

ENGLISH

Reader



ENGLISH

АНГЛИЙСКИЙ ЯЗЫК

Книга для чтения VIII класс

Учебное пособие для общеобразовательных
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английского языка

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Foreword

Dear friends,

what can be more fun than reading? When you read a text, you get some information from it and learn something new; you can also enjoy the author's individual style and appreciate the skill with which he or she expresses certain ideas and gets a particular message across to the reader.

People read with different aims. Sometimes they just want to get a general idea of what they are reading, and sometimes they look for some specific information. In both the cases they scan through the text without paying much attention to detail. These two types of reading are very useful when you have to read a lot and can't afford to spend a lot of time on each text. But there is also a different kind of reading when instead of going over the text hurriedly, you read paying attention to the details and that enables you to really appreciate it and make an all-round opinion of it.

All these types of reading are useful and necessary and have to be mastered in your English course.

We hope that the book you are holding can help you to brush up your reading skills and make sure that now the language of fiction as well as the language of mass media is no "terra incognita" to you any more. And you have become an expert Reader.

We wish you most pleasant and useful reading.

Authors.

Section One. Reading Fiction



Bruce

(a story of mystery)

It's not good a sleeping dog to wake.

No one could possibly call me an imaginative man. In fact you can hardly find a more completely ordinary man than I am. I'm twenty-six and unmarried. I got four O-levels at comprehensive school and I work as a sales representative for a small firm. They give me a Ford and I cover a round of shops in the south of England. It's honest work, and there're prospects of a sort. I'm not all that ambitious, anyway.

I lodge with Mrs Forster. She's a decent woman and seems to like me. She sees to my washing and if I come back late, she usually makes me a cup of tea. My landlady is a kind soul as long as you're careful not to make a noise or bring mud into the house. And best of all, she liked Bruce and never minded me keeping him.

Bruce was my dog. He was a black-and-white collie — you've seen hundreds. Only not like Bruce. He was the best-trained, most obedient, responsive dog you could see. I trained him myself. By the time he was two, Bruce could come when he was called, sit, lie down and walk to heel¹. He and I seemed to understand each other perfectly. Bruce used to be the big thing in my life. I never did anything without Bruce. When I travelled on the job in the Fiesta², Bruce always came too, every day. He used to sit in the back, on his own rug. He got to know all the places we went to. Some of the clients liked old Bruce. You could say he was good for business — broke the ice, you know.

Well, now, it was a December night about fifteen months ago and I was driving home a bit later than usual. At some point I stopped the car on a minor road and got out to stretch my legs. I'd left the driver's door open and that's something I'll regret to my dying day. Bruce'd followed me and was in the middle of the road when I heard a car coming and saw its lights. I shouted, "Bruce, stop!" And that's where I made my fatal mistake, because he did stop — he stopped right there in the road. At the same moment a car, a grey Peugeot³, going much too fast, came round the corner and knocked Bruce down. There was only one man in it. He didn't stop. He didn't even slow down.

¹ walk (come) to heel — a command given to a dog to follow close to its master

² a Fiesta [fi'estə] — a make of cars

³ a Peugeot ['pɜ:ʒəʊ] — a make of cars

Bruce died in my arms about two minutes later. He was trying to lick my face. I'm not ashamed to tell you I was crying my eyes out. Wouldn't you? Things just weren't the same without Bruce. I felt wretchedly lonely. I couldn't bear to walk without him. The long drives all day were miserable.

One March evening about three months after the death of Bruce, I was driving down the M¹3 when suddenly I heard a noise in the back of the car. It was a frightening noise, and I couldn't place it at first. Then I realized it was the growling of a dog, a big dog, too. It sounded really aggressive. I was scared. I stopped the car and looked in the back and then in the boot. Nothing. It was eerie: I knew I hadn't been mistaken. After a bit I got back in and drove on. The noise didn't come back and I didn't mention it to Mrs Forster. But three days later, when I was driving home from Northampton on a nasty bit of road, it suddenly began again. It sounded like a large savage dog preparing to attack — and nothing to be seen at all. You could even hear its claws on the seat. I stopped and jumped out. I got back in only after the growling had stopped.

But it kept on coming back. It went on, about twice a week or more. I wanted to talk to someone about it, but how could I? My friends would say I was crazy. Mrs Forster wouldn't be any good. My employers would think that I was mentally ill and probably sack me. I even tried changing the car, but it didn't help: the growling came again. And it was worse than ever.

About a week later, I was coming home unusually late. It had been a hard, frustrating day — a bad day, really. I turned into the wooded minor road where Bruce had been killed. I had to slow down, as there was something wrong with the car. It was pouring with rain. I got out my torch. One of the tyres was flat. Oh damn! I thought. To have to change the wheel at this time at night, in all the rain! I'd just started when I heard another car coming. It was a grey Peugeot. It was the car that had killed Bruce, I felt certain. The driving door opened and a man got out into the road. I didn't like the look of him at all. He came up to me.

"Want any help?"

"That's very kind of you."

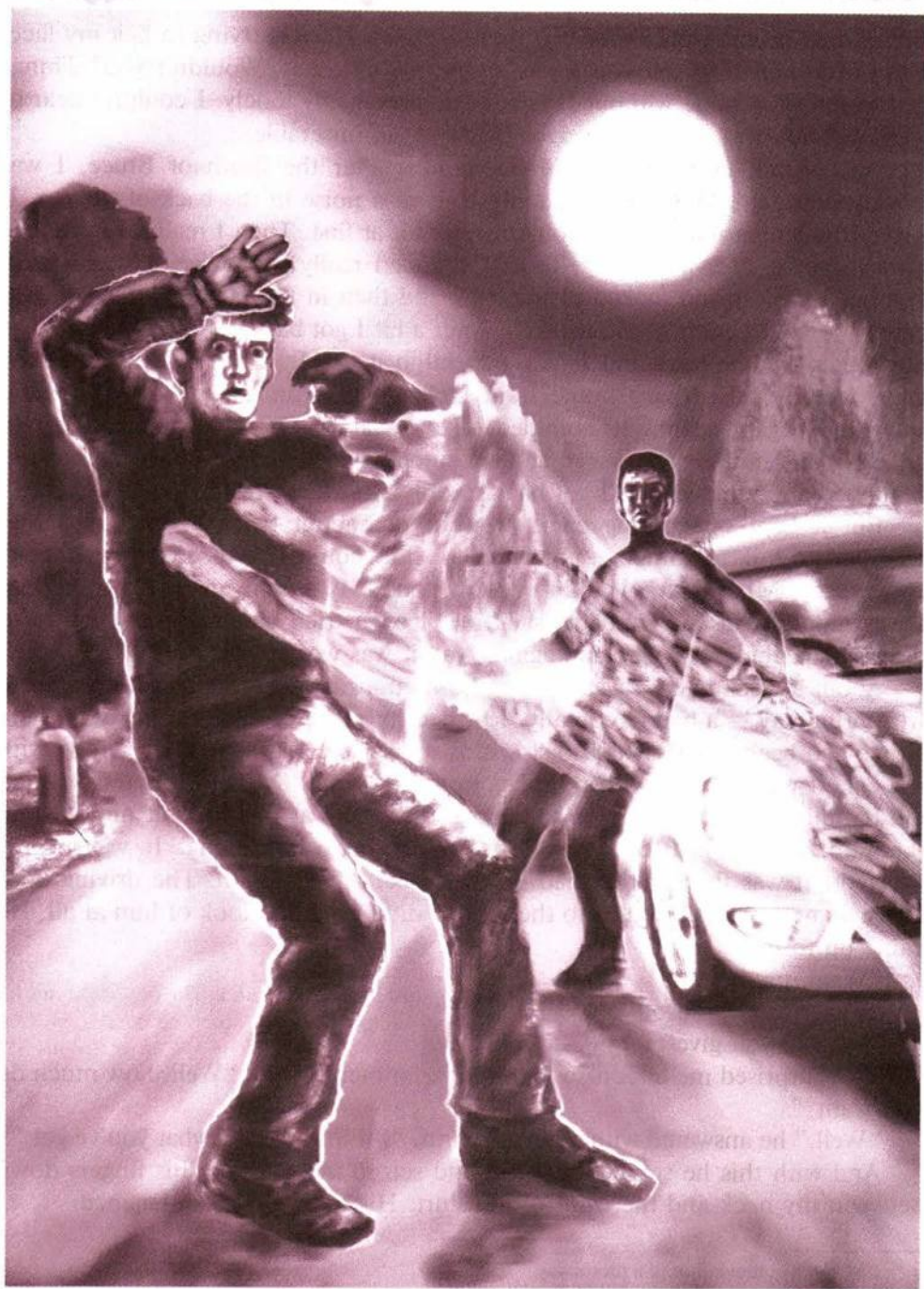
"What'll you give me?"

This surprised me of course, but after a moment I said, "Well, how much do you want?"

"Well," he answered with a horrible grin, "I think I'll take what you've got."

And with this he stepped forward and seized me, pushing his fingers down between my neck and the front of my shirt. His other fist was clenched.

¹ M — an abbreviation of a motorway



Just at that moment the driver's door of my car flew open, and then the man stepped back, clutching at his throat and shouting, "Keep it off! Keep it off!" He ran to his car and just as he reached it, a police car appeared and drew up. One of the policemen went straight to the man and tried to speak to him. Then he supported him to the back of the police car and came over to me.

"Where is your dog, sir, please?"

"I haven't got a dog."

"Well, sir, this man's been very badly bitten. It's a hospital job, this is. Are you saying it wasn't your dog that did it?"

An ambulance, its lights flashing, arrived and took the mugger away. The policemen gave me a lift home. I was totally exhausted.

Later I learned that this man was known to the police. The police insisted that the dog must be destroyed. Mrs Forster confirmed that I'd had no dog since Bruce had been killed.

Since then the noises in the car have stopped altogether. I've got another dog, another collie called Cracker. He's great. I feel a new man.

(After "A Dog in the Dark" by Richard Adams)

Tasks to Text 1

I. These phrases come from the text. Find out what they mean. Why is the information coded in them important for understanding the story?

1. "I got four O-levels at comprehensive school..."
2. "I lodge with Mrs Forster."
3. "You could say he was good for business — broke the ice, you know."
4. "I was driving down the M3..."
5. "...the man was known to the police."
6. "It's not good a sleeping dog to wake."

II. Find in the text words and phrases characterizing the narrator. Make up his character sketch. Is there enough information in the story to make up Mrs Forster's character sketch? Do you think the author says enough about the mugger for your imagination to work on? What details would you add?

III. Answer the questions.

1. The narrator's world is limited to very few living beings. Who are they? With what feeling are they described?
2. The story is told in the first person. What advantages does it give to the author?

3. What details in the story help the reader to understand that the narrator spent most of his life on the road? Why did the author introduce them in the story?
4. How does the author show that the phantom dog was not the fruit of his imagination?
5. The phrase "I feel a new man" is a link with the narrator's future. What do you think it will be like?

IV. Discuss the story along the following lines:

- 1) why the phantom dog appeared in the narrator's car and disappeared altogether later;
- 2) if mysterious occurrences like the one described in the text happen in real life;
- 3) if the events described in the story can have any rational explanation.

V. Render the story in detail on the part of different characters:

- the narrator
- Mrs Forster
- the mugger
- the police officer

VI. Write a brief account of the crime on the road (about 100 words) the way you could write it for a local newspaper.

TEXT 2

The Immortal Bard

(a sci-fi¹ story told with a touch of irony)

(after Isaac Asimov)

"Oh yes," said Dr Phineas Welch [weltʃ], "I can bring back the spirits of the famous dead."

He was a little drunk. Of course, it was perfectly all right to get a little drunk at the annual Christmas party.

Scott Robertson, the school's young English instructor, adjusted his glasses and looked to right and left to see if anybody was listening. "Really, Dr Welch."

"I mean it. And not just the spirits. I bring back the bodies too."

"I don't think it's possible," said Robertson.

¹ sci-fi [ˈsaɪfaɪ] = science fiction

"Why not? A simple matter of temporal transference."

"You mean time travel? But that's quite — uh — unusual."

"Not if you know how."

"Well, how, Dr Welch?"

"Do you think I'm going to tell you?" asked the physicist gravely. He looked about for another drink and didn't find any. He said, "I brought quite a few back. Archimedes [ˌɑːkɪˈmiːdiːz], Newton, Galileo [ˌɡæliˈleɪəʊ]. Poor fellows."

"Didn't they like it here? Weren't they impressed by our modern science?" asked Robertson who was beginning to enjoy the conversation.

"Oh, they were. They were. Especially Archimedes. I thought he'd go mad with joy at first after I explained a little of it in some Greek that I'd managed to learn, but no-no—"

"What was wrong?"

"Just a different culture. They couldn't get used to our way of life. They got terribly lonely and frightened. I had to send them back."

"That's too bad."

"Yes. Great minds, but not flexible minds. Not universal. So I tried Shakespeare."

"What?" yelled Robertson.

"Don't yell, my boy," said Welch. "It's bad manners."

"Did you say you brought back Shakespeare?"

"I did. I needed someone with a universal mind; someone who knew people well enough to be able to live with them centuries away from his own time."

Shakespeare was the man. I've got his signature. As a souvenir, you know."

"On you?" asked Robertson, eyes popping out.

"Right here." Welch searched in one pocket after another. "Ah, here it is."

A little piece of paper was passed to the instructor. On one side it said, "L. Klein [ˌelˈkleɪn] & Sons, Wholesale Hardware¹." On the other side in strange script, was written, "Willm Shaksper."

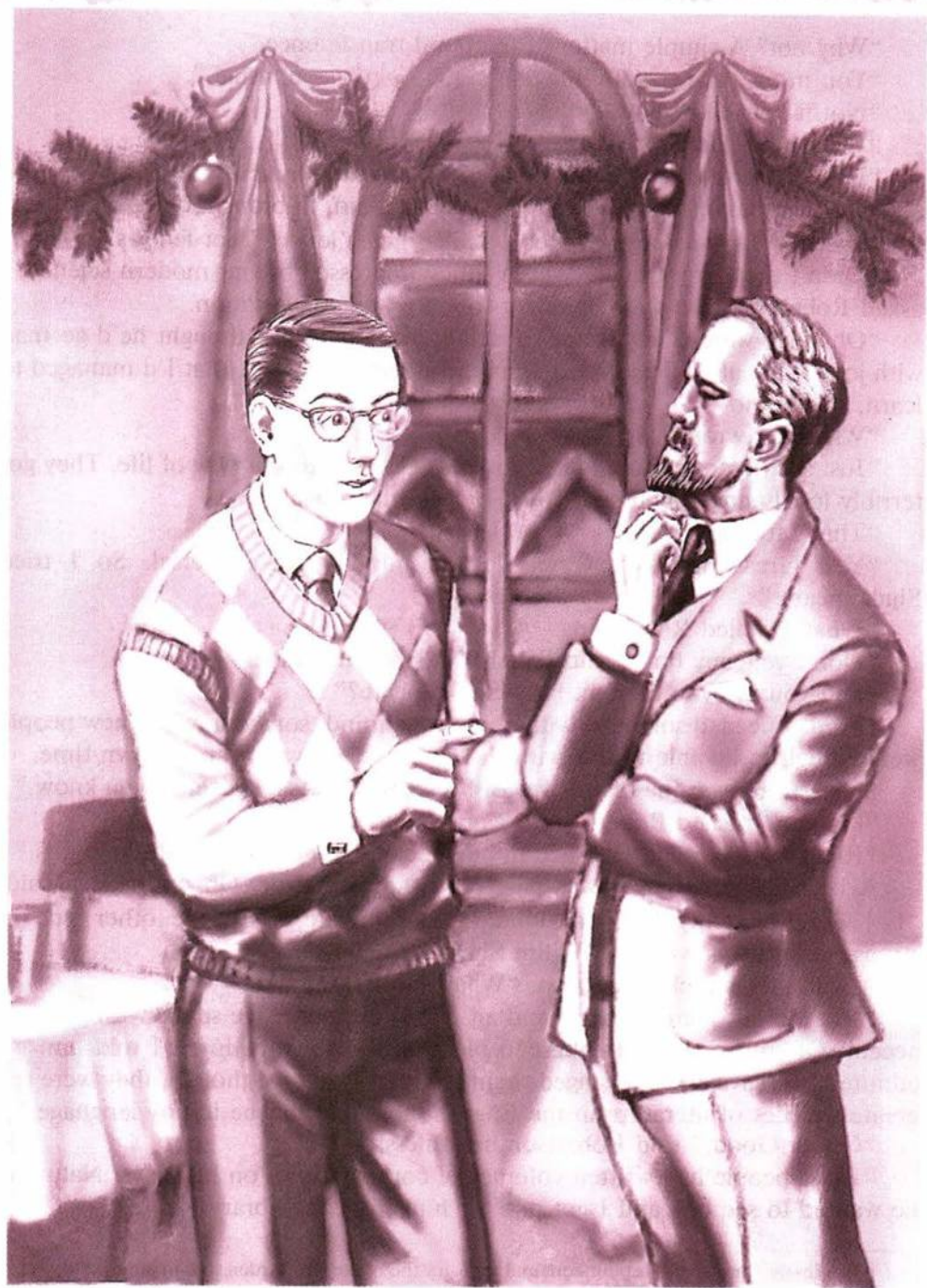
A wild idea struck Robertson. "What did he look like?"

"Not like his pictures. Bald and an ugly moustache. He spoke with a strong accent. Of course, I did my best to please him with our times. I told him we admired his plays and still staged them. In fact, I said we thought they were the greatest pieces of literature in the English language, maybe in any language."

"Good. Good," said Robertson breathlessly.

"I said people had written volumes of commentaries on his plays. Naturally he wanted to see one and I got one for him from the library."

¹ Wholesale Hardware — equipment and tools for the home and garden sold in large quantities



"And?"

"Oh, he was fascinated. Of course, he had trouble with modern words and idioms and references since 1600, but I helped out. Poor fellow. I don't think he ever expected such treatment. He kept saying, 'God have mercy! What cannot be done to words in five centuries?'"

"He wouldn't say that."

"Why not? He wrote his plays as quickly as he could. He said he had to. He wrote *Hamlet* in less than six months."

The physicist noticed an untouched cocktail on the bar some feet away and walked toward it. "I told the immortal bard that we even gave college courses in Shakespeare."

"I give one."

"I know. I enrolled him in your evening course. I never saw a man so eager to find out what generations to come thought of him as poor Bill was. He worked hard at it."

"You enrolled William Shakespeare in my course?" mumbled Robertson. Even as an alcoholic fantasy, the thought shocked him. And was it an alcoholic fantasy? He was beginning to remember a bald man with a strange way of talking...

"Not under his real name, of course," said Dr Welch. "Forget it. It was a mistake, that's all. A big mistake. Poor fellow."

"Why was it a mistake? What happened?"

"I had to send him back to 1600," roared Welch indignantly. "How much humiliation do you think a man can stand?"

"What humiliation are you talking about?"

Dr Welch put aside his cocktail. "Why, you poor simpleton, you failed him at the exam."

Tasks to Text 2

I. These phrases come from the story. Guess or find out what they mean.

1. "Scott Robertson, the school young English instructor..."
2. "A simple matter of temporal transference." "You mean time travel?"
3. "Great minds, but not flexible minds."
4. "...he had trouble with modern words and idioms and references since 1600..."
5. "...a man so eager to find out what generations to come thought of him..."
6. "Why, you poor simpleton..."

II. The story almost entirely consists of dialogue with practically no description. And yet, what details can help you imagine the two characters — Dr Welch and

Scott Robertson? Give their brief character sketches. How can an author show a character's personality through dialogue?

III. Answer the questions.

1. Where is the scene in the story laid?
2. What shocking news did the physicist break to his colleague over a cocktail?
3. What did Scott Robertson feel about it at first and when did he begin to change his mind? Was he totally convinced that Dr Welch was telling him the truth?
4. How did Dr Welch explain the failure of his experiment?
5. What made him think of bringing back William Shakespeare but no one else?
6. What made Shakespeare feel humiliated and wish to return to his own time?

IV. Discuss the story along the following lines:

- 1) whether Dr Welch was telling his colleague the truth or pulling his leg;
- 2) if it is possible that critics writing about famous authors have a tendency to ascribe to them things that they never meant;
- 3) if temporal transference is a wild fantasy of science fiction writers or a possibility.

V. Render the story on the part of its two characters — Dr Welch and Scott Robertson.

VI. Write a brief account of the college Christmas party (about 100 words) the way you could write it for a local newspaper.

TEXT 3

Cinderella, Inc.¹
(a very probable story)

(after Christopher Anvil)

The girl, whose face was extremely unattractive, hustled across the street to a wide doorway under a glowing sign: Cinderella, Inc.

She hurried through the door and up to a handsome male attendant standing near a hotel-like desk. "At your service, madam," he said.

She fumbled in her pocketbook and brought out a page torn out of a fashion magazine. "Can they make me look like that?" she demanded.

¹ Inc. — *abbrev.* Incorporated: used in the US after the name of a large company or a group of companies working together under one name

"Yes," he said smiling, "but it will be expensive."

"Oh, I've got the money."

The attendant took her to another room where a man in a white coat rose from his desk and offered her a chair facing him. His eyes went over her impersonally.

"What is it you want?" the man asked.

"This," said the girl, and spread the picture before him.

He studied the picture for a minute, then looked the girl over again.

"Stand up, please." She stood up. "Now turn around. Mm-hm... Well, sit down." He bridged his hands and looked at her. "I think we can do the body, but I'm not sure of the face. This will cost money. And we insist on a cash payment.."

"How much money?" she watched him tensely, opening her pocketbook.

"One hundred thousand."

She took out ten crisp bills and spread them on his desk. He nodded, scribbled a receipt, and led her out the door and down warm, gaily lighted perfumed halls to another hotel-like desk where two pretty young girls jumped to their feet to meet her. Automatically she showed them the receipt.

"Oh," said one of the attendants, "you've already paid?"

"Yes."

"Well, then we can forget about the sales talk." They glanced at the receipt, and their eyes widened.

"You get the full treatment!" They looked envious.

"Don't you think I need it?" she said coldly. "Why don't we get started?"

It was twenty days before she returned to consciousness, and it was thirty days after that before the doctors and attendants could be sure of the results. At last she stood in front of the mirror, naked, and saw what she had hoped for. Later she was called for her final interview.

"Please sit down," said the woman doctor. She picked up a clinical photograph and showed it to the girl. "Do you recognize this woman?"

"Of course," said the girl in her new sensuous voice, "That was I."

"Now you'll admit there's been quite a change."

"Of course."

"It would be unpleasant to change back."

There was a momentary silence. "Change back?"

"Yes, yes, I know," said the doctor, "this sounds like a scene from a horror teleshow. But the fact is that the change was brought about, among other things, with the use of glandular secretions. A few chemicals were even used that don't ordinarily exist in the adult human body. Now our doctors have



stabilized your physique as effectively as they can. But you'll need to use a jectokit. We have yours here."

She handed across a small cream-coloured plastic box. "The directions are in the box, so you can't make any mistake if you read them. Don't go any longer than ten days without your injections. You're a beautiful woman now, but remember, your beauty rests on that little box. You're safe, so long as you do as I say." The doctor looked up to see how her listener was taking it. She received a breathtaking smile in return.

"I'm off," said the new beauty.

The wedding, three months later, was a striking one. The women stared enviously at the tall handsome bridegroom, and the men watched the bride with bulging eyes. When the ceremony was over, the couple occupied the bridal suite in a first-rate hotel for the night.

"Darling," murmured the bride, "forgive me for a moment. I want to pretty up."

"You're pretty enough to eat," said the groom.

She laughed and slipped past him to the bathroom door with her travel case. Once inside, she locked the door and brought out the little yellow plastic box. She clicked open the cover and read the words inside, "Cinderella, Inc. reminds you."

"I remember," she said, and began her ritual.

In the bedroom, the groom was in his shirt-sleeves whistling and unpacking his suitcase. Suddenly he stopped and stared at a little brown plastic box rolled up in his bathrobe.

"By George," he gasped, "I almost forgot."

Hastily, he rolled up his sleeve...

Tasks to Text 3

I. These phrases come from the story. Guess or find out what they mean.

1. "...the change was brought about... with the use of glandular secretions."
2. "Now our doctors have stabilized your physique..."
3. "But you'll need to use jectokit."
4. "...the groom was in his shirt-sleeves."

II. a) The main characters of the story are given no proper names. They are called "the girl", "the bride", "the groom" etc. What did the author want to stress by giving them no names and practically no individual characteristics?

b) The author of the story uses quite a few adjectives and adverbs, some of which are listed below. What kind of picture do they help to create?

A glowing (sign), a handsome (male attendant), crisp (bills), warm, gaily lighted perfumed (halls), pretty young (girls), sensuous (voice), a beautiful (woman), a breathtaking (smile), a striking (wedding), the tall handsome (bridegroom), a first-rate (hotel).

III. Answer the questions.

1. Why was the clinique to which the girl came for help called "Cinderella, Inc."?
2. How did the attitude of the clinique staff to the girl change when she produced a big sum of money in cash?
3. How did the clinique cheat on their patients?
4. What was it that the groom suddenly remembered at the end of the story?

IV. Discuss the story along the following lines:

- 1) the influence of glamour magazines, advertisements, TV shows etc. on people (especially young ones);
- 2) the idea of changing appearance, and to what extent it may change a person's life;
- 3) the future that may await the bride and the groom of the story.

V. Render the story on the part of the girl and the doctor.

VI. Write a brief account of the wedding ceremony (about 100 words) the way you could write it for a local newspaper.

TEXT 4

The Spy (a science-fiction story)

(after Theodore L. Thomas)

Jehn Dofan was a very human-looking and highly intelligent young man, but sometimes he did not show good sense. Any young man might meet a girl night after night in an apple orchard, but Dofan had to do it in time of war, behind enemy lines, with the daughter of the mayor. On top of that he had to try to get information out of her.

But the worst mistake he made was to say nothing in reply when Betty kissed him and whispered, "We will be so happy together." The situation swiftly deteriorated after that. He found himself under arrest.

Thrown into a cellar, Jehn Dofan underwent a short but intense period of questioning by three strong soldiers. Dofan told them nothing. But it did not matter. As the soldiers left, the officer said, "You hang at dawn¹. We know how to treat spies."

For the first time Dofan saw that he was in trouble.

Betty Fuller rushed in as the soldiers went out. She flung herself on Dofan and covered his bloodied face with kisses. "My darling," she wept, "What have I done to you?"

Betty Fuller's father was the mayor and had some influence with the military. But Dofan, although very human-looking and highly intelligent, did not show good sense for the second time the same night.

He looked at Betty Fuller coldly and said, "You've done enough. Why don't you let me alone?"

Her eyes widened in disbelief and then flashed in hatred. She turned and tapped calmly on the door, and the soldiers let her out.

Dawn was close, and Dofan had no time to lose. He went to a corner of the cellar and listened to make sure no one was coming. With his right hand he felt for the tiny button under his right jaw, and pushed it and held it.

He said softly, "Jehn Dofan calling Base. Jehn Dofan calling..."

"We have you, Dofan. Talk."

"I'm captured, heavily guarded. They plan to hang me at dawn, in less than an hour. Condition appears desperate. I need help."

"Will this rescue operation lead to a major interference with the natives? And, if so, are you willing to stand court-martial?"

"Yes," said Dofan. "I believe it will require major interference, and I'm willing to stand court-martial."

"Stand by for instructions."

Dofan removed his finger from the button and paced back and forth in the cellar in the candlelight.

Now that he had committed himself, he was a little sorry. But there seemed no other way out. This would spoil a perfect record here on the planet Earth. Betty Fuller had succeeded in ruining him. He would be expelled from the Controllers, and she and the other Earth people did not even know such an organization existed...

A series of sharp signals echoed inside his head. It startled him; he had not expected his instructions so soon. He went to the corner and pressed the switch under his jaw and said, "Jehn Dofan."

¹ you hang at dawn — you'll be hanged at dawn

"This is Charn Dofan. How are you, brother?"

Dofan felt his breath catch in his throat, and for a moment he could not speak. A real feeling of relief swept over him. Charn Dofan was here, his elder brother, came to him in a time of trouble as always.

He said, "Charn, it is good to hear your voice. Where are you calling from, brother?"

"About a mile away. I command a troop of cavalry stationed in Brooklyn. I heard your call to Base and came out. Are you well?"

"Very well, brother. And you?"

"Very well."

A silence fell. The silence rested uncomfortably and strangely with Jehn Dofan. There had never been any strained silences between him and his brother.

Something was wrong.

"What is it?" asked Jehn Dofan.

A pause, then Charn began to speak. "Our Islands at home are ready to demand full independence. The Mainlanders are trying to find some way to prevent it. A vote will be taken next week. We won't get another chance for a long while."

Jehn Dofan nodded in understanding. "Yes, our people have worked toward statehood for a long time. I hope we make it."

Again the silence. Jehn Dofan was puzzled. He said, "What is wrong? What can we do about it from here?"

This time his brother's words poured out, wrenched from the heart.

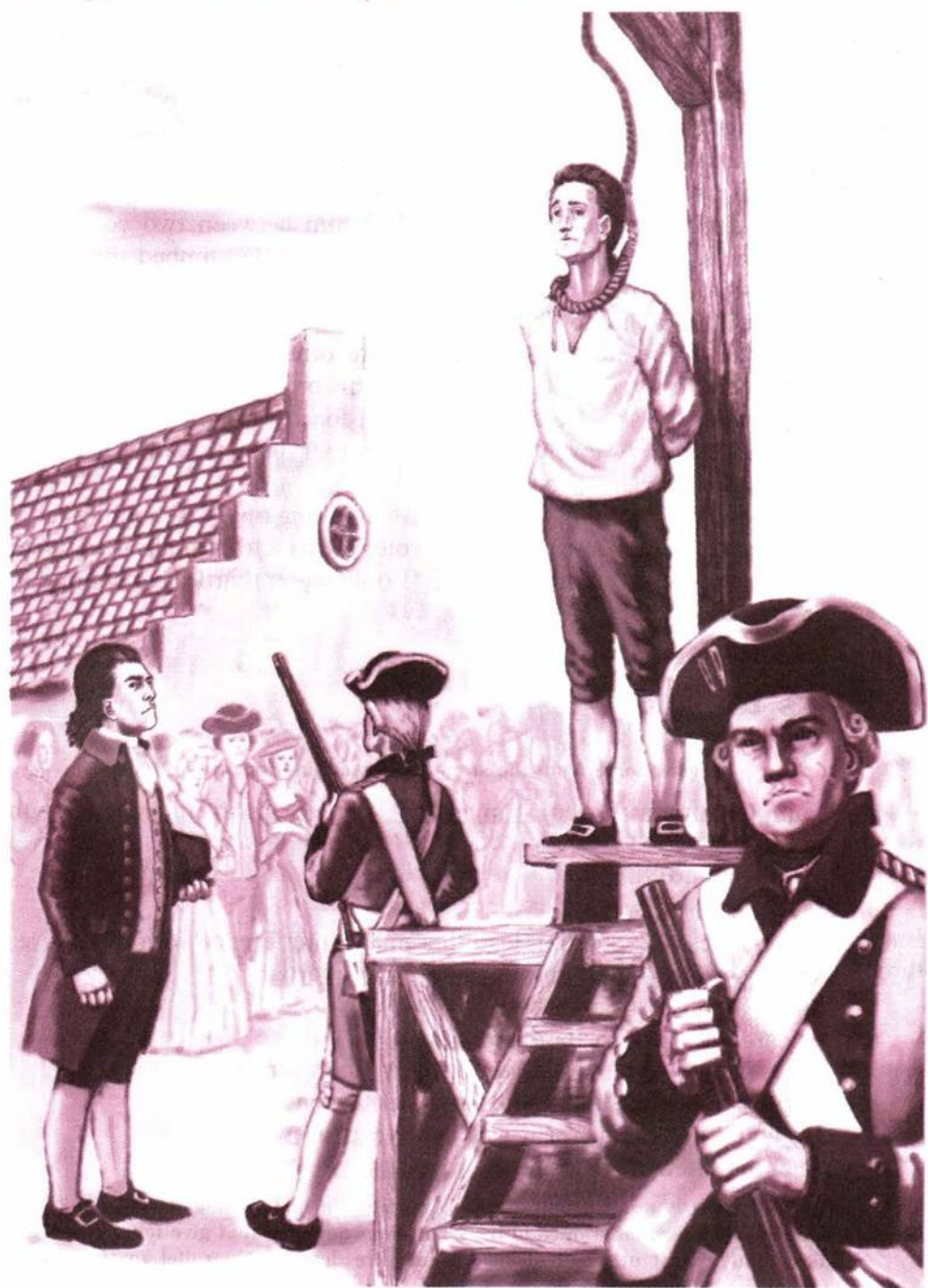
"Base commander is a Mainlander! He will have to interfere openly with the natives to rescue you, and this will reflect on all the Islanders and influence the vote the wrong way. Your rescue will be an international incident back home."

Jehn Dofan shook his head regretfully and said, "I suppose you are right. But I don't know how..." And then he understood. His breath caught in his throat. His heart pounded.

His brother continued, "Base will be calling in a moment. I will be nearby, no matter what happens. Goodbye." The radio fell silent before Jehn Dofan could speak.

He was alone in the cellar. He was frightened. He had not seriously considered the possibility of dying on this planet. Yet here he was, in a position where his own brother thought that he should let himself be executed. The Islanders needed a hero now, not a goat. He needed time to think this out.

But there was no time. The buzzer sounded inside his head. He jumped. He went to the corner and pushed the switch and spoke.



"There will be no rescue, Commander. I have decided that I do not want to be the cause of open interference."

The Commander started to speak, but then fell silent, recognizing the impropriety of arguing with Dofan about such a matter. But his anger was obvious. Feeling it, Dofan said, "There is no need to talk further, Commander. I sign off now. Do not risk open interference by contacting me again. Goodbye, sir."

They came for him shortly. They marched him between two columns of red-coated soldiers to the slow beat of muffled drums. He climbed the gallows steps in the bright morning sunshine and looked out over the Long Island countryside. As they adjusted the rope around his neck, his eyes swept the assembled crowd. There, to the left, among the others, stood a tall, familiar black-haired figure in a red coat. He looked at his brother and smiled.

He looked up to the sky. He could not see it, for it was light years away, but he knew it was there. A lovely island on another planet, bathed in warm breezes, the place where his people were.

His executioners asked him, "Do you have anything to say, schoolmaster?"

Then he knew what to do to swing the vote; it came to him all of a sudden. With his face raised toward home, he said, "I only regret that I have but one life to lose for my country."

Tasks to Text 4

1. These phrases come from the story. Guess or find out what they mean.

1. "Jehn Dofan was a very human-looking and highly intelligent young man..."
2. "You hang at dawn."
3. "We have you, Dofan."
4. "Will this rescue operation lead to a major interference with the natives? And, if so, are you willing to stand court-martial?"
5. "Stand by for instructions."
6. "I heard your call to Base and came out."
7. "...our people have worked toward statehood for a long time."
8. "The Islanders needed a hero now, not a goat."
9. "He could not see it, for it was light years away..."
10. "Then he knew what to do to swing the vote..."

II. The story is not set nowadays. What time in history does it refer to? What historic events are mentioned in it? What clues does the text give for the reader to guess that? What other "historic" events are described parallel to them in the

story? What similarity can you see between the truly historic events and those described in the story?

III. Answer the questions.

1. How early in the story does the author give you a hint that Dofan is not a human? Why is it difficult for the reader to take that hint?
2. How did it happen that Dofan found himself under arrest? What feature of character led him to this "desperate condition" and death?
3. What role did Betty Fuller play in his life? Was she truly in love with Dofan?
4. Why was it important for Dofan to die as a hero? What made him refuse to be rescued?
5. What kind of function could the Controllers fulfill on the planet Earth? What was undesirable for them to do?

IV. Discuss the story along the following lines:

- 1) the possible ways in which aliens are described in science-fiction stories and what makes Dofan a rather untypical alien;
- 2) how science-fiction stories can reflect very human problems.

V. Render the story on the part of Jehn Dofan, Charn Dofan and the Base commander.

VI. Write a brief account of the execution (about 100 words) the way you could write it for a local newspaper.

TEXT 5

Too Many Eggs (another story of mystery)

(after Kris Neville)

Coxe, an unusually phlegmatic young man, came to buy the new refrigerator in the usual fashion. He was looking for a bargain. It was the latest model, fresh from the new production lines in Los Angeles, but its price was considerably below standard.

"Why is it so cheap?" Coxe wanted to know.

"Frankly," the salesman said, "I asked myself that. I checked it over and I can't find anything wrong with it."

"At that price," Coxe said, "I'll take it."

It arrived the following Tuesday. It was plugged in and operated perfectly. Wednesday evening, when he opened the door to chill some beer, there was a

package in the freezing compartment. He took out the package. It was some sort of plastic and appeared to contain fish eggs.

Coxe had not seen fish eggs, considered by some a delicacy, for a number of years. He chilled the beer and fried the eggs. Both tasted about right.

The following Friday, his girlfriend came over to fix dinner for him, and when she looked in the freezing compartment, she said, "What's this?"

"Fish eggs," Coxe said. "How many of them?"

"Two packages."

"We'll fry them up for breakfast," he said.

Saturday morning, there were three packages of eggs in the refrigerator.

"Where do they come from?" his girlfriend wanted to know.

"They just appear. I ate some and they're very good."

"She didn't like the idea, but he talked her into preparing a package. She agreed they were very good.

"What are you going to do about it?" she asked.

"I don't think there's anything to do about it," he said. "I like fish eggs."

On Sunday, the package they had eaten on Saturday had been replaced. They were coming out at a steady rate of one a day. By Tuesday Coxe was getting tired of the eggs, and by the end of the week he had four more packages. He started giving packages to his friends and neighbours.

Coxe calculated that at the present rate if he had left the packages in the compartment, it would have been filled by the end of the month.

But by the end of the month the eggs stopped coming. He waited two days. No more came. It was over. He ate the last package.

The refrigerator worked perfectly, and he began to stock it with things freezers are usually stocked with.

It was almost two weeks after the last package had appeared, early one Sunday morning, when the doorbell rang. At the door was a small, nondescript man. His head was bandaged.

"Mr. Coxe?" he asked.

"That's me."

"May I come in?"

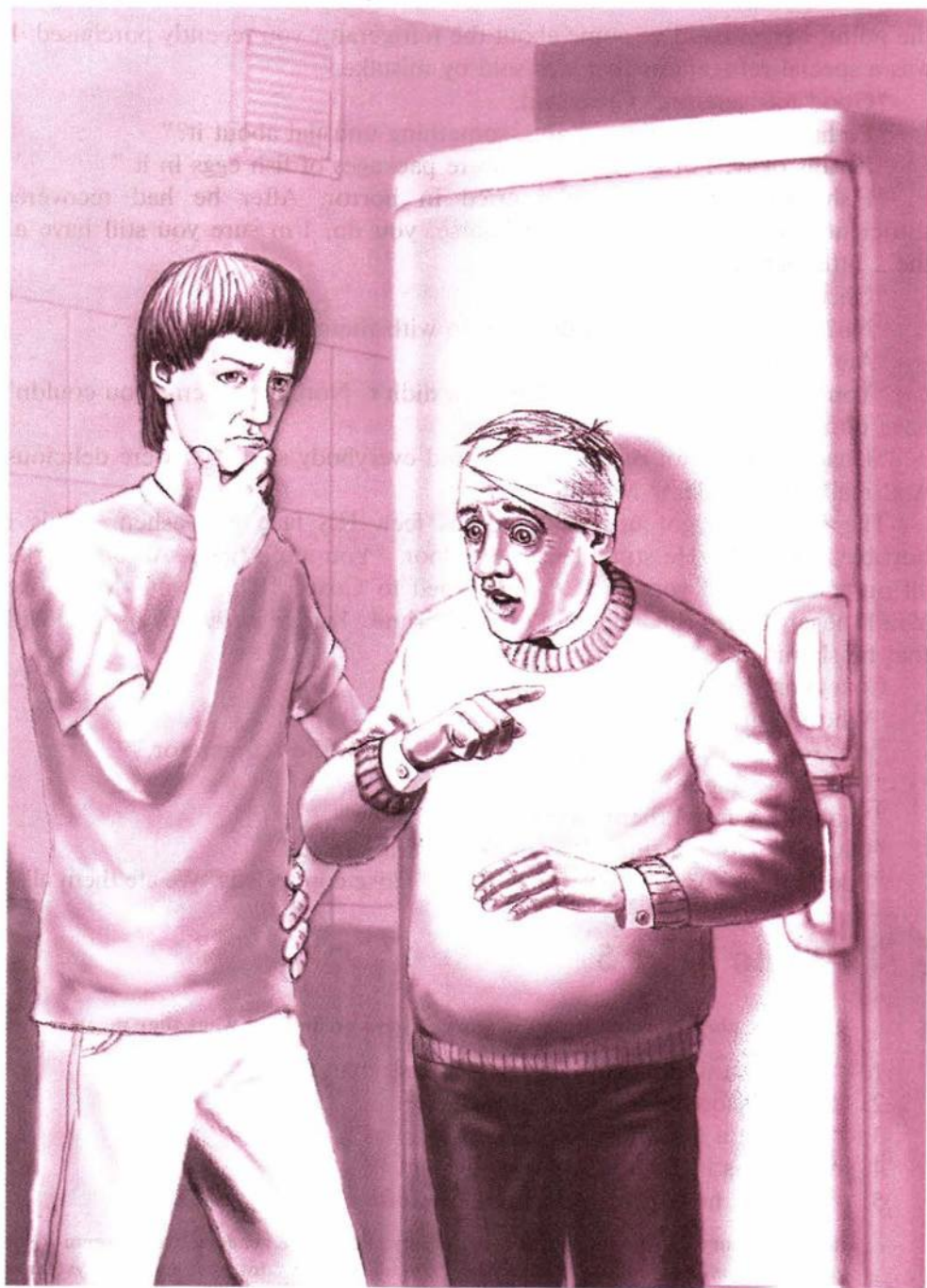
"Come on¹."

The man seated himself. "Something terrible has happened," he said. "A horrible mistake has been made."

"I'm sorry to hear that. You look as if you were in an accident."

"I was. I've been in the... hospital... for nearly two months. But to come to

¹ Come on (*spoken*) — used for telling someone to hurry



the point, Mr. Coxe. I've come about the refrigerator you recently purchased. It was a special refrigerator that was sold by mistake."

"Good refrigerator," Coxe said.

"Perhaps you've noticed... ah... something unusual about it?"

"It runs okay. For a while there were packages of fish eggs in it."

"Fish eggs!" the little man cried in horror. After he had recovered sufficiently he asked, "You do, of course, you do, I'm sure you still have all the... little packages?"

"Oh, no," said Coxe.

"No? Oh, my God. What did you do with them, Mr. Coxe?"

"Ate them."

"You... ate... them? Ate — ? No. You didn't. Not all of them. You couldn't have done that."

"I had to give a lot of them away, and everybody said they were delicious. And really... Uh, Mr...? Mr, uh..."

The little man got unsteadily to his feet. His face was ashen. "This is horrible, horrible." He stumbled to the door. "You are a fiend. All our work... all our plans... and you, you..." He turned to Coxe. "I hate you, Mr. Coxe. You'll never realize the enormity of your crime. *You've eaten all of us!*" With that he slammed the door and was gone.

Coxe went back to the other room.

"Who was it, honey?"

"Ah, some nut. It seems he had first claim on the refrigerator."

"I bet it was about the fish eggs."

"Yeah, he wanted them."

"Oh dear. Do you think he can do anything to us?"

"I don't think so. Not now. It's too late," Coxe concluded. "We ate them all."

Tasks to Text 5

I. These phrases come from the story. Guess or find out what they mean.

1. "Coxe, an unusually phlegmatic young man..."
2. "He was looking for a bargain..."
3. "You are a fiend."
4. "Who was it, honey?" "Ah, some nut."
5. "It seems he had first claim on the refrigerator."

II. The story can be interpreted differently. For some readers it may seem a sort of humorous story about a man too lazy to take any interest in the mysterious

events happening in his own home. For others the story may contain a warning against committing an unwilling crime through lack of curiosity. What is the message of the story in your view? Support your opinion.

III. Answer the questions.

1. Was the stuff that appeared in the refrigerator fish eggs? If not, what do you think it could be?
2. What sort of "work" and "plans" could the small man be talking about?
3. What do you think the phrase "You've eaten all of us!" could mean?
4. Do you think Coxe and his girlfriend will answer for their "crime" in this or that way?
5. How could it happen that the refrigerator was on sale?

IV. Discuss the story along the following lines:

- 1) modern man's interest in consumption and his lack of interest in where consumer goods come from and at what cost;
- 2) if modern technological progress makes people less inquisitive.

V. Render the story on the part of Coxe and on the part of his girlfriend.

VI. Write a brief account of the incident (about 100 words) the way you could write it for a local newspaper.

TEXT 6

The Brogue¹ (a classical story)

after Saki (Hector Hugh Munro 1870—1916)

The hunting season had come to an end and the Mullets had not succeeded in selling the Brogue. There had been a kind of tradition in the family for the past three or four years, a sort of fatalistic hope, that the Brogue would find a purchaser before the hunting was over; but seasons came and went without anything happening to justify such ill-founded optimism. The animal had been named Berserker in the earlier stages of its career; it had been rechristened the Brogue later on, in recognition of the fact that it was extremely difficult to get rid of. The Brogue had been variously described in sales catalogues as a light-weight hunter, a lady's hack, and, more simply, as a useful brown gelding. His manners and characteristics were not ideal in the hunting field, but he was probably rather

¹ brogue [brəʊg] — провинциальный (особ. ирландский) акцент (эд. кличка лошади)

safer to ride hunting foxes than he was as a hack on country roads. According to the Mullet family, he was not really road-shy, but there were one or two objects of dislike that brought sudden attacks of what Toby called road sickness. Motors and cycles he treated with tolerant indifference, but pigs, wheelbarrows, piles of stones by the roadside, prams in a village street, gates painted too aggressively white turned him aside from his tracks like a flash of lightning.

If a pheasant rose noisily from the other side of a hedge, the Brogue would spring into the air at the same moment, but this may have been due to a desire to be companionable.

It was about the third week in May that Mrs Mullet, mother of Toby and a bunch of daughters, met a neighbour, Clovis Sangrail, on the outskirts of the village and briefed him on the most recent of local happenings.

"You know our new neighbour, Mr Penricarde?" she said. "Awfully rich, owns tin mines in Cornwall, middle-aged and rather quiet. He's taken the Red House on a long lease and spent a lot of money on alterations and improvements. Well, Toby's sold him the Brogue!"

Clovis spent a moment or two in assimilating the astonishing news; then he broke out into unstinting congratulation. If he had belonged to a more emotional race, he would probably have kissed Mrs Mullet.

"How wonderfully lucky to have pulled it off at last! Now you can buy a decent animal. I've always said that Toby was clever. Ever so many congratulations."

"Don't congratulate me. It's the most unfortunate thing that could have happened!" said Mrs Mullet dramatically.

Clovis stared at her in amazement.

"Mr Penricarde," said Mrs Mullet, "has just begun to pay attentions to Jessie. Yesterday, at the Rectory garden party, he asked her what her favourite flowers were, and she told him carnations, and today a whole stack of carnations has arrived, and a box of chocolates that he must have got on purpose from London. And he's asked her to go round the links¹ with him tomorrow. And now, just at this critical moment, Toby has sold him that animal. It's a calamity!"

"But you've been trying to get the horse off your hands for years," said Clovis.

"I've a houseful of daughters," said Mrs Mullet, "and I've been trying — well, not to get them off my hands, of course, but a husband or two wouldn't be amiss among the lot of them; there are six of them, you know. And now," continued Mrs Mullet, in her tragic tone, "when there's a rich husband-

¹ to go round the links — to play a game of golf (golf is played on special grounds called golf links and players "go round the links" driving a small ball into a number of holes made in the ground)

in-prospect on the horizon, Toby goes and sells him that miserable animal. It will probably kill him if he tries to ride it; anyway, it will kill any affection he might have felt towards any member of our family. What is to be done?"

"Couldn't you steal it out of his stable and send it to grass at some miles away?" suