевой артикль с названиями праздников, особых времён года, месяцев и дней недели, включая: **Easter, Ramadan, New Year's Day**. Но сравните:

I'll see you on **Saturday**. – Увидимся в субботу (=в следующую субботу).

We met on **Saturday**. – Мы встретились в субботу (= в прошлую субботу).

и

They arrived on **a Saturday** as far I can remember. – Они приехали в (какую-то) субботу, насколько я помню (=важен только день недели, а не конкретная суббота).

They arrived on **the Saturday** after my birthday. – Они приехали в субботу после моего дня рождения (конкретная суббота, указывается какая).

С **winter, summer, spring, autumn** и **New Year** (период праздников), мы можем использовать, как нулевой артикль, так и **the**:

In **(the)** summer I try to spend as much time as I can in the garden. – Летом я стараюсь проводить настолько много времени в саду, насколько могу.

Мы используем **the**, когда ясно, или когда мы в дальнейшем проясняем, какое лето, весну и прочее, мы имеем в виду:

I'd like to go skiing in **the autumn**. – Я бы хотел пойти кататься на лыжах осенью (=в этом году). I first went skiing in **the spring** 1992. – Я впервые катался на лыжах весной 1992 года.

Мы говорим «**in the New Year**», подразумевая начало следующего года:

I'll see you again **in the New Year**. – Встретимся в новом году.

Когда мы хотим описать особенности какого-нибудь праздника, сезона, или другого периода времени, и отметить, что он как-то отличался, в сравнении с подобными, тогда мы можем использовать: **It/That was... + a/an + существительное + модифицирующая фраза**. Сравните:

That was **a winter** I'll never forget. – То была зима, которую я не забуду (=в сравнении с другими зимами она была незабываема).

и

That was **the winter** we went to Norway. – То была зима, когда мы поехали в Норвегию (=утверждение о конкретной зиме).

Мы используем нулевой артикль со временами дня и ночи, такими как: **midnight, midday**, и **noon**:

If possible, I'd like it finished by **midday**. – Если возможно, я бы хотел, чтобы это было готово к середине дня.

Midnight couldn't come quickly enough. – Полночь всё никак не наступала.

Но обратите внимание, что мы можем сказать, как **the dawn**, так и **dawn**:

He got back into bed and waited for **(the) dawn**. – Он вернулся в кровать и стал ждать утра.

Мы используем **the + morning/afternoon/evening**, говоря об известном нам, или обозначенном дне:

I enjoyed **the morning**, but in **the afternoon** the course was boring. – Мне понравилось утро, но вечером курс был скучен.

Однако сравните:

Morning is the time I work best. – Утро – время, когда мне лучше всего работается (=утро в общем; **The morning**... также возможно).

I'll be there **by (the) morning/evening**. – Я буду там к утру/вечеру (но.... **by the afternoon**, не.... by afternoon).

I waited **all morning**. – Я прождал всё утро (более распространено, чем all the morning/afternoon и так далее).

“You look upset.” “Yes, I’ve had **a terrible morning**”. – «Ты выглядишь расстроенным». «Да, у меня было ужасное утро» (если сравнивать с другими утрами).

Мы используем **by + нулевой артикль**, чтобы говорить о средствах транспорта и коммуникации, в том числе: **go/travel by car/taxi/bus/plane/train/air/sea; contact/communicate by post/email/phone**.

Сравните:

I generally go **by bus** to work. И I generally take **the bus** to work. – Я обычно езжу на работу на автобусе.

Мы часто используем нулевой артикль в конструкции, где повторяемые или родственные слова соединены предлогом и используются в общем значении.

The government makes grants according to criteria that differ from region to region. – Правительство делает гранты по критериям, отличающимся от региона к региону.

Другие примеры включают: **person to person, back to back, end to end, face to face, side by side, start to finish, day by day, put pen to paper** (начать что-то писать).

WHY NOT TAKE UP SPORT?

Focus Vocabulary

Some popular sports

archery
 artistic gymnastics (calisthenics) boxing
 car / motorcycle racing cycling
 Diving
 fencing
 figure-skating
 gliding
 glider
 gymnastics
 hang gliding
 mountaineering
 rowing and canoeing
 skating
 skiing
 ski-jump
 skydiving /parachuting
 swimming
 weight-lifting
 windsurfing
 wrestling
 yachting

athletics
track-and-field
discus / hammer /javelin throwing
high / long / triple jump
hurdle races
marathon
pole vault
to race / to run
shot-putting
steeplechase

Some popular games

Badminton
Basketball
cricket (BrE) football /soccer (AmE)
golf
hockey / ice hockey

Open air games

netball (BrE) polo
rugby (colloq. rigger) (BrE) / American football • (lawn) tennis
volleyball water polo

Indoor games

Chess
draughts
squash
table tennis

Competition sites

gym (gymnasium)
court
course
pitch
playground
ring
rink
track

Sporting equipment

arrow

bat

bow

club

cue

dart

our

paddle

puck

racket

rod / line stick

shuttlecock

Participants

crew (used for sportsmen rowing or sailing a boat)

national / Olympic / college team

umpire / referee / judge

opponent / rival

sportsman / athlete

sportswoman

sports people

Competitions

Championship

Competition

games (Olympic Games)

match

contest

tournament

cup

final

semi-final cup

Audience

Fan

to support

spectator

to shout for

sports enthusiast

to follow

Scoring System

best / record/fastest time

to beat / to defeat

to draw

goal

to lose

loser

point

runner-up

record

to set / to beat / to break / to hold a record / to score

to score victory

to win

LIFESTYLE AND FITNESS

-

L

Focus Vocabulary

diet

calorie controlled diet

low fat food

slim

weight control

gain / lose weight

fit

fitness

shape

streamline shape

habits

eating

bad posture

drinking habits

sleeping

lifestyle

active / sedentary lifestyle

Vitamin X

There's an essential "vitamin" that's almost extinct, though it's the secret to staying slim. It's vitamin X - vitamin X-ercise - and most of us are seriously deficient. We've cut out big and little sources, such as walking, raking leaves, hoisting garage

doors by hand - even standing up to change TV channels. We all know the result: a national flabidemic. Ten years ago one in four Americans was obese; today it's one in three! At last, even the new Dietary Guidelines for Americans recognizes that we can't tame our waistlines by heathy eating alone; we must get vitamin X, too.

Magic Steps To A Healthy Weight

Going up in the world may be the easiest way to get some vitamin X-ercise - If you climb by taking the stairs. Like a daily coin dropped in a bank, little by little those flights of stairs can help add up to a fitter, trimmer you In a London subway station, some researchers posted these signs by the escalators; 'Stay Healthy, Save Time, Use the Stairs.' In the three weeks the signs were up, men's use of the stairs rose from 12 to 20 percent; women's use rose from 5 to 12 percent. So next time you have a choice between stairs and escalator - remember: "Stay Healthy, Save Time, Use the Stairs."

Предлоги в придаточных предложениях

В формальных стилях конструкция **существительное + of which** часто предпочтительнее, чем **whose + существительное**, когда мы говорим о вещах:

A huge amount of oil was spilled, *the effects of which* are still being felt. – Большой объём нефти был пролит, эффект чего до сих пор ощущается.

The end of the war, *the anniversary of which* is on the 16th November, will be commemorated in cities throughout the country. – Конец войны, годовщина которой приходится на 16 ноября, будет отмечаться в городах по всей стране.

Мы можем использовать **of which** и **of whose**, но, как правило, не **which** и не **whose**, после **all, both, each, many, most, neither, none, part, some, a number, числительного** (one, two и так далее; the first, the second и так далее; half, a third и так далее), а также **превосходных степеней прилагательных** (the best, the biggest и так далее):

Lotta was able to switch between German and Russian, **both of which** she spoke fluently. (не ...both which she spoke fluently) – Лотта могла переключаться между немецким и русским, на обоих из которых она говорила свободно.

She joined the local tennis club, **most of whose** members were at least 60. – Она присоединилась к теннисному клубу, большинству из участников которого было, по крайней мере, 60.

В формальном контексте, **of which** может использоваться вместо **that/which...of** в придаточных предложениях.

The school **that/which** she is head **of** is closing. (или более формально The school **of which** she...) – Школа, чьей главой она является, закрывается.

The book **that/which** he's most proud **of**... (или более формально The book **of which** he...) – Книга, которой он больше всего гордится....

В формальном английском, в основном письменном, **whose** может идти после предлога в придаточном предложении. Однако, более естественно помещать предлог в конце придаточного предложения в менее формальном контексте и в разговорном английском:

The council is in discussion with Lord Thomas, **on whose** land most of the village is built. (или менее формально ...Lord Thomas, **whose** land most of the

village is built **on**.) – Совет ведёт переговоры с Лордом Томасом, на чьей земле находится (построена) большая часть деревни.

I now turn to Freud, **from whose** work the following quotation is taken. (или менее формально ...Freud, **whose** work the following quotation is taken **from**). – Я теперь перехожу к Фрейдю, из работы которого взята следующая цитата.

Когда к относительным местоимениям **which** и **whom** требуется предлог, мы обычно помещаем его перед относительным местоимением в формальных стилях:

The rate **at which** a material heats up depends on its chemical composition. – Скорость, с которой нагревается материал, зависит от его химического состава.

Her many friends, **among whom** I like to be considered, gave her encouragement. – Её многие друзья, среди которых мне хотелось бы числиться, ободряли её.

После предлога, мы обычно используем **whom**, а не **who** в более формальных стилях:

Is it right that politicians should make important decisions without consulting the public **to whom** they are accountable? (скорее чем ...the public to who they are accountable...) – Правильно ли, что политики могут принимать важные решения, не советуясь с народом, перед которым они подотчётны?

...мы также не используем **that** и **отсутствие относительного местоимения**:

The valley **in which** the town lies is heavily polluted. (не The valley in that the town lies is heavily polluted.; не The valley in the town lies is heavily polluted.) – Долина, в которой находится город, тяжело загрязнена.

В менее формальном английском мы обычно ставим предлог в конце придаточного предложения, а не в начале:

The office **that** Graham took us **to** was filled with books. – Офис, куда нас отвёл Грэхем, был заполнен книгами.

...мы также предпочитаем **who** (или **that**), а не **whom**:

The playground wasn't used by the children **who** it was built **for**. – Игровая площадка не использовалась детьми, ради которых и была построена.

Если глагол в придаточном предложении состоит из двух слов (например, **come across, fill in, look after, take on**), мы обычно не ставим предлог перед относительным местоимением.

The Roman coins, **which** a local farmer **came across** in a field, are now on display in the National Museum. (не ...coins, across which the local farmer came, are...) – Римские монеты, которые местный фермер нашёл на поле, теперь выставляются в местном Музее.

С глаголами из трёх слов мы ставим предлог перед относительным местоимением в очень формальном или литературном стиле, и многие люди избегают такой конструкции:

She is one of the few people **to whom** I look up. (или менее формально ...**who** I look up **to**.) – Она одна из немногих людей, кого я крайне уважаю.

ТЕМА 1.2. ПУТЕШЕСТВИЕ

ON THE MOVE

Focus Vocabulary

journey
 flight
 trip
 travel
 voyage
 crossing
 cruise
 travel by air /plane by sea / boat /ship
 by rail / train
 by car / coach
 on foot
 ticket
 single ticket BrE / one-way ticket AmE
 return ticket BrE /round-trip ticket AmE
 captain
 crew
 flight attendant / steward / stewardess
 customs
 customs officer
 immigration /passport officer
 immigration control
 security check

Travel: no thanks

Travel is said to broaden the mind. But does it really do this for the majority of people who go abroad? Imagine a typical tourist who goes to another country on a package holiday. He probably travels at peak time when the airports are crowded and unpleasant. If he's lucky, his charter flight will only be delayed a few hours. When he arrives at his destination, he may well find that the facilities promised in the holiday brochure are not up to expectations. What looked unspoilt countryside (in the brochure) will probably turn out to be an over-commercialised area where tourists have no chance at all of meeting any of the local people - they, very wisely, have escaped before the annual invasion. The only local people he will meet are the over-worked waiters and hotel staff who will be only too happy to 'perform' for the tourist and thus confirm his stereotyped idea of a Greek or Spaniard. The tourist will go home with little or no new insights into another culture and with most of his prejudices reinforced. Why travel?

GETTING AWAY FROM IT ALL

Focus Vocabulary

holiday BrE / vacation AmE
 package holiday / tour
 traveller
 tourist
 holiday-maker
 travel agency
 travel agent
 destination
 accommodation
 hotel
 single / double room
 receptionist
 reception desk
 guest

PHRASAL VERBS

to get away
 to get back
 to check in
 to check out
 to drop someone off
 to look round (somewhere)
 to pick someone up
 to take off
 to touch down
 to set off
 to stop off

IDIOMATIC EXPRESSIONS

A stone's throw away
 Travel broadens the mind
 To get away from it all
 In the middle of nowhere
 Off the beaten track
 To be swarming with people

Driving and Traffic Regulations

In the UK, you must give way¹ at a give-way sign and at a roundabout, where traffic coming from the right has the right of way². You must give way to pedestrians at a pedestrian crossing³.

In some countries, sounding/beeping⁴ your horn is prohibited, except in emergencies.

In most countries, jumping a red light is a serious offence, as is reckless driving.

In many parts of the world, drink-driving or drug-driving can result in a heavy fine or imprisonment.

Drivers may be asked by a police officer to take a breathalyser test. Hit-and-run accidents are almost always considered to be grave offences and may result in a ban for several years and/or imprisonment.

In the UK, less serious breaches of traffic regulations may lead to penalty points on the driver's licence.

In many countries, on-the-spot fines may be issued for careless driving and other offences.

In the European Union, exhaust emissions must meet certain standards, and the car must be roadworthy, which includes a minimum depth of tyre tread: driving with a bald tyre is against the law.

1 stop at a junction before entering a bigger road 2 is allowed to go before other traffic 3 often called a zebra crossing when it has black and white stripes 4 beeping is less formal than sounding 5 not stopping at 6 very dangerous, without any care for others 7 driving after consuming alcohol above the official limit 8 driving after taking illegal drugs 9 instrument you breathe into to measure alcohol level 10 running into someone and not stopping 11 removal of your driving licence 12 negative points which are added up over time and which can result in the loss of your licence 13 given at the scene of the offence 14 waste gases produced by the vehicle 15 in a condition that it can be driven safely 16 the depth of the grooves in the tyre rubber 17 one which has lost its tread

Traffic problems

It was the rush hour, and there was a long tailback. [line of slow or stopped traffic]

There's always congestion in the city centre. [situation in which there is a lot of traffic that can't move.]

In some cities, cars have to pay a congestion charge to go into the city centre.]

You have to pay a toll on the new motorway. [a charge you have to pay to use the road]

There was a pile-up involving ten cars, because of the fog, so the road was closed and we were diverted onto a narrow country lane. [crash between several or many cars] [directed away from our road]

Overnight snow caused disruption this morning on many roads, but it has cleared now. [when a system, process or event is prevented from continuing as usual or as expected]

I had stupidly parked in a tow-away zone and came back to find my car had gone! [area where your car may be taken away if you park illegally]

I only parked for a few minutes outside the station, but when I came out my car had been clamped. [fitted with a metal device on the wheel to prevent it from moving]

I saw two men fighting next to their cars. I think it was a case of road rage. [anger or violence between drivers because of difficult driving conditions]

The road was wet and I skidded on a bend and almost crashed. [lost control of the steering so that the car slid across the road] There was a head-on collision on the main road between here and the next village last night. [two vehicles hitting each other directly in the front]

Booking travel and holidays

Here are some choices you may make when booking travel or holidays.

A scheduled flight is a normal, regular flight; a charter flight is a special flight taking a group of people, usually to the same holiday destination. Some airline tickets may have restrictions (e.g. you can only travel on certain days). Such tickets can offer good value for money but, if you cancel, they are non-refundable¹ or you may have to pay a cancellation fee. Some tickets allow a stopover². A package holiday normally includes accommodation and transfers, e.g. a coach or a shuttle bus to and from your hotel. An all-inclusive holiday includes your flight, accommodation and all meals, drinks and snacks in the hotel.

1 you can't get your money back 2 you may stay somewhere overnight before continuing to your destination

Sea travel is normally on a ferry, and the journey is called a crossing, but you can have a holiday on the sea if you go on a cruise. For some people, a luxury cruise is the holiday of a lifetime¹. You may decide to book a berth in a shared cabin², or to have a single or double cabin. For more money, you can often get a deluxe cabin, perhaps on the upper deck³. Cruises often go to exotic⁴ islands where you can get away from it all⁵.

1 one you will always remember 2 a bed in a cabin with other people 3 the higher part of the ship, which is often bigger and more comfortable 4 unusual or exciting 5 escape your daily life and routines Train travel allows you to relax as you travel and look at the countryside through the windows of your carriage. Railways link major towns but you may have to change trains¹ if you are not able to get a through train².

1 get off one train and on to another 2 or direct train, one which takes you directly to your destination

Car hire is another way of getting around¹. When you book it, you may have to choose whether you want unlimited mileage². There may also be extras to pay, such as accident insurance. If you hire a car, it gives you the freedom to come and go as you please³.

1 travelling to different places; informal 2 /'maɪlɪdʒ/ you can travel as many miles as you like for the same price 3 go where you want when you want

Accommodation when travelling

Some people like camping¹ while others prefer hotels. Or you can have a self-catering² holiday, such as staying in an apartment or chalet³. You can also choose to stay in a guest house⁴ or an inn⁵.

Some types of accommodation offer half board⁶ or full board⁷.

1 sleeping in a tent or a caravan 2 where you do your own cooking 3 /'ʃæleɪ/
small cottage or cabin specially built for holiday-makers 4 small, relatively cheap hotel
5 similar to a pub, but also offering accommodation; sometimes in an attractive old
building 6 usually breakfast and one other meal 7 all meals

Describing tourist destinations

If you're the type of traveller who wants to escape the crowds¹, get off the beaten track² and get back to nature³, take a closer look at Suriname. Suriname's tourist sector⁴ is relatively modest and the emphasis is on what makes the country different for the discerning⁵ traveller. Other Caribbean nations may boast⁶ better sand, sea and sun, but because of that, you won't find hordes⁷ of people in Suriname. What you will find is a wealth of⁸ wildlife with a huge range of flora and fauna⁹. More than 12% of the country is given over to national parks¹⁰ and nature reserves¹¹ and large tracts¹² of the country are covered by virgin¹³ rainforest. So, if you are seeking something out of the ordinary¹⁴, click here for more information.

1 go where there are not many people 2 go to places tourists don't normally go, somewhere different/unusual 3 live a natural, rural style of life 4 tourist industry; formal 5 showing good judgement, especially about style and quality 6 this use of boast is for listing the good qualities of a place; formal 7 crowds, in a negative sense 8 large amount of; formal 9 plants and animals; a fixed phrase (Latin) 10 areas of a country that are protected by the government because of their natural beauty or because they have a special history 11 areas of land protected in order to keep safe the animals and plants that live there, often because they are rare 12 areas of land; collocates with large, vast, huge 13 original and natural 14 looking for something different (seek is rather formal)

Some и any

Some

Перед существительными во множественном числе и неисчисляемыми существительными мы иногда используем **some** или нулевой артикль с минимальной разницей в значении:

“Where were you last week?” “I was visiting (**some**) friends.” – «Где ты был на прошлой неделе?» «Навещал друзей».

Before serving, pour (**some**) yoghurt over the top. – Перед подачей добавьте йогурта сверху.

Как и в случае с **some**, так и с нулевым артиклем, мы ссылаемся на отдельных людей или вещи, но неопределённым способом.

Мы не используем **some**, чтобы делать утверждения общего характера о целых классах вещей или людей:

Furniture can be an expensive item when you buy your first home. – Мебель может оказаться дорогой, когда покупаешь свой первый дом.

Babies need lots of care and attention. – Детям нужно много заботы и внимания.

Some используется перед числом, чтобы выразить понятие «приблизительно»:

Some eighty per cent of all residents took part in the vote. - Приблизительно 80% всех жителей приняло участие в голосовании (если было бы сказано просто 80%, то это означало бы более точную цифру).

Когда мы не можем точно сказать, о каком человеке или вещи мы говорим, поскольку мы не знаем, не можем вспомнить, или хотим подчеркнуть, что это не важно, мы можем использовать **some** вместо **a/an** с существительным в единственном числе.

He was interrupted twice by **some** troublemaker in the audience. – Его дважды прерывал какой-то скандалист в аудитории.

Мы также используем конструкцию **some(thing) or other** подобным образом:

I bought them from **some shop or other** in New Street. – Я купил их каком-то магазине на Нью-стрит (не ...from a shop or other...).

Any

Мы, как правило, используем **any**, а не **some** (равно как и **anyone, anything** и прочее, а не **someone, something** и прочее) –

В не-утвердительном контексте, то есть не имеющем положительного, подтверждающего значения.

Чтобы сослаться на не-специфические, не-обозначенные вещи.

Например, мы, как правило, используем **any** в предложениях с отрицательным значением, когда в них включены отрицательные наречия, такие как **barely, hardly, never, rarely, scarcely, seldom**; отрицательными глаголами, такими как **deny, fail, forbid, prevent, prohibit, refuse**; отрицательными наречиями, такими как **impossible, reluctant, unable, unlikely**; а также с предлогом **without**:

There's hardly **any** sugar left. We must get some when we go shopping. – Практически не осталось сахара. Нужно будет купить, когда пойдём в магазин.

I boarded up the windows to prevent **any** damage during the storm. – Я закрыл (ставнями) окна, чтобы они не пострадали во время бури.

It was impossible to see **anything** in the dark. – Было невозможно увидеть что-либо в темноте.

We didn't have the tickets, but we got into the stadium without **any** difficulty. – У нас не было билетов, но мы попали на стадион без каких-либо трудностей.

Однако мы используем **some** с данными отрицательными словами:

Когда **some** подразумевает «не всё (not all)»:

We were able to prevent **some** damage to the house. – Мы сумели предотвратить некоторые разрушения в доме (=но не все).

I talk to colleagues before I take **some** decisions, but this one I had to decide on my own. – Я предварительно обсуждаю с коллегами некоторые решения, но это мне пришлось принимать самому.

Когда основное значение положительно:

Somebody isn't telling the truth. – Кто-то не говорит правды (= есть некто, кто правды не говорит).

Когда мы говорим об отдельном но не обозначенном человеке, или вещи:

I was reluctant to repeat **something** so critical of Paul. – Я не хотел повторять нечто столь критичное о Поле.

Мы часто используем **any** в придаточных предложениях, которые начинаются с before, и со сравнениями:

I cleared up the mess before **anyone** saw it. – Я убрал беспорядок, прежде чем кто-то заметит (если было бы "...before someone saw it" предполагает, что мы знаем того, кто мог бы это заметить).

She has as good a chance as **anybody** of winning the race. – У неё равные со всеми шансы выиграть гонку.

The material felt softer than **anything** she had ever touched before. – Материал казался мягче, чем что-либо, чего она касалась ранее.

ТЕМА 1.3. КИНО

Focus Vocabulary

Cinema

Film

movie

action / adventure film

biopic

cartoon

comedy

drama

disaster film

fantasy film

horror film

musical

science fiction film

soap opera

thriller

war film

western

Adjectives describing free-time activities

adjective meaning possible examples

rewarding gives you a lot of positive

experiences doing voluntary work, helping charities

fruitful produces good results collaborating/cooperating with someone in an activity

lucrative makes a lot of money selling designer jewellery, writing apps for smartphones

therapeutic

/θerə'pjʊ:tɪk/

makes you healthy in body and/or mind gardening, yoga, jogging

relaxing/calming reduces stress, gives a peaceful feeling

reading, listening to music, meditation

time-consuming takes a long time to do being president of a club, being a member of a committee

I enjoyed being secretary of the sports club but it was very **time-consuming**. I had to give up two evenings a week to do it.

The conservation work I do is very **rewarding**. I feel I'm doing something good and useful.

Photography has been a **lucrative** pursuit for her. She often sells her pictures to magazines.

Painting is such a **therapeutic** activity. It makes me feel good, and teaches me patience.

Informal expressions: how people spend their leisure

Rob's a real **culture vulture**; he goes to the theatre regularly and to every art gallery he can find. [big fan of anything cultural]

I'm a bit of a **couch potato**; I spend hours every day just watching TV. [physically very inactive person]

Lucy loves playing tennis but only as an **amateur** – she'd never want to be a professional. [someone who does something as a hobby, not a job]

Fatima's a bit of a **dabbler**; she takes up a hobby for a couple of weeks, then she gets bored and starts something different. [person who never keeps doing one activity for long]

Matt does a lot of **chores** at the weekend – things like shopping and mowing the **lawn**. [boring tasks that have to be done] [grass]

Laura's a **shopaholic**. She buys all sorts of things she doesn't need. [person addicted to shopping; compare **alcoholic**: addicted to alcohol]

Joe is heavily **into** downhill skiing these days. [is very involved in]

I **went off** football and I took up golf instead. [stopped liking, lost interest in]

She **locks herself away** for hours in her room and listens to music. [isolates herself from the world]

He's totally **hooked on** motor racing these days. [is addicted to]

What do you **get up to** at weekends, Mariana? [do]

Do you have a hectic social life? I have a pretty **full diary**. [a lot of activities]

Mark is a **keen participant** in all the community activities in his town. [takes part enthusiastically]

Language help

Words like *shopaholic*, *workaholic* and *chocaholic* are used in a light-hearted way and are different from *alcoholic*, which is a serious and medically recognised condition.

Dressing for work

Many students, both male and female, would agree that they often look **scruffy**¹ in their T-shirts and jeans. However, those who go into the world of business have to make a rapid transition and learn about **dress codes**² in the workplace. Business **attire**³ needs to project a professional image, and clothing that **reveals**⁴ too much **cleavage**⁵ (for women), or your back, your chest or your **midriff**⁶ is not appropriate, even in a casual business setting. For women, see-through **fabrics**⁷ should be avoided, and skirts should not be too tight or too short, though nobody wants to look **frumpy**⁸. For men, trousers should not be too tight, or shirts too open. Women often need a good choice of **outfits**⁹ and men find a good range of **suits**¹⁰, ties and casual trousers and jackets **invaluable**¹¹. **Accessories**¹², e.g. jewellery, shoes and **cufflinks**¹³, can also enhance the professional look. Some offices have **dressdown days**¹⁴, often Fridays, when staff can wear more casual clothes. In other jobs, of course, people are required to wear **uniforms**, or **protective clothing** such as **overalls**¹⁵ and **safety helmets**¹⁶.

1 untidy [noun: **scruff** = person who dresses in an untidy way] 2 accepted way of dressing in a particular social group 3 clothing; *formal* 4 shows 5 space between a woman's breasts 6 part of the body between the chest and the waist 7 materials 8 old-fashioned and boring 9 set of clothes for a particular occasion 10 jacket and trousers in the same material 11 extremely useful 12 extra items added to clothing for useful or decorative purposes 13 decorative objects used to fasten the cuffs on men's shirts 14 days when people wear less formal clothes 15 (plural noun) piece of clothing covering all the body, usually worn over other clothing to protect it when working 16 hat to protect the head

Words and expressions about clothes

Clothes can be described as **revealing**¹, **skimpy**², **baggy**³, **clingy**⁴, or **chic**⁵. Sometimes an invitation to a more formal party will ask people to dress in **smart-casual**⁶ clothes. To be **dolled (up)** / **dressed up** / **done up to the nines** means to be dressed in a very fashionable or very formal way. Some people choose to buy **designer (label) clothes** but most people prefer to buy clothes more cheaply **on the**

High Street⁷. People who can afford to sometimes have clothes **made-to-measure**⁸, but more often

people buy their clothes **off the peg/rack**⁹.

1 showing a lot of flesh 4 close-fitting 7 from ordinary, much less expensive shops

2 short, using little material 5 /fɪ:k/ modern, stylish 8 made especially for them 3 loose, e.g. a sweater 6 clothes that are informal 9 ready-made but clean, tidy and stylish

Being in fashion

These jackets are **all the rage**. [very fashionable] The woman was dressed in **the very latest**

fashion. [an extremely fashionable way] Dresses like this are **the height of fashion.** [very fashionable]

The magazine has **up-to-the-minute** fashion articles. [dealing with the most recent trends] The

film has **set a new trend** for the silk top the star wore. [started a new fashion] A **trend-setter** is a

person whose style is followed by others. High heels are **on trend** this year. [fashionable] Large

handbags are this year's **must-have item.** [thing that everyone wants] If a fashion/trend **catches on,**

it becomes popular. A **slave to fashion** is someone who is strongly influenced by fashion. [used in

a disapproving way] Your new outfit really **suits** you. [looks good on you]

Clothes in metaphors

to speak **off the cuff** [without having prepared anything] **to be hand in glove with someone** [to

have a close working relationship with someone] to do something **on a shoestring** [spending as little as

possible] **no frills** [simple and plain] **to put someone in a straitjacket** [restrict someone's freedom]

to draw a veil over something [not to talk about something] **to have something up your sleeve** [to

have a secret plan or idea]

Useful adjectives for describing works and performances

That TV series is **overrated.** [not as good as people say]

The plot was so **hackneyed!** [done so often it is boring]

The play was **disjointed** and difficult to follow. [unconnected and not in a clear order]

The film *Green Aliens from Mars* was a bit **far-fetched.** [impossible to believe]

The play was a bit **risque,** and some religious leaders criticised it. [/rɪ'skeɪ/ against accepted social standards and likely to shock some people]

It was a **gripping** film from start to finish. [exciting and keeping your attention the whole time]

It was a **harrowing** documentary about war and refugee camps. [extremely upsetting]

It's a **moving** story about a child whose mother dies. [making you feel pity or sadness]

What a truly **memorable/unforgettable** performance. [you remember it long after]

The ballerina's performance was **understated.** [done or expressed in a simple but attractive style]

The play was long and **tedious.** [boring]

That new stand-up comedian is **hilarious.** [extremely funny]

Language help

The adjectives above can also be used about writing, e.g.

The plot of the novel is far-fetched/hilarious/gripping, etc.

Success and failure

The audience clearly loved the play – the **applause** was deafening. [clapping to show enjoyment] So it's not surprising that it got **glowing reviews**. [excellent reviews] The audience called for several **encores** after his concert.

[/'ɒŋkɔ:z/ calls from the audience to perform some more]

She got a **standing ovation** as Juliet in *Romeo and Juliet*. [the audience stood up and applauded at the end of the performance]

Her latest album has already won three **awards**. [prizes/honours, e.g. 'Best album of the Year']

Sam Dell won the award for 'Best **up-and-coming** actor'. [likely to become very successful]

The critics generally agree that her new symphony is a **masterpiece**. [very great work of art]

She has become **typecast** as a middle-aged mother in TV drama series. [always associated with that type of role]

His latest opera was **panned/slated** by the critics, which is strange, since all his previous works have been universally **lauded**. [very negatively criticised] [highly praised]

The play **bombed** in London's West End, although it had been really successful in New York. [was a failure]

The show was **booed** on the first night. [got disapproving noises from the audience]

The new TV soap has turned out to be a **total flop**. [complete failure]

Novak **was** definitely **miscast** as the father in that film; he was very **unconvincing**. [was the wrong person for the role] [not seeming real or true]

Nouns relating to performing

Megan did well in the **audition** and is now busy going to **rehearsals** for the play. [short performance where actors show what they can do, hoping to get a role] [practice performances]

I liked her **interpretation** of the song 'Yesterday'. [way of understanding and performing it]

I prefer the original **version** by the Beatles. [one of several performances that exist] None of the **covers** are as good, in my opinion. [versions of songs that are not the original]

The actor's **portrayal** of the mother in the film was very tender. [the picture she created]

РАЗДЕЛ 2. СФЕРА СОЦИАЛЬНО-ПОЗНАВАТЕЛЬНОГО ОБЩЕНИЯ

ТЕМА 2.1. ГОРОДСКАЯ ЖИЗНЬ. ТРАНСПОРТ

LIVING IN A BIG CITY IS A CHALLENGE

GETTING AROUND THE CITY

Focus Vocabulary

cab

double-decker

the Underground / the Tube (BrE) / the Subway (AmE)

to get on / off

hold-up

traffic

traffic lights

traffic jam

traffic warden

five / ten, etc minutes ' walk / drive

fare

ticket

day /season / monthly / weekly ticket rush hour

pedestrian /zebra /pelican crossing

Living in the City

Living in a city has both advantages and disadvantages. On the plus side, it is often easier to find work, and there is usually a choice of public transport, so you don't need to own a car. Also, there are a lot of interesting things to do and places to see. For example, you can eat in good restaurants, visit museums, and go to the theatre and to concerts. What is more, when you want to relax, you can usually find a park where you can feed the ducks or just sit on a park bench and read a book. All in all, city life is full of bustle and variety and you need never feel bored.

However, for every plus there is a minus, For one thing, you might have a job, but unless it is very well-paid, you will not be able to afford many of the things that there are to do, because living in a city is often very expensive. It is' particularly difficult to find good, cheap accommodation.

What is more, public transport is sometimes crowded and dirty, particularly in the rush hour, and even the parks can become very crowded, especially on Sundays when it seems that every city-dweller is looking for some open space and green grass. Last of all, despite all the crowds, it is still possible to feel very lonely in a city.

In conclusion, I think that city life can be particularly appealing to young people, who like the excitement of the city and don't mind the noise and pollution. However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside.

MOTORING

Focus Vocabulary

to accelerate
 to reverse
 to brake
 to skid
 to change gear
 to speed
 to exceed the speed
 to steer
 to have a flat tyre / tire AmE
 to swerve
 to overtake

TELEPHONING

Focus Vocabulary

telephone/phone
 answering machine AmE
 cellular (cell) f mobile phone
 to call
 to ring smb up
 to phone smb
 to dial a plume number
 code BrE / area code AmE
 country code
 (telephone) director)
 phone book

A modern metropolis suggests busy life, long distances and deficiency in personal involvement. Since the telephone was invented by Alexander Graham Bell it has never lost its role as an effective means of communication. It brings our nearest and dearest closer to

Also, a lot of business is done by telephone nowadays.

City life

Read this advertisement for new houses in the city and note the collocations.

A: Secure your new home now in the exciting city of Lorchester

In the **bustling** centre you can enjoy high-quality **urban living**, with **reliable public transport** and shops and restaurants whose **long opening hours** will suit your busy lifestyle.

Phone us now on 00345 877223 to visit our extensive range of show houses and apartments, or take a virtual tour at www.incitilife.com.

1 full of busy activity

B: Country life versus city life

Jerome has just moved from his home village into a big town. He emails Rosie about it.

Hi Rosie,

Well, I did it. I moved into town. I must say I don't miss the **rustic charm**¹ of life in **the back of beyond**²! For some people my old village is a **rural idyll**, but for me it was always just a **quiet backwater**³ **in the middle of nowhere** where nothing ever happened and where I was **bored rigid**⁴. I've only been in town a week, but I love everything about it – the **crowded streets**, the **hectic pace**⁵ **of life**, the fact that you can get a cappuccino or **hail a taxi** at two in the morning.

So when are you coming to visit?

Jerome

C: City Council plans

1 appeal that is simple and picturesque

2 an extremely isolated place

3 a quiet, isolated village

4 (informal) extremely bored

5 very busy and fast pace

1 buildings that are not cared for and are in a very bad condition 2 (formal, official) homes

GOOD NEWS FOR INNER CITY LIFE

City councillors last night approved extensive plans for **urban regeneration**.

Key features of the plan include the restoration of **derelict buildings**¹ and a **treeplanting scheme**.

The hope is that the **inner city** will soon resemble the **leafy suburbs** as an attractive and **desirable place to live**. Planners believe that an increase in the number of **residential dwellings**² in the town centre will ease the problem of **congested roads** and night-time crime: with commercial and recreational facilities **within walking distance** and **open all hours**, it is hoped that many people will choose to leave their cars at home, and that it will be safer to walk on the street at night.

Глаголы + -ing-формы (герундий) и инфинитивы (1)

За некоторыми глаголами могут следовать, как дополнение + **-ing-форма (герундий)**, так и **посессионная форма/притяжательное местоимение + -ing-форма (герундий)**, хотя **посессионная форма/притяжательное местоимение + -ing-форма (герундий)** считается довольно формальной конструкцией.

I **resented** *Tom winning* the prize. (более формально I **resented** *Tom's winning* the prize.) – Я возмутился тому, что Том получил приз.

Mary **recalled** *him buying* the book. (более формально Mary **recalled** *his buying* the book.) – Мэри вспомнила, что он покупал книгу.

Другие подобные глаголы включают глаголы любви/не любви, такие как: **detest** (ненавидеть), **(dis)approve**, **(dis)like**, **hate**, **love**, **object to**, а также глаголы мышления, такие как: **forget**, **imagine**, **remember**, **think of**. Обратите внимание,

что мы используем **посессионную форму/притяжательное местоимение** (Tom's, his) здесь, чтобы говорить только о людях или группах людей.

I **remembered** *the horse winning the race* (но не ...the horse's winning...) – Я вспомнил, что эта лошадь победила в гонке.

За некоторыми глаголами может следовать конструкция **to + -ing (герундий)**, где **to** является предлогом. Например:

She **confessed to stealing** the money. – Она призналась в воровстве денег.

You **don't object to working** late tonight, do you? – Вы же не возражаете против того, чтобы работать допоздна, не так ли?

Другие подобные глаголы включают: **adapt, adjust, admit, look forward, own up** (откровенно признаваться), **resort**. Обратите внимание, что за этими глаголами также может идти **to + сочетание с существительным**:

She **confessed to the crime**. – Она призналась в этом преступлении.

You **don't object to the work**, do you? – Ты не возражаешь против этой работы, не так ли?

За другими глаголами могут идти разные предлоги + **-ing-форма (герундий)**. Например:

by + -ing (герундий) (begin, close, end, finish (off/up), open, start (off/out))

Can you **begin by cleaning** the floors, and then do the windows? – Можете начать с мытья полов, а затем заняться окнами?

on + -ing (герундий) или on + дополнение + -ing (герундий) (concentrate, count, depend, focus, insist, rely)

Clare **insisted on (Jack) wearing** a suit to the party. – Клэр настояла на том, чтобы Джек надел костюм на вечеринку.

of + -ing (герундий) или of + дополнение + -ing (герундий) (approve, hear, know, speak, talk, tell)

I **don't approve of (them/their) hunting** animals for sport. – Я не одобряю, то что они охотятся на животных ради развлечения.

дополнение + from + -ing (герундий) (deter, discourage, keep, prevent, prohibit, stop)

The noise from the next door **prevented me from sleeping**. – Шум по соседству не дал мне уснуть.

За некоторыми глаголами (**feel, hear, notice, observe, overhear, see, watch**) может следовать дополнение, а затем либо **-ing-форма (герундий)**, либо **чистый инфинитив**, но при этом значения могут немного различаться. **-ing-форма (герундий)** предполагает, что действие продолжается, а **чистый инфинитив** предполагает законченное действие. Сравните:

I **saw them playing** football from my window. – Из моего окна, я видел, как они играют в футбол.

и

I **saw him smash** the bottle. – Я увидел, как он разбил бутылку.

Также **-ing-форма (герундий)** предполагает, что мы смотрим, слышим и так далее некоторую часть действия, но не с начала до конца, а **чистый**

инфинитив предполагает, что мы видим, слышим и так далее всё действие. Сравните:

I was able to **watch** *them building* the new car park from my office window. – Я смог увидеть из окна моего офиса, как они строили новую парковку.

и

I **watched** *him climb* through the window, and then I called the police. – Я видел, как он забирается через окно, и затем вызвал полицию.

После глаголов **dare** и **help** мы можем использовать, как **чистый инфинитив**, так и **to-инфинитив**:

I was angry with him, but I **didn't dare** (*to*) say anything. – Я был зол на него, но ничего не посмел сказать.

We hope the poster campaign will **help** (*to*) raise awareness of the problem. – Мы надеемся, что кампания с постерами поможет привлечь внимание к проблеме.

Когда у **dare** имеется дополнение, мы можем использовать только **to-инфинитив**. Сравните:

I **dared** *him to cross* the river. (нельзя I dared him cross...) – Я подзудил его переплыть реку. и I **helped** *them* (*to*) pack. – Я помог им упаковаться.

После **have**, **let** и **make** мы можем использовать **дополнение + чистый инфинитив**, но не **to-инфинитив**:

His exam results might **make** *him work* harder. (нельзя сказать ...might make him to work...) – Его результаты экзамена могут заставить его работать больше.

I **had** *Beth clean* up her bedroom before I **let** *her go* out to play. – Я заставил Бет убраться у неё в спальне, прежде, чем я отпустил её на улицу играть.

Мы обычно используем **чистый инфинитив** после **make** и **let** с сочетаниям **make do** (обходиться, чем имеется) и **let go** (выпускать, что держал до этого):

Jim had borrowed my new bike so I had to **make do** with my old one. – Джим забрал мой новый велосипед, так что мне пришлось обходиться старым.

“**Don't let go!**” – «Не отпускай!»

Глаголы + **-ing-формы (герундий)** и **инфинитивы (2)**

После некоторых глаголов мы должны добавлять дополнение перед **to-инфинитивом** в предложениях с активным залогом:

The police **warned** *everyone to stay* inside with their windows closed. (нельзя сказать: The police warned to stay...) – Полиция предупредила, чтобы все оставались дома и закрыли окна.

My teachers **didn't encourage** *me to work* hard at school. (нельзя сказать My teachers didn't encourage to work...) – Мои учителя не вдохновляли меня учиться прилежно в школе.

Существует множество таких глаголов, включая: **advise, allow, believe, cause, command, enable, encourage, entitle, force, invite, order, persuade, remind, show, teach, tell.**

Однако, после других глаголов, таких как: **agree, consent, fail, hope, manage, offer, pretend, refuse, start, threaten, volunteer**, мы не можем включать дополнение перед **to-инфинитивом**:

The shop **refused to accept** his cheque. (нельзя сказать: The shop refused him to accept his cheque.) – Магазин отказался принять его чек.

We've **decided to leave** early. (нельзя сказать: We've decided us to leave early.) – Мы решили уйти пораньше.

После некоторых глаголов, включая: **apply, arrange, ask, campaign, plan** и **wait**, мы должны добавлять предлог, как правило, **for**, сразу же после глагола и перед конструкцией **дополнение + to-инфинитив**:

We **waited for the taxi to come** before saying goodbye. (нельзя сказать: We waited the taxi to come...) – Мы подождали приезда такси прежде, чем попрощаться.

They **arranged for Jane to stay** in London. (нельзя сказать: They arranged Jane to stay...) – Они устроили так, чтобы Джейн осталась в Лондоне.

После **apply, ask** и **campaign to-инфинитив** часто становится пассивным:

They **applied for the court appearance to be postponed**. – Они подали прошение, чтобы появление в суде было отложено.

За другими глаголами могут следовать разные **предлоги + дополнение + to-infinitive**. Например:

at + дополнение + to-инфинитив (**go on** (= постоянно критиковать), **keep on** (= говорить о чём-то много раз), **scream, yell**)

I **shouted at the man to open** the door. – Я накричал на человека, чтобы тот открыл дверь.

on + дополнение + to-инфинитив (**call** (= официально попросить кого-то сделать что-то), **count, prevail, rely**)

We're **depending on you to find** a solution soon. – Мы полагаемся на то, что ты вскоре найдешь решение.

to + дополнение + to-инфинитив (**appeal, gesture, motion**)

He closed the door and **signaled to the pilot to take off**.

Ряд других типов **to-инфинитивов** и **-ing-форм (герундия)** могут также следовать за глаголами –

глагол + отрицательный to-инфинитив и отрицательная -ing-форма (герундий):

We **decided not to go** to Paris after all. – Мы, в конце концов, решили не ехать в Париж. (сравните: The people **didn't decide to go** to war, it was their leaders. – Люди не решали идти на войну, это делали их лидеры.)

Some of my friends **have considered not going** to the college because of the cost. – Некоторые из моих друзей рассматривали вариант не пойти в колледж из-за стоимости. (сравните: I **haven't considered going** to college – I don't want to go on studying after school. – Я не думал идти в колледж, я не хочу продолжать учиться после школы.)

глагол + to have + past participle. Сравните:

Can you hear that strange noise? It **seems to happen** every time I turn on the tap. – Слышишь этот странный звук, он возникает каждый раз, как я включаю кран.

и

The accident **seems to have happened** at around 1.00 p.m. yesterday. – Происшествие, по-видимому, произошло примерно в 13:00 дня.

Такая конструкция часто используется, чтобы выразить мнение (с глаголами вроде **seem** и **appear**) о прошедшем событии, или чтобы передать, что говорится или было сказано (с пассивными глаголами, такими как: **is/was alleged, believed, said, thought**) о прошлых событиях:

Simons **is alleged to have assaulted** a police officer. – Симонс обвиняется в нападении на офицера полиции.

глагол + having + past participle. Конструкции **глагол + -ing (герундий)** и **глагол + having + past participle** имеют схожее значение при использовании с этими же глаголами. Сравните:

I now **regret buying** the car. и I now **regret having bought** the car. – Я теперь жалею, что купил машину.

Такая конструкция чаще всего используется с глаголами: **admit, deny, forget, recall** и **regret**.

ТЕМА 2.2. ПОГОДА, ПОРЫ ГОДА

Taking root and reaping rewards

Parts of a plant

Here are some metaphors based on parts of trees and plants:

Seed(s) is often used to talk about the start of an idea or feeling: **the seeds of success, the seeds of discontent, the seeds of revolution.**

Root(s) is used to suggest the origins of something. You can talk about **going back to your roots**, for example, meaning going back to the place where your family came from. You can also talk about **the root of a problem** or **the roots of a tradition**. **Putting down roots** means settling down and making your home in one place: After travelling the world for a couple of years, I was ready to go home and **put down some roots**.

When an idea becomes known or accepted, it can be said to **take root**. The **grassroots supporters** of an organisation or society are the ordinary people in it, not the leaders.

Deeply and **firmly** collocate with **rooted**: Its origins are **firmly/deeply rooted** in the 19th century.

Stem is used as a verb to signify that something originates in something else: Her discontent **stems** from a traumatic experience she had last year.

Bud is used in the expression **nipped in the bud** [flower before it opens] [stopped before it develops into something]:

He's showing signs of neglecting his work – we'd better **nip that in the bud**.

The adjective **budding** can also mean showing promise of future development: She's a **budding** young actor.

A **branch** is something that grows off or **branches out** from a main organisation. We talk about **branches of a shop** or a **business branching out into new directions**:

We don't have the blue sweater in your size here, but you could try our Oxford Street **branch**.

Metaphorical verbs connected with plant growth and gardening

The new boss is planning to **weed out** older or less experienced staff . [get rid of]

The government will probably have to **prune back** its proposals. [cut/limit]

At last she **is reaping the rewards of** all her years of study. [is getting results from]

Because we didn't protest about the change, we are now **reaping what we sowed**. [experiencing the logical results of our actions – usually used in negative contexts]

The journalists **have dug up** some interesting facts. [have discovered]

The idea **was germinating** while we were on holiday. [was beginning to develop]

Out-of-town shopping centres **have been sprouting up** all over the country. [have been appearing quickly in large numbers]

Our business **is flourishing**. [is doing very well]

We are beginning to see the **green shoots** of economic recovery. [first signs that the economy is improving]

A deciduous tree **sheds** its leaves. [loses] Companies can **shed employees/jobs**. People can **shed worries/inhibitions/weight**.

Plants can **thrive**; so can people and things [grow/develop well and successfully]: The language school is **thriving** – student numbers are up from last year. She loves her high-powered job and seems to **thrive on** stress and crises!

Plants **fade, wither, shrivel** and **wilt** when they die. These verbs can be used metaphorically: Hopes of finding survivors are **fading**. [becoming smaller] Revenues/Donations/Profits have **shrivelled** in recent years.

[become less] It was so hot in the classroom that the students were starting to **wilt**. [lose energy] A **glance/look/remark** can **wither** or **be withering** [make the recipient feel scorned]: She gave him a **withering look**.

The animal kingdom

Describing animals and birds

mammal: animal that gives birth to live babies, not eggs, and feeds them on its own milk (e.g. cat, cow, kangaroo); a kangaroo is a special kind of mammal called a **marsupial** [its young grow in a **pouch** in front of the mother]

rodent: e.g. mouse, rat **reptile**: e.g. snake, lizard

carnivore: animal that eats a diet that is mainly or exclusively meat (e.g. lion, tiger, hyena)

herbivore: animal that eats a diet that is mainly or exclusively grass/vegetation (e.g. deer, cow)

predator: animal that hunts/eats other animals (e.g. eagle, lion, shark)

scavenger: animal that feeds on dead animals which it has not killed itself

warm/cold-blooded: warm-blooded animals (e.g. mammals) have temperatures that stay the same;

cold-blooded animals (e.g. reptiles) have to control their temperature by taking in heat from outside or by being very active

Describing typical animal behaviour

Our old cat is a very **docile** creature. [behaves very gently]

These birds are so **tame**, they will sit on your hand. [not afraid of humans, usually because of training or long involvement with humans]

Dogs and horses became **domesticated** thousands of years ago. [live with or are used by humans]

There are **wild** cats in the mountains. [opposite of domesticated]

A **savage** wolf killed three of the farmer's sheep. [extremely violent or wild]

A **fierce** dog guarded the gates. [behaves aggressively]

Life of animals and birds

As more buildings and roads are constructed, the **natural habitat** for many species is shrinking.

[preferred natural place for living and breeding]

The arctic tern is a bird which **migrates** from the Arctic to the Antarctic, a round trip of over 70,000 km. **Migration** is when animals travel long distances to get to a different habitat.

The **dodo** was a large flightless bird which was found on one island in the Indian Ocean but **became extinct** in the 17th century. [died out]

You can see lots of animals in the big **game reserves** / **game parks** in Africa. [areas of land where animals are protected from hunting, etc.; **game** can be used to mean animals or birds that are hunted]

There is a **bird sanctuary** near here. [protected natural area where birds can live and breed]

We went to the local **animal (rescue) shelter** to see if we could get a dog there. [place where **stray** cats, dogs, etc., i.e. pets that have lost their home, are given food and a place to live]

Language help

A *dodo* is now used to mean someone or something out of touch or obsolete.

Human exploitation of animals and birds

Many people are opposed to **blood sports** such as foxhunting and bullfighting. [sports whose purpose is to kill or injure animals]

Some people refuse to wear clothing made of natural animal fur, since they are opposed to **the fur trade**. [the selling of animal furs for coats, jackets, etc.]

Poachers kill hundreds of elephants every year to supply **the ivory trade**. [people who hunt animals illegally] [the buying and selling of ivory from elephants' tusks]

Animal rights activists often demonstrate outside research laboratories where animals are used in experiments. [people who actively campaign for the protection and rights of animals]

Rhinos are hunted for their **horn**, which is said to have healing powers. [hard, pointed, often curved part growing from the head of an animal]

Our endangered world

You probably already know a lot of words for talking about the environment, pollution, and so on. In this unit we focus particularly on collocations (words that are often used together). Try to learn these and use them in your writing.

Threats and potential threats to the environment

Shrinking habitats¹ are a threat to **biodiversity**², in terms of both plants and animals, and **endangered species**³ need legal protection if they are to survive. Although some **climate change sceptics**⁴ disagree, most scientists believe that **global warming**⁵ will increase. This will encourage **polar ice** to melt, resulting in **rising sea levels** and **climatic changes**. **Carbon (dioxide) emissions**⁶ from the burning of **fossil fuels**⁷ are contributing to the **greenhouse effect**⁸. In addition, population growth **exerts severe pressure on**⁹ **finite resources**¹⁰, and the **ecological balance**¹¹ may be upset by **uncontrolled deforestation**¹². **Demographic projections**¹³ suggest the world population will continue to **grow exponentially**¹⁴, putting extra pressure on **depleting resources**¹⁵. **Waste disposal**¹⁶ is an increasing problem and **toxic waste**¹⁷ is **contaminating**¹⁸ many rivers and seas. Safe water may become an increasingly **precious commodity**¹⁹, leading to issues of **water security**²⁰. One of **the worst-case scenarios**²¹ is that there will be no tropical rainforests left by the year 2050. Our only hope is that **pristine environments**²² such as Antarctica can be protected from development and **damage**, so that at least these habitats are preserved.

1 places where animals live and breed which are decreasing in size 2 variety of different types of biological species 3 types of animals/plants which are in danger of no longer existing 4 people who do not believe that climate change is a serious issue 5 steady rise in average world temperatures 6 carbon dioxide gas from factories, cars, etc. 7 coal, oil, etc. 8 warming of the Earth's surface caused by pollution, where gases trap and redirect heat back down to the Earth's surface 9 puts great pressure on; *formal* 10 limited resources that will eventually run out / be exhausted 11 balance of natural relationships in the environment 12 unrestricted destruction/clearing of forests 13 forecasts about the population 14 grow extremely rapidly 15 resources that are reducing 16 getting rid of waste 17 poisonous waste materials 18 poisoning (something) 19 very valuable substance 20 ability to ensure that a population has safe drinking water 21 the worst possibilities for the future 22 perfectly clean/untouched/unspoiled areas.

Положение прилагательных

Многие прилагательные могут ставиться, как перед существительным, которое они описывают, так и после связывающих глаголов, таких как: **appear, be, become, feel, get** и **seem**. Сравните:

The **high price** surprised him. – Высокая цена удивила его. и The *price* seemed **high**. – Цена казалась высокой.

Некоторые прилагательные редко, или никогда не используются перед существительными, которые они описывают. Они включают –

(1) ...некоторые прилагательные, сформированные добавлением префиксом «a-» к существительным и глаголам: **afraid, alike, alive, alone, ashamed, asleep, awake, aware**:

The horse *was* **alone** in the field. (но нельзя сказать: The alone horse...)

Некоторые из таких прилагательных с префиксом «a-» имеют родственные им прилагательные, которые могут использоваться, как перед существительным, так и после связывающего глагола. Сравните:

The animal *was* **alive**. – Животное было живо. и A **living** animal. – Живое животное. или A **live** animal./ The animal *was* **living**. – Живое животное./Животное жило.

Подобные пары включают: **afraid – frightened, alike – similar, alone – lone, asleep – sleeping**.

(2) ...некоторые прилагательные используемые, чтобы описать здоровье и ощущения: **content, fine, glad, ill** (но обратите внимание на ill health), **sorry, (un)sure, upset** (но обратите внимание на an upset stomach), **(un)well** (но обратите внимание на He is not a well man – он не в очень хорошем состоянии):

My son *felt* **unwell**. (но нельзя сказать: My unwell son...) – Мой сын почувствовал себя нехорошо.

Такие прилагательные иногда используются между наречием и существительным, например, a terminally **ill** patient – смертельно больной пациент.

Подчёркивающие прилагательные используются, чтобы подчеркнуть ваши чувства относительно чего-то. Сравните:

I felt a fool. – Я почувствовал себя дураком. и I felt a **complete** fool. – Я почувствовал себя полным дураком. (для усиления)

Некоторые подчёркивающие прилагательные (такие как **complete, а также absolute, entire, mere, sheer, total, utter**) редко, или никогда не используются после связывающего глагола.

It was a **total** failure. (как правило, мы не говорим: the failure was total) – Провал был полным.

Классифицирующие прилагательные используются, чтобы сказать, что что-то принадлежит к особому типу. Например, мы можем говорить о **democratic** decisions (демократические решения), где слово democratic отличает решения от других. Другие классифицирующие прилагательные включают: **atomic, chemical, cubic, digital, environmental, medical, phonetic, annual, general, occasional, northern** (и так далее), **maximum, minimum, underlying**. Классифицирующие прилагательные редко или никогда не используются после связывающих глаголов:

a **nuclear** explosion – ядерный взрыв (как правило мы не говорим “The explosion was nuclear...”, только если хотим особенно подчеркнуть контраст с другими типами взрыва).

Качественные прилагательные используются, чтобы указать на качество какой-либо вещи или человека. Мы используем их либо напрямую перед существительным, либо после связывающего глагола. Сравните:

a **beautiful** sunset – красивый закат и Sunset was **beautiful**. – Закат был красивым.

Обратите внимание, что некоторые классифицирующие прилагательные могут также использоваться с другими значениями в роли качественных прилагательных и помещаться после связывающего глагола. Сравните:

The country’s **economic** reforms... - экономические реформы страны... и The process isn’t **economic**. – Процесс неэкономичен. (то есть не выгоден)

Другие подобные прилагательные включают: **academic, conscious, educational, (il)legal, scientific**.

Многие прилагательные могут использоваться сразу после существительного, в начале сокращенного определительного придаточного предложения. Например –

(1) ...прилагательные перед to-инфинитив, или предложной фразой в качестве части фразы с прилагательным:

It was a *speech* **calculated** to appeal to the unions. – Это была речь, рассчитанная, чтобы понравиться профсоюзам.

He is a *manager* **capable** of taking difficult decisions. – Он менеджер, способный принимать трудные решения.

(2) ...некоторые прилагательные, оканчивающиеся на **-ible** и **-able**, такие как **available, imaginable, possible, suitable**. Однако, мы используем эти прилагательные сразу после существительного, только когда перед существительным стоит **the**, или когда существительное определяется тем что следует после него в определительном придаточном:

This was *the* most difficult *decision* **imaginable**. – Это было самое трудное решение, которое только можно было представить.

It is a *treatment* **suitable** for all children with *asthma*. – Это лечение, подходящее для всех детей с астмой.

(3) ...прилагательные **concerned, involved, opposite, present, proper, responsible**. Эти слова имеют разное значение, когда они используются перед существительным и сразу после него. Сравните:

All the *people* **present** (= те, кто присутствовал) approved of the decision. – Все присутствующие поддержали решение.

и

I was asked for my **present** (= нынешний) *address*. – Меня попросили мой нынешний адрес.

Градируемые и не-градируемые прилагательные (1)

Если прилагательное является градируемым, оно может использоваться с такими наречиями, как **very** или **extremely**, чтобы сказать, что у вещи или

человека в большей или меньшей степени есть определённые качества. Вот примеры некоторых прилагательных, использующихся как градируемые в их самых распространённых значениях:

Градирующие наречия	a bit, dreadfully, extremely, hugely, immensely, intensely, rather, reasonably, slightly, very	angry, big, busy, clever, common, deep, fast, friendly, happy, important, low, popular, quiet, rich, strong, weak, young	Градируемые прилагательные
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She was *extremely* **rich**. – Она была очень богата.

The people there are *reasonably* **friendly**. – Люди там достаточно дружелюбны.

Не-градируемые прилагательные не могут с такими наречиями, как **very** или **extremely**, поскольку мы, как правило, не представляем степени качества, к которому они отсылают. С не-градируемыми прилагательными мы можем использовать наречия, подчёркивающие их крайнюю или абсолютную природу, такие как **absolutely, completely** и так далее. Многие классифицирующие прилагательные обычно являются не-градируемыми. Наречия, такие как **almost, exclusively** и так далее, демонстрирующие широту качества, как правило, используются с классифицирующими прилагательными. Вот некоторые примеры прилагательных, использующихся как не-градируемые в своих самых распространённых значениях:

Не-градирующие наречия	absolutely, completely, entirely, perfectly, practically, simply, totally, utterly, virtually; almost, exclusively, fully, largely, mainly, nearly, primarily	awful, excellent, huge, impossible, superb, terrible, unique, unknown, whole, domestic, environmental	Не-градируемые прилагательные
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She gave us a *completely* **impossible** problem to solve. – Она дала нам задачу, которую вообще невозможно решить.

It was *absolutely* **superb**. – Это было абсолютно превосходно.

Градируемые прилагательные иногда используются с не-градирующими наречиями, такими как **absolutely, totally**, а не-градируемые прилагательные иногда используются с градируемыми наречиями, такими как **extremely, rather**

и **very**, особенно когда мы хотим сделать особое подчёркивание или в ироничном смысле:

What you're asking isn't just difficult – it's *extremely impossible!* (градирующее наречие + не-градируемое прилагательное) – То, что ты спрашиваешь, не просто сложно, это крайне невозможно!

You've won a hundred pounds? Wow, you're *virtually rich!* (не-градирующее наречие + градируемое прилагательное) – Ты выиграл сто фунтов? Вау, ты практически богат!

Обратите внимание, что не все прилагательные могут сочетаться с прилагательными, данными в таблицах выше. Например, мы можем сказать *absolutely huge*, но не скажем *completely huge*, только если для особого выделения или в ироничном смысле.

Наречие **fairly** (= до определённой степени, но, как правило, слабее, чем *very*), **really** (= *very (much)*) и **pretty** (= схоже с *fairly*; используется в неформальном контексте) часто используются как с градируемыми, так и с не-градируемыми прилагательными:

She's *fairly popular* at school. – Она довольно популярна в школе.

I'm *really busy* at the moment. – Я очень занят в настоящий момент.

It's a *pretty important* exam. – Это весьма важный экзамен.

It was a *fairly awful* film. – Это был довольно плохой фильм.

The flooding was *really terrible*. – Наводнение было действительно ужасным.

The bill was *pretty huge*. – Счёт был весьма большим.

Однако, обратите внимание, что мы, как правило, не используем **fairly** (или **very**) с градируемыми прилагательными, такими как **essential, invaluable, perfect, superb, tremendous** и **wonderful**, которые указывают, что очень хорошо, или необходимо:

Some experience is *really/pretty essential* for the job (мы не говорим ...*fairly essential*...) – Некоторый опыт действительно/весьма нужен для этой работы.

The weather that day was *really/pretty perfect*. (мы не говорим ...*fairly perfect*.) – Погода в тот день была практически идеальной.

Градируемые и не-градируемые прилагательные (2)

У некоторых прилагательных имеются, как градируемые, так и не градируемые смыслы.

(1) Некоторые прилагательные имеют различные смыслы, когда они являются градируемыми и не-градируемыми. Сравните:

Smith is a *very common* name. (градируемое) – Смит – очень распространённое имя.

и

We have a lot of **common** interests. (не-градируемое; нельзя с *very*) – У нас очень много общих интересов.

The house is *very old*. (градируемое) – Дом очень старый.

и

I met my **old** politics professor the other day. (не-градируемое; нельзя с very) – Я встретил на днях своего бывшего профессора по политологии.

Sue's shoes are *very* **clean**. (градируемое) – Туфли Сью очень чистые.

и

He left the town because he wanted to make a **clean** break with the past. (не-градируемое; нельзя с very) – Он уехал из города, так как хотел порвать с прошлым.

Другие подобные прилагательные включают: **civil, clean, critical, electric** (радостный в градируемом значении), **empty, false, late, odd, original, particular, straight**.

(2) У некоторых прилагательных имеются схожие значения, когда они градируемые и когда они не градируемые. Однако, когда они градируемые, мы говорим о качестве, которое имеет человек или вещь (то есть они являются качественными прилагательными и поэтому могут использоваться с наречием), а когда они не-градирующие, мы говорим о категории или типе, к которому они относятся (то есть они являются классифицирующими). Сравните:

I don't know where he came from, but he sounded *slightly* **foreign**. (градируемое) – Не знаю, откуда он, но (его речь) звучала немного по-иностранному.

и

She is now advising on the government's **foreign** policy. (не-градируемое) – Она сейчас – советник по внешней политике правительства.

They had a *very* **public** argument. (градируемое) – У них был спор уж очень на виду.

и

He was forced to resign by **public** pressure. (не градируемое) – Он был вынужден уйти с поста под общественным давлением.

She had a *rather* **wild** look in her eyes. (градируемое) – У неё был довольно дикий взгляд.

и

Even if it is raised by humans, a lion will always be a **wild** animal. (не градируемое) – Даже если он выращен людьми, лев всегда будет диким животным.

Другие подобные прилагательные включают: **academic, adult, average, diplomatic, genuine, guilty, human, individual, innocent, mobile, private, professional, scientific, technical, true**.

(3) Когда прилагательные, обозначающие национальность являются не-градируемыми, мы имеем в виду, что человек или вещь происходят из какой-либо страны; когда они являются градируемыми, то мы подразумеваем у них предполагаемые характеристики этой страны. Сравните:

There's a shop around the corner that sells **Italian** bread. – За углом есть магазин, продающий итальянский хлеб.

и

Giovanni has lived in Britain for 20 years, but he is still *very Italian*. – Джованни прожил в Британии 20 лет, но он всё ещё очень итальянец по духу.

В разговорном английском в частности, мы можем использовать **good and...**, **lovely and...**, и **nice and...**, за которыми идёт другое градирующее прилагательное, чтобы выделить второе прилагательное. Возможные варианты включают: **good and ready** и более разговорные **good and proper/relaxed/strong** (но, как правило, **не бывает**: good and beautiful/rich/tall); **lovely and cosy/sunny/warm** (но, как правило, **не бывает**: lovely and decent/empty/short); **nice and bright/clean/short/comfortable/early/fresh/quite/simple/soft/tidy/warm** (но, как правило, **не бывает**: nice and interesting/handsome/exciting):

If you're all feeling **good and relaxed** after the break, let's get on with the meeting. – Если вы хорошенько отдохнули после перерыва, можно продолжать заседание.

It's **lovely and warm** in here. Freezing outside, though. – Тут очень тепло. Хотя на улице мороз.

“Shall we get some strawberries?” “Yes, they look **nice and fresh**.” – Может, возьмём клубники?» «Да она выглядит очень свежей».

Мы также можем связывать прилагательные в сравнительной степени при помощи **and**, чтобы говорить о возрастающей степени качества, описываемого в этом прилагательном. Подобным образом мы используем **more and more + прилагательное**:

As she got **more and more excited**, her voice got **higher and higher and louder and louder**. – По мере того, как она становилась всё более возбуждённой, её голос становился всё выше и всё громче.

The taxi driver just drove **faster and faster and faster** until I told him to stop and got out. – Водитель такси ехал всё быстрее, быстрее и быстрее, пока я не сказал ему остановиться и вышел.

Причастные и составные прилагательные

Некоторые **-ing формы** (причастие условно-настоящего времени) и **-ed формы** (причастие условно-прошедшего времени) глаголов могут использоваться, как прилагательные. Большинство из этих причастных прилагательных, могут использоваться перед существительными, которые они описывают или вслед за связывающими глаголами:

The hotel had a **welcoming atmosphere**. – У отеля была гостеприимная атмосфера.

I found this **broken plate** in the kitchen cupboard. – Я нашёл эту разбитую тарелку в кухонном шкафу.

The students' test results **were pleasing**. – Результаты тестов у студентов радовали.

My mother **seemed delighted** with the present. – Моя мама выглядела довольной подарком.

Мы можем использовать многие причастные прилагательные сразу же после существительных, когда они идентифицируют или определяют существительное. В этом случае это напоминает **определительные**

придаточные, такие прилагательные часто называются сокращенными определительными придаточными:

I counted the number of *people waiting*. (или ...*people who were waiting*.) – Я сосчитал количество ожидающих людей.

We had to pay for the *rooms used*. (или ...*the rooms that were used*.) – Нам пришлось заплатить за использованные комнаты.

Некоторые из них редко используются перед существительными:

None of the *candidates applying* was accepted. (**нельзя сказать**: ...*the applying candidates*...) – Никто из подавших заявку кандидатов не был принят.

My watch was among the *things taken*. (**нельзя сказать**: ...*the taken things*...) – Мои часы были среди забранных вещей.

Подобные этим причастные прилагательные включают: **caused, found, included, provided**.

Другие могут использоваться перед или сразу после существительных. Например, мы можем сказать:

Rub the *area infected* with this cream. или Rub the **infected** *area* with this cream. – Протрите зараженную область этим кремом.

The *crowd watching* grew restless. или The **watching** *crowd* grew restless. – Наблюдающая толпа заволновалась.

Подобные этим причастные прилагательные включают: **affected, alleged, allocated, broken, chosen, identified, interested, remaining, resulting, stolen**.

В формальном английском **that** и **those** могут использоваться в качестве местоимений перед причастным существительным:

The office temperature is lower than **that required** by law. (= the temperature which is required) – Температура в офисе ниже требуемой по законодательству.

The quality of the motors is lower than **those manufactured** elsewhere. (= the motors which are manufactured elsewhere) – Качество у этих моторов ниже, чем у произведенных где-то ещё.

Обратите внимание, что **those** может означать людей:

Here is some advice for **those** (= людей) **preparing** to go on holiday. – Вот совет для тех, кто собирается в отпуск.

Многие составные прилагательные включают причастное прилагательное. Распространённые схемы – это:

наречие + -ed причастие: They are **well-behaved** children. – Они – хорошо-ведущие себя дети.

наречие + -ing причастие: China's economic boom is generating a **fast-growing** market at home. – Экономический бум в Китае создаёт у себя быстро-растущий рынок.

прилагательное + -ed причастие: She seems to live on **ready-made** frozen meals. – Она, по-видимому, питается готовыми замороженными блюдами.

прилагательное + -ing причастие: He is the **longest-serving** employee in the company. – Он дольше всех работает в нашей компании.

существительное + -ed причастие: The public square was **tree-lined**. – Площадь была засажена деревьями в ряды.

существительное + -ing причастие: I hope it will be a **money-making** enterprise. – Я надеюсь это будет приносящее деньги предприятие.

-ed причастие + частица (из глаголов, состоящих из двух слов): Did it really happen, or was it a **made-up** story? – Это действительно случилось, или это была выдуманная история?

Мы можем использовать некоторые причастные прилагательные **только** в составе сложных прилагательных. Например, мы не можем сказать ...behaved children или ...a making enterprise, так как смысл будет неполным без наречия или существительного. Другие подобные составные прилагательные включают: **London-based, Paris-born, brick-built, easy-going, peace-keeping, long-lasting, good-looking, home-made, hair-raising, far-reaching, well-resourced, sweet-smelling, strange-sounding, soft-spoken, sour-tasting, nerve-wracking.**

Обратите внимание, что многие другие составные прилагательные не включают причастных прилагательных:

The problem is **short-term**. – Проблема – краткосрочная.

It was just a **small-scale** project. – Это был просто мало-масштабный проект.

Прилагательное + to-инфинитив, -ing, придаточное на that, придаточное на wh

Когда прилагательное ставится после связывающего глагола (например, **appear, be, become, seen**), мы можем использовать ряд конструкций после прилагательного, включая **to-инфинитив, -ing, придаточное на that, придаточное на wh.**

	прилагательное +	примеры прилагательных, используемых в этой конструкции
1	to-инфинитив You are free to leave at any time you want. – Ты волен уходить, когда захочешь.	(un)able, careful, crazy, curious, difficult, easy, foolish, free, good, hard, impossible, inclined, mad, nice, prepared, ready, stupid, welcome, willing
2	-ing He was busy doing his homework. – Он был занят, делая домашнюю работу.	busy, crazy, foolish, mad, stupid (после глагола feel), awful, awkward, bad, good, guilty, terrible
3	придаточное на that He became worried (that) she might leap out behind a door. – Он забеспокоился, что она может выпрыгнуть из-за двери.	afraid, alarmed, amazed, angry, annoyed, ashamed, astonished, aware, concerned, disappointed, glad, (un)happy, pleased, shocked, sorry, upset, worried; certain, confident, positive, sure

4	<p>придаточное на wh I'm not certain (of/about) <i>why</i> he wants to borrow the money. – Я не уверен, почему он хочет забрать деньги.</p>	<p>afraid, not aware/unaware, not certain/uncertain, doubtful, not sure/unsure, worried</p>
5	<p>to-инфинитив или придаточное на that She was afraid <i>to say</i> anything. – Она боялась что-либо сказать. I was afraid <i>that</i> I would be late. – Я боялся опоздать.</p>	<p>прилагательные из третьего пункта, кроме: aware, confident и positive</p>
6	<p>to-инфинитив или -ing He'd be stupid <i>to leave</i> now. – Будет глупо с его стороны уйти теперь. He'd be stupid <i>giving up</i> the job. – Будет глупо с его стороны уйти с работы.</p>	<p>crazy, foolish, mad, stupid</p>
7	<p>-ing или придаточное на that She felt awful <i>leaving</i> him with all the clearing up. – Она чувствовала себя ужасно, оставляя его со всей этой уборкой. She felt awful <i>that</i> she wasn't able to help. – Она чувствовала себя ужасно, что не могла помочь.</p>	<p>(после глагола feel) awful, awkward, bad, good, guilty, terrible</p>

It + связывающий глагол + прилагательное

Мы иногда можем использовать конструкцию: **it + связывающий глагол + прилагательное + to-инфинитив**, как альтернативу конструкции: **подлежащее + связывающий глагол + прилагательное + to-инфинитив**. Сравните:

She is **easy** *to understand*. и **It is easy** *to understand her*. – Её легко понять.

The fireworks were **amazing** *to watch*. и **It was amazing** *to watch* the fireworks.
– Наблюдать за фейерверком было красиво.

Обратите внимание на то, что в неформальной речи мы можем использовать **-ing** форму вместо **to-инфинитива**:

It is easy *understanding* her. – Её легко понять.

It was amazing *watching* the fireworks. – Наблюдать за фейерверком было красиво.

Другие прилагательные, могущие использоваться в этой конструкции включают: **annoying, awkward, easy, good, interesting, lovely, simple, terrific, wonderful**. Обратите внимание, что мы можем использовать схожую конструкцию: **прилагательное + придаточное на *wh* или *that***:

It is not **clear** *why* he did it. – Не ясно, почему он это сделал.

It was **odd** *that* she left so suddenly. – Было странно, что она так быстро ушла.

После некоторых прилагательных мы часто включаем **of + подлежащее** между прилагательным и **to-инфинитив**:

It was rude (**of them**) to criticise her. (или They were rude to criticise her.) – Было грубо с их стороны критиковать её.

Другие прилагательные, берущие **of + подлежащее** в этой конструкции включают: **brave, kind, mean, thoughtful, unprofessional, unreasonable**.

Когда мы говорим о том, как кто-то реагирует на ситуацию, мы можем использовать **it + make** с прилагательным и **to-инфинитивом, -ing** или **придаточным на *that***:

It made me angry (*to discover*) that so much money was wasted. (или **It made me angry** *discovering* that...; или **I was angry** *to discover* that...) – Я разозлился, обнаружив, что столько денег было потеряно.

Другие прилагательные, используемые таким способом, включают: **ashamed, furious, glad, miserable, nervous, sad, tired, uncomfortable**.

РАЗДЕЛ 3. СФЕРА ПРОФЕССИОНАЛЬНО-ТРУДОВОГО ОБЩЕНИЯ

ТЕМА 3.1. ПРОФЕССИОНАЛЬНАЯ ДЕЯТЕЛЬНОСТЬ В ДЕЛОВОЙ СФЕРЕ

At work: colleagues and routines

Colleagues

Philip is my **opposite number**¹ in the company's New York office. We have a good **working relationship**² and there's a lot of day-today **collaboration**³. Having a **counterpart**⁴ like Philip in another branch is a great support. Last month we got a new boss, who quickly established a good **rapport**⁵ with everyone. She likes us to **take the initiative**⁶. The company is very **hierarchical**⁷; there's a **pecking order**⁸ for everything. I do a **job-share**⁹ with a woman called Rose, which suits us as we each have childcare responsibilities. My office uses a **hot-desking**¹⁰ system, so I sit in a different place every day. I socialise with my **workmates**¹¹ outside of work, but we try not to **talk shop**¹² on those occasions.

1 has the same position / does the same job as me

2 way of communicating and working together

3 working together to achieve shared goals

4 more formal equivalent of *opposite number*

5 /ra'pɔ:/ communication/relationship

6 make decisions without being told what to do

7 /,haɪə'rɑ:kɪkəl/ has a structure with important and less important people

8 a system where some people have the right to get benefits/promotions before others

9 an agreement where two people each share the same job

10 a policy of sharing desks in an office, so people sit at whichever desk is free on a particular day

11 colleagues you are friendly with (especially in non-professional occupations); *informal*

12 talk about work; *informal*

During the day (different work patterns)

I do fairly **mundane**¹ tasks. Occasionally I have to **meet a deadline**² or they need someone to **volunteer**³ for something. Then the job is more **rewarding**⁴ and **stimulating**⁵. Sometimes I have a heavy **workload**⁶ but at other times it can be quite light.

1 ordinary, not interesting 2 have something finished by a fixed day or time 3 offer to do something without

being asked or told to do it 4 making you feel satisfied that you have done something important or useful, or done something well 5 encouraging new ideas or new thinking 6 amount of work I have to do

I start work at my machine at seven o'clock when I'm on the **day shift**. The job's **mechanical**1 and **repetitive**2. All I ever think about is **knocking off**3 at three o'clock. The shift I hate most is the **night shift**. I start at ten and work till six in the morning. It's a bit **monotonous**4. It's not a **satisfying**5 job – I feel I need something a bit more **challenging**6.

1 you don't have to think about what you are doing 2 the same thing is repeated every day 3 finishing work; *informal* 4 boring because it never changes 5 (does not) make me feel pleased by providing what I need or want 6 that tests my ability or determination

I have a pretty **glamorous**1 job. I'm a pilot. But the hours are **irregular** and **anti-social**2. I'm not **stuck behind a desk**3, but long-haul flights can be a bit **mind-numbing**4; most of the time the plane just flies itself. We work to very **tight schedules**5. But I shouldn't complain. I feel sorry for people who are **stuck in a rut**6 or who are in **dead-end**7 jobs.

1 very exciting, which everyone admires 2 do not enable one to have a normal social life 3 sitting at a desk all day; *informal* 4 extremely boring 5 very strict or severely limited timetables 6 stuck/trapped in a job they can't escape from 7 with no prospects of promotion

I started off as a **technician**1. After retraining, I worked for a software company, and later I **went in with**2 a friend and we formed our own software company as a **start-up**3 in 2009, so now I'm **self-employed**. My husband is **freelance**4: he works for several different companies as and when they need work done – he's a computer **programmer**5.

1 person whose job involves practical work with scientific or electrical equipment 2 formed a business partnership with 3 a small business that has just started 4 or works freelance 5 someone who writes computer programs.

Personal Finance

A: Managing your finances

Read this leaflet on personal financial management given out by a university to its students. Note the collocations.

A KEEPING AFLOAT1 – HOW TO MANAGE YOUR FINANCES

While you're doing your degree, your main **source of income** may be a student loan or, if you're lucky, a grant or scholarship. But you may well still need to **supplement**2 **your income** by getting some kind of part-time work. Here are some tips for avoiding financial problems:

- **Open a current account** at the campus bank – they have a team there specialises in helping students with their financial matters.
- If you **get into debt**, try to **clear**3 **your debts** as soon as possible.

- If things are difficult, you may have to economise by, say, **cutting down on luxuries**. This is far better than **running up huge debts**⁴.
- If you have a credit-card debt, try to **make a payment** every month, however small. Never exceed your **agreed credit limit**.
- It's a bad idea to **borrow heavily** to repay your debts. Always seek advice from your bank about how to clear **outstanding**⁵ **debts** and **pay back loans**.
- Never **run up an overdraft** ⁶ if you can avoid it. If you do need one, remember that most banks will offer students an **interest-free overdraft** .

1 having enough money to pay what you owe (can also be **staying afloat**)

2 add something to something to make it larger or better

3 pay in full

4 continuing to spend and therefore owing a large amount of money

5 not yet paid

6 amount of money that a customer with a bank account is temporarily allowed to owe to the bank

B: Financial crimes and disputes

These newspaper extracts are all concerned with financial crimes and problems.

B

Credit-card fraud¹ has reached an alltime high. One in ten people is a victim of **identity theft**² and the crime is on the increase.

The company is now under new management. Its backers have **written off debts**⁸ of £500,000 on the promise of new **cost-cutting measures** designed to solve the company's financial problems.

Mr Ambrose **spent a fortune** staying at expensive hotels. He managed to **run up**³ **a bill** of £17,000 at one hotel. He used his employer's funds and **falsified**⁴ records. He made **fraudulent claims** for travel expenses.

People are being encouraged to **put down a deposit**⁵ on new homes, thanks to low interest rates. But if borrowers **default on repayments**⁶, banks are obliged to **call in loans**⁷.

1 crime of misusing another person's credit card without their permission

2 stealing someone's personal details, usually in order to access their bank accounts or credit cards

3 accumulate

4 changed something, e.g. a document, in order to deceive people

5 pay a sum of money in advance as part of a total payment

6 fail to pay a debt

7 demand that people pay back the money the bank has lent to them

8 accepted that an amount of money has been lost or that a debt will not be paid

The economy

Budget speech

As we can all testify, this country's economy is strong and getting stronger. Our measures to **curb inflation**¹ have proved highly successful. The **rampant inflation**² of the previous government is a thing of the past. Inflation currently stands at 2 percent. The strength of the **current economic climate** suggests that **interest rates** are unlikely to be raised again this year. This should help us to build up a culture of **investing for the long-term**.

This government has **steered the economy** through seven years of **uninterrupted economic growth**; a trend which is set to continue with our major success in **stimulating growth**. And in the latest quarter, the economy has been growing at an annual rate of 2.5 percent.

All indicators show that **industry is thriving**³. But we are particularly proud of the **steady growth** experienced by small businesses. We have made it our aim to **safeguard their interests**⁴ and the healthy economy we have created has enabled them to **increase output**. The **plummeting profits**⁵ caused by the previous government's misguided policies are now safely behind them.

Our goal is to establish world-class public services through investment and reform in order to ensure that taxpayers receive real **value for money**. **Public spending** goes to provide strong and dependable public services. These are vital to **extend opportunity**, tackle **social exclusion**⁶ and improve people's life chances.

The **taxes** that we **levy**⁷ allow us to **allocate resources** to achieve that goal. And we have **met with** considerable **success**⁸. In particular, we must now **build on the success**⁹ of the climate change **levy we introduced** last year.

Another of our goals is to win the battle against the **black economy**. If **left unchecked**¹⁰, the black economy – I think here particularly of the loss to our economy of **undeclared earnings**¹¹ and other tax–evasion practices – will **push up costs**¹² and lead to **rising unemployment**. This government is committed to its eradication.

1 control inflation [continuous increase in prices]

2 very dramatic, uncontrolled inflation

3 doing very well

4 protect their interests

5 rapidly falling profits

6 the problems of the underprivileged, of those who have less fortunate places in society than others

7 impose or introduce

8 been very successful

9 develop previous success

10 not stopped

11 income that people fail to report to the tax authorities

12 make costs rise

Can, could, be able to и be allowed to

Can, could и be able to: выражение способности

Мы иногда используем **be able to** вместо **can** и **could**, чтобы говорить о способности. Однако мы избегаем **be able to** –

(1) когда мы говорим о чём-то, что происходит в момент говорения:

Watch me, Mum: I **can** stand on one leg. (**нельзя сказать**: ...I'm able to stand on one leg.) – Смотри, мама, я могу стоять на одной ноге.

(2) перед пассивными формами:

CDs **can** now *be copied* easily. (скорее чем: CDs are now able to be copied...) – CD теперь легко скопировать.

(3) если подразумевается значение «знать как»:

Can you cook? (скорее чем: Are you able to cook?) – Вы умеете готовить?

Если мы говорим о единичном достижении, а не об общей способности в прошлом, мы, как правило, используем **be able to**, а не **could**. Сравните:

Sue **could** play the flute quite well. (или ...**was able to**...; общая способность) – Сью могла играть на флейте весьма хорошо.

и

She swam strongly and **was able to** cross the river easily, even though it was swollen by the heavy rain. (**нельзя сказать**: She swam strongly and could cross...; так как это особое достижение) – Она плыла хорошо и легко смогла пересечь реку, хотя та и разлилась из-за сильного дождя.

Однако **could** более естественно –

(1) в отрицательных предложениях:

I tried to get up, but I **couldn't** move. (скорее чем: ...I wasn't able to move.) – Я пытался подняться, но не мог двигаться.

(2) С глаголами чувств, например, **feel, hear, smell, taste**, а также с глаголами мышления, например, **believe, decide, remember, understand**:

I **could** *remember* the crash, but nothing after that. (скорее чем I was able to remember...) – Я мог вспомнить аварию, но ничего после неё.

(3) после сочетаний **the only thing/place/time**, и после слова **all** в значение «единственная вещь»:

All we **could** see were his feet. (скорее чем: All we were able to...) – Всё что мы видели – это его ноги.

(4) Чтобы предположить, что что-то не случилось, особенно со словами **almost, hardly, just, nearly**:

I **could** *nearly* touch the ceiling. (скорее чем: I was nearly able to...) – Я почти мог коснуться потолка.

Can и could: выражение вероятности

Чтобы говорить о теоритической возможности чего-либо, мы можем использовать **could**, а не **can**. Однако мы можем использовать **can**, а не **could**, чтобы сказать, что нечто возможно и на самом деле происходит. Сравните:

It **could** be expensive to keep a cat. (= если бы у нас кот был, то это могло бы быть, равно, как и не могло бы быть, дорого) – Вероятно, было бы дорого содержать кота.

и

It **can** be expensive to keep a cat. (= это может быть дорого, и порой это так и есть) – Порою дорого содержать кота.

Мы используем **can't**, не **couldn't**, чтобы сказать, что что-то теоритически невозможно:

There **can't** be many people in the world who haven't watched television. – Не может быть много людей в мире, которые никогда не смотрели телевизор.

The doctor **can't** see you this morning; he's busy at the hospital. – Доктор не может посмотреть вас сегодня утром, он занят в больнице.

Мы используем **can**, чтобы указать, что имеется реальная возможность, что событие в будущем произойдёт. Использование **could** предполагает, что нечто менее вероятно, или имеются некоторые сомнения в отношении этого. Сравните:

We **can** stay with Jim in Oslo. (= мы сможем остановиться) – Мы сможем остановиться у Джима в Осло.

и

We **could** stay with Jim in Oslo. (= это возможно, если он там) – Мы могли бы остановиться у Джима в Осло.

Could и be allowed to: выражение разрешения

Чтобы сказать, что в прошлом у кого-то было общее разрешение, что-то сделать (а именно, сделать в любое время), мы можем использовать как **could**, так и **was/were allowed to**. Однако, чтобы говорить о разрешении ради одного действия в прошлом, мы используем **was/were allowed to**, но не **could**. Сравните:

Anyone **was allowed to** fish in the lake when the council owned it. (или ...**could** fish...) – Всем было позволено рыбачить в озере, когда оно принадлежало Совету.

и

Although he didn't have a ticket, Ken **was allowed to** come in. (**нельзя сказать**: ...could come in.) – Хотя у него не было билета, Кену было позволено войти.

В отрицательных предложениях мы можем использовать как **couldn't**, так и **wasn't/weren't allowed to**, чтобы сказать, что разрешение не было дано ни в общих, ни в частных ситуациях:

We **couldn't/weren't allowed to** open presents until Christmas morning. – Нам нельзя было открывать подарки до утра рождества.

Will, would и used to

Мы можем использовать **will** (для настоящего времени) и **would** (для прошедшего), чтобы говорить о характерном поведении или привычках...:

Every day Dan **will** come home from work and turn on the TV. – Каждый день Дэн приходит домой с работы и включает телевизор.

At school she **would** always sit quietly and pay attention. – В школе она всегда сидела тихо и внимательно слушала.

...а также о вещах, которые всегда истинны, или были всегда истинны:

Cold weather **will** kill certain plants. – Холодная погода убивает определённые виды растений.

During the war, people **would** eat all kinds of things that we don't eat know. – Во время войны (войн), люди ели всё подряд, что мы сейчас не едим.

Мы не используем **will** или **would** подобным образом, чтобы говорить о частной ситуации. Сравните:

Each time I gave him a problem he **would solve** it for me. – Каждый раз, как я давал ему задачу, он её решал для меня.

и

Last night I gave him a problem and he **solved** it for me. (**нельзя сказать:** Last night I gave him a problem and he would solve it for me.) – Прошлым вечером я задал ему задачу, и он решил её мне.

Однако, мы можем использовать **will not (won't)** и **would not (wouldn't)** в обоих случаях. Сравните:

He **would/wouldn't** walk the 5 miles to his place of work. (характерное поведение) – Он ходил/не ходил 5 миль до своей работы.

и

She **wouldn't** say what was wrong when I asked her. – Она не сказала, что не так, когда я её спросил.

В речи мы можем выделить **will** и **would**, чтобы критиковать характерное поведение или привычки людей. Часто предполагается, что критика уже высказывалась ранее, но была проигнорирована:

She just **won't** do the washing up when I ask her. – Она просто не моет посуду, когда я её прошу.

I was happy when Sam left. He **would** talk about people behind their backs. – Я был рад, когда Сэм ушел, а то он всё равно говорит о людях за их спинами.

Мы также можем критиковать людей напрямую или выразить неодобрение относительно того, что они сделали или делают регулярно, используя **will**:

'I feel sick.' 'Well, if you **will** eat so much, I'm not surprised.' (указывает на неодобрение) – «Я чувствую себя плохо». «Ну, если вы будете есть так много, то я не удивлён».

Мы можем использовать **will**, чтобы делать выводы или общие умозаключения о вещах на данный момент:

Jack **will** be at home by now. Let's go and see him. – Джек сейчас уже будет дома. Давай пойдём и встретим его.

You **will** know that John and Sandra are engaged. (= я уверен, что вы уже знаете) – Как вы знаете, Джон и Сандра помолвлены.

Когда мы говорим о повторяющихся событиях в прошлом, которые не происходят сейчас, мы можем использовать, как **would**, так и **used to + инфинитив**. Однако мы можем использовать **would**, только если временная отсылка ясна. Сравните:

We **used to play** in the garden. (**нельзя сказать:** We would play...; временная отсылка не дана) – Раньше мы играли в саду.

и

Whenever we went to my uncle's house, we **would/used to play** in the garden. – Когда бы ни ходили домой к моему дяде, мы играли у него в саду.

Мы можем использовать **used to**, но не **would**, когда мы говорим о прошлых состояниях, которые изменились:

The factory **used to** be over there. – Фабрика раньше была тут.

Didn't you **use to** smoke at university? – Разве ты раньше не курил в университете?

Мы не используем ни **used to**, ни **would**, когда мы говорим, сколько раз всего что-то случилось, как долго что-либо занимало времени, или что единичное событие случилось в определённое время в прошлом:

We **visited** Switzerland four times during the 1970s. (**нельзя сказать**: We would/used to visit...) – Мы посетили Швейцарию четырежды за семидесятые.

She **went** to Jamaica last month. (**нельзя сказать**: She would/used to go to Jamaica last month.) – Она поехала на Ямайку в прошлом месяце.

Чтобы говорить о нереальной ситуации в прошлом, а именно о воображаемой ситуации, или о ситуации, которая могла случиться, но не случилась, мы используем **would have** + **условно прошедшее причастие**:

I **would have been** happy to see him, but I didn't have time. – Я был бы счастлив его увидеть, но у меня не было времени.

My grandmother **wouldn't have approved** of the exhibition. – Моя бабушка не одобрила бы эту выставку.

Однако, когда мы хотим указать, что, как нам кажется, ситуация в прошлом на самом деле случилась, то мы предпочитаем **will have** + **условно прошедшее причастие**:

As you **will have noticed**, he's got new glasses. (скорее чем ...would have noticed...) – Как вы уже заметили, у него новые очки.

Most people **won't have seen** last night's lunar eclipse. (скорее чем ...wouldn't have seen...) – Многие люди не заметили Лунное затмение прошлой ночью.

May и **might**: **возможность**

У **may** и **might** часто имеются схожие значения, когда мы говорим о возможности, однако мы предпочитаем **may** в академическом или формальном языке, чтобы говорить о характеристиках или поведении чего либо...:

The seeds from the plant **may** grow up to 20 centimeters in length. – Семена этого растения могут вырастать до 20 сантиметров в длину.

...а в устной речи, мы предпочитаем **might**, чтобы говорить о том, что мы возможно будем делать в будущем.

I **might** paint the kitchen purple. – Возможно, я покрашу кухню в фиолетовый цвет.

Мы не используем **may**, чтобы задавать вопросы о возможности чего-то, что происходит. Вместо этого мы используем, например, **could(n't)** или сочетание **be likely**:

Could it be that you don't want to leave? (**нельзя сказать**: May it be that you...?) – Может ли быть так, что ты не хочешь уходить?

Are you **likely** to be in Spain again this summer? (**нельзя сказать**: May you be in Spain...?) – Возможно ли, что ты снова будешь в Испании этим летом?

В таком типе вопроса можно использовать **might**, но это довольно формально:

Might they be persuaded to change their minds? – Быть может, их удастся уговорить передумать.

Обратите внимание, что можем использовать **may**, формально спрашивая разрешения и предлагая помощь.

May I leave now? – Можно уйти сейчас? **May** I help you? – Могу ли я вам помочь?

Might (не **may**) + **чистый инфинитив** иногда используется, чтобы говорить о том, что было типично для прошлого. Это формальная или литературная конструкция:

During the war, the police **might** *arrest* you for criticizing the king. – Во время войны полиция могла арестовать вас за критику короля.

Years ago children **might** *be sent* down mines at the age of six. – Раньше детей могли посылать на шахты в шестилетнем возрасте.

Мы также можем использовать **could** + **чистый инфинитив** в подобных примерах, чтобы говорить о возможностях, имевших место в прошлом. Например, During the war, the police could arrest you... - означало, что полиция легальным образом могла вас арестовать.

Когда мы говорим, что человек или вещь до некоторой степени компенсирует свой недостаток или слабость за счёт наличия другой характеристики, мы можем использовать: **may/might not** + **чистый инфинитив...but...** или **may/might not** + **условно-прошедшее причастие...but...**

The painting **may not** *be* a masterpiece, **but** you've got to admit that the colors are striking. – Картина, возможно, не шедевр, но следует признать, что цвета яркие.

She **might not** *have danced* very gracefully, **but** she had a lot of energy and enthusiasm. – Она, быть может танцевала не очень изящно, но у неё много энергии и энтузиазма.

Мы используем **may/might** (не **can**) + **have** + **условно прошедшее причастие** и **may/might** (не **can**) + **be** + **-ing**, чтобы рассуждать о возможных событиях в прошлом, настоящем и будущем

Do you think Jean **may/might** **have completed** the report by now? (прошлое) – Как ты думаешь, Джин уже приготовила отчёт?

His maths **may/might** **have improved** by the time the exam comes round. (будущее) – Его познания в математике, возможно, улучшатся ко времени экзамена.

Malcolm isn't in his office. He **may/might** **be working** at home today. (настоящее) – Малколм не в офисе. Возможно, он работает сегодня дома.

When I go to Vienna I **may/might** **be staying** with Richard, but I'm not sure yet. (будущее) – Когда я поеду в Вену, то возможно остановлюсь у Ричарда, но я пока не уверен.

Обратите внимание, что **could** может использоваться в той же конструкции вместо **may** или **might**:

Do you think Jean **could have completed** the report by now. – Как ты думаешь, Джин уже приготовила отчёт?

Мы можем использовать **may/might have been + -ing**, чтобы говорить о возможных ситуациях и действиях, которые происходили за прошедший период:

David didn't know where the ball was, but he thought his sister **might have been playing** with it before she left for school. – Дэвид не знал, где мяч, но он подумал, что, возможно, его сестра играла с ним, прежде чем пойти в школу.

Мы можем использовать **might/could + have + условно прошедшее причастие**, чтобы кого-нибудь критиковать, потому что они не сделали то, что, как нам кажется, должны были:

She is gone without us. She **might/could have waited!** – Она ушла без нас. Могла бы и подождать!

You **might/could have done** the ironing instead of leaving it all to me. – Мог бы и поутюжить, а не оставлять всё это мне.

Мы, как правило, делаем ударение на **might** или **could** в подобных предложениях.

Must и have (got) to

Мы используем **must** и **must not** в формальных правилах и предупреждениях:

Bookings **must** be made at least seven days before departure. – Бронирование нужно делать, по меньшей мере, за семь дней до отъезда.

The government **must not** be allowed to appoint judges. – Правительству нельзя позволять назначать судей.

В разговорном английском мы часто используем **must** и **mustn't (= must not)**, чтобы предложить планы на будущее, например, встречу или общественное мероприятие, без создания детальных планов:

We **must** get together more often. – Мы должны встречаться чаще.

We **mustn't** leave it so long next time. – Мы не должны оставлять это так надолго в следующий раз.

Мы также можем использовать **I must...**, чтобы напоминать самим себе, что-то сделать:

I must phone Steve when I get home. I said I'd call him last night, but I forgot. – Я должен позвонить Стиву, когда попаду домой. Я сказал, что позвоню ему вчера вечером, но я забыл.

Чтобы вывести умозаключение о –

(1) том, что случилось в прошлом, мы используем **must + have + условно прошедшее причастие**:

That's not Kate's car. She **must have borrowed** it from her parents. – Это не машина Кейт, она, должно быть, взяла её у своих родителей.

(2) том, что происходит во время или около момента говорения, мы используем **must be + -ing**:

I can't hear anyone moving around upstairs. You **must be imagining** things. – Я не слышу, чтобы кто-нибудь ходил наверху. Должно быть, тебе кажется.

(3) том, что что-то вероятно случится в будущем, мы используем **must be going to** или **must be + ing**:

'What are all those workmen doing?' 'I think they **must be going to** dig up the road.' – «Что все эти рабочие делают?» «Полагаю, они, должно быть, собираются раскопать дорогу».

I was wrong about the meeting being today. It **must be happening** next Friday. – Я ошибался на счёт того, что встреча была назначена на сегодня. Она будет (должна будет быть) в следующую пятницу.

(4) существующей ситуации, мы используем **must be**, или **have (got) to be** в неформальной речи:

Their goalkeeper **has got to be** at least two meters tall! (или ...**must be**...) – Их вратарь, должно быть, по меньшей мере, двухметрового роста.

Мы можем использовать **must have to**, чтобы сказать, что мы пришли к некоему выводу, который основывается на том, что мы знаем о теперешней ситуации и **must have had to**, чтобы сделать некий вывод о прошлой ситуации:

I can't start the computer. You **must have to know** a password. (= пароль необходим) – Я не могу запустить компьютер, нужно знать пароль.

John wasn't at home when I went round. He **must have had to go** out unexpectedly. – Джона не было дома, когда я приходил. Он, должно быть, ушёл неожиданно.

Обратите внимание, что мы **не можем сказать** *must've to* или *must have got to/must've got to* (но мы можем сказать *must've had to*).

В вопросах, в которых выражается надежда на, или в которых ожидается отрицательный ответ, мы предпочитаем *have (got) to*, хотя в формальном контексте иногда используется *must*:

Do we have to answer all the questions? (Или *Have we got to...?*; *Must we...?* Также возможно, но довольно формально) – Нам надо ответить на все вопросы?

Мы используем **have to** в вопросах, которые предполагают критицизм. **Must** также можно использовать, хотя некоторые люди считают, что это старомодно. Мы, как правило, делаем ударение на **have** и **must** в подобных предложениях:

Do you have to play your trumpet here? It's deafening me! (или более формально: **Must** you play...?) – Тебе вот прямо надо здесь играть на трубе? Она меня оглушает.

Иногда мы можем использовать, как **have to**, так и **have got to**. Однако –

(1) мы используем **have to** с наречиями частоты, такими как **always, never, normally, rarely, sometimes** и так далее:

I *often have to* work at the weekend to get everything done. – Часто приходится работать на выходных, чтобы всё сделать.

(2) с *past simple* мы используем **had to**, особенно в вопросах и отрицательных предложениях:

When **did** you **have to** give it back? (**нельзя сказать:** When had you got to give it back?) – Когда тебе нужно было это вернуть?

We **didn't have to** wait too long for an answer. (**нельзя сказать:** We hadn't got to wait too long...) – Нам не пришлось слишком долго ждать ответа.

(3) если форма **have** сокращена (например: **I've, He's, It'd**), тогда мы должны добавлять **got**:

The experiment has failed twice before, so it's **got to** work this time. (**нельзя сказать:** so it's to work this time) – Эксперимент прежде дважды проваливался, так что в этот раз должно получиться.

(4) мы не используем **have got to** с другими модальными глаголами:

Employees *will* **have to** accept the new conditions or be dismissed. (**нельзя сказать:** Employees will have got to accept...) – Работникам придётся принять новые условия, или уйти.

Обратите также внимание, что **have got to** предпочтительнее в неформальной речи.

2. ПРАКТИЧЕСКИЙ РАЗДЕЛ

МАТЕРИАЛЫ ДЛЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

РАЗДЕЛ 1. СФЕРА СОЦИАЛЬНО-КУЛЬТУРНОГО ОБЩЕНИЯ

ТЕМА 1.1. СПОРТ И ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ

ILLNESSES AND THEIR TREATMENT

Challenge to Live a Hundred

Staying healthy and keeping fit have, not surprisingly, become a growth industry. Quite apart from the amount of money spent each year on doctor's prescriptions and approved medical treatment, huge sums are now spent on health foods and remedies of various kinds, from vitamin pills to mineral water, not to mention health clubs and keep-fit books and videos. We are more concerned than ever, it seems, about the water we drink and the air we breathe, and are smoking less, though not yet drinking less alcohol. This does not appear to mean that coughs and sneezes have been banished, or that we can all expect to live to a hundred. To give a personal example, one of my friends, who is a keep-fit fanatic, a non-smoker and teetotaler, and who is very particular about what he eats, is at present languishing in bed with a wrist in plaster and a badly sprained ankle. Part of his healthy life style is to play squash every day after work, and that accounts for the ankle. He also cycles everywhere, and if you have ever tried to cycle through the rush-hour traffic with a sprained ankle, you will understand how he acquired the broken wrist. For health, it seems, is not just a matter of a good diet and plenty of exercise. Too much exercise can be harmful, as many joggers have discovered. Eating the right food can easily become an obsession, as can overworking, which you might have to do so as to be able to afford your membership of the squash club, your mountain bike, your health food, and a few holidays in peaceful and healthy places.

Word Meaning

Ex. 1 Match the words in the box with their definitions.

Use a dictionary if necessary.

disease ailment malady sickness illness

- the state or condition of being sick, whether in body or mind
- the state of being sick / ill health | inclination to vomit | stomach distress
- a particular kind of illness with special symptoms and name
- disease / physical disorder
- disease / illness (also social / spiritual...)

ILLNESS - DISEASE - CONDITION

Illness: the state of being ill

Disease: refers to a particular Kind of illness with special symptoms and name

Condition: a serious problem that affects smth's health permanently

Ex. 2 Choose between 'illness', 'disease', 'condition.'

1 What did Mr Brown die of? Did he suffer from any chronic or complications after a serious ?

2 The was catching and the doctor said he would put me on sick-leave.

3 The flu, scarlet fever and measles are infectious

4 His prevented him from going to school

5 High blood pressure is a that affects many elderly people.

Ex. 3 Give the English equivalents.

опасные заболевания недомогание хроническая болезнь неизлечимая болезнь заболевания детей внезапное заболевание инфекционная болезнь серьезная болезнь социальные болезни

Ex. 4 Choose between 'ill' and 'sick'.

1. He was suddenly taken .

2 The nurse mixed the medicine and gave it to the man

3 Some people are motion .

4 He woke up with a terrible pain in his stomach and felt too.

5 I can't travel by air I'm air .

Ex. 5 Give the English equivalents.

болеть / заболеть; серьезно болен, неизлечимо болен; осматривать больного;

укачивать / плохо переносить полет, часто болеть, испытывать тошноту, плохо воспитанный! невежливый; чувствовать себя не в своей тарелке / неловко;

Ex. 6 Choose the right word.

1. I sprained my ankle playing football. It badly. 2 This heavy suitcase my arms. 3 When I broke my arm last year it terribly

4 After climbing the mountain he all over. 5. This shouldn't because I'm going to give you an injection, but you may find that the tooth starts when you get home. 6. He has been in a fight and his jaw badly and his head 7. I was trying so hard to keep smiling that my face

Ex. 7 Translate into English.

1 У меня острая! тупая / постоянная боль в грудной клетке

2 У меня болит ухо ! голова / живот / глаза / горло.

3. Она говорит, что у нее болит горло и ей больно глотать.

4 Вы сильно ушиблись?

5. У тебя все еще болит нога?

6. У меня все болит.

7. На что жалуетесь? Где болит?

8. Она страшит от постоя иной головной боли

9. У меня душа болит.

10. Вам больно глотать?

11 Тебе не вредно пройтись домой пешком.

12 Вы сильно задели его самолюбие

13 Мне обидно, что он не зашел к нам

Word Meaning

Ex. 9 Give the opposite of:

to be unwell painful

to feel well (to feel good - Am. E.) to feel a sharp pain cheerful to breathe in

Ex. 10 Match the following nouns with the suitable adjectives: (There may be more than one combination).

Ex. 11 A. What are your symptoms?

I've got a cold / a cough / a sore throat / a temperature / (a) stomach ache / chest pains / (an) earache / a pain in my side / a rash on my chest / spots / a bruise on my leg / a black eye / a lump on my arm / indigestion / diarrhoea / painful joints / blisters / sunburn.

I feel sick / dizzy / breathless / shivery / faint / particularly bad at night.

I am depressed / constipated / tired all the time.

I've lost my appetite / voice; I can't sleep, my nose itches and my leg hurts.

B. What medical problems might you have if...

1, you wear shoes that rub?

2, you eat too fast?

3 you smoke a lot?

4. you play football?

5. you go skiing?

6. you stay too long in the sun?

7. you eat food you're allergic to?

8. you run unusually fast for a bus?

9. you eat food that is bad?

10. a mosquito bites you?

11 you get wet on a cold day?

12. you think you're ill all the time?

Еж. 12 Match the words below with the correct definitions.

a) a serious medical condition, sometimes fatal, in which your heart begins to beat irregularly or fails to pump your blood properly

b) a condition of being very sensitive to things such as animals, food, medicine, dust, etc.

c) a sudden and severe illness which affects your brain and which can kill you or make you paralysed in one side of your body

d) an injury to the brain caused by a blow to your head

e) an illness where you suffer from deep depression, worry and tiredness

f) a long-tasting chest disease which at times makes breathing very difficult

g) the condition of being constantly unable to sleep

h) a serious disease which may cause death; in which the cells in your body increase rapidly producing abnormal growths

i) a serious disease which affects your lungs and makes it difficult for you to breathe

j) a mild, very common illness which makes you sneeze a lot and gives you a sore throat and a cough

k) a disease in which there is too much sugar in your blood and you have to inject insulin every day

l) poor health caused by not eating enough food or by not eating enough of the right kinds of food

m) condition associated with many illnesses where you develop a high temperature

n) a mild illness which can give you a slight fever, a headache and your body might shake

o) an infectious disease which is like a bad cold. When you have it you feel very weak and your muscles ache

p) an illness that makes your joints or muscles stiff and painful

q) a painful swelling and soreness of part of the body which is often red and hot to the touch

1. an allergy

2. asthma

3. a chill

4. cancer

5. concussion

6. a cold

7. a fever

8. flu / influenza

9. diabetes

10. a heart attack

11. inflammation

12. insomnia

13. malnutrition

14. a nervous breakdown

15. rheumatism

16. pneumonia

17. a stroke

Ex. 13 Complete the gaps in the following dialogues with words from the boxes.

For speaker A choose words from box A. For speaker B choose words from box

B.

A. Symptoms

diarrhoea pain sneezing sick cough

faint sore bleeding temperature cut

B. Illness

food poisoning flu tonsillitis infection heart attack

a) A: My throat's. It hurts to swallow. But I don't _____ at all.
even though I smoke fifty cigarettes a day.

B: It sounds like _____ to me.

b) A: My nose is running and I can't stop _____ I've also got a very high

B: It's probably _____. There's a lot of it about.

c) A: My mother feels very _____ after eating at that new restaurant. She has had a terrible _____ for twenty-four hours.

B: Oh, no! That's the third person who's suffered from _____ after eating at

that place.

d) A: I had this _____ in my hand last week. It was very deep and the wound wouldn't stop _____. Now it's very painful again

B: I expect you've picked up some kind of _____.

e) A: At the match yesterday, Brian felt very _____ and nearly fell over. He said he had a terrible _____ in his chest.

B Oh, no! He didn't have a _____, did he?

Skill Developing

Ex. 14 Answer the questions.

- 1 You don't feel very well. What can the symptoms be?
2. What are the symptoms of a common cold?
3. What are the symptoms of appendicitis?
- 4 How often have you had the following symptoms recently: headaches, indigestion; extreme tiredness, pains or aches? Did you have to take any medicine for it?

Ex. 15 Note the ways that illnesses can be spoken of and reported In the text below.

Examination Fever

For most of the year, most of us had been allergic to work; apparently there had been a history of such allergies in the school.

Throughout the spring there had been quite a few cases of 'Exams are stupid', which proved highly contagious among friends.

Then in late May, one or two of us suffered a mild attack oh Gosh, is it really next month?" and we seemed to give that to the others rather rapidly. You could tell how it was spreading from improved attendance at lessons.

An even more serious outbreak was that of the very infectious 'I don't know a thing' two weeks before. At about the same time everyone seemed to catch 'You're no good!' from the teachers. Then there was a bout of 'don't really care' followed by a few chronic cases of 'My parents will kill me'. This again proved very catching; half the class was down with it in the week leading up to the exam itself, and it had reached epidemic proportions by the Friday before.

By this time, those who had been suffering from 'It'll be easy for me' had made a total recovery.

That Friday there was a 'What if I'm suffering from amnesia?' scare, and this had developed by Monday into a touch of 'can't even remember my own name'.

There were also, of course, the normal isolated cases of 'My pen doesn't work' and several pupils had a sudden fit of 'Where's the toilet?'

Afterwards there were a couple of complaints of 'I know I've failed', but generally the worst seemed to be over. Such diseases are rarely terminal And after all, we had a convalescence and recuperation period of six and a half weeks to follow.

Say in other words.

- a) catching e) fatal
- b) a touch of _____ f) to fall ill
- c) an outbreak of g) a few cases

d) recovery

Without looking back at the text, try to supply the missing word that completes these expressions:

- a) to suffer amnesia
- b) to be with
- c) to reach epidemic proportions
- d) to have a period of 2 weeks
- e) to suffer a mild of
- f) to make a total
- g) to be contagious

Do you have the same allergies In your group? Are they highly contagious? Do they reach epidemic proportions?

What does the author mean by saying that 'such diseases are rarely terminal'?

What does the author mean by a convalescence and recuperation period?

Writing

Write a doctor's report on the outbreak of flu / mumps / food poisoning / measles etc.

Split into groups of two or three. Keep moving from group to group and making small talk (exchange greetings, ask "How are you?", "How's business?", etc., ask about health, express sympathy, say wishes, etc.)

Blitz Sketches

Come out in groups of three and make small talk spontaneously.

Role-play

Task 1

You come to your native town for winter holidays and meet some people (a neighbour, a former teacher, a schoolmate, your sister, the parents). Make small talk with them

Task 2

You come to your local bakery to do your shopping. Enquire* after the baker's wife's health.

Task 3

A.

You phone your fellow-student to enquire about your time-table and task for you have missed some classes.

B.

A fellow-student of yours who has missed some classes rings you up Ask him / her about his / her health. Tell him / her this exciting news: you have a new teacher of phonetics.

Class Communication

Role-play

Task 4

A friend of yours says that he / she has a cold but you think he is malingering. Act out a conversation.

Am K Inquire

Task 5

A wife wants her husband to go to the country with her and to help her in the garden. But her husband wants to stay at home and watch a football match on TV. Act out a conversation.

Task 6

A Telephone Call

A.

A teacher phones his / her student whom he / she saw at the cinema yesterday to enquire why he / she missed his / her class

B.

The student says that he / she has caught a cold and describes his / her symptoms

Class Improvisation

Role-play

Here is an extract from a letter. Work in groups of five. First, read the letter and decide how you think the story ends.

... glad to hear that your birthday party went so well I had a really awful experience the other night. I was coming home from the cinema, at about eleven o'clock, with two friends, when we saw someone lying on the ground in front of us, groaning. Well! We didn't know what to expect. Anyway, as we got nearer, we discovered that it was an old man. I wanted to stop, because he looked quite ill, but one of the others said he was probably drunk, and anyway, it was none of our business. I was very unhappy about leaving him, so I decided that

Stage 1

You are now going to continue the story. Take the roles A, B, C, Doctor, Old man

A: You are the writer of the letter. You talk to the others You feel the old man needs help You feel you should stop and do something, but you don't know what.

B: You agree with A. and suggest one of you calls a doctor

C; You disagree, and say you should leave the old man and forget it. It's not your business

Try to come to a decision, then you can read on to Stage 2, unless the other people in your group have got anything to say.

Stage 2

You approach the old man and find that he can talk, but not very well. He is obviously ill, or very drunk.

A: You feel that you ought to help the man and take him home

B: You don't think you should get involved. You want to call a doctor and go

C. You are rather impatient, but say that you will go to telephone for a doctor, but only once you have explained why you don't think you should help the man.

When you have finished, go on to Stage 3.

Stage 3

C: Phone the doctor and try to explain the situation You are still not sure whether the man is ill or drunk, but you agree now that he needs a doctor Insist that the doctor comes

Doctor: You had just gone to bed when you were woken up by the phone Don't go out unless you consider it necessary.

Stage 4

A IB: You help the old man up and try to get information from him, about his name / ad-dress / what happened / how he feels / if it's happened before / his nearest relatives / where he lives etc

Old man: You have been feeling very ill. You were walking home from your club and you fainted. Something is very wrong, you can hardly talk. Ask the people talking to you to get a doctor.

What happened at the end of your role-play? Compare with other groups

Revision and Consolidation

I. Choose the best alternative to complete the sentence. Look up any words you don't know.

1 Can you recommend some medicine for a dry

- a) cold b) headache
- c) sneeze d) cough

2 I'm sure his illness was caused by ...

- a) overwork b) stamina
- c) fitness d) health

3. He went on a diet because of his high blood ...

- a) tension b) pressure
- c) poisoning d) inflammation

4. I'm a bit so could you speak a little louder?

- a) dumb b) blind
- c) deaf d) lame

5 I'm tomatoes They bring me out in a rash,

- a) allergic to b) polluted by
- c) wounded by d) suffering from

6 It took me weeks to my illness

- a) recover from b) lessen
- c) soothe d) neglect

7 His . was so bad that he never used a lift,

- a) agoraphobia b) claustrophobia
- c) insomnia d) antidote

8. She's . from a nervous breakdown

- a) healing b) fainting
- c) suffering d) itching

9 There was an of cholera after the disaster

- a) upset b) infection
- c) input d) outbreak

10 I've got a headache and all I feel like doing is going straight to bed

- a) beating b) drumming
- c) hammering d) splitting

11 The new discovery was an important... in the fight against cancer

- a) daybreak b) break-away
c) outbreak d) breakthrough

12 Now that I've discovered that I'm ... strawberries. I make sure I never eat them

- a) allergic against b) allergic from
c) allergic to d) allergic with

II. Match the formal sentences (a - j) with an everyday explanation (1 - 10).

- a) She fractured her arm.
b) She vomited
c) Her condition deteriorated
d) She was convalescing
e) She suffered from insomnia
f) She fainted.
g) She was pregnant
h) She was depressed
i) She was intoxicated j) She was unwell
1 She was resting to recover from being ill
2. She felt a bit funny.
3. She passed out
4 She was drunk
5. She broke it.
6. She got worse
7. She was feeling low.
8. She was sick.
9 She was expecting a baby
10 She couldn't sleep.

III. Match the diseases with their symptoms.

- 1 flu
2. pneumonia
3 rheumatism
4 chickenpox 5. mumps
6 ulcer

- a) swollen glands in front of ear, earache or pain on eating
b) burning pain in abdomen, pain or nausea after eating
c) rash starting on body, slightly raised temperature
d) dry cough, high fever, chest pain, rapid breathing
e) headache, aching muscles, fever, cough, sneezing
f) swollen, painful joints, stiffness, limited movement

IV. Fill in the missing verbs in the sentences below. Choose from the following and make any changes where necessary. Use each verb once only.

- ache infect swell up
choke injure treat
disinfect lose consciousness vaccinate
faint recuperate

heal suffer from

1. My mother is now _____ at a private nursing home after her operation,
2. A fairly common way of _____ rheumatism is to give the patient a cortisone injection.
3. I went running last night and I've been _____ ever since,
- 4 My sister has _____ hay fever since she was twelve,
- 5, They deliberately _____ the rats with the disease in order to test the effectiveness of the new drug
- 6 She almost _____ to death on a chicken bone.
7. I remember vaguely seeing the doctor's face before I _____. The next thing I remember was waking up in a hospital bed.
- 8 The cut looks nasty. We'd better wash it and _____ it immediately.
9. When a mosquito bit her, her whole foot _____.
10. Two soldiers on parade _____ in the hot sun,
11. Two hundred people were killed and thousands _____ in _____ the recent earthquake in Mexico.
12. She asked the doctor to _____ her children against measles.
13. His wound has now _____ completely and it hasn't even left a scar.

Ex. 1 Choose between 'cure', 'heal' and 'treat':

- 1 Fresh air, sunshine, good food may _____ a patient of tuberculosis by his lungs
- 2 The doctor said that if I followed his instructions I would soon be of _____ the disease
- 3 After a fortnight of slight fever, the wound _____.
- 4 The doctor applied a medicine which soon _____ the deep cut in my arm.
- 5 The open-air life on the farm _____ him of his headaches.

Ex. 2 Who's who in medicine? Match the people below (1-14) with the correct definitions (a-n).

- 1 A casualty
- 2 A consultant
- 3 A general practitioner (GP)
- 4 A midwife
- 5 A nurse
6. An optician
- 7 An out-patient
8. A pathologist
- 9 A paediatrician
- 10 A pharmacist
- 11 A physiotherapist

a) is a person, usually a woman, who has been trained to advise pregnant women and to help them when they are giving birth

b) is a person who is trained to treat patients by giving them exercise or massage, often to help them walk again after an accident or operation.

c) is a doctor whose job is to perform operations

- d) is a person who has been injured or killed in an accident, a fire or a war
- e) is a person who tests people's eyesight and provides glasses and contact lenses
- f) is a doctor who examines a dead body to find out how the person died.
- g) is a doctor who treats people suffering from mental illnesses
- h) is a doctor trained in general medicine who treats people in a certain local area for all kinds of illnesses He or she is usually the first doctor people go to when they are ill.
- i) is a doctor who specializes in one area of medical treatment, e.g. an eye
- j) is a person who is qualified to prepare and sell medicines
- k) is a high-ranking and very experienced hospital doctor who gives special advice in one particular area of medicine.

12 A psychiatrist

13. A specialist

14. A surgeon

l) is a person who has to visit a hospital regularly for treatment while still living at home.

m) is a person who looks after patients in hospital.

n) is a doctor who specializes in treating sick children

Word Use

Ex. 3 Complete the sentences.

i

1. If you catch a cold, you consult a _____.
2. If you have a sore throat, you go to see a / an _____.
3. If you have a heart attack, you call a _____.
4. If you have a nervous breakdown, you consult a _____.
5. If your little sister or brother has a high temperature, you send for a _____.
6. If you have a toothache you consult a _____.
7. If you have a poor eyesight you go to see an _____.
8. If you need an injection, you go to see a _____.
9. If you need an operation, you consult a _____.

Skill Developing

Ex. 4. Make an appointment with your family doctor / a GP / a dentist / an optician / a surgeon, etc.

At the Doctor's.

Here are some examples of the complaints patients most often make in a doctor's surgery.

1.

I've got a sore throat and my chest hurts How long have you been like this?

Two or three days now

- I should think you've got flu: there's a lot of it about.
- What do you advise?
- Take this prescription to the chemist's and then go straight to bed

2.

- I feel shivery and I've got a pain in my stomach,
- How long have you had it?
- The best part of the week
- By the sound of it, you've caught a chill
- What should I do?
- I'll give you something for it. and come to see you in a couple of days

3.

- I keep feeling dizzy, and I've got a headache
- How long has this been going on?
- It came on yesterday.
- I should say you're generally run down..

What ought I to do?

- It's nothing serious, but you'd better stay in bed for a day or two

4.

- I'm running a temperature, and I feel sick
- Since when have you been feeling like this?
- It all started the day before yesterday

You seem to have picked up some sort of infection What do you think I should do?

Stay away from work till Monday, and don't overdo things.

What Seems to Be the Problem?

Hello. Mr Brown. And how are you?

Well, I haven't been feeling very well recently I get out of breath very easily when I climb stairs or walk shod distances, and last week I started getting pains in my chest.

Mm. 1 see. Do you smoke?

Yes I get through about 30 cigarettes a day.

That's rather a lot. Have you tried giving up?

I have, doctor, but I can't break the habit

Well, I think that you should at least try to cut down on the amount you smoke What about your eating habits? Have you put on weight recently?

Yes I'm a little overweight at the moment. You see. I eat at cafes most of the time And I tend to drive everywhere because of my job. I sell sports equipment.

Well, it sounds as if you're out of condition. I think you need to take some regular exercise,

What, you mean, take up jogging?

Well, jogging or something like that, but the most important thing is, I think, you need to lose some weight, so I want you to go on a diet.

Go on a diet?

Yes, it's particularly important that you cut out fatty foods What about alcohol? How much do you drink?

About two or three pints of beer in the evenings.

I think you need to cut out drinking completely for the next few months.

That's easier said than done, doctor,

I agree, but if you don't change your lifestyle, you could be in trouble.

Hello, Teresa And what seems to be the problem?

Well, I am not feeling very well at the moment. I'm preparing for exams and I've been staying up late at night studying This morning I got out of bed very early to do some work, and I passed out. My flatmate found me on the floor I came round after a few seconds

Mm Have you had any other symptoms?

Well, I have been feeling a bit off colour and sometimes I get splitting headaches. What do you think is wrong with me?

Well, it sounds as if you've been burning the candle at both ends You've probably been overdoing it and you're overtired. I don't think it's anything to worry about, but I think you should take it easy for a while and try to get enough sleep

Yes, I haven't been getting much sleep lately.

I'll give you something to help you relax in the evenings. And just try to have a few early nights.

Thank you, doctor.

It's Mrs White, isn't it?

That's right, doctor.

What can I do for you?

Oh dear. I'm always tired, doctor - I'm absolutely worn out at the end of the day Are you eating regular meals'?

Well, I don't really have time to eat - I'm too busy with the children. And we don't have much money for food because my husband's out of work.

It sounds to me as if you're a bit run down. I'll write out a prescription for some extra iron and vitamins, and I'd like you to come back in a couple of weeks so I can see how you are getting on

Thank you, doctor

Hello, Mr Rose How are you feeling?

I feel a bit under the weather. I've got a headache and I ache all over

Mm You've probably picked something up. Let me see Yes you're running a temperature I think you're going down with flu.

How long will it take me to get over it? You see I need to get back to work as soon as possible.

About four or five days. I'll write out a prescription for some painkillers for you. Take these tablets three times a day. Meanwhile, my advice is to go to bed with a hot water bottle and drink lots of fluids After a few days you should feel as right as rain

Word meaning

Ex. 5 In the texts, find the phrasal verbs which mean the following:

- to increase in weight and size
- to recover from an illness, shock, or surprise
- to develop the symptoms of an illness or disease
- to use a quantity of something such as food or money

- e) to reduce something, to consume less of something
- f) to develop an interest in something as a hobby or profession
- g) to recover consciousness
- h) to stop doing / using something
- i) to catch an illness
- j) to faint, to lose consciousness for a short time because of lack of food or air, or because of shock

Ex.6 The following idiomatic expressions were used in the conversations with the doctor. Translate them into Russian / Belarusian.

- a) That's easier said than done.
- b) to feel off colour
- c) to burn the candle at both ends
- d) to take it easy
- e) to be / feel worn out
- f) to be / feel run down
- g) to feel under the weather
- h) to feel as right as rain

Word Use

Ex. 7 Which of the expressions in ex.6 could you use in the following situations?

- 1 Your friend has been working very hard and you think she needs a rest.
- 2 You're at work but you don't feel very well and you want to go home
- 3 Someone gives you advice which is very difficult to follow.
- 4 You want to tell your friend she'll soon recover from her illness
- 5 Your friend is looking very tired. He works during the day and stays up late at night.

Skill Developing

Ex. 8 Work in pairs. Take turns to ask and answer the questions below. Try to use the phrasal verbs and idiomatic expressions from the texts.

- 1 Do you smoke? If yes, how many cigarettes do you smoke a day?
- 2 Have you ever tried stopping or reducing the amount you smoke?
- 3 Have you changed your eating habits recently (for example, reduced the amount of fatty food you eat, or gone on a diet)?
- 4 Would you consider doing any of the following activities to keep fit?
 - jogging
 - aerobics
 - swimming
 - cycling
 - other
- 5 Are you ever out of breath? If yes, when?
- 6 Do you ever feel worn out or run down? If yes, when?
- 7, Have you ever fainted? If yes, explain what happened.
- 8 When was the last time you didn't feel well? What was wrong with you?
- 9 When did you last have a cold? How long did it take you to recover from it?
- 10 How healthy do you think you are?

Ex. 9 Supply each dialogue with a beginning or an end.

A

Doctor: Good morning, Mrs Palmer What's the problem?

Patient: Well. I've got a bad sore throat, doctor.

Doctor: Oh, dear How long have you had it?

Patient: Oh, about a week It's getting very painful. It's difficult to eat.

B

Patient: It's every year about the same time, doctor. Stuffed-up nose, my eyes itch

and I feel sort of funny the whole time.

Doctor: Is it worse when you're inside or outside?

Patient: When I'm in the garden.

C

Patient: I get this pain when I bend over, doctor. Just here

Doctor: I see Take your shirt off

Ex. 13 In each of the situations listed below, the doctor is telling a child's mother what he or she is going to do to cure the trouble. Decide which advice refers to which situation.

a) Sally is in bed with a heavy cold and temperature.

b) Johnny has been stung by a bee,

c) Alan has cut his forehead badly.

1. Obviously, she'll have to go to hospital for an X-ray With luck, it is a clean break, and young bones set quickly, but she'll have to have it in plaster for a time, she can go to school, though, but naturally she'll have to go round on crutches until the plaster comes off

2 III give you a diet sheet that she must follow, but apart from that I'd better give her these vitamin pills. She must take the tablets three times a day after meals.

3. You can get this ointment from the chemist's I'll write out a prescription for you Rub it gently into the skin every night before she goes to bed. Some people recommend sprays for this kind of thing, but my view is that the ointment gives more relief.

4 It's nothing serious. But this medicine will be better than the patent cough mixtures and syrups they sell in the chemist's. If she has a headache as well, give her half an aspirin

5 That is nasty. I'm going to clean the wound with antiseptic, and it may sting. Now, here's the cotton wool. We'll just put a little antiseptic on it. Well done, that's a brave boy Now we'll protect it from the air and put a bandage over it, and you'll look like a little soldier after a battle

6. There's quite a lot of swelling, but I see you've taken the sting out. He must take these tablets to reduce the inflammation, but be very careful not to exceed the dose, not more than two a day, every twelve hours, for three days,

7 Once the plaster comes off. he'll still have it in a sling for a time to rest it.

d) Paula has broken her leg

- e) Mark has broken his arm
- f) Laura is very pale and anaemic, g) Sandra has pulled a muscle

Ex. 15 Act out conversations in a doctor's surgery making use of the exchanges between the doctor and the patient that you have just read.

Ex. 16 Doctor Richards is a radio doctor. She answers listeners' questions about their medical problems. Work in pairs and match the questions with Doctor Lennox's answers.

a) Hello, Doctor Richards. Well three days ago I fell over and cut my arm. There was a little blood, but it soon stopped bleeding and I forgot about it. Now the wound is painful and red. It hurts when I touch it. I also think I may have a temperature I feel a little hot and quite weak Do you think I should see my doctor?

b) Doctor Richards, I am a 63-year-old woman A few months ago. I was walking upstairs when I suddenly became very faint and almost fell over Now, whenever I do just a little exercise I get out of breath very quickly. Even when I'm sleeping I have breathing problems. I wake up in the middle of the night and can't get back to sleep. I'm really worried, because I have never had insomnia in my life before. I don't have a pain in my chest, so I don't think I have heart problems I'm very worried. What do you think?

c) For the last two days, Doctor Richards. I have been feeling absolutely terrible. My whole body aches. I have a backache and all my muscles ache. I have a terrible headache too But the worst thing is the vomiting. Food just won't stay in my stomach for more than a few minutes. And the diarrhoea - I'm in the bathroom every half an hour I telephoned my doctor and asked for a prescription for some medicine, but she said there wasn't much she could do for me. She said I should stay in bed and drink a lot Is that right?

d) I hope you can understand me all right, doctor, but I can't talk very well because of my sore throat. I've had it a few months now. And a cough, too, even though I don't smoke And I seem to be tired all the time, but I'm never so ill that I can't go to work I've been to the doctor and had some tests, but they can't find anything wrong with me What do you think I should do now?

Here are Doctor Richards's answers. Match her answers to the questions.

1.

You should see a doctor as soon as possible. Your doctor will arrange for you to have a complete series of tests. I'm afraid you really could be very seriously ill, you know

2.

You've probably got a minor infection. Sometimes they take a long time to go away. The important thing is to get plenty of rest Take some time off work and you'll probably be back to normal in a few weeks' time.

3.

It sounds as if you have got an infection. You'll have to see your doctor, who will probably write you a prescription for an antibiotic and some medicine to put on your skin as well

4.

You have what is commonly called stomach flu. It's most important that you drink a lot. You should feel better soon, but if it continues much longer you should see your doctor

Class Communication

Role-play

A.

You have some medical problems. Phone a radio doctor and speak about your symptoms.

B.

You are a radio doctor. Speak to the listener about the possible diagnosis and remedy. Give her/him advice to consult a specialist.

Filling a Prescription

I'm really concerned about Johnny. He came down with flu yesterday and he's running a high fever. The doctor prescribed an antibiotic.

Let me see your prescription. Oh, yes, this is something new on the market. It's quite effective.

I hope he won't be allergic to it. The last medicine the doctor prescribed made him throw up.

I think this will be quite safe. But I have other flu medicines on hand also. Maybe you should double-check with your doctor about this prescription.

Good idea.

Pharmacist: Ask him to call me. Then you can come by for the prescription later on today.

Mother: Thanks

Word Meaning

Ex. 17 Say in other words.

worried about f) vomit

became sick with j) in stock

have a body temperature above normal h) check again to be sure

available for sale •) visit, pass by

have a bad, abnormal physical reaction to J) later

Word Use

Ex. 18 Match phrases to make a sensible sentence.

1. He came down

2. If you are allergic

3. The spoiled food made him throw up 4. You don't need to be concerned 5. If you have time, come

a) to penicillin, take a different medicine.

b) about the test if you have studied

c) with a bad cold and had to stay home

d) up

e) by and have a cup of coffee with me

Ex. 19 Fill in the correct phrasal verbs and expressions.

Pharmacists do things besides filling prescriptions. Yesterday Joanna Wilson, a pharmacist, talked to a very worried mother about different kinds of flu medicines. Mrs. Allen

was very _____ (worried about) her son Joe He _____ (become sick with) the flu and was _____ a high (having a body temperature above normal).

Mrs. Allen was afraid her son would _____ (have a bad physical reaction) the medicine that the doctor prescribed. The last time Joe took medicine, he _____ (vomited).

Joanna told Mrs. Allen about a new medicine (available for sale). There was plenty _____ (in stock) in the pharmacy, but Joanna told Mrs. Allen to call the doctor and _____ - (check again to be sure) it.

Joanna said that Mrs. Allen should _____ (visit) the pharmacy for the correct prescription (later).

At a Chemist's Shop

1.

The doctor's given me this prescription

- It'll only take five minutes, so perhaps you'll wait.

Have you also got something for sore lips?

- Rub in this cream every four hours.

2.

- Could you make up this prescription for me, please?

- I'll do it for you straight away.

- By the way. what do you suggest for sunburn?

- This ointment should clear up the trouble.

3.

I've just been given this prescription by Dr Worrall.

You can call back for it in about an hour

Can you also give me something for this rash?

- Try this tube of jelly.

4.

Can I leave this prescription with you?

I'll have it ready for you by 5 30 I'd like something for a sty, too Put this lotion on three times a day.

Revision and Consolidation

e

I. Put in the right prepositions or postpositions where necessary.

I He was suffering _____ chronic appendicitis

1. The bandage was red blood _____

2. You must stay bed _____ a couple _____ days.

3. Don't fancy she is well yet, don't let her get _____ bed.

5 She had a chill and was complaining _____ a headache

6 He stayed _____ school because he had a cold

7. She is complaining _____ (a) pain _____ her left side

8. He has influenza _____ complications

9. There is still no certain cure this disease
10. Take this medicine and it will cure your cold
11. He examined the patient scrupulous care
12. His father is recovering pneumonia
13. He was well the way recovery.
14. I don't think it's the best remedy a cold
15. Which doctor is treating you your illness
16. My new doctor has put me quite a different treatment
17. He went the doctor • his annual check-up
18. A contagious disease is one that can be passed person person touch
19. I must lie , I have a splitting headache.
20. He got a bellyache eating apples
21. They were bursting health
22. How is your father his heart attack? - a bad way, actually Making very little progress
23. He caught a cold standing in the rain

Put in the articles where necessary.

1. Although very common acute appendicitis is still sometimes fatal disease.
2. Early this spring I had severe attack of influenza.
3. The day after she was as bad as ever and had very high temperature
4. Is she worse? Was medicine no good?
5. He was in bed with sore throat,
6. He had stomach ulcer and was bleeding to death.
7. boil on his arm gave him j; acute pain.
9. doctor evidently doesn't think case so serious as you do.
9. Don't sit in the draught, you'll catch cold.
10. Smoking is major cause of heart disease.
11. I have not been able to get much exercise, so I'm out of condition.
12. He developed appendicitis with high fever.
13. wound became infected and inflammation set in.
14. doctor Read gave him injection after operation.
15. This is good medicine for colds.
16. He was in great pain,
17. it's a painful treatment, but it gives patient much better chance of recovery.
- 18.1 hope you'll make splendid recovery,
- 19.1 have been on sick leave for last two weeks.
20. Her husband is at home with cold, and she herself has ;f. sprained ankle.
21. He suddenly ran very high temperature and became delirious in night.

22. check-up included blood tests and blood-pressure tests.

23 The doctor said it would be better to have X-ray.

Hi. Put in the correct verb forms.

Mrs Mallard (to go) to see Dr Gillespie, her family doctor.

Mrs M.: Good morning, doctor.

Doctor: Ah good morning, Mrs Mallard. What can I do for you this time?

Mrs M.: It (to be) those pills, doctor They (not to seem) {to do) me any good,

Doctor: What's wrong?

Mrs M.: What (to be) wrong with me, doctor' It (to be) old age, I (to suppose)

Doctor: You (to do) very well, Mrs Mallard I You (to live) to be a hundred.

Mrs M.: I (to get) this terrible cough, doctor, and I still (to get) that rash on my hands.

And the backache! I can hardly walk sometimes. You (not to think), it (to be) that legionnaire's leg, do you? I (to read) about it in the paper.

Doctor: No, no No chance of that You (to be) very fit for your age.

Mrs M.; Pardon? Anyway, I nearly (to finish) the old pills, doctor. Can you give me a different colour next time?

III. Put in the correct verb forms.

_ last two weeks.

cold, and she herself has 5. sprained

very high temperature and became delirious in

blood tests and

blood-pressure tests

X-ray

Mrs Mallard (to go) to see Dr Gillespie, her family doctor.

Mrs M.: Good morning, doctor

Ah. good morning, Mrs Mallard. What can I do for you this time?

It (to be) those pills, doctor. They (not to seem) (to do) me any good

What's wrong?

What (to be) wrong with me, doctor' It (to be) old age, I (to suppose)

You (to do) very well, Mrs Mallard! You (to live) to be a hundred.

I (to get) this terrible cough, doctor, and I still (to get) that rash on my hands

And the backache! I can hardly walk sometimes You (not to think), it (to be) that legionnaire's leg, do you? I (to read) about it in the paper

No. no. No chance of that You (to be) very fit for your age

Pardon? Anyway, I nearly (to finish) the old pills, doctor Can you give me a different colour next time?

Class Improvisation

Roles: Mrs Know-All, a GP, patients.

Stage 1

All the patients make up individually their own list of symptoms of some unknown diseases Mrs Know-All who considers herself to be very competent in

medical matters and seems to be suffering from all imaginary diseases makes up her own list of symptoms, too

Stage 2

The patients (including Mrs Know-All) are in the waiting-room of a GP's surgery. They discuss their problems and Mrs Know-All tells them their diagnoses with perfect confidence. No doubt, she knows her own diagnosis - a very complicated and rare disease. Some patients are scared to death, some are frozen with horror, others think they might as well make out their wills.

Stage 3

One by one the patients go to the surgery, the GP examines them (in some cases he may consult a specialist to get another opinion) and makes his diagnosis. Oh, what a relief the patients feel when they come out! Mrs Know-All still thinks she knows better about her own state of health

Skill Developing

Ex. 1 Work in pairs. Ask and answer the questions.

- 1 What questions does a dentist usually ask?
2. Have you any problems with your teeth?
- 3 How many of your teeth are filled?
- 4 Have you any false teeth?
- 5 Are any of your teeth missing?
- 6 Do you take good care of your teeth?
7. Do you know how to brush teeth?
8. How often do you brush your teeth?
- 9 Do you use dental floss or dental picks?
- 10 Do you occasionally have your teeth cleaned at the dentist's?

The tooth had been bothering David for some time. He knew he should have gone to the dentist's earlier. But in spite of the pain he had put it off. He always put off going to the dentist as long as possible.

The dentist smiled pleasantly at first. David told him that the tooth had kept him awake the night before. Then the dentist looked into his mouth, but he did not look only at the one tooth. Instead he looked them all over.

"Hmm," he said. "I'm afraid several of your teeth need seeing to." He smiled again. But this time it was a rather grim smile. He began to describe exactly what needed doing. David listened to him with a kind of sick feeling in his stomach.

David Is at the Dentist's

"I should say that at least four teeth have cavities and then some of your old fillings are loose. We'll have to see to them immediately!"

David asked about the tooth that had been aching. "I may be able to save it," the dentist said, and smiled grimly again. He got his electric drill ready. "Now," he said with another grim smile, "this shouldn't hurt too much." He came nearer.

Word Meaning

Ex. 2 Say in other words.

1. give trouble to
2. not do immediately

3. examine
4. hard; suggesting that something bad is about to happen
- 5 a kind of hole in teeth
- 6 what the dentist puts in the hole
- 7 take care of
- 8 dentist s instrument

Skill Developing

Ex. 3 Answer the questions.

1. Why did David go to the dentist s7
2. What did he put off?
3. What was the first thing the dentist did?
4. What did he tell David?
5. What exactly was the work that needed doing?
- 6 What happened then?

Ex. 4 David put off going to the dentist's. He should have gone earlier.

There are other things he should have done earlier and which he put off What were they? He did not: .

- 1 phone the dentist
2. have his teeth examined
- 3 make an appointment with the dentist
- 4 have his teeth filled

Make more examples!

Ex. 5 Need doing is another way of saying ought to be done. Reply as B does here.

A: The dentist ought to see to those teeth B: Yes, they really need seeing to, don't they?

stop

fill

The dentist ought to

pull

extract

clean

a tooth / teeth

Ex. 6 Say what David could have avoided if he had:

taken better care of his teeth

brushed his teeth regularly (after every meal)

had his teeth examined twice a year

had not been afraid of the dentist

Ex. 7 Say in other words.

sit down , examine protecting

occasionally you are responsible don't move

distributing them watch carefully

Word Use

Ex. 8 Fill in the correct phrasal verbs and expressions.

I (occasionally) Jack goes to his dentist, Dr. Adams. On Saturday he had an appointment. He (sat down) in the dentist's chair and Dr. Adams (examined) his teeth

Jack good (protected) them, but he didn't always brush after every meal. Jack very _____ (did not move) while Dr.

Adams cleaned his teeth. The dentist reminded him to brush his teeth regularly. He said that it (was his responsibility) Jack to (protect) his teeth. He also told Jack to (watch carefully) his diet. Before Jack left, Dr. Adams gave him a pamphlet on tooth care that he was (distributing) to all of his patients.

I'm very sorry, Doctor. I'm afraid I'm a little late for my appointment.

It's all right. The last patient left just a moment ago. And what seems to be the trouble? Sit down, won't you?

(Mrs. Moore, sitting down in the dentist's chair) I have a filling which is loose and is about to drop out, I also have a soreness on the side of my mouth. I don't know whether it is from one of my teeth or whether it's a little neuralgia.

Let me take a look at it. Open your mouth wide, please. On which side of your mouth did you say it hurt?

Ouch I Ouch! (Mrs. Moore begins to wave her arms violently in evidence of great pain)

But, Mrs. Moore, I haven't even touched you yet

I know, Doctor (with a sigh of relief) - but I am so afraid of a dentist, that I feel pain even before you touch me

I am sorry you feel this way, but let's see what the trouble is It's on the (left side - just above my eye tooth The pain seems to skip around - sometimes it is in one place and sometimes in another.

Does the tooth itself ever ache or become sore to the touch? Is it sensitive to heat or cold?

No, only the gum above the tooth seems to get sore.

The teeth in that area seem to be sound It may be a little neuralgia/as you say - but we'd better take an X-ray just to be sure none of the teeth are abscessed. (Dr. Kane adjusts the machine, takes the picture, etc.) Now, let's see that loose filling. It's surprising it didn't fall out.

There's a good deal of decay around it. There is also a slight cavity on the other side of the tooth which you probably didn't know you had.

Oh, dear, I hope you won't have to pull the tooth I don't think so. It's not quite as serious as that. We'll just put in a filling but it may take considerable drilling, I'll have to give you an injection of Novocaine. The decay has gone deeply into the tooth.

Skill Developing

Ex. 12 Answer the questions.

- 1 Why was Mrs. Moore late for her appointment?
- 2 What seemed to be the trouble with her teeth?
3. Why did Dr Kane advise her to take an X-ray?
- 4 Was he going to pull the tooth?
- 5 What was he going to do about the tooth?

Skill Developing

Ex. 15 A. Respond as Mr. Nelson does.

Dentist: I'll just look over the other teeth

Mr. Nelson: You mean, you want to look them all over now?

1. I'll take out this tooth
2. I'll put in this filling
3. I'll fill in those cavities
4. And then I'll pull out two teeth

B. The dentist says that it is necessary to see to four fillings immediately. He says "Four fillings will have to be seen to immediately". In the same way say that it is necessary to

- a) take an X-ray at once
- b) pull out two teeth
- c) put in four new fillings
- d) look over the other teeth

Class Discussion

1 Some people are terribly afraid of dentists. Share your own experiences and make your frank confessions Or are you brave enough?

2. Do you believe in the Tooth Fairy"? Not any longer? Did you believe in her in your childhood"? Why do you think parents tell their children the tale about the Tooth Fairy"?

Class Communication

Task 1

Act out a conversation between two patients. Both are afraid of the dentist One of them keeps speaking about his teeth and the treatment, the other tries to change the subject.

Task 2

Role-play a sketch in teams of three: The mother tries to persuade her child to open his / her mouth so that the dentist can do some job on his / her bad tooth Finally the child gives in and gets a gift for his / her good behaviour.

Task 3

A patient complains of some problems with his / her teeth. A dentist finds out what is wrong with his / her teeth and tells the patient how to take care of the teeth

III. Paraphrase the underlined words and phrases.

1. I have a bad tooth and I'm going to have it pulled out.
2. Why don't you have your teeth attended to regularly?
- 3 The rest of your teeth are in good condition.
4. Teeth stopped in good time do not hurt.
5. The doctor said that I should have this tooth extracted ,
6. There's a hole in one of my front teeth, so I'll have to see the dentist about it
7. A dentist is a man who looks after teeth filling holes in them, taking them out when necessary and fitting new ones,
8. Few children have their teeth inspected twice a year,
9. Does the tooth ache?

IV Translate into English,

1. Когда тебе удалили зуб?

2. Когда вы в последний раз проверяли зубы?
3. Эта пломба шатается, ее надо заменить.
4. Запломбируй ты зуб вовремя, сейчас не мучилась бы от зубной боли.
5. Вам уже давно следовало бы удалить этот зуб.
6. Я никак не могу собраться с духом пойти к зубному врачу, все откладываю и откладываю.
7. Очень жаль, что Вы не показали этот зуб раньше, Возможно, его и удалось бы спасти.
8. Неужели ты еще не сделала рентген этого зуба? Ведь ты страдаешь от зубной боли уже несколько дней
9. Ее невозможно заставить пойти к зубному врачу, пока у нее сильно не разболются зубы,
10. Если бы Вы не относились так небрежно к своим зубам, мы могли бы сохранить эти два зуба,
11. Ты должен был уже давно записаться на прием к зубному врачу.
12. Вам нужно поставить еще две пломбы.
13. Тебе уже давно следовало бы удалить зуб и поставить на этом точку.

Skill Developing

Ex. 2 Make up dialogues by analogy.

- a) - Where can I have my blood tested?
- It's over there, on the left (on the ground floor, downstairs, etc.)
- b) - Must I have my chest X-rayed again?
- No. Everything is OK with you
- c) - Can I have an appointment to see the optician? I want to have my eyes examined
- Would next Friday 3 p.m. be convenient?
- Oh, yes.

Ex. 3 Give advice about treatment.

Example:

- There's something wrong with my eyes, I think. I can't seem to see too well.
- You'd better have them tested then.
- 1 My appendix is causing me trouble again.
2. I think I may have broken my leg.
- 3 My throat's very sore again I think it's my tonsils
- 4 I'm not sure if I fractured my wrist or not
5. There's something wrong with my heart again, I'm afraid.

Class Communication

Task 1

Act out a conversation between a doctor and a nurse. Before making diagnosis the doctor instructs the nurse what check-up the patient must have

Task 2

A second year student tells a fresher about annual medical check-ups.

Task 3

Working in pairs make up a list of tests a driver must have before he / she gets a driving licence Discuss your list with other students and complete them. Now you are ready to act as a receptionist and instruct a visitor who wants to have a medical check-up for a driving licence Act out a conversation between a receptionist and a visitor.

The Case History

Ex. 4. Study the case history below and write ten headlines for each paragraph of the history of George Wilson's ten-day illness. (Wilson is a prominent political figure).

You're in perfect health as fit as a fiddle ... there's nothing wrong with you.'

I feel a bit off-colour . rather under the weather . I do feel funny .I really don't feel well . I think I'm sickening for something I feel feverish ... like death warmed up '

He's been taken ill .. he's in a coma ... fighting for his life ... still critically ill... in a very critical condition ... no change still seriously ill... still hasn't regained consciousness is responding to treatment .. off the danger list.. showing signs of coming round ... making progress ... his condition is satisfactory ... he's come out of the coma ... he is as well as can be expected comfortable no change ... he's turned the corner. . he's on the mend '

'We all wish you a speedy recovery ... get well soon ... we're glad you're over it'

The worst is over he's almost completely recovered ... he's practically cured ... he's convalescing ... coming along nicely . he'll be on his feet again soon . he'll be out and about again in a few days.'

'He's had a relapse ... he's no better... he's getting worse ... his condition is deteriorating he's getting weaker ... he's slipping away ... fading fast ... his life is hanging by a thread it's just a matter of time ... he could go at any second!'

He's made a miraculous recovery ... he's as good as new .. as right as rain ... he'll live till he's a hundred '

Ex. B. Study the case history again and then working in pairs ask each other to give as many as possible expressions that would describe each stage of Wilson's illness.

What do you think?

- What really happened to George Wilson?
- What could the diagnosis of his illness be?

Writing

Choose one of the tasks given below.

Task 1

You are the Wilson's personal doctor. Describe his case history.

Task 2

You are the Wilson's biographer. Write a chapter of your book in which you describe the President's illness.

Task 3

You are a TV reporter. Prepare your report on the Wilson's illness

Task 4

You are a doctor Write the case history of any of your patients.

Task 5

Write about a serious illness / accident of a friend (a relative, etc.) of yours Use as many expressions from the text as possible

A Case for Treatment

Have you ever been in hospital for more than a day?

Which parts of the hospital routine did (or would) you find difficult ?

Which advances in modern medicine do you admire most?

Lynne Williams is 38 She runs a dry cleaning business with her husband, Ted She has always thought of herself as a healthy person but a few days ago she started getting pains in her stomach. One morning her husband noticed her bending over the counter in obvious pain

Ted Is anything the matter?

Lynne No, it's all right. Just a slight pain in my side

Ted Why don't you sit down for a moment?

Lynne No, don't fuss It doesn't hurt very much. I'll be all right in a minute

But all that day the pain grew worse. Lynne was sick several times and had a temperature (well above normal. Finally she decided to call the doctor The doctor examined her and diagnosed appendicitis. He said she had to go into hospital immediately and have her appendix removed

Check

Why did Lynne call the doctor?

What was wrong with her?

Why did she have to go into hospital?

Ex. 7. Practise the conversation between Lynne and Ted in pairs. Then practise it a few more times, each time changing the part of the body where the pain is centred, e.g. shoulder, neck, ear, foot, ankle, waist, hip.

Example: Is anything the matter?

No, It's all right. Just a slight pain in my back.

Ex. 8. Fill in Lynne's part other conversation with the doctor. Read it in pairs.

Doctor: Now, Mrs Williams. What seems to be the matter?

Lynne.

Doctor Let me have a look ... Mm ... does it hurt when I press here?

Lynne:

Doctor When did this pain start?

Lynne

Doctor: Have you been sick at all?

Lynne

Doctor Have you been feeling feverish?

Lynne

Doctor. Well, I'm afraid you've got appendicitis. We must get you into hospital at once and have that appendix removed.

Ex. 9. Lynne goes home and tells her husband about her visit to the doctor. She reports what the doctor asked, what she replied and what he diagnosed. Prepare and act their conversation.

In Good Hands

- Doctor: Good morning, nurse How are things on the ward today?
- Nurse: Very quiet at the moment, doctor
- Doctor: How is Mr Harris getting on?
- Nurse: He's fine He had his operation early this morning and he is still under the anaesthetic at the moment, but it seems he's come through it very well Doctor:
- Good. I think he'll need at least a week to build up his strength but after that he should be up and about pretty quickly. How is Mr Stevens?
- Nurse: The surgeon decided to go ahead with the operation last night, and at first we were rather worried - we thought he wasn't going to come through it, but he seems to be over the worst now and his condition is stable
- Doctor: Well, he is in good hands, and I'm sure you'll do an excellent job of looking after him. I think we may need to give him some antibiotics to fight off any possible infection. And Mr Spencer?
- Nurse: I'm afraid he took a turn for the worse in the night. He died early this morning.
- Doctor: I see Have his relatives been informed?
- Nurse: Yes, they have
- Doctor: What about Mr King? Has there been any change?
- Nurse: There's been an improvement in his condition, but he is in pain when the effect of the drugs he's taking starts to wear off, and he says he's had some attacks of breathlessness
- Doctor: Has he told you what brings them on?
- Nurse: No, but I know he hasn't given up smoking. Old habits die hard, I suppose.
- At the moment he says he doesn't feel up to doing anything - he just wants to lie in bed and rest. Should he keep on taking the tablets?
- Doctor: Yes, for the moment - it's best to be on the safe side. But we'd like to try out a new course of treatment on him. I think I'll go and have a word with him now

Word meaning

Ex. 10. In the text, find the phrasal verbs which mean the following.

- to feel mentally or physically capable of doing something
- to disappear gradually until it no longer exists or has any effect
- to cause an illness or pain to occur
- to increase the strength, size or intensity of someone / something
- to survive or to recover from a serious illness or situation
- to proceed with something
- to overcome or defeat someone / something unpleasant and threatening
- to test something to see if it is useful or effective

Word Use

Ex.11 Complete the following sentences, using the phrasal verbs from the text.

- My cousin was in a serious car accident last week. Fortunately, he _____ it with only minor injuries
- I'm taking lots of vitamin C to help me _____ this cold.

3

We had intended to go out last night, but we were so tired we didn't it, so we stayed at home.

4. Many nervous breakdowns are by stress.

5. The company was finally given permission to with production of the new drug,

6 The dentist told me that when the effect of the anaesthetic might feel a little pain.

7. Before you buy a second-hand car, you should always it

8 I still feel very weak after my illness. I think I need some vitamins to help me

my strength .

Skill Developing

Ex. 12 Work in pairs You and your partner are discussing your neighbours' and your friends' illnesses and medical problems. Read through the incomplete dialogue below. Then use the correct tense of the verbs in brackets, and your own ideas, to carry on the conversation.

Hello. How are you today?

- Not brilliant, I (not feel up to) going to work this morning. I've been feeling funny for days, and I'm still trying to (fight off) i .

- Oh dear. I'm sorry to hear that. Is your sister feeling better?

Yes, she is over the worst now. The pain (wear off) .

- Oh good. By the way, have you heard about David Smith at number 37?

- Yes, isn't it dreadful? And he is so young, poor thing. Have they decided to operate? Yes, (go ahead with) .

What about Jenny next door? How did her operation go?

Fine. She (come through) _ but it'll take her a long time (build up)

- Talking of hospitals, did you see that programme on TV the other day about those doctors who (try out) a new drug and it (bring on) a horrible reaction in the patients?

Don't tell me! All this talk of illness is making me feel ill.

Affairs of the Heart

Nick Sedwick was pretty fit for 48 - everybody said so. So it was a shock to find that he needed triple bypass surgery. *

The pain seized me the instant I woke up. It was crushing A deep muscular ache emanating from the left side of my chest, shooting down both arms, but felt most in the right The pain was so deep that no rubbing or exercise would touch it. I was 48, Five years earlier I'd given up smoking. Until the previous October I'd run several miles a day, almost religiously I'd never m my life weighed more than 12 1/2 stone. Friends thought that I cut a pretty trim figure for a man of my age. It never occurred to me I was in the throes of a heart attack My wife called the ambulance. Then they gave me a ward in casualty I knew I was going to die. Oddly, i felt no fear. What I did feel was overwhelming sadness for my three- year-old son, because we were losing one another

after so little time I was also concerned that my wife should arrive before I die. I wanted a friendly face in the room before I went.

Tight-lipped medics (whose urgency was precise and chilling) worked me over. I was wired up to machines, pumped full of dope: for the pain, for the blood, for the heart. Then I was taken to intensive care, where, miraculously, it seemed, I survived. It was amazing, the attention I was given, The nurses were patient and sensitive, and I'm sure that the persistent bureaucratic efforts of one doctor saved my life.

On the third morning I felt the symptoms of a second heart attack. The result of an X-ray came as a shock. An emergency triple bypass was necessary! I was taken back to the ward, «It is major surgery, Mr. Sedwick, but for us it's routine», the doctor said

The operation took four hours. I came to at three in the morning. I don't recall pain though there was some soreness from the knife, or the saw, or whatever it is they use.

On the regular ward rounds the physiotherapist got me up, got me walking, coughing. Then there were trips round the wards. The sense of triumph you get from surviving! I shuffled at first, then walked, then climbed the hospital stairs. On the eighth day I went home. I feel great now. The only reminders of the illness are two scars. I'll take aspirin for the rest of my life, and something to control my cholesterol it seems my body generates. I won't eat cheese again, or red meat. But I'm still drinking red wine. That, thank the Lord, is good for me

'bypass surgery - an operation to direct blood through new veins outside the heart.

Ex. 13. Find the English equivalents.

- a) дня нас это обычное депо ;
- b) контролировать количество холестерина
- c) молчаливый, скрытный
- d) интенсивная терапия
- e) вызвать скорую помощь
- f) обход больных
- д) операция длилась 4 часа

Ex. 14. Say in other words.

1. The result of an X-ray came as a shock.
2. I cut a pretty trim figure for a man of my age,
3. Oddly, I felt no fear,
4. I came to
5. The pain seized me.
6. The pain was crushing.

Class Communication

Work in pairs. Act out the sketches.

Task 1 "A heart attack" Nick Sedwick wakes his wife and asks her to call the ambulance because he is unwell

Task 2 "Calling the ambulance" Mrs. Sedwick calls the ambulance. describes the state her husband is in

Task 3 'After the operation' Mrs Sedwick talks with the surgeon about the operation

Task 4 "At the bedside of a sick man' (a colleague / a relative / a friend comes to visit Nick Sedwick in hospital)

Task 5 "After the visit to the sick man". Colleagues / relatives / friends share their impressions about Nick Sedwick's condition before / after the operation (Make use of the expressions from the text 'The Case History')

Task 6 "After recovery". Nick Sedwick is much wiser now about his health (a conversation with his wife / his guests)

Class Communication

Role-play "Visiting A Sick Friend"

Roles: The patient the nurse, the patient's friends

Situation: The patient is a student He / she has been in hospital for a couple of weeks

(for an operation, after an accident, etc.) His / her fellow-students come to visit him / her.

Class Improvisation

Role-play the situation "On a Ward Round"

Roles: The doctor, the nurse, the patients

Situation: The doctor makes a regular ward round asking the patients and giving instructions to the nurse about their condition The patients describe how they feel Some of them are on the mend and will be out of hospital in a few days The others are concerned because they are not making progress.

Revision and Consolidation

1. Match the words in a) to j) with the explanations in 1) to 10)

a) ambulance

b) bandage

c) emergency

d) casualty

e) plaster

1) This is a large room with beds in a hospital.

2) This is where you visit a doctor.

3) This is dangerous and unexpected and requires immediate action

4) This supports a person who has difficulty in walking

5) This is a vehicle used for transporting the sick.

f) operating theatre

g) stretcher

h) surgery

i) crutch

j) ward

6) This is put around broken limbs to immobilise them

7) This is used for carrying people who are unable to walk.

8) This is where a surgeon works.

- 9) This is used for wrapping wounds
 10) This is someone injured in an accident

II. Choose the word or phrase which best completes each sentence. Give one answer only to each question.

1. The patient's health has _____ so much that the doctors fear for his life
 a) declined b) degenerated c) disintegrated d) deteriorated
2. You don't look well - You're a bit _____
 a) off colour b) off health c) off vigour d) off fitness
3. _____ the patient's condition, the doctor decided to operate
 a) according b) in the event c) in view of d) regarding
4. Now that the patient's _____, she should be out of hospital in no time at all.
 a) on the recovery b) on the mend c) on the improvement d) on the repair
5. The surgeon operated _____ his leg yesterday.
 a) on b) with c) for d) in
6. She had lost so much blood that they gave her _____
 a) circulation b) transplant c) resuscitation d) transfusion
7. When the doctor arrived, he found that her husband had already _____ the baby himself.
 a) controlled b) pulled c) delivered d) passed out

III. Fill in the missing words in the sentences below. Choose from the following:

-
 blood transfusion invalid post-mortem
 maternity ward general anaesthetic quarantine
 alternative medicine operating theatre sufferer
 intensive-care unit plastic surgery

1. He's a surgeon and spends most of his time in the _____.
2. Ash showed that he had died of food poisoning.
3. Summer is a nightmare for my wife as she's a hay fever _____.
4. Herbal medicine, osteopathy and homeopathy are examples of _____.
5. She had lost so much blood in the car crash that she had to be given a _____,
6. He's very seriously ill and has been moved to the hospital's _____.
7. If you bring a dog or a cat into Britain from abroad, it has to spend six months _____ in _____, just to make sure it isn't suffering from any diseases
8. Her face was so badly disfigured in the fire that she needed _____.
9. She never fully recovered after the accident and spent the rest of her life as an _____
10. My wife is expecting a baby. She is in the _____ of Buchanam Hospital at the moment.
11. Before you have an operation, you are usually given to _____ make _____ you unconscious so that you don't feel any pain during it.

IV. Complete the text below by filling each gap with one of the following verbs: dressing, setting, giving, taking, saving, fitting, sterilising, taking out, transplanting, taking off, performing

A Nurse's Lament

Well, don't you think it's unfair? There they are upstairs, bones.
 skin grafts, pacemakers, organs,
 lives and exciting things like that. And here I am spending the whole of
 my day people's pulse, injections.
 bandages, ; stitches, wounds and
 bottles. And to think they earn four times as much money for all the fun
 they have

V. Find substitutes for the words and phrases in italics.

- 1 At one time it looked as if he couldn't live more than a few hours
2. He'll be undergoing an operation tomorrow.
- 3 The patient was recovering from surgery.
4. I had my tonsils removed a few years ago.
5. George was in great pain by the time he was conveyed by ambulance to hospital.
6. You had only to look at him to know that he would never pull through
7. There are occasions when immediate surgery is required.
8. This was the drug I was given to put me out of pain
9. He was much better after the operation but then he had a relapse,
10. It took him fifteen minutes to regain consciousness.
11. In a few days this patient will be as fit as a fiddle

Vf. Supply articles or possessive pronouns where necessary.

- 1 The nurse helped him into bed.
 - 2 boy in bed next to me had been operated on for appendicitis.
 3. pain caught me up again
 - 4, Doctor, I have bad pain
 - 5 Where is pain?
 - 6 I was beginning to feel sharp pain in back.
 7. - pain seized me the instant I woke up
 - 8 She is so weak, she can't get out of bed without assistance
 - 9 doctor was standing by bed on opposite side
 - 10 They promised to take me away from this ward as soon as they have bed downstairs
 11. doctor gave patient painkiller to keep away pain.
 12. medicine deadened pain
 13. doctor said I was in perfect health.
 - 14 When he was taken to hospital he was still in coma and his life was hanging by thread.
 15. Nobody expected him to get out of coma so soon.
 16. The patient started responding to treatment and by end of second week he was off danger list.
 17. On third morning I felt symptoms of second heart attack
- VU. Translate into English.

V Врач говорит, что пациент пошел на поправку.

2. Если не будет никаких послеоперационных осложнений, его выпишут на десятый день.

3 Если не сделать операцию, пациент может умереть в любой момент.

4. И хотя он все еще находится в критическом состоянии, самое страшное уже позади.

5. Она хорошо поправляется и через несколько дней снова будет на ногах.

6. Мне удалили аппендикс несколько лет тому назад.

7. Пациент хорошо перенес операцию и его состояние удовлетворительное.

8. Завтра ему будут делать операцию на желудке.

Class Discussion

What do you think?

- What are the most dangerous diseases / maladies that we have inherited from the XXth century? (heart and vascular system diseases, environmental diseases, cancer, AIDS)?

- What diseases can be defined as environmental? (stress, food allergies, asthma, etc.)

- What are risk factors? (bad habits, stress, environment, Chernobyl disaster, etc.)

Don't smoke. Traditionally, men smoked far more than women, but that gap has virtually disappeared. More girls are now smoking than boys and, among adults women are less likely to give up than men. Although most people know that smoking can cause lung cancer, many don't realise that it is also a major cause of heart disease.

Eat less fat and more fibre. It's hard to resist fat because we are biologically wired to find it delicious. Up until about the age of 50, we are more protected from heart disease than men. But this is only relative. Young women who eat fatty diets are storing up trouble. Cutting down later - when you reach the dangerous age - will help, but it's only damage control. The time to act is NOW.

The first step to cutting down is to examine your eating habits honestly. Are you really as healthy as you think? •

- Eat plenty of vitamin-rich fresh fruit and vegetables. There is evidence that vitamins C and E protect against heart disease.

- Cut down on dairy products, sausages, meat pies, biscuits, crisps and cakes.

- Grill food instead of frying it,

- Cut fat off meat and choose chicken and fish over red meat,

- Use low-fat oils and drink skimmed milk

What You Should Do NOW to Prevent Heart Disease

There is also much talk about the benefit of moderate amounts of alcohol each day, but be warned the harm may outweigh the benefit. Studies have shown that alcohol may possibly contribute to the development of breast cancer.

Take regular exercise. According to the 1990 National Fitness Survey, 91 per cent of 16 to 24-year-old women and 93 per cent of those aged 25 to 34 fall below the target level of physical activity needed to achieve a health benefit. But research shows

that even moderate exercise that increases your heartbeat has a positive effect. It also significantly lowers blood pressure, reducing that strain on the heart's pumping action. Twenty minutes of such exercise three times a week can make a big difference.

Be sensible about your weight. Being overweight is a risk factor for heart disease, but constant weight fluctuation may be bad for you, too. In other words, women who «yo-yo diet», gaining pounds, then losing them, are putting themselves at extra risk.

Skill Developing

1

Ex. 1 Work in pairs. Discuss with your partner the recommendations listed above are your and your partner's personal habits.

Try to Give Up Smoking

II If you've ever watched an adult try to give up smoking, you know how hard it can be. It's easier, healthier and cheaper never to start.

So you've decided not to be a smoker. That's great! You'll live longer, breathe fresher air and save yourself a bunch of money. Some young people think that it can make them look grown-up and cool. They may think it's a way of joining the crowd. Most young people smoke because their friends pressure them to do so. They may be copying their parents who smoke, or other adults they respect. At one time this would have been accepted as normal. But in the past 30 years attitudes about smoking have changed. Smoking is now banned in many places so that other people don't have to breathe in smokers' choking tobacco smoke.

Passive smoking, when you are breathing someone else's smoke, can damage your health just like smoking can. Smoking becomes addictive very quickly, and it's one of the hardest habits to break,

Take 1000 young people who smoke 20 cigarettes a day. A quarter of them will die from a disease caused by smoking. That's 250 lives wasted! Only six of those 1000 teenagers will die in road accidents. So what is it in cigarette smoke that is harmful? A chemical called nicotine is a substance that causes addiction. It is a stimulant that increases the pulse rate and a rise in the blood pressure. Cigarette smoke also contains tar - a major factor for causing cancer!

Chronic bronchitis occurs when tar and mucus damage the air sacs in the lungs. The sufferer has a bad cough which is worse in the mornings, and may get breathless easily. Emphysema is an illness in which the air sacs in the lungs become over-inflated as they lose their elasticity and are no longer able to push out all the carbon dioxide gas in the lungs. This makes the sufferer feel unwell, tight in the chest and always short of breath.

Gases in cigarette smoke increase your blood pressure and pulse rate. This can contribute to heart disease. Smokers are twice as likely to have heart trouble.

Smokeless tobacco that is chewed rather than smoked, is also harmful, causing mouth sores, damage to teeth and cancer.

If you already smoke, decide to stop it. and stop today - even if you are halfway through a pack. Of course, this will be difficult, but your doctor can help you to quit.

smoking, and stay smoke-free. You are in control of your own life and can do what you want today.

Facts about smoking

- The smell of smoke on your breath and clothes will put people off
- Someone who smokes 15 cigarettes a day can forget six to nine years of their life
- You 're burning a great deal of money. In many countries cigarettes are heavily taxed.
- Your skin will wrinkle faster and deeper than that of a non-smoker
- Females who smoke heavily may wrinkle like a woman 20 years older in age
- Pregnant women who smoke run a risk of damage to their unborn babies, as it makes them smaller.

Studies prove that smoking has a lot to do with cancer, so get rid of that cancer-causing habit

Kill two birds with one stone:

- 1. Save money.
- 2. Put an end to bad breath and unclean air.

Have you already tried to give up smoking, but without success?

Try out the SMOKESTOP method.'

Seeing is believing.

The SMOKESTOP method doesn't get on your nerves.

Kick the habit today.

Come to SMOKESTOP for your health.

Put that cigarette out... forever!

Words in Context

Ex. 2 Find in text the equivalents to the following.

- a) extinguish
- b) is related
- c) eliminate, throw away
- d) Accomplish two objectives with one
- f) stop, renounce
- g) test
- h) When you see proof, you can believe something is true.
- i) make nervous
- j) recover from the addiction

action

e) cause to stop

Ex. 3 Fill in the correct phrasal verbs and expressions.

Phyllis: Guess what?

Nikos: What?

Phyllis: I'm (stopping, renouncing) smoking I've joined a SMOKESTOP group.

Nikos: Really? Does this anything (relate to) your coughing?

- Phyllis: Yes. That cough is (making me nervous).
 Nikos: But you've tried to stop before and never succeeded.
 Phyllis: This time it's different. They let you it (test) for one month. If you're not satisfied, you don't have to pay anything.
 With their method, you can
 (accomplish two objectives
 with ope action). You save money and you (cause to stop) the habit
 Nikos: This time you're really going to (throw away) all your cigarettes.
 Phyllis: Yes, I my last one (extinguished) yesterday
 morning I'll npver smoke another cigarette. I'm definitely going to
 (recover from the addiction).
 Nikos: (I'll believe you when I see it happen).

i

Class Discussion

Ex. 4. Speculate on the following.

1. Smoking is started to copy one's friends or the sort, isn't it?
2. Is passive smoking as harmful as actual having a cigarette?
3. What is in cigarette smoke that is harmful?
4. Do you know any diseases caused by smoking and how they run?
5. Is chewing tobacco an alternative to this bad habit?
6. What facts about smoking do you know?
7. Do you know any effective way to quit smoking?
8. Does smoking bite your personal budget?

Group Improvisation

You've made up your mind to join a SMOKESTOP Club. The members of the Club interview you. They ask you why and when you started smoking, how many cigarettes per day you smoke, etc.

WHAT'S YOUR POISON?

When you eat your dinner, what do you drink with your meal? Do you have water or juice, or maybe milk or coffee?

Does anyone in the family drink beer or wine or cider?

One drink can lift your mood but one too many can mean a hangover or worse.

It's pleasant to have a meal and a glass of wine with friends. Maybe some of the adults in your family go to have a drink with their friends in the evening. When you were young, this is probably how you became aware of alcoholic drink. Later, you may have asked for a taste, and then a glass of your own.

If you like to share alcohol in a family setting, that's all right. But remember, alcohol is a drug. It can make you sick, and you can become addicted to it. It's a very common form of drug abuse among teenagers. Don't let anyone at a party pressure you into drinking if you don't want to, especially if you're legally under age.

You don't have to drink alcoholic drinks at all. There are lots of people who don't like the taste of alcohol, but don't dare to say so. Maybe it seems childish not to like alcohol. But you don't need to lose face. There are plenty of very sophisticated non-

alcoholic drinks you t can choose. Anyway, who knows whether there's any rum in that coke, or vodka in that orange'?

For years we have been told not to drive after we have drunk alcohol, which weakens our senses and clouds our judgement And yet people still do Young people, who are drunk are less likely to wear their seat belts, and are less experienced when a problem occurs. The alcohol makes them think they are brilliant drivers and can take risks without getting hurt But, more importantly, they become a risk to other drivers and pedestrians - potential killers. If they do have an accident, the alcohol in their body will make treatment of an injury more difficult.

Alcoholic drinks are made up chiefly of water and ethanol, which is an alcohol produced by fermenting fruits, vegetables. Beer is about one part ethanol to 20 parts water Wine is stronger, and spirits are about half ethanol and half water,

Alcohol is a drug In fact, it is a mild poison. It is absorbed quickly into the bloodstream, within four or 10 minutes of being drunk Absorption is slower if there's food in the stomach. Once inside the body it passes through the bloodstream to the liver, where poisons are digested, But the liver can only process 28 grams of pure alcohol each hour.

This is a small amount - just over half a glass of beer Anything else you drink is pumped round the body while it waits its turn to enter the liver

When alcohol reaches your brain, you may immediately feel more relaxed and lighthearted You may feel you can do crazy things. But after two or three drinks, your actions are clumsy and your speech is slurred. If you over-drink, you might suffer from double vision and loss of balance, even fall unconscious.

Alcohol forces water out of your body cells, and this can make you very thirsty On average it takes on hour for the body to get rid of the alcohol in one standard drink.

When your body can't cope with the amount of alcohol you have poured into it, it protests. A hangover is a thoroughly unpleasant condition you have to endure after you've been drinking too much. You will have a headache and feel sick. A hangover reminds you that drinking too much is bad for your body.

Rest is the best cure for a hangover. Drink plenty of water and take paracetamol for the headache. And next time, ask yourself: «Is it really worth it?»

FORBIDDEN THINGS ARE OFTEN TEMPTING.

People take drugs because they think they make them feel better. Young people are often introduced to drug-taking by their friends. When a friend offers you a chance to have some «fun» with drugs, and points out that everyone else is doing it, it's natural for you to wonder what it's like.

Your friends may be full of stories as to how wonderful the drugs will make you feel. What they won't be telling you is how addictive the drugs are, and how many young people do lasting damage to their bodies, or eventually die from continued drug abuse each year.

Many users take drugs to escape from a life that may seem too hard to bear. Drugs may seem the only answer, but they are no answer at all. They simply make the problem worse.

Depending on the type and strength of the drug, all drug-abusers are in danger of developing side effects. Drugs can bring on confusion and frightening hallucinations and cause unbalanced emotions or more serious mental disorders

First-time heroin users are sometimes violently sick. Cocaine, even in small amounts, can cause sudden death in some young people, due to heartbeat irregularities. Children born to drug-addicted parents can be badly affected

People who start taking drugs are unlikely to do so for long without being found out. Symptoms of even light drug use are drowsiness, moodiness, loss of appetite and, almost inevitably, a high level of deceit,

First there's the evidence to hide, but second, drugs are expensive and few young people are able to find the money they need from their allowance alone, Almost inevitably, needing money to pay for drugs leads to crime.

Drug abusers need advice and medical treatment, to reduce dependence If their body is already tolerant of the drug, the withdrawal effects may take two or three weeks to wear off. This will be a difficult time.

Work out ahead of time how you can resist drug experimentation Say what you think and don't be pressured into changing your mind. Try to dissuade friends from experimenting by suggesting other ways of spending time together

If you can't do this, you'll have to decide whether it is still possible for you to continue spending time with these friends. If you are worried, talk to friends, parents teachers or counsellors.

Famous people who have beaten drugs include

Boy George - heroin

Liz Taylor - alcohol

Richard Pryor - cocaine

Liza Minnelli - tranquillisers

Don Johnson - alcohol and cocaine

Eric Clapton - heroin

Class Improvisation

Work in teams of 3 or 4. Act out sketches «A Problem Child». The parents find out that their son / daughter has developed a bad habit of smoking / taking drugs / alcohol.

Stress.

A Human Concern

Read the text and say whether the following statements are true or false.

- 1 Stress is more common in this century than in previous centuries.
- 2 Stress can cause illness and illness can cause stress
3. Some people still think that stress is unnatural
- 4 We should stop feeling stress.

Stress is a disease of the twentieth century Life has never been faster and jobs have never been more stressful than they are today People have to perform more and more work under difficult and more stressful conditions. Many people suffer from stress and the illnesses it can cause But as this situation is becoming recognised, people shouldn't have to fear comments such as. 'He's had a nervous breakdown. Can't take

the pressure, you know ' This is because more people are recognising that stress is a natural reaction - it is a reaction of a person's body to pressure, either from the outside world or from the inner world of emotions and physical organs. We can't avoid stress. And we can't help ourselves or others, until we know more about it Not all stress is bad and perhaps if we understood it better we could make the most of it.

Skill Developing

Ex. 4 Answer the questions.

Why is stress a disease of the twentieth century? v are attitudes to stress changing? should we be concerned about stress?

What kind of stress do you think can be good, and when?

We know that a number of illnesses including heart disease, high blood pressure, diabetes, ulcers and dieting depression can be caused by stress. And there are several others, including cancer, where stress may be part of the cause Stress can happen to anyone, not only a business executive or salesperson, but housewives, students, even the unemployed Stress-based illness doesn't happen all at once. It builds up, and there are warning signs. But often we don't know what to look for.

Ex. 5 Here are nine of the most common warning symptoms of stress. First decide if you have ever experienced the symptom. Then try to remember when and why, and make notes.

1. Feel constant irritability
2. Have difficulty in making decisions
3. Experience a feeling of having failed
4. Have difficulty in concentrating
5. Suffer from aches and pains
6. Suffer from lack of appetite
7. Have frequent indigestion or heartburn
8. Suffer from insomnia
9. Feel constant tiredness

Now work in pairs to discuss the stress symptoms, like this:

Do you ever feel irritable? When do you feel irritable? Now, what I really want to know is why you feel irritable.

- I think it's because . I don't know why.

Now report to the class like this:

James often suffers from aches and pains but he himself doesn't know why

Ex. 6 The text above says that stress-based illness builds up, but often we don't know what to look for. Ask for advice by making statements from the words below, as in the example.

boss coming for dinner / cook

I've got my boss coming for dinner and I don't know what to cook. - Why don't you cook ? What about ? It might be a good idea to .

- a) boss who treats me badly / do
- b) offer of a promotion to a difficult job / say
- c) important job interview / wear
- d) long business trip / take with me
- e) problems with getting all my work done / do

f) the sack ! do

Ex. 7 Think of other factors that may cause stress and continue your conversation.

The Scapegoat

Sally Jones lived in a state of constant upset, feeling she was always the scapegoat when things went wrong. One day she returned to her office after a solitary lunch (People always pick on me, so it's easier to be by myself.) and the business manager yelled at her. You left the xerox room in an awful mess ' He accused her unfairly, misled by wrong information

Sally was about to answer defensively with 'I wasn't in the xerox room today,' but just in time remembered her AT. She told her boss. 'Now you just apologise.' Startled by her change in manner, the boss shot back. 'Apologise for what?' Said Sally firmly, 'For yelling at me for something I didn't do.'

She got her apology and realised that, having answered one accusation assertively, she could do this on other occasions - and did. As a result of being assertive, not only did she find that her relations on the job changed, but she began lunching with people and making friends.

Ex. 8 Answer the questions.

1. Why did Sally always have lunch on her own?
2. What did the manager accuse Sally of doing?
3. Why was this unfair?
4. What was wrong with the response that Sally started to make - 'I wasn't in the xerox room'?
5. What would have been a better response?

Skill Developing

Ex. 9 In your own words, say why the manager was startled. What happened after this incident?

You left the xerox room in an awful mess. '

He accused her of leaving the xerox room in an awful mess.

Report the following accusations in the same way:

1. 'You always have lunch by yourself!'
2. 'You don't get on well with the other staff!'
3. 'You always forget to switch off the lights!'
4. 'You make spelling mistakes in letters!'
5. 'You never lock the stock cupboard!'

Ex. 10 Change the sentences below as in the example.

Sally disliked her job and found it difficult to get on with her boss.

Not only did Sally dislike her job, but she found it difficult to get on with her boss. Not only did Sally dislike her job, she also found it difficult to get on with her boss.

1. Sally often felt inadequate and saw herself as the scapegoat.
2. She started to answer assertively and told people to apologise.
3. She looked more cheerful and said what she thought.
4. She applied for another job and moved to a new flat.
5. She enjoyed her new job and got an increase in pay.

Ex. 11 Say how you cope with the following moods using the example below.

Depression

Whenever If ever

Once I ve

I feel depressed, I have a hot bath

soaked in it... done that...

for a few minutes, I m all right again

How do you cope with the following moods?

anger depression tiredness boredom

guilt loneliness fear

Choose suitable 'cures' from this list:

go to bed telephone a good friend have a drink

have something to eat go to the cinema put my best clothes on and go out

go to the library throw things at the wall put my feet up and watch television

shut myself in my room have a hot bath go out and buy myself something

Suggest your own personal 'cures' if you like.

Class Discussion

What do you think?

- Can positive stress be good for us?
- Do you know how to control stress?

To help you understand what your STRESS SCORE means, look at the table below. SCORES

1-20 You are very relaxed and can cope with most things You're used dealing with situations which most people find stressful.

21-40 Mild levels of stress are actually good for you. If you had a stress-free life. You would probably stop having fun But you may find it difficult to face anything out of the ordinary.

41-60 This may be a warning that you need to reduce the stress you feel in everyday life. You're used to living a fairly routine life and feel stress at the idea of something new Be careful! Stress can be dangerous.

There are three main techniques used for coping with stress.

1 Confront the situation: learn to recognise the situations which cause you stress and think about why they do Remember that doing something about stress is. in the long run, less stressful than doing nothing.

2 Avoid the situation: for example, if you find it stressful to work in a noisy environment, it may be possible to find somewhere else to work. It's easy to decide which situations to confront and which ones to avoid.

3 Relax: stress causes tension and tension causes stress. Find relaxation techniques to suit you. Try breathing deeply or counting to ten when you recognise a stressful situation

Skill Developing

Ex. 12 Work in pairs. Discuss your answers to the questionnaire with your partner.

I hardly ever feel worried about going to the dentist
Going to the dentist causes me hardly any stress

Decide which of the three techniques you should adopt to cope with the situations which cause you stress.

Ex. 13 Look at the situations in the questionnaire again. Tell your partner what you're used to.

I'm used to speaking in public.

I'm used to traffic jams.

Ex. 14 Choose the three most important features for your ideal study or working environment from the list below.

peace and quiet

fresh air

good lighting

air conditioning

heating

a room with a window

a desk to yourself

Ex. 15 Work in pairs. Think about the last time you felt you were under stress.

Was it when you were ...?

- in a car • at work / school
- at home • speaking English

Tell your partner what happened and why you felt under stress, and how you coped with the situation.

a comfortable chair a room to yourself plenty of space a no-smoking environment facilities for making coffee or tea somewhere easy to get to from home

* Writing

1. Think about situations which cause you stress when you are using English. Write a paragraph describing the situations and what you ought to do.

2 Write a letter / a story in which you describe a difficult / unpleasant / embarrassing situation you once found yourself in and how you handled the situation

Revision and Consolidation

L Put one word in each space.

view this even bring about

it as / since leads such up

seem from cause change does

doing -not else other take

It is now generally recognised that stress is a major (1) of heart disease, and contributes to many (2) illnesses. Stress is increased by factors (3) as worry, overwork and lack of exercise or relaxation. For (4) is just as important from a psychological point of (5) to relax as it is to take physical exercise. Relaxing (6)

not necessarily mean just lazing about and (7) nothing. Above all, there should be some freedom (8) the tensions of everyday life, and this may mean getting out of the house and forgetting (9) both domestic and professional worries. Some people can do (10) most easily through sport, though others

may (11) such activities just as seriously as anything (12) in life and build (13) their stress levels accordingly. Professional sportsmen and women suffer high levels of stress (14) some environmental factors such as noise, light or (15) colour may affect stress levels it is generally advisable to have a (16) of scene if you wish to wind down after a trying day. The benefits of a weekend away, (17) to mention an annual holiday, are considerable, and although there are some individuals who thrive on stress, and (18) to need its stimulus, for most of us over-working or over-involvement in domestic problems (19) to a feeling of exhaustion, and can (20) on severe depression.

It. Put each of the following words in its correct place in the passage below.

Smoking

craving packet chain-smoke stained put out harmful
addiction antisocial fetal ash trays

To many people, smoking is not just a pleasure, it is an (1). They need it, depend on it, can't stop it. If they haven't smoked for some hours, they feel a (2) for a cigarette. They often (3), which means they light another cigarette immediately they have (4) the one before. Smoking is often considered (5) since many people don't like the smell of cigarettes or the light of the smoker's (6) fingers or (7) full of cigarette-ends. Above all, smoking is (8) to health and in many countries a warning is printed on every (9) of cigarettes. Scientists have proved that there is a link between smoking and a disease which can be (10) cancer.

III. Instructions as above,

Drinking

sociable sip soft drinks sober alcoholics
spirits tipsy teetotalers drunk hangover

Drinking habits vary. Some people don't drink alcohol at all, just (1) take fruit juice. They are called (2). Others like to (3) a glass of wine slowly, just to be (4). Others like to drink glass after glass of beer, or possibly (5) such as whisky, brandy or vodka. Soon they become (6) and if they continue, they'll get (7) and wake up the next morning with a bad (8). Some people are dependent on alcohol. They can't do without it. They are (9). One thing is certain. If you drive, you shouldn't drink. Stay (10).

IV. Put one of the following words in each space in the sentences below.

down up out to on

1. He wants to give smoking or at least cut it .
2. No smoking. Please put your cigarettes .
3. Smoking is harmful your health. It can be fatal.
4. He was beginning to depend alcohol.

V. Fill in the articles where necessary.

- (1) sales of (2) cigarettes have been going down and down in (3) USA and (4) Western Europe (5) lung cancer statistics and (6) health warnings, (7) heart attack and (8) stroke correlations have at last been perceived by (9) general population and they are giving up smoking. So who is now consuming (10) tobacco (11) people in (12) USA and (13) Western

Europe are no longer consuming? (14) tobacco companies are pushing their products hard in (15) Eastern Europe where they promote (16) image that it is 'Western' to smoke (17) Western cigarettes. (18) tobacco companies are also very successful getting Third World people, especially (19) women to smoke (20) image promoted there is of (21) independence, of (22) woman making her own decision to buy and smoke cigarettes. In (23) most of those countries there are no compulsory warnings on (24) packets In (25) Western Europe (26) teenage girls and (27) young women are (28) only group where (29) habit of smoking is still strong with (30) new smokers constantly joining

FIT AND WELL!

Read the following passage and do the exercises.

Why Do We Do Sport?

Sport has played an important part in our lives for many centuries. For some it seems as necessary and natural as eating and sleeping, for others it is just entertainment on television. Today it is easy to forget that sport is supposed to be for enjoyment, for the good feeling that is produced when the body has done some physical work. Many people nowadays work in offices where they have to sit at desks for six or eight hours a day. For this reason, we feel the need for exercise at the end of the day and turn to sport.

How better to get rid of tension or let off steam than to hit a ball hard or go running?

Sport, then, should provide an opportunity for people to express themselves in a way that is not always possible in work life. It can provide a challenge and can break down economic and social barriers. Thus, a participant can become good at something purely through his or her ability.

However, these ideals do not always stand up when we look at professional sport. In this situation, sport seems less to do with enjoyment and more to do with making money.

Top sports people appear to view their sport as a way of making as much money as possible in as short a time as possible. As a result of this desire, some participants are prepared to take drugs to help their performances - and therefore help their bank balances.

On the other hand, without these potential record-breaking performances, sport would not be as attractive to watch on TV. There is no doubt that televised sport is great entertainment.

But sport has become too connected to big business. Sponsorship advertising and appearance money for top sports people have all led to a situation where it sometimes seems that the athlete comes second to the accountant.

To sum up, sport at an amateur level should be for enjoyment and fitness, and should provide an outlet for surplus energy. At the same time, we have to say that professional sport seems to have lost these aims and is now being used by some purely as a way of making money.

Ex. 1 Put each of these sports into one of the three groups.

volleyball judo table tennis

sailing cycling football

golf handball tennis

swimming boxing basketball

sports played in teams sports that can be played against one other person
sports that can be played alone

Ex. 2 Which of the sports are these people probably talking about?

hang gliding snooker / pool / billiards bowls horse-riding

wind-surfing motor racing darts

1. The ball has a natural curve on it so it doesn't go in a straight line on the grass.

2. 'Provided it's not too windy at the top, there's no problem'

3. It is incredibly noisy, fast and dangerous, but it's really exciting to watch'

4. You get sore at first and can hardly sit down, but you get used to it after a while'

5. It's all a matter of balance really.'

6. You need a good eye and a lot of concentration'

7. 'It isn't easy at all to hit the ball into the pocket.'

Ex. 4 Find as many combinations as possible

ring racket stick boots gloves course court club pitch bat rink track pool racket
costume table puck net

Ex. 5 Make compound nouns, like this: shoes for running - running shoes

shoes for running ball for cricket player of squash

shorts for tennis winner of the match member of the club

socks for football scorer of the goal

Ex. 6 What do you hold in your hand?

golf baseball

squash hockey

tennis snooker

badminton pool

darts billiards

archery canoeing

cricket rowing

table tennis fishing i

dart bat rod / line club bow paddle racket oar stick cue

basketball

boxing

cricket

football

golf

ice hockey

running

skating

squash

swimming

tennis

volleyball

Ex. 7 What do you call a person who...?

- a) does the long-jump? a long-jumper
- b) rides horses in races?
- c) drives cars in races?
- d) throws the discus / javelin?
- e) does gymnastics?
- f) plays hockey?
- g) plays football?
- h) does the pole-vault?

Ex. 8 Fill the gaps with suitable verbs.

1. Were many records at the Olympics?
2. We've been so many times we deserve to be bottom of the league!
3. Congratulations! How many points did you by?
4. Who the world record for the 1000 metres? Is it a Russian'?
5. I only ever once a goal, and that was sheer luck.
6. Liverpool Hamburg 4-2 yesterday.

Class Communication

Questionnaire

Using this Questionnaire interview your partner then speak about your partner's attitude to keeping fit

1. Would you describe yourself as:

Very fit Average

Quite fit Unfit

6b you think physical fitness is important?

» Yes No

f

2.

Do you ever get out of breath?

Can you touch your toes (without bending your knees)?

Can you run 1 km?

Can you hang from a bar, supporting your own weight for 20 seconds?

I

2. Does your daily routine involve any physical exertion?

Yes No

3. Do you take regular exercise?

Yes - No

4. If you take regular exercise, how often do you take it?

Every day More than once a week Less

Every other day Once a week

5. If you take regular exercise, in which of the following ways do you take it?

Sport

Jogging

Swimming f

Other (What other ways?)

Dance

Cycling

Keep-fit exercises

Yoga

Walking

Aerobics

Shaping

6. If you play a sport, is it: ,

A team game Amateur Competitive Professional | Organised

7. Do you possess any sports equipment?

Yes No

If so, what?

8. Do you / Did you play any sports at school?

Yes No

If so, which ones?

How often?

9. Do you / Did you have P.E. (Physical Education) classes at school?

Yes ___ No

If so, how often?

10. Do you think sports or P.E. should be a compulsory part of the school curriculum?

Yes No

11. Why? / Why not?

Look through the information on sports and say in what way each sport is beneficial for your health and what it requires from a person who decides to take it up.

Athletics

All branches of athletics are beneficial. You really need to be dedicated to enjoy them, as this is not advisable for anyone who did not enjoy sport previously

Boxing

This is excellent for arms and legs and good for letting-off steam You have to be light on your feet, even if you are a heavy-weight, and that may be why most boxers are excellent dancers

Climbing

This is good for single-minded, and exercises arms and legs very well. Psychological make-up is important in climbing - you need to be the calm, resourceful type and have great powers of concentration Amateurs must not, of course, attempt difficult climbs alone or in bad weather - they can easily end up stranded

Football and Rugby

These are both very good for leg muscles and general fitness. The disadvantage is the summer rest between seasons. And when you are playing avoid fattening drinks and snacks after the game

Gymnastics

These are marvellous for developing a sense of grace and poise as well as being good for muscles generally This is an increasingly popular sport which could be well worth considering seriously if you are fit, agile and have a good sense of balance

Riding

Riding is becoming more and more popular, and it is certainly a good way of getting away from it all. It is excellent for posture and can benefit thigh muscles The major disadvantage is that it sometimes produces large buttocks.

Skating

This is great fun, and is good for legs, ankles and general posture and has a definite air of glamour about it, too. It is, however, probably better started young - children tend to fall less clumsily

Squash

This is good for maximum exercise in minimum time. Forty minutes for a game is usually quite enough You need to be agile, wiry and have a good eye. Squash is an excellent winter choice as it is played indoors

Swimming

This is another excellent all-year-round sport. Sadly, many adults forget about serious swimming once their school days are over. But it is a splendid sport to follow with your children, and provides good exercise for most parts of the body. Breast stroke, in particular, is excellent for thigh muscles. /

Tennis

Socially tennis is great fun but you need to be fairly proficient before joining a club It provides excellent general exercise, too.

Class Communication

Task 1

Work in two teams In each team one person confesses that she / he is not happy about her / his stamina or she / he has a weight problem. (Try to describe in detail how you feel). The group give advice, each student advocates a different sport

Writing

Write about a sport or a game you enjoy most as a participant or a spectator.

The Village Sports

For many people, sport is a question of winning and losing. Note the numerous expressions concerning sporting success and failure in the text.

The sports were held as usual on the recreation field, next to the glove factory, Officials outnumbered spectators, but there were more competitors than ever before.

Maggie was the star, as always. Apart from winning the woman's sprints and tying for the first place in the long jump she was the champion again in the (approximately) 50 metres freestyle retaining her title for the fifth time She led from start to finish in the running - the others didn't stand a chance - and she was in a class

of her own in the swimming, it was a walk-over, completely one-sided. She was across that pond and back before some had reached the other side.

Dad did well too There was a field of fifteen for the 400 metres - to the bicycle shed and back - and Dad was an outsider before the race because he's unfit: but he excelled himself and came second. Was he proud of his runner's-up medal? You should have seen him!

Our family were reigning champions in the five-a-side football competition and hot favourites to win the cup again We did, but only just The final - against our old rivals, the Lavenders - finished in a draw, despite two own-goals by Uncle Mac, and we kept the trophy on goal difference from earlier rounds

After that, things began to go wrong and we suffered a number of defeats. Uncle Mac and little Donald were in a photo finish for last place in the father-and-son race - or would have been if someone had had a camera. They were just about overtaken on the line by old Mr Grey with his fifty-year-old son on his back; it was probably a dead-heat, actually

Then we were outclassed in the boxing Uncle Bill was a beaten finalist at middleweight. but Uncle Mac was knocked out in the second round at heavyweight and at lightweight I was stopped in the first round (I swear that Bobby Lavender is over 50 kilos.)

Because of my disappointing performance in that event, I was relegated to the substitutes' bench for the tug-of-war and Aunt Flossie was promoted to our first team I felt so ashamed Our opponents in the first heat were the butcher's family from Number 15 and they slaughtered us

Then things went from bad to worse Granny was well beaten in the over 70s' 200- metres handicap She was towards the back of the Field for most of the race and failed to finish the course in the end. Then, Aunt Jane had all kinds of problems in the sack- race and was just an also-ran She did get a consolation prize for finishing - two minutes after the others - but we had been hoping for a victory in that event. And then, worst of all, Grandad was disqualified in the egg-and-spoon race for having stuck the egg to the spoon. What's more, he's been banned from entering the competition for five years

I've noticed over the past few years how the village sports have been getting more and more serious. It's a pity, really. I blame television ... for everything.

Word Meaning

Ex. 9 Find the English equivalents.

1. легкая победа 2 перетягивание каната
3. скамейка запасных
4. бег в мешках
5. забег
6. превзойти себя
7. ей не было равных
8. не иметь никакого шанса
9. количество участников соревнования

- 10 сохранить титул
- 11 утешительный приз
- 12 одновременный ^финиш

Class Discussion

Ex. 10 Answer the questions.

1. Do you agree that Maggie was the star, as always?
- 2 Why was Dad so proud after the race?
- 3 The author's family were favourites in the five-a-side football competition
How did they manage to keep the trophy?
- 4 Prove that the father-and-son race was a complete failure r 5. Prove that they were outclassed in boxing,
- 6 Why do you think it was very humiliating for the author to be sent to the substitutes' bench?
7. What kind of race did Granny take part in? Was she a success?
8. Why does the author say that Auntie Jane was an also-ran?
- 9 Why was Dad disqualified in the egg-and-spoon race?
- 10 Do you think the rules of the competitions were rather strict?

Class Improvisation

Task 1

Before the village sport events, give your good wishes to the participants (Granny, Auntie Jane, Maggie and the others)

Good Wishes ^

All the best!

Every success in your new job / in the competition / contest / match, etc.

Every success with .

All the best!

All the (very) best in / with ...

The very best of luck

The best of luck N

(The very / The) best of luck in / with ...

I hope everything goes well.

I hope everything goes well in / with ...

Informal

Good luck!

Good luck in / with ...

I wish luck!

Hope things go well / all right / OK with ...

Enjoy yourself!

Have a good / nice time / party etc Have fun! v

I do hope you win.

May you win.

Formal

I'd like to wish you every success in / with ..

May I wish you every success in / with ...

I wish you success.

Please accept my best / warmest / heartiest / sincerest wishes!

Task 2

You are a competitor (a spectator, an official, etc.). Congratulate Maggie (Dad, Uncle Mac, Mr Grey with his fifty-year-old son, Aunt Flossy, etc.) on their victory or show your sympathy for the outsiders (Granny, Auntie Jane, Grandad, etc.)

The expressions below will help you.

Congratulations *

Congratulations on winning the contest!

Congratulations on your lucky win I on your good luck!

I'd like to be the first to congratulate you on ...

Informal

I hear you have won. Congratulations!

It was great to hear that you won.

It was great to hear about your victory / success

Well done, Bill!

Nice one, Carol!

Formal

I must congratulate you on your victory t success / promotion, etc.

Let me / May I / congratulate you.

Please accept my warmest / heartiest congratulations on ...

I'd like to congratulate you

May I offer / express my congratulations?

Allow me to offer my warmest / heartiest congratulations (very formal)

Responding to Congratulations

Thank you (very much) for saying so Oh, it was nothing special actually / really.

It's very nice of you to say so Oh, thanks.

Informal

Oh, there's nothing to it, actually.

Flattery will get you nowhere! (light-hearted response)

Formal

How (very / extremely) nice / kind / good, etc. of you to say so.

Good old Mike! Good job, Jimmy! Fantastic!

Terrific!

Fabulous / Fab!

Writing

Write about any amateur competition you watched or took part in. Make, use of the expressions concerning sporting success or failure.

Ex. 11 Go through the text quickly. Prove that the British are a sporting nation.

How Sporting Are the British?

The list of sports invented by the British is a long one It includes football, golf, lawn tennis, badminton, cricket, rugby, squash, billiards and snooker. In Britain today

sport is almost a national obsession. Sport occupies 40 per cent of the news pages of the popular newspapers. j

“Many of you British;” said Carlos, “are more interested in sport than in anything else. I've discovered there's a special telephone number which you phone during international cricket matches. It gives you the latest score!”

“Yes”, said Anne “The British are a very sporting people. They knight their most famous footballers and cricketers,”

Doesn't 'sporting' have another meaning?" asked Carlos "Isn't a person who is sporting' supposed to believe in 'fair play'?"

'You rarely hear people use it in that sense now," said Anne,

"It's an old public school tradition," said Charles. "It dates from the nineteenth century, when people thought sport developed character and team spirit. People played just for the love of the game - they were all amateurs. But today, big sport is professional and top players can make a lot of money."

Team games are not as popular as they were in the 1950s. The sports which grew fastest in popularity in the 1970s and 1980s were all sports for individuals, like swimming, cycling, snooker Team games also tended to draw fewer spectators, especially football, though international matches and cup matches, in all the major sports, still filled the grounds Motor-racing, on the other hand, more than doubled its popularity, and golf became a major spectator sport

Television has had an enormous influence on sport. Darts, snooker, golf, and cycling have found regular places in TV programmes. Thanks to television, darts has become an international game, played by professionals. American football and Japanese sumo, wrestling have won over British TV fans.

More and more British people take exercise to keep fit and this is running Britain from a nation of spectators to a nation of doers.

Class Discussion

Ex. 12 Answer the questions.

1, Sport develops character and team spirit. Can you add any other points in favour of sport?>

2. What influence has television on sport? Is there too much spectator sport on television? Some people say that spectator sport should be stopped, What is your opinion?

3. Britain is becoming a nation of doers, not the nation of spectators. Is it better to play a sport badly than to spend time and money watching experts perform it?

4 How great a proportion of leisure is spent on sport in your country? Which are the most popular sports in your country both for spectators and for participants?

Writing

Write a composition on one of the following topics.

1 Is it possible to have international amateur sport?

2. Can sport ever be drug-free?

3. How important is sponsorship in sport? I

Ex. 13 Read the conversations and discuss the points that arise.

A. Footballers' Pay

Julian I really don't see why footballers get such high salaries

Bob Neither do I After all how much work do they do? A couple of hours a week.

David Well it's a kind of entertainment, I suppose. The money that film stars and pop singers get is just as ridiculous.

Julian And it affects the sport. The players are thinking all the time how much money they're taking home and how much they're worth if they transfer to another club

David Yes, it's not the team that counts any more.

Bob But it's funny how the fans still follow a club.

Julian I wasn't thinking of that so much as the actual way the game's played. Nowadays it's a series of individuals doing clever things with the ball but no teamwork.

Bob Oh, I'm not certain of that. To win you've still got to play as a team. I remember only last month when West Ham played Wolves...

Class Discussion

Ex. 14 Answer the questions.

- 1 How much money should sportsmen get for sport?
2. How much does the team count and how much the individual player? Should players be loyal to a club or team?
- 3 Has the style of sport changed in recent years? In what ways?

B. Women's Sport

Diana Did you see the gymnastics on television last night? The Russian girls were very good, I thought.

Barry Yes, it's nice to see a sport in which women are actually superior to men.

Diana That's the kind of thing only a man would say. Some women are very good at sport.

Barry Only at the sports that don't need strength Have you ever seen women playing football? It's pathetic

Steven Not all sports need strength. Women are good at things that need gracefull skill. Like gymnastics

Diana That's right different but equal.

Barry I'm not so certain. Even in the sports that need grace, a good man is often better than a good woman.

Diana But look at skating. Men make figure skating a display of muscles.

Steven Yes, figure skating's like dancing And there women definitely excel

Barry There have been male ballet dancers, you know.

Diana Really, men are impossible! Nothing but prejudice

Class Discussion

Ex. 15 Answer the questions.

- 1 Which sports need strength, which grace?
- 2 Should women play all sports or only some? Why?
3. What is the difference between sport and art? Is figure skating a sport? Ballet? Gymnastics?

Y

Ex. 16 Read the following mixed comments on the participation of children in top- class international sports, like tennis, gymnastics, swimming. Add some of your own if possible.

It's unnatural for young people to earn so much money.

It's natural to exploit their talents They wouldn't do it if they didn't want to.

Their parents are pushing them.

They miss out on all the other enjoyments of youth.

They have fun and see the world.

They learn to be independent very early.

They don't have many friends of their own age

5 Which type of sports do you prefer?

a) sports in which one individual usually competes against another individual
(e g. tennis)

b) sports in which teams compete against each other (e g. football)

c) sports in which there is usually no direct competition between individuals or teams

(e g. recreational skiing)

6. Which are the most popular games in your country?

a) card games such as bridge

b) board games such as chess and draughts

c) commercially produced games such as Monopoly

d) none of these

7. Do you prefer to

a) watch other people playing sport?

b) play sport yourself?

c) watch sport on television?

d) have nothing to do with sport?

8 Do you think people who are not interested in sport are

a) lazy?

b) silly?

c) sensible?

Writing

Write briefly on one of the following topics.

A.

1 People's true character is revealed in games

2 Should vicious sports be banned?

3 Which is more important — to watch or to take part?

4. A letter of admiration to your favourite sportsman or sportswoman

1 Write a paragraph from your novel in which the hero, after months of hard training, goes out on the track for the 1500 metres final

2 Sport divides more than it brings together. Write a part of a magazine article that you' submit on this theme.

Revision and Consolidation

I. Which is correct or more likely?

A Did you see the match between / with Chelsea and Leeds last week? Some of the crowd threw bottles and things fo / at the players. One of them - it must / might have been Morris, I couldn't see properly - was hit on / at the head and was taken to hospital with/by concussion. Apparently, he's still in hospital.

B He might / must have been quite seriously hurt, then But, you know, I don't really feel sorry for people like that - I think footballers are paid far too much these days. A Oh, really? I do/don't After all, despite /although they earn a lot for a few years, it doesn't last for ever

B Yes. but look at Mills. Despite / Although getting away / out of the game at the age of 30, he's a millionaire I certainly wouldn't mind being a millionaire at that age.

A So / Neither would I!

IV. Complete each sentences with a word from the list. Use each word once only.

board draw lap referee runner-up

dive fan oar round whistle

- 1 While I was rowing across the lake I lost one .
2. Neither team deserved to lose and the match ended in a
- 3 Ruth was well out in front by the end of the fifth .
- 4 After the rugby match David was attacked by an angry .
5. Brian impressed everyone with his into the pool.
6. Our gym teacher used to make us stop by blowing a .
- 7 During the chess game Carol knocked all the pieces off the .
- 8 Our team was knocked out of the competition in the second
9. During the match one of the spectators offered the his glasses.
- 10 Denise won the race and her sister was .

V. Translate into English.

I

1. Ты могла бы принять участие в этом соревновании. Ты в хорошей форме.

2. Если бы Джейн присоединилась к команде, они бы выиграли вчерашний матч.

3. Можно мне дать тебе совет? Сегодня ты должна быть в лучшей форме. Тебя, возможно, выберут на международные соревнования.

4 Я не могу не восхищаться этим хорошо натренированным спортсменом

5. Он, возможно, лучший в команде, но чрезвычайно ленив. Ему следовало бы больше тренироваться, чтобы не проиграть игру.

6. Не может быть, чтобы они сыграли вничью

7. Соревнование должно было начаться в 10 часов утра, но из-за плохой погоды оно не состоялось.

8. Нам не пришлось просить гида сводить нас на футбольный матч.

9. Не может быть, чтобы эта команда не заслуживала похвалы. Она очень трудолюбива, на нее можно положиться.

10. Неужели он забил первый гол?

11. Должно быть, ни одна из сторон не забила гол.

12. Возможно, он установил мировой рекорд.

13. Он, должно быть, не знает каким видом спорта заняться.

14. Он, наверняка, займет первое место а этом турнире.

15 Не может быть, чтобы он тренировал эту команду.

How fit are you?

if you have never considered that you needed to take exercise just consider these few simple questions:

1. Do you sometimes go to bed mentally exhausted but find that you are unable to sleep?' 2 Do you automatically ride up and avoid the stairs when you are visiting someone in an office or multi-storey building - even when they are only on the first or second floor?" у,

3. If you can just manage to catch your train or bus by running for it do you make the effort - or do you wait for the next one to come along?

4 If you have to undertake some unexpected strenuous physical exercise such as mowing the lawn or decorating the spare room, do you feel aching and exhausted the next day?

5. Do you ever suffer from backache or headaches?

6. Are you dissatisfied with your figure?

7. Is your holiday the only time when you feel really rested and invigorated?

8. In the evenings, at the end of another tiring day, do you sit, slumped and exhausted, with just a vague feeling that you are not getting as much out of life as you should?

If the answer to only one of these questions is 'yes' then you are not 100 per cent fit, and you could benefit from a controlled programme of regular daily exercises.

Skill Developing

Ex. 1 Work in pairs. Ask your partner the questions above, then change the roles.

Ex. 2 Draw your conclusion about your partner's fitness and tell the group. Prove your opinion by using the arguments from the partner's answer.

Why Exercise?

If you want to feel fit - and you should - then you have to make up your mind to set aside a little time each day for exercise You do not have to embark on a three-hour programme of physical jerks straight away. (Indeed, you will probably harm yourself if you do) With the help of the gradual exercise plan you can work up, at your own pace, to a programme which suits you. The vital thing about getting fit is getting started So while you are busy deciding what you can do and when you can do it, try going for a walk. Then go for another ... and another. Sustained walks of 10 minutes or more, once, then two or three times a day, will soon help to build up your stamina. And if you are over 35 and rather out of condition, walking is just about the most comfortable and the safest way of getting back into shape

Once you start to devote 10, 20 or 30 minutes a day to exercising you will begin to feel the benefits. You will feel less tired, more able to cope with the demands of a busy life and, miraculously, able to fit even more activities into each day. If you are young, you will stay feeling and looking young for longer. If you are older, you will start feeling truly youthful again. Those nagging everyday problems will fall into perspective and time-consuming minor aches and pains will become a thing of the past. If all this sounds too good to be true, just try it - you could be very surprised.

You may say you are conserving energy by not walking up the stairs or running for the bus. But is this an excuse? Do you use that energy for other things?

Ex. 3 Work in pairs. Give advice to your partner how to start exercising and not exhaust oneself.

Modus Vivendi

Lots of young people are not fit at all. They have already lost the energy and happiness that comes from feeling really well.

Fitness comes from the way you live all the time, not just from some exercises done now and then. Good eating habits, wise drinking habits, regular sleeping habits, and plenty of fresh air and exercise kept up during the week (and right through the year) are all important parts of the way to keep fit.

Class Discussion

Here are some things you can do to be fit. Which two do you think are the most important for you?

Not Taking regular weight down	Eating good Not drinking	Having regular exercise	Quality food check-ups	Dieting to keep your alcohol
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Complimenting People

These are typical conversation gambits, especially if you are making small talk with someone you haven't seen long.

1.

- You do look well Kitty!
- Do I? I'm afraid I've gained some weight.
- Have you? A little walk, I think, will help to keep you slim.
- Thank you! I'll follow your advice

2,

- You really look very nice, Pat!
- Oh, thank you I'm just back from my holiday.

That explains your beautiful tan. Had a good time there?

- Wonderful! I swam a lot, sunbathed, had short walking trips in the mountains.

It was very pleasant indeed

3.

- Glad to see you looking so fit, my darling.
- Thank you. It's very pleasant to hear it.
- I'm not just being polite. Your complexion is really marvellous. How do you achieve this effect? It isn't make up, I believe.

No, it isn't. I just spend a lot of time in the open air. I've been skiing every weekend this winter.

- How clever of you! I wish I could follow your example, but I've no time, I'm afraid

Class Communication

1. Kaleidoscope

Get together in the centre of the classroom, greet one person and exchange compliments, then change your partner, keep moving around until you make small talk with everyone.

2. Blitz sketches

Come out and make small talk using the gambits above and expanding the conversation.

Class Discussion

What Do You Think? Are these statements contradictory?

Keep fit - but not for your men.

Do it for yourselves.

Jane Fonda

Can you imagine a world without men? No crime and lots of happy fat women.

Nicole Hollander «Sylvia»

Class Improvisation

Ex. 4 This task takes some time to prepare.

Do it at home. You are starting a Health Club.

Think over your introductory speech.

Welcome To The Health Club

Roles: President, Psychologist, Instructor, Members of the Club.

The President of the Club makes his introductory speech and outlines the goal which the club sets It is sort of «Help yourself & we ll help you to do it»' programme

The Psychologist interviews the members of the Club. He asks about their general state of health, their good or bad habits, their self-awareness (what they think about themselves as personality), how they feel in the company of other people or when they have to face an audience, if they are irritable, lose their temper easily, feel exhausted etc)

This can be written on the board or on a poster as the motto of the Club 196

The Instructor tries to find out as much as possible about their physical fitness, if they consider themselves fit, what they do to keep fit, etc.

The President asks the members of the club to say in public

* what they expect from the Club

* what their personal goals are

Writing

You are going to change your lifestyle radically because you are not happy with your fitness. Write down your Keep Fit Programme in the form of a poster which consists of two parts. Use imperative self-addressed sentences.

Do's

My Keep Fit Programme

Don'ts

Revision and Consolidation

I. Choose the best alternative to complete the sentences.

1. He's over 90 but he s very for his age.

a)tense b) nervous c) active d)uneasy

2. They run every day to keep

a) fat b) fit c) faint d) upset

3 I'm sure his illness was caused by .

a) overwork b) stamina c) fitness d) health

4 After his heart he was told to relax more.

a) attack b)turn c) ache d) diet

5 She's from a nervous breakdown.

a) healing b) fainting c) suffering d) itching

6 Unless you give up smoking, you the risk of damaging your health

a) bear b) suffer c) make d) run

7 I'm feeling could do with a holiday.

a) run across b) run down c) run out d) run over

8 The you gain from physical exercise are well worth the effort

a) profits b) benefits c) advantages d) improvements

9. The idea of a balanced diet is difficult to to those who know little about

food values.

a) come across b) take in c) make over d) put across

Translate into English

1. Вы вряд ли потеряете вес, если не сядете на диету.

2. Мы должны были прийти в клуб здоровья на наше первое занятие, но опоздали, т.к. лопали в дорожную пробку.

3. Неужели это Джейн? Я не узнаю ее Она, должно быть, очень поправилась.

4 - Доктор, что мне нужно делать, чтобы опять прийти в форму?

- Вам придется следить за тем, что Вы едите, полностью исключить жирную пищу, бросить курить и заняться спортом. Это обязательно поможет Вам вернуть форму.

5. - Не может быть, чтобы Джо бросил свои плохие привычки - Да, представь себе, он стал фанатиком здорового образа жизни.

6. Вы могли бы предупредить меня раньше, что у Вас проблемы с сердцем. Я бы никогда не порекомендовала Вам занятия бегом.

7. Вам следует заняться физическими упражнениями. И вскоре Вы увидите положительный результат.

8. Если бы ты принял меры, чтобы повысить выносливость организма, ты бы не чувствовал себя таким изможденным в конце рабочего дня.

9. Ты, должно быть, не поняла меня. Придерживаться строгой диеты не означает почти ничего не есть.

10. Неужели Джим в больнице с сердечным приступом? Ведь он так заботился о своем здоровье Каждый день он совершал длительные прогулки по парку или занимался бегом И никогда не жаловался на сердце.

ТЕМА 1.2. ПУТЕШЕСТВИЕ

GOING PLACES

Word Meaning

Ex.1 These nouns are all used in connection with travel, to describe different kinds of journeys. Match each word to its definition on the right.

- | | | |
|----------------|----|---|
| 1. journey | a) | a long journey by sea or in space |
| 2. trip | b) | a short pleasure trip with a group |
| 3. cruise | c) | visiting different places, often with a guide |
| 4. tour | d) | a short journey or a journey made on business |
| 5. flight | e) | a journey by ship between two ports |
| 6. crossing | f) | visiting different places by ship |
| 7. voyage | g) | a journey by air |
| 8. excursion | h) | a short pleasure trip |
| 9. outing | o) | an act of travelling or the time during which you travel from one place to another, especially when you go a long way |
| 10. expedition | j) | taking journeys as a general activity of moving from place to place |
| 11. travel | k) | a journey for a scientific or a special purpose |

Note: The noun TRAVEL is uncountable and only used as a general term. People say "Travel broadens the mind" but NOT "Did you have a good travel?" TRAVELS (pl) means several journeys to other places or countries, especially far away.

Word Use

Ex. 2 Complete each sentence by using a word from the box.

flight travel crossing

journey voyage cruise

trip outing expedition

excursion tour

1. Before the invention of the aeroplane, the from Britain to America could take weeks, even months sometimes.

2. The plane now arriving is SAS 343 from Copenhagen

3. The first thing I did when I got to London was to go on a sightseeing ____

4. Last summer I stayed in Brighton and one day our group went on a very interesting _____ to Blenheim Palace, the home of the late Winston Churchill.

5. My uncle is going on an _____ ; _____ next year to try to discover the lost city of Atlantis

6. How long does the train from London to Edinburgh take?
 7 Last year my mother went on a Mediterranean and was seasick practically the whole time.
 8 We went on a day's to the zoo in Copenhagen and the whole family loved it.
 9. I've just come back from a business to New York,
 10 is one of my main interests
 11 The first time I went from England to France we had a very rough .

Transport Survey

Ex. 4 Begin working in four separate groups. Design a short questionnaire which you can use to find out from the members of the other groups what their attitudes and experiences are of different forms of transport.

When your questionnaire is ready, go out (alone) and interview one member of each of the other groups Make notes to help you to remember their answers.

You may use the following:

Have you ever...? Which do you prefer:... or. ?

How often do you travel by...? Do you find that it's ...?

Which Is your favourite...? If you had a choice, how would you...?

TRAVELLING BY AIR •# BOOKING AN AIRLINE TICKET

Good morning. Can I help you?

Good morning I want to book a flight from Barcelona to Rome.

Yes, sir When would you like to travel?

Is there a flight on Friday evening?

Friday evening... Yes. Iberia fly to Rome on Friday evening.

Oh, good. I've got an open round-the-world ticket, starting in New York Have you got your ticket with you? There may be some restrictions

Sure. There you go.

Thank you. Could you wait a minute while I check availability?

Yes, sure.

... Yes, that's fine. There are no restrictions on this ticket Can you give me your contact address and telephone number in Barcelona?

Yes It's the Hotel Goya and the numbers ... 20018550.

Fine. The flight leaves at half past eight Would you please check in one hour before departure? Here's your ticket Have a good flight.

Thank you very much.

Ex. 5 Put the dialogue in the correct order.

Agent: Midday, 14th August. I'll check the timetable... I'm afraid there aren't any flights at midday.

Agent: Good morning. Can I help you?

Agent: Would you like to book the 5.15 flight now?

Client: Good morning. Yes, I would like to book a flight from Athens to Crete.

Client: I see When is the next one?

Agent: Right. Could you tell me what day you want to go?

Agent: At 5.15 in the afternoon. Is that OK?

Client: On 14th August At about midday if possible

Client: At 5.157 Yes, that's fine.

Client: Yes, please. I've got my credit card.

Ex. 6 Read the conversation and then try to complete Nancy's sentences.

Agent: Good morning Can I help you?

Nancy:

Agent: Hong Kong? Would that be a round trip ticket or one-way?

Nancy:

Agent: And for what date?

Nancy:

Agent: Friday, the eighteenth? Yes. That's fine. What about the return date?

Do you have a fixed date in mind, or do you want an open ticket?

Nancy:

Agent: Ok. Do you want a morning flight, or an afternoon flight?

Nancy:

Agent: Well, there's a Cathay Pacific flight at ten-thirty and a US Air one at twelve- thirty.

Nancy:

Agent: Ok If you'll just hold on a minute, I'll check to see if there's room Yes, that's fine.

Nancy:

Agent: One thousand, eight hundred and seventy dollars

Nancy:

Agent: Now, can I have your details, please?

Ex. 7

Student A

Student B

1. You want to buy an air ticket from Rio de

Janeiro to Dusseldorf on September 6* on the flight leaving Rio at 18.30. You want a single, tourist class ticket, Ask if you have to change planes, and write down the flight number and time of arrival.

2. You want to buy an economy class return ticket from Bombay to Kuala Lumpur. You want to leave on the 8.15 flight from Bombay next Wednesday Find out if there is a morning flight back from Kuala Lumpur on Sundays. Write down the flight number and time of the return flight.

2.

Al 402 Weds Bombay Kuala Lumpur
and

Al 408 Sat 08.15 16.15

AI 407 Weds Kuala Lumpur Bombay
and

AI 425 Sat 20.20 00.55

Economy class return fare = \$704

1.

LH 509 Rio de Janeiro Frankfurt
18.30 11.25

LH 902 Frankfurt Dusseldorf
1255 13.40

Tourist class single fare = \$1030

340

AT THE AIRPORT

Pat arrived at the airport two hours ago to catch her plane to Tokyo. At the check-in counter, a ticket agent looked at her ticket and her passport. Her baggage was checked in and weighed on the scales. Pat's suitcases were very heavy, so she had to pay an excess baggage charge. Next she was given a boarding pass. The boarding pass has a seat number written on it, and Pat was given a window seat in the non-smoking section. Her suitcases were labeled and sent off to be loaded into the hold of the airplane.

While waiting for the flight to be called, Pat goes to the newsstand to buy a newspaper. Then she goes through the security check, where her carry-on luggage is searched. Then Pat goes into the duty-free shop where she has a chance to buy some things cheaply. The goods she buys here are cheap because they are not taxed.

In the departure lounge Pat joins the other passengers who are sitting and waiting until it is time for their flight to depart. After a few minutes Pat hears the announcement: "Flight 158 to Tokyo now boarding at Gate Three." and she goes to board (get on) her plane.

Word Use

Ex. 8 Choose the right word from the text to complete the sentences.

1. When you arrive at the airport you first go to the counter.
2. You have to have a __ pass so that you can get on the plane.
3. After the security check, you wait in the lounge.
4. You can buy many things cheaply at the shop,
5. When you hear the announcement, you go to the to board your plane

CHECKING IN FOR THE FLIGHT

Good morning

Good morning. Can I check in here for the flight to New York?

Yes. I'm afraid it's running late today, it's leaving at ten past three instead of one o'clock.

Oh, dear.

May I have your ticket and your passport? . Thank you very much.

Can I take this briefcase as hand baggage?

Yes, as long as it'll go under the seat. Have you any other baggage?

Yes, I've got these two suitcases and this bag.

I'm afraid the baggage allowance to New York is two pieces It doesn't involve weight, only the number of pieces,

So how much excess baggage is there?

The extra charge is £20 for each extra piece that you have

For each piece above two?

Yes. so that'll be £20

I see. Do I have to pay now?

Yes, please ., £20 Thank you very much. Where would you like to sit?

No smoking, please.

No smoking Window?

Yes, by the window, please.

So that's 18A, that's your boarding card and your ticket that you'll need to show again at the gate

Thank you.

Do you have a valid visa for New York?

Yes. I do.

Can I see it? . . . Thank you. We ll be boarding at Gate 23 at two forty-five.

Gate 23. Right, thank you very much,

You're welcome.

Class communication

Ex. 10

Student A

1 You are checking in for flight QF 4, the 21 00 from San Francisco to Honolulu. Have your passport and ticket ready. You have a suitcase and a bag. and you would like to keep the bag with you on the plane. You are worried that your suitcase will be over the allowance because it is rather heavy. You want to smoke on the plane.

2. You are checking in passengers for flight SK 621, the 07 45 from Oslo to Tel-Aviv, Ask for the passenger's ticket and passport, ask him t her where he t she would like to sit and give him I her a boarding card. There are no window seats left in the no-smoking area, but there are some in the smoking area. The baggage allowance is 20 kilos, and the passenger's suitcase weighs 12 kilos. The flight is going to be at least an hour late, and you don't know when it will be announced.

Student B

1, You are checking in passengers for flight QF 4, the 21 00 from San Francisco to Honolulu Ask for the passenger's ticket and passport, ask him / her where he / she would like to sit and give him / her a boarding card The baggage allowance is two pieces Do not let the passenger take his / her bag on board the plane because it is too big to go under the seat. Tell the passengers that the flight has already been announced and is boarding at Gate 5 It will leave on time.

2. You are checking in for flight SK 621, the 07.45 from Oslo to Tel-Aviv Have your passport and ticket ready Your baggage is one suitcase You are a non-smoker and

would like a seat by the window. You are hoping the flight will be on time; ask when it is going to be announced.

SECURITY CHECK

Jeff Kramer is going through the Security Check

Please put all carry-on luggage on the conveyor ... Please put all carry-on luggage on the conveyor Step right this way, ma'am This way, sir. (Beep) Please empty your pockets and go through again, sir (Beep) Please step this way, sir. Pardon me, what do you have in this pocket?

Oh, sorry, just some keys.

That's fine Thank you, sir. Please put all carry-on luggage on the conveyor.

Step right this way , .

Is this machine film-safe?

Yes. it is, ma'am. Please put all..,

Are you sure? They're pictures of my granddaughter's first birthday ...

You can give the camera to me, ma'am. It doesn't have to go through the scanner. Please put all carry-on luggage on the conveyor. Step right this way,.

Would you mind opening your briefcase, sir?

No, not at all... there you go.

Would you mind turning on the Walkman?

OK.

That's fine, sir. We just have to check. You can go through.

Ex. 11 Fill in Security Survey. With a partner, compare and discuss your answers.

Airport Security Survey

How do you feel about airport security? Check (the boxes

1 When you are at an airport, what do you prefer?

Some security checks Very careful security checks No security checks

2 Do you mind opening your carry-on luggage?

No, I don't mind Yes, I do mind

3. Do you mind when they ask you questions?

Not at all Not if they are polite Yes

4. Do you mind when they search you after you have walked through the scanner?

No Yes

5. How do you feel about airport security staff? (You can check more than one box.)

They're doing a difficult but important job. I wouldn't like to do it.

I don't like it when they're talking to each other instead of looking at the x-ray scanner

Why do they always stop me?

I think they could be more polite.

Word Use

Ex. 12 Put the verb in brackets in the correct tense.

DURING THE FLIGHT

BRITISH AIRWAYS

Good morning, ladies and gentlemen.

Welcome on board this British Airways flight to Rome. In a very short time, just as soon as we (1) (receive) permission, we (2) (take off). When we (3) (reach) our cruising speed of 550 miles an hour, we (4) (fly) at 35,000 feet. Our flight time today is two and a half hours, so we (5) (be) in Rome in time for lunch!

The cabin crew (6)(serve) refreshments during the flight, so just sit back and relax. We hope you (7) (enjoy) the flight. If you (8) (need) any assistance, just press the button and a flight attendant (9) (come) to help you.

(Later on during the flight) If you (10) (look) out of the right-hand side of the plane, you (11)(see) Mont Blanc.

In a few moments' time, the crew (12) (come) round with duty-free goods. We (13) also (give out) immigration forms. When you (14) (fill) them in, please place them in your passport. They (15) (collect) as you (16) (go) through passport control.

In twenty minutes' time we (17) (land). Please put your seats into the upright position.

You are requested to remain seated until the plane (18) (come) to a complete standstill. Before you (19) (leave) the plane, please look around to make sure you (20) (not leave) any of your possessions behind you.

We hope you (21) (fly) again soon with British Airways.

Ex. 13 Complete each sentence by using a word from the box.

headphones seat belts

aisle land

turbulence cabin crew

airliner

Flying is fun. I like being in a big (1) with the (2) (stewards and stewardesses) looking after me. They walk up and down the (3) bringing meals and drinks; and if the flight is going through some (4) , they warn everybody that it might be a bit bumpy and ask us to fasten our (5) . On a long flight I like listening to music through the (6) available to all passengers, and sometimes I have a sleep, I enjoy it all so much that I never want the plane to (7) , *

* GOING THROUGH CUSTOMS

Would you like to put your luggage on here?... Thank you. Where have you just come from?

From Madrid.

Madrid. Are you resident in Spain, or do you live in the UK?

I live in Spain.

Can I see your passport, please? ... Thank you. How long are you coming to the UK for?

For a week

On holiday, are you? Or business?

Yes, on business

I see. OK Well then, you understand that you've come into the Green Channel, which means you have nothing to declare.

Yes.

Is this your luggage?

This is all, yes.

Nobody else is travelling with you?

No, I'm travelling alone.

OK then. What type of goods have you got, cigarettes, cigars?

I've got just 200 cigarettes.

Nothing else at all in the tobacco line?

No.

Any drink at all? Spirits? Liqueurs? Wine?

Just this bottle of whisky.

Was that bought in the duty-free shop, or..,?

Yes, at Madrid airport

I see Are you bringing any gifts at all for anybody in the UK?

Well, the whisky is a present, but that's all.

I see. No other small items - watches, jewellery?

No, it's just personal things

OK. Right, sir. Would you let me have a look in there? . . . Is the notebook going back to Spain with you?

Yes, it is. It's mine.

Do you have a camera at all?

No, not with me.

Ok, sir. Thank you very much.

Class Communication

Ex. 14

Student B

1. You are a customs officer in Chicago Find out where the traveller has come from and what goods he / she has. The allowances are:

US quart (0,946 litre) alcoholic drinks

300 cigarettes or 50 cigars

plus gifts up to \$100 in value and which can include 1 gallon (3.785 litre) of drink

If the traveller claims the gift allowance, make sure that the item is really a gift. Check when the traveller last used the gift allowance, because he / she cannot do this more than once in six months.

2. You are a British customs officer 2. You are arriving in the UK from your own

The traveller has come through the country and have to go through Customs. You

Red Channel. Find out what goods he / have two litres of Bacardi rum that you bought she has and if he / she has to pay duty-free You don't know if this is within the

al-duty. The duty on spirits is £5 for each allowance, so you go through the Red Channel, litre over the allowance. Have money ready in case you have to pay duty

Student A

1. You are arriving in Chicago on a flight from London and have to go through Customs. You have 300 cigarettes and 1 litre of whisky as a gift for a business friend in Chicago. The whisky cost £9 50 at a Heathrow duty-free shop You are not sure if you will have to pay duty, so declare everything to the customs officer. This is only your second visit to the USA; the last was 12 months ago.

Going through Passport Control

Ex. 15 Try to complete the dialogue.

Passport officer: Good morning. Where have you come from?

Traveller:

Passport officer: Fine. May I see your passport?

Traveller:

Passport officer: What's the nature of your visit?

Traveller:

Passport officer: And how long are you staying in the United States?

Traveller:

Passport officer: Fine. Here's your passport back.

Traveller:

Passport officer: Welcome to the United States. Enjoy your stay.

Class Communication

Student A

You are visiting Canada and have to go through Passport Control. Show your passport and be ready to answer questions about the purpose and length of your visit, any previous visits to Canada etc. You can invent the details.

Student B

You are a Canadian passport officer checking the passports of people coming into the country. Find out where the traveller has just come from, the purpose of his / her visit and how long he / she intends to stay. Ask for details of any previous visits to Canada You can ask any other questions you can think of.

TRAVELLING BY TRAIN BOOKING A TRAIN TICKET

Ex. 16 Read the telephone conversation between a customer who lives in London and a travel agent and complete the form below.

Greenwich Travel. Good afternoon.

Good afternoon. I wonder if I could book a train ticket to Paris?

Yes, of course. Hold the line, please. I'll put you through to our reservations department.

Reservations. Can I help you?

Yes, I'd like to book a ticket to Paris.

Do you know which train you'd like to take?

Urn, no. Could you tell me what the departure and arrival times are?

Hang on, please.

Hello.

Mmm?

Clerk: Yes, when would you like to arrive in Paris?

Susan: Next Friday evening.

Clerk: Well, there's the 8.04 train - that arrives at 18 07, or the 9 45 which arrives at 17.50, or the 9.55 from Charing Cross. That gets in to Paris at 16.32; that one uses the hovercraft so it's a bit quicker

Susan: Oh, the 9.55 sounds like the best.

Clerk: OK So that's the 9.55 from London Charing Cross on Friday the fifteenth of February, arriving in Paris at 16 32. Now, could you give me your name, please?

Susan: Susan Moynihan.

Clerk: I'm sorry. Could you spell that?

Susan: Yes, Moynihan, that's M-O-Y-N-I-H-A-N

Clerk: M-O-Y-N-I-H-A-N Thank you Do you want First or second class?

Susan: Er, can you tell me what the price difference is?

Clerk: One way or return?

Susan: One way

Clerk: Well, First class is £78 50 and second class is £39 95.

Susan: First class then, please

Clerk: And how would you like to pay?

Susan: Can I call in tomorrow and pay and collect the ticket at the same time?

Clerk: Fine. We'll see you tomorrow then.

Susan: Thanks. Bye

Clerk: Goodbye.

Class Communication

Ex. 17 Answer the following questions.

Which train would you like to travel on?

What are the departure and arrival times? What is the price difference?

Ex. 18 Put the dialogue in the right order.

Hello I'd like some information about trains from Amsterdam to Paris, please

There's an express at 10.50, getting in at five past five.

It doesn't really matter, but I have to be in Paris by 8.00 p.m.

Well, the 12.26 arrives in Paris at 18.57, but you have to change in Brussels.

Yes. Can you tell me about trains from Amsterdam to Paris tomorrow?

Hold the line, please, I'll put you through to International Enquiries.

There is, but you would still have to change.

Hmm. I'd prefer to leave a bit later, I think.

International Enquiries. Can I help you?

The time is better, but I'd really rather not change. Is there a later train?

Certainly. What time would you like to leave?

I see. In that case the 10.50 is probably the best. Can I buy a ticket now?

I've got a credit card.

Ex. 19

Student A

You want to buy a single ticket and book a single-berth sleeping compartment on the night train from Brussels to Salzburg. You are going on August 14,h. Check the time of the train, which you think leaves at about 8 o'clock in the evening. Find out the cost and then buy either a first- class or second-class ticket and book your accommodation.

Student B

Brussels-

Salzburg	Brussels	Salzburg
----------	----------	----------

20.19	07.05	
-------	-------	--

1st class	2nd class	
-----------	-----------	--

Single fare	£52,60	£33 80
-------------	--------	--------

Single-berth

sleeping

compartment	£49.40	£17.20
-------------	--------	--------

AT THE RAILWAY STATION

Anna and Michael took a taxi to the station to catch their train to London. They arrived just in time: the train is due to arrive in a few minutes, They don't need to go to the ticket / booking office because they bought their tickets yesterday, and reserved two seats to be sure of getting somewhere to sit

At the ticket barrier, they show their tickets to the ticket collector who clips them to show that they have been used. On the platform Anna looks for a porter to help them with their luggage. They find their seats in the first compartment in the carriage next to the buffet car. They put their cases on the luggage rack as the train moves off. During the journey a ticket inspector comes to look at each passenger's ticket. Anna asks him if they have to change (trains). The inspector tells her it's an express (train) and it goes direct to London (so they do not have to change).

The train pulls into the station exactly on time, and the passengers get off.

Word Meaning

Ex, 20 What is the word or expression for:

- a. the place where you buy your ticket,
- b. the man who looks at the tickets on the train,
- c. the place where you can buy drinks,
- d. not early or late?

Ex. 24 Use a dictionary to find compound words beginning with sea. Complete each sentence with one of these words.

1 Last year we decided not to spend our holidays in the country as usual, and we went to the instead.

2. There's a restaurant near the harbour that serves wonderful .

3. The beach was covered in piles of smelly green

4. This town is very high up It's over a thousand metres above .
5. We drove along the but we couldn't find anywhere to park
6. Tourists were throwing bread to the flying behind the ship.
7. Luckily I had taken some travel pills so I didn't feel
8. Children were building sand castles on the

Revision and consolidation

I. Choose the most suitable word or words underlined.

1. David's plane was cancelled / delayed by thick fog.
2. The ship's owner agreed to give the crew / passengers a pay-rise.
3. The plane from Geneva has just grounded / landed.
4. We hope that you will enjoy your flight / flying
5. I won't be long. I'm just packing my last luggage / suitcase.
6. A sign above the seats in the plane says "Fasten your life belt / seat belt".
7. You have to check in ! check up an hour before the plane leaves.
8. All duty free goods must be declared / surrendered at the customs.
9. On the plane a stewardess / waitress brought me a newspaper.
10. The plane took off / took UP and was soon high over the city.
11. I bought a simple i single ticket, as I was going to return by car.

II. Choose the best variant

1. The plane circled over the airport until the was clear.
 - a) highway b) landing c) runway d) terminal
2. If you carry too much luggage, the airline will charge an baggage fee.
 - a) additional b) excess c) extra d) over
3. British Airways the departure of Flight 222 to Warsaw.
 - a) advertise b) advice c) announce d) notice
4. When you get to the airport, your luggage will have to be .
 - a) balanced b) estimated c) sealed d) weighed
5. The check time at the airport was eight o'clock.
 - a) by b) in c) out d) up
6. The from the airport was very tiring as we had to drive through the fog.
 - a) crossing b) flight c) ride d) voyage
7. Much stricter must now be taken at all airports against hijacking.
 - a) alarms b) precautions c) protections d) warnings
8. The air hostess told the passengers to their seat belts.
 - a) attach b) fasten c) fix d) tie
9. The from Warsaw to New York takes nine hours.
 - a) flying b) journey c) passage d) voyage
10. I'm afraid your luggage is ten kilos ; you will have to pay extra.
 - a) above b) excess c) heavy d) overweight
11. Our was delayed owing to bad weather conditions.
 - a) airline b) airway c) flight d) runway
12. Please. from smoking until the plane is airborne.

- a) exclude b) refrain c) restrain d) resist
 13. If you want a cheap air ticket you must well in advance
 a) book b) buy c) engage d) reserve

IV. Translate into English.

I. Я сидела в зале ожидания и ждала, когда объявят мой рейс. Затем я прошла к выходу 5, чтобы сесть в самолет.

2. У нас совершенно нет времени. Пора трогаться в путь. В противном случае мы опоздаем на 6-часовой поезд.

3. Нельзя отрицать, что покупая билет в оба конца, вы экономите время и деньги.

4. Поскольку он никогда не путешествовал морем, он не знал, что будет страдать от морской болезни. Он только один раз вышел из своей каюты во время двухдневного путешествия.

5. Он настаивал, чтобы билеты были куплены заранее, так как в противном случае будет мало надежды купить их в день отъезда.

6. Узнав, что наш полет отменяется, мы взяли такси и поехали домой,

7. Поставив багаж на весы, я обнаружила, что его вес был на 2 кг выше нормы, и мне пришлось внести плату за лишний вес

6. Они вздохнули с облегчением, увидев, что самолет приземлился благополучно.

9. По правде говоря, я рад снова оказаться дома. Я не такой человек, чтобы получать удовольствие от длительных поездок.

10. Пройдя таможенную, и паспортный контроль, мы вошли в зал ожидания.

II. Он не выносит мысли о том, чтобы лететь самолетом. Он всегда плохо переносит перелет,

12. Нельзя отрицать, что турпоход является самым дешевым видом путешествия

13. Не имея достаточно денег, он не мог позволить себе отправиться в длинное путешествие.

14. Почему бы не подождать еще немного. Поезд прибывает а 9, а сейчас только 8.35.

15. Находясь на борту судна, она была так взволнована, что не могла вымолвить ни слова.

GETTING AWAY FROM IT ALL

Skill Developing

Еж. 1 Read the dialogue and say whose idea of a good holiday appeals to you more.

A Good Holiday

Liz: What's your idea of a really good holiday?

Ron: Given a free choice, I'd say somewhere completely off the beaten track, like a small island in the middle of the Pacific Ocean, in the middle of nowhere, if you know what I mean.

Liz: That doesn't sound like my scene at all - far too lonely

Ron: Not at all. I'm not particularly keen on places swarming with people. In fact, I find it quite amazing that people want to be sociable on holiday.

Liz: Really? ! much prefer having holidays in a town where there's plenty of opportunity to do and see things.

Ron: I'm happy if I can just gaze at the sea. There's nothing I enjoy more than lazing around on the beach with a good book, then having a leisurely lunch before going back to the beach again.

Liz: That doesn't appeal to me one bit. I'd probably die of boredom.

Ron: Fortunately we never go on holidays together, so we'll never have to fight about it.

Class Discussion

Ex.2 What do you look for in a holiday? What are your hopes and dreams for these blessed-out days? Put the following factors in order of importance and then compare your list with that of the partner's.

- escaping the daily grind of work and day-to-day pressures
- getting away from your usual sources of stress
- relaxing your body, renewing your energy and refreshing your spirits
- migrating to sunnier climes, visiting historical and cultural attractions
- taking the best of the local cuisine
- spending precious time on your own
- indulging in sports activities
- spending time with people you like and love
- looking for peace and quiet to soothe away stress
- looking for a holiday romance

MS Writing

What is your idea of a perfect holiday? You are not an active type, you are dreaming of a hideaway. You may start with:

Ah, holidays/ Do you want to know what makes them perfect for me? Well, it is not a sun-drenched island in the Caribbean, or lazy days under an azure blue sky in Italy. It is not even the gentle lapping of waves on a palm-fringed beach in the South Pacific. It is better. Much better.

Class communication

Planning a Holiday

Ex. 3 Work in pairs. Read the extracts from two holiday brochures and try to persuade your partner to go on a holiday with you.

Student A MAJORCA

This idyllic spot is situated on a bay on the north-east corner of the island, overlooking a vast beach of fine sand. The surrounding countryside is hilly, with giant rocks, sand dunes, and rich-scented pine trees giving shade on the hottest days. All the simple requirements of a perfect holiday are to be found at the Cale Mesquila Hot sun... sea breeze, golden sands, comfortable chalets and homely food - all the ingredients I to give you an atmosphere of good fellowship, humour and romance.

Student B

HOTEL YRIS, NORWAY

Five minutes walk from the village centre, the Yris has lovely views of the valley and mountains. It's a spacious, extremely comfortable hotel and Mr Blindheim, the manager, and his wife, make sure the hotel lives up to its motto of "A Home Away From Home!" The lounges (one has a small library with English books) and the attractive dining-room look on to green fields and mountain peaks. The Yris has an outdoor heated pool, a ballroom and bar, and a games room.

Ex. 4 Form a group of four. You want to go on holiday together but have different ideas. Try to come to an agreement.

Student A Student B

You are a sun-worshipper.

You want to go on a seaside holiday abroad You are mainly interested in relaxing in the sun because you need a rest after a very busy year

You are an action man / woman.

You want to go on an adventure holiday walking and camping in mountains in your own country. You think this would be a cheap and healthy holiday.

Student C Student D

You are a culture hunter You want to relax, but you also want to do some sightseeing. You are interested in museums and old buildings.

Last year you went on a package holiday and spent two weeks on the beach. You want something different this year.

Booking a Holiday

Student A

Ex. 5 You work for Sunshine Touring. As a result of last-minute cancellations you are offering a number of holidays at reduced rates. Student B phones you up about one of them. Give him / her all the necessary information. Then, if he / she is interested in booking a holiday, fill in the holiday booking form.

SUNSHINE TOURING Holiday Booking Form

Number of days.... Departure

Destination Departure

Day Time Flight No.

Name

Address

Tel. No.

1

SUNSHINE TOURING

PLACE DAY TIME FLIGHT No. No

OF DAYS HOTEL PRICE

Majorca Sat 13.30 BE 237 14 Santa Lucia £299

Athens	Tues	09.30	OA 142	10	Rivoli	£250
Crete	Sun	19.30	BE 672	14	El Greco	£350
Paris	Sun	16.00	AF 924	7	Normandie	£150
Rome	Man	0815	BE 312	10	Londra	£320
Rhodes	Sat	18.00	LH 007	14	Carina	£399
Barcelona	Tues	16.20	BE 172	10	Do Carmo	£265
Oslo	Sat	19.30	SA 895	7	Sheraton	£320

Student B

SUNSHINE TOURING

Last minute cancellations! Reduced prices : Majorca Rome

Athens Rhodes

Crete Barcelona

Paris Oslo

Ring for further details immediately! SUNSHINE TOURING 212 4695

Today is Saturday. You have a two-week holiday starting on Monday. You had planned to stay at home but the weather has been so bad lately that you think it would be nice to go abroad.

You see the above advertisement in the morning paper and decide to phone and book one of the holidays - you don't really care where you go.

Student A works for Sunshine Touring,

Before starting, have a pen ready to make a note of the following:

Destination

Number of days. Day of departure

Flight number

Hotel

Price

You can begin like this:

Good (morning). I'm phoning about your advertisement in this morning's paper.

Skill Developing

Ex. 6 Read the Interview with four people, Jean, Andy, Susan and Sheila, talking about their last holiday and the Importance of holidays in their lives.

1

Hello. I work for Sun Tour Holidays and I'm interviewing people about their last holiday. Would you mind answering a few questions for our survey?

No, not at all.

Thank you. Firstly, could you tell me about your travel arrangements?

Did you experience any difficulties in reaching your destination?

Well, our plane didn't take off on time. It was delayed five hours, so we didn't get to Cyprus until three in the morning and we were very tired when we got there. But there was a coach at the airport waiting to pick us up and it dropped us off at the hotel in time for breakfast, so that was all right

And how was the hotel?

Well, we were a little disappointed with the room. It didn't have a balcony and it looked out onto some rather ugly, noisy streets, but the beach was just a stone's throw away - it only took us a couple of minutes to get there.

And how important are holidays to you?

Oh, we always look forward to going on holiday. We always make sure we get away at least once a year.

2

Could you tell me first about your travel arrangements? Did you have any problems with them?

We had no problems flying out, but coming back was awful. We checked out of the hotel early Saturday morning and set off for the airport by taxi. We were supposed to get back to London in the afternoon, but our plane didn't touch down until Sunday at four in the morning, so we were absolutely worn out when we got home.

Oh, and why was there such a delay?

Technical difficulties, they said. Something wrong with the engine.

And apart from that, how was the rest of the holiday?

Oh, it was great. I took up windsurfing and I want to go back and do it again next year.

And how important are holidays to you?

I think they're important. You need a change, you need to see somewhere different. Travel broadens the mind, doesn't it?

3

And what was your last holiday like?

Marvellous, absolutely marvellous. We went to Rome and we met up with some very nice people from Manchester. We looked round the city together and saw all the sights - the Colosseum and St. Peter's ...

And on the way back to England we stopped off in Paris and spent a couple of days there. We had a marvellous time.

And how important are holidays to you?

Oh, it's good to get away from it all and forget all your worries and problems, even if it's only for a few days.

4

So could you tell me about your last holiday?

It was a complete disaster, and it was a pity, because I was really looking forward to it. The plane didn't take off on time - it was delayed six hours! The flight was awful - I suffered from air-sickness all the way. My hotel room was small and dirty. I complained about it to the manager and I insisted on having a different room, and I even succeeded in getting one, but it was just the same!

Goodness, it sounds terrible.

I was really disappointed with the beach - it was ugly and miles from the hotel. No, the whole thing was a complete disaster. In the end I couldn't wait to get back home.

So you weren't at all satisfied with your holiday?

No, I wasn't. I'd never go back there again!

And how important are holidays to you?

Very. I love visiting beautiful places. That's why I was so angry about the holiday and with the man who booked it for me.

Yes, I'm sure you were. Which company did you book your holiday with?

Sun Tour Holidays.

Oh ...

Ex. 7 In the texts, find the phrasal verbs which mean the following:

1. to leave a hotel after paying the bill
2. to break one's journey for a short time
3. to leave the ground and begin flying
4. to walk round a place in order to see what it is like
5. to have a holiday
6. to drive someone where they want to go and leave them there
7. to begin a journey
8. to collect someone by car or coach, to stop and give someone a lift
9. to land after a flight
10. to arrive back at the place you started from

Skill Developing

Ex. 8 Decide what you would say in each situation, using phrasal words from ex.7

- 1 You are at the airport and you want to know what time the plane departs.
2. You are going on a coach trip with some friends and you want to know what time it starts.
3. Your friend is giving you a lift in her car. You want to let her out at the station
- 4 Your friend is going out and you want to know what time she will return
5. You want your friend to collect you by car at 6 o'clock.
6. You are staying at a hotel and you want to know what time you have to vacate your room. You go to the receptionist.
7. You are on a plane flying to Madrid and you want to know what time the plane lands.
- 8 You are going to Oxford to see a play and you want to know if there will be time to see the town.
9. You are on your way home with your friend. You want to suggest that you both go into a bar for a drink.
- 10 Last summer you did extra work for your boss instead of going on holiday. He asks you if you would like to do the same thing this year. You think you need to have a holiday this summer

Ex. 9 You are on holiday in Rhodes. Your travel agent leaves you a note giving details of an excursion on the nearby island of Symi. Fill in the missing words.

Hi there!

The arrangements for tomorrow's trip to the island of Sumi are as follows:

The coach will us (1) at 7.00 a.m. outside the post office - so remember to set your alarm clock! It will take us to Rhodes harbour and then we'll catch the ferry to

the island of Sumi. When we get there , another coach will us (2) and take us to the main town We will have about two hours to (3) the shops and have lunch.

At 3.00 we'll (4) for the village of Pixos. At 5.00 we'll catch the ferry again and we'll (5) to Rhodes harbour at about 7.00 Another coach will us (6) and we'll (7) somewhere for a meal on the way back The coach will us (8) at the post office around 10.00, so you'll probably(9) to your apartment about 10.15 See you tomorrow.

Sharon

Skill Developing

Ex. 10 Brian and Thelma have just returned from their honeymoon in Barbados. They had a terrible time and they have just had their first big argument. Read the report of the argument in Thelma's diary.

September

24 Sunday

Brian and I had our first big row last night — all about our honey-moon, of course. It was horrible. We shouted at each other, he told me that it was my fault that we'd gone to Barbados and that it had cost a fortune and had been the worst holiday he had ever had. I said that there was nothing wrong with Barbados, it was very beautiful, but the travel firms wen to blame. Their brochure had promised all kinds of things about the hotel and it has all been lies. / told him that he had no right to blame me and I started crying. Brian said he was sorry and that he knew that it wasn't my fault really, lie said that he would go to the travel agent first thing in the morning and that he would tell them about everything that had gone wrong. 1 said that I would go, too, because I was going to ask for our money back or another holiday.

Let's see what happens tomorrow!!

Ex. 11 Act out their argument.

Brian:It's your fault that

Thelma: There's

Brian:I'm

Thelma: I'll

Ex. 12 Read the holiday brochure and complete the conversation between Brian, Thelma and the travel agent.

THE HOLIDAY OF YOUR DREAMS

The Copa D'or Hotel Barbados Location

- You will fly there on Concorde in just two hours.
- The hotel is twenty minutes from the airport.
- It has four acres of tropical gardens.

Facilities

- Your room will have wonderful views over the sea
- The beautiful gardens lead directly onto the beach

- There are two swimming pools and 3 tennis courts.
- We cater especially for honeymoon couples.

Good morning. It's Mr and Mrs Boswell, isn't it? Did you have a good time in Barbados?

No. we did not!

Oh, I'm very sorry to hear that. What was wrong?

Where shall we begin'? The flight. Why did your brochure say that we (1) there in just two hours Concorde takes four hours. Didn't you know that?

Oh, dear You had a very bad start But the hotel was good, wasn't it? No, it wasn't. You said that it {2) only twenty minutes from the airport and that it (3)

large tropical gardens Not true! The drive from the airport took us an hour, and where are the gardens'? Your brochure said that these gardens (4) directly onto the beach but we couldn't see any tropical gardens, not even one palm tree! The next hotel had them but not ours! And you said there (5) swimming pools and tennis courts - not in our hotel!

And the rooms! You said that we (6) wonderful views over the sea, but we couldn't see the sea Only the weather was good! It was a miserable honeymoon!

Oh. I'm really terribly sorry. We really didn't know...I'm afraid we re unable to give you a refund, but we can give you a ten per cent discount on next year's holiday.

Next year! Next year, we re staying in England.

Class Discussion

Ex. 13 This is the advertisement for another holiday. You went there. None of the things the travel agent said were true. Act out your conversation with the travel agent after your holiday.

WELCOME TO SUNNY

Menorca

Ten good reasons for a visit to the hotel Superb

1. You'll enjoy the scenery.
2. The weather is excellent,
3. You'll love the food.
4. You can go riding.
5. You'll be met at the airport.
6. All the hotel staff are friendly.
7. The hotel has got three bars and a restaurant.
8. Every room has got a shower.
9. You can see the beach from the hotel.
10. There are excursions every day

Class Communication

Ex. 14 Work in groups of three. Look at the advertisement below for an exotic holiday, and then act out a telephone conversation according to your Information.

Ex. 15

After the Holiday

Student A

Think of somewhere in your country that would be an ideal place to go on holiday. Now imagine that you are English and have just spent two weeks in this place. You are travelling home by bus from London when you get into conversation with the person sitting next to you (Student B), and end up talking about your holiday.

Before starting, think about the following:

- where you went
- why you chose this place for a holiday
- how you travelled
- who you went with
- where you stayed
- how you spent your time
- who you met
- what sort of food you ate
- what the weather was like
- what souvenirs you bought
- how much the holiday cost altogether
- if you would recommend it to someone else etc.

When you are both ready, you can start. Student B begins.

Student B

Think of somewhere in your country that would be an ideal place to go on holiday. Now imagine you are English and have just spent two weeks in this place. You are travelling home by bus from London when you get into conversation with the person sitting next to you (Student A), and end up talking about your holiday.

Before starting, think about the following:

- where you went
- why you chose this place for a holiday
- how you travelled
- who you went with
- where you stayed
- how you spent your time
- who you met
- what sort of food you ate
- what the weather was like
- what souvenirs you bought
- how much the holiday cost altogether
- if you would recommend it to someone

When you are both ready, you can start. You begin and can say:

- Let me guess, You've been on holiday.

Writing

Ex. 16 Read the extract from a holiday brochure and write an extract from a holiday brochure advertising a holiday in Belarus / Russia / Great Britain.

Hassle Free Holidays

Holidays offer the perfect antidote for stressed-out lifestyles. Holiday must-haves - like beautiful beaches, blue skies and balmy nights - suddenly replace that fabulous new outfit at the top of your wish list. Freespirit understands how valuable time out can be, and has made sure its holidays give you everything you're looking for.

Whether you want adventures with your friend or a romantic getaway, Freespirit has the holiday for you.

You can enjoy the Freespirit holiday experience in so many ways. Beach lovers can bask under a Mediterranean sun, or bronze themselves on the shores of the Canary Isles, or that perennial favourite, the Caribbean. Active types can indulge their appetite for encounters new by exploring the stylish villages in northern Italy. Watersports enthusiasts benefit from resorts located near windsurfing areas, with discounts on board hire.

So whatever your bag, a Freespirit holiday will leave you happy and refreshed. You just won't want to come home!

Ex. 18 Describe a holiday which was a complete disaster.

Write about a holiday of your dream.

Nominations:

- the most active
- the quietest
- the most exotic
- the most expensive
- the cheapest
- the healthiest
- the wildest
- the most adventurous

AT A HOTEL

Booking a Room at a Hotel

Reception. Can I help you?

Yes, I'd like to book a room for two, please. We plan to arrive in Nice on the 1st, but we don't know how long we'll be staying. It could be anything from three to eight days.

Would you like a room with bath or shower?

With bath.

One moment, please, sir.... We can confirm rooms for the 1** , 2nd and 3,d. but as you're not sure how long you'll be staying, we won't be able to guarantee you a room after the 3rd.

And what if there isn't any room then?

We can either put you on a waiting list, or we can find you a room in another hotel.

Fine.

Who is the booking for?

Mr Alfred King.

Alfred King, a double with bath from the 11* to the 3rd We'll see you on the

first then, Mr King
 Thank you Good-bye.
 Good-bye, sir

Skill Developing

Ex. 1 Without looking at the first dialogue, try to complete the dialogue that follows.

Can I help you?

Yes, I'd like to a two, please. We to
 arrive Nice the 1st, but we don't how
 we'll be staying. It could be anything three to eight days.
 you like a room with bath or ?
 bath.

One , please, sir.... We can a room for the 1*, 2nd
 and 3rd, but you're not sure how you'll be . We
 able to you a room after the 3rd.

And what if there isn't any room then?

We can either you on a , or we can find you a
 room in another hotel.

Fine

is the booking for?

Mr Alfred King.

Alfred King, a double with from the 1st to the 3rd. We'll you
 on the first, then, Mr King.

Thank you. Good-bye.

Good-bye, sir.

Ex. 2 Look at how this hotel receptionist replies to different callers.

1. Hold the line, please. I'll put you through to reservations.
2. I'm afraid she isn't here at the moment. Can I take a message?
3. Would you like to speak to the Duty Manager?
4. Can I ask him to call you back?
5. I'm sorry. There's no answer from Room 301.
6. Could you repeat that, please?
7. Just a moment. I'll check for you.
8. Could I have your name, please?
9. The line's busy at the moment. Will you hold?
10. If you give me your number, I'll call you back.

What do you think each caller said first?

Example: Hello. I'd like to reserve a room, please.

Class Communication

Ex. 3 If possible, sit back to back with a partner. Take turns to play both roles.
 Try to use some of the telephone phrases from the list above.

Receptionist

You work at the Holiday Palace Hotel. Study the extract from the hotel brochure Help the caller with his / her enquiry. Make sure you find out the name and address, the dates they want, and the number of people. Ask him / her to confirm in writing.

This luxury hotel has exceptional facilities for leisure, sport and entertainment. The superb new Leisure Club has a heated swimming pool, squash courts, sauna, sunbeds, jacuzzi, fully equipped gym and 3 tennis courts.

All 178 bedrooms have a private bathroom and are luxuriously furnished and fitted with

colour TV
direct dial telephone
in-house video
radio
hairdrier
tea / coffee making facilities.

The hotel's 2 restaurants and 3 bars offer guests a real choice of wining and dining

Guest

Your name is Mr / Mrs Hill. Telephone the Holiday Palace Hotel to enquire about a week's holiday in June for yourself, your husband / wife and one child. Ask about the hotel's facilities Give exact dates and agree to confirm in writing

Ex. 4

Student A

* * Surrey Cornfield Terrace (Centre) *927681 Telex no 963561 Plan 22

You are on holiday in England with your wife / husband. You are staying in London at present but would like to visit Southbourne for a few days.

You decide to phone up the Surrey Hotel and make a reservation.

You want to stay for three nights and would like a double room with bath, overlooking the sea, if possible. You want a room on the ground floor because your wife has difficulty in climbing stairs (should the lift be out of order).

You will be arriving by train tomorrow and want to know how far the hotel is from the station.

Student B is the hotel receptionist.

You can begin like this:

Good (morning). My name's (David Brown). I'd like to book a room at your hotel for three nights.

Student B

THE SURREY HOTEL

Cornfield Terrace

Southbourne

Tel: (0223) 927681

* to mins from Southbourne station

* 45 bedroom - 25 with private bathroom

- * central heating throughout (No air-conditioning)
- * lift to all floors
- * large bar and restaurant
- * weekend entertainment
- * children welcome - and dogs too!
- * night porter
- * T.V. lounge
- * private car park
- * 5 mins from shops and beach

CHARGES PER NIGHT BED AND BREAKFAST

Single room £15. 50.

Single room with bath £ 50.00

Twin / double room £ 60 50

Twin / double room with bath £65.00

You are a receptionist at the Surrey Hotel. Student A phones up to make a reservation.

Student A

THE MONARCH HOTEL

Seafront Parade Dackton

Tel: (0873) 921215

- * Overlooks the beach
- * 100 bedrooms, most with private bathroom
- * Central heating and air-conditioning throughout
- * 2 lifts to all floors
- * Large bars and restaurants
- * nightly entertainment
- * night porter
- * 3 T V, lounges
- * Private car park
- * 5 mins from Dolphinarium

CHARGES PER NIGHT - BED AND BREAKFAST

Single room £60. 50

Single room with bath £ 65 00

Twin / double room £ 80.50

Twin / double room with bath £85.00

Extra bed in room £ 15.00

TV in the same room £ 5.00

You are a receptionist at the Monarch Hotel in Dackton. Student B phones to make a reservation.

★ ★ Monarch Seafront Parade, CO 15 1 PU «321215

Victorian building with modern interior; overlooking sea.

You have decided to take your two children to Dackton for a few days Phone up the Monarch Hotel and make a reservation.

You want to stay for five nights and would also like a room overlooking the sea.

You will be driving down to Dackton the day after tomorrow and want to know if the hotel is difficult to find.

Your children love watching TV and you would like to have one in your room Student A is the hotel receptionist You can begin like this:

Good (morning). My name's (Janet Smith). I'd like to book a room at your hotel for five nights

CHECKING IN AT A HOTEL

Peter and Maria DeMario arrive at the hotel International in Athens, where they have re-served a room

Good evening. My name's DeMario I reserved a double room with bathroom for three nights

Mr DeMario. Yes, Room 312. Would you like to register, please? Just fill in this form Thank you.

And could I see your passport please? Thank you How much do you charge for a double room?

It's \$ 85 a night, which includes a service charge.

Can we get dinner this evening?

Yes, we're serving dinner in the Roof Garden,

And what time is breakfast?

Breakfast is from 7.30 to 9.00 in the ground-floor restaurant.

And could we have a call in the morning, please?

Certainly. What time would you like it?

Eight o'clock, please

Very good, sir. And here's your key. Room 312.

Thank you. Oh, are there any letters or telephone messages for us?

No, sir, nothing. I'll just get a porter to take your luggage up.

Class Communication

Ex. S With a partner take turns to be a hotel receptionist and a traveller.

Travellers' Roles

1, You are arriving at a hotel where you have booked a single room for one night. Pick up your key at Reception and find out where your room is. Ask about breakfast. Ask the receptionist to give you a call at 7.30 in the morning.

2 Your name is Beck. You have reserved a single room for two nights. Pick up your key at Reception and ask if there are any letters or messages for you. Ask if you can still get dinner at the hotel.

3 You are enquiring about a double room with private bathroom for 13th - 15th August for a Mr and Mrs Hashis. Ask at Reception if the hotel has a room on those dates. Ask how much it costs and if the price includes breakfast, tax and service charge. Find out which meals are served, If the hotel serves dinner, book a room for those dates.

4. You are looking for a single room with a shower for tonight and tomorrow. If the hotel has a room, take it. Pick up your key and find out where your room is. Ask about breakfast.

Information for the Receptionists

1. The guest has booked a single room for one night. Ask the guest to write his / her name and address in the register. Give him / her a key and invent a room number. Breakfast is from 7.00 to 9.30 in the El Dorado Restaurant on the 5th floor.

2. You are expecting a guest called Beck, who has booked a single room for two nights. Give him / her a key, and invent a room number. If he / she asks about messages, give him / her a message saying 'Mrs Gonzales would like you to telephone her.' (Write this message on a piece of paper before the role-playing). Dinner is served in the Nova Restaurant on the 3rd floor until 10 pm.

3. Someone is coming to enquire about rooms. You have plenty of vacancies. A double room with private bathroom plus breakfast is £30 a night including tax. The service charge is extra. The hotel serves breakfast, lunch and dinner. If the person wants to book a room, write down the dates and the names of the guests.

4. You have plenty of single rooms with shower available this week. A room costs £22 a night. If the person takes a room, ask him / her to write his / her name and address in the register. Give him / her a key and invent a room number. Breakfast is from 7.30 to 9.30 in the Breakfast Room downstairs.

CHECKING OUT OF A HOTEL

I'd like to check out, please. Can I have my bill?

Certainly, sir. What was your room number, please?

523

523... That's two nights with breakfast at corporate rate, plus dinner for two on the 22nd, room service, bar, and telephone. That's a total of 420,000 lire.

How would you like to pay?

American Express?

That'll do nicely, sir. Could I have your card, please?

Ex. 6 With a partner take turns to be the hotel receptionist of the Surrey / Monarch Hotel and a traveller who was staying at one of these hotels and wants to check out.

Ex. 7 Describe your stay at a hotel.

The Ideal Hotel

Work in pairs or small groups. Imagine you are going to build the ideal hotel. Where will it be? How big will it be? What facilities will it have? What will it be called? Make notes (and drawings, if you like), then present your hotel to the rest of the class. Which hotel would you most like to stay at?

Revision and Consolidation

Ex. 1 Choose the most suitable word in each sentence

HOLIDAYS

Is it better to go on a package journey / tour, or to travel on your own? I suppose the answer depends on what kind of passenger / tourist you are. A complicated tour

organized by a travel office / agent has some advantages. You have a / an timetable f itinerary, which gives you definite departure / parting and arrival dates, and a list of all your expeditions / destinations. The bedrooms / accommodation may be cheaper, as it has been preserved / booked in advance, so you spend less time worrying about where you are going to stay / live. If you book your own hotel, you might have trouble finding a / an vacant / available room, unless you are going to stay for a fortnight / daytime, for example. On the other hand, organizing your own trip / package can be fun. Many students auto-stop / hitch-hike or buy cheap train tickets, and have / spend the night in student hostels or guest-houses.

Ex. 2 Holiday brochures use a number of adjectives and adverbs to make places sound more attractive. Read the following text and decide where you could insert the words below to give a more positive effect

ideally

traditional dramatic picturesque

CHAMPERY

Two hours from Geneva, Champery is situated at the top of the mountain, close to the French border, It is a resort set in attractive surroundings on the north side of the valley, and facing the peaks of the mountains. The resort manages to retain all the aspects of a Swiss alpine village, whilst providing excellent winter sports facilities.

beautiful luxury antique elegant

successfully breathtaking original charming

ACCOMMODATION

Chalet Hermine - is a three-storey chalet. It is built in the style of the traditional Swiss chalet, with its pine walls and open fireplace. Hermine sleeps ten people in one double room and four twin-bedded rooms with two bathrooms and a showerroom, it is situated overlooking the village with views of the surrounding countryside,

Chalet sur Cou - is a Swiss farmhouse built in the nineteenth century. It has many features including a cast-iron wood-burning stove and pine furniture, and the owner has retained its charm while modernising it throughout. The chalet sleeps six in one double room and two twin-bedded rooms.

Ex. 4 Write in the missing words in the extracts from holiday brochures. Choose from the following list Use each word once only.

beaches

explore

palm

spectacular

coast

capital

cuisine

destinations

dishes

trip

holiday-makers

Mediterranean

mountains
 picturesque
 villages
 restaurants
 scenery
 scuba diving
 sunshine

The island of Majorca is still one of the most popular holiday (1) in the (2). It offers a range of (3) from the chain of (4) which run across the west coast to the beautiful sandy (5) with a backdrop of spectacular cliffs.

Visit the (6), Palma, with majestic Bellver Castle and an abundance of shops. In the (7), you'll see a combination of ancient and modern on a smaller scale with plenty of opportunities for watersports or sunbathing. There are numerous, excellent (8) serving a wide variety of Spanish cuisine and traditional local (9). Majorca is also famous for its festivals and nightlife.

Lanzarote, lying only 100 kilometres off the (10) of Africa, boasts an excellent (11) record and a (12) volcanic landscape and huge, equally dramatic stretches of fine sandy beaches.

(13) the green shuttered, white-washed villages that nestle amongst looming lunar rock formations and waving (14) trees, and don't miss a (15) to Fire Mountain, the island's live volcano.

Fortunately for the many (16) that visit the island, Lanzarote has much more to offer than just natural beauty. Watersport enthusiasts can enjoy windsurfing and (17)

You can purchase many duty-free goods in the shops and sample the local (18) at one of the island's many restaurants. A hired car is an easy way to explore Lanzarote's (19), sleepy villages.

Ex. 5 Choose the best alternative to complete each sentence. Be careful because

some of the alternatives are only slightly wrong!

1. Read all the _____ carefully before you decide where to go on holiday
 a) brochures b) handouts c) tickets d) prospects
2. I'd like to book a room with a (an) _____ of the sea.
 a) outlook b) scenery c) sight d) view
3. When I'm on holiday, I enjoy _____
 a) getting sunburnt b) getting a sunstroke c) having a sunbathe d) sunbathing
4. The cheapest way to go is to take a charter _____
 a) crossing b) flight c) fly d) travel
5. I always get nervous on a plane before it _____.
 a) lifts off b) lifts up c) takes off d) takes up
6. The most popular destinations for _____ holidays are Spain, Italy and Greece.
 a) charter b) package c) packed d) packet
7. When you're staying at a popular resort, there are plenty of _____ to go on,
 a) excursions b) expeditions c) pilgrimages d) sightseeings

8. We bought home a beautiful pottery vase as a of our holiday
 a) memorial b) reminder c) souvenir d) trophy
9. I wanted to book my summer holiday, so I went to my local travel .
 a) agency b) bureau c) office d) service
10. We spent a fortnight in the mountains at a winter sports .
 a) marina b) resort c) spa d) youth hostel
11. The main attraction of the town is its long sandy .
 a) beach b) coast
- 12 You can save money by choosing a
 a) do-it-yourself b) self-catering

Ex. 6 Translate Into English.

- 1, Он не такой человек, чтобы просто лежать и бездельничать на пляже.
- 2 Мне повезло снять номер с окнами, выходящими на море. И до пляжа было рукой подать.
3. Когда мне назвали стоимость, я поняла, что не могу позволить себе поехать в эту туристическую поездку.
4. Я предпочитаю останавливаться в этом отеле, так как в каждом номере есть ванная, телевизор и телефон,
5. Она перестала рассказывать о своем путешествии, как будто осознав, что ее никто не слушает.
6. Двухместный номер в нашем отеле стоит 80 долларов, включая обслуживание.
7. Я не выношу, когда меня спрашивают о моем отпуске. С самого начала все шло не так, как нужно.
8. Туристическая поездка имеет свои преимущества, так как вам не нужно беспокоиться о покупке билетов и о том, чтобы снять номер в гостинице заранее,
9. Я не выношу мысли осматривать достопримечательности летом, так как вводе полным- полно народу.
- 10 Я отказался от надежды снять одноместный номер в этой гостинице. Свободных номеров вообще не было.
11. Будучи домоседкой, я предпочитаю проводить отпуск дома в деревне, а не ехать куда-нибудь, где слишком много людей. Городской шум действует мне на нервы.
- 12 Мягко говоря, я был разочарован моим отпуском. Погода была отвратительной, да и отель оставляет желать лучшего
- 13, Я не могла не купить эту туристическую поездку, так как она продавалась по сниженной цене из-за того, что кто-то отказался от нее в последней момент
- 14, Джеку не нравится даже мысль провести отпуск в такой глуши. Он бы предпочел поехать на какой-нибудь курорт на Средиземном море.
- 15, Войдя в отель, мы подошли к стойке администратора узнать, есть ли для нас сообщение.
16. Гостиница просто превосходна Я бы не возражала пожить там немного.

17. Я хотел провести отпуск в деревне, но родители возражали против того, чтобы уехать из города.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

COLONIZING THE AMERICAS VIA THE NORTHWEST COAST

It has long been accepted that the Americas were colonized by a migration of peoples from Asia slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. The first water craft theory about this migration was that around 11,000-12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat.

Support is growing for the alternative theory that people using watercraft, possibly skin boats, moved southward from Beringia along the Gulf of Alaska and then southward along the Northwest Coast of North America possibly as early as 16,000 years ago. This route would have enabled humans to enter southern areas of the Americas prior to the melting of the continental glaciers. Until the early 1970s, most archaeologists did not consider the coast a possible migration route into the Americas because geologists originally believed that during the last Ice Age the entire Northwest Coast was covered by glacial ice. It had been assumed that the ice extended westward from the Alaskan/Canadian mountains to the very edge of the continental shelf—the flat, submerged part of the continent that extends into the ocean. This would have created a barrier of ice extending from the Alaska Peninsula, through the Gulf of Alaska and southward along the Northwest Coast of North America to what is today the state of Washington.

The most influential proponent of the coastal migration route has been Canadian archaeologist Knut Fladmark. He theorized that with the use of watercraft, people gradually colonized unglaciated refuges and areas along the continental shelf exposed by the lower sea level. Fladmark's hypothesis received additional support from the fact that the greatest diversity in Native American languages occurs along the west coast of the Americas, suggesting that this region has been settled the longest.

More recent geologic studies documented deglaciation and the existence of ice-free areas throughout major coastal areas of British Columbia, Canada, by 13,000 years ago. Research now indicates that sizable areas of southeastern Alaska along the inner continental shelf were not covered by ice toward the end of the last Ice Age. One study suggests that except for a 250-mile coastal area between southwestern British Columbia and Washington State, the Northwest Coast of North America was largely

free of ice by approximately 16,000 years ago. Vast areas along the coast may have been deglaciated beginning around 16,000 years ago, possibly providing a coastal corridor for the movement of plants, animals, and humans sometime between 13,000 and 14,000 years ago.

The coastal hypothesis has gained increasing support in recent years because the remains of large land animals, such as caribou and brown bears, have been found in southeastern Alaska dating between 10,000 and 12,500 years ago. This is the time period in which most scientists formerly believed the area to be inhospitable for humans. It has been suggested that if the environment were capable of supporting breeding populations of bears, there would have been enough food resources to support humans. Fladmark and others believe that the first human colonization of America occurred by boat along the Northwest Coast during the very late Ice Age, possibly as early as 14,000 years ago. The most recent geologic evidence indicates that it may have been possible for people to colonize ice-free regions along the continental shelf that were still exposed by the lower sea level between 13,000 and 14,000 years ago.

The coastal hypothesis suggests an economy based on marine mammal hunting, saltwater fishing, shellfish gathering, and the use of watercraft. Because of the barrier of ice to the east, the Pacific Ocean to the west, and populated areas to the north, there may have been a greater impetus for people to move in a southerly direction.

Directions: Now answer the questions.

It has long been accepted that the Americas were colonized by a migration of peoples from Asia, slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. The first water craft theory about this migration was that around 11,000-12,000 years ago there was an Ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were Incorrect. He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat.

According to paragraph 1, the theory that people first migrated to the Americas by way of an ice-free corridor was seriously called into question by paleoecologist Glen MacDonald's argument that the original migration occurred much later than had previously been believed

A) the demonstration that certain previously accepted radiocarbon dates were incorrect

B) evidence that the continental ice began its final retreat much later than had previously been believed

C) research showing that the ice-free corridor was not as long lasting as had been widely assumed

The word "persuasively" in the passage is closest in meaning to

- A) aggressively
- B) inflexibly
- C) convincingly
- D) carefully

Support is growing for the alternative theory that people using watercraft, possibly skin boats, moved southward from Beringia along the Gulf of Alaska and then southward along the Northwest Coast of North America possibly as early as 16,000 years ago. This route would have enabled humans to enter southern areas of the Americas **prior to** the melting of the continental glaciers. Until the early 1970s, most archaeologists did not consider the coast a possible migration route into the Americas because geologists originally believed that during the last Ice Age the entire Northwest Coast was covered by glacial ice. It had been assumed that the ice extended westward from the Alaskan/Canadian mountains to the very edge of the continental shelf—the flat, submerged part of the continent that extends into the ocean. This would have created a barrier of ice extending from the Alaska Peninsula, through the Gulf of Alaska and southward along the Northwest Coast of North America to what is today the state of Washington.

Paragraph 2 begins by presenting a theory and then goes on to discuss why the theory

- A) was rapidly accepted but then rejected
- B) present the evidence on which the theory was based
- C) cite evidence that now shows that the theory is incorrect
- D) explain why the theory was not initially considered plausible

The phrase "prior to" is closest in meaning to

- A) before
- B) immediately after
- C) during
- D) in spite of

Paragraph 2 supports the idea that, before the 1970s, most archaeologists held which of the following views about the earliest people to reach the Americas?

- A) They could not have sailed directly from Beringia to Alaska and then southward because, it was thought, glacial ice covered the entire coastal region.
- B) They were not aware that the climate would continue to become milder.
- C) They would have had no interest in migrating southward from Beringia until after the continental glaciers had begun to melt.

D) They lacked the navigational skills and appropriate boats needed for long distance trips.

The most influential proponent of the coastal migration route has been Canadian archaeologist Knut Fladmark. He theorized that with the use of watercraft, people gradually colonized unglaciated refuges and areas along the continental shelf exposed by the lower sea level. Fladmark's hypothesis received additional support from the fact that the greatest diversity in Native American languages occurs along the west coast of the Americas suggesting that this region has been settled the longest.

Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

A) Because this region has been settled the longest, it also displays the greatest diversity in Native American languages.

B) Fladmark's hypothesis states that the west coast of the Americas has been settled longer than any other region.

C) The fact that the greatest diversity of Native American languages occurs along the west coast of the Americas lends strength to Fladmark's hypothesis.

D) According to Fladmark, Native American languages have survived the longest along the west coast of the Americas.

More recent geologic studies documented deglaciation and the existence of ice-free areas throughout the major coastal areas of British Columbia, Canada, by 13,000 years ago. Research now indicates that sizable areas of southeastern Alaska along the inner continental shelf were not covered by ice toward the end of the last Ice Age. One study suggests that except for a 250-mile coastal area between southwestern British Columbia and Washington State, the Northwest Coast of North America was largely free of ice by approximately 16,000 years ago. Vast areas along the coast may have been deglaciated beginning around 16,000 years ago, possibly providing a coastal corridor for the movement of plants, animals, and humans sometime between 13,000 and 14,000 years ago.

The author's purpose in paragraph 4 is to

A) indicate that a number of recent geologic studies seem to provide support for the coastal hypothesis

B) indicate that coastal and inland migrations may have happened simultaneously

C) explain why humans may have reached America's northwest coast before animals and plants did

D) show that the coastal hypothesis may explain how people first reached Alaska but it cannot explain how people reached areas like modern British Columbia and Washington State

The word "Vast" in the passage is closest in meaning to

- A) Frozen
- B) Various
- C) Isolated
- D) Huge

*The coastal hypothesis has gained increasing support in recent years because the remains of large land animals, such as caribou and brown bears, have been found in southeastern Alaska dating between 10,000 and 12,500 years ago. This is the time period in which most scientists formerly believed the area to be **inhospitable** for humans. It has been suggested that if the environment were capable of supporting breeding populations of bears, there would have been enough food resources to support humans. Fladmark and others believe that the first human colonization of America occurred by boat along the Northwest Coast during the very late Ice Age, possibly as early as 14,000 years ago. The most recent geologic evidence indicates that it may have been possible for people to colonize ice-free regions along the continental shelf that were still exposed by the lower sea level between 13,000 and 14,000 years ago.*

According to paragraph 5, the discovery of the remains of large land animals supports the coastal hypothesis by providing evidence that

- A) humans were changing their hunting techniques to adapt to coastal rather than inland environments
- B) animals had migrated from the inland to the coasts, an indication that a midcontinental ice-free corridor was actually implausible
- C) humans probably would have been able to find enough resources along the coastal corridor
- D) the continental shelf was still exposed by lower sea levels during the period when the southward migration of people began

The word "inhospitable" in the passage is closest in meaning to

- A) not familiar
- B) not suitable
- C) not dangerous
- D) not reachable

According to paragraph 5, the most recent geologic research provides support for a first colonization of America dating as far back as

- A) 16,000 years ago
- B) 14,000 years ago
- C) 12,500 years ago
- D) 10,000 years ago

*The coastal hypothesis suggests an economy based on marine mammal hunting, saltwater fishing, shellfish gathering, and the use of watercraft. Because of the barrier of ice to the east, the Pacific Ocean to the west, and populated areas to the north, there may have been a greater **impetus** for people to move in a southerly direction.*

The word "Impetus" in the passage is closest in meaning to

- A) chance
- B) protection
- C) possibility
- D) incentive

It has long been accepted that the Americas were colonized by a migration of peoples from Asia slowly traveling across a land bridge called Beringia (now the Bering Strait between northeastern Asia and Alaska) during the last Ice Age. (A) The first water craft theory about this migration was that around 11,000-12,000 years ago there was an ice-free corridor stretching from eastern Beringia to the areas of North America south of the great northern glaciers. It was this midcontinental corridor between two massive ice sheets—the Laurentide to the east and the Cordilleran to the west—that enabled the southward migration. (B) But belief in this ice-free corridor began to crumble when paleoecologist Glen MacDonald demonstrated that some of the most important radiocarbon dates used to support the existence of an ice-free corridor were incorrect. (C) He persuasively argued that such an ice-free corridor did not exist until much later, when the continental ice began its final retreat. (D)

Directions: Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

Moreover, other evidence suggests that even if an ice-free corridor did exist, it would have lacked the resources needed for human colonization.

Where would the sentence best fit?

- A) Choice A
- B) Choice B
- C) Choice C
- D) Choice D

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Recent evidence favors a rival to the long-standing theory that the Americas were colonized 11,000-12,000 years ago by people migrating south from Beringia along a midcontinental ice-free corridor.

Answer Choices

- A) Evidence that an ice-free corridor between two ice sheets developed when the continental ice first began to melt came primarily from radiocarbon dating.
- B) There is growing support for the theory that migration took place much earlier, by sea, following a coastal route along Alaska and down the northwest coast.
- C) Recent geologic evidence indicates that contrary to what had been believed, substantial areas along the coast were free of ice as early as 16,000 years ago.
- D) Research now indicates that the parts of the inner continental shelf that remained covered with ice were colonized by a variety of early human groups well adapted to living in extremely cold environments.
- E) There is evidence suggesting that areas along the coast may have contained enough food resources between 13,000 and 14,000 years ago to have made human colonization possible.
- F) Even though the northern part of the continent allowed for a more varied economy, several early human groups quickly moved south.

ТЕМА 1.3. КИНО

THE CINEMA

Cinema is a medium of mass entertainment. It is both an art and an industry. It has a powerful impact on our mind and soul.

Ex. 1 Think of an old person that you know quite well, for example, a grandparent or a neighbour. Which of the following statements on the cinema would he / she agree with? In the space provided, write 5 against any statement he / she would totally agree with and 0 against any statement they would totally disagree with. Put 4, 3; 2 or 1 to show intermediate attitudes.

Cinema Attitudes' questionnaire

1. Going to the cinema occupies time that would be spent in more wholesome recreation.
2. I am tired of films - I have seen too many poor ones.
3. The cinema is the best civilizing device ever developed.
4. Films are the most important cause of crime.
5. Films are all right but a few give the rest a bad name.
6. I like to see films once in a while, but they do disappoint you sometimes.
7. I think films are fairly interesting.
8. Films are just a harmless pastime.
9. Going to the cinema to me is just a way to kill time.
10. The influence of the cinema is decidedly for good.
11. Films are good clean entertainment.
12. Films increase one's appreciation of beauty.
13. I'd never miss the cinema if we didn't have it.
14. It is a sin to go to the cinema.
15. There would be very little progress without the cinema.

16. Films are the most vital form of art today.
17. A film once in a while is a good thing for everybody.
18. A film once in a while is one of the few good things I can enjoy by myself.
19. Films are wholly bad for children.
20. I like to see other people enjoy films, whether I enjoy them myself or not.
21. Films are to blame for the increase in sexual offence.
22. The cinema is one of the great educational institutions for the common people.
23. Young people are learning to smoke and drink from films.
24. The cinema is the best cheap entertainment.
25. There's too much violence on screen.

Now tick (s) the statements that YOU agree with.

Word Meaning

Ex. 2 Read the definitions below, then write the types of films in the right column.

action / adventure film disaster movie musical

biopic/fantasy film science fiction film

cartoon horror film thriller

comedy juvenile film war film

drama/love story western

1. Film dealing with major disasters, such as earthquakes, fires, plane crashes, etc,
2. In this film, love and romance are the key elements.
3. Film to do with some aspect of war,
4. A film about the life of a particular person.
5. In this film, excitement is generated from action sequences.
6. Film aimed at children and young people.
7. Film which sets out to make the audience laugh.
8. Film about the American wild west, usually with cowboys. Indians and gunfights,
9. Film set in the future, and often to do with space travel, robots, etc
10. Film where the characters and / or situations could not exist in real life. Often deals with magic and mystery, fantastic voyages, etc.
11. A very dramatic film where tension and suspense is deliberately maintained and is a central feature of the plot.
12. In this film, the focus is on human relationships rather than action.
13. A film where the main aim is to terrify the audience.
14. Also called an animated film. Here the film is made by photographing drawings rather than using live actors
15. A film where the emphasis is on music. It usually contains lots of songs.

Ex. 3 Read the film reviews below, then decide what type of film each one is. Choose from the types of film above and write your answers under each title.

Earthquake (1987)

An epic tale with a star-studded cast about the destruction of Los Angeles, as the most catastrophic earthquake of all time rips through Southern California, affecting the lives of all who live there. Excellent special effects make up for the tedious and clichéd plot.

The Aviator (2005)

Set between 1927 and 1947, the movie follows Howard Hughes as he merrily spends his inherited millions to conquer Hollywood and the skies. It is a tale worth telling and the director (Martin Scorsese) does it with style, authority and dash, though at excessive length of nearly three hours Leonardo di Caprio scores as Hughes and Cate Blanchett contributes a witty twist as a bossy Katharine Hepburn.

Raiders of the Lost Ark (1981)

Steven Spielberg's all-action blockbuster with Harrison Ford as Indiana Jones, who is sent to find the legendary biblical Ark of the Covenant before it can be stolen and used by the Nazis in their plan for world domination. A spectacular multi-million dollar version of the 1930s Saturday morning serials, and it works so well because of everybody's enthusiasm and sense of fun.

Ice Castles (1978)

Tear-jerking romance about a young couple who meet on an ice rink and quickly fall in love Both find fame and fortune on the ice - he as a professional hockey player, she as an Olympic champion dancer – but tragedy strikes when she becomes blind.

War of the Worlds (2005)

Like his movies homicidal space invaders, Steven Spielberg shows no mercy In the director's humdinger adaptation of H Well's classic novel, the suspense and scares start early and keep coming with ferocious intensity. But mostly War is a sizzling popcorn movie offering two hours of solid story and gee-whiz, special effects-driven scares, all viewed from the comfortable safety of one's seat in a theatre.

The Wizard of Oz (1939)

Judy Garland gives a dazzling performance in this much-loved movie. She is young Dorothy who is knocked unconscious when a tornado rips through her Kansas

farmhouse and who wakes up in the Technicolour world of Oz (the film starts in black and white) A perfect MGM production with imaginative sets, photography, costumes and make-up. The classic songs include Follow the Yellow Brick Road and the Oscar-winning Over the Rainbow.

Bridget Jones: the Edge of Reason (2005)

Type

If you cosied up to 2001 's Bridget Jones's Diary - count me among its fans - this sequel will prove almost as engaging because it's deja vu all again. Zellweger, Firth and Grant all give entertaining performances, with Grant first among equals. The more incorrigible character he plays, the greater his scampish charm.

Million Dollar Baby (2005)

Type

Movies don't come better or richer in meaning than this Oscar-nominated beauty by director Clint Eastwood, which follows the deepening relationship between a boxer (Hilary Swank) and her trainer (Eastwood). Morgan Freeman costars.

Class Communication

Ex. 4 Think of a film title to match each of the following types of film.

comedy science fiction film kitchen sink drama
 animated film (cartoon) James Bond film musical
 romantic drama historical film detective film
 psychological thriller western documentary film
 horror film adventure film tear jerker / tear-tearing film
 soap opera police drama biopic

Ex. 5 What was the last film you saw either in the cinema or on TV? What type of film was it? Who played the hero, the heroine, the villain, etc?

An Effective Movie Review

Ex. 6 Many people prefer to read a film review before they choose a film to see.

Bart: How about the movie that got such a good review in Zeal last week?

Susanne: What did it say? I can't remember. Now where did I put that magazine?

Here it is.

Zeal's MOVIE

REVIEW

by Rich Hirsch

City life is a movie that we have waited a long time for. A film that is completely lacking in violence and cruelty is a welcome change. For once, people who want to laugh at a movie will not be disappointed. It is funny but profound; realistic and stimulating. The plot is unsophisticated and uncomplicated and packed with human interest. It deals with the problems, intrigues, and prejudices that a young man from the country faces in his new life as a clerk in a big industrialized city. Movie fans will also enjoy the finest filmmaking techniques that we have seen in years. The acting is

superb with Lee Young and Barbara Martin at their best. City Life is easily the most amusing and the most professional movie in town - the best in a long time.

Suzanne: That sounds great. Where is it playing?

Bart: At the Olympia Let's go

Reread the movie review from Zeal magazine. Then read the following review about the same movie from Today's Movies magazine. As you read, think of the different points of view expressed in the two reviews.

CITY LIFE: ONE OF THIS YEAR'S WORST MOVIES

Lee Young is now appearing at the Star Cinema in City Life, one of the year's most uninteresting, unrealistic movies. Young is usually a terrific actor who makes excellent movies, but in City life his acting is extremely poor. The plot is so uncomplicated that it is stupid and unbelievable. It deals specifically with problems of a big industrialized city. Barbara Martin, of course, is beautiful, but not very profound or even amusing in her role as Young's girlfriend.

The movie is called a comedy, but it is rarely truly funny. Other reviewers have said that this movie is good because it is nonviolent; at the same time it shows realism in a stimulating way. We agree that very few movies nowadays have plots that are lacking in violent, hateful, cruel, and fearful plots. But, unfortunately, this movie also lacks realism and good acting.

The cinematography is quite good, however. Jeffrey Langley, the cinematographer, used his cameras well. The movie may have a weak plot and poor acting, but artistically it is a joy to see.

But a beautiful movie is not enough. It must also be well acted and have a strong plot.

Make two columns on a separate piece of paper. Write Zeal on one column and Today's Movies on the other. Then choose the appropriate words from the following list and write them in the correct column to show what the reviews thought of City Life. Some words may go in both lists. Try not to look at the two reviews. Choose from:

unsophisticated uncomplicated rarely funny
 profound
 good cinematography superb acting
 amusing professional poor acting
 unbelievable
 realistic
 beautiful
 weak plot unrealistic

Ex. 7 Develop the following dialogues. Say what film you'd like to see, what type of film it is, what reviews say about it, who is starring etc.

What Shall We Do This Evening?

1.

- Why don't we go to the cinema?

That would be very nice Thank you. What is on at ?

It is

I'll pick you up about 7.30 Right See you later

2.

- Do you feel like going to the pictures?
- That sounds like a good idea. Thank you What shall we see?
- Let's make it 6.30 at your place
- That'll be OK by me.

3.

- Would you like to come to the movie with me tonight?
- I d love to. What's on?
- It's a western. The reviews are
- Great I'll call round for you after dinner.
- OK. I'll be ready.

4.

- How about coming out with me this evening?
- Sounds great Where shall we go?
- Shall we say round about eight?
- Fine. See you then.

Writing

Ex. 8 Write a movie review for a magazine. Don't forget to give this information. Remember that you must not use the pronoun I when you write a review.

- 1 What is the name of the movie? 8
- 2 Where is it on?
3. How long does it last? 9.
- 4 Who are the principal actors? 10.
5. What is the plot?
6. Who were the best actors?
7. Why?

How good were the filmmaking techniques for producing special effects?

What didn't you like?

Should people go to see this movie or not?

A

Revision and Consolidation

I. Put one of the following prepositions in the sentences below.

to in behind during at on

1. We sat the stalls.
- 2 The usherette showed us our seats.
3. There were two actors the stage,
- 4 You'd better ask the box office.
1. My favourite actress was the play

2. During the performance, work is going on the scenes
- 7 People usually have a drink or a cigarette the interval.
- 8 Our seats were the third row
9. He prefers to sit the front; she likes to be the back.
10. I like to sit the middle.
11. It wasn't made location.
12. Is there a good film tonight?
13. What's the Odeon?
- 14 This film is based a book

II. Put one of the following words in the sentences below.

announcer critic orchestra scriptwriter
 audience interval rehearsal studio
 balcony joke row understudy
 cinema opera scene

1. The all applauded when she came onto the stage
2. What film is on at the this week?
3. I watched a concert given by a famous symphony .
4. I always get a seat in the when I go to the theatre I can see much better from up there.
5. I didn't think the he told was at all funny.
- 6 The apologised to viewers for the delay.
- 7 The dress- was terrible. Let's hope the first night will be much better.
8. The in the newspaper said it was the best film of the year
9. After ten hours in the recording , the group were finally satisfied.
- 10 The director asked the to change some of the lines in the first part of the film
11. When the leading man became ill, his had to take his place.
12. As soon as the lights went up for the , the children rushed to the foyer to buy ice creams.
- 13 Not all singers are large, you know!
14. I've got us two seats in D, near the front
15. In the final of the film, the hero rode off into the sunset

III. Put each of the following words or phrases in its correct place in the passages below.

renews run critics
 performances theatre-goers playwright
 audience parts matinees
 rehearsals hit applause
 first night cast auditions
 director flop

The person who directs the preparation of a play is the (1) . Sometimes the (2) , who wrote the play, works with him. One of the first things to be done is to choose the (3) , the actors and actresses. For this purpose (4) are held at

which actors perform short pieces and the most suitable are chosen for the (5) in the play, Before the play is performed in front of an (6) of hundreds of (7), of course there are a lot of (8). At last, the (9)! When the curtain goes down at the end, will there be enthusiastic (10) or silence? Will the newspaper [11] be good or bad? What will the (12) think? Everyone hopes for a (13) that will (14) for months or even years, but the play might be a (15) and only last a few days. It's hard work in the theatre. There are evening (16) six nights a week and afternoon shows, called (17), once or twice as well.

IV. Complete the sentences. To help you, the first letter of each word is given.

A.

Fiona and I went to the (1) c the other day to see 'Devil' at the Odeon. The (2) r by the Daily Express (3) c was good, and we decided to go to the 8 o'clock (4) p. When I arrived, Fiona was waiting for me in the (5) f, looking at a poster for 'Devil' on the wall. The (6) u took our tickets and showed us to our seats. I don't like to be too close to the (7) s and I usually sit in the back (8) r if possible, and I prefer a seat in the (9) a so I can stretch my legs. Before the main film there was a Mickey Mouse (10) c, then a trailer for the following week's film. 'Devil' was a (11) h film and I was quite terrified, but Fiona thought it was funny.

B.

Marlon Brando is a superb actor and in 'On the Waterfront' he gave his finest (1) p. It is his best-known (2) r. The (3) c also included Eva Marie Saint and Karl Malden and the film's (4) d, Elia Kazan, never made a better film. Parts of the film were shot in the (5) s in Hollywood, but a lot was made on (6) I in the streets of New York, which makes it at times like a (7) d. The critics loved the film but it was not only a (8) c success. It was a great (9) b o as well, and made an enormous profit. The (10) p is about a young man's attempt to be a boxing champion.

V. Choose the most suitable word.

1. The group played for two hours and then came back for a(n) _____.
 - a) encore
 - b) extra
 - c) performed
 - d) ending
2. There was a twenty-minute _____ after the third act.
 - a) break
 - b) pause
 - c) rest
 - d) interval
3. The _____ of the jealous husband was played by Paul Newman.
 - a) paper
 - b) part
 - c) interpretation
 - d) acting
4. The _____ applauded warmly when the curtain dropped.
 - a) observers
 - b) crowd
 - c) spectators
 - d) audience
5. The play is _____ in 18th century England.
 - a) set
 - b) situated
 - c) cast
 - d) held
6. The audience enjoyed the play so much that they clapped _____.
 - a) aloud
 - b) heavily
 - c) loudly
7. At the end of the concert the audience gave the conductor a / an _____.
 - a) applauding
 - b) cheering
 - c) standing ovation
6. The orchestra tried hard, but several members were quite out of _____.

- a) breath b) music c) tune
9. Everyone watching the trapeze-artist was with admiration.
- a) clapping b) crying c) gasping
10. The clown was so funny that he had everyone in .
- a) applause b) laughter c) stitches
- II. The group's performance was really dreadful and the audience and booed at the end
- a) clucked b) hissed c) screamed
12. Some of the sketches were amusing, but I am afraid that most of the jokes fell
- a) flat b) foul c) short
13. At the end of the musical, the entire audience into applause.
- a) boomed b) broke c) burst
14. Everyone clapped enthusiastically when the actors came on .
- a) screen b) stage
15. Most critics agree that Celia gave the best .
- a) acting b) performance
- 16 It was a very long play so there were three a) } interludes b) intervals
17. Jean has decided to join an amateur society,
- a) dramatic b) theatrical
18. It was a good film, and ! thought Nick Nolte really well
- a) acted b) played
- 19 There was so much suspense that I was kept on the edge of my .
- a) place b) seat
- 20 The leading lady unfortunately lost her voice during the rehearsal.
- a) dress b) stage
- 21 Most modern plays don't need a lot of complicated a) scenery b) scenes
- 22, I thought it was a good film but it got terrible
- a) critics b) reviews
- 23 Quite honestly, I haven't much time for _ a) horror b) horrific

VI. Translate into English.

1. Что тебе помешало заказать билеты на спектакль заранее. Ты же знаешь, что я терпеть не могу стоять в очереди.

2 Извините, что я так говорю, но я не жалею, что пропустил этот спектакль. Это был полный провал.

3 Говорят, что она великолепная актриса, способная вызвать слезы у зрителей,

4 Эту новую постановку стоит посмотреть. Состав действующих лиц и исполнителей просто великолепен.

5. Кажется, спектакль ему не понравился. Хотя декорации были хорошими, игра актеров оставляла желать лучшего.

6 Я не могу не восхищаться игрой этой блистательной актрисы.

7. Есть ли возможность купить билеты на бельэтаж, т.к, оттуда лучше видна сцена,
8. Кассир сказал, что все места в партере распроданы. Мам ничего не оставалось делать, как заказать билеты на балкон.
9. Я была очарована музыкой и декорациями, которые были великолепны.
10. Посмотрев спектакль дважды, я могу сказать, что это лучшая постановка комедии Шекспира, которую я когда-либо видел.
11. Действие фильма разворачивается в конце 90-х.
- 12 Не уппусти шанс посмотреть фильм 'Красотка' с Джулией Робертс в главной роли.
13. Я не люблю смотреть фильмы ужасов, а предпочитаю боевики.
14. Говорят, что этот фильм снимался не в студии, а на натуре в какой-то экзотической стране,
16. Я никогда не сажу слишком близко к экрану, а покупаю билеты на места в последнем ряду.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

TRANSITION TO SOUND IN FILM

The shift from silent to sound film at the end of the 1920's marks, so far, the most important transformation in motion picture history. Despite all the highly visible technological developments in theatrical and home delivery of the moving image that have occurred over the decades since then, no single innovation has come close to being regarded as a similar kind of watershed. In nearly every language, however the words are phrased, the most basic division in cinema history lies between films that are mute and films that speak.

Yet this most fundamental standard of historical periodization conceals a host of paradoxes. Nearly every movie theater, however modest, had a piano or organ to provide musical accompaniment to silent pictures. In many instances, spectators in the era before recorded sound experienced elaborate aural presentations alongside movies' visual images, from the Japanese *benshi* (narrators) crafting multivoiced dialogue narratives to original musical compositions performed by symphony-size orchestras in Europe and the United States. In Berlin, for the premiere performance outside the Soviet Union of *The Battleship Potemkin*, film director Sergei Eisenstein worked with Austrian composer Edmund Meisel (1874-1930) on a musical score matching sound to image; the Berlin screenings with live music helped to bring the film its wide international fame.

Beyond that, the triumph of recorded sound has overshadowed the rich diversity of technological and aesthetic experiments with the visual image that were going forward simultaneously in the 1920's. New color processes, larger or differently shaped screen sizes, multiple-screen projections, even television, were among the developments invented or tried out during the period, sometimes with startling success. The high costs of converting to sound and the early limitations of sound technology

were among the factors that suppressed innovations or retarded advancement in these other areas. The introduction of new screen formats was put off for a quarter century, and color, though utilized over the next two decades for special productions, also did not become a norm until the 1950's.

Though it may be difficult to imagine from a later perspective, a strain of critical opinion in the 1920's predicted that sound film would be a technical novelty that would soon fade from sight, just as had many previous attempts, dating well back before the First World War, to link images with recorded sound. These critics were making a common assumption—that the technological inadequacies of earlier efforts (poor synchronization, weak sound amplification, fragile sound recordings) would invariably occur again. To be sure, their evaluation of the technical flaws in 1920's sound experiments was not so far off the mark, yet they neglected to take into account important new forces in the motion picture field that, in a sense, would not take no for an answer.

These forces were the rapidly expanding electronics and telecommunications companies that were developing and linking telephone and wireless technologies in the 1920's. In the United States, they included such firms as American Telephone and Telegraph, General Electric, and Westinghouse. They were interested in all forms of sound technology and all potential avenues for commercial exploitation. Their competition and collaboration were creating the broadcasting industry in the United States, beginning with the introduction of commercial radio programming in the early 1920's. With financial assets considerably greater than those in the motion picture industry, and perhaps a wider vision of the relationships among entertainment and communications media, they revitalized research into recording sound for motion pictures.

In 1929 the United States motion picture industry released more than 300 sound films—a rough figure, since a number were silent films with music tracks, or films prepared in dual versions, to take account of the many cinemas not yet wired for sound.

At the production level, in the United States the conversion was virtually complete by 1930. In Europe it took a little longer, mainly because there were more small producers for whom the costs of sound were prohibitive, and in other parts of the world problems with rights or access to equipment delayed the shift to sound production for a few more years (though cinemas in major cities may have been wired in order to play foreign sound films). The triumph of sound cinema was swift, complete, and enormously popular.

Directions: Now answer the questions.

*The shift from silent to sound film at the end of the 1920's marks, so far, the most important transformation in motion picture history. Despite all the highly visible technological developments in theatrical and home delivery of the moving image that have occurred over the decades since then, no single innovation has come close to being **regarded** as a similar kind of watershed. In nearly every language, however the*

words are phrased, the most basic division in cinema history lies between films that are mute and films that speak.

The word "**regarded**" in the passage is closest in meaning to

- A) analyzed
- B) considered
- C) altered
- D) criticized

According to **paragraph 1**, which of the following **is the** most significant development in the history of film?

- A) The technological innovation of sound film during the 1920's
- B) The invention of a method for delivering movies to people's homes
- C) The development of a technology for translating films into other languages
- D) The technological improvements allowing clearer images in films

*Yet this most fundamental standard of historical periodization conceals a host of paradoxes. Nearly every movie theater, however modest, had a piano or organ to provide musical accompaniment to silent pictures. In many instances, spectators in the era before recorded sound experienced elaborate aural presentations alongside movies' visual images, from the Japanese benshi (narrators) crafting multivoiced dialogue narratives to original musical compositions performed by symphony-size orchestras in Europe and the United States. In Berlin, for the premiere performance outside the Soviet Union of *The Battleship Potemkin*, film director Sergei Eisenstein worked with Austrian composer Edmund Meisel (1874-1930) on a musical score matching sound to image: the Berlin screenings with live music helped to bring the film its wide international fame.*

The word "paradoxes" in the passage is closest in meaning to

- A) difficulties
- B) accomplishments
- C) parallels
- D) contradictions

Why does the author mention "Japanese *benshi* " and "original musical compositions"?

- A) To suggest that audiences preferred other forms of entertainment to film before the transition to sound in the 1920's
- B) To provide examples of some of the first sounds that were recorded for film
- C) To indicate some ways in which sound accompanied film before the innovation of sound films in the late 1920's
- D) To show how the use of sound in films changed during different historical periods

Paragraph 2 suggests which of the following about Eisenstein's film *The Battleship Potemkin*?

- A) The film was not accompanied by sound before its Berlin screening.
- B) The film was unpopular in the Soviet Union before it was screened in Berlin.
- C) Eisenstein's film was the first instance of collaboration between a director and a composer.
- D) Eisenstein believed that the musical score in a film was as important as dialogue.

*Beyond that, the triumph of recorded sound **has overshadowed** the rich diversity of technological and aesthetic experiments with the visual image that were going forward simultaneously in the 1920's. New color processes, larger or differently shaped screen sizes, multiple-screen projections, even television, were among the developments invented or tried out during the period, sometimes with startling success. The high costs of converting to sound and the early limitations of sound technology were among the factors that suppressed innovations or retarded advancement in these other areas. The Introduction of new screen formats was put off for a quarter century, and color, though utilized over the next two decades for special productions, also did not become a norm until the 1950's.*

The word "overshadowed" in the passage is closest in meaning to

- A) distracted from
- B) explained
- C) conducted
- D) coordinated with

According to paragraph 3, which of the following is NOT true of the technological and aesthetic experiments of the 1920's?

- A) Because the costs of introducing recorded sound were low, it was the only Innovation that was put to use in the 1920's.
- B) The introduction of recorded sound prevented the development of other technological innovations in the 1920's.
- C) The new technological and aesthetic developments of the 1920's included the use of color, new screen formats, and television.
- D) Many of the innovations developed in the 1920's were not widely introduced until as late as the 1950's.

Though it may be difficult to imagine from a later perspective, a strain of critical opinion in the 1920's predicted that sound film would be a technical novelty that would soon fade from sight, just as had many previous attempts, dating well back before the First World War, to link images with recorded sound. These critics were making a

common assumption—that the technological inadequacies of earlier efforts (poor synchronization, weak sound amplification, fragile sound recordings) would invariably occur again. To be sure, their evaluation of the technical flaws in 1920's sound experiments was not so far off the mark, yet they neglected to take into account important new forces in the motion picture field that, in a sense, would not take no for an answer.

Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

A) It was difficult for some critics in the 1920's to imagine why the idea of sound film had faded from sight well before the First World War.

B) As surprising as it seems today, some critics in the 1920's believed that the new attempts at sound films would fade just as quickly as the attempts made before the First World War.

C) Though some early critics thought that sound film would fade, its popularity during the First World War proved that it was not simply a technical novelty.

D) Although some critics predicted well before the First World War that sound film would be an important technical innovation, it was not attempted until the 1920's.

The word "neglected" in the passage is closest in meaning to

A) failed

B) needed

C) started

D) expected

According to paragraph 4, which of the following is true about the technical problems of early sound films?

A) Linking images with recorded sound was a larger obstacle than weak sound amplification or fragile sound recordings.

B) Sound films in the 1920's were unable to solve the technical flaws found in sound films before the First World War.

C) Technical inadequacies occurred less frequently in early sound films than critics suggested.

D) Critics assumed that it would be impossible to overcome the technical difficulties experienced with earlier sound films.

These forces were the rapidly expanding electronics and telecommunications companies that were developing and linking telephone and wireless technologies in the 1920's. In the United States, they included such firms as American Telephone and Telegraph, General Electric, and Westinghouse. They were interested in all forms of sound technology and all potential avenues for commercial exploitation. Their

competition and collaboration were creating the broadcasting industry in the United States, beginning with the introduction of commercial radio programming in the early 1920's. With financial assets considerably greater than those in the motion picture industry, and perhaps a wider vision of the relationships among entertainment and communications media, they revitalized research into recording sound for motion pictures.

In paragraph 5, commercial radio programming is best described as the result of
 A) a financially successful development that enabled large telecommunications firms to weaken their competition

B) the desire of electronics and telecommunications companies to make sound technology profitable

C) a major development in the broadcasting industry that occurred before the 1920's

D) the cooperation between telecommunications companies and the motion picture industry

In 1929 the United States motion picture industry released more than 300 sound films—a rough figure, since a number were silent films with music tracks, or films prepared in dual versions, to take account of the many cinemas not yet wired for sound. At the production level, in the United States the conversion was virtually complete by 1930. In Europe it took a little longer, mainly because there were more small producers for whom the costs of sound were prohibitive, and in other parts of the world problems with rights or access to equipment delayed the shift to sound production for a few more years (though cinemas in major cities may have been wired in order to play foreign sound films). The triumph of sound cinema was swift, complete, and enormously popular.

According to paragraph 6, which of the following accounts for the delay in the conversion to sound films in Europe?

A) European producers often lacked knowledge about the necessary equipment for the transition to sound films.

B) Smaller European producers were often unable to afford to add sound to their films.

C) It was often difficult to wire older cinemas in the major cities to play sound films.

D) Smaller European producers believed that silent films with music accompaniment were aesthetically superior to sound films.

These forces were the rapidly expanding electronics and telecommunications companies that were developing and linking telephone and wireless technologies in the 1920's. In the United States, they included such firms as American Telephone and Telegraph, General Electric, and Westinghouse. They were interested in all forms of

sound technology and all potential avenues for commercial exploitation. Their competition and collaboration were creating the broadcasting industry in the United States, beginning with the introduction of commercial radio programming in the early 1920's. **(A)** With financial assets considerably greater than those in the motion picture industry, and perhaps a wider vision of the relationships among entertainment and communications media, they revitalized research into recording sound for motion pictures. **(B)** In 1929 the United States motion picture industry released more than 300 sound films—a rough figure, since a number were silent films with music tracks, or films prepared in dual versions, to take account of the many cinemas not yet wired for sound. **(C)** At the production level, in the United States the conversion was virtually complete by 1930. **(D)** In Europe it took a little longer, mainly because there were more small producers for whom the costs of sound were prohibitive, and in other parts of the world problems with rights or access to equipment delayed the shift to sound production for a few more years (though cinemas in major cities may have been wired in order to play foreign sound films). The triumph of sound cinema was swift, complete, and enormously popular.

Directions: Look at the part of the passage that is displayed above. The letters **(A)**, **(B)**, **(C)**, and **(D)** indicate where the following sentence could be added.

When this research resulted in the development of vastly improved sound techniques, film studios became convinced of the importance of converting to sound.

Where would the sentence best fit?

- A) Choice A
- B) Choice B
- C) Choice C
- D) Choice D

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express Ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

The transition from silent to sound films was the **most important development** in film history.

Answer Choices

A) Although music and speech had frequently accompanied film presentations before the 1920's, there was a strong desire to add sound to the films themselves.

B) Japanese filmmakers had developed the technology for creating sound films before directors in Europe and the United States began experimenting with sound.

C) Because of intense interest in developing and introducing sound in film, the general use of other technological innovations being developed in the 1920's was delayed.

D) Before the First World War, film directors showed little interest in linking images with recorded sound.

E) The rapid progress in sound technology made possible by the involvement of telecommunications companies transformed the motion picture industry.

F) The arrival of sound film technology in the United States forced smaller producers in the motion picture industry out of business.

РАЗДЕЛ 2. СФЕРА СОЦИАЛЬНО-ПОЗНАВАТЕЛЬНОГО ОБЩЕНИЯ

ТЕМА 2.1. ГОРОДСКАЯ ЖИЗНЬ

HUSTLE AND BUSTLE OF CITY LIFE

Class discussion

Ex. 1 List the advantages and disadvantages of living in a city and in a village / a small town

Advantages of living in a large city Advantages of living in a village or a small town

Ex. 2 Read the dialogue and tick (s) the points the speakers made which were the same as yours. Then add the other points they made too. Discuss with your groupmates what you enjoy about living in your own city, town or village where you would prefer to live and why.

Ted: Hi, Pat, We haven't seen you for a while.

Pat: Hi. I've just got back from New York What a wonderful city! I'd really love to live there. Have you ever been there, Ted?

Ted: No, I wouldn't want to. I can't think of anywhere I'd want to live less. I've heard all about it and it sounds absolutely terrible - so much crime and violence Did you get robbed while you stayed there, Pat?

Pat: Of course, not. As long as you take care and don't go anywhere you shouldn't go, you are safe. What I really love about cities is that there are so many different kinds of people to see, and so many different things to do. It's impossible to get bored I mean, whatever your interests there's something to do: entertainments, artistic events, museums - you name it, it's there.

Ted; No, I'd rather live in a small village where everyone knows everyone else, and people talk to each other, and they help each other out. In a city nobody knows who you are - everybody is in a hurry, and nobody has the time to be friendly. I know Marty agrees with me, don't you?

Marty; Well, up to a point I do But I think you are generalizing a bit Some villages are full of unfriendly people and some cities are full of friendly people. It all depends, If you live in a city and want to be alone and don't want to socialize, you can do that Nobody will mind if you keep yourself to yourself. But if you try doing that in a village, people will call you unfriendly and unsociable and they'll make life difficult for you

Ted: Well, yeah I'll tell you what: the worst thing of all is ,..

Marty: What's that, Ted?

Ted; The traffic and the public transport. Now, I'd hate to live in a place where you just have to squeeze onto a bus or an underground train just to get anywhere. Oh, yeah. Underground trains are terrible, aren't they?

Pat: I do agree about the traffic, but the subway in New York is really the best way to get around and it doesn't matter if you are squashed together because you know you can get anywhere you want in just a few minutes.

Marty: I do have to agree that cities are exciting places to live in.. . Not like a village where nothing goes on from one week to the next

Ted: But that's the whole point, as far as I'm concerned, that's exactly what makes a village so great to live in, the peace and quiet.

Marty: Well, I have the best of both worlds. I live in a small town which is within easy reach of London and it's very close to the country.

Getting Around the City

Ex. 3 The paragraphs in this instruction manual about the safest way to cross roads have become mixed up. Put the numbers 1 to 6 in the boxes to make the correct sequence.

THE GREEN CROSS CODE

FIRST FIND A SAFE PLACE TO CROSS, THEN STOP.

It is safer to cross at subways, footbridges, islands, zebra and pelican crossings or where there is a police officer, school crossing patrol or a traffic warden.

If you can't find any good crossing places like these, choose a place where you can see clearly along the roads in all directions. Try not to cross between parked cars Always STOP at the kerb to give yourself lots of time to have a good look all round.

STAND ON THE PAVEMENT NEAR THE KERB.

Don't stand near the edge of the pavement. If there is no pavement, stand back from the edge of the road but where you can still see traffic coming.

LOOK ALL ROUND FOR TRAFFIC AND LISTEN

Traffic may be coming from any direction, so take care to look along every road, and listen too, because you can sometimes hear traffic before you can see it.

IF TRAFFIC IS COMING, LET IT PASS. LOOK ALL ROUND AGAIN

If there is any traffic near, let it go past Then look round again and listen to make sure no other traffic is coming

WHEN THERE IS NO TRAFFIC NEAR. WALK STRAIGHT ACROSS THE ROAD

If there is something in the distance, do not cross unless there is plenty of time to reach the other side

□ KEEP LOOKING AND LISTENING FOR TRAFFIC WHILE YOU CROSS.

Once you are in the road, keep looking and listening in case you did not see some traffic - or in case other traffic suddenly appears

Ex. 7 Insert the right prepositions.

London cabbies have the reputation (1) being the best trained taxi drivers [2] the world. To become a taxi driver in London, you have to pass a very difficult exam called "The Knowledge", This is a test (3) the driver's knowledge (4)

London - all its streets and major buildings, as well as every club, hospital, police station and library. It can take a person up (5) three years to study (6) this exam, and the result is that London cabbies can usually take you anywhere you want to go (7) the most direct route, and without having to look (8) a map. A cabbie must also have a medical examination and have no criminal convictions.

Ex. 8 Put each of the following words in its correct place in the passage bellow.

fare sliding doors platform conductor crew cab
double-decker bus stop driver rush hour tube destination
inspector subway lift hail Single-decker taxi-ran κ
metro coach meter escalator conductress check
tig rack

A taxi, sometimes called a (1) is the most comfortable way to travel. You simply (2) the taxi in the street or go to a (3), where there are several taxis waiting, for example at a station. At the end of your journey, you can see how much the (4) is by looking at the (5). You add a (6) to this, and that's it, Very simple But expensive!

What about taking a bus? If it has two floors, it's called a (7) and you can get a good view from the top, If it has only one floor, it's called a (8).

Most buses have a two-person (9) ■ the (10), who drives, of course, and the (11), (or (12) if it's a woman) who takes your money. Keep your ticket because an (13) might want to (14) it You catch a bus by waiting at a (15). You can see where a bus is going because the (16) is written on the front. But try to avoid the (17). Busier than the bus is the underground (called the (18) in London, the (19) in New York and the (20) in Paris and many other cities). You buy your ticket at the ticket-office. Go down to the (21) on the (22) or in the (23) The train comes, The (24) open, You get on You look at the map of the underground system. Very simple. For longer distances take a train or a long distance bus, usually called a (25), which is slower but cheaper The train is very fast. Put your luggage on the (26) and sit and wait till you arrive.

Word Meaning

Ex. 9 Explain the difference between...

a carriage and a compartment a season ticket and a return ticket a bus driver and a bus conductor a road and a street a road and a way crossroads and a crossing

Skill Developing

Ex. 10.

- 1 Explain to your parents who come to visit you how to get from the railway station to your hostel.
2. Give directions to your friend on how to get to your home from his / her place
3. Tell the group how you get to the University
4. Think of a particular place in your city and give directions on how to reach that place, not forgetting to give a starting point. Let your fellow students guess what destination you mean
- 5 Role-play the following situation. You are a tourist who has got lost in a foreign city Your knowledge of the native language is limited. Try to find the way out

Words in Context

A Driving Test

Ex.1 Trevor Andrews is an examiner for people who take driving tests. He is describing his experiences with two learners in the two texts that follow. Read them and then answer the questions.

The trouble is, you see, that you're not supposed to talk to the drivers except to avoid an accident. Take Mrs Bland, a nice lady, but ... We drove down to the traffic lights all right, and I said, "Turn right, please, towards Market Street". She turned left, and then realised she had gone in the wrong direction. A coach just behind us braked sharply, and the driver swore at us when he overtook us "I always have problems with left and right", Mrs Bland said, as we came up to the roundabout, But I managed to steer her to a quiet road, so she could reverse round a corner. "I must keep at the same distance from the kerb all the way round, my driving instructor said," she told me. As we reached the corner, she said, "Oh. dear, we've gone too far". She wrenched the steering wheel and we mounted the pavement, just as a man came out of his front gate, There was an awful crash, and I shut my eyes, but we had only driven through his fence. After I had listened to his complaints. I told her I would drive her home. "Have I failed?" she said. She was very angry. In the end, I parked outside her house and she was still arguing There's my husband,' she said 'You must explain what happened.' So I did. He was quite reasonable, but when I turned round, I saw a traffic warden writing out a parking ticket. "Don't you see the No Parking sign?" he said and you a driving examiner!"

1. Why do you think the coach behind braked sharply?
2. Why do you think Trevor was worried by what Mrs Bland said as they approached the roundabout?
3. Why did he choose a quiet road for the first practical test?
4. Why did the car mount the pavement?
5. How did Trevor get a parking ticket?

Mr Hogg was much worse, though. He had his own Jaguar, with L plates on it. We took the same route, I didn't want to go to Market Street because it was getting near the rush hour and Mr Hogg looked as if he would be impatient in a traffic jam. But when he accelerated past a minibus just as we were approaching a fork in the road, I began to worry. "Left or right " he said, swerving past a cyclist. 'Left", I said, watching

the cyclist in the mirror as he fell off his bike. We roared over a zebra crossing and two pedestrians jumped back onto the pavement just in time. "Slow down", I said, "you're exceeding the speed limit. "Really?" he said, as we passed a lorry going into a bend. "I thought it was 70 on the main road out of town" "No, that's on the motorway," I said weakly. In no time, we were out of town I could see a motel ahead and a lorry parked in a lay-by. Suddenly, the car swerved violently, and we skidded to a halt as he put on the brakes. "There was a strange noise", he said. 'Perhaps we've got a flat tyre". He was right but when we had changed the wheel, the car wouldn't start. 'You've run out of petrol", I said, looking at the gauge. "How silly!" he said. "(asked my wife to fill up before I took my test, "We stood at the side of the road, trying to flag down passing motorists. They didn't stop. They thought we were hitch-hikers, hoping to get a lift. In the end. I came back by bus and said I would tell the nearest garage. It was better than coming back with him, though.

1. Why did Mr Hogg's car have L plates on it?
2. Why did Trevor prefer not to go towards Market Street?
3. Why was Mr Hogg wrong to accelerate past the minibus?
4. Why did the pedestrians jump back onto the pavement?
5. What is the speed limit on the motorway?
6. What do you think a motel is? And what is a lay-by?
7. Why did the car skid to a halt?
8. What do you do if you have a flat tyre?
9. Why wouldn't the car start after they had changed the wheel?
10. Why did they try to flag down motorists, and why didn't the motorists stop?

Ex. 3 Write the missing words in the sentences below. Choose from the box and make any changes that may be necessary.

accelerate dip one's headlights park
brake do a U-turn reverse
break down give way skid
break the speed limit keep to the speed limit stall
change gear overtake tow

1. He usually when he's driving, So if the sign says 90. then he never drives at more than 90 kilometres per hour
2. To means to drive backwards.
3. You usually to make a car slqw down or stop.
4. When driving at night you should always when you see a car coming towards you. Otherwise you can blind the driver.
5. This car can from 0-100 kilometres per hour in under ten seconds,
6. To a car means to drive past it.
7. If a car another one, it pulls it along behind it, usually using a rope or a chain.
8. It is always very difficult toin the High street, so we usually go to one of the large car parks near the station

9 One of the most difficult things when learning to drive is to smoothly. That's why many people prefer automatic cars.

10. When a car , it turns round in a half circle then drives back the way it came.

11, He was fined for . He was doing over 100 kilometres per hour in a built-up area where the limit was 50.

12. In Britain, when you reach a roundabout you should always to traffic on your right.

13, When a car , the engine stops suddenly, because there is not enough power or speed to keep it going. This can sometimes happen when you first drive a car on a cold, frosty morning.

14 He was late for the meeting because his car just outside Brighton.

15. It is very easy for a car to and go out of control if the roads are wet or icy.

Skill Developing

Ex. 5 Read and comment on die anecdotes about drivers:

'Didn't you claim when you sold me this car that you would replace anything that broke or was missing?'

'Yes, sir What is it?'

"Well, I want four front teeth and a collar bone."

Officer: Don't you see that sign, "Fine for parking?"

Driver: Yes, Officer, i see it and heartily agree with it."

** *

Policeman: "As soon as I saw you come around the bend I said to myself "Forty five at least".

Lady driver. How dare you? It's this hat that makes me look older.

* * *

A motorist speeding along a highway at 80 miles an hour was stopped by a policeman "Was I driving too fast?" asked the motorist apologetically. "Hell no," replied the policeman "You were flying too low."

* * *

Mother: What did your dad say when you smashed his new car? Son: Shall I leave out the swear words? Mother: Yes, of course.

Son: He didn't say a word

* * *

Policeman: What do you mean going fifty miles an hour?

Motorist: My brakes don't work and I was hustling to get home before I had an accident

Words in Context

Back-seat Driving

Carol: You shouldn't have put your brakes on when the highway's so slippery

Jeff: I put the brakes on because you grabbed the steering wheel.

Carol: I grabbed the steering wheel because you started to weave from side to side

Jeff: I started to weave after you grabbed the emergency brake

Carol: I grabbed the handbrake after you shouted "My God!"

Jeff: I shouted "My God!" after you jerked my foot off the accelerator.

Carol: I jerked your foot off the accelerator because you didn't want to listen to me.

Jeff: I didn't want to listen to you because you told me I should be driving an ass on a rope instead of a car.

Carol: I suggested you should be driving an ass and not a car because you were driving like a madman.

Jeff: I drove like a madman to get away from the Fiat driver you bawled out as we passed

Carol: I bawled him out because he was looking at me and pointing his finger at his forehead

Jeff: He was pointing his finger at his forehead because you had put your right hand out of the window as if we were going to make a right turn.

Carol: I put my hand out to show you the tree we were going to smash into if you kept driving like a fool

Jeff: But in the end we smashed into a different one.

Carol: But of course. You'll do anything just to contradict me.

Ex. 6 Find in the dialogue the English equivalents to the following Russian expressions:

руль

ручной тормоз тормозить

столкнуть ногу с акселератора врезаться в дерево

Class Communication

1. Can you drive a car? Recollect your first driving experience.

2. Act out a sketch "A Back-seat Driver",

Ex. 7 Read the accounts of a road accident, discuss what happened.

Atex Hughes

I was waiting at the lights at the corner of Parks Road and Broad Street. It was a quiet afternoon There wasn't much traffic on the roads. The road markings are funny because there are two white lines in front of the lights One is where the cars should stop and the other is where bicycles should stop To be more honest, I never worked out which is which, so I always stop at the first one The light turned from red to amber and I edged forward and, when I got to the second white line. I stopped momentarily. It was really an unconscious reflex...you know... having come to a white line on the road, which generally means 'Stop'. Anyway, the next thing I knew there was an enormous jolt. When I recovered my composure I turned round and saw that a car had run straight into the back of me,

Pamela Walters

I was coming up to the lights at the end of Parks Road I must have been doing about 25 miles an hour. There was a car waiting at the lights and, as I got nearer to it,

the lights turned from red to green This bloke, he edged forward as they turned and I let off the brake assuming, you know, as anyone would, that he was moving off... because of the green light So then what does he do? He suddenly stops I mean, people do some stupid things but you don't expect them to do exactly the opposite of what the signal tells them. I braked hard, but it was too late and ran into the back of him.

Ex. 8 Now, using the phrases below to help you, discuss who you think is to blame for the accident.

He / she is to blame.

He / she is chiefly / in part to blame for (not) ... -ing It's his / her fault.

The fault / responsibility lies with the person who ...

It had nothing to do with her / the fact that...

It was (entirely) his / her own fault.

It serves him / her right (for not ... -ing).

He / she was guilty of. . (negligence)

He / she shouldn't have been ... (driving so fast)

Ex. 9 Read about an accident a woman had in her car, and then try to answer the questions below.

I had an accident yesterday when I was driving home from work A car came out of a side road and hit the side of my car. I wasn't hurt fortunately, but my car was quite badly damaged. It was terrible.

1. What speed were the cars doing'?
2. Why did the other car pull out of the side road?
3. Did the woman see the other car before it hit her?
4. How did she react when it hit her?
5. How did the other driver react? What did he do?
6. Was anyone else involved?
7. Was anyone injured?
8. Did the other driver admit it was his fault?
9. What damage was there to the cars?
10. Were there any other witnesses?
11. Did anyone contact the police?
12. Was the woman able to drive the car home?

Its Writing

Ex. 10 With a partner, rewrite and expand the story so that a reader could answer all of the questions above.

Ex. 11 a) Imagine that you were driving into a car park when you bumped into a parked car and scratched it all down one side. You could not find the driver of the other car to tell him what had happened. Tell the class what you would do

- a) if there were no witnesses?
- b) if there were a number of witnesses?

b) Now read on and find out what one driver did when this actually happened.

Returning to the car he had left in a nearby car park, a friend of a cousin of mine was rather perturbed to find one side of the vehicle all scratched and dented Seeing a

note on the windscreen, he breathed a sigh of relief, for he thought that the culprit had left his name and address so, at least, he could make a claim for the damage against the other driver's insurance company. However, on opening the note, his relief turned to dismay when he read:

“Dear Driver,

I have just run into your car and made a hell of a mess of it. As a crowd has gathered, I am forced to appear as if writing you this note to apologise and to leave you my name and address. As you can see, however, this I have not done.

Revision and Consolidation

I. Put one of the following prepositions in each space in the sentences below.

for off at in on from

1. We went down the lift
2. We met the station.
3. I waited 20 minutes a bus.
4. In Britain people queue buses.
5. We must wait the bus stop.
6. She waited the platform
7. The tube stops every station
8. The conductor asked our fares
9. We finally got the bus our destination.
10. I'll meet you the ticket office.
11. Get your ticket the machine.

III. Choose the best variant.

1. The quickest way to get from London to Manchester is to take the
a) highway b) main road c) motorway d) ring road
2. It's quicker and cheaper to cross London by than to take a taxi.
a) bus b) metro c) subway d) tube
3. It costs less to travel a long distance by than to take the train.
a) coach b) plane c) taxi d) bus
4. Go straight down the hill and take the third on the left. You can't miss it.
a) bend b) corner c) roundabout d) turning
5. If you want to stop the car, you have to put your foot on the pedal.
a) accelerator b) brake c) break d) gas
6. If you're travelling by train, you have to buy a single or return .
a) ticket b) card c) fare d) passage

IV. Fill the gaps in these sentences with a suitable word.

1. We put our luggage in the boot, got in the car and f our s b .
2. After you've passed your driving t you'll get your driving

- 3 An accident may happen if a driver forgets to look in the driving mirror before entering another vehicle.
- 4 At a roundabout in Britain you have to give way to traffic from the right.
- 5 If you're going to turn left at the traffic lights, get into the left-hand lane.
- 6 If you can't find a parking space in the street, you may have to pay to park in a car park or at a parking meter.
7. If you are caught speeding, you may have to pay a fine or you may even be disqualified from driving.
- 8 It's dangerous for pedestrians to walk in the road. They should stay on the pavement.
- 9 The lower tax on petrol is not going to affect many motorists.
- 10 Take the first left, then the second right and then go straight on.
11. Pam hates being a passenger in a car because she gets motion sick.
- 12 Drivers usually stop if you are waiting to cross at a pedestrian crossing.

V. Translate into English,

1. Улицу следует переходить на регулируемом светофором перекрестке или в специально отмеченном «зеброй» месте.
2. В Великобритании левостороннее движение.
- 3 Регулировщик дал сигнал водителю остановиться, так как он превышал скорость.
4. Если ты не будешь выполнять правила, тебя может сбить машина. 5 Большинство дорожных происшествий вызваны небрежностью водителей.
6. Подожди, красный еще не сменился зеленым.
7. Это опасный перекресток. Будь осторожен.
- 8 Стоп! Не езжай на красный.
9. Я опоздал, потому что попал в дорожную пробку.
10. Очень трудно водить машину в час пик.
11. Ты не можешь оставить здесь машину. Смотри, здесь знак запрещающий парковку.
12. Автобус был переполнен пассажирами, возвращающимися домой с работы.

Word Meaning

Wife: Telephone can be used as a noun or a verb, as can the short form phone, which is four times more common in spoken English

If someone phones you, you have or receive a call (NOT a telephone) from them.
 1 If you want to phone a friend or call them I ring them (up) BrE /give them a ring BrE (I j a call), you dial their (phone) number.

If you are phoning long distance, you will need to dial the code BrE /area code AmE \ for the region or country where they live, as well as their local number. All these numbers are found in the phone book or directory.

If you have a problem getting through to the person you are phoning, you may ring the operator for help.

When you phone someone, their phone will ring, and if they are at home they will answer by picking up the phone {or technically the receiver, or on cordless phones the handset).

If they are busy, they may ask you to phone / call / ring back later or hold on.

If they do not want to speak to you, or have finished speaking to you, they may hang up (= replace the receiver or switch off the handset).

If someone is already on the phone when you call them, their number is engaged BrE/ busy AmE.

A telephone in a public place is a public phone or payphone, often placed in a phone / call box BrE or phone booth AmE.

Guiding the Conversation on the Telephone

Phrases used by the person who is making the call

Hello, this is ... May I speak to...?

I'd like to make an appointment to see...

Could I leave a message?

Could you ask him to call me back?

I'll try to call back after three

I'm returning Mr . 's call

Do you know what time I can reach him?

Phrases used by the person receiving (answering) the call

Hello. 267890. Speaking.

Hello, the Regent Hotel How can I help you?

Can I tell her who's calling?

Would you like to leave a message?

She's not in right now.

Could she call you back?

Does she have your number?

I'll give her your message.

Just a moment, I'll connect you.

Hold on, I'll put you through One moment, please Please hold the line

Can you hold? (Would you like to wait?)

Would you like to call back later?

Can I call you back later? / Can you call me back later?

I'm afraid you have the wrong number.

m Saying you can't hear or understand

Could you speak a little more slowly, please?

I'm sorry, but I can't hear you very well.

Could you speak louder (more loudly), please?

Sorry, I didn't hear that.

I'm sorry, but could you use simpler words? I'm not a native speaker of English
Would you mind using simpler words?

I missed...

Correcting Misunderstanding

Actually my name is ...

I think you may be mistaken Actually, I understood the opposite

Summarising

So you said If I understand...

Okay So you want me to...

Is that right?

Right?

In other words

Let me see if I understand .

To summarise, ...

Ending Telephone Conversations

Thanks for calling.

It's been good (nice) to talk to you

I'm really glad you called. Let's keep in touch.

I've enjoyed talking to you.

Sorry I have to cut this short, but I have to go now.

I'd better let you go now. Right, Dave. I must fly I'm late for a meeting I know
you're busy, so I'll let you go.

Word Use

Ex. 1 Choose the best word or words.

d) Error d) call d) tell

Words in Context

1. You can't get through on the phone because the number you want is

a) busy b) occupied c) in use

2. You can make a telephone call from a public .

a) phone box b) cabin c) cubicle

3 Someone calls your number by mistake, so you say, "Sorry! !"

a) Wrong number b) Mistake c) You've made a mistake

4. You want to use the phone You ask, "Can I make a please?"

a) ring b) phone c) telephone

5. Someone answers the phone and you say, "Can I Elsa, please?"

a) speak to b) talk to c) say to

6 How do you pronounce the first figure in this number 071 499 3725?

a) oh b) nil c) nought

Skill Developing

Ex. 3 Here is the beginning of a telephone conversation between two people who don't know each other. Put it in the right order.

Hello TVS Computer Services Darren speaking. How can I help you?

Certainly Who is calling, please?

Good morning. Could I speak to your customer services department, please?

(pause) OK You're through now. Go ahead.

One moment. Mr Jones. I'm trying to connect you Thank you.

Yes, please This is Keith Jones.

I'm afraid the line's busy at the moment. Will you hold?

Hello. Is that customer services? I was wondering if you could tell me...

Ending a telephone conversation

Ex. 4 Here is the end of a telephone conversation between two work colleagues, Andy and Barry. Put it in the right order.

A So, Barry It was good to talk to you. Thanks very much for phoning.

A I certainly will. And you'll send me a copy of the report?

A That's great, Barry Have a good weekend!

B My pleasure. By the way, how's your golf these days? Still playing?

B Same to you, too! Bye, Andy.

B OK I don't want to keep you So, you'll give me a ring when you're back, right?

A No, not much. I just don't seem to find the time these days. Anyway, Barry.

B It'll be in the post tonight.

A It's true. Right, Barry I must fly. I'm late for a meeting B What a shame! You used to enjoy it so much.

A Bye, Barry

Ex. 5 Answer the following questions.

1. Who's trying to end the conversation?

2. Who wants to chat?

3. How does Andy try to signal that he wants to end the conversation?

4. How do they confirm their arrangement?

Ex. 6 Work in pairs. Read the role card for a phone conversation. When you are ready, sit back to back and have your conversation.

Student A Student B

1. You are going to phone a taxi firm to book a taxi to take you to the airport Decide where you're going, on what date, and at what time. Which air-port are you going from? Which terminal? What time does the plane leave? What time do you need to check in? How long does it take to get to the airport from your house? Will the traffic hold you up?

1. You work for Tony's Taxis. Someone is calling to book a taxi You need to get the following information. What day? What time? What's the address? What's the name of the person? Where are they going? You will need to decide a time to pick up, as you know what the traffic can be like at different times of day. Remember! You answer the phone. Begin by saying: "Tony's Taxis How can I help you?"

2. You want to book two seats to see a film, so you phone the cinema, You want to see Fear of (he Dark next Friday, either early in the evening or at about nine o'clock. You need to ask what time the film starts, how much the tickets are, and whether there's a booking fee.

3. You work for the Odeon Cinema, You take bookings, and give details of when films are showing. Someone is going to phone you. asking for details about the film Fear of the Dark. Decide what time it starts in the evening. Presumably there are at least two showings per evening. How much are the tickets? Is there a booking fee? Remember! You answer the phone. Begin by saying 'Odeon Cinemas'. How can I help you?

Ex. 7 Read about telephone etiquette and think if your own telephone manners are always up to the mark.

The techniques of telephoning are very much the same in all countries. Only remember your good telephone manners:

When talking on the telephone - speak clearly. DO NOT shout TAKE your cigarette or chewing gum OUT of your mouth.

Make sure that your conversation with a busy person is as brief as possible. When calling a person who does not recognise your voice - don't play: "Guess who?" Announce yourself promptly.

When you get a wrong number don't ask: "What number is this?" or "Who is it?" It is good manners to ask: "Is this two-three-four-five-six?" or "Is that Mr Brown?" If not - apologise.

If a wrong number call comes through don't lose your temper. Simply say: "Sorry, wrong number" — and hang up. Don't bang the receiver. s Always identify yourself when making a call, especially if you are calling on business.

"This is Daniel Stone from the Guardian Could t speak to Mr Jones? v' If you have a visitor, do not carry on a long chat while your visitor tries hard to avoid lis-tening to your conversation. The best thing to do is to say you are busy at the moment and... "May I call you back in a little while?" But don t forget to do so v" When inviting friends to a party and the like do not ask: "What are you doing Saturday night? or "Will you be busy on Saturday night?" The correct way is to say: "We'd like to have you over for dinner on Saturday."

Finally, remember: if you make the call, you should terminate it yourself Do not "drag it out."

Class Communication

Ex. 8 When we are speaking to someone we know, we usually have small talk first Why? What can small talk be about? Role-play phone conversations.

1 Between two persons the telephone manners of one of them are not up to the mark

2. Between two friends one of them wants to invite the other to spend the evening together

3, Between two persons. One of them feels like having a chat, the other is very busy.

Complete each sentence with *the city* and *the country* in the correct space.

- 1 There is a less hectic pace of life in than in .
- 2 It's much easier to hail a taxi in than in .
- 3 You are less likely to find reliable public transport in than in .
- 4 You are more likely to find rustic charm in than in .
- 5 You are more likely to find congested roads in than in .

Explain the difference in meaning between the sentences in each pair.

- 1 The roads are very congested. The streets are very crowded.
- 2 We live in the inner city. They live in the leafy suburbs.
- 3 He lives in a quiet backwater. She lives in a bustling city centre.
- 4 I enjoy urban living. I love my rural idyll.

Put the collocations in the box into pairs that are similar in meaning.

city life \ long opening hours \ rustic charm \ in the back of beyond \ open all hours \ urban living \ in the middle of nowhere \ rural idyll

Rewrite the underlined part of each sentence using a collocation.

- 1 The village is regarded as a quiet place where nothing happens, but the people who live there love it.
- 2 She lives in a simple cottage miles away from any other inhabited places.
- 3 The government plans to provide funds to subsidise the modernisation and improvement of our cities.
- 4 The city announced a plan to plant more trees.
- 5 The south side of the city is an area where many people would like to have a home.
- 6 The city council has declared that part of the town may only be used for people's homes.

Find collocations with the opposite meaning to these phrases.

- 1 smart, modern buildings
- 2 quiet roads (2 answers)
- 3 a quiet city centre
- 4 urban decay
- 5 the urban nightmare
- 6 restricted opening times
(2 answers)

Use a dictionary to find three collocations for these words.

- 1 countryside
- 2 landscape
- 3 village(s)

Answer these questions.

- 1 Do any types of TV programmes or films bore you rigid? If so, what types?
- 2 Would you consider living in a remote country village in your country to be living in a rural idyll?
- 3 Do you have a reliable public transport system in the place where you live?
- 4 Are there any derelict buildings where you live?
- 5 What sort of facilities are there within walking distance of the house or flat where you live?

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

A MODEL OF URBAN EXPANSION

In the early twentieth century, the science of sociology found supporters in the United States and Canada partly because the cities there were growing so rapidly. It often appeared that North American cities would be unable to absorb all the newcomers arriving in such large numbers. Presociological thinkers like Frederick Law Olmsted, the founder of the movement to build parks and recreation areas in cities, and Jacob Riis, an advocate of slum reform, urged the nation's leaders to invest in improving the urban environment, building parks and beaches, and making better housing available to all. These reform efforts were greatly aided by sociologists who conducted empirical research on the social conditions in cities. In the early twentieth century, many sociologists lived in cities like Chicago that were characterized by rapid population growth and serious social problems. It seemed logical to use empirical research to construct theories about how cities grow and change in response to major social forces as well as more controlled urban planning.

The founders of the Chicago school of sociology, Robert Park and Ernest Burgess, attempted to develop a dynamic model of the city, one that would account not only for the expansion of cities in terms of population and territory but also for the patterns of settlement and land use within cities. They identified several factors that influence the physical form of cities. As Park stated, among them are “transportation and communication, tramways and telephones, newspapers and advertising, steel construction and elevators—all things, in fact, which tend to bring about at once a greater mobility and a greater concentration of the urban populations.”

Park and Burgess based their model of urban growth on the concept of “natural areas”—that is, areas such as occupational suburbs or residential enclaves in which the population is relatively homogeneous and land is used in similar ways without deliberate planning. Park and Burgess saw urban expansion as occurring through a series of “invasions” of successive zones or areas surrounding the center of the city. For example, people from rural areas and other societies “invaded” areas where housing was inexpensive. Those areas tended to be close to the places where they worked. In turn, people who could afford better housing and the cost of commuting “invaded” areas farther from the business district.

Park and Burgess's model has come to be known as the “concentric-zone model” (represented by the figure). Because the model was originally based on studies of

Chicago, its center is labeled “Loop,” the term commonly applied to that city’s central commercial zone. Surrounding the central zone is a “zone in transition,” an area that is being invaded by business and light manufacturing. The third zone is inhabited by workers who do not want to live in the factory or business district but at the same time need to live reasonably close to where they work. The fourth or residential zone consists of upscale apartment buildings and single-family homes. And the outermost ring, outside the city limits, is the suburban or commuters’ zone; its residents live within a 30- to 60-minute ride of the central business district.

Studies by Park, Burgess, and other Chicago-school sociologists showed how new groups of immigrants tended to be concentrated in separate areas within innercity zones, where they sometimes experienced tension with other ethnic groups that had arrived earlier. Over time, however, each group was able to adjust to life in the city and to find a place for itself in the urban economy. Eventually many of the immigrants moved to unsegregated areas in outer zones; the areas they left behind were promptly occupied by new waves of immigrants.

The Park and Burgess model of growth in zones and natural areas of the city can still be used to describe patterns of growth in cities that were built around a central business district and that continue to attract large numbers of immigrants. But this model is biased toward the commercial and industrial cities of North America, which have tended to form around business centers rather than around palaces or cathedrals, as is often the case in some other parts of the world. Moreover, it fails to account for other patterns of urbanization, such as the rapid urbanization that occurs along commercial transportation corridors and the rise of nearby satellite cities.

Directions: Now answer the questions.

In the early twentieth century, the science of sociology found supporters in the United States and Canada partly because the cities there were growing so rapidly. It often appeared that North American cities would be unable to absorb all the newcomers arriving in such large numbers. Presociological thinkers like Frederick Law Olmsted, the founder of the movement to build parks and recreation areas in cities, and Jacob Riis, an advocate of slum reform, urged the nation’s leaders to invest in improving the urban environment, building parks and beaches, and making better housing available to all. These reform efforts were greatly aided by sociologists who conducted empirical research on the social conditions in cities. In the early twentieth century, many sociologists lived in cities like Chicago that were characterized by rapid population growth and serious social problems. It seemed logical to use empirical research to construct theories about how cities grow and change in response to major social forces as well as more controlled urban planning.

Which of the following can be inferred from paragraph 1 about what Olmsted and Riis had in common?

A Both constructed theories based on empirical research on cities.

B Both were among a large number of newcomers to North American cities.

- C Both wanted to improve the conditions of life in cities.
- D Both hoped to reduce the rapid growth of large cities.

Which of the following best states the relationship that Olmsted and Riis had to the study of sociology?

- A Their goals were supported by the research conducted later by sociologists.
- B Their approach led them to oppose empirical sociological studies.
- C They had difficulty establishing that their work was as important as sociological research.
- D They used evidence from sociological research to urge national leaders to invest in urban development.

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Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.

- A The Chicago school of sociology founded by Park and Burgess attempted to help the population of growing cities protect the land around them.
- B The model that Park and Burgess created was intended to explain both why the population and area of a city like Chicago grew and in what way urban land was used or settled.
- C The founders of the Chicago school of sociology wanted to make Chicago a dynamic model for how other cities should use and settle their land.
- D Park and Burgess were concerned that cities like Chicago should follow a model of good land use as the population grew and settled new areas.

The author includes the statement by Robert Park in paragraph 2 in order to

- A establish the specific topics about which Park and Burgess may have disagreed
- B identify the aspects of Chicago’s development that required careful planning
- C specify some of the factors that contributed to the pattern of development of cities
- D compare the definitions given by Park and Burgess for the physical form of cities

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the population is relatively homogeneous and land is used in similar ways without deliberate planning. Park and Burgess saw urban expansion as occurring through a series of “invasions” of successive zones or areas surrounding the center of the city. For example, people from rural areas and other societies “invaded” areas where housing was inexpensive. Those areas tended to be close to the places where they worked. In turn, people who could afford better housing and the cost of commuting “invaded” areas farther from the business district.

Paragraph 3 indicates that all of the following are true of “natural areas” as conceived by Park and Burgess EXCEPT:

- A Use of the land in natural areas follows a consistent pattern but is generally unplanned.
- B People living in natural areas tend to have much in common.
- C Natural areas are usually protected from “invasion” by people in other areas.
- D Natural areas are an important basic component of the model Park and Burgess developed.

Park and Burgess’s model has come to be known as the “concentric-zone model” (represented by the figure). Because the model was originally based on studies of Chicago, its center is labeled “Loop,” the term commonly applied to that city’s central commercial zone. Surrounding the central zone is a “zone in transition,” an area that is being invaded by business and light manufacturing. The third zone is inhabited by workers who do not want to live in the factory or business district but at the same time need to live reasonably close to where they work. The fourth or residential zone consists of upscale apartment buildings and single-family homes. And the outermost ring, outside the city limits, is the suburban or commuters’ zone; its residents live within a 30- to 60-minute ride of the central business district.

According to paragraph 4, why is the term “Loop” used in the concentric-zone model?

- A It indicates the many connections between each of the zones in the model.
- B It indicates that zones are often in transition and frequently changing.
- C It reflects the fact that the model was created with the city of Chicago in mind.
- D It emphasizes the fact that populations often returned to zones in which they used to live.

Which of the following can be inferred from paragraph 4 about the third zone?

- A It is the most expensive area in which to live.
- B It does not have factories and businesses.
- C People who live there travel long distances to work.
- D Most of the residents there work and live in the same zone.

The word “outermost” in the passage is closest in meaning to
A most visible

- B best protected
- C farthest away
- D wealthiest

*Studies by Park, Burgess, and other Chicago-school sociologists showed how new groups of immigrants tended to be **concentrated** in separate areas within innercity zones, where **they** sometimes experienced tension with other ethnic groups that had arrived earlier. Over time, however, each group was able to adjust to life in the city and to find a place for itself in the urban economy. Eventually many of the immigrants moved to unsegregated areas in outer zones; the areas they left behind were **promptly** occupied by new waves of immigrants.*

- The word “they” in the passage refers
- A Chicago-school sociologists
 - B new groups of immigrants
 - C separate areas
 - D inner-city zones

- The word “concentrated” in the passage is closest in meaning to
- A divided
 - B reduced
 - C interested
 - D gathered

- The word “promptly” in the passage is closest in meaning to
- A quickly
 - B usually
 - C eventually
 - D easily

The Park and Burgess model of growth in zones and natural areas of the city can still be used to describe patterns of growth in cities that were built around a central business district and that continue to attract large numbers of immigrants. But this model is biased toward the commercial and industrial cities of North America, which have tended to form around business centers rather than around palaces or cathedrals, as is often the case in some other parts of the world. Moreover, it fails to account for other patterns of urbanization, such as the rapid urbanization that occurs along commercial transportation corridors and the rise of nearby satellite cities.

Paragraph 6 indicates which of the following about the application of the Park and Burgess model to modern North American cities?

- A It is especially useful for those cities that have been used as models for international development.

B It remains useful in explaining the development of some urban areas but not all cities.

C It can be applied equally well to cities with commercial centers and those with palaces and cathedrals at their center.

D It is less applicable to modern cities because of changes in patterns of immigration.

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Look at the four squares [7] that indicate where the following sentence can be added to the passage.

Typical of this kind of urban growth is the steel-producing center of Gary, Indiana, outside of Chicago, which developed because massive heavy industry could not be located within the major urban center itself.

Where would the sentence best fit?

A. Studies by Park, Burgess, and other Chicago-school sociologists showed how new groups of immigrants tended to be concentrated in separate areas within inner-city zones, where they sometimes experienced tension with other ethnic groups that had arrived earlier. Over time, however, each group was able to adjust to life in the city and to find a place for itself in the urban economy. Typical of this kind of urban growth is the steel-producing center of Gary, Indiana, outside of Chicago, which developed because massive heavy industry could not be located within the major urban center itself. Eventually many of the immigrants moved to unsegregated areas in outer zones; the areas they left behind were promptly occupied by new waves of immigrants.

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B. Studies by Park, Burgess, and other Chicago-school sociologists showed how new groups of immigrants tended to be concentrated in separate areas within inner-city zones, where they sometimes experienced tension with other ethnic groups that had arrived earlier. Over time, however, each group was able to adjust to life in the city and to find a place for itself in the urban economy. 7 Eventually many of the immigrants moved to unsegregated areas in outer zones; the areas they left behind were promptly occupied by new waves of immigrants.

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C. Studies by Park, Burgess, and other Chicago-school sociologists showed how new groups of immigrants tended to be concentrated in separate areas within inner-city zones, where they sometimes experienced tension with other ethnic groups that had arrived earlier. Over time, however, each group was able to adjust to life in the city and to find a place for itself in the urban economy. 7 Eventually many of the immigrants moved to unsegregated areas in outer zones; the areas they left behind were promptly occupied by new waves of immigrants.

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D. Studies by Park, Burgess, and other Chicago-school sociologists showed how new groups of immigrants tended to be concentrated in separate areas within inner-city

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Directions: An introductory sentence for a brief summary of the passage is provided here. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

Two sociologists, Robert Park and Ernest Burgess, developed the “concentric-zone model” of how cities use land and grow.

Answer Choices

A. The model was developed to explain how the city of Chicago was developing around centrally located transportation and communication systems.

B. The model arose out of concern for the quality of life in the rapidly growing cities of early twentieth-century America.

C. The founders of the model did not believe in formal city planning and instead advocated growth through the expansion of so-called “natural areas.”

D. According to the model, a group new to the city tends to live together near the center and over time moves to outer areas that are more diverse ethnically and occupationally.

E. The model is applicable to cities that grow by attracting large numbers of workers to centrally located businesses.

F. The model predicts that eventually the inner city becomes so crowded that its residents move to new satellite cities outside the city limits.

ТЕМА 2.2. ПОГОДА, ПОРЫ ГОДА

Fill the gaps in these sentences.

- 1 Alec has spent most of his life in London, but he is keen to get back to his when he retires. His family came from Scotland, so he'll move there.
- 2 The business is firmly in Western Australia.
- 3 The idea took some time to root, but it's very fashionable now.
- 4 His grandfather sowed the of the business's success.
- 5 The US bookshop chain is opening a number of in the UK.
- 6 It's about time she down some roots.
- 7 The idea for her novel from her interest in mountain climbing.
- 8 The West Side Drama College turns out a hundred actors every year.

Divide the verbs in the box into two groups: verbs associated with growth and health and verbs associated with decline and death.

fade flourish germinate shrivel sprout wilt thrive wither

Suggest three nouns that each of these adjectives could describe.

- 1 budding
- 2 flourishing
- 3 withering
- 4 fading
- 5 deeply rooted
- 6 thriving

Rewrite the sentences using plant metaphors instead of the underlined words.

- 1 My hopes of getting a job are disappearing. Unemployment is at an all-time record.
- 2 The firm is cutting the labour force in order to reduce costs.
- 3 She got rid of her inhibitions at the party and danced with everyone!
- 4 He and his wife are now receiving the rewards of many years of hard work building up their business.
- 5 The party is trying hard to get rid of the extremists and create for itself a more moderate political image. They want to reflect the views of their ordinary supporters.
- 6 Some people seem to grow and develop on difficult challenges.
- 7 A blogger found out some alarming facts about government spending.
- 8 Well, if you won't study for your exams, don't be surprised if you suffer the negative consequences of your actions.
- 9 After three years of recession, we are beginning to see the first signs of an economic recovery.

Over to you

- Do you have any responsibilities that you would prefer to shed at the moment?

- Can you think of a situation where you reaped the rewards of something you did?
- What in your life is flourishing at the moment?
- Where are your family's roots?

Fill the gaps in these sentences using adjectives to describe gentle or aggressive behaviour, or the relationship between animals and humans.

- 1 Sheep are generally rather animals, but the other day a ram attacked our dog.
- 2 Lions can look very with their huge teeth and large heads.
- 3 Horses were probably first many thousands of years ago.
- 4 Some dolphins are very and will swim along with human beings.
- 5 I don't think birds should ever be hunted. They should be left in peace in their natural surroundings.

Here are the beginnings of some words related to animals and birds. Can you fill in the missing letters? You are given a clue as to the meaning.

- 1 h (natural home)
- 2 s (protected place)
- 3 r (protected area, often for big game)
- 4 s (creature that eats flesh of, e.g., birds killed by other animals)
- 5 s (pet that has wandered away from home)
- 6 m (animal that carries its young in a pouch until the young are fully developed)
- 7 m (travelling a long way to live somewhere else for a while)
- 8 d (an extinct bird or an out-of-touch person or idea)

Answer these questions.

- 1 What do we call sports that deliberately injure or kill animals for pleasure?
- 2 What name is given to the activity of buying and selling elephants' tusks?
- 3 What do we call people who illegally hunt or catch animals or fish?
- 4 What arguments would animal rights activists have against the fur trade?
- 5 What is the most valuable part of the rhino and the reason why it is hunted?
- 6 Where might you go to get a pet if you want to give a home to one that no longer has one?
- 7 Where might you go in Africa to see wild animals?
- 8 What do you call creatures like mammals that always have approximately the same temperature?

Make these sentences formal making any necessary changes.

- 1 All that carbon-what's-it-called gas put out by cars and factories is a major problem.
- 2 These flowers here are a type there's not many left of, so it's illegal to pick them.

3 A lot of wild animals have to survive in smaller and smaller areas where they can live.

4 A lot of Patagonia is a completely spotless area that's never been touched.

5 We have to look after the things we use on this planet because they won't last for ever.

6 If the cutting down of trees continues, there will be no forest left ten years from now.

7 Burning coal and oil and stuff like that causes a lot of pollution.

8 The sea will get higher if this heating up of the world continues.

9 Increasing population puts really big pressure on economic resources.

10 The way things all balance one another in nature is very delicate.

Correct the mistakes in this paragraph.

Profits of boom and gloom are always saying that we are heading for an environmental catastrophe, and that unless we adopt a policy of attainable development, we will cause irreparable damages to the planet. The worst-place scenery is of a world choked by overpopulation, the greenhouse affect and traffic gridlock. Much of what is claimed is exaggerated, but politicians are influenced by such voices and are always trying to improve their green potentials in the eyes of the voters.

Environment collocations

1 Match a words to make the correct collocation. Some words may be used more than once.

fossil resources

severe environment

pristine sea levels

finite famine

greenhouse density

water ice cap

climate expectancy

solar gases

population shortages

melting energy

rising fuel

life change

Speaking

2 Are we doing enough to save the planet?

Try to think of some solutions. Use some of the collocations above.

3 Think about your daily routine and make a list of ways you could help the environment. With a partner, choose three things that you would both find the easiest to put into practice.

The following are all examples of words which have been used inappropriately by Proficiency candidates. The words are either formal, informal or unmarked.

Decide when it would be appropriate to use each word.

example: kids / children

‘Kids’ is informal and used mainly in speaking; ‘children’ is unmarked.

a people / persons

b amelioration / improvement

c bloke / man

d stuff / things

e frequented / went to

f reckon / think

g boozing / drinking

h mates / friends

i fellow / guy

j snaps / photographs

k pluses / advantages

l lousy / terrible

m prudent / careful

n mad / annoyed

The words in the exercise above are all synonyms – that is words with the same or similar meaning. Synonyms can rarely be used interchangeably, either because of difference in register (as above), or because of a difference in use. For example, rife and widespread have a similar meaning – ‘existing in many places’: Many illnesses are rife in areas with a poor water supply. There is widespread flooding of coastal areas. However, rife suggests something unpleasant, whereas widespread is a more unmarked or neutral word.

7 Decide which of the words in in each sentence below fits best. Justify your answers and think of a sentence using the alternative word.

a I can’t afford to buy a new car this year – I’m broke/destitute.

b Her grandmother is always telling her she should eat more, as she’s much too slender/skinny.

c Dr Pitt has made many opponents/enemies because of his rudeness.

d I have a feeling my horrible sister’s been sneaking into/entering my room and reading my diary while I’m out.

e The evening will commence/kick off with a short speech, given by Sir John Bertram.

f The left back lost his cool/became displeased with his opponent and socked him in the jaw.

g Pablo struck/touched the jammed window forcibly with his fist to make it open.

h I felt the rain trickling/flooding slowly down the back of my collar.

How much do you know about endangered species? The five animals above are examples of animals which are or have been endangered. With a partner, decide which animal you think is no

longer endangered.

Complete the sentences using a

preposition from the box.

in to of into on

a The impact climate change has been greatest in the polar regions.

b The attitude of this community recycling has been very positive.

c Research solar power has shown it can be cost effective.

d Analysis the data will be done later in the year.

e What the outcome the scientific report will be, no one yet knows.

f The rise/increase the cost of petrol continues to trouble the government.

g An increase/rise 12% on heating bills will prove unsustainable.

h A change the law against polluting streams is long overdue.

i The impact polar bears of the ice cap melting will be huge.

j The objection the legislation was not based on scientific evidence.

You will need to write a well-structured essay summarising and evaluating the main points of two short texts and also giving your own opinions. Read the two texts below and decide what are the key points in both texts.

Text 1

Conservation: Is it worthwhile?

A majority of professional conservationists believe it is time to consider shifting efforts away from some of the world's most famous species, such as the polar bear, to concentrate on others which have a greater chance of survival. The scientists believe a serious loss of biological diversity is 'likely, very likely or virtually certain'. Some experts have rejected the idea on the grounds that it is impossible to make judgments about one species at the expense of another, given the complexity of the ecological interactions in the natural world. However, others are starting to question the value of spending millions of pounds on one celebrated species, such as the panda, or a big predator such as the tiger, where loss of habitat is almost inevitable.

Tigers are an important part of the planet's rich diversity of life.

As top predators in their food chain, they feed on a variety of prey species and help maintain the structure and functioning of the ecosystems they inhabit. Tigers, therefore, are considered a keystone species. If tigers disappear, there will be far-reaching and negative consequences for other parts of the ecosystem. Protecting tigers, therefore, helps many other species as well. For example, protecting tiger habitats in India and Bangladesh has helped to protect human habitats by reducing land erosion, stabilising ecosystems and encouraging wise land use. It has also led to an increase in global awareness of climate change and the problem of rising sea levels.

With a partner, brainstorm ideas that you can use in the personal opinion part of the essay. There are some suggestions in the box below.

tigers/polar bears/useful symbols

people attracted to cuddly animals/good publicity

important to save unattractive animals too

global warming/unlikely to decrease

READ THE FOLLOWING TEXT AND BE READY TO DISCUSS IT

Weather and climate

R. ADAM DASTRUP

5.1 Defining Climate and Weather

When it comes to defining climate, it is often said that “climate is what you expect; weather is what you get.” That is to say; climate is the statistically-averaged behavior of the weather. In reality, it is a bit more complicated than that, as climate involves not just the atmosphere, but the behavior of the entire climate system—the complex system defined by the coupling of the atmosphere, oceans, ice sheets, and biosphere. Weather is the current conditions of the atmosphere for a specific location and time.

Having defined climate, we can begin to define what climate change means. While the notion of climate is based on some statistical average of the behavior of the atmosphere, oceans, etc., this average behavior can change over time. That is to say, what you “expect” of the weather is not always the same. For example, during El Niño years, we expect it to be wetter in the winter in California and snowier in the southeastern U.S., and we expect fewer tropical storms to form in the Atlantic during the hurricane season. So, the climate itself varies over time.

If climate is always changing, then is climate change by definition always occurring? Yes and No. A hundred million years ago, during the early part of the Cretaceous period, dinosaurs roamed a world that was almost certainly warmer than today. The geological evidence suggests, for example, that there was no ice even at the North and South poles. So global warming can happen naturally, right? Certainly, but why was the Earth warmer at that time?

So, the significant climate changes in Earth’s geologic past were closely tied to changes in the greenhouse effect. Those changes were natural. The changes in greenhouse gas concentrations that scientists talk about today are, however, not natural. They are due to human activity.

The scientific consensus demonstrates that climate change in the 21st century is necessarily a human problem. People are causing climate change through their everyday actions and the socioeconomic forces underlying those actions. At the same time, people are feeling the consequences of climate change through various impacts on things they value and through the responses they are making to address climate change.

Climate is the average of weather (typically precipitation and temperature) in a particular location over a long period, usually for at least 30 years. A location’s climate

can be described by its air temperature, humidity, wind speed and direction, and the type, quantity, and frequency of precipitation. Climate can change, but only over long periods of time. The climate of a region depends on its position relative to many things.

The Climate System

The climate system is comprised of five natural components: atmosphere, hydrosphere, cryosphere, land surface, and biosphere. The atmosphere is the envelope of gases that surrounds Earth, including the naturally occurring greenhouse gases that warm the planet's surface. The hydrosphere includes all of Earth's liquid water and gaseous water (water vapor), whereas the cryosphere includes all frozen water (ice). Note that the cryosphere is technically part of the hydrosphere, but climate scientists usually treat it as a separate component of the climate system because its physical properties differ from those of water and water vapor. The land surface does not include water- or ice-covered surfaces but consists of all other vegetated and non-vegetated surfaces. The biosphere is the realm of life and is found in all of the other natural components, especially the hydrosphere and land surface. The biota is made up of and requires the presence of air, water, and mineral matter – that is, material from the atmosphere, hydrosphere, and land – to exist. Several external forces influence the five climate system components, with radiation from the Sun being most important. Climate scientists consider the impact of human activities on the climate system another example of external forcing.

Why Understanding Climate is Important

Everything in the lighter shading would be flooded in the transition from the ice age to pre-industrial modern climate. But what sort of effort would that have taken? It turns out that the natural increase in atmospheric carbon dioxide that led to the thaw after the last Ice Age was an increase from 180 parts per million (ppm) to about 280 ppm. This was a smaller increase than the present-time increase due to human activities, such as fossil fuel burning, which thus far have raised carbon dioxide levels from the pre-industrial value of 280 ppm to a current level of over 400 ppm—a level which is increasing by 2 ppm every year. So, arguably, if the dawn of industrialization had occurred 18,000 years ago, we may very likely have sent the climate from an ice age into the modern pre-industrial state.

How long it would have taken to melt all of the ice is not precisely known, but it is conceivable it could have happened over a period as short as two centuries. The area ultimately flooded would be considerably larger than that currently projected to flood due to the human-caused elevation of carbon dioxide that has taken place so far. The hypothetical city of “Old Orleans” would have to be relocated from its position in the Gulf of Mexico 100+ miles off the coast of New Orleans to the current location of “New Orleans”.

By some measures, human interference with the climate back then, had it been possible, would have been even more disruptive than the current interference with our

climate. Yet that interference would simply be raising global mean temperatures from those of the last Ice Age to those that prevailed in modern times prior to industrialization. What this thought experiment tells us is that the issue is not whether some particular climate is objectively “optimal”. The issue is that human civilization, natural ecosystems, and our environment are heavily adapted to a particular climate — in our case, the current climate. Rapid departures from that climate would likely exceed the adaptive capacity that we and other living things possess, and cause significant consequent disruption in our world.

5.2 Controls of Climate

The climate system reflects an interaction between a number of critical sub-systems or components. In this chapter, we will focus on the components most relative to modern climate change: the atmosphere, hydrosphere, cryosphere, and biosphere. The atmosphere is, of course, a critical component of the climate system, and the one we will spend the most time talking about.

Composition of the Atmosphere

The atmosphere is mostly nitrogen and oxygen, with trace amounts of other gases. Most atmospheric constituents are well mixed, which is to say, these constituents vary in constant relative proportion, owing to the influence of mixing and turbulence in the atmosphere. The assumption of a well-mixed atmosphere and the assumption of ideal gas behavior were both implicit in our earlier derivation of the exponential relationship of pressure with height in the atmosphere.

The composition of the atmosphere.

There are, of course, exceptions to these assumptions. Ozone is primarily found in the lower stratosphere (though some are produced near the surface as a consequence of photochemical smog). Some gases, such as methane, have reliable sources and sinks and are therefore highly variable as a function of region and season.

Atmospheric water vapor is highly variable in its concentration, and, undergoes phase transitions between solid, liquid, and solid form during normal atmospheric processes (i.e., evaporation from the surface, and condensation in the form of precipitation as rainfall or snow).

Of particular significance in considerations of atmospheric composition are greenhouse gases (carbon dioxide, water vapor, methane, and some other trace gases) because of their radiative properties and, precisely, their role in the greenhouse effect. The greenhouse effect is the process by which radiation from Earth’s atmosphere warms the surface of the planet to a temperature above what it would be without the atmosphere.

If a planet’s atmosphere contains greenhouse gases, it will radiate energy in all directions. Part of this radiation is directed towards the surface, warming it. The

strength and intensity of the greenhouse effect will depend on the atmosphere's temperature and on the number of greenhouse gases that the atmosphere contains.

The term “greenhouse effect” is a misnomer that arose from a faulty analogy with the effect of sunlight passing through glass and warming a greenhouse. The way a greenhouse retains heat is fundamentally different, as a greenhouse works mostly by reducing airflow, so that warm air is kept inside.

Atmospheric gases only absorb some wavelengths of energy but are transparent to others. The absorption patterns of water vapor (blue peaks) and carbon dioxide (pink peaks) overlap in some wavelengths. Carbon dioxide is not as strong a greenhouse gas as water vapor, but it absorbs energy in longer wavelengths (12–15 micrometers) that water vapor does not, partially closing the “window” through which heat radiated by the surface would normally escape to space.

Earth's natural greenhouse effect is critical to supporting life. Human activities, mainly the burning of fossil fuels and clearing of forests, have strengthened the greenhouse effect and caused global warming.

Seasonal and latitudinal dependence of energy balance

The Earth's climate is a solar powered system. So to truly understand Earth's climate, an understanding of the planet's energy balance is essential. An interactive animation provided below allows you to explore the balance of incoming and outgoing sources of energy within the climate system. A brief tutorial is provided below, first with the short wave component and then the longwave component of the energy budget.

Now explore these animations by yourself, at your own pace. It takes some time to absorb all of the information that is contained here. Start with the short wave energy budget. Once you are satisfied that you have got that down, go on to the somewhat more complex longwave energy budget by clicking the button at the end of the first animation.

Consider how incoming and outgoing energy sources of shortwave and longwave radiation achieve a net balance:

At the surface

Within the atmosphere

At the top of the atmosphere

Next, let us note that the above picture represents average climate conditions, that is, averaged over the entire Earth's surface, and averaged over time. However, in reality, the incoming distribution of radiation varies in both space and time. We measure the radiation in terms of power (energy per unit time) per unit area, a quantity we term intensity or energy flux, which can be measured in watts per square meter (W/m^2).

The dominant spatial variation occurs with latitude. On average, there is roughly 343 W/m² of incoming shortwave solar radiation that is incident on the Earth, averaged over time, and the Earth surface area. There is more incoming solar radiation arriving at the surface near the equator than near the poles. On average, roughly 30 percent, or about 100 W/m² of this incident radiation is reflected out to space by clouds and reflective surfaces of the Earth, such as ice and desert sand, leaving roughly 70 percent of the incoming solar radiation to be absorbed by the Earth's surface. The portion that is reflected by clouds and by the surface also varies substantially with latitude, owing to the latitudinal variations in cloud and ice cover.

Compared to equatorial regions (b), incoming solar radiation of the polar regions (a) is less intense for two reasons: 1) the solar radiation arrives at an oblique angle nearer the poles, so that the energy spreads over a larger surface area, lessening its intensity, 2) the radiation travels a longer distance through the atmosphere, which absorbs, scatters and reflects the solar radiation.

The solar radiation received at Earth's surface varies by time and latitude. This graph illustrates the relationship between latitude, time, and solar energy during the equinoxes. The illustrations show how the time of day (A-E) affects the angle of incoming sunlight (revealed by the length of the shadow) and the light's intensity. On the equinoxes, the Sun rises at 6:00 a.m. everywhere. The strength of sunlight increases from sunrise until noon, when the Sun is directly overhead along the equator (casting no shadow). After noon, the strength of sunlight decreases until the Sun sets at 6:00 p.m. The tropics (from 0 to 23.5° latitude) receive about 90% of the energy compared to the equator, the mid-latitudes (45°) roughly 70%, and the Arctic and Antarctic Circles about 40 percent.

It is also worth noting that the incoming solar radiation is not constant in time. The output of the Sun, called solar constant, can vary by small amounts on timescales of decades and longer. During the Earth's early evolution, billions of year ago, the Sun was probably about 30 percent less bright than it is today – indeed, explaining how the Earth's climate could have been warm enough to support life back then remains somewhat of a challenge, known as the “Faint Young Sun” paradox.

Even more dramatic changes in solar insolation take place on shorter timescales – the diurnal and annual timescale. These changes, however, do not have to do with the net output of the Sun, but rather the distribution of solar insolation over the Earth's surface. This distribution is influenced by the Earth's daily rotation about its axis, which of course leads to night and day, and the annual orbit of the Earth about the Sun, which leads to our seasons. While there is a small component of the seasonality associated with changes in the Earth-Sun distance during the course of the Earth's annual orbit about the Sun (because of the slightly elliptical nature of the orbit), the primary reason for the seasons is the tilt of Earth's rotation axis relative to the plane defined by the Earth and the Sun, which causes the Northern Hemisphere and Southern

Hemisphere to be preferentially oriented either towards or away from the Sun, depending on the time of year.

The consequence of all of this is that the amount of shortwave radiation received from the Sun at the top of the Earth's atmosphere varies as a function of both times of day and season. Subtle changes in the Earth's orbital geometry (i.e., changes in the tilt of the axis, the degree of ellipticity of the orbit, and the slow precession of the orbit) are responsible for the coming and going of the ice ages over tens of thousands of years.

ATMOSPHERIC CIRCULATION

We have seen above that the distribution of solar insolation over the Earth's surface changes over the course of the seasons, with the Sun, in a relative sense, migrating south and then north of the equator over the course of the year – that annual migration, between 23.5 degrees S and 23.5 degrees N, defines the region we call the tropics. As the heating by the Sun migrates south and north within the tropics over the course of the year, so does the tendency for rising atmospheric motion. As we have seen, warmer air is less dense than cold air, and where the Sun is heating the surface, there is a tendency for convective instability, i.e., the unstable situation of having relatively light air underlying relatively heavy air. Where that instability exists, there is a tendency for rising motion in the atmosphere, as the warm air seeks to rise above the colder air. As a result, there is a tendency for rising air (and with it, rainfall) in a zone of low surface pressure known as the Intertropical Convergence Zone or ITCZ, which is centered roughly at the equator, but shifts north and south with the migration of the Sun about the equator over the course of the year. Due to the greater thermal inertia of the oceans relative to the land surface, the response to the shifting solar heating is more sluggish over the ocean, and the ITCZ shows less of a latitudinal shift with the seasons. By contrast, over the most extensive land masses (e.g., Asia), the seasonal shifts can be quite pronounced, resulting in dramatic shifts in wind and rainfall patterns such as the Indian monsoon.

The air rising in the tropics then sinks in the subtropics, forming a subtropical band of high surface pressure and low precipitation associated with the prevailing belt of deserts in the subtropics of both hemispheres. The resulting pattern of circulation of the atmosphere is known as the Hadley Cell circulation. In sub-polar latitudes, there is another region of low surface pressure, associated again with rising atmospheric motion and rainfall. This region is known as the polar front. These belts of high and low atmospheric surface pressure and the associated patterns of atmospheric circulation also shift south and north over the course of the year in response to the heating by the Sun.

We have seen above that there is an imbalance between the absorbed incoming short wave solar radiation and the emitted outgoing longwave terrestrial radiation, with a relative surplus within the tropics and a relative deficit near the poles. We, furthermore, noted that the atmosphere and ocean somehow relieve this imbalance by

transporting heat laterally, through a process known as heat advection. We are now going to look more closely at how the atmosphere accomplishes this transport of heat. We have already seen one crucial ingredient, namely the Hadley Cell circulation, which has the net effect of transporting heat poleward from where there is a surplus to where there is a deficit.

Wind patterns in the extratropics also serve to transport heat poleward. The lateral wind patterns are primarily governed by a balance between the previously discussed pressure gradient force (acting in this case laterally rather than vertically), and the Coriolis force, a compelling force that exists because the Earth is itself rotating. This balance is known as the geostrophic balance.

The Coriolis force acts at right angles to the direction of motion: 90 degrees to the right in the Northern Hemisphere and 90 degrees to the left in the Southern Hemisphere. The pressure gradient force is directed from regions of high surface pressure to regions of low surface pressure. As a consequence, geostrophic balance leads to winds in the mid-latitudes, between the subtropical high-pressure belt and the sub-polar low-pressure belt of the polar front, blowing from west to east. We call these westerly winds. For reasons that have to do with the vertical thermal structure of the atmosphere, and the combined effect of the geostrophic horizontal force balance and hydrostatic vertical force balance in the atmosphere, the westerly winds become stronger aloft, leading to the intense regions of high wind known as the jet streams in the midlatitude upper troposphere.

Conversely, winds in the tropics tend to blow from east to west. These are known as easterly winds or, by the perhaps more familiar term, the trade winds. In the Northern Hemisphere, geostrophic balance implies counter-clockwise rotation of winds about low-pressure centers and clockwise rotation of winds about high-pressure centers. The directions are opposite in the Southern Hemisphere.

Due to the effect of friction at the Earth's surface, there is an additional component to the winds which blows out from high-pressure centers and in towards low-pressure centers. The result is spiraling in (convergence) towards low-pressure centers and a spiraling out (divergence) about high-pressure centers. The convergence of the winds toward the low-pressure centers is associated with the rising atmospheric motion that occurs within regions of low surface pressure. The divergence of the winds away from the high-pressure centers is associated with the sinking atmospheric motion that occurs within regions of high atmospheric pressure.

The inward spiraling low-pressure systems in mid-latitudes constitute the polar front, which separates the coldest air masses near the poles from the warmer air masses in the subtropics. It is the unstable property of having clashing air masses with vastly different temperature characteristics, known as baroclinic instability, that is responsible for the existence of extratropical cyclones. The energy that drives the extratropical

cyclones comes from the work done as surface air is lifted along frontal (i.e., cold front and warm front) boundaries. These extratropical storm systems relieve high-latitude deficit of radiation by mixing cold polar and warm subtropical air and, in so doing, transporting heat poleward, along with the latitudinal temperature gradient.

CONTINENTAL POSITION

When a particular location is near a large body of water, the local climate will be directly impacted, creating a maritime climate. Temperatures typically vary only slightly across the day and year. For a location to have a true maritime climate, the winds must most frequently come off the sea.

When a particular location is not located near any large body of water, the region will typically experience a continental climate. A continental climate is more extreme, with more significant temperature differences between day and night and between summer and winter.

OCEAN circulation

While we have focused primarily on the atmosphere thus far, the oceans, too, play a crucial role in relieving the radiation imbalance by transporting heat from lower to higher latitudes. The oceans also play a crucial role in both climate variability and climate change, as we will see. There are two primary components of ocean circulation. The first component is the horizontal circulation, characterized by wind-driven ocean gyres.

The major surface currents are associated with ocean gyres. These include the warm poleward western boundary currents such as the Gulf Stream, which is associated with the North Atlantic Gyre, and the Kuroshio Current associated with the North Pacific Gyre. These gyres also contain cold equatorward eastern boundary currents such as the Canary Current in the eastern North Atlantic and the California Current in the western North Atlantic. Similar current systems are found in the Southern Hemisphere. The horizontal patterns of ocean circulation are driven by the alternating patterns of wind as a function of latitude, and, in particular, by the tendency for westerly winds in mid-latitudes and easterly winds in the tropics, discussed above.

An essential additional mode of ocean circulation is the thermohaline circulation, which is sometimes referred to as the meridional overturning circulation or MOC. The circulation pattern is shown below. By contrast with the horizontal gyre circulations, the MOC can be viewed as a vertical circulation pattern associated with a tendency for sinking motion in the high-latitudes of the North Atlantic, and rising motion more broadly in the tropics and subtropics of the Indian and Pacific ocean. This circulation pattern is driven by contrasts in density, which are, in turn, primarily due to variations in both temperature and salinity (hence the term thermohaline). The sinking motion is associated with relatively cold, salty surface waters of the subpolar North Atlantic, and

the rising motion with the relatively warm waters in the tropical and subtropical Pacific and Indian ocean.

The picture presented above is a highly schematized and simple description of the actual vertical patterns of circulation in the ocean. Nonetheless, the conveyor belt is a useful mnemonic. The northward surface branch of this circulation pattern in the North Atlantic is sometimes erroneously called the Gulf Stream. The Gulf Stream, as discussed above, is part of the circulating waters of the wind-driven ocean gyre circulation. By contrast, the northward extension of the thermohaline circulation in the North Atlantic is rightfully referred to as the North Atlantic Drift. This current system represents a net transport of warm surface waters to higher latitudes in the North Atlantic and is also an essential means by which the climate system transports heat poleward from lower latitudes. Changes in this current system are speculated as having played a key role in past and potential future climate changes.

ALTITUDE AND MOUNTAIN RANGES

Atmospheric pressure and temperature decrease with altitude within the troposphere. The closer molecules are packed together, the more likely they are to collide. Collisions between molecules give off heat, which warms the air. At higher altitudes, the air is less dense, and air molecules are more spread out and less likely to collide. A location in the mountains has lower average temperatures than one at the base of the mountains. In Colorado, for example, Lakewood (5,640 feet) average annual temperature is 62 degrees F (17 degrees C), while Climax Lake (11,300 feet) is 42 degrees F (5.4 degrees C). Mountain ranges have two effects on the climate of the surrounding region. The first is something called the rain shadow effect, which brings warm, dry climate to the leeward side of a mountain range, as described in the Earth's Atmosphere chapter. The second effect mountains have on climate systems is the ability to separate coastal regions from the rest of the continent. Since a maritime air mass may have trouble rising over a mountain range, the coastal area will have a maritime climate, but the inland area on the leeward side will have a continental climate.

5.3 Climate Zones and Biomes

A climate zone results from the climate conditions of an area: its temperature, humidity, amount and type of precipitation, and the season. A climate zone is reflected in a region's natural vegetation. Perceptive travelers can figure out which climate zone they are in by looking at the vegetation, even if the weather is unusual for the climate on that day.

The significant factors that influence climate determine the different climate zones. In general, the same type of climate zone will be found at similar latitudes and in similar positions on nearly all continents, both in the Northern and Southern Hemispheres. The one exception to this pattern is the continental climates, which are not found at higher latitudes in the Southern Hemisphere. This is because the Southern Hemisphere land masses are not broad enough to produce a continental climate.

The most common system used to classify climatic zones is the Köppen classification system. This system is based on the temperature, the amount of precipitation, and the times of year when precipitation occurs. Since climate determines the type of vegetation that grows in an area, vegetation is used as an indicator of climate type.

A climate type and its plants and animals make up a biome. The organisms of a biome share specific characteristics around the world because their environment has similar advantages and challenges. The organisms have adapted to that environment in similar ways over time. For example, different species of cactus live on different continents, but they have adapted to the harsh desert in similar ways.

The Köppen classification system recognizes five major climate groups, each with a distinct capital letter A through E. Each lettered group is divided into subcategories. Some of these subcategories are forest (f), monsoon (m), and wet/dry (w) types, based on the amount of precipitation and season when that precipitation occurs.

Compare the Köppen Classification map above with the physical earth map below and compare the similarities.

Tropical Moist Climates (Group A)

Tropical Moist (Group A) climates are found in a band about 15 to 25 degrees North and South of the equator. Broadly speaking, these climates tend to have the following characteristics:

Temperature: Intense sunshine; each month has an average temperature of at least 18 degrees Celsius (64 degrees Fahrenheit).

Rainfall: Abundant, at least 150 cm (59 inches) per year.

The wet tropics have almost no annual temperature variation and tremendous amounts of rainfall year round, between 175 and 250 cm (65 and 100 inches). These conditions support the tropical rainforest biome. Densely packed, broadleaf evergreen trees dominate tropical rainforests. These rainforests have the highest number of species or biodiversity of any ecosystem.

Tropical Climates

TROPICAL MONSOON (Am)

The tropical monsoon climate has very low precipitation for one to two months each year. Rainforests grow here because the dry period is short, and the trees survive off of soil moisture. This climate is found where the monsoon winds blow, primarily in southern Asia, western Africa, and northeastern South America.

TROPICAL WET AND DRY

The tropical wet and dry climate lies between about 5 and 20 degrees North and South latitude, around the location of the ITCZ. In the summer, when the ITCZ drifts northward, the zone is wet. In the winter, when the ITCZ moves toward the equator, the region is dry. This climate exists where strong monsoon winds blow from land to sea, such as in India.

Rainforests cannot survive the months of low rainfall, so the typical vegetation is savanna. This biome consists mostly of grasses, with widely scattered deciduous trees and rare areas of denser forests.

Dry Climates (Group B)

The Dry Climates (Group B) have less precipitation than evaporation. Dry climate zones cover about 26 percent of the world's land area. Broadly speaking, these climates tend to have the following characteristics:

Temperature: Abundant sunshine. Summer temperatures are high; winters are colder and more prolonged than Tropical Moist climates

Rainfall: Irregular; several years of drought are often followed by a single year of abundant rainfall

Desert Climate

ARID DESERT (Bw)

Low-latitude, arid deserts are found between 15 degrees and 30 degrees North and South, where warm, dry air sinks at high-pressure zones. Vast deserts make up around 12 percent of the world's lands.

In the Sonoran Desert of the southwestern United States and northern Mexico, skies are clear. The typical weather is sweltering summer days and cold winter nights. Although annual rainfall is less than 25 cm (10 inches), rain falls during two seasons. Pacific storms bring winter rains and monsoons bring summer rains. Since organisms do not have to go too many months without some rain, a unique group of plants and animals can survive in the Sonoran desert.

SEMI-ARID OR STEPPE (Bs)

Higher latitude semi-arid deserts, also called steppe, are found in continental interiors or rainshadows. Semi-arid deserts receive between 20 and 40 cm (8 to 16 inches) of rain annually. The annual temperature range is broad. In the United States, the Great Plains, portions of the southern California coast, and the Great Basin are semi-arid deserts.

Moist Subtropical Mid-Latitude (Group C)

The Moist Subtropical Mid-latitude climates broadly speaking, have the following characteristics:

Temperature: The coldest month ranges from just below freezing to almost balmy, between -3 to 18 degrees Celcius (27 to 64 degrees Fahrenheit). Summers are mild with average temperatures above 10 degrees Celcius (50 degrees Fahrenheit). Seasons are distinct.

Rainfall: There is plentiful annual rainfall.

DRY SUMMER SUBTROPICAL OR MEDITERRANEAN CLIMATES (Cs)

The Dry Summer Subtropical climate is found on the western sides of continents between 30 to 45 degrees North and South latitude. Annual rainfall is 30 to 90 cm (14 to 35 inches) most of which comes in the winter.

The climate is typical of coastal California, which sits beneath a summertime high pressure for about five months each year. Land and sea breezes make winters moderate and summers cool. Vegetation must survive long summer droughts. The scrubby, woody vegetation that thrives in this climate is called chaparral.

HUMID SUBTROPICAL (Cfa)

The Humid Subtropical climate zone is found mostly on the eastern sides of continents. Rain falls throughout the year with annual averages between 80 and 165 cm (31 and 65 inches). Summer days are humid and hot, from the lower 30's up to 40 degrees Celsius (mid-80's up to 104 degrees Fahrenheit). Afternoon and evening thunderstorms are common. These conditions are caused by warm tropical air passing over the hot continent. Winters are mild, but middle-latitude storms, called cyclones, may bring snow and rain. The southeastern United States, with its hot humid summers and mild, but frosty winters, is typical of this climate zone.

MARINE WEST COAST CLIMATE (Cfb)

Marine West Coast climate zones line western North America between 40 degrees and 65 degrees North latitude, an area known as the Pacific Northwest. Ocean winds bring mild winters and cool summers. The temperature range, both daily and annually, is relatively small. Rain falls year-round, although summers are drier as the jet stream moves northward. Low clouds, fog, and drizzle are typical. In Western Europe, the climate covers a more extensive region since no high mountains are near the coast to block wind blowing off the Atlantic.

Humid Continental (Group D)

Continental (Group D) climates are found in most of the North American interior from about 40 degrees North to 70 degrees North. Broadly speaking, these climates have the following characteristics:

Temperature: The average temperature of the warmest month is higher than 10 degrees Celcius (50 degrees Fahrenheit) and the coldest month is below -3 degrees Celcius (-27 degrees Fahrenheit).

Precipitation: Winters are cold and stormy. Snowfall is common, and snow stays on the ground for long periods.

Trees grow in continental climates, even though winters are frigid because the average annual temperature is relatively mild. Continental climates are not found in the Southern Hemisphere because of the absence of a continent vast enough to generate this effect.

Humid Continental Climate

HUMID CONTINENTAL (Dfa, Dfb)

The humid continental climates are found around the polar front in North America and Europe. In the winter, middle-latitude cyclones bring chilly temperatures and snow. In the summer, westerly winds bring continental weather and warm temperatures. The average July temperature is often above 20 degrees Celcius (70 degrees Fahrenheit) The region is typified by deciduous trees, which protect themselves in winter by losing their leaves.

The two variations of this climate are based on summer temperatures:

Dfa, long, hot summers: summer days may be over 38oC (100oF), nights are warm, and the temperature range is broad, perhaps as great as 31oC (56oF). The long summers and high humidity foster plant growth.

Dfb, long, cool summers: summer temperatures and humidity are lower. Winter temperatures are below -18oC (0oF) for long periods.

SUBPOLAR (Dfc)

The subpolar climate is dominated by the continental polar air that masses over the frigid continent. Snowfall is light, but cold temperatures keep snow on the ground for months. Most of the approximately 50 cm (20 inches) of annual precipitation falls during summer cyclonic storms. The angle of the Sun's rays is low, but the Sun is visible in the sky for most or all of the day during the summer, so temperatures may get warm, but are rarely hot. These continental regions have extreme annual temperature ranges. The boreal, coniferous forests found in the subpolar climate are called taiga and have small, hardy, and widely spaced trees. Taiga vast forests stretch across Eurasia and North America.

Polar Climates (Group E)

Polar climates are found across the continents that border the Arctic Ocean, Greenland, and Antarctica. Broadly speaking, these climates tend to have the following characteristics:

Temperature: Winters are entirely dark and bitterly cold. Summer days are long, but the sun is low on the horizon, so summers are cool. The average temperature of the warmest month at less than 10oC (50oF). The annual temperature range is broad.

Precipitation: The region is dry with less than 25 cm (10 inches) of precipitation annually; most precipitation occurs during the summer.

Polar Climates

POLAR TUNDRA (ET)

The polar tundra climate is continental, with severe winters. Temperatures are so cold that a layer of permanently frozen ground, called permafrost forms below the surface. This frozen layer can extend hundreds of meters thick. The average temperature of the warmest months is above freezing, so summer temperatures defrost the uppermost portion of the permafrost. In winter, the permafrost prevents water from draining downward. In summer, the ground is swampy. Although the precipitation is low enough in many places to qualify as a desert, evaporation rates are also low, so the landscape receives more usable water than a desert.

Because of the lack of ice-free land near the South Pole, there is very little tundra in the Southern Hemisphere. The only plants that can survive the harsh winters and wet summers are small ground-hugging plants like mosses, lichens, small shrubs, and scattered small trees that make up the tundra.

ICE CAPS

Ice caps are found mostly on Greenland and Antarctica, about 9 percent of the Earth's land area. Ice caps may be thousands of meters thick. Icecap areas have extremely low average annual temperatures, around -29 degrees Celsius (-20 degrees Fahrenheit) at Eismitte, Greenland. Precipitation is low because the air is too cold to hold much moisture. Snow occasionally falls in the summer. The video below and related article from NASA highlights how the sea ice wintertime extent was the seventh-lowest ever in 2019.

Highland Climates (Group H)

When climate conditions in a small area are different from those of the surroundings, the climate of the small area is called highland or microclimates. The microclimate of a valley may be cool relative to its surroundings since cold air sinks. The ground surface may be hotter or colder than the air a few feet above it, because rock and soil gain and lose heat readily. Different sides of a mountain will have different microclimates. In the Northern Hemisphere, a south-facing slope receives more solar energy than a north-facing slope, so each side supports different amounts and types of vegetation.

Altitude mimics latitude in climate zones. Climates and biomes typical of higher latitudes may be found in other areas of the world at high altitudes.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

VARIATIONS IN THE CLIMATE

One of the most difficult aspects of deciding whether current climatic events reveal evidence of the impact of human activities is that it is hard to get a measure of what constitutes the natural variability of the climate. We know that over the past millennia the climate has undergone major changes without any significant human intervention. We also know that the global climate system is immensely complicated and that everything is in some way connected, and so the system is capable of fluctuating in unexpected ways.

We need therefore to know how much the climate can vary of its own accord in order to interpret with confidence the extent to which recent changes are natural as opposed to being the result of human activities.

Instrumental records do not go back far enough to provide us with reliable measurements of global climatic variability on timescales longer than a century. What we do know is that as we include longer time intervals, the record shows increasing evidence of slow swings in climate between different regimes. To build up a better picture of fluctuations appreciably further back in time requires us to use proxy records.

Over long periods of time, substances whose physical and chemical properties change with the ambient climate at the time can be deposited in a systematic way to provide a continuous record of changes in those properties over time, sometimes for hundreds or thousands of years. Generally, the layering occurs on an annual basis, hence the observed changes in the records can be dated. Information on temperature, rainfall, and other aspects of the climate that can be inferred from the systematic changes in properties is usually referred to as proxy data. Proxy temperature records have been reconstructed from ice core drilled out of the central Greenland ice cap, calcite shells embedded in layered lake sediments in *Western* Europe, ocean floor sediment cores from the tropical Atlantic Ocean, ice cores from Peruvian glaciers, and ice cores from eastern Antarctica. While these records provide broadly consistent indications that temperature variations can occur on a global scale, there are nonetheless some intriguing differences, which suggest that the pattern of temperature variations in regional climates can also differ significantly from each other.

What the proxy records make abundantly clear is that there have been significant natural changes in the climate over timescales longer than a few thousand years.

Equally striking, however, is the relative stability of the climate in the past 10,000 years (the Holocene period).

To the extent that the coverage of the global climate from these records can provide a measure of its true variability, it should at least indicate how all the natural causes of climate change have combined. These include the chaotic fluctuations of the atmosphere, the slower but equally erratic behavior of the oceans, changes in the land surfaces, and the extent of ice and snow. Also included will be any variations that have arisen from volcanic activity, solar activity, and, possibly, human activities.

One way to estimate how all the various processes leading to climate variability will combine is by using computer models of the global climate. They can do only so much to represent the full complexity of the global climate and hence may give only limited information about natural variability. Studies suggest that to date the variability

in computer simulations is considerably smaller than in data obtained from the proxy records.

In addition to the internal variability of the global climate system itself, there is the added factor of external influences, such as volcanoes and solar activity. There is a growing body of opinion that both these physical variations have a measurable impact on the climate. Thus we need to be able to include these in our deliberations. Some current analyses conclude that volcanoes and solar activity explain quite a considerable amount of the observed variability in the period from the seventeenth to the early twentieth centuries, but that they cannot be invoked to explain the rapid warming in recent decades.

Directions: Now answer the questions.

One of the most difficult aspects of deciding whether current climatic events reveal evidence of the impact of human activities is that it is hard to get a measure of what constitutes the natural variability of the climate. We know that over the past millennia the climate has undergone major changes without any significant human intervention. We also know that the global climate system is immensely complicated and that everything is in some way connected, and so the system is capable of fluctuating in unexpected ways.

We need therefore to know how much the climate can vary of its own accord in order to interpret with confidence the extent to which recent changes are natural as opposed to being the result of human activities.

According to paragraph 1, which of the following must we find out in order to determine the Impact of human activities upon climate?

- A) The major changes in climate over the past millennia
- B) The degree to which the climate varies naturally
- C) The best method for measuring climatic change
- D) The millennium when humans began to interfere with the climate

Instrumental records do not go back far enough to provide us with reliable measurements of global climatic variability on timescales longer than a century. What we do know is that as we include longer time intervals, the record shows increasing evidence of slow swings in climate between different regimes. To build up a better picture of fluctuations appreciably further back in time requires us to use proxy records.

According to paragraph 2, an advantage of proxy records over instrumental records is that:

- A) they are more reliable measures of climatic variability in the past century
- B) they provide more accurate measures of local temperatures
- C) they provide information on climate fluctuations further back in time
- D) they reveal information about the human impact on the climate

Over long periods of time, substances whose physical and chemical properties change with the ambient climate at the time can be deposited in a systematic way to provide a continuous record of changes in those properties over time, sometimes for hundreds or thousands of years. Generally, the layering occurs on an annual basis,

hence the observed changes in the records can be dated. Information on temperature, rainfall, and other aspects of the climate that can be inferred from the systematic changes in properties is usually referred to as proxy data. Proxy temperature records have been reconstructed from ice core drilled out of the central Greenland ice cap, calcite shells embedded in layered lake sediments in Western Europe, ocean floor sediment cores from the tropical Atlantic Ocean, ice cores from Peruvian glaciers, and ice cores from eastern Antarctica. While these records provide broadly consistent indications that temperature variations can occur on a global scale, there are nonetheless some intriguing differences, which suggest that the pattern of temperature variations in regional climates can also differ significantly from each other.

Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? Incorrect choices change the meaning in important ways or leave out essential information.

- A) Because physical and chemical properties of substances are unchanging, they are useful records of climate fluctuations over time.
- B) For hundreds or thousands of years, people have been observing changes in the chemical and physical properties of substances in order to infer climate change.
- C) Because it takes long periods of time for the climate to change, systematic changes in the properties of substances are difficult to observe.
- D) Changes in systematically deposited substances that are affected by climate can indicate climate variations over time.

According to paragraph 3, scientists are able to reconstruct proxy temperature records by

- A) studying regional differences in temperature variations
- B) studying and dating changes in the properties of substances
- C) observing changes in present-day climate conditions
- D) inferring past climate shifts from observations of current climatic changes

What the proxy records make abundantly clear is that there have been significant natural changes in the climate over timescales longer than a few thousand years. Equally striking, however, is the relative stability of the climate in the past 10,000 years (the Holocene period).

The word "striking" in the passage is closest in meaning to

- A) noticeable
- B) confusing
- C) true
- D) unlikely

Over long periods of time, substances whose physical and chemical properties change with the ambient climate at the time can be deposited in a systematic way to provide a continuous record of changes in those properties overtime, sometimes for

hundreds or thousands of years. Generally, the layering occurs on an annual basis, hence the observed changes in the records can be dated. Information on temperature, rainfall, and other aspects of the climate that can be inferred from the systematic changes in properties is usually referred to as proxy data. Proxy temperature records have been reconstructed from ice core drilled out of the central Greenland ice cap, calcite shells embedded in layered lake sediments in Western Europe, ocean floor sediment cores from the tropical Atlantic Ocean, ice cores from Peruvian glaciers, and ice cores from eastern Antarctica. While these records provide broadly consistent indications that temperature variations can occur on a global scale, there are nonetheless some intriguing differences, which suggest that the pattern of temperature variations in regional climates can also differ significantly from each other.

What the proxy records make abundantly clear is that there have been significant natural changes in the climate over timescales longer than a few thousand years. Equally striking, however, is the relative stability of the climate in the past 10,000 years (the Holocene period).

According to paragraphs 3 and 4, proxy data have suggested all of the following about the climate EXCEPT:

- A) Regional climates may change over time.
- B) The climate has changed very little in the past 10,000 years.
- C) Global temperatures vary more than regional temperatures.
- D) Important natural changes in climate have occurred over large timescales.

To the extent that the coverage of the global climate from these records can provide a measure of its true variability, it should at least indicate how all the natural causes of climate change have combined. These include the chaotic fluctuations of the atmosphere, the slower but equally erratic behavior of the oceans, changes in the land surfaces, and the extent of ice and snow. Also included will be any variations that have arisen from volcanic activity, solar activity, and, possibly, human activities.

The word "erratic" in the passage is closest in meaning to

- A) dramatic
- B) important
- C) unpredictable
- D) common

All of the following are mentioned in paragraph 5 as natural causes of climate change EXCEPT

- A) atmospheric changes
- B) the slow movement of landmasses
- C) fluctuations in the amount of ice and snow
- D) changes in ocean activity

One way to estimate how all the various processes leading to climate variability will combine is by using computer models of the global climate. They can do only so much to represent the full complexity of the global climate and hence may give only limited information about natural variability. Studies suggest that to date the variability in computer simulations is considerably smaller than in data obtained from the proxy records.

According to paragraph 6, which of the following is true of computer models of the global climate?

- A) The information they produce is still limited.
- B) They are currently most useful in understanding past climatic behaviors.
- C) They allow researchers to interpret the data obtained from proxy records.
- D) They do not provide information about regional climates.

In addition to the internal variability of the global climate system itself, there is the added factor of external influences, such as volcanoes and solar activity. There is a growing body of opinion that both these physical variations have a measurable impact on the climate. Thus we need to be able to include these in our deliberations. Some current analyses conclude that volcanoes and solar activity explain quite a considerable amount of the observed variability in the period from the seventeenth to the early twentieth centuries, but that they cannot be invoked to explain the rapid warming in recent decades.

The word "deliberations" in the passage is closest in meaning to

- A) records
- B) discussions
- C) results
- D) variations

The word "invoked" in the passage is closest in meaning to

- A) demonstrated
- B) called upon
- C) supported
- D) expected

What is the author's purpose in presenting the information in paragraph 7?

- A) To compare the influence of volcanoes and solar activity on climate variability with the influence of factors external to the global climate system
- B) To indicate that there are other types of influences on climate variability in addition to those previously discussed
- C) To explain how external influences on climate variability differ from internal influences
- D) To argue that the rapid warming of Earth in recent decades cannot be explained

In addition to the internal variability of the global climate system itself, there is the added factor of external influences, such as volcanoes and solar activity. (A) There is a growing body of opinion that both these physical variations have a measurable impact on the climate. (B) Thus we need to be able to include these in our deliberations. (C) Some current analyses conclude that volcanoes and solar activity explain quite a considerable amount of the observed variability in the period from the seventeenth to the early twentieth centuries, but that they cannot be invoked to explain the rapid warming in recent decades. (D)

Directions: Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

Indeed, the contribution of volcanoes and solar activity would more likely have been to actually reduce the rate of warming slightly.

Where would the sentence best fit?

- A) Choice A
- B) Choice B
- C) Choice C
- D) Choice D

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the **THREE** answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

A number of different and complex factors influence changes in the global climate over long periods of time.

Answer Choices

A) In the absence of instrumental records, proxy data allow scientists to infer information about past climates.

B) Scientists see a consistent pattern in the global temperature variations that have occurred in the past.

C) Computer models are used to estimate how the different causes of climate variability combine to account for the climate variability that occurs.

D) Scientists have successfully separated natural climate variation from changes related to human activities.

E) Scientists believe that activities outside the global climate system, such as volcanoes and solar activity, may have significant effects on the system.

F) Scientists have concluded that human activity accounts for the rapid global warming in recent decades.

РАЗДЕЛ 3. СФЕРА ПРОФЕССИОНАЛЬНО-ТРУДОВОГО ОБЩЕНИЯ

ТЕМА 3.1. ПРОФЕССИОНАЛЬНАЯ ДЕЯТЕЛЬНОСТЬ В ДЕЛОВОЙ СФЕРЕ

Correct seven mistakes in this paragraph.

I'm a technician in a factory. I think I have a good work relationship with my colleagues. I tried to establish a good report with them from the very beginning. The person I like most is my opposite member in our office in Paris. My boss likes me to make the initiative. Generally, when I socialise with my jobmates outside of work, we try not to talk about shop, but it's not easy and sometimes we have a good gossip about colleagues and events at work.

Match the left and right-hand columns to make pairs of sentences.

- | | |
|--|--|
| 1 We oft en work together. | a There are several levels of management. |
| 2 The firm's rather hierarchical. | b Deadlines have to be met. |
| 3 Peter's my counterpart. | c It's a job-share. |
| 4 We work to a tight schedule. | d Collaboration is a good thing. |
| 5 I don't think I'll be promoted before her. | e We do the same job but he's based in Rome. |
| 6 Jess and I work half-and-half. | f There's a strict pecking order in the company. |

Use words and phrases from the opposite page to complete these sentences.

- 1 A good friend suggested we set up a small company together, so I her and we formed a in 2012.
- 2 I'm really tired; I've had a very heavy recently.
- 3 I don't want an office job. I don't want to spend all day stuck .
- 4 I'd hate to feel trapped in my job and to be stuck in .
- 5 I work for different companies at different times as it suits me. I'm .
- 6 I used to work for someone else, but now I'm my own boss; I'm .
- 7 I stopped working in the hamburger restaurant. It was such a dead .
- 8 When I was working in the factory, all I could think of all day was the moment when I could knock.
- 9 Being a hospital nurse is a good job, but you can't go out much with friends. The hours are a bit. (*two possible answers*)
- 10 I find annoying, because it means I don't have my own desk where I can keep things at work.

Choose adjectives from the box to describe the jobs below. You can use more than one for each job. Add other adjectives of your own.

Glamorous/ stimulating/ repetitive/ stressful/ monotonous/ varied/ mechanical/ mundane/ challenging/ mind-numbing/ rewarding

1 assembly-line worker in a car factory 6 lifeguard on a beach 2 supermarket shelf stacker 7 receptionist at a dentist's 3 public relations officer in a multinational company 8 private detective 4 bodyguard to a celebrity 9 refuse collector in a city 5 surgeon 10 night-security guard.

Match words from each box to form collocations from the opposite page and use them to complete the sentences below.

borrow make spend stay supplement

1 I of €500 every month to my credit-card account.

2 When I was a student I got a job in a fast-food outlet to .

3 I used to on books when I was at university.

4 I had no grant or scholarship, so I had to to finance my studies.

5 Small firms find it difficult to when costs and interest rates are high.

Correct the collocation errors in these sentences.

1 The firm has huge debts and has had to borrow \$10 million. The new chief executive has introduced cost-cutting methods.

2 When I left university I had no upstanding debts, unlike most of my friends, who owed thousands of pounds.

3 The manager falsified company recordings and stole money from her employer.

4 I had no resource of income, so I had to get a job, and quickly.

5 We placed down a deposit on a new car last week.

6 She faulted on her loan repayment and had to sell her business.

7 Many people don't trust online banking because they are afraid of identification theft .

8 If we don't cut up on luxuries, we're going to find ourselves in serious debt.

9 There are special offers for students who enter a current account at the university bank.

10 You will pay a lot of interest if you go over your discussed credit limit.

Answer the questions about collocations from the material.

1 What object is a person or company being compared to when we use the collocation *keep* or *stay afloat* metaphorically?

2 What are you eventually expected to do with a loan?

3 If a bank *calls in* a loan, do they (a) give it (b) write it off (c) demand full payment?

4 If someone defaults on a payment, do they (a) not make it (b) make it in full (c) partially make it?

5 What is the crime called when someone makes illegal use of another person's credit card?

Complete each sentence using the word in brackets in the appropriate form.

1 The accused was found guilty of company records. (false)

2 The insurance company takes all claims very seriously. (fraud)

- 3 I try to make a into my savings account every month. (pay)
 4 Identity is becoming an increasingly common crime. (thief)
 5 I was glad that the bank was able to offer me an overdraft . (interest)

Match the beginning of each sentence with its ending.

- 1 The government is finding it very difficult to curb exclusion.
 2 The country is suffering because of the current economic interests.
 3 Although heavy industry is in decline, service industries are inflation.
 4 The CEO is anxious to safeguard his company's climate.
 5 New machinery has enabled the factory to increase its resources.
 6 The tax authorities plan to tackle the issue of undeclared output.
 7 The budget plan explains how we intend to allocate our various thriving.
 8 We must tackle and solve the problems caused by social earnings.

Find the opposite of the underlined words in these collocations.

- 1 to invest for the short term 6 soaring profits
 2 to restrict opportunity 7 private spending
 3 declared earnings 8 to reduce costs
 4 falling unemployment 9 to lower interest rates
 5 stunting growth 10 to abolish a levy

Complete each sentence.

- 1 The government has more control over ____ than over spending.
 2 Tax inspectors make spot checks to ensure we do not have any ____ earnings.
 3 If you have a steady and secure income, then it may be sensible to invest for the ____ rather than the ____ term.
 4 ____ unemployment is a sign of a healthy economy.
 5 If the government wants to slow down the economy by ____ interest rates, then a company's costs will be ____ and so their profits may ____.
 6 A progressive government will want to ____ opportunity and to ____ growth.
 7 A political party might think it was a good idea to slow growth down but it would be very unlikely to say that it wanted to ____ growth.
 8 The government has decided to ____ a levy on commercial waste collection in order to encourage recycling.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

SEVENTEENTH-CENTURY EUROPEAN ECONOMIC GROWTH

In the late sixteenth century and into the seventeenth, Europe continued the growth that had lifted it out of the relatively less prosperous medieval period (from the mid 400s to the late 1400s). Among the key factors behind this growth were increased agricultural productivity and an expansion of trade.

Populations cannot grow unless the rural economy can produce enough additional food to feed more people. During the sixteenth century, farmers brought more land into cultivation at the expense of forests and fens (low-lying wetlands). Dutch land reclamation in the Netherlands in the sixteenth and seventeenth centuries provides the most spectacular example of the expansion of farmland: the Dutch reclaimed more than 36,000 acres from 1590 to 1615 alone.

Much of the potential for European economic development lay in what at first glance would seem to have been only sleepy villages. Such villages, however, generally lay in regions of relatively advanced agricultural production, permitting not only the survival of peasants but also the accumulation of an agricultural surplus for investment. They had access to urban merchants, markets, and trade routes.

Increased agricultural production in turn facilitated rural industry, an intrinsic part of the expansion of industry. Woolens and textile manufacturers, in particular, utilized rural cottage (in-home) production, which took advantage of cheap and plentiful rural labor. In the German states, the ravages of the Thirty Years' War (1618-1648) further moved textile production into the countryside. Members of poor peasant families spun or wove cloth and linens at home for scant remuneration in an attempt to supplement meager family income.

More extended trading networks also helped develop Europe's economy in this period. English and Dutch ships carrying rye from the Baltic states reached Spain and Portugal. Population growth generated an expansion of small-scale manufacturing, particularly of handicrafts, textiles, and metal production in England, Flanders, parts of northern Italy, the southwestern German states, and parts of Spain. Only iron smelting and mining required marshaling a significant amount of capital (wealth invested to create more wealth).

The development of banking and other financial services contributed to the expansion of trade. By the middle of the sixteenth century, financiers and traders commonly accepted bills of exchange in place of gold or silver for other goods. Bills of exchange, which had their origins in medieval Italy, were promissory notes (written promises to pay a specified amount of money by a certain date) that could be sold to third parties. In this way, they provided credit. At mid-century, an Antwerp financier only slightly exaggerated when he claimed, "One can no more trade without bills of exchange than sail without water." Merchants no longer had to carry gold and silver over long, dangerous journeys. An Amsterdam merchant purchasing soap from a merchant in Marseille could go to an exchanger and pay the exchanger the equivalent sum in guilders, the Dutch currency. The exchanger would then send a bill of exchange to a colleague in Marseille, authorizing the colleague to pay the Marseille merchant in the merchant's own currency after the actual exchange of goods had taken place.

Bills of exchange contributed to the development of banks, as exchangers began to provide loans. Not until the eighteenth century, however, did such banks as the Bank of Amsterdam and the Bank of England begin to provide capital for business investment. Their principal function was to provide funds for the state.

The rapid expansion in international trade also benefitted from an infusion of capital, stemming largely from gold and silver brought by Spanish vessels from the

Americas. This capital financed the production of goods, storage, trade, and even credit across Europe and overseas. Moreover, an increased credit supply was generated by investments and loans by bankers and wealthy merchants to states and by joint-stock partnerships— an English innovation (the first major company began in 1600). Unlike short-term financial cooperation between investors for a single commercial undertaking, joint-stock companies provided permanent funding of capital by drawing on the investments of merchants and other investors who purchased shares in the company.

Directions: Now answer the questions.

*In the late sixteenth century and into the seventeenth, Europe continued the growth that had lifted it out of the relatively less prosperous medieval period (from the mid 400s to the late 1400s). Among the **key** factors behind this growth were increased agricultural productivity and an expansion of trade.*

According to paragraph 1, what was true of Europe during the medieval period?

- A) Agricultural productivity declined.
- B) There was relatively little economic growth.
- C) The general level of prosperity declined.
- D) Foreign trade began to play an Important role in the economy.

The word "key" in the passage is closest in meaning to

- A) historical
- B) many
- C) important
- D) hidden

Populations cannot grow unless the rural economy can produce enough additional food to feed more people. During the sixteenth century, farmers brought more land into cultivation at the expense of forests and fens (low-lying wetlands). Dutch land reclamation In the Netherlands in the sixteenth and seventeenth centuries provides the most spectacular example of the expansion of farmland: the Dutch reclaimed more than 2 36,000 acres from 1590 to 1615 alone.

According to paragraph 2, one effect of the desire to increase food production was that

- A) land was cultivated in a different way
- B) more farmers were needed
- C) the rural economy was weakened
- D) forests and wetlands were used for farming

Much of the potential for European economic development lay in what at first glance would seem to have been only sleepy villages. Such villages, however, generally lay in regions of relatively advanced agricultural production, permitting not only the

survival of peasants but also the accumulation of an agricultural surplus for investment. They had access to urban merchants, markets, and trade routes.

According to paragraph 3, what was one reason villages had such great economic potential?

- A) Villages were located in regions where agricultural production was relatively advanced.
- B) Villages were relatively small in population and size compared with urban areas.
- C) Some village inhabitants made investments in industrial development.
- D) Village inhabitants established markets within their villages.

*Increased agricultural production in turn facilitated rural industry, an intrinsic part of the expansion of industry. Woolens and textile manufacturers, in particular, utilized rural cottage (in-home) production, which took advantage of cheap and plentiful rural labor. In the German states, the ravages of the Thirty Years' War (1618-1648) further moved textile production into the countryside. Members of poor peasant families spun or wove cloth and linens at home for scant remuneration in an attempt to supplement **meager** family income.*

Paragraph 4 supports the idea that increased agricultural production was important for the expansion of industry primarily because it

- A) increased the number of available workers in rural areas
- B) provided new types of raw materials for use by industry
- C) resulted in an improvement in the health of the rural cottage workers used by manufacturers
- D) helped repair some of the ravages of the Thirty Years' War

The word "meager" in the passage is closest in meaning to

- A) very necessary
- B) very low
- C) traditional
- D) primary

More extended trading networks also helped develop Europe's economy in this period. English and Dutch ships carrying rye from the Baltic states reached Spain and Portugal. Population growth generated an expansion of small-scale manufacturing, particularly of handicrafts, textiles, and metal production in England, Flanders, parts of northern Italy, the southwestern German states, and parts of Spain. Only iron smelting and mining required marshaling a significant amount of capital (wealth invested to create more wealth).

Why does the author mention that "English and Dutch ships carrying rye from the Baltic states reached Spain and Portugal"?

- A) To suggest that England and the Netherlands were the two most important trading nations in seventeenth-century Europe
- B) To suggest how extensive trading relations were
- C) To contrast the importance of agricultural products with manufactured products
- D) To argue that shipping introduced a range of new products

The development of banking and other financial services contributed to the expansion of trade. By the middle of the sixteenth century, financiers and traders commonly accepted bills of exchange in place of gold or silver for other goods. Bills of exchange, which had their origins in medieval Italy, were promissory notes (written promises to pay a specified amount of money by a certain date) that could be sold to third parties. In this way, they provided credit. At mid-century, an Antwerp financier only slightly exaggerated when he claimed, "One can no more trade without bills of exchange than sail without water." Merchants no longer had to carry gold and silver overlong, dangerous journeys. An Amsterdam merchant purchasing soap from a merchant in Marseille could go to an exchanger and pay the exchanger the equivalent sum in guilders, the Dutch currency. The exchanger would then send a bill of exchange to a colleague in Marseille, authorizing the colleague to pay the Marseille merchant in the merchant's own currency after the actual exchange of goods had taken place.

By including the quotation in paragraph 6 by the financier from Antwerp, the author is emphasizing that

- A) sailing was an important aspect of the economy
- B) increasing the number of water routes made trade possible
- C) bills of exchange were necessary for successful trading
- D) financiers often exaggerated the need for bills of exchange

According to paragraph 6, merchants were able to avoid the risk of carrying large amounts of gold and silver by

- A) using third parties in Marseille to buy goods for them
- B) doing all their business by using Dutch currency
- C) paying for their purchases through bills of exchange
- D) waiting to pay for goods until the goods had been delivered

Bills of exchange contributed to the development of banks, as exchangers began to provide loans. Not until the eighteenth century, however, did such banks as the Bank of Amsterdam and the Bank of England begin to provide capital for business investment. Their principal function was to provide funds for the state.

According to paragraph 7, until the eighteenth century, it was the principal function of which of the following to provide funds for the state?

- A) Bills of exchange
- B) Exchangers who took loans

- C) Banks
- D) Business investment

The rapid expansion in International trade also benefitted from an infusion of capital, stemming largely from gold and silver brought by Spanish vessels from the Americas. This capital financed the production of goods, storage, trade, and even credit across Europe and overseas. Moreover, an increased credit supply was generated by investments and loans by bankers and wealthy merchants to states and by joint-stock partnerships—an English innovation (the first major company began in 1600). Unlike short-term financial cooperation between investors for a single commercial undertaking, joint-stock companies provided permanent funding of capital by drawing on the investments of merchants and other investors who purchased shares in the company.

- The phrase "an English Innovation" in the passage is closest in meaning to
- A) a new development introduced by the English
 - B) an arrangement found only in England
 - C) a type of agreement negotiated in English
 - D) a type of partnership based on English law

According to paragraph 8, each of the following was a source of funds used to finance economic expansion EXCEPT

- A) groups of investors engaged in short-term financial cooperation
- B) the state
- C) wealthy merchants
- D) joint-stock companies

The development of banking and other financial services contributed to the expansion of trade. By the middle of the sixteenth century, financiers and traders commonly accepted bills of exchange in place of gold or silver for other goods. Bills of exchange, which had their origins in medieval Italy, were promissory notes (written promises to pay a specified amount of money by a certain date) that could be sold to third parties. In this way, they provided credit. (A) At mid-century, an Antwerp financier only slightly exaggerated when he claimed, "One can no more trade without bills of exchange than sail without water." (B) Merchants no longer had to carry gold and silver overlong, dangerous journeys. (C) An Amsterdam merchant purchasing soap from a merchant in Marseille could go to an exchanger and pay the exchanger the equivalent sum in guilders, the Dutch currency. (D) The exchanger would then send a bill of exchange to a colleague in Marseille, authorizing the colleague to pay the Marseille merchant in the merchant's own currency after the actual exchange of goods had taken place.

Directions: Look at the part of the passage that is displayed above. The letters (A), (B), (C), and (D) indicate where the following sentence could be added.

They could also avoid having to identify and assess the value of a wide variety of coins issued in many different places.

Where would the sentence best fit?

- A) Choice A
- B) Choice B
- C) Choice C
- D) Choice D

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

In late sixteenth- and early seventeenth-century Europe, increased agricultural production and the expansion of trade were important in economic growth.

Answer Choices

A) Bringing more land under cultivation produced enough food to create surpluses for trade and investment as well as for supporting the larger populations that led to the growth of rural Industry.

B) Most rural villages established an arrangement with a nearby urban center that enabled villagers to take advantage of urban markets to sell any handicrafts they produced.

C) Increases in population and the expansion of trade led to increased manufacturing, much of it small-scale in character but some requiring significant capital investment.

D) The expansion of trade was facilitated by developments in banking and financial services and benefitted from the huge influx of capital in the form of gold and silver from the Americas.

E) Bills of exchange were invented in medieval Italy but became less important as banks began to provide loans for merchants.

F) Increased capital was required for the production of goods, for storage, for trade, and for the provision of credit throughout Europe as well as in more distant markets overseas.

Directions: Read the passage. Then answer the questions. Give yourself 20 minutes to complete this practice set.

PETROLEUM RESOURCES

Petroleum, consisting of crude oil and natural gas, seems to originate from organic matter in marine sediment. Microscopic organisms settle to the seafloor and accumulate in marine mud. The organic matter may partially decompose, using up the

dissolved oxygen in the sediment. As soon as the oxygen is gone, decay stops and the remaining organic matter is preserved.

Continued sedimentation—the process of deposits' settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment.

Oil pools are valuable underground accumulations of oil, and oil fields are regions underlain by one or more oil pools. When an oil pool or field has been discovered, wells are drilled into the ground. Permanent towers, called derricks, used to be built to handle the long sections of drilling pipe. Now portable drilling machines are set up and are then dismantled and removed. When the well reaches a pool, oil usually rises up the well because of its density difference with water beneath it or because of the pressure of expanding gas trapped above it. Although this rise of oil is almost always carefully controlled today, spouts of oil, or gushers, were common in the past. Gas pressure gradually dies out, and oil is pumped from the well. Water or steam may be pumped down adjacent wells to help push the oil out. At a refinery, the crude oil from underground is separated into natural gas, gasoline, kerosene, and various oils. Petrochemicals such as dyes, fertilizer, and plastic are also manufactured from the petroleum.

As oil becomes increasingly difficult to find, the search for it is extended into more-hostile environments. The development of the oil field on the North Slope of Alaska and the construction of the Alaska pipeline are examples of the great expense and difficulty involved in new oil discoveries. Offshore drilling platforms extend the search for oil to the ocean's continental shelves—those gently sloping submarine regions at the edges of the continents. More than one-quarter of the world's oil and almost one-fifth of the world's natural gas come from offshore, even though offshore drilling is six to seven times more expensive than drilling on land. A significant part of this oil and gas comes from under the North Sea between Great Britain and Norway.

Of course, there is far more oil underground than can be recovered. It may be in a pool too small or too far from a potential market to justify the expense of drilling.

Some oil lies under regions where drilling is forbidden, such as national parks or other public lands. Even given the best extraction techniques, only about 30 to 40 percent of the oil in a given pool can be brought to the surface. The rest is far too difficult to extract and has to remain underground.

Moreover, getting petroleum out of the ground and from under the sea and to the consumer can create environmental problems anywhere along the line. Pipelines carrying oil can be broken by faults or landslides, causing serious oil spills. Spillage from huge oil-carrying cargo ships, called tankers, involved in collisions or accidental groundings can create oil slicks at sea. Offshore platforms may also lose oil, creating oil slicks that drift ashore and foul the beaches, harming the environment. Sometimes, the ground at an oil field may subside as oil is removed. The Wilmington field near

Long Beach, California, has subsided nine meters in 50 years; protective barriers have had to be built to prevent seawater from flooding the area. Finally, the refining and burning of petroleum and its products can cause air pollution. Advancing technology and strict laws, however, are helping control some of these adverse environmental effects.

Directions: Now answer the questions.

Petroleum, consisting of crude oil and natural gas, seems to originate from organic matter in marine sediment. Microscopic organisms settle to the seafloor and accumulate in marine mud.

The organic matter may partially decompose, using up the dissolved oxygen in the sediment. As soon as the oxygen is gone, decay stops and the remaining organic matter is preserved. Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment.

The word “accumulate” in the passage is closest in meaning to

- A grow up
- B build up
- C spread out
- D break apart

According to paragraph 1, which of the following is true about petroleum formation?

- A Microscopic organisms that live in mud produce crude oil and natural gas.
- B Large amounts of oxygen are needed for petroleum formation to begin.
- C Petroleum is produced when organic material in sediments combines with decaying marine organisms.
- D Petroleum formation appears to begin in marine sediments where organic matter is present.

In paragraphs 1 and 2, the author’s primary purpose is to

- A describe how petroleum is formed
- B explain why petroleum formation is a slow process
- C provide evidence that a marine environment is necessary for petroleum formation
- D show that oil commonly occurs in association with gas

Which of the sentences below best expresses the essential information in the highlighted sentence in paragraph 2? Incorrect choices change the meaning in important ways or leave out essential information.

A Higher temperatures and pressures promote sedimentation, which is responsible for petroleum formation.

B Deposits of sediments on top of organic matter increase the temperature of and pressure on the matter.

C Increased pressure and heat from the weight of the sediment turn the organic remains into petroleum.

D The remains of microscopic organisms transform into petroleum once they are buried under mud.

Oil pools are valuable underground accumulations of oil, and oil fields are regions underlain by one or more oil pools. When an oil pool or field has been discovered, wells are drilled into the ground. Permanent towers, called derricks, used to be built to handle the long sections of drilling pipe. Now portable drilling machines are set up and are then dismantled and removed. When the well reaches a pool, oil usually rises up the well because of its density difference with water beneath it or because of the pressure of expanding gas trapped above it. Although this rise of oil is almost always carefully controlled today, spouts of oil, or gushers, were common in the past. Gas pressure gradually dies out, and oil is pumped from the well. Water or steam may be pumped down adjacent wells to help push the oil out. At a refinery, the crude oil from underground is separated into natural gas, gasoline, kerosene, and various oils. Petrochemicals such as dyes, fertilizer, and plastic are also manufactured from the petroleum.

The word “adjacent” in the passage is closest in meaning to

A nearby

B existing

C special

D deep

Which of the following can be inferred from paragraph 3 about gushers?

A They make bringing the oil to the surface easier.

B They signal the presence of huge oil reserves.

C They waste more oil than they collect.

D They are unlikely to occur nowadays.

As oil becomes increasingly difficult to find, the search for it is extended into more-hostile environments. The development of the oil field on the North Slope of Alaska and the construction of the Alaska pipeline are examples of the great expense and difficulty involved in new oil discoveries. Offshore drilling platforms extend the search for oil to the ocean’s continental shelves—those gently sloping submarine regions at the edges of the continents. More than one-quarter of the world’s oil and

almost one-fifth of the world's natural gas come from offshore, even though offshore drilling is six to seven times more expensive than drilling on land. A significant part of this oil and gas comes from under the North Sea between Great Britain and Norway.

Which of the following strategies for oil exploration is described in paragraph 4?

- A Drilling under the ocean's surface
- B Limiting drilling to accessible locations
- C Using highly sophisticated drilling equipment
- D Constructing technologically advanced drilling platforms

What does the development of the Alaskan oil field mentioned in paragraph 4 demonstrate?

- A More oil is extracted from the sea than from land.
- B Drilling for oil requires major financial investments.
- C The global demand for oil has increased over the years.
- D The North Slope of Alaska has substantial amounts of oil.

The word "sloping" in the passage is closest in meaning to

- A shifting
- B inclining
- C forming
- D rolling

Of course, there is far more oil underground than can be recovered. It may be in a pool too small or too far from a potential market to justify the expense of drilling. Some oil lies under regions where drilling is forbidden, such as national parks or other public lands. Even given the best extraction techniques, only about 30 to 40 percent of the oil in a given pool can be brought to the surface. The rest is far too difficult to extract and has to remain underground.

According to paragraph 5, the decision to drill for oil depends on all of the following factors EXCEPT

- A permission to access the area where oil has been found
- B the availability of sufficient quantities of oil in a pool
- C the location of the market in relation to the drilling site
- D the political situation in the region where drilling would occur

*Moreover, getting petroleum out of the ground and from under the sea and to the consumer can create environmental problems anywhere along the line. Pipelines carrying oil can be broken by faults or landslides, causing serious oil spills. Spillage from huge oil-carrying cargo ships, called tankers, involved in collisions or accidental groundings can create oil slicks at sea. Offshore platforms may also lose oil, creating oil slicks that drift ashore and **foul** the beaches, harming the environment. Sometimes,*

the ground at an oil field may subside as oil is removed. The Wilmington field near Long Beach, California, has subsided nine meters in 50 years; protective barriers have had to be built to prevent seawater from flooding the area. Finally, the refining and burning of petroleum and its products can cause air pollution. Advancing technology and strict laws, however, are helping control some of these adverse environmental effects.

The word “foul” in the passage is closest in meaning to

- A reach
- B flood
- C pollute
- D alter

In paragraph 6, the author’s primary purpose is to

- A provide examples of how oil exploration can endanger the environment
- B describe accidents that have occurred when oil activities were in progress
- C give an analysis of the effects of oil spills on the environment
- D explain how technology and legislation help reduce oil spills

Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. 7 As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. 7 Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. 7 Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. 7

Look at the four squares [7] that indicate where the following sentence can be added to the passage.

Unless something acts to halt this migration, these natural resources will eventually reach the surface.

Where would the sentence best fit?

A. Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. Unless something acts to halt this migration, these natural resources will eventually reach the surface. As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. 7 Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. 7 Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. 7

B. Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures,

which convert the organic matter to oil and gas. 7 As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. Unless something acts to halt this migration, these natural resources will eventually reach the surface. Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. 7 Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. 7

C. Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. 7 As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. 7 Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. Unless something acts to halt this migration, these natural resources will eventually reach the surface. Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. 7

D. Continued sedimentation—the process of deposits’ settling on the sea bottom—buries the organic matter and subjects it to higher temperatures and pressures, which convert the organic matter to oil and gas. 7 As muddy sediments are pressed together, the gas and small droplets of oil may be squeezed out of the mud and may move into sandy layers nearby. 7 Over long periods of time (millions of years), accumulations of gas and oil can collect in the sandy layers. 7 Both oil and gas are less dense than water, so they generally tend to rise upward through water-saturated rock and sediment. Unless something acts to halt this migration, these natural resources will eventually reach the surface.

Directions: An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage.

Write your answer choices in the spaces where they belong. You can either write the letter of your answer choice or you can copy the sentence.

“Petroleum” is a broad term that includes both crude oil and natural gas.

Answer Choices

A Petroleum formation is the result of biological as well as chemical activity.

B Petroleum tends to rise to the surface, since it is lower in density than water.

C The difficulty of finding adequate sources of oil on land has resulted in a greater number of offshore drilling sites.

D Current methods of petroleum extraction enable oil producers to recover about half of the world’s petroleum reserves.

E Petroleum extraction can have a negative impact on the environment.

F Accidents involving oil tankers occur when tankers run into shore reefs or collide with other vessels.

УПРАВЛЯЕМАЯ САМОСТОЯТЕЛЬНАЯ РАБОТА (Примерные материалы)

Раздел 1. Сфера социально-культурного общения

Тема 1.1. Спорт и здоровый образ жизни

THE IMPORTANCE OF TEACHING A FOREIGN LANGUAGE IN MEDICAL EDUCATION AND ITS ROLE IN PEDAGOGY

By M.B. Mommyeva, and E.G. Mommyev

The globalized nature of contemporary healthcare and the rapid expansion of medical knowledge have elevated the importance of foreign language proficiency within medical education. The ability to navigate and utilize academic and clinical resources published in multiple languages – particularly English – has become a cornerstone for professional development, international collaboration, and evidence-based practice.

Medical students who acquire strong language skills gain the advantage of early access to cutting-edge research, global practice guidelines, and diverse cultural perspectives, all of which shape their future roles as competent and empathetic practitioners. In addition, foreign language instruction in medical programs holds considerable relevance for pedagogical strategies, as it enhances the learning process by fostering critical thinking, cross-cultural awareness, and advanced communication techniques.

Language proficiency in medicine not only opens doors to a wealth of scientific information, but also fosters a more profound engagement with international research initiatives. By reading articles, attending conferences, and participating in global symposia, medical students expand their professional horizons and stay updated on recent clinical findings. This engagement promotes evidence-based decision-making and encourages curiosity about novel therapeutic approaches, thereby ensuring that medical graduates remain adaptable to evolving standards of care. The exchange of data and expertise across borders becomes more seamless through a shared linguistic platform, which facilitates collaborative research endeavors. Such collaborations often culminate in collective publications, high impact studies, and improved guidelines that benefit a broad range of patient populations.

From this perspective, foreign language instruction can be regarded as a gateway to international scientific networks that deepen students' appreciation for the dynamism of modern medicine.

Moreover, the cultivation of foreign language competencies plays a crucial role in shaping culturally competent practitioners who can address the diverse backgrounds of patients in an increasingly multicultural environment. Language is a conduit for empathy, and health professionals who demonstrate linguistic versatility are better equipped to establish trust, interpret patient histories accurately, and tailor care plans to meet the specific needs of varied populations. The nuanced grasp of patient

narratives in a non-native language greatly reduces the risk of miscommunication, diagnostic errors, and treatment delays.

Additionally, this cultural competence aligns with the broader aim of holistic, patient-centered care, in which respect for patients' values and contexts is integral to clinical success. By integrating foreign language teaching into medical curricula, educational institutions help foster the empathetic and inclusive mindset that modern healthcare demands.

Pedagogy in medical education benefits substantially from the inclusion of foreign language instruction. Teaching a foreign language goes beyond the traditional goals of vocabulary building and grammar comprehension. It also encourages the development of sophisticated cognitive and metacognitive skills that overlap significantly with the competencies required in clinical practice. Learners are prompted to process and analyze medical texts, interpret case studies, and engage in simulated interviews or peer group discussions conducted in a second language. This interactive methodology nurtures problem solving abilities, reflective thinking, and adaptive learning strategies. The pedagogical impact is further enhanced by technological tools such as online simulations, virtual patient platforms, and language-learning applications, all of which immerse students in authentic clinical contexts while reinforcing linguistic proficiency. The result is an innovative and dynamic teaching environment in which foreign language usage is a catalyst for deeper comprehension and professional readiness.

Instructors in medical programs who are proficient in a foreign language can also serve as role models and mentors, thereby reinforcing the importance of language skills within the broader educational community. These educators are able to incorporate international case reports and research studies into the curriculum more seamlessly, encouraging discussions on the latest findings from diverse regions of the world. Furthermore, they can introduce students to digital libraries, journals, and databases that operate primarily in foreign languages, thus expanding the pool of credible information available for academic projects and clinical inquiries. The integration of language instruction with clinical and theoretical content ultimately strengthens the overall curriculum design, leading to an enriched academic atmosphere that values open-mindedness and resourcefulness.

The benefits of foreign language instruction in medical education are not limited to immediate academic outcomes. They extend well beyond graduation, influencing the trajectory of professional practice and lifelong learning. Graduates with robust language skills are more likely to engage in career opportunities that involve international travel, humanitarian missions, and global health initiatives. Through these experiences, they refine their clinical competencies, cultivate leadership qualities, and gain insights into the social determinants of health. Such immersion contributes to a more profound understanding of global health challenges and highlights the commonalities and differences in patient populations worldwide. Ultimately, the synergy between language proficiency and cross-cultural exposure shapes a well-rounded physician who is better prepared to adapt to the unforeseen demands of an increasingly interconnected healthcare landscape.

An additional dimension to consider is the ethical and humanitarian significance of foreign language education in medical training, as it reinforces the principle of patient-centered care.

When healthcare providers can interact with individuals of diverse linguistic backgrounds in a language they understand, the healthcare encounter shifts from a task-oriented exchange to a more empathetic and interactive dialogue. Patients are more likely to share important details about their symptoms, lifestyle, and concerns when they feel truly heard and respected, which strengthens the therapeutic alliance and improves clinical outcomes.

This expanded communication channel also supports ethical responsibilities by reducing the risk of misunderstanding patient consent, clarifying treatment options, and ensuring the patient's autonomy in making informed decisions.

Beyond direct patient care, foreign language acquisition further impacts the teaching and learning environment by instilling a sense of intellectual curiosity and openness. Exposure to texts, case studies, and medical resources from various linguistic traditions encourages students to think critically about the universality and variability of disease presentation, diagnostic methods, and healthcare systems. This enhanced awareness of medical pluralism enables future practitioners and researchers to recognize that while many clinical guidelines may be standardized, localized adaptations are often necessary to align with cultural and societal norms. By examining the nuances of how different regions address similar health challenges, medical trainees learn to appreciate the global tapestry of healthcare and become more flexible in their approach to problem-solving.

In the context of ongoing professional development, fluency in a foreign language expands opportunities for networking and collaboration that are often essential to career growth. Professionals who can communicate with colleagues and institutions in other countries gain access to a broader range of conferences, seminars, and workshops. These interactions can inspire fresh ideas, spark innovative research questions, and lead to the creation of international study consortia that generate high-quality data on diverse populations. Such global networking has the potential to inform public health initiatives, as doctors, researchers, and policymakers gain insights into epidemiological trends and healthcare interventions that may be more effectively adapted or replicated within their own regions. Consequently, the ability to navigate various linguistic contexts becomes a key driver of scientific enrichment and progress, both locally and internationally.

A critical component of integrating foreign language instruction within medical curricula is the alignment of language coursework with broader clinical goals and competencies. In this regard, pedagogical frameworks that adapt standard language teaching methods to the specifics of medical terminology, patient interaction, and research literacy have proven most effective. Language classes that incorporate simulation-based scenarios, role plays, and case-based discussions relevant to healthcare practice are better suited to preparing students for real-world challenges. As they progress through their training, students benefit from an increasingly complex set of materials and tasks, from basic comprehension of academic articles to the

formulation of professional presentations and the ability to conduct patient interviews in a second language. This continuum of learning underscores the iterative nature of medical education and the importance of scaffolding foreign language proficiency alongside clinical competence.

For educational institutions striving to meet accreditation standards and maintain competitive curricula, the integration of foreign language education is both a strategic necessity and a testament to their commitment to producing worldclass healthcare professionals. By weaving language programs into the broader tapestry of medical training, these institutions promote a culture of academic excellence and interpersonal competence.

In doing so, they address the high expectations placed upon contemporary physicians to stay informed, collaborate effectively, and provide compassionate care to people of diverse linguistic and cultural backgrounds. The pedagogical value of language instruction is thus tightly intertwined with clinical utility and professional efficacy. When medical students emerge from their programs armed with advanced communication skills in a foreign language, they stand well prepared to navigate the complexities of modern healthcare while contributing meaningfully to global medical dialogue and research.

ADMINISTRATIVE ACTIVITY CULTURE OF THE DIRECTOR OF SPORTS ORGANIZATION: METHODOLOGICAL ANALYSIS

By Vladimir N. Korzakov, and Aleksandr N. Popov

Introduction. Methodology of considered by us question about essential notion of administrative activity culture at SO we connect with the leading mechanisms of the research work realization in the sphere of health-improving technologies and wrestlers training in the centers of karate (kyokushinkai) and with the corresponding processes modeling. This will be the topic of the research work (in interconnection of general national and regional programs of this kind of sport development).

The aim of the research is methodological aspects creation of administrative activity culture formation and development analysis of sports organization (SO) director, which include theoretical aspects of the research, approaches, methodologies and methods of making decisions concerning administrative system of physical culture and sport modeling.

Organizational basis of the research. Theoretical and methodological basis of the research were general-cultural theses of physical culture and sport pedagogics, system analysis, native scientists in methodology of systems, physical-sports activity pedagogical management. The basis of the research we also connect with organizational activity of All-Russian and regional Social organizations and karate (kyokushinkai) centers.

The main results of the research and their discussion. The results are presented by us in a form of several items, which determine in the aggregate methodological aspect of the problem study of sports organization director's administrative activity culture formation and development.

1. The urgency of the considered problem is very high. People created three kinds of administrative influence: bureaucracy, market and culture. Culture is especially important from the position of administrative activity. It is connected not only with the fact that it helps to reveal “barbarians” –the subjects of social relations, who can be ignored. It is important that directors are consumers, carriers and a driving force of sports organization culture development. And first of all it concerns administrative activity culture (which is the highest according to culture definition).

2. What is administrative activity culture? From the position of COPS-analysis (culture, organization, people, systems) strategy of work with personnel is determined by people, systems, organization and culture, which includes the values, norms and the style of behavior. Culture is a “soft” factor of physical-sports activity, which is realized by SO (psychology of management, way of thinking). Let’s underline that it is not the personnel of SO, not the systems and the process of physical-sports services production.

The subject of culture management is not only the leader of SO, but also its personnel. In accordance with the integral function of culture it is used by a worker of SO in order to estimate the leaders’ decisions reasonableness in case of these or that unexpected circumstances appearance. In a strict sense, owing to its existence sports organization gets its identity, preventing interrelations change between the principal and the agent (in accordance with terminology “institutional economics”).

3. What are the “roots” of administrative activity culture (approaches to its importance estimation)? First, it’s a culturological approach and secondly, it is an economic approach. The essence of these two approaches is different. Culturological approach says that culture is the aim, economic approach considers culture as the means of the aim achievement. Administrative activity culture can be the function and the factor, which influences effectiveness of physical-sports activity, realized by SO. In the last case culture can have negative influence, if there is no effectiveness increase.

4. What is the functional aim of administrative activity culture? The functional aim can be the following: protection from other culture (safety culture of physical-sports activity, realized by SO); the level of effective culture achievement (powerful and flexible); “cultural space” revelation and others. However, from the position of economics it is the effectiveness of activity provision realized by sports organization. The authors, who think that administrative activity culture can be “feudal” (not corresponding to the realia of modern life) and also corporative (entrepreneurial, investor and the culture of corporative control) are right. These levels of culture are notable for the absence of antagonism between top management and frontline workers of SO.

5. What is the “structure” of administrative activity culture? This term, used in theory and practice, means the system of relations and the mechanisms of principals and the agents interaction. Special role in this case has identification (decipher) of administrative activity culture from the following positions: property and management division, an adequate information revelation concerning sports organization activity, workers’ rights defense, effective control over managers fulfilled by the Board of directors, the norms of corporate law observance. Key factors of success in corporative

structure are the following: trust and interest of the participants of corporative structure (managers, workers, partners, institutes of outer environment).

6. The following interconnection is also interesting: administrative activity culture and this kind of culture management. Here especially important is the question (mentioned earlier) about the process of culture decipher in order to help directors control difficult problems in terms of the realized physical-sports activity.

According to E. Sheyn, it is necessary to define clearly the objectives of “cultural analysis”. We speak, first of all, about the range of successive steps.

First, get the sanction of administration. Here it is important to answer the following question: “What problem is solved by means of cultural analysis or administrative activity culture analysis?”

Secondly, it is a big group meeting organization. During the meeting a short lecture should be read about the essence of culture and earlier revealed artefacts and announced values.

Thirdly, positive and negative cultural influences revelation in the groups, which are included into organization. Here the revealed notions are specified and their classification is realized in terms of their influence on the considered problem.

Fourthly, report on the notions and mutual analysis. The aim of this step is consensus reaching concerning the question about the most important (basic) notions in the organization and how they correspond with the solved problem.

Culture decoding is connected with the definite risk and expenses. This risk can be inner, when the members of the organization don't want or can't use information about own culture, and outer ones, when they may not realize potential consequences of information manifestation about their culture. In both cases there is a danger of incorrect or shallow interpretation and as a result deep structures of administrative activity culture will stay undiscovered.

7. Administrative activity culture, as a rule, has three main sources of its development: 1) views, values and notions of the organization founders; 2) collective experience of mutual – physical-sports – activity; 3) new views, values and notions, brought by new members of sports organization.

Though each of these sources is very important, the most important is a director's influence at the stage of organization creation. Having the definite aim, he recruits staff, determines the main mission and the basis of interaction with environment. Administrative activity culture at this stage determines the process of the group of like-minded people formation.

During the process of a long-term (thorough) research- at the level of facilitation- we revealed three profiles of administrative activity culture, which are connected with three kinds of environment of any organization: inner, corporative and working. Let's underline that these are absolutely different (which don't duplicate each other) profiles of culture:

1) inner environment: culture of power, culture of role, culture of the objective, culture of personality (profile 1);

2) corporative environment: investment culture, culture of participation, corporate culture, entrepreneurial culture (profile 2);

3) working environment: progressive culture, adaptive culture, aggressive culture, constructive culture (profile 3).

Several main mechanisms of cultural basis introduction should be noted, which create so called “climate” of SO (in terms of this or that profile). We speak about SO director’s behavior in critical situations, organizational crises; criteria of resources distribution, reward determination, realized role modeling, prospective decisions making, personnel policy in its interconnection with innovations in organizational culture building.

It should be noted that these mechanisms are called initial ones. They usually added by secondary mechanisms, which are more ambiguous, but their aim is to provide effective support of the initial mechanisms through culture bringing to new workers, providing organizational stability of physical-sports activity.

We also connect them with “organizational culture”, which together with “business culture of the director” is the base for administrative activity culture in terms of the definite SO. For example, organizational traditions and rituals, organizational procedures, officially announced beliefs and “values of organizational philosophy” of SO.

We also think that the mechanisms can be classified depending on the stage of SO development: it is, first of all, its increase, average age, maturity and decline. Special role here is given to the mechanisms of administrative activity culture “defrosting” and culture-building management, which has its place in terms of organization, having high level of competitiveness.

Thus, any director of SO, in order to be successful in his administrative activity, needs the range of the main beliefs, which lead him in all decisions and at all events. It determines the essence of administrative culture (both business and organizational).

Conclusion. Administrative activity culture, as it was shown in the research work, is mainly determined by sports organization director’s adaptive thinking, who strives for inner world of self-development cognition (own “Self” of SO leader). His personal estimation of connections with “reference positions” of physical culture and sport sphere (adequacy, adaptability, effectiveness and efficiency) is also very important. They also concern personnel infrastructure, material-technical, organizational-administrative and scientific-informative spheres of activity.

Let’s also underline that administrative activity culture of SO director we consider from the position of methodology of conventionalism (methodology as the subject of theory of management, the essence of the latter revelation, physical-sports activity development and rationalization).

Тема 1.2. Путешествие

LEARNING ENGLISH BY TRAVELING

By Khayrullayeva N.

Nowadays it is important for all travelers around the world to learn foreign language. As we know many countries in the world at least they speak English.

There are many great reasons to learn English and the advantages that come from speaking English when you travel are many, varied and valuable. In so many parts of the world, English is the ‘international language’ — although it may not be the language that is native to, or most commonly spoken in a particular country, English is most often the language that travelers share and local people use when communicating with visitors. Here we take a look at six of the greatest advantages of speaking English when you travel:

1. Ease of making bookings. As so many travelers will testify, being able to quickly and easily make reservations and other bookings is critical to the success of your adventures. Needing to spend time, effort and possibly money on translations and explanations can be stressful and is simply not effective. Having studied English at an English language school (Australia is home to many excellent schools and colleges), you will have a fabulous foundation from which to perform critical tasks when travelling, including ordering food and booking accommodation, as well as finding and checking in to your lodgings.
2. Express what you want. When you are a proficient speaker of the English language, it is much simpler to ask for what you want and explain your preferences. For example, expressing yourself through the English language can make it far easier to ask for food to be cooked the way that you desire, an air conditioned room or recommendations for sights and adventures most closely aligned with your interests.
3. Meeting local people. Having the opportunity to meet and eat with local people and getting to know something of their lifestyle is a completely precious opportunity that is unique to travel. Even if you are in a country where English is not the dominant language, chances are that English will be used as the basis for communication between speakers of different native languages. When you travel and are able to speak English well, it is more than likely that you will experience greater ease and confidence when interacting with local people and simultaneously gaining fascinating insight into their lives.
4. Interacting with other travelers. No matter where travelers call home, English is, overwhelmingly, the international language of communication for travelers. Although you may be thousands of kilometers from home and initially perceive little advantage in hanging out with people that live close to or in a similar way to you, it can often be very comforting to mix with people with whom you can share experiences and communicate using a language with which you are confident.
5. Pleasantries and important phrases. Even a very basic level of English can assist you with important phrases and key pleasantries that will be frequently used when travelling. It goes without saying that being able to use these phrases appropriately and confidently can make your time and experiences in different places all the more enjoyable.

Why Should Travelers Learn English?

English is used all around the world. Since English is used in so many different countries, you'll probably use English to communicate in many travel situations. While the staff at your hotel might not speak your native language, they will probably speak some English. Many signs in airports and at popular tourist sites will be in the local language and English, so it's helpful if you don't speak the local language.

Knowing English can help in an emergency. English could save your life if you happen to be in an emergency situation. A friend of mine who is Sri Lankan was traveling in Nepal when the April 2015 Nepal earthquake hit. He had trouble finding his wife after the earthquake, so he used English to communicate with others to look for her. After several days, he finally found her, and wrote a very thankful letter to all of the people who had helped him.

In moments like that, knowing how to speak English can be very important to communicating the right details in an international travel situation. Hopefully nothing like this ever happens to you, but it is best to be prepared.

Learning English will also make you more confident. When checking into your hotel or attending an international conference, knowing English will make you less shy and not worried. It will be easier to make friends, share your ideas or have a stress-free vacation. Learning English for traveling will only improve the way you understand the world, and help open new opportunities for you.

How Travelers Can Practice English Before the Trip?

Here are some useful tips and fun ways to practice the English you'll need in your travels.

Tips for Learning New English Words

You might try to learn as many new words as quickly as possible, but take your time. Start with 5-10 new words a day, and learn them well.

1. Use vocabulary lists that will be most helpful for travel, like this one.
2. Write down your 5-10 daily words on flashcards, with the definition (or image) on the back side.
3. Review the flashcards throughout the day. Take them with you to work, and put them around your house in places where you can see them.
4. When you see a flashcard, make up a sentence using that word, but make sure it's something you might actually say while traveling. Say it aloud. For example, for the term "queen bed," you might say "I'd like to book a queen bed for three nights, please." (Note: A queen bed can comfortably fit two people.) The verbal (speaking) practice is very useful.
5. If you're traveling with others, role play. Act out situations (checking into a hotel, at the airport, asking directions) and use your new words as you act out common travel scenarios.

In this article, we discussed the issues of travelling abroad, methods to enhance communicative skills and other ways of overcoming language divide. So, the aim of this article: "to find the best way of enhancing communicative skills in English and prove that travelling abroad can be considered one of the means of speaking skills development" was achieved as we showed that travelling abroad can give positive results and lead to the improvement of communicative competence and speaking skills

development. Learning English through using new trends and travelling and working abroad makes people willing to learn the language, develop their ability to speak fluently and help them overcome language divide.

So learning a language while travelling the world is an amazing way to gain new experiences and quickly turn your language skills up a notch. The biggest benefit about practicing language while in a country where it's the native language is the immersion you experience. Everywhere you go you are greeted with an opportunity to listen and speak in your chosen language. It is these opportunities that you must cherish and avoid falling back to using English or your own native tongue. Whether you learn with the help of a course or on your own, ensure you let go of your inhibitions and just explore the country and its language to the fullest!

THE ROLE OF ENGLISH IN TRAVELLING

By Sapparbaeva G.M., Abdullaeva N.F., Bobozhonova Yu.I.

Here we take a look at six of the greatest advantages of speaking English when you travel:

1: Ease of making bookings. As so many travellers will testify, being able to quickly and easily make reservations and other bookings is critical to the success of your adventures. Needing to spend time, effort and possibly money on translations and explanations can be stressful and is simply not effective. Having studied English at an English language school (Australia is home to many excellent schools and colleges), you will have a fabulous foundation from which to perform critical tasks when travelling, including ordering food and booking accommodation, as well as finding and checking into your lodgings.

2: Express what you want. When you are a proficient speaker of the English language, it is much simpler to ask for what you want and explain your preferences. For example, expressing yourself through the English language can make it far easier to ask for food to be cooked the way that you desire, an air conditioned room or recommendations for sights and adventures most closely aligned with your interests.

3: Meeting local people. Having the opportunity to meet and eat with local people and getting to know something of their lifestyle is a completely precious opportunity that is unique to travel. Even if you are in a country where English is not the dominant language, chances are that English will be used as the basis for communication between speakers of different native languages. When you travel and are able to speak English well, it is more than likely that you will experience greater ease and confidence when interacting with local people and simultaneously gaining fascinating insight into their lives.

4: Interacting with other travelers. No matter where travelers call home, English is, overwhelmingly, the international language of communication for travellers. Although you may be thousands of kilometres from home and initially perceive little advantage in hanging out with people that live close to or in a similar way to you, it can often be very comforting to mix with people with whom you can share experiences and communicate using a language with which you are confident.

5: Pleasantries and important phrases. Even a very basic level of English can assist you with important phrases and key pleasantries that will be frequently used when travelling. It goes without saying that being able to use these phrases appropriately and confidently can make your time and experiences in different places all the more enjoyable.

6: Independence. Speaking English when you travel enables you to enjoy a greater level of independence than you otherwise might. Rather than having to rely on tour guides that speak your native language and being restricted to taking organised tours, speaking English allows you significantly more freedom and the opportunity to explore more independently and creatively. English is an important and useful language to know when you travel. Even when travelling to countries where English is not the language most commonly spoken, it is often recognised as the ‘international language’ and the language that is mutual to travellers and locals. For the one who craves adventure; the one who is raring to hitchhike across cities; the one who loves to travel, it is important they be fluent in English. There are many countries that don’t practice English, but due to the importance it has garnered for itself through its extensive use in the media, most countries teach it to students as a third or second language. Immersion is the best method to learn. Surround yourself with English. In addition to having English as the go-to language, learning a few phrases of the native language of the place where you are visiting gains you a few notches of affection in the people’s hearts. Humans love to hear what they have been bred with, so a few greetings in say, French while in France, or Mexican/Spanish while in the Latin countries will ease up conversation with the natives and might help make friends as well! Learning a language is a lot of fun. Knowing bits and pieces from here and there will make you a people’s person, but having concrete knowledge of one universal language is significantly required. Communication is key for your success, and English is your locksmith.

When speaking to visitors who speak English, immigration officers, hotel staff, taxi drivers, and others use it to communicate. If you can speak it yourself, you will not have any problems dealing with the locals. Therefore, if you are planning to visit a country where the native language is not the same as yours, it is advisable to learn English (at least the basics). Since it is an international language, you will most likely find someone who can speak it, making communicating much easier.

Advantages of learning English for travelers. If you understand and speak English, there are many advantages you will enjoy as a tourist:

Ease of expressing yourself: Expressing yourself becomes easier everywhere you go. It is simple to ask for something and even explain what you want. For instance, if there are complications at the airport, you can easily clarify them. In the hotel, you can ask for food and specify your preferred room. English enables you to get what you want and the best value for your money.

Making new friends becomes easier: When you can speak a common language, interacting with others becomes less challenging. English, for example, enables you to socialize with the locals in your tour destination and learn something about their lifestyle. This way, you will easily meet new people and establish relationships.

It enhances confidence: When you know that you can easily express yourself and even make new friends, your confidence improves during travel. Since you hear what the locals are saying, and can even ask questions, you ensure your safety by avoiding dangerous places, for example. When you learn English, getting insight into other people, their lifestyles, and recommended tourist areas becomes easy, thus enhancing your confidence.

Better experiences: Knowing the basics of the English language can assist you with every day pleasantries and crucial phrases frequently used while traveling. You are bound to have better experiences as anytime you go to a new place, you will need assistance from the locals. Even if they do not speak the language well, they most probably will understand the basics enough to assist you.

Independence: Tours are great, but I personally prefer to organize my own experiences. I can go to the places I prefer and stay for as long as I want. Not all activities offered on tours are for me, and they are usually done in a rush. When my English was not good enough, I was restricted to such organized tours and I had to rely on the guides. Now that I can speak and understand English, I have the freedom to visit and explore places more independently.

As a universal language, English is often used in tourist areas. Thus, even if you do not have a local tour guide, you will not have any problems getting to the attractions you want to visit. By reading signs, you can also book accommodations and obtain other services in a foreign country without hiring a tour guide. This will save you money since hiring a tour guide can be costly in some regions. In addition, when you can speak a universal language, even bargaining for products and services becomes possible. This will not be the case if you do not speak English.

Тема 1.3. Кино

Soviet Cinema in the Mirror of *Crocodile* magazine

By Alexander Fedorov

1. Introduction

Much work of film criticism issues has been carried out, yet the specific subgenre of film reviews published in *Crocodile* magazine has not been given attention to by Russian or foreign film studies researchers. Most likely, this turned out to be due to the fact that cinematography as a whole occupied a rather modest place among the other materials of *Crocodile* magazine. And researchers were more attracted to the main – satirical and humorous side of this magazine, which, of course, was the main one.

2. Materials and methods

The satirical magazine *Crocodile* was chosen as the object of research, which (unlike other Soviet periodicals) considered films from a special critical and feuilleton angle. The subject of research is the evolution of articles about Soviet cinema in the magazine *Crocodile*. Methods include content analysis, comparative analysis, classification, analogy, induction and deduction, and generalization.

3. Discussion and results

The satirical magazine *Crocodile*, published in the USSR and Russia from 1922 to 2008, not often addressed cinema issues, but when it did, it was done in a special perspective, significantly different from the traditional press, especially film magazines. Without seeking to be comprehensive in the analysis of the author's concepts and the peculiarities of the film language, the *Crocodile* journalists, as a rule, concentrated on ironic interpretation of the film plot and sarcastic conclusions regarding the ideological and/or artistic significance of the film under review.

It is well known that in the Soviet Union for many decades there was a kind of "untouchable caste" of cinematographers, whose films were to be only given positively appraising reviews. Therefore, *Crocodile* chose "minor" targets for its ironic reviews and articles about cinema – mainly films of entertainment genres made by film makers who were not on the list of authorities' favourites.

However, even in this case, the magazine sometimes "made mistakes". For example, the incident was caused by the article that dared to ridicule the military action film *Invisible Jan* (USSR, 1943), directed by I. Annensky and V. Petrov.

During the Great Patriotic War, the magazine *Crocodile* was not focused on cinema. However, sometimes the magazine still recalled the tenth muse with scathing notes. One of them was written in 1943 in connection with the release of the military adventure film *Invisible Jan*. by a well-known feuilletonist Evgeny Bermont (1906–1948).

Having assumed *Invisible Jan* a clumsy copy of American adventure films, E. Bermont acidly took it apart as a "collection of dilapidated cinematic clichés":

"Cliché No. 1. A handsome young man in a fashionable coat (actor E. Samoilov) unexpectedly receives an inheritance. However, not from a millionaire uncle, but from a patriot professor. The inheritance, of course, is poorer than the American one, as everything in this copy is poorer, dimmer and flatter than in the original.

Cliché No. 2. A young heir in an elegant racing car with an unknown, intriguing purpose sets off on a journey. Unfortunately, the goal is unknown only to the Committee on Cinematography and intrigues only the cast Garkusha-Shirshova and Alexeev-Meshiev, while an average film viewer solves the mystery earlier than Samoilov gets behind the wheel.

Cliché No. 3. A young eccentric girl (actress Garkusha-Shirshova) is being pursued by the police. The girl hides in the trunk of the young heir's car and goes with him to the unknown (for the actors and the Cinematography Committee!) journey. By the way, Garkusha-Shirshova, instead of performing the part of an ardent Czech patriot, is trying to act a kind of capricious billionaire's daughter from a Hollywood action movie. Of course, it's flattering to become Greta Garbo, but wanting is not enough, alas.

Cliché No. 4. The young heir and his Hollywood companion by the will of circumstances (and the poor fantasy of directors!) have to spend the night in one hotel room... Oh God! How many times have we already been present at the cinema ... in such a piquant atmosphere!

And finally, cliché No. 5. A frenzied car race is traditional for every adventure film. By the way, the car race in the *Invisible Jan* resembles the American one no more than Garkusha-Shirshova does resemble Greta Garbo..." (Bermont, 1943: 6).

The review concluded that in the Soviet press the film is "praised mainly for the fight against the German occupiers in the Czech Republic" (Bermont, 1943: 6), and not for any of its artistic merits, which are not present at all.

Crocodile issue with this article by E. Bermont was signed for publication on July 3, 1943, and on September 25, 1943, the Secretariat of the Central Committee of the Soviet Communist Party adopted a Resolution "On the errors of Crocodile magazine (Resolution..., 1943), where this publication was accused of serious mistakes on the topic of cinema. Firstly, the magazine got a caricature exposing the activities of the Committee on Cinematography in a negative light (it appeared on the pages of the magazine at the end of August 1943), and secondly, for the "cheeky and snarky review of the motion picture *Invisible Jan*, for which the executive editor of the magazine Crocodile G. Ryklin was severely reprimanded.

Four days later, the *Pravda* reacted very quickly to this criticism of Crocodile by the Secretariat of the Central Committee of the Soviet Communist Party in an editorial article "On Idealism in Cinema". It pointed out that "*Invisible Jan* can be seen as an example of a meaningful, ideological film.., very popular with the Soviet audience. The film correctly, in a fascinating way, tells about the heroic struggle of the Czechoslovak people against the Nazi invaders. The Soviet press highly appreciated this useful, informative film. Readers are surprised by the film review, published in No. 24 of Crocodile magazine, in which Bermont in a cheeky and snarky form scolds a good Soviet film, its directors and artists. There is no need to say how wrong and erroneous Crocodile's publication (About ..., 1943: 3).

However, such criticism of Crocodile's film reviews by the authorities was, rather, the exception than the rule. Usually the magazine Crocodile chose an "allowed" target.

For example, during the "thaw" period, the magazine bravely smashed the film *Save Our Souls* (USSR, 1960) directed by A. Mishurin.

Director Alexey Mishurin (1912–1982) directed nine full-length feature films during his career, four of which (*The Young Years*, *Save Our Souls*, *The Queen of the Gas Station*, *The Ballet Star*) were included in the thousand box office leaders among Soviet films. The main hit of director A. Mishurin was, of course, *The Queen of the Gas Station*, however, *Save Our Souls* – a touching story about how a brave Soviet sailor saved a drowning rich Englishwoman – had also considerable success with the audience.

After the release of *Save Our Souls*, the Crocodile magazine published a devastating review under the catchy title "Save yourself, those who can!.." (Vesenin, 1960: 11).

It sarcastically stated that after the premiere of the film, "screenwriters will be ashamed to offer studios raw and gray, insipid and just boring comedy scripts. The directors will only start releasing funny, fervent, witty pictures full of inventive plot

twists and brilliant life situations observations. There will be no place for clichés, flat jokes, or stilted heroes in new films!" (Vesenin, 1960: 11).

And then, by a rather witty ironic rendering of the plot of the film *Save Our Souls*, the Crocodile's feuilletonist E. Vesenin (1905–1980) presented to readers this quite naive film as a parody of cinematic stamps.

Meanwhile, E. Vesenin recalled that "the path of the script *Save Our Souls* was not strewn with roses. ... the action of the first shots took place in the Leningrad port, and the ship was called "Baltika". The script was clearly intended for the Lenfilm studio. But they did not understand the deep idea inherent in the script, and rejected it. The author was extremely discouraged by the failure. In despair, he grabbed his head and ... offered a script rejected in Leningrad, to the Kiev studio. Of course, the script underwent a radical alteration taking into account local conditions. ... It is not difficult to imagine what this scenario would look like if it were rejected in Kiev, and the author would have to offer his services to the Tbilisi studio. The hero would then be called Gaga, the heroine — Suliko, the ship would be called "Kazbek", and the captain, inviting the trainee Gotu Gagoberidze, would offer him, before leaving Batumi, to take a last look at the distant outlines of his homeland mountains. ... this amazing movie made an indelible impression on everyone who has seen it. So indelible that there is no need to watch it for the second time. After watching, the audience can not recover for a long time and, leaving the cinemas, repeat with one voice: — Save our souls! Save yourself, who can!.. And this is the best proof that the film has reached everyone's heart!" (Vesenin, 1960: 11).

Crocodile also bit the film *Ten Steps to the East* (USSR, 1961). The cameraman of this spy movie, German Lavrov (1929-1995), received a diploma for the best cinematography at the All-Union Film Festival, but in 1962 the Crocodile magazine published a devastating review signed by a "group of viewers", who strongly advised not to watch this film, because after watching it, "you will lose an interest in adventure for good. ... the film frames are flashing, as if in a kaleidoscope, one is more incomprehensible than the other. We do not undertake to retell the plot of the film, because even by collective efforts we could not understand what was going on and what it was about. ... the question remains, what was the fuss about? The perplexed viewer...is waiting for something else. But the film is already over" (Gelfand et al., 1962: 4).

An even more caustic review in Crocodile was given to the spy film *Aqualungs at the Bottom* (USSR, 1966). Its director Evgeny Sherstobitov (1928-2008) directed 19 full-length feature films, mostly "ideologically sustained" and designed for the children's audience, but only three of them (*We Take Everything Over*, *Andromeda Nebula* and *Aqualungs at the Bottom*) managed to enter the thousand highest-grossing Soviet films.

Young viewers in the release year watched *Aqualungs at the Bottom* with moderate interest. The Soviet press reacted to this film, as, in fact, to most of E. Sherstobitov's film works, with some irony and sarcasm. However, this kind of criticism did not affect the director, and later he managed to direct 15 more films of a similar artistic level.

But still, the main critical blow to the *Aqualungs at the Bottom* was inflicted by the *Crocodile* magazine in a witty review entitled "But the spy is naked!" (Repinskaya, 1966: 6). The title of the article is an allusion to *The Emperor's New Clothes* by H.C. Andersen where the child cries out "But he hasn't got anything on!" The review mockingly pointed out that the authors of the film "the spy is provided with a special sign. He appears on the beach with such a particular face expression that it instantly becomes clear to the viewer: this man hates the sun, the sea, and people on the beach. The boys playing at the beach are the first to recognize the morally undressed spy. This is where the authors of the film make ... – a decisive step in the fight against clichés. Of course, one is expecting: now the border guards will catch a spy. Nothing like that! The nearby border outpost, as well as the organizations responsible for our peace, are just assisting a group of boys. ... Without these children, our intelligence officers, firstly, would not have known that the enemy had intruded. Secondly, they would not have been able to identify him. Thirdly, they would not have found the spy equipment hidden at the bottom of the sea. And, in the end, apparently, they would have let the enemy easily escape abroad" (Repinskaya, 1966: 6).

The writer and journalist Lev Belov (1919–1996), with noticeable pleasure, criticized in his feuilleton another unsuccessful detective — *The Man in Civilian Clothes*, which told a story about Soviet intelligence officers operating in Germany in 1936. The film's director Vasily Zhuravlev (1904–1987) directed 14 full-length feature films, five of them (*Space Flight*, *The Border is Locked*, *Fifteen-year-old Captain*, *Black Business* and *The Man in Plain Clothes*) entered the list of the thousand most popular Soviet films.

After watching *The Man in Plain Clothes*, it seemed to L. Belov that "the laurels of the creators of *Seventeen Moments of Spring* deprive many cinematographers of peaceful sleep. One after another, the films are being made, in which a pale shadow of a television Muller appears, then a ghostly likeness of the courageous Stirlitz-Isaev, then someone else of that kind. In a word, there has appeared a cliché. Hence it is clear why ... D. Bystroletov and V. Zhuravlev in their film *The Man in Plain Clothes*... tried to get away from the well-known patterns as much as they could. And it should be noted with all delight that they succeeded. Our next residents in Hitler's Berlin named Sergei and Vsevolod must gain access to important enemy secrets. Of course, it was possible to follow the example of Stirlitz in a complex mental game with the Gestapo. But is it worth replicating? It is much more original to show opponents as such fools that a baby can easily outsmart them. ... In a word, a convincing anti-cliché has been created, which may well embarrass *Seventeen Moments of Spring* and many other films about the actions of our intelligence officers behind enemy lines" (Belov, 1974: 8-9).

Another quite ordinary action film – *Suspicious* (USSR, 1978) – also became a convenient target for *Crocodile*: "I'm speechless and so happy for the hero. How artistically he opens one safe after another with the help of foreign lock picks! How stylish he plays cards with bankers, generals, and counterintelligence officers, and always wins! He seems to be not a spy, but a habitual criminal! Then one is starting to wonder, where, in fact, the hero got this experience? Who sent him to Chisinau and

why? There are a lot of questions. The creators of the film must have felt themselves that there was obviously too much of “raspberry” in their film ... However, it’s not easy to astonish a cinemagoer today. The audience have seen it all” (Kvitko, 1980: 8-9).

In the fall of 1980, the detective film *Private Person* was released on Soviet television screen. A sarcastic review of this film under the headline “The detective with pathos” followed in *Crocodile*. It featured the proven technology of devaluing the film’s plot: “An investigator with the rank of colonel behaves on the whole normally: fights with a dozen hooligans-bodybuilders; conducts difficult but successful psychological duels with his colleague and former classmate, who stopped overworking and bought a symbolically canary-colored Lada car; the colonel jumps from car to car on the move; and in the finale of the film, as far as can be understood by some signs, leads a large military operation to detain a criminal. At the same time he is constantly thinking (this is necessary: criminals are not fools either, one of them, for example, regularly reads the *Literary Newspaper*). These thoughts completely exhaust the colonel, he hardly sees his wife, but he unravels all the action-packed intricacies ten moves ahead. ... And yet... we have learnt and loved this outwardly mocking, but inside a kind, gentle and sympathetic person. He is so astute, so accurately knows everything that has happened, is happening and will happen, so able to immediately get on the trail and develops such activity that local police officers become exhausted when fulfill his instructions. On their own, they would have been solving this case for a year, if at all... It has been a long time since the image of a detective was written with such a sweet simplicity” (Ustenko, 1981: 11).

Crocodile did not appreciate the film adaptation of A.N. Tolstoy’s novel *Hyperboloid of engineer Garin* directed by Leonid Kvinikhidze (1937–2018) called *The Collapse of engineer Garin* (USSR, 1973).

The Soviet press met the *Collapse of Engineer Garin* with hostility. Yet the most offensive and scathing article was published in *Crocodile* magazine.

Writer and critic Mikhail Kazovsky literally destroyed Leonid Kvinikhidze's film in all aspects, claiming that he recognized Garin “by the beard. And by the eyes. The actor O. Borisov’s eyes sparkled so it was immediately obvious that he was playing a villain. Otherwise, Garin turned out to be somewhat pale. A crook — and that's it. I can't even believe that such a hyperboloid could be built. Even if it was someone else's idea. It would be better for him to work as an insurance agent or manage an amateur theatre. The beautiful Zoya Monroe was also quickly recognized by everyone. The artist N. Terentyeva looked very impressive. Especially in a pantsuit and with a cigarette in her mouth. However, in the novel she was not only a beauty, but also the personal secretary of the billionaire Rolling, had her own counterintelligence and robbed passenger ships. But the film viewer forgave her such trifles. Moreover, at this time the audience was trying hard to guess what character the actor V. Korzun was playing. Unexpectedly for everyone, it turned out that it was Rolling, who according to the novel should be fat and flabby. And in the film he is so handsome that one may feel sorry for him because everyone deceives him. Then the open and too familiar face of A. Belyavsky appeared on the screen in the role of Shelga. Shelga in his performance is very simple and straight, and that's right. Because when an honest, but not very smart

hero defeats the mean, but very smart villain, it feels satisfying. Meanwhile, the film gradually unfolds. Garin is running around with his hyperboloid, looking like a big flute. Zoya whimpers charmingly, Rolling is putting his brave face. And the viewer didn't believe in anything. What was happening on the screen did not touch him. One by one, new heroes appeared. They resembled their book characters not in the least. ... In short, the wide television audiences were watching the film and were more and more perplexed: "Is this really called a "new reading of the book"? How can you read like that? From right to left, or what?" ... The film ended, and the viewer sat dejectedly in front of the TV. "Why? he thought. — Why was it necessary to spoil the book if nothing was said as a result? Again, I was mistaken for a round ignoramus who eats such a pate from Tolstoy's novel with pleasure! Tell me, what did this film give to me, besides four ruined nights?" (Kazovsky, 1973: 5).

In my opinion, Leonid Kvinikhidze's film was far from as simple and banal as it was presented in M. Kazovsky's feuilleton. And I can safely call the performance of Oleg Borisov (1929–1994) in this film an outstanding work in its carnival, semi-mystical interpretation (the author's review: Fedorov, 2012: 101-110).

Crocodile "sharpened its teeth" not only on detective stories and other action films, but also on films about sports.

The director Yuri Chulyukin (1929–1987), who had worked as a documentaries director until 1959 later became a successful comedy genre director (*Unyielding, Girls*), and this, in my opinion, was the best period of his work. In total, he directed 14 full-length feature films, four of which (*Unyielding, Girls, Royal Regatta, Let's Talk, Brother ...*) are on the list of the most popular Soviet films. The *Royal Regatta* is the last of the three most famous comedies by Yuri Chulyukin. After the triumph of *Unyielding and Girls*, a new breakthrough was expected from him, but the sports comedy *Royal Regatta's* box office turned out to be more modest.

The Crocodile's feuilletonist Andrei Nikolsky mockingly wrote that in *The Royal Regatta* (USSR, 1966), "scriptwriters, directors, cameramen, and artists are gripped by a single desire to make the film as best as possible. Maybe even a masterpiece. They spare no effort. The actors fall into the water more often than necessary. Even a representative of the clergy is included in the film for more laughter. One must agree that nothing more could have been done. The colors, of course, are great. The film tape is good quality now. And yet you leave the cinema a bit perplexed. If it was just a documentary about rowers-athletes, everything would be fine. Probably, it would be captivating. ... However, the creators of this picture ... position the movie as a comedy. And this only makes it worse. Because a comedy should be at least humorous, and there is no humor whatsoever, except for the fact that the characters fall into the water" (Nikolsky, 1967: 8).

A. Nikolsky wrote one more acid review to another comedy on a sports theme — *The Ball and the Field* (USSR, 1962): "the hero wants to sneak from work to go to a football match. He asks a friend to send a telegram that his mother-in-law has died. Employees receive the telegram and come to express sympathy. Some, of course, even offer to "lend" their mother-in-law...When jokes about mother-in-law migrate from

the pages of pre-revolutionary humorous magazines to the modern screen, it can safely called a disaster" (Nikolsky, 1967: 8).

Journalist and film critic Vasily Sukharevich (1912–1983) mockingly wrote about his impression after watching a sports theme film *If You Leave* (USSR, 1977): in a cinema theatre, "with 803 seats, only 80 tickets were sold. In an excellent, but almost empty hall, in silence, without interference, I am appreciating the film ... A capable rower from a team of eight athletes was lured to another team but to row on a single boat. And no one understands why. The hero has no character, and his girlfriend is just a mask, a selfish one, and nothing more. It turns out that all the meanness, all the torment of treason are not demonstrated on screen. What remains? A dry statement of events" (Sukharevich, 1978: 4).

Film critic Felix Andreev, affiliated with the film studies journal *Soviet Screen*, also published in *Crocodile* a feuilleton article "How to make a sports film", where based on films *Eleven Hopes* (USSR, 1975) and *The Sprinter's Place is Vacant* (USSR, 1976) he sarcastically compiled a kind of unified framework of this kind of film production:

1. "Athletes are a young, unsophisticated people. All their actions are dictated by the apt expression: "Might goes before right!" To illustrate this thesis more clearly, the film characters laugh together at jokes like: "Here the English Queen's mother asks for your autograph. So go to this mom!" A little rough, of course, but the simplicity and unpretentiousness of the characters is obvious. It's not bad, also to make the film characters tongue-tied. ...

2. Physical injury. You can't build a conflict without injuries. They are based on the collisions of the heroes with life, with each other. After all, trauma inevitably entails hospital wards, visits to friends, intimate conversations about the meaning of sports. Besides, where else but in a hospital the character can find a young doctor necessary for a love theme?

3. Training and participation in important competitions. International matches are desirable. Because only they allow the film crew to reliably get used to the atmosphere of alien sports mores. And also, importantly, it allows you to introduce huge chunks of sports battles into the film, saving the screenwriter and director from puzzling efforts to develop the plot, from developing a logical line of behavior of the characters. ...

However, I think it makes no sense to continue the list of such framework components that have nothing to do with genuine sports life" (Andreev, 1976: 7).

Crocodile also criticized the works of talented filmmakers who were not among the "untouchables". So the director Nadezhda Kosheverova (1902–1990) staged 19 full-length feature films, 11 of which (*Arinka*, *Spring in Moscow*, *Cinderella*, *Cain XVIII*, *Honeymoon*, *Careful*, *Grandma!*, *Today is a new attraction*, *Old, Old Fairy Tale*, *Shadow*, *Tiger Tamer*, *Involuntary Driver*) are among the thousand highest-grossing Soviet films. Her circus comedy *Today is a new Attraction!* starring the legendary Faina Ranevskaya (1896–1984) was watched by almost twenty million viewers only in the first year of its release, but *Crocodile* clearly did not like the picture, and it ridiculed the film in its favorite genre of "open letter".

This time it was a letter from an imaginary group of tiger hunters: "Excited, we bought tickets to the comedy *Today is a New Attraction!* We expected to see a good movie, and our hopes were justified. We were shown magnificent nature shots of numerous wild animals. And the fact that these shots were made not against the background of the jungle, but in a noisy city, side by side with people — this only made the film more beautiful. Moreover, people did not interfere with the actions of the animals, who confidently went along the storyline to the end. ... But not everything is fine in this movie. Clearly alien, in our opinion, is the episode with the wonderful actress F. Ranevskaya. After all, she plays so great that you want to cry. Especially when she is fired from the post of the director of the circus. We don't know about you, Crocodile, but we realized that this piece was from a completely different, feature film, and an inexperienced film editor, mixed the tapes and glued this sequence to a sciencefiction film" (Kandybov et al., 1967: 6).

However, there was also a case when Crocodile attacked the director, who was considered a classic of Soviet comedy — Grigory Alexandrov (1903–1983). It happened during the "thaw" times, when in 1960 the long-awaited comedy by Grigory Alexandrov *Russian Souvenir* was released on the screens of the USSR.

Grigory Alexandrov made this political comedy hoping to regain the former glory of a Soviet film comediographer No. 1. That's what he wrote about the Russian souvenir in the magazine *Soviet Screen*: "Laughter is the brother of strength," says a folk proverb. And, indeed, the weak don't laugh. But for the people living in our country, strong, confident in its strength and rightness, laughter is not a threat. Not accidentally does a joke, humor invariably permeate the most responsible political speeches of the head of our state, N.S. Khrushchev. ... Our comedy should be not only funny, satirical, but also life-affirming, contagiously cheery, joyful. ... After all, the comedy is devoted to the problem of coexistence and friendship between peoples. The film shows the rapid flow of modern life, into which a group of foreigners traveling around the USSR unexpectedly finds themselves. And all their tendentious ideas about the Soviet Union, formed under the influence of the propaganda machine of the Cold War, collapse facing everyday reality, which they witness" (Alexandrov, 1960: 10).

However, the planned triumph did not happen: the Soviet "thaw" press, freed from its former reverence for the maestro, literally routed *Russian Souvenir*. The audience, attracted to the cinemas by the fame of the director and the cast, as a rule, left the cinemas disappointed too ... The story told by G. Alexandrov was perceived as brightly colored cardboard, and the foreigners looked too caricatured.

Crocodile responded to the premier of the film with a really terrible review signed with the pseudonym "Kuzma Bluzhdayuschy-Maskin, Doctor of Cinematographic Sciences." Now it is difficult to detect who was hiding behind it, but there undoubtedly the review reflected the editorial position.

The review used a traditional Crocodile's technique: an ironic retelling of the film's plot: "By the powerful means of humor, satire, buffoonery, clowning and melodrama, the film tells us about an extraordinary tour of a group of foreign tourists. ... Having given the characters hard time in the very beginning, the authors continued leading them along the wrong path. On their own or all together, tourists drown and

float throughout the film, fall down from steep mountains and conquer them, travel on rafts or in the bucket of a moving excavator, hide inside animal skins and even from time to time ride on each other. They are washed by the rains, showered with dust. Dump trucks dump them out of the body at full speed when they are awake, and bears, unequivocally licking their chops, crawl from under their beds when they sleep. The iron hand of the director inexorably pushes them into the steam room of the Siberian bath, then onto the rocket launch station, then into the mechanism of the clock of the Spasskaya Tower. But this is not all. Among all these fantastic rotations, the foreign tourists still manage to diligently spy on each other, insidiously put each other to sleep, exchange ringing slaps in the face, and, finally, they reach the point where they beat their fellow traveler — Dr. Adams — with their head against one of the Kremlin bells. The Doctor survives. The bell, too. But not every spectator. ...And the audience really laughs. Laughs at oneself for having queued up for a cinema ticket. ... It remains a mystery how, after all, the foreign tourists managed to find time for a real acquaintance with socialism, while the storyline was all filled with dates with bears and lovers, lightning-fast crossings and dizzying flights. And Siberian new buildings and Moscow avenues did flash somewhere on the turns, only flashed. And only on turns" (Bluzhdayuschy-Maskin, 1960: 7).

As we can see from the text of the review, G. Alexandrov was mainly reproached for the fact that he failed to properly present the achievements of the socialist system in *Russian Souvenir* and got too carried away with tricks and film gags.

Today, *Russian Souvenir* is perceived as a curious testimony of the famous director's attempt to fit into a new political and socio-cultural situation, relying on the stereotypes of the Cold War and his previous cinematic achievements.

Crocodile was still less merciless to comedies of less famous film directors.

For example, the journalist, screenwriter and cartoonist Svyatoslav Spassky (1926–2005) wrote very sharply about the comedy *Take Care of Men* (USSR, 1983) directed by A. Sery (1927–1987).

The director with a difficult fate – Alexander Sery – directed only five films (*Shot in the Fog*, *Foreigner*, *Gentlemen of Fortune*, *A Bargain for a Bargain*, *Take Care of Men*), but all of them made it into the list of the top 1000 Soviet films.

Some hold the opinion that Alexander Sery was actually the director of one hit film – *Gentlemen of Fortune*, but he directed at least two more successful box-office comedies – *The Foreigner* (1965) and *A Bargain for a Bargain* (1977). Paradoxically, the comedies director's life was really dramatic: he served time in prison for a fight, was wounded by a harpoon, fell seriously ill, and in 1987, being deeply depressed, killed himself...

The reviewer S. Spassky ironically laughed at the fact that in the comedy *Take Care of Men* the main character "Vovik is a nonsense engineer of some kind of, humble to say, sewing machines, earning one hundred and twenty rubles a month. And, of course, Marfa is the deputy director of a large research institute that is creating something large-scale, extremely useful to the country, although the institute's employees are frankly idling, gossiping, showing off outfits, flirting, trying to get deficit products during working hours. Familiar surroundings. Isn't it the same one

we've already seen in *Office Romance*? Thus the conflict has arisen: the discrepancy of the married couple in all aspects, family and social status. A timid Vovik is not a match for the brilliant Marfa. And Marfa does not satisfy her husband, because she is too business-like to create family comfort and delicious soups. ... "According to the laws of the comedy genre," probably the author of the script Marina Akopova and the director Alexander Sery will answer. — To make people laugh." OK. But then again, why is the film called so one-sided: "Take care of men"? What about women? And the children? And the old people? Wouldn't it be more accurate to call it: "Take care of the viewer!"" (Spassky, 1983: 10).

In the same year, the same S. Spassky attacked another comedy in *Crocodile*. This time it was the film *Quarantine* (USSR, 1983) by I. Frez.

Ilya Frez (1909–1994) directed 16 films, 8 of which (*The Elephant and the Rope*, *First-grader*, *Vasek Trubachev and his Friends*, *Trubachev's Squad is Fighting*, *I loved You ...*, *The Adventures of the Yellow Suitcase*, *We Didn't Learn That*, *Could One Imagine?*) are included in the thousand most popular Soviet films.

The comedy "*Quarantine*" is a story about a five-year-old girl who, due to quarantine in kindergarten and busy parents and grandparents, has to spend time with strangers. From under the anti-pedagogical tutelage of a student janitor the girl runs away to the care of an eccentric circus cashier. From a clothes designer, who systematically starves herself, – to a strange hermit architect. And everyone is busy, busy... Mom's experimental mice need to give birth. Grandmother is impatiently being waited for by a long-time admirer. The grandfather-writer dedicates his time to his few readers. Her greatgrandfather-academician is busy with his staff. Her great-grandmother is teaching foreign students...

The director managed to find a charming performer of the leading role. She has a childish naive spontaneity, yet an extraordinary for her age wit. In my opinion, the dreams of the little character are the successful creative gain of the film. Frankly parody-like, evoking somewhat unexpected associations with Fellini films, they are made with a mischievous fantasy. For example: an aspiring writer (grandfather) ingratiatingly holds out the pages of his manuscript to... Leo Tolstoy! The latter, frowning, casting a discontented glance at the page, throws it away and majestically continues on his way... In short, the authors offer us a kaleidoscope of events, a lot of chases and tricks, funny songs by Alexey Rybnikov and quite a serious moral about how important it is to always find the time to raise your own child.

However, Svyatoslav Spassky's judgment of *Quarantine* was sharply negative. Having ironically rendered the storyline, S. Spassky moved on to the main goal of his feuilleton: "The most serious conflict, perhaps, is between the great-grandfather and the great-grandmother – he smokes secretly from her!... great-grandmother throws her husband's cigarettes from the balcony. A passerby picks up a pack, stops: maybe something else will fall? Hopes are justified — a lighter falls right into his hands. Then he greedily puts his palms together and waits. As a result, he catches a weighty drop of feces of a flying crow (the viewer has the pleasure of seeing this drop in close-up). Moral: don't expect anything to come free! Perhaps a scene with a girl who sitting on a potty (and this is shown twice), will cause tender emotion in some viewers, but the

described episode with a crow is not able to cause anything but disgust. A drop of excrement in a barrel of syrup..." (Spassky, 1983: 5).

Crocodile's review by Victoria Tubelskaya on R. Vasilevsky's rather weak comedy *Give us the Men!* was written much more wittily: "What would you think if you were offered to see a film called *Give us the Men!*? Probably, you would have thought, like I have, that this is a frivolous box-office film, French or Italian, with countless adulteries and beauties. Very intrigued, I got ready to have fun. Imagine my surprise when it turned out that the film was about the pioneers of the sixth grade. But I was not at all upset: being an experienced spectator, I immediately determined from the double toe loop, brilliantly performed at the skating rink by the counselor Igor, disguised as an old woman, that this was a comedy. Fine, I am going to have fun! But actually I didn't. The further I was watching, the more I was overcome with envy, and envy does not mix with laughter. Remembering my school years, I desperately envied the completely rosy life of screen sixth graders: they did not do homework, they had no responsibilities and no troubles. ... I'm not sure if Igor will become a teacher. Apart from the fact that he can make a double toe loop and sing, nothing is known about him. Nor do the viewers learn about the other characters — both children and adults. They somehow do not have character. One thing for sure: the comedy is not hilarious. Fact!" (Tubelskaya, 1986: 9).

Much less frequent than about films of entertainment genres, the magazine *Crocodile* wrote about dramas.

In 1963, the USSR released the film of the then not yet so famous George Danelia *The Way to the Wharf* with Boris Andreev in the title role. The audience took this picture quite warmly, but the *Crocodile* magazine was dissatisfied with the finale of this movie and published a feuilleton (the author of which hid under the pseudonym "Reviewer") under the meaningful title "The Bell is tolling the alarm": "In a classical drama, everything was simple. Your relatives and neighbors have harassed you — take poison and die like Romeo. ... The dramas of our days are no less bloody. However, unlike Shakespeare, modern authors kill their characters not just like that — but at a high intellectual level, with an obligatory dose of philosophical fog. You won't even understand right away: who is who... In general, Shakespeare would not have been able to baffle the audience with the dramatic finale in vague innuendos. The classic was simpler. The author of the script V. Konetsky and the director G. Danelia left him far behind. *The Way to the Wharf* shows us not the first case of a dashing plot twist at the end of the work. But, apparently, the matter has gone far enough if the mentioned film ending caused confusion even among experienced film critics" (Reviewer, 1963: 2). As we can see, this article is based on just a petty quibble about the open ending of the film.

Director Yuri Egorov (1920–1982) directed 14 full-length feature films, eight of which (*A Simple Story*, *Volunteers*, *Freezing Sea*, *Fathers and Grandfathers*, *One Day*, 20 years later, *If You're Right*, *A Man from the Other Side*, *They were the First Ones*) belong to the thousand highest-grossing Soviet films.

Yuri Egorov's films of the 1950s – 1960s generally fit well into the thaw's context and never disappointed the audience's expectations. The fact that they did not

reach the box office numbers of Nikolai Moskalenko's films (1926–1974), can be explained by the fact that the films of Yuri Egorov (especially the ones made in the 1960s) were more subtle, and more complicated.

The "thaw" period drama *If You're Right...* (USSR, 1964) with a wonderful duet by Stanislav Lyubshin and Zhanna Bolotova captivated the audience with the sincerity of its intonation. Today, alas, this quiet film is rarely remembered, although it has its own fans.

However, in the year of the film release, it was ridiculed in the *Crocodile* magazine. The author of the article, hiding behind the pseudonym "Reviewer", used a characteristic manipulative technique of an erratic, mind-numbing retelling of the storyline: "Alyosha Goncharov is a simple cute guy. And at the same time very active. He combines studying and work. He works and studies. During the day, he goes fixes telephones at people's homes. And in the evening he studies at the university. Alyosha Goncharov walked, worked, repaired phones and fell in love with one girl. Her name is Galya. Also such a simple and pretty girl. But not so active. Because she only works. As a technician-engineer. And she does not study. Once upon a time Alyosha had a problem with one client. At first, the client treated Alyosha badly. Then Alyosha reacted badly. To the client. And to his coworkers. And even to Galya. In despair, he decided to fix televisions. Then, however, he pulled himself together. Realized. Came to Galya. But she wasn't at home" (Reviewer, 1964: 12), etc. And then *Crocodile's* feuilletonist tried to convince readers that the film authors should have made a short film instead of the full-length feature movie.

Director Theodor Wolfovich (1923–2004) made only eight films during his career, four of which (*The Last Inch*, *Tough Nut*, *Comrade General*, *The Procession of Golden Beasts*) were very popular at the time.

In 1963, T. Wolfovich's film *1, Newton Street* was released, which featured the problems that arise in the lives of young scientists.

Film critic B. Sukharevsky (the pseudonym of a film critic, journalist and poet Victor Orlov, 1929–1972) published a negative review of the film, but a graduate student of the Academy of Pedagogical Sciences of the RSFSR I. Logvinov (by the way, a future Ed.D. and a corresponding member of the Russian Academy of Education) wrote an indignant letter to the *Crocodile* editors, in which he accused the film critic of the false interpretation of the film.

An open letter by B. Sukharevsky followed, in which he once again justified his negative attitude to the work of Theodor Wolfovich: "Dear Comrade I. Logvinov! I am writing to you because there is a conflict between us. I didn't like the film *1 Newton Street*, and you did. ... the film is made deliberately loud, with a clear desire for originality for the sake of originality. In the pretentiousness of the scenario twists and the director's work, in the tasteless "modernist" design. As a result, a certain way of life, which could become both interesting, and nice, and deep, became simply unpleasant. ... This is the essence of our disagreement with you, ... dear comrade graduate student" (Sukharevsky, 1964: 5).

Crocodile also attacked the drama directed by Frunze Dovlatyan (1927–1997) *Hello, it's me!* (USSR, 1966), which was strongly supported by the Soviet film press. Crocodile magazine however published a caustic feuilleton in 1966:

"A lot has already been written about the movie *Hello, it's me!*, and critics are extremely unanimous in their praise. They praise the script, the direction, the actors' performance, and the cameraman's work. If memory serves me correctly, only the work of the costume designers' was not praised. However, it seems to me that the reviewers inexcusably missed one important point that allows us to call a film a new word in cinema. I am sure that *Hello, it's me!* is the first successful experience of combining a feature film with a scientific documentary. Judge for yourself: almost half of the movie the characters walk. They walk in the literal sense of the word, that is, they move around the screen in an upright position, alternately exposing their right and left legs. ... Professional critics write about the moral purity of the characters, about loyalty, about poetry, about the twist, which is called the dance of youth, but not a word do they write about the main activity of the characters - walking! Yet, the audience follows the endless walking of the heroes with intense attention! I myself heard people whispering in the hall: "Look, here he goes again! Now he will walk for five minutes!". ... In fairness, it should be added that some viewers, indifferent to the walking method of movement on the screen, complained about the prolonged duration of this two-part film. Take away the endless walking of heroes, they say, and the film would turn from a two-part into a one-part. For them, perhaps, such logic is reasonable, especially since the ticket would cost twice as cheap" (Khodok, 1966: 14).

As one can see, having put aside arguments about the artistic merits of the film *Hello, it's me!*, the author of the feuilleton, in fact, found fault only with its duration, although he could easily find examples of films that are really weak in artistic aspects.

In fact, few positive reviews of films appeared in Crocodile, too. For example, a wonderful television film directed by M. Kozakov *Pokrovsky Gate* (USSR, 1982).

As a director, Mikhail Kozakov (1934-2011) often worked on television, he made 25 TV films and theatre plays. The most popular of them were *Nameless Star* and *Pokrovsky Gate*.

M. Kozakov's comedy *Pokrovsky Gate* has long become iconic, and a lot of characters' phrases have become popular sayings. But "in the beginning, the film was met with fury by the then TV-head Lapin, whose power was reinforced by his friendship with Brezhnev: "You and Zorin cannot say: "Down with the red Kremlin!" — and you make such pictures! It's disgusting!.. This is some kind of Zoshchenko!" (Rassadin, 2007).

In the year of the release of *Pokrovsky Gate* on TV screens, journalist Mikhail Kazovsky wrote for Crocodile that "Zorin and Kozakov's old house and an old apartment is a kind of a metaphor, it's a symbol of morals that are going away forever: philistinism, lack of spirituality, lack of will, inertia... At the same time, the 50s are the time of the youth of the film's authors, and a powerful lyrical line breaks into the comedy, line of memories, it is voiced by Bulat Okudzhava's songs, by the narrator's voice over... That is why the authors look into the past neither mockingly, nor nostalgically, but with cheerful irony, seeing a lonely tired man in an alcoholic and

amateur song writer, and a confused woman in a middle-aged lady acting militantly possessive about her ex-husband. The combination of funny and sad, comedic and lyrical, laughter and tears helps to depict the film characters alive, juicy, made of flesh and blood. And, of course, as true artists, the authors do not divide the characters into negative and positive. ... The whole cast is wonderful ... — they act accurately, intelligently, and convincingly" (Kazovsky, 1983: 11).

With the advent of perestroika, Crocodile gradually began to get rid of censorship prohibitions and became much sharper. This, of course, also applied to its film reviews.

Thus in January 1991, an article by journalist Andrei Vavra was published, dedicated to the sexual revolution that overtook Soviet cinema with understandable delay.

A. Vavra began his feuilleton with a phrase that was quite hackneyed in the Soviet press of those years: "My God, how fast time flies! After all, not so long ago, the participant of the teleconference, I remember, decisively cut off her foreign opponents with a proud statement: "We don't have sex!". Well, if we don't, we don't. But only a couple of years have passed, and the era of erotic revelry, the sexual revolution is already here. Art reflects that. In any case, our theatre and film makers willingly switched from exposing the dark sides of life to exposing pretty actresses" (Vavra, 1991: 10).

And then the summary of I. Vasilev's film *Veniks. Floor brushes* (USSR, 1991) follows: "The author was going to entertain the viewer, tired of the screen "darkness". Moreover, he also meant somewhat sex education. Therefore, all the characters — a young artist, a rich heiress, her mother and father with his lover, an artist's mistress, a young maid — do not so much spend time in formal conversations over a cup of coffee, as they arrange their love affairs. A comedy, as you know, is a dynamic genre. Therefore, in Vasilev's film, the characters now and then hide in the closet or under the sofa, fall into bed, kick their legs, run upstairs, hug and kiss. At the same time, one or the other girl casually takes off various small clothes items. ... And in general, judging by his previous film — *Help, Brothers!*, director Vasilev only maintains his creative credo: if young pretty actresses act in a film, then let them actively engage in erotic education of the Soviet viewer! In general, this is a typical modern entertainment movie: directors want to film nudes, actresses don't particularly mind" (Vavra, 1991: 10).

Further, A. Vavra told the Crocodile readers about how the actress L. Velezheva, who starred in the film, protested about the filming of erotic scenes with the participation of an anonymous stand-in without telling her. And as a result, he came to the conclusion "about the mass procession of naked ladies on the screens": "Of course, I understand: freedom, democracy, emancipation. But this march began to acquire a very deliberate character. ... And won't it happen as a result that an actress who does not agree to act naked will soon have no place at all in Soviet cinema?" (Vavra, 1991: 10).

Time has shown that V. Vavra was pretty hasty with his forecast: the sexual film wave in the USSR came to naught pretty quickly. As, however, the total number of

Soviet films made in the 1990s has sharply decreased. The Crocodile's circulation was also steadily falling. In January 1991, the circulation of the magazine was 2.8 million copies, in January 1993 — 0.5 million copies, in January 1999 — 34 thousand copies...

Crocodile still managed to barely survive until 2008, when, with a circulation of 20 thousand copies, it finally ceased to exist due to its obvious unprofitability.

4. Conclusion

The analysis of the materials published in Crocodile about Soviet films showed that under conditions of strict censorship, the magazine mostly wrote critically about films of entertainment genres, directors of which were not acclaimed by the officials. In those rather rare cases, when the work of renowned film directors were subjected to feuilleton criticism (for example, Russian souvenir by G. Aleksandrov), most likely this had been previously agreed on by authorities.

Meanwhile, the unauthorized Crocodile's attack on the "ideologically correct" Soviet film (the incident with the adventure film Invisible Jan) caused a negative reaction of the authorities and the corresponding reprimand of the magazine's editorial board.

The Crocodile's choice of films for its satirical arrows was largely random, since very often artistically very weak, but very popular Soviet films remained unnoticed by the magazine, while films which either failed to collect a large box-office, or were of true artistic value, for some reason became the subject of caustic ridicule of Crocodile's feuilletonists and reviewers.

The era of perestroika spared the Crocodile from censorship, which significantly reflected on the topics of magazine feuilletons about Soviet cinema, but at the same time it marked the beginning of the crisis of both the satirical magazine, and the Soviet cinema.

Soviet Cinema in Cinema Art Journal (1967)

By Alexander Fedorov

1. Introduction

1967 was a special year for the USSR: the 50th anniversary of the Soviet power. It is clear that the Soviet press was ideologically obliged to do everything possible to present this half-century period as the progressive succession way of victories and landmark achievements, including, of course, in the "most important of the arts" – a movie. The magazine Cinema Art, the influential publication among filmmakers, professionals and spectators' elite played here a special role.

Cinema Art's monthly output was very impressive by today's edition (from 30 to 35 thousand copies). Each issue published from 6 to 14 articles about the Soviet films. Plus scripts, filmographies, etc. Traditional for the magazine headings (New Movies, Problems of the theory, Discussion, Television, Among the actors, Abroad, Script, Filmography, Bibliography, etc.) have been added in 1967 to the special commemorative section: By October the 50th anniversary, Year after year, Films of the jubilee year, Soviet film for the world.

As is well known, the final blow to the Soviet "thaw" trends was caused by the Soviet leadership in response to the events of the "Prague Spring" – in 1968. But in 1967, the magazine is still headed by L. Pogozeva whose editorship (1956-1969) almost had a peak at the "thaw", and on its decline.

Recalling this time, A. Medvedev noted that "Pogozeva was a kind remarkable woman, rather well-known critic... I cannot say that she had some extraordinary professional qualities as a critic, even though she was the authoritative author, and her opinion was important" (Medvedev, 2011).

Film critic M. Sulkin says much warmer about deputy chief editor of Cinema Art magazine – Y. Warsawsky: "He was extraordinarily talented, accurate sense of art critic, researcher, analyst, writer endowed with the gift" (Sulkin, 2000).

In 1967, the editorial board of the magazine Cinema Art consisted of 18 people, however, they were mostly known directors (G. Kozintsev, L. Kulidzhanov, I. Pyryev, S. Yutkevich) and film functionaries. The numbers of film critics amongst them there were only four: L. Pogozeva (editor), J. Warsawsky (deputy editor), A. Karaganov, and R. Yurenev.

Of course, the range of authors of the magazine was much wider. In 1967, a venerable and relatively young at that time, film critics and film scholars there were published. Of course, Cinema Art published the articles by no all known Soviet critics of the 1960s. But in general, the author's list was quite representative: M. Bleyman (1904-1973), Y. Bogomolov (p. 1937), G. Bohemsky (1920-1995), V. Demin (1937-1993), S. Freilich (1920-2005), N. Ignatieva (p. 1923), G. Kapralov (1921-2010), A. Karaganov (1915-2007), Y. Khanyutin (1929-1978), T. Khloplyankina (1937-1993), V. Kisunko (1940-2010), N. Kleiman (p. 1937), L. Kozlov (1933-2006), G. Kremlev (1905-1975), M. Kushnirov (p. 1937), E. Levin (1935-1991), J. Markulan (1920-1978), V. Matusевич (1937-2009), K. Paramonova (1916-2005), L. Pogozeva (1913-1989), L. Roshal (1936-2010), L. Rybak (1923-1988), V. Shitova (1927-2002), K. Shcherbakov (p. 1938), I. Soloviova (p. 1927), A. Svobodin (1922-1999), M. Sulkin (p. 1928), E. Surkov (1915-1988), A. Vartanov (p. 1931), J. Warsawsky (1911-2000), I. Weissfeld (1909-2003), R. Yurenev (1912-2002), M. Zak (1929-2011) and others.

In 1967, the magazine wrote about such significant Soviet films like *Aibolit- 66* by R. Bykov, *The S. City* by I. Kheifits, *Journalist* by S. Gerasimov, *Prisoner of the Caucasus* by L. Gaidai, *Head of Chukotka* by V. Melnikov, *Adventures of a Dentist* by E. Klimov, *Republic of SHKID* by G. Poloka and other. Cinema Art also published outstanding scripts: *Pirosmani* by E. Akhvlediani and G. Shangelaya, *Holy Spirit (No Path Through Fire)* by E. Gabrilovich and G. Panfilov, *There Were Two Comrades* by Y. Dunskey and V. Frid, *Three Days of Victor Chernyshov* by E. Grigoriev. The pearls of the magazine became the articles of famous directors G. Kozintsev (*Deep Screen*) and Andrei Tarkovsky (*Telling Time*).

2. Materials and methods

The main material for the study was 12 issues of the magazine Cinema Art (1967). At the same time, I analyzed only as a film critics' articles reflected the Soviet feature film (though, of course, the magazine wrote about documentary, popular science, animation, and foreign cinema, published articles of prominent directors,

writers, operators, actors, the full texts of scenarios, filmographies). I used the method of hermeneutic analysis of the texts.

3. Discussion and Results

Ideology

So, the jubilee year obliged Cinema Art to carry out "an ideological mandate to the party": basically in the category By October, the 50th anniversary, Year after year (footage from the Soviet films with short inscriptions designed illustrate the consistently high ideological and artistic level of the cinema in the USSR in the 50 years of its existence), etc. Especially a lot of articles of this kind in the jubilee, that is, the November issue of the magazine.

As a rule, the most "ideologically" article is not signed by the author: "Happy New Year, comrades! With the onset of the first month of the anniversary year – the year of the Great October Revolution! ... The direct participants in the revolution, comrades of Lenin still paced in our ranks... And ... the life is strongly linked with the ideas of socialism and communism" (Year 1967: 1).

But some film critics, who did not want to succumb to the temptation of anonymity wrote their articles also with the strong communist pathos:

"The history of the Soviet cinema, militant art of socialist realism, is a shining example of active influence on the cinema of other countries" (Abramov, 1967: 17).

"October has brought world cinema a new character, the ideas, the very spirit of creative innovation. ... Screen, freed from the yoke of dictatorship and oppression of commercial reactionary ideas, has become one of the most important forms of artistic people awareness of their past, present and future" (Weissfeld, 1967: 29).

"High ideology, an inextricable link with the life of people, the revolutionary spirit - all this has created a tradition of innovation and prepared the victory of socialist realism. ... So now we are proud to recognize that our Soviet cinema and there is free art, serving millions and tens of millions of working people dreamed of Lenin" (Yurenev, 1967: 5, 8).

The praise of socialist realism and its impact on the world cinematography was in the essays of history of the Soviet cinema (Freilich, 1967: 35-45) and the review of the international symposium (Karaganov, 1967).

However the "thaw" articles of L. Pogozeva and Y. Warsawsky were out this fanfare background.

For example, J. Warsawsky recalled with pleasure thaw peak – 1957 year, when the "cinema, developing the best traditions of the past years, becoming smarter, braver, more honest – and therefore more optimistic"(Warsawsky, 1967: 4).

L. Pogozeva, sincerely supporting thaw trends, introduced readers to a very friendly overview of the development of Soviet cinema from 1957 to 1967 (Pogozeva, 1967: 39-53). Remembering such landmark films of the second half of 1950 – the first half of 1960, as Spring on Zarechnaya Street by F. Mironer and M. Khutsiev, It was in Penkovo by S. Rostotsky, Someone else's children by T. Abuladze, The House I live in by J. Segel and L. Kulidzhanov, Forty First, Ballad of a soldier by G. Chuhraj, Destiny of Man, War and Peace by S. Bondarchuk, Pavel Korchagin, The Peace for Inbound by A. Alov and V. Naumov, Communist, And if this is love?, Your

Contemporary by Y. Raisman, Lenin, Lenin in Poland by S. Yutkevich, The cranes Are Flying by M. Kalatozov, The Living and the Dead by A. Stolper, Ivan's Childhood by A. Tarkovsky, Nine days in one year, Ordinary fascism by M. Romm, Serioja by I. Talankin and G. Danelia, Chairman by A. Saltykov, The first Teacher by A. Konchalovsky, Two by M. Bogin, Wedding by M. Kobakhidze, A Guy lives here by V. Shukshin, Journalist by S. Gerasimov, Shadows of forgotten ancestors by S. Parajanov, Nobody wanted to die by V. Žalakevičius, Hamlet by G. Kozintsev, Wings by L. Shepitko, I'm twenty years by M. Khutsiev and others films, L. Pogožheva find the exact characteristics of their artistic and audience success. In particular, she wrote about the thaw movies on the modern theme (of the second half of 1950s): "These films were very kind. They are downright shone with love for people, delight in front of our boys and girls. This enthusiasm sometimes reached sentimentality" (Pogožheva, 1967: 41).

Film Reviews

For obvious reasons, critics of the Cinema Art were a priori careful approach to the analysis of films as a member of the editorial board (G. Kozintsev, L. Kulidžhanov, I. Pyrev, S. Yutkevich) and other Soviet classics or equivalent masters of the screen.

At the same time, it should be noted that the magazine was not afraid to notice significant shortcomings even in the works of the masters. I think S. Gerasimov was unhappy to read such lines about his film Journalist: "Where the declaration overrides the dramatic action there slips edification. ... If not everything in the film came out, the "blame" in this not Gerasimov as director, but Gerasimov as screenwriter"(Klado, 1967: 75). And even Iron Stream by E. Džigan, which was made a special rate of film ideological jubilee year, received such accusations illustrative, psychological imperfection of characters, negligent actor makeup, etc. (Lvov, 1967: 68).

Even Lenin's film series by M. Donskoy (Mother's Heart, Mother's Fidelity) received low-key, but still subjected criticism (Kisunko, 1967: 33).

The member of the editorial board – a famous Soviet film director I. Pyryev also not escaped critical shots: his film The Light of a Distant Star was named too wordy (Kara, 1967: 59-67).

In this regard, I would suggest that when L. Pogožheva was dismissed from the post of chief editor (1969), authorities charged her not only in too obvious "thaw", but also in the fact that the magazine criticized of the classics of the Soviet screen...

As usual, Cinema Art devoted much attention to adaptations. T. Shah-Azizova caustically criticized adaptation of A. Chekhov's Darling (directed by S. Kolosov): "Breaking the fragile fabric of 'Darling', shifting accents, director separates the synthesis of poetry and comedy, brings up the

first melodrama, the second – to the farce. The story deliberately modest and everyday style, intricate turns and spectacular" (Shah-Azizova, 1967: 53).

Acute critical arrows pierced the adaptation of Lermontov's Hero of Our Time directed by S. Rostotsky because "the screen just illustrated the individual episodes of the novel, is simplified, the cinematic embellished. We have not seen the drama of strong character in negligible time"(Bleyman, 1967: 51).

Even harder magazine praised the Uncle's Dream (based on F. Dostoevsky's story) by K. Voinov: "This discrepancy cinematographic product of literary significantly absolutely everything. ... Here it's all about the inability to penetrate into the essence: in the spirit, in the style of Dostoevsky" (Pitlyar, 1967: 44).

But the full support of the critic N. Kovarsky received a play adaptation of A. Sukhov-Kobylin Death of Tarelkin - Merry Days of Razpluev by E. Garin and H. Lokshina: "Garin and Lokshina so precise in the formulation of the film, in spite of significant bills... It seems complete, nothing is lost on the playback screen comedy. But it is marked not only fidelity to the letter and the spirit of comedy. He is faithful and the spirit of the time" (Kovarsky, 1967: 21).

Cinema Art responded positively on the adaptation of Chekhov's stories, taken by I. Heifetz (In the S. city): "Other film adaptation set to a feuilleton way, but here is all a matter of respect, cause you more sympathy than an ironic smile. This is a serious, careful, I would even say, diligent work" (Papernyi, 1967: 62).

As always deep in thought and an interesting shape the review came from the pen of Y. Khanutin. Analyzing the strengths and weaknesses of the film adaptation of the novel A. Green's Running on Waves (directed by P. Lubimov), the critic did a reasonable conclusion: "The tragedy has already unfulfilled in the film has turned out sharper than the happiness of searches that can still happen. Perhaps, for the authors of 'Running on Waves' is also to some extent their unfulfilled that beckons imperiously calls, but not always and not all awards comprehension" (Khanutin, 1967: 62).

Several articles in the magazine were devoted to experimental musical Aibolit-66 by R. Bykov (based on K. Chukovsky's fairy tale). B. Sarnov very aptly that "Rolan Bykov decided to do (and succeeded) a film about the impotence of Evil. Quite deliberately he personified all the forces of Evil in the world the image of a puny, pathetic, quite insignificant (in all senses of the word) person. He seems to have decided to remove Evil from the pedestal on which it was unwittingly built bitter experience of mankind" (Sarnov, 1967: 22). He was echoed by L. Zakrzewska: "This is a very well – to make sure that, in general, it is possible to cope with the Evils... This is very useful – be realistic. In this and the wisdom and the present of the tale, which we told Rolan Bykov" (Zakrzewska, 1967: 28).

Became cinema event of 1960s Chairman by A. Saltykov caused many heated discussions in the Soviet press. By entering into a polemic with the famous writer B. Balter (1919-1974), who told the negative things about this psychological drama of post-war rural life, E. Surkov wrote that "if we do the third year arguing about Trubnikov as a living person, this indicate a bright talent of the director, screenwriter, actor, managed in one nature to express so many important and significant for all of us" (Surkov, 1973: 73).

Sad comedy SHKID Republic by G. Poloka was very favorably disposed to the magazine: "The authors, deliberately trying to make the interesting and spectacular film, immediately take the bull by the horns and seize the attention of the audience. G. Poloka uses threads and unusual and romantic atmosphere. He openly, defiantly attract expressive means of silent cinema, in other places was a stylized this film under the old movie" (Koval, 1967: 53).

Equally warm Cinema Art was met and ironic comedy *Head of Chukotka* by V. Melnikov: "Smile of sympathy and compassion to the hero is transferred to us, the viewers, we are found in the funny lad living features of the Revolution: it is not on duty signs and concrete embodiment of its energy, romance, justice" (Ignatieva, 1967: 33). Of course reference to Revolution is the soft mat under the watchful censorship, but overall review was very friendly.

Another movie about Russian Revolution times reviewed in a more sober style. For example, *Elusive Avengers* by E. Keosayan. Dry praised this popular Eastern, K. Shcherbakov noticed readers that "the action ... lost happily found a combination of irony and seriousness, games and reality. There are scenes of heavy and dull" (Shcherbakov, 1967: 60).

M. Zak is very true rated film *Vale* by G. Pozhenyan: "The rift between poetry and cinema runs through the entire film. What did he cause? The answer, which is closer and easier: poet G. Pozhenyan has failed in the role of director. ... But there is something less obvious and easy. ... 'Vale' only ornamented signs of poetry" (Zak, 1967: 27-28).

The judgment of Y. Bogomolov about *Four pages of a young life* by R. Esadze was no less hard, but reasonable: "Moral is interesting. Morality is boring" (Bogomolov, 1967: 70).

But, unfortunately, magazine took, I think, purely "commanding" position in relation to the excellent ironic satire *Adventures of a Dentist* by E. Klimov. I do not remember that any other Soviet film received a resume, so devastatingly unfair to the talented directing: "The script was a deep, easy and good. The film turned out flat, strained and evil" (Svobodin, 1967: 41).

But the famous comedy *Prisoner of the Caucasus* by L. Gaidai has caused log approval: "The film was lucky (and justice) of the audience and critics. Other reviews were like toast, exclamation marks, faced as the glasses ... The sense of humor must protect authors from excessive praise" (Zak, 1967: 85). M. Kushnirov's article also was devoted to reflections on the comic and satirical stories on the screen – in newsreel *Wick*. Here critic identified both advantages and disadvantages (Kushnirov, 1967: 15-16).

Curiously, but T. Khoplyankina made a strong and brave (for those times) the output from viewing student films. This conclusion was about the Soviet cinema in general: "Well shoot – yes, this is the dream of all film directors. Good idea? What for? Perhaps the absence of thought is the main problem of our cinema?" (Khoplyankina, 1967: 51).

Alas, but this conclusion remains relevant and today. However, now many Russian filmmakers greater dream is not to shoot well, but make good money on the "kickbacks" and other tricks in the process of filming themselves...

As in other years, Cinema Art did not forget to review and cinematography of Soviet republics.

Thus, S. Mikhailova said a lot of good words about the Belarusian cinema. However, there are quite a few out there and criticisms, oddly enough, to the address of one of the best films of V. Turov: "The failure befell V. Turov in his latest work.

His film 'I come from childhood', he conceived as the first part of the triptych of the military youth generation as an autobiographical confession. But the scenario of G. Shpalikov written as a series of sketches led to Turov compositional looseness of the film, to the meaningful emptiness" (Mikhailova, 1967: 101).

However, the authors of the magazine did not hasten to extol and other films of directors from the Soviet republics. M. Sulkin noted that in the "Aimanov-director not all managed" in Land of the Fathers (Sulkin, 1967: 78). A. Vartanov wrote about the film Sky of our childhood by T. Okeev: "When I see the poetic perception of the world in this film, I am especially disappointed when meet with edifying episodes, straight, caused by the desire of authors to put all the dots on "i" (Vartanov, 1967: 43).

Sometimes the "protective" historical and revolutionary themes and acute problems of the films became for Cinema Art an occasion is almost complete withdrawal from the evaluation of the artistic level. Article about the films Bitter grain and Stairway to Heaven were written in a similar vein (Gurov, 1967: 62).

The peak of such isolation from the critical function in favor of the ideological category was in a review of, I think, deservedly forgotten film "26 Baku Commissars" (1965): "I do not want to follow the traditional review way to list the shortcomings of the film, pick slips author. In this case, in my opinion, it is more important to say that succeeded in the development of historical and revolutionary topics" (Seyidbeyli, 1967: 82).

Film theory

An amazing event was in the theoretical section of the Cinema Art-1967, I think that had no counterparts either before or after. The debut book of a young film critic V. Demin Film without intrigue (Demin, 1966) became the basis for two solid theoretical articles speculating about the features of film-plots structure.

The first line of article of the venerable film critic I. Weissfeld were as follows: "Let's start with the literary style. Do we frequently have to read theoretical books written with a primer, painted charm of youth, spontaneity? I recently read a book: 'Film without intrigue' by Victor Demin. The stylistic feature of this book is the freedom of the narrative, the ease of "installation" passages, sometimes quite unexpected. Reading the book, you will gradually get used to it. You is not surprising that after the paragraph on the artistic perception is a story about how the first time year-old son of the author watches TV, and what thoughts these things prompted a young father and as a young writer. Do not surprise you, and "joint", say parodic descriptions of the chess scene, scene detection and evaluation Fellini's interview. ... Demin writes as thinks. Literary style matches the mood of the book. Victor Demin simultaneously captured his plan, as if surprised that he himself made discoveries, the reader wants to inspire his passion and a little ironic to himself" (Weissfeld, 1967: 30).

And then I. Weissfeld began the debate about drama and directing the search, breaking the aesthetic canons in the film (Weissfeld, 1967: 31-33). The conclusion of I. Weissfeld was buoyant and perceptive: "An interesting and largely controversial book 'Film without intrigue' announced to us about the appearance of one more temperamental, promising researcher" (Weissfeld, 1967: 33).

E. Levin, in his theoretical article virtually echoed I. Weissfeld, arguing that "film-plots theory today is perhaps the most dramatic area of film studies. ... Much of this is determined, not yet having had time to install, and is changing, undefined"(Levine, 1967: 33).

Then critic moved on to Demin's article Riot details (Demin, 1965), which, in fact, then went into the book Film without intrigue.

And here V. Levin entered to more acute dispute: "V. Demin wrong, considering the exposure of drama static and inactive... Exposure is also a kind of an event of its composition, its plot and storyline. ... Demin understand the effectiveness of the event too poor, narrowly event treats unilaterally" (Levine, 1967: 38, 40).

This debate on the pages of the magazine was a clear refutation of E. Weizmann's opinion that in the Soviet film studies of the 1960s there were few "such articles about the movie that would become an event, which would be discussed, debated, which would soon read" (Weitzman, 1967: 55).

However, when further E. Weitzman argued that "the core of Marxist criticism with all its variety of genres and with a high ability to open all aspects and features of the product should be a sociological approach, that is, the establishment of causal links artistic discoveries with life, the rational cognition through the work of art of the dialectic of the individual and society" (Weitzman, 1967: 56), it became clear that his proposed ideological templates to create articles, events virtually impossible.

Against the background of such Weitzman's instruction even the arguments of one of the main ideologists of the Soviet film criticism – V. Baskakov seem quite reasonable: "Fortunately, goes into oblivion, this approach to film studies, when it is viewed as designed to serve the filmmakers. Serve and ask at the same time: Do not disturb is this customer? And if you are concerned, then the customer will be dissatisfied and say: "Bad art, I did not understand this, who wrote not appreciated as it should be." And "Who dares to criticize me? Who but the artist can evaluate the phenomenon of art? Is it the film critic knows how to put movies like?". Yes, these cries, which we often hear in the past, now it is less common" (Baskakov, 1967: 30). Actually, is not it? True, as amended: today is not the directors and screenwriters, but producers are forced (using, of course, not ideological, but financial arguments / subsidies) other Russian critics "serve" them. But the crowd (including Internet) still hear the same phrases...

Film Discussions

On the decline of the "thaw" Cinema Art was still possible to publish polemical column, and even through "the communist party" film Conscience (1965), telling of a good party secretary, could write that there are "people turned into shadows standards" (Pajitnov, Shragin, 1967: 73). The film critics ironically show in a dispute with the author of On Love book V. Chertkov how many sexual taboos loaded Soviet cinema (Pajitnov, Shragin, 1967: 73).

I think, the readers must have been difficult to agree with the opinion of V. Chertkov, who tried answer to his opponents by the communist rules: "In my book, I interpret love in terms of contradictory unity of biological and social, personal and public, universal and class, in terms of conflicting mind-feelings, chance and necessity.

Critics did not even notice it, and so will inevitably interpret love only in terms of sex. ... These authors deny the debt, without which never was morality, and there can be no communist morality"(Chertkov, 1967: 99).

Polemically pearl of Cinema Art-1967, in my opinion, was V. Demin's article Around the mediocre film. There he convincingly argued that "the mediocre film ineradicable. And it should not be eradicated. On the contrary, it is necessary grooming, undead the mediocre film. ... It turns out that we do not know the concept of good mediocre film. But mediocre film can imitate (with modern cinematic technology) the underfulfilled masterpiece: a little bit of philosophy from scratch, a little moral and ethical abstractions but more tricks from the arsenal of "modern cinema": still images, flashbacks, "ragged" story ... This sort of mediocre film gives the many problems for box-office"(Demin, 1967: 80-81).

God, how relevant these lines for the Russian cinema today!

Film sociology

In the 1970s the numbers of Soviet films' box-office moved in the neck "for official use only." But in 1967 it was still possible to publish box office data.

First of all this is unexplained in terms of contemporary logic high places (7, 8, 14-17), completely neglected the mediocre movies Daughter of Stration, People do not Know All, Moscow-Genoa, The Secretary of the Regional Committee, Where is Ahmed?, Wait for Us at Daybreak, Mandate, Charity Train. These films outstripped not only recognized movie I'm Twenty Years by M. Khutsiev and I am Cuba by M. Kalatozov, but wonderful a satirical comedy Welcome, or No Trespassing, which still show almost all TV Russian channels.

Boring, ideological backhand The Secretary... The Secretary received 15,4 million viewers and funny comedy Welcome, or No Trespassing – only 13.4 millions... I can only suggest that the deft film distributors have attributed The Secretary desired by the authorities millions from box-office of foreign hits. But it is very difficult to explain the fact that 14.6 millions were attributed to primitive comedy Where is Ahmed... Surely God works have mysterious ways...

Sociological theme was continued in the article of H. Khersonsky on the Film Club and film education (Khersonsky, 1967: 72-80). After describing the turbulent film club's discussions, the patriarch of Soviet film criticism cited the results of a the survey of film club's audience (people median age was 26 years), (Khersonsky, 1967: 79).

Unfortunately, the article of H. Khersonsky were not given very important for any sociological survey data: the total number of respondents and their gender identity.

The answer to the second question are mixed in a bunch of genres, themes and even the types of film (cartoons, as well as plays, there are in fact can to be in many different genres)...

But in general, the data in Table 2 may be the basis for certain conclusions about the Moscow film club audience in 1967.

One of these findings (and quite bold at the time) made himself H. Khersonsky: "What caused relatively little interest in the historical-revolutionary films? I am deeply convinced that the blame for this the authors of a series of recent movies, who did not like the audience because of the stamps, clichés, the absence of a truly in-depth and,

most importantly, a careful study of the life, forgetting the laws of art" (Khersonsky, 1967: 80).

The film club specific (because film club audience is, certainly, not a mass audience) to indicate, for example, that, according to Table 2, the psychological drama (72.5%) had the first line had while, the mass audience 1960s, preferred comedy (Prisoner of the Caucasus and others.), science fiction (Amphibian Man and others.), adventures (Elusive Avengers and others.). On the basis of the same specificity (film club audience usually seriously interested in film as art), aesthetic factor (45.5 %) had the first place in attraction causes, but not entertaining, dominant in the mass audience.

It is worth noting that the sociology of the cinema was important in the 1960s. This is evidenced by the proposal N. Kiyashchenko: to create a sociological department in planning the building Cinema Center (Kiyashchenko, 1967: 49). Moreover, N. Kiyashchenko in their arguments on the problem of film and media education, believing that the future "Cinema Center must first be engaged in preparation of an elementary textbook on film, designed for school, create film education courses for teacher training" (Kiyashchenko, 1967: 49).

Film critics N. Kleiman and L. Kozlov agreed with him, and believed that the Cinema Center must include the museum of cinema, film lecture hall, film history, sociological and publishing departments and Higher film criticism and film history courses (Kleiman, Kozlov, 1967: 102-112). Other panelists were more cautious in their proposals and worried more about the safety of the existing structures of film studies (Jakubowicz, 1967: 45-46; Markulan, 1967: 46-47; Nazarian, 1967: 48).

The only pity that Cinema Center that built during the second half of the 1980s, turned into a regular multiplex in the XXI century, and the Museum of Cinema was driven out...

Book Reviews

Reviews of film critics' book, alas, almost forgotten genre in modern Russia. But Cinema Art of 1960s tried not to miss any significant works of film criticism. For example, the review about the book Yes and No by M. Turoskaya (Turovskaya, 1966) noted with delight that the text preserved "the unique atmosphere of the Turovskaya's articles, that rich intellectual atmosphere, which can easily be discharged and continuously discharged bursts of mind and style. ... M. Turovskaya's articles about cinema destined to live long. They have ice and fire, intelligence and passion, style and popularity. In them there is beauty and truth" (Sanin, 1967: 87-88).

But the book Film of a lifetime (Martynenko, 1966) came under sharp blow of Y. Bogomolov: "Y. Martynenko sees in each subject only two sides: the art of any person or it degrades. Addressing the complex and multifaceted phenomenon of art, the author argues, as if not in this world flatter and elementary things" (Bogomolov, 1967: 95).

Early deceased film critic Yuri Martynenko was my university professor, and I remember him well informative lectures, straightness has never been characterized by... However, it is no secret that reviewers often try to exaggerate its conclusions for the sparkling effect...

Other Categories

Other journal's heading about Soviet cinema (On set, Among the actors, etc.), as a rule, was not in polemical style (Rybak, 1967; Freilich, 1967; Shiryaev, 1967). For example, L. Rybak published a long article, written with great respect for the creative filmmaking process, produced a true and accurate approach to the "portrayed" film director: "Work of the artist, the principles and techniques of his artistic activities often appear in a fantastic independence from his personality. When I was watching the day-to-day job of film director Y. Raisman, I imbued with the conviction: it is necessary to talk about the complex skill of the master" (Rybak, 1967: 55).

4. Conclusion

Thus, the analysis of the articles of magazine Cinema Art – 1967 identified the following key film criticism trends:

- Despite the folding thaw effects, the magazine tried to keep the ideological position of the late 1950s - early 1960s;

- The authors of the magazine tried to analyze the most notable works of the Soviet cinema, even criticized certain shortcomings in the films of famous and influential at that time masters of the screen;

- Paying tribute to the inevitable Soviet propaganda rhetoric, the magazine could afford to publish informative theoretical and sociological discussion, and the texts of outstanding script;

- However, in some cases, the magazine could (perhaps by order "from above") cause painful a critical blow to the talented work screen.

In general, the Cinema Art (1967) was a kind of typical model of the Soviet humanities journals (with the entire obligatory bow to censorship) that try to stay in the position of "socialism with a human face."

Раздел 2. Сфера социально-познавательного общения

Тема 2.1. Городская жизнь

METHODS OF PASSENGER TRANSPORT LOGISTICS DEVELOPMENT IN THE CITY

By Sarimsakov A. and Gaffarov M.

The main problems in the logistics of passenger transportation in the city today are: saving time for passengers, ensuring the comfort of their transportation, stabilizing transport costs, increasing speed, reducing the distance of pedestrians to vehicles, reducing congestion, coronavirus worldwide. In connection with the pandemic 19 epidemic, the problem of the movement of large buses is relevant.

Depending on the population, this issue can be approached in different ways. When analyzing the available opportunities in cities with a population of up to 500,000 people, walking distance to passenger transport is up to 1.5–3 km, which consumes their useful time.

When it comes to transportation directions, they have to switch to several routes if there is no suitable route for them. The presence of large-capacity buses, in which a large number of passengers are located, leads to the spread of a pandemic epidemic, in addition, subsidies, subsidies for bus routes that do not cover transportation costs are required. The reason for congestion in many cities around the world is an increase in the number of cars, an increase in the number of light taxis, the filling of the market for light taxis and an increase in the number of taxis waiting for passengers.

In major cities, passenger taxis operate unofficially through a bus route at agreed prices in parallel with bus routes. Some streets of the city are crowded in the morning and evening, and the operational speed is reduced to 20 km/h.

In addition, in cities where coronavirus-pandemic-19 is growing, traffic has been suspended for some time, and passengers are suffering from this, and the number of travel expenses is increasing. It requires what scientific approach is currently available to solve these problems. Motor transport requires a deep scientific approach, from experts in the operation of automobile transport and researchers in this field. In cities with a population of more than 500 thousand people, the main passenger transport is buses, minibuses, taxis, passenger taxis and, in some cases, passenger cars.

To analyze the growth of passenger traffic in the city by road, determine the ways of its development, increase the share of transport services in GDP, bring it to the level of developed countries and the prospects of competitiveness of road transport, and protect against pandemics. is one of the priorities in the country in the field of passenger logistics of the city.

When we analyzed the first years of independence in Uzbekistan, the following indicators and results were determined. Summarizing this situation in the provinces, depending on the size of the cities in the region, a certain part of the population will spend precious time waiting for buses, passenger taxis, without access to road transport at points 4–6. The road transport services are in a monopoly state; therefore, the price of transport services has risen rapidly with the changing cost of resources. The aim of the study is to assess the level of use of cars and increase the volume of transport services, develop effective proposals and recommendations on the prospects for the development of competitiveness of road transport. Research Objectives:

- Determine the level of use of passenger transport and develop effective proposals and recommendations.
- Assessment of competition in passenger transport.
- To determine the prospects for the development of competitiveness.
- Increasing the level of satisfaction of the demand of the population for transport.
- Identification of ways to reduce congestion.
- Identification of ways to effectively organize passenger traffic in the case of coronavirus-pandemic-19.

Road transport caused a lot of problems in the context of coronavirus-pandemic-19, interruptions occurred in the daily life of all developed countries, which consists in increasing the level of demand, as well as in developing competitive prospects, reducing the cost of road transport, and reducing transportation costs. The task of reducing pedestrian access for access to road transport, the organization of safe public

transport to places where traffic begins to provide daily life activities of the population, is a priority for road transport specialists of the Ministry of Transport. On the way to this task, there are indicators from the results of the previous period.

In the early years of independence, automobile transport enterprises in the regions of the Republic of Uzbekistan were privatized. The main attention was paid to creating conditions for the development of small business and private carriers, that is, easing the tax burden, which led to the rapid renewal of the fleet of private road transport, the expansion of the ranks of the fleet engaged in passenger transportation, as a result of which a completely competitive environment was created.

The formation of a competitive environment can be justified by the fact that changes in the price of resources do not affect the cost of services. There was a stable price for passenger transportation in the provinces, which became a reality. The growth of the passenger fleet made it possible to open routes in the immediate vicinity of the population, and the fare decreased, which is relatively low compared to neighboring countries. Isuzu, GAZelle, Damas, Nexia are the main components of passenger transportation, and the main carriers are private carriers within the association. Damas low-capacity cars on domestic routes, with a high level of passenger turnover, fully comply with the requirements of the bank.

In the field of passenger transportation, Damas vehicles have demonstrated their competitive advantage, as the place is quickly filled due to the fact that it is very optimal in terms of passenger flow, a comfortable seat for passengers (only the passenger sits) and operating speeds are higher than those of the bus. The car's resistance to various types of stress (dynamics) has proven itself in the development of local roads. The growth of opening a new route at Damas has increased dramatically. For a more optimal use of Damas cars, the problem arose of organizing their effective placement in front of the market in cities.

Most Damas cars are private. Investments in these cars are made by private owners, they have at their disposal the task of ensuring the reconstruction of the fleet, which led to the development of the volume of transport services to the population. A multiple increase in the number of cars led to significant results, satisfying the demand for passenger transportation, the growth of the light taxi fleet further strengthened the competitive environment and created stabilization of passenger transportation prices. Currently, there are a number of reserves for the development of cars, the solution of which is as follows:

1. Connect passenger vehicles to cars as high-speed short-distance vehicles. For fastening on routes with licenses.
2. Accelerate and develop the opening of new routes in front of residential areas with Damas vehicles.
3. The growth of light taxis in the context of coronavirus-pandemic-19 will allow them to work in a certain direction and reduce tariffs.

By participating in this activity, you can completely replace the express buses in the city with passenger taxis. To protect the population from diseases, passenger taxis will increase the volume of services and provide taxi passengers by telephone, protect the population from diseases by reducing the cost of light taxi services due to taxes. To

this end, with the introduction of a subscription fee for advertising in a taxi, it is advisable to develop an online system so that customers can call a light taxi in an empty place called a taxi.

The client selects a taxi from his phone, calls him and places an order. It is advisable that the fare for a taxi does not exceed the norm. With the introduction of light taxi services by telephone, convenience for customers and an increase in the volume of services, as well as the population, will be achieved. The introduction of telephone bookings in intercity transport by light taxi, as well as the announcement of an average tariff, will create conditions for customers and taxi services. With the introduction of a code reporting an attack on a light taxi, the driver's life protection is further enhanced. In everyday life, passenger transport is always with people, so its effective placement around the market square, cultural centers and other necessary areas will eliminate the unpleasant events and congestions that occur today, will further adorn the beauty of our cities. As a result of the study, it was found that it allowed the population to reduce the distance to bus routes (according to the results of the study) from an average of 3 km to 1 km.

Road transport has developed rapidly over the years of independence. Large car parks have been transformed into associations. The carriers in the associations are vehicles of various forms of ownership, in which employment accounts for 12% of the working population. The amount of fees and taxes levied on them is 6 percent of revenue. Thus, the influx of private, non-guaranteed, private investment flows in this direction is strong, the rejection of subsidies, the urban transport sector is becoming self-recouping, comfortable and high-speed passenger transport. To support flows of non-guaranteed investments in this area, it is necessary to implement the following comprehensive program:

- Ensuring the possibility of urban passenger transport in the conditions of coronavirus-pandemic-19, opening routes, consisting of small cars, in front of the house, organizing tenders for them.

- Organization of taxi repair of roads with poor road conditions, the development of road signs in a state that meets modern requirements.

- A repeated tender for the transfer of light taxi routes that cause public resonance to developed carriers that are able to reduce the cost of transportation.

- When choosing in a tender, create utter objectivity, only with the participation of the press.

- Creation of conditions for non-guaranteed private direct investments in various forms of ownership, reduction of bureaucracy in their activities.

- Protect the population from diseases by developing a taxi telephone service.

- Information about entrances to the city to identify and bypass mash streets.

The main problems in the logistics of passenger transportation in the city today are: saving time for passengers, ensuring the comfort of their transportation, stabilizing transport costs, increasing the speed of work, reducing the distance of pedestrians to transport, reducing congestion, and coronaviruses around the world. In connection with the epidemic of pandemic 19, the problem of the movement of large buses is urgent.

Depending on the population, this issue can be approached in different ways. When analyzing the available opportunities in cities with a population of up to 500,000 people, the walking distance to passenger transport is up to 1.5–3 km, which consumes their useful time. When it comes to the direction of transportation, they have to switch to multiple routes if there is no suitable route for them. The presence of large buses with a large number of passengers leads to the spread of a pandemic epidemic, in addition, subsidies are required, subsidies for bus routes, which do not cover transportation costs. Traffic congestion in many cities around the world is due to the increase in the number of cars, the increase in the number of light taxis, the filling of the light taxi market and the increase in the number of taxis waiting for passengers.

In large cities, passenger taxis operate unofficially via the bus route at agreed prices in parallel with the bus routes. Some of the city's streets are crowded in the morning and in the evening, and the operating speed is reduced to 20 km/h.

In addition, in cities that are experiencing an increase in coronavirus-pandemic-19, traffic has been suspended for some time, and passengers are suffering from this, and the number of travel costs is increasing. What scientific approach is currently available to solve these problems is required. Road transport requires a deep scientific approach, from road transport operators and researchers in the field. In cities with a population of over 500 thousand people, buses, minibuses, taxis, light taxis and, in some cases, light vehicles are the main passenger transport.

Analyze the growth of passenger traffic in the city by road transport, determine the ways of its development, increase the share of transport services in GDP, bring it to the level of developed countries and the prospects for the competitiveness of road transport, and protect against pandemics. is one of the priorities in the country in the area of passenger transportation logistics for the city

When we analyzed the early years of independence in Uzbekistan, the following indicators and results were identified. Summarizing this situation in the provinces, depending on the size of the cities in the region, a certain part of the population will spend precious time waiting for buses, passenger taxis, without access to road transport at points 4–6. In the service of road transport is a monopoly state therefore the price of transport services has increased rapidly with the change in the cost of resources.

The aim of the study is to assess the level of use of cars and increase the volume of transport services, develop effective proposals and recommendations on the prospects for developing the competitiveness of road transport. Research objectives:

- Determine the level of use of passenger transport and develop effective proposals and recommendations.
- Assessment of competition in passenger transport.
- Determine the prospects for the development of competitiveness.
- Increasing the level of satisfaction of the population's demand for transport.
- Identifying ways to reduce congestion.
- Identifying ways to effectively organize passenger traffic in the case of coronavirus-pandemia-19.

Road transport has caused many problems in the context of coronavirus-pandemic-19, there have been interruptions in the daily life of all developed countries,

which is to increase the level of demand, as well as to develop competitive prospects, reduce the cost of road transport, reduce transport costs. The task of reducing pedestrian accessibility for access to road transport, organizing safe public transport to places where traffic begins to provide for the daily life of the population, is a priority task for the road transport specialists of the Ministry of Transport. On the way to this task there are indicators from the results of the previous period

In the first years of independence, road transport enterprises in the regions of the Republic of Uzbekistan were privatized. The main attention was paid to creating conditions for the development of small business and private carriers, that is, easing the tax burden, which led to the rapid renewal of the private car fleet, the expansion of the ranks of the car fleet engaged in passenger transportation, as a result of which a completely competitive environment was created.

The formation of a competitive environment can be justified by the fact that changes in the price of resources do not affect the cost of services. There was a stable price for passenger transportation in the provinces, which became a reality. The growth of the passenger car fleet allowed the opening of routes in the immediate vicinity of the population, and the cost of travel has decreased, which is relatively low compared to neighboring countries. Isuzu, GAZelle, Damas, Nexia are the main components of passenger transportation, and the main ones are private carriers within the association. Small cars Damas on domestic routes, with a high level of passenger turnover, fully comply with the requirements of the bank.

In the field of passenger transport, Damas vehicles have demonstrated their competitive advantage, as the car seat fills up quickly due to the fact that it is very optimal in terms of passenger traffic, a comfortable seat for passengers (only the passenger is seated) and operating speeds are higher than those of a bus. The vehicle's resistance to various types of stress (dynamics) has proven itself in the development of local roads. The growth in opening a new route at Damas has increased dramatically. For more optimal use of Damas vehicles, the problem arose of organizing their effective placement in front of the market in cities. Most Damas vehicles are privately owned. Investments in these cars are carried out by private owners, they have the task of ensuring the reconstruction of the car park, which led to the development of the volume of transport services to the population. The manifold increase in the number of passenger cars has led to significant results, satisfying the demand for passenger transportation, the growth of the fleet of light taxis has further strengthened the competitive environment and created a stabilization of prices for passenger transportation. Currently, there are a number of reserves for the development of passenger cars, the solution of which is as follows:

1. Attach passenger transport to light vehicles as rapid transit for short distances. For assignment to routes with licenses.

2. Accelerate and develop the opening of new routes to residential areas with Damas vehicles.

3. The growth of light taxis in the context of coronavirus-pandemic-19 will allow them to work in a certain direction and reduce tariffs.

By participating in this activity, it is possible to completely replace express buses in the city with light taxis. To protect the population from disease, light taxis will increase the volume of services and provide taxi passengers by phone, protect the population from disease by reducing the cost of light taxi services through taxes. To this end, with the introduction of a subscription fee for advertising in a taxi, it is advisable to develop an online system so that customers can call a light taxi in an empty place called a taxi.

The client chooses a taxi from his phone, calls him and places an order. It is desirable that the cost of a taxi ride does not exceed the norm. With the introduction of the light taxi service by telephone, convenience for customers and an increase in the volume of services, as well as the population, will be achieved. The introduction of telephone reservations in intercity transport by light taxis, as well as the announcement of the average tariff will create conditions for clients and the taxi service. With the introduction of the code for an attack on a light taxi, the protection of the driver's life is further enhanced. In everyday life, passenger transport is always with people, so its effective placement around the market square, cultural centers and other necessary areas will eliminate the unpleasant events and congestion that occur today, and will further decorate the beauty of our cities. The study found that it allowed the population to reduce the distance to bus routes (according to the study) from an average of 3 km to 1 km.

Automobile transport has developed rapidly over the years of independence. Large car fleets have been converted into associations. The carriers in the associations are vehicles of various forms of ownership, in which 12% of the working population is employed. The amount of fees and taxes levied on them is 6 percent of the proceeds. Thus, the inflow of private, non-guaranteed, private investment flows in this direction is strong, the refusal of subsidies, the urban transport sector is becoming a self-sustaining, comfortable and high-speed passenger transport. To support the flows of non-guaranteed investments in this area, it is necessary to implement the following comprehensive program:

- Ensuring the possibility of urban passenger transport in the conditions of coronavirus-pandemic-19, opening routes consisting of small cars in front of the house, organizing tenders for them.

- Ensuring the possibility of urban passenger transport in conditions of coronavirus-pandemic-19, opening routes consisting of small cars in front of the house, organizing tenders for them.

- Organization of repair of taxi roads with bad road conditions, development of road signs in a state that meets modern requirements.

- A repeated tender for the transfer of light taxi routes, causing a public outcry, to developed carriers who have the opportunity to reduce the cost of transportation.

- When choosing in the tender, create the utmost objectivity, only with the participation of representatives of the press.

- Creation of conditions for non-guaranteed private direct investments in various forms of ownership, reduction of bureaucracy in their activities.

–Protect the population from disease by developing a telephone taxi service.
Information about the entrances to the city to identify and bypass traffic jam streets.

Тема 2.2. Погода, поры года

TEMPORAL-CONDITIONAL RELATIONS IN A SIMPLE SENTENCE IN THE LANGUAGE OF RUSSIAN AND ENGLISH METEOROLOGICAL SUPERSTITIONS

By K.R. Wagner

Currently, the need to study folk superstitions is explained by the trends observed in modern linguistics in connection with the processes of globalization and the active interaction of various national cultures, which stimulates research on the peculiarities of the linguistic consciousness of various peoples, the categorization of human experience of interaction with the surrounding reality. At the same time, comparative studies of the works of oral folk art are of particular importance.

Our study of Russian and English meteorological folk superstitions from a syntactic point of view seems relevant for modern linguistics. The aim of this work is to find out the means used to express temporal-conditional relations of simple sentences in Russian and English folk superstitions; to identify the general, universal ways and particular, distinctive features of expression of temporal-conditional relations in simple sentences in both studied languages. The object of our research are Russian and English meteorological folk superstitions.

Folk superstitions are stable constructions that capture the collective experience of interrelations of a certain ethnic group with the natural environment, and prediction based on this experience [OarraxoBa 2018: 170]. Folk superstitions belong to one of the small folklore genres. Folk superstitions as works of folk art possess powerful linguistic and culturological potential, representing folklore texts that, in the form of verbal formulas, express certain beliefs of the people, reveal features of the spiritual and physical activity of culture-bearer, their ideas about the structure of the world, about human interaction with nature [Логутенкова 2018: 163]. According to G.A. Zolotova, basic, primary, model in both analyzed languages is a model that explicitly expresses the semantics of prediction [Золотова 2003]. The test to identify the invariant model of folk superstitions is the presence of the meaning "to predict" - to in advance, what will happen in the future [Ожегов 2006: 581]. The general meaning of this model is - "A" predicts "B"

In Russian, among the verbs with the meaning of prediction are the following: "foretell", "foreshow", "predict", "smell", "indicate". For example: Крик гагар предвещает дождь - The cry of loons foretells rain [Ермолов 1995: 89]; Крик кукушки предвещает засуху - The cuckoo's cry foretells drought [Даль 1997: 83]; Кукушка, часто и сильно подающая голос весной, предвещает теплое время - Cuckoo, often and strongly cries in the spring, foretells a warm time [Грушко 2003: 147]; Появление в большом количестве божьих коровок предвещает хороший

урожай ржи -The appearance of a large number of ladybirds foretells a good harvest of rye [Грушко 2003: 20]; Сильный треск кузнечиков в поле предвещает сухую погоду - The strong crackle of grasshoppers in the field foretells dry weather [Рыженков 1991: 106]; Прекращение движения муравьев около муравейника предвещает ненастье - Stopping of the movement of ants near the anthill foretells bad weather [Рыженков 1991: 103]; Вой лисиц предвещает дурную погоду - Howling of foxes foretells bad weather [Ермолов 1995: 70]; Ранний прилет журавлей возвещает раннюю весну -Early arrival of cranes foreshows early spring [Лютин 1993: 30]; Грачи, купающиеся в реке, предсказывают скверную погоду -Rooks swimming in the river predict bad weather [Ермолов 1995: 81]; Заяц-беляк шубу сменил: зиму чует - The hare white coat changed: winter smells [Рыженков 1991: 108]; Заяц чует снег (не уходит далеко от логова перед снегом) - The hare feels the snow (does not go far from the den before the snow) [Рыженков 1991: 91]; Раннее появление змей весной указывает на дождливое наступающее лето - The early appearance of snakes in the spring indicates a rainy summer coming [Грушко 2003: 112].

In English such verbs as "predict", "foresee", "foreshow", "presage", "portend", "foreshadow", "forebode", "foretell", "herald", "betoken", are used to express the meaning of prediction. For example: Much hair on animals predicts a cold winter [Freier 1989: 58]; Magpies flying three or four together and uttering harsh cries predict windy weather [Inwards 1994: 137]; Hedgehogs do foresee ensuing storms [Ермолов 1995: 52]; Moles, plying their works in undermining the earth, foreshow rain [Inwards 1994: 131]; Moles coming into meadows presages fair weather [Inwards 1994: 131]; The unusual howling of dogs portends a storm [Freier 1989: 83]; Cuttle-fish swimming on the surface portend a storm [Inwards 1994: 142]; Hogs crying and running unquietly up and down with hay or litter in their mouths foreshadow a storm to be near at hand [Inwards 1994: 130]; The call of the heigh-ho (woodpecker) forebodes rain [Inwards 1994: 136]; The saw-like note of the great titmouse foretells rain [Inwards 1994: 137]; The owl's calling heralds hailstones [Goldsack 1986: 94]; The whooping of an owl betokens a change of weather from fair to wet, or wet to fair [Goldsack 1986: 94].

It should be noted that the most frequent in English is the verb "indicate" (mean, show, serve as a sign) and its synonyms "denote" and "point". For example: Long and loud singing of robins in the morning denotes rain [Inwards 1994: 138]; Excessive croaking of frogs points to rain [Bowen 1978: 60]; Young asses rolling and rubbing their back on the ground indicates heavy showers [Freier 1989: 49]; Bats flying late in the evening, indicates fair weather [Freier 1989: 38]; Cats with their tails up and hair apparently electrified indicate approaching wind [Freier 1989: 23]; Dogs eating grass in the morning indicate coming rain [Inwards 1994: 126]; Moles, throwing up more earth than usual indicate rain [Bowen 1978: 59]; Porpoises in a harbor indicate coming storm [Inwards 1994: 141]; Field-larks congregating in flocks indicate severe cold [Inwards 1994: 139]; The low flight of rooks indicates rain [Freier 1989: 16]; A screeching owl indicates a storm [Freier 1989: 88]; Parrots whistling indicate rain [Freier 1989: 88]; Turkeys perched in trees and refusing to descend indicate snow [Freier 1989: 88]; Water turkeys flying against the wind indicates falling weather

[Inwards 1994: 134]; An early appearance of the woodcock indicates the approach of a severe winter [Inwards 1994: 135]; House flies coming into the house in great numbers indicate rain [Inwards 1994: 148]; Spiders in motion indicate rain [Inwards 1994: 148]; Wasps building nests in exposed places indicate a dry season [Inwards 1994: 146]; Wasps in great numbers and busy indicate warm weather [Inwards 1994: 146]; Black-fish in schools indicate an approaching gale [Inwards 1994: 142]; Tree-frogs piping during rain indicate a continuance [Inwards 1994: 145]; Robins indicate the approach of spring [Inwards 1994: 138]; The low flight of rooks indicates rain [Inwards 1994: 136]; The early appearance of butterflies indicates fine weather [Freier 1989: 59]; Fireflies in great numbers indicate fair weather [Inwards 1994: 149]; The early appearance of insects indicates an early spring and good crops [Freier 1989: 84].

The optional components of the invariant model in both Russian and English can be various determinants for any of the main components. The situation of condition may have an indication for temporal or diatopical correlation: Поздний отлет птиц на зимовку предвещает позднюю осень -Late flying away of birds for wintering foreshadows late autumn [Рыженков 1991: 105]; Сильный треск кузнечиков в поле предвещает сухую погоду - The strong crackle of grasshoppers in the field foretells dry weather [Рыженков 1991: 106]; Chickens puddling in the dust predicts rain [Freier 1989: 49].

The periphery of the constructions under consideration compose models with an improper way of expressing the semantics of prediction. Into such models we include several types of constructions:

a) simple sentences with a verbal predicate, having lexical meaning "to predict", for example, verbs "bring", "bring on": Журавль прилетел и теплынь принес - Crane flew and brought warm [Ермолов 1995: 87]; Трясогузку-ледоломку журавль на хвосте принес - Wagtail-icebreaker crane on the tail brought [Мустаев 1987: 27]; Лебедь несет на носу снег -Swan carries snow on the nose [Коринфский 1901:46]; A soft dropping April brings milk to cows and sheep [Dolan 1988: 197]; Spiders' webs floating at autumn sunset bring a night frost [Inwards 1994: 148]; The hooting of the owl brings rain [Freier 1989: 17]; A straight line of ants brings on a rain [Sloane 1963: 29];

b) sentences with a predicate that has the general meaning of "making sounds": "cry", "sing", "howl", "croak", "utter". For example: Перепела кричат перед дождем - Quails shout before the rain [Рыженков 1991: 102]; Дрозд к ненастью кричит редко - Thrush screams rarely before bad weather [Рыженков 1991: 102]; The missel-thrush sings particularly loud and long before rain [Inwards 1994: 136]; Dogs howl before a storm [Bowen 1978: 57]; Frogs croak before a rain [Freier 1989: 31]; Pea-fowl utter loud cries before a storm, and select a low perch [Inwards 1994: 135]; Gulls will soar aloft and circling around, utter shrill cries before a rain [Freier 1989: 39]; The goat will utter her peculiar cry before rain [Freier 1989: 82].

The inevitability, compulsion, regularity of consequence fulfilment in the Russian language of folk superstitions is often marked by adverbial modifier "always", and in English the frequent adverbial modifier is "never": Ворона всегда садится

носом к ветру - Crow always sits with its nose to the wind [РЫЖЕНКОВ 1991: 95]; A bee was never caught in a shower [Sloane 1963: 30].

According to our research, in simple sentences with conditional predicates, various aspects of objective reality expressed by the nominalizations of such basic models as the subject's action, the subject's state, the subject's characteristic, or presence/absence of the subject can be used as a condition or consequence. The situation of condition is predominantly represented by adverbial modifiers, expressed by prepositional-nominal forms of nouns in the Russian language and by prepositions in the English language. Constructions with determining modifiers which have the meaning of condition impose such connection of two situations, one of which predetermines (predicts) the fulfilment of the other. Predetermined (predicted) is determinative part of the utterance, which contains an element of hypothetical and implicit character; and forecasted (predictable) is nondeterminant part of the utterance expressing the situation of consequence.

We distinguish four main groups of prepositional constructions typical for both languages:

1. The most frequent construction for expressing syncretic conditional-causal relations is the combination of the preposition "before" with the instrumental case of the noun in Russian and with the noun of the general case in English. The basic meaning of this preposition is temporary meaning. The preposition "before" denotes the preceding of one action or event to another. In folk superstitions, the temporal meaning is complicated by the conditional-causal meaning, since between the determinant and the predicative base there are conditional-causal relations based on a constant, regular, repeated connection of two events, and the meaning of precedence is lost. The semantic emphasis in such sentences falls not on the location of actions relative to each other in time, but on the conditionality of one event to another. The determinant "before" + noun can be in the preposition, as well as in the interposition and postposition.

We have noticed that the most typical for folk superstitions of both languages is its post-positive usage, which is caused by a special actual division of the sentence. It is the order of the sentence parts that actualizes either the condition or the consequence. And usually that part of the statement (sentence) is foregrounded, which is located in the postposition: Перепела кричат перед дождем - Quails shout before the rain [РЫЖЕНКОВ 1991: 178]; Оводы особенно злы перед дождем - Gadflies are especially angry before the rain [РЫЖЕНКОВ 1991: 102]; Зяблик рюмит перед самым дождем - Spink cries before the rain [РЫЖЕНКОВ 1991: 98]; Земляные черви выползают на поверхность перед дождем - Earthworms creep out to the surface before the rain [РЫЖЕНКОВ 1991: 100]; Осы и шмели сильнее жалят перед дождем - Wasps and bumblebees sting more before rain [Грушко 2003: 235]; The feathers of the blue macaw turn a greenish hue before rain [Inwards 1994: 135]; Pigeons wash before rain [Inwards 1994: 135]; Cockles have more gravel sticking to their shells before a tempest [Inwards 1994: 142]; Goats leave high ground and seek shelter before a storm [Freier 1989: 82]; Land birds bathe before a rain [Freier 1989: 88] Flies tend to collect in

swirling swarms before rain [Freier 1989: 85]; Bats fly close to the ground before a rain [Sloane 1963: 32]; Cats and dogs eat grass before rain [Freier 1989: 48]; Cats sit with their backs to the fire before snow [Inwards 1994: 126]; Flies tend to collect in swirling swarms before rain [Freier 1989: 85].

The prepositive disposition of the determinant "before" + noun is also often found in the language of both Russian and English folk superstitions. For example: Перед ненастьем линь начинает беспокоиться - Before bad weather, the tench starts to worry [Рыженков 1991: 102]; Перед ненастьем пауки прячутся в щели - Before bad weather spiders hide in the cracks [Рыженков 1991: 103]; Перед дождем пчелы сидят в улье - Before the rain, the bees are sitting in the hive [Рыженков 1991: 102]; Перед ненастьем бурундук квохчет - Chipmunk clucks before bad weather [Грушко 2003: 199]; Перед дождем быки и коровы поднимают морды кверху и жадно вдыхают воздух - Before the rain, bulls and cows raise their muzzles up and inhale the air greedily [Рыженков 1991: 102]; Перед ненастьем коршуны кружатся беспокойно, протяжно кричат свое: «Пи-и-и-ть» - Before bad weather, the kites whirl around restlessly, shout protrudingly their: "Driiiiink" [Рыженков 1991: 102]; Перед дождем блохи кусают сильнее - Fleas bite more vastly before rain [Грушко 2003: 78]; Перед засухой пчелы чаще жалят - Before drought, bees sting more often [Грушко 2003: 114]; Перед холодом заяц от человека издали убегает - очень чуток - Before the cold, the hare runs away from a man from a distance - very sensitive [Ермолов 1995: 70]; Перед ненастьем прыгают лягушки - Before bad weather frogs jump [Ермолов 1995: 95]; Перед грозным дождем сом из глубин поднимается выше - Before the thundershower catfish rises above from the depths [Рыженков 1991: 89]; Before a storm, cats resort to an excessive scratching of furniture, including table legs and the backs of chairs [Bowen 1978: 57]; Before high winds leech moves about with much celerity [Inwards 1994: 144]; Before a rain sheep are frisky and box each other [Freier 1989: 37]; Before rain beetles and crickets are more troublesome than usual [Inwards 1994: 149].

In the interposition, this construction is rarely used in both analyzed languages, for example: Рыба перед дождем лучше ловится - Fish is caught better before the rain [Рыженков 1991: 105]; Черепахи перед суровой зимой глубоко в землю заползают - Turtles crawl deep in the ground before the harsh winter [Ермолов 1995: 98]; Fall bugs begin to chirp six weeks before a frost in the fall [Freier 1989: 85]. It should be noted that in the language of English folk superstitions synonymous expression "in advance" is often used in the meaning of "before": Rooks, ravens and crows are extremely noisy in advance of stormy weather [Bowen 1978: 59].

2. There are many folk superstitions in English based on a combination of a conditional-causal-space determinant and the main part containing an action or condition, the implementation of which depends on the condition carried out in a certain space. Conditional-causal-space meaning have determinants expressed by a combination of the prepositions "near", "on", "under", "to", "from", "in", "into", etc., with the general case of a noun. For example: Cuttle fish swim near the surface before a rain [Freier 1989: 84]; The marsh harriers, alight in great numbers on the downs before rain [Inwards 1994: 140]; Long, single, separate spiders' webs on grass indicate

frost next night [Inwards 1994: 148]; Petrels gathering under the stern of a ship indicate foul weather [Freier 1989: 88]; Pigeons stay close to their quarters before rain [Freier 1989: 39]; Swallows fly close to the ground before a rain [Sloane 1963: 32]; Fish jump upstream and catfish jump from the water before a rain [Freier 1989: 84];

Sea-gulls in the field indicate a storm from south-east [Inwards 1994: 140]; Ants withdraw into their nests and busy themselves with their eggs before a storm [Inwards 1994: 146].

There are not many such kind of folk superstitions in Russian. For example: Раки выходят на берег перед ненастьем и дождем - Crayfish go ashore before bad weather and rain [Рыженков 1991: 102].

3. In Russian folk superstitions, the prepositional-nominal form of noun "on" + accusative case of the noun is used rather actively, both in the conditional-time meaning and in the meaning of prediction. In the conditional-temporal meaning, prepositional-nominal form of noun "on" + accusative case of the noun indicates the time, the observance of which is a condition for the action of the non-determinant part of the sentence. In this meaning it is located in the preposition, indicating either a specific day, or a day associated with a particular saint, or a specific month of the year: На благовещенье хороший улов рыбы - On Annunciation Day is a good fishing [Даль 1997: 549]; На Ивана Купала появляются светляки - On Ivan Kupala Day fireflies appear [Даль 1997: 334]; На вздвижение птица в отлет двинулась - On Holly-Cross Day birds start flying away [Даль 1997: 557]; На Артамона змеи уходят в леса и прячутся - On Artamon Day snakes go into the woods and hide [Даль 1997: 557]; На Семен день ужи выходят на берег, ходят по лугам на три версты - On Semen's Day snakes go ashore, walk on the meadows for three miles [Даль 1997: 557]; На Антипа летят свиязи, бекасы, чирки-свистунки - On Antip Day wigeons, snipes, teal-whistlers fly [Лютин 1993: 31].

In English, the determinant "on" + noun, indicating a particular day, in the preposition is not as frequent as in Russian: On March 15th come sun and swallow [Inwards 1994: 21].

4. The next group of determinants is the combination of the preposition "with" and the prepositional case of the noun in Russian and the combination of the prepositions "at" and "on" with the general case of the noun in English. Moreover, such constructions have a conditional-temporal meaning, which is expressed by the lexical meaning of nouns. We have noticed that the most typical in both analyzed languages is the combination "at the approach of", "on the approach of"; and this construction is more frequent for English than for Russian. The temporary qualification of the non-determinant part is predetermined by the determinant part of the utterance. As a rule, such construction has a nontemporal meaning. The nontemporal connection of events indicates on their repeatedly, regularly recurring character. For example: При приближении шторма рыба уходит на глубину - At the approach of a storm, fish goes to a depth [Рыженков 1991: 109]; The yaffel, or green woodpecker, cries at the approach of rain [Inwards 1994: 136]; Fishes rise more than usual at the approach of a storm [Inwards 1994: 141]; Mullet run south on the approach of cold northerly wind

and rain [Inwards 1994: 142]; Sharks go out to sea at the approach of a cold wave [Inwards 1994: 142].

Therefore, we can draw the following conclusions:

1. The center of expression of the temporal-conditional semantics in simple sentences in the folk superstitions of both Russian and English languages are the verbs of prediction in the position of the predicate. The base model in both analyzed languages is the model - "A" predicts "B". The most frequent in this function are the following verbs: "foretell", "foreshow", "predict", "indicate", "foresee", "presage", "portend", "foreshadow", "forebode", "herald", "betoken".

2. The situation of condition in simple sentences is predominantly represented by adverbial modifiers, expressed by prepositional-nominal forms of nouns in the Russian language and by prepositions in the English language. The most frequent construction for expressing syncretic conditional-causal relations is the combination of the preposition "before" with the instrumental case of the noun in Russian and with the noun of the general case in English.

Раздел 3. Сфера профессионально-трудового общения

Тема 3.1. Профессиональная деятельность в деловой сфере

Teaching Business Communication in a Foreign Language as a Means of Forming General Cultural and Professional Competencies of Technical University Students

By I.V. Vlasova,

Innovative development of modern society leads to the need to make certain changes in the process of training modern specialists. There is a revision of the value and semantic priorities of professional education.

So, in modern conditions, the most relevant requirements for graduates of technical universities are creativity, the ability to learn and establish business contacts. In the new Russian federal state educational standards of higher education in various areas of professional training, proficiency in professional communication in a foreign language is declared as a general cultural and professional competence. As a result of studying a foreign language, students should be able to communicate orally and in writing in Russian and foreign languages to solve professional tasks.

This innovative approach to higher education focuses on the formation of general cultural and professional competencies of future specialists, which will help them successfully apply their knowledge, skills and personal qualities in a particular subject area. Undoubtedly, the formed competencies should contribute to the social mobility of graduates and their competitiveness.

It is obvious that the professional component of language education in a technical University continues to grow in the context of modernization of education. In this regard, the organization of foreign language training in a non-linguistic University should:

- contribute to the language and professional development of a future specialist in the technical field;
- develop skills and abilities to be a mediator in professional English-Russian communication;
- provide training for a well-educated technical specialist who is able to use a foreign language in interpersonal and business communication; extract information from authentic texts; analyze, summarize and interpret information from various English-language sources and use it adequately in their professional activities.

High requirements for teaching a foreign language in a non-linguistic University at the present stage are due to the need for a future specialist in the technical field to act as a mediator in the process of social interaction between representatives of various professional cultures.

In this regard, the process of formation of general cultural and professional competencies in a technical University can be more successful in the process of mastering business communication in a foreign language, since a business foreign language is:

- a means of obtaining and using foreign scientific and technical, cultural and socio-economic information;
- a means of carrying out crosscultural and foreign-language communications with foreign scientists and specialists, with scientists and cultural figures;
- a means of using the resources of the global Internet network in the relevant areas of subject knowledge.

In Samara technical University at the department of foreign languages there is an informational and didactic base for the formation of general cultural and professional competence for students studying in all technical specialties and areas of bachelor's and specialty. The main blocks of information on the basis of which general cultural and professional competencies are formed are the content of the University foreign language course, which has a practice-oriented nature and is built taking into account interdisciplinary connections with the disciplines of the Humanities and socioeconomic cycles. The content of the "Business foreign language" course for specialists in the field of chemical technologies and engineering and economic specialties involves the use of background technical and socio-cultural knowledge by students in the development of a foreign language and the language communication skills that are formed in the process of studying. It expands the opportunities for students to participate in educational and research activities. The discipline "Business foreign language" is a basic stage in the general system of step-by-step preparation of students for professional communication in a foreign language and is closely related to other academic disciplines of the Humanities, social and economic cycle in terms of the purpose, content and methods of teaching.

The purpose of studying the discipline "Business foreign language" is to form general cultural and professional competencies necessary for the implementation of analytical, organizational, managerial and research activities of future specialists in the technical field.

As a result of studying the discipline "Business foreign language", students should know: the basics of vocabulary and grammar of a foreign language in the framework of professional and business communication; the main grammatical phenomena characteristic of business speech.

Also, students should be able to exchange oral information in the course of everyday and business contacts, business meetings and conferences, seminars, conferences; discuss problems of a general scientific, professional, and countryspecific nature; conduct business correspondence (search for business partners, description of specific offers and terms of business cooperation).

Students must be proficient in all types of reading (including introductory and search reading), special literature and official business documents; skills in writing business letters of various types.

In the course of teaching business communication in English, teachers of the department of foreign languages pay special attention to the problems of word usage in business letters, cliches of business correspondence and words that are easily confused, for example, abjure – to renounce and adjure – to beg; adapt – to adapt and adept – expert.

It also focuses on how to improve the effectiveness of business correspondence, namely, by using clear, concise, unbroken expressions instead of cumbersome and long phrases and cliches, for example, instead of: We recognize receipt of your check, use: We have received your check. It is also acceptable in the following phrases: thank you for an early reply; hoping that this initial order will lead to further business; your phrase sounds very polite; we look forward to your dealing with these questions without delay; you will not lose your customer if you react at his claim promptly.

Correspondence with business partners today is conducted by all branches of industry and trade. Business correspondence is carried out in the development of science, international economic relations.

A professionally written business letter is the key to the success of any business and effective cooperation. It is very important for a young specialist to be able to correctly compose a business letter, taking into account its clear structure. It should be noted that students are very interested in this type of work. They actively discuss the use of business vocabulary, make suggestions to the letter plan and show their creativity.

At the department of foreign languages at Samara technical University, business correspondence training is given a great attention in the process of teaching students. To be able to write a business letter correctly, to know its structure, to use a certain list of vocabulary clichés - all this is included in the teaching program for business communication in a foreign language.

In the process of teaching a business foreign language, teachers of the department use various educational technologies, for example, the technology of communication training. In the course of a conversation, a discussion, or a round table, students' communicative competence is formed, which is the basic one for adapting to modern conditions of intercultural communication. The technology of using computer programs is used. It allows to learn the language independently during extracurricular

time, as well as quickly and efficiently performs multimedia presentations of project works, reports for a student scientific conference and texts of speeches for a round table.

The teachers of the department also actively use testing technology to control the level of mastering lexical and grammatical knowledge at a certain stage of training.

The integrated use of all the above mentioned technologies in the educational process stimulates students' personal intellectual activity, develops cognitive processes and contributes to the formation of competencies that a future specialist should possess.

During business foreign language classes, the teachers lead students to oral presentations, conversations, debates, and discussions on the following topics: business lunch and coffee break, exhibitions, a contract discussion, telephone conversations, business documentation, types of contracts, business letters, e-mails, business e-mails.

Thus, the discipline "Business foreign language" which is a basic step in the general system of gradual preparation of students for professional communication in a foreign language is an effective way of forming common cultural and professional competences of technical University students' foreign language.

In the course of studying the discipline, in addition to mastering theoretical and practical material, students acquire knowledge, skills and abilities that characterize a certain level of formation of target competencies, as well as the development of linguistic, speech, socio-cultural and discursive components of foreign language competence in the process of studying business communication in a foreign language, students' personal development is carried out, which also actively affects the process of forming general cultural and professional competencies – the basis for selfrealization of future specialists.

3. РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ (ЗАДАНИЙ) ДЛЯ ПОДГОТОВКИ К ТЕКУЩЕЙ АТТЕСТАЦИИ

3 семестр, зачет

1. Устное сообщение на тему «Виды спорта и спортивные игры».
2. Устное сообщение на тему «Состязания».
3. Устное сообщение на тему «Олимпийские игры».
4. Устное сообщение на тему «Спорт в Великобритании и Беларуси».
5. Устное сообщение на тему «Спорт для здоровья».
6. Устное сообщение на тему «Способы путешествия».
7. Устное сообщение на тему «Виды отдыха».
8. Устное сообщение на тему «Деловые поездки».
9. Устное сообщение на тему «Заказ билетов».
10. Устное сообщение на тему «Бронирование номеров и проживание в гостинице».
11. Устное сообщение на тему «Роль кинематографа в современной жизни: значимость, задачи, специфика».
12. Устное сообщение на тему «Жанры фильмов».
13. Устное сообщение на тему «Мой любимый фильм».
14. Устное сообщение на тему «Мой любимый актер».
15. Устное сообщение на тему «История кинематографа».
16. Устное сообщение на тему «Современное состояние кинематографа».
17. Устное сообщение на тему «Посещение кинотеатра».
18. Устное сообщение на тему «Создание фильма».
19. Устное сообщение на тему «Профессии, связанные с кино».

4 семестр, экзамен

1. Устное сообщение на тему «Транспорт».
2. Устное сообщение на тему «Транспорт в большом городе».
3. Устное сообщение на тему «Транспорт в Минске и в стране изучаемого языка: сходства и различия».
4. Устное сообщение на тему «Правила поведения на дороге и в транспорте».
5. Устное сообщение на тему «Как добраться в нужную точку города».
6. Устное сообщение на тему «Дорога в университет. Родной город. Квартал, улица».
7. Устное сообщение на тему «Минск и его достопримечательности».
8. Устное сообщение на тему «Столица страны изучаемого языка и ее достопримечательности».
9. Устное сообщение на тему «Погода и природа зимой. Прогулка в

зимнем лесу».

10. Устное сообщение на тему «Пробуждение природы, приход весны».

11. Устное сообщение на тему «Золотая осень. Глубокая осень. Осенний лес».

12. Устное сообщение на тему «Современные компании: виды и структура».

13. Устное сообщение на тему «Должностные требования и обязанности».

14. Устное сообщение на тему «Основы безопасности профессиональной деятельности».

15. Устное сообщение на тему «Структура офиса и рабочего места».

16. Устное сообщение на тему «Устное и письменное общение в сфере бизнеса в условиях межкультурной коммуникации».

17. Устное сообщение на тему «Основы ведения деловой корреспонденции».

18. Устное сообщение на тему «Техника общения по телефону».

19. Устное сообщение на тему «Планирование, подготовка и проведение презентаций».

ТЕСТОВЫЕ ЗАДАНИЯ

Тема 1.1. Спорт и здоровый образ жизни

1. Choose the best alternative in each sentence.

0 I can't afford to go / ~~going~~ on holiday this year.

1 I've locked myself out of the house. I tried to get / getting in through the window, but it's too small.

2 I'm considering to take / taking the morning off work tomorrow and working from home instead.

3 The man denied to steal / stealing the car. He claimed he's merely borrowed it for the evening.

4 Despite my best efforts, Annie refused to help/helping with cleaning the house.

5 If you keep on to play / playing your music so loud, I'm going to get very angry.

6 I know he's done some bad things in his life, but you can't help to like / liking the guy.

7 The food was so awful. I pretended to eat / eating it, but I actually hid some of it under the table.

8 One of the things Jurg hopes to do/doing after college is take a round-the-world trip.

2 Complete each sentence with an adjective from the box. One of the adjectives is not used.

cautious creative enthusiastic fearless generous greedy innovative kind narrow-minded ordinary

0 Alex did very well in art at school and would like to work in a creative industry such as advertising.

1 My manager, Nick, is so _____ with his time. He always has a moment for everyone in the office.

2 Where do I live? In a very _____ house, nothing at all exciting.

3 You should be more spontaneous and less _____. You don't have to plan everything you do.

4 A mongoose is completely _____ when confronted with a snake and will never run away.

5 In its time, the CD was a genuinely _____ product. Nowadays, of course, it is itself almost obsolete.

6 My mother always told me to be _____ to children and animals.

7 Travel is good for _____ people; it helps them to learn more about other cultures and beliefs.

8 Don't be so _____. You've had plenty to eat already.

3 You are going to read a newspaper article about extreme running. Six paragraphs have been removed from the article. Choose from the paragraphs A-G the one which fits each gap 1-6. There is one extra paragraph which you do not need to use.

Ultrarunning

Nine hours into the 100km South Coast ultramarathon, I was almost ready to quit. Absolutely every part of me was in agony and, more than anything, I was desperate to submit to the pain and lie down by the side of the track for a sleep.

1

Eventually, though, I hit 'the wall', the famous pain barrier every long-distance runner encounters, and miraculously I came out the other side feeling refreshed and suddenly full of incredible energy. This marvellous feeling is still with me days later. Other runners I know have described it as like peeling of the layers of an onion until you reach the clean, fresh centre.

2

There are times, though, when this isn't enough. At those moments when all I want is an end to the pain or when I need to find a burst of speed from somewhere,

I will resort to conjuring up something dark from my past, some injustice I still feel, or some frustration that remains unresolved and use that anger to re-fuel me.

3

It obviously worked as I passed a number of other runners in the last stages of exhaustion and was astounded to find myself in third place in a fraction under 10 hours. As someone who regularly puts in 75km plus every week, I'm pretty familiar with the ups and downs of running, so what is it that makes ultrarunning so much more intense?

4

Some researchers have now settled on another substance, endocannabinoids, which is also generated during physical exercise as the main candidate, but still others cite serotonin and dopamine.

5

Personally, I too think most ultramarathon runners compete not for any physical sensation, but because they are seeking a certain place in their heads, somewhere where all your problems disappear into the far distance and where everything seems clear and nothing is impossible. The world suddenly seems a much more beautiful place to be.

6

I can see his point. Ultras put you outdoors in all weathers, doing something your body will rebel against and do all it can to make you stop. If you somehow find the willpower to overcome these voices then you feel nothing can stop you. There may be some degree of addiction involved, but it is an emotional addiction.

It might not sound like it, but the race was exciting.

I don't know why I felt so high after it, but I plan to recapture the feeling as soon as I can.

A It used to be credited to something called endorphins, a natural chemical produced by the body during exertion, but new research appears to have ruled this out. Endorphins are apparently too large to pass through the brain.

B The advice from those who know best is not to overdo it: start slowly and let yourself grow to love the experience. As you build up your distances slowly, you'll also learn to appreciate the outdoors more and more. Soon, nothing can stop you.

C The motivations for ultrarunning are very different for everyone who does it. I learned very early on that the way for me to drive myself on was to keep some positive picture in my mind's eye, something to encourage me during the blackest moments, of which there are many.

D Jan Corby, the man behind the South Coast Ultramarathon, seems to agree, saying that taking part in one is an opportunity to learn something about yourself and your mental capabilities 'The moment you discover this is the moment you feel free' he says.

E Barry Exington, a professor of sports science, claims science has no real idea what is responsible. He also dismisses claims that ultrarunners are suffering from some form of addiction. Although he believes the 'hit' is more pronounced in an ultrarunner. He claims the pain involved is usually so bad that it acts as a barrier to becoming really hooked.

F On this occasion, as I willed myself up the final hill at the end of the race and aimed myself in the direction of the finishing line, I was running alongside my eight-year-old self - enjoying my Saturday afternoon jog around the local park.

G As far as ultramarathons are concerned, 100km is nothing special and the flat coastal plain I was struggling along was certainly an easy alternative to some of the other races I could have entered - some ask runners to navigate 100km of mountain paths -but it was still by far the furthest I'd ever attempted.

КЛЮЧИ:

- 1.
 - 1 to get (the attempt was unsuccessful)
 - 2 taking
 - 3 stealing
 - 4 to help
 - 5 playing
 - 6 liking
 - 7 to eat
 - 8 to do
 - 2.
 - 1 generous
 - 2 ordinary
 - 3 cautious
 - 4 fearless
 - 5 innovative
 - 6 kind
 - 7 narrow-minded
 - 8 greedy
 - 3.
 - 1 G
 - 2 C
 - 3 F
 - 4 A
 - 5 E
 - 6 D
- Distractor: B

Тема 1.2. Путешествие

1. For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Why we travel

A simple holiday brochure illustrates the (0) way lives are frequently affected by our search for happiness. The sheer number of journeys which have been sparked by nothing more sophisticated (1)___an image of a tropical beach at sunset must be incredible. If our existence is nothing (2)___than a constant search for happiness, then probably (3)___ activities say more about this than our travels. They illustrate an appreciation of (4)___ life, in an ideal world free of the fight for survival, might really mean. But it is unusual for travel to be treated (5)_____anything other than a practical exercise in logistics. We are continuously bombarded with advice on the hows

and wheres of travel - which airline, which resort - yet hear surprising (6)_____ on the subject of why we travel. It is high (7)_____ for a proper philosophical study, one which might help us realise that the torture of airport check-ins (8)_____ a higher purpose.

2. Correct any mistakes in the sentences. More than one of the sentences is correct.

- 0 Juan was born in Tavira, a small town of Portugal. (in)
 1 Jurgen lives on the third floor of an apartment block almost on the beach.
 2 Free WiFi will be available at nearly all parts of the city from April.
 3 Turn left, then look out for a bakery at the right. My place is above that.
 4 I think Leon is spending too much time in his computer.
 5 The team will be based at their new stadium, which will be built at the outskirts of the city.
 6 Welcome to Rio, the most beautiful city of the world.
 7 Motorists will experience long delays on the roads today following heavy snowfalls overnight.
 8 I was at a queue at six this morning, but it was worth it. I got the tickets!

3. For questions 1-4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 You ought to look for another job, in my opinion.

YOU

If I _____ look for another job.

2 If he can't find a babysitter, Nils probably can't come out.

UNLESS

Nils probably won't be _____ find a babysitter.

3 You only got lost because you didn't listen to my directions.

IGNORED

You wouldn't have got lost _____ my directions.

4 Does spending time on a small tropical island appeal to you?

INTERESTED

Would _____ spending time on a small tropical island?

5 For tourists with a limited amount of money, Kitto Street Hostel is ideal.

TIGHT

Kitto Street Hostel _____ budget.

6 A free airport bus is another good feature of this hotel. ATTRACTION

An _____ this hotel operates a free airport bus.

КЛЮЧИ

1.

1 than

2 more

- 3 few
 4 what
 5 as
 6 little
 7 time
 8 has
 2.
 1 correct
 2 in nearly all parts of the city
 3 on the right
 4 on his computer
 5 on the outskirts of the city
 6 in the world
 7 correct
 8 in a queue
 3.
 1 If I were you, + I'd / I would look for another job.
 2 Nils probably won't be coming out + unless he can find a babysitter.
 3 You wouldn't have got lost if you + hadn't / had not ignored my directions.
 4 Would you be + interested in spending time on a small tropical island?
 5 Kitto Street Hostel would suit tourists + on a tight budget.
 6 An added attraction + is (the fact) that this hotel operates a free airport bus.

Тема 1.3. Кино

1. You are going to read sections from a blog about going to the theatre. For questions 1-10, choose from the section (A-F). The extract may be chosen more than once.

- In which section does the writer
- | | |
|---|-------|
| mention evidence of other people sharing her views? | 1___ |
| describe experiences that improved her mood? | 2___ |
| compare her situation to another type of person? | 3___ |
| admit to doubts about her arguments? | 4___ |
| describe a situation where she prefers company? | 5___ |
| show how people can avoid being alone at the theatre? | 6___ |
| give the impression of feeling trapped? | 7___ |
| explain that she is only interested in one thing when going to the theatre? | 8___ |
| describe behaviour that others might disapprove of? | 9___ |
| mention a lack of choice in theatre companions? | 10___ |

Going solo: is theatre best enjoyed alone?

Section A

Theatregoing is something most people see as a purely social activity, so much so that there are even organisations catering for people who feel uncomfortable at the idea of going to a show unaccompanied. Even professionals like me - critics - are routinely issued with a pair of tickets. All this seems to proclaim you are a little strange if you actually prefer being on your own. It may well make me odd, but I enjoy nothing more. Considering I spend most of my life on the road reviewing plays and performances, this is probably for the best. People are continually complaining about the ever-increasing price of theatre attendance, but they are usually including other costs too, particularly meals before or after the show. Not me. As far as I'm concerned, it's all about the performance.

Section B

While eating out in restaurants is the one activity where being alone feels too exposed for comfort, to me at least, I strongly believe not just theatre, but all forms of art are best experienced alone. It appears that I'm less and less alone in that view. This may be behind the proliferation of theatre discussion groups gathering in someone's house to talk about a production they've all been to see, although this is frankly often just an excuse to meet up for a gossip. In London this summer, I was gratified to see quite a few loners like myself in the audiences. Surely not all of them could have been reviewers.

Section C

When you visit a museum or a gallery in company, you are never free to go at your own pace. Everything slows down, or speeds up, to suit the other person (and they probably feel the same way too). In a cinema and theatre it is impossible to avoid your companion. They're at your side for at least two hours and you will soon know, from their fidgeting and muttering, if they are not having the time of their life - embarrassing if they are your guest. Alone, however, you are able to give the performance the attention it deserves. You can also indulge in bad habits which a more sophisticated companion would probably frown at - eating chocolate peanuts being my personal vice.

Section D

Perhaps I'm being too negative here. I'm well aware that being with other people when everyone is really enjoying themselves is one of the great pleasures of life. It's one reason why everyone should take their children out to the theatre while they are young enough to fully give themselves up to the experience, and to instill in them a lifelong love of the art. If the play is good enough, though, the solitary theatregoer can still be carried along by the excitement of the whole audience. Some of the most joyous times I've ever had at the theatre were at pantomimes, cheering the hero at the top of my voice along with all the other children.

Section E

I've just got home from the Scottish Festival of Culture, where demand means even critics are only issued with singles, so I had no choice but to attend everything alone, or rather in the company of strangers, whether I liked it or not. Being without a

friendly face for three weeks did feel like a lonely existence after a while, it's true, but while queueing for hours or when slipping in to my seat to see something, more often than not I would find myself lifted by conversations with people I'd never met before, something that would have been extremely unlikely had I been accompanied. As a bonus, I frequently found these strangers to be very knowledgeable indeed about the theatre.

Section F

At the festival, I was bombarded with advice on what to see, and what not to; I have given and received opinions on productions seen, had invitations to stay at a hotel for free should I happen to be reviewing anywhere near Inverness, and several times found myself involved in intense debates about the true meaning of theatre as an art form. Like the lone traveller who will be invited in and made welcome by those he meets on his way, the lone theatregoer will also enjoy the comfort of strangers.

2. Complete each sentence with the appropriate word from the box in the correct form. One of the words is not used.

allergy blister bruise contagious fracture immunity infection muscle sprain sting

- 0 That's a terrible bruise you've got there. Your eye is all purple and green.
- 1 I'm highly _____ to bee _____. If I got one, it could be very dangerous.
- 2 Please stay home if suffering from flu. It is extremely _____ and everyone else in your class could catch it from you.
- 3 Carlos can't walk properly as he's _____ his ankle in a football match. Luckily nothing is broken.
- 4 With many diseases, there are people who have natural _____ and _____ will never catch them.
- 5 Take antibiotics to fight the _____ and come back and see me next week.
- 6 I'll never run another marathon. Every _____ in my body aches and I've got _____ on my feet.

КЛЮЧИ

1.
1 B
2 E
3 F
4 D
5 B
6 A
7 C
8 A
9 C
10 E

- 2.
- 1 allergic; stings
- 2 contagious
- 3 sprained
- 4 immunity
- 5 infection
- 6 muscle; blisters

Тема 2.1. Городская жизнь

1. For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 I am not willing to move house.

LAST

Moving house_____ do.

2 I'm not sure, but I think Thom studied French at university.

MAY

I'm not sure but_____ Thom studied at university.

3 It's his inner strength that makes him different to other athletes.

SETS

What_____ other athletes is his inner strength.

4 Nobody could persuade Raf to change his decision.

MIND

Having_____ not be persuaded to change his decision.

5 I didn't have enough time to complete my research.

FINISH

What I needed_____ off my research.

6 I find the vocabulary more difficult than the grammar.

PROBLEMS

It's not the grammar_____ the vocabulary.

2. Complete each sentence with the most appropriate expression from the box. One of the expressions is not used.

amazingly apparently fortunately generally speaking kindly obviously personally to be honest

0 Visitors are kindly requested to sign in at reception when they arrive. Thank you.

1 The first candidate is_____ the best choice. I don't think there can be any doubts.

2 I can't lie. I wasn't impressed with dinner_____. I expected more from a restaurant like that.

3 _____, they're selling the company because of money problems. That's what I heard, anyway.

4 This is a very friendly town, but _____ there are always one or two exceptions.

5 I thought I'd lost my car keys this morning, but _____, I keep a spare pair at home.

6 _____, I don't think it's the right colour for the kitchen, but that's just my opinion.

КЛЮЧИ

1.

1 Moving house is the last thing + I want to do.

2 I'm not sure but it may have been + French (that) Thom studied at university.

3 What sets him + apart from other athletes is his inner strength.

4 Having made up his mind, + Rafa could not be persuaded to change his decision.

5 What I needed was more time + to finish off my research.

6 It's not the grammar I have problems with, + it's / it is the vocabulary.

2.

1 obviously

2 To be honest

3 Apparently

4 generally speaking

5 fortunately

6 Personally

Тема 2.2. Погода, поры года

1. For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 In two years, this company's use of photocopier paper has doubled
TWICE

In terms photocopier paper, this company now uses _____ did two years ago.

2 Passengers should avoid using the metro today and seek alternative forms of transport if possible.

HAVE

Passengers should avoid using the metro today _____ alternative.

3 I can't really work when there's loud music playing.

CONCENTRATE

It is difficult for _____ my work if there is loud music playing.

4 All of your car journeys contribute to global warming.

MAKE

Every car journey_____ to global warming.

5 It is several years since anyone definitely sighted any tigers in this area.

CONFIRMED

There have been_____ tigers in this area for several years.

6 You should find work even though you haven't got any qualifications.

PREVENT

Your_____ from finding work.

2. You are going to read a newspaper article. Six paragraphs have been removed from the article.

Choose from the paragraphs A–G the one which fits each gap 1–6. There is one extra paragraph which you do not need to use.

A. You gathered a few friends around you if you wanted a bit of company, you got on a train, you got off somewhere suitable, you hiked for a while and then you put up your tent, had something to eat and went to sleep to awake refreshed in the sunny morning light.

B. Apart from artistic endeavours, what has driven the rise of urban camping? Unsurprisingly, much of the motivation springs from a desire to save money. With the average cost of city hotels becoming unaffordable for many young travellers, it was a natural step.

C. The plan involved making camp as if on the tops of mountains, claiming them for the people like the explorers of old. So successful has the idea been that she took it further afield to Miami and Chicago.

D. Of course, urban camping is not for everyone. Many city dwellers can be hostile to strangers setting up a tent in 'their' streets. And it is important to remember that cities can be dangerous places for the unwary. Choose the wrong place and you might find you none of the advantages of traditional camping plus all of the drawbacks.

E. The advantage of doing it this way is that there is always a good hotel within walking distance. Not all of the urban campers out there are equipped to deal with everything Mother Nature can throw at them and being in a city does not mean there is no bad weather.

F. Nowadays, they are heading into town for their adventures and a night in your tent may now have less to do with fields, rivers, trees and cows and more to do with street lighting, hard pavements and the sounds of the morning rush hour. Urban camping has arrived.

G. Others have also embraced the concept and specialist companies like Camp Paris give anyone the opportunity to sleep in designer urban tents, all set up for you and ready to go; none of that fumbling around with tent poles in the middle of the night.

A night under the streetlights: urban camping takes off

When you think about camping, you probably have something like this in mind: fields, trees, the occasional cow in the background, the sound of birdsong, perhaps a river for a quick swim. Traditionally, the point of camping was getting away from it all, escaping for a few days from the stresses and strains of urban life and a chance to recharge the batteries.

1 ____

It wasn't particularly complicated, but, like so many once simple pleasures, all that is changing. We see a new direction for all those exited campers.

2 ____

It all started in the USA with a New York artist, Janey Jones's 'city discoveries program'. She had noticed that there were vast areas of land which were virtually empty throughout the city which she began to think of as unexplored territory: the tops of apartment blocks and skyscrapers.

3 ____

Now the phenomenon has reached Europe and stepped off the tops of buildings and on to the streets below. Berliners, for instance, can now pitch their tents right outside the central train station and at tourist landmarks like the Brandenburg Gate. There are even floating campsites on river barges.

4 ____

For those who don't like their camping too organised and who want to hang on to some of that pioneering camping spirit, you can also buy your own version from them and do it yourself. Naturally, websites such as campingthecity.com have already sprung up to help people track down places where urban camping is possible.

5 ____

Camping has always been popular at the budget end of the travel market, after all. But it is also driven by something more complicated than just financial considerations. Essentially, it's an exciting way to get back in touch with a city. Having an urban adventure can be the perfect way to feel that bit closer to somewhere you might be getting bored with, somewhere you might previously have gone camping in the countryside to get away from.

6 ____

That said, it is impossible to deny that the unexplored city exerts a powerful attraction. Like many traditional rural pursuits – beekeeping and vegetable growing – to name but two – the city is able to accept and absorb urban camping. One final thought: not everyone sleeping on the streets tonight will be doing it by choice.

Тема 3.1. Профессиональная деятельность в деловой сфере

1. For questions 1-4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 Farmers Ltd were confident they would get the contract.

BOUND

Farmers Ltd felt they _____ awarded the contract.

2 I don't think you'll have any difficulty finding us if you use your satnav.

SHOULD

You _____ us if you use your satnav.

3 There's a strong possibility that we'll have to cancel the lesson as the teacher is ill.

WELL

The lesson _____ due to the teacher's illness.

4 It is unlikely that I will meet the deadline for submitting the essay.

LIKELIHOOD

There is little _____ the deadline for submitting the essay.

5 It is difficult to predict the summer weather in Britain.

CAN

British weather _____ in the summer.

6 Can I speak to you for a moment after lunch?

CHANCE

Is _____ a chat after lunch?

2. Complete each sentence with an expression from the box. One of the expressions is not used.

commute workplace a feeling of isolation achieve a good work-life balance feel valued a good communicator recruit a job vacancy a trainee the heavy workload give praise motivate

1 These days, we're all spending increasingly longer at our workplace, due to _____ imposed by their companies. This is not always a healthy thing to do. People with the philosophy of work to live, not live to work are more likely to _____ and lead happier, more fulfilled lives.

2 It is considered important for managers to _____ to workers who have done well as it is likely to _____ them more effectively than money does, as it will make them _____ by the company.

3 Up to three million people _____ into London every day, mainly by train.

4 There is _____ in the Sales department for _____ salesperson. The key requirement for a successful _____ is that they are _____, able to get their message across to a customer effectively.

КЛЮЧИ

1.

1 In terms photocopier paper, this company now uses twice as much + as it did two years ago.

2 Passengers should avoid using the metro today unless they + have no alternative.

3 It is difficult for me + to concentrate on my work if there is loud music playing.

4 Every car journey you make + contributes to global warming.

5 There have been no confirmed + sightings of tigers in this area for several years.

6 Your lack of qualifications + shouldn't / should not prevent you from finding work.

2.

1 A

2 F

3 C

4 G

5 B

6 D

Distractor: E

3. Complete each sentence with an appropriate preposition.

0 When applying for a job, it is important to check your application for spelling mistakes.

1 I find it hard to focus__ my work until I have had my first cup of coffee.

2 Everyone should make the most___ the sunny weather, as rain is expected to arrive this evening.

3 I was extremely conscious_____the fact that I was the only person in the room not wearing a tie.

4 Please pay attention_____the safety notices in the seat pocket in front of you.

5 We're sorry you're leaving and hope you'll stay in touch___us and let us know what you're up to.

6 Amelia was desperate_____a drink of water when she returned from her jog.

КЛЮЧИ

1.

1 Farmers Ltd felt they were bound + to be awarded the contract.

2 You should easily + find us if you use your satnav.

3 The lesson may well + be cancelled due to the teacher's illness.

- 4 There is little likelihood of + me meeting the deadline for submitting the essay.
- 5 British weather can be + unpredictable in the summer.
- 6 Is there any chance + of having a chat after lunch?

2.

- 1 the heavy workload; achieve a good work-life balance
- 2 give praise; motivate; feel valued
- 3 commute
- 4 a job vacancy; a trainee; recruit; a good communicator

3.

- 1 on
- 2 of
- 3 of
- 4 to
- 5 with
- 6 for

4. ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

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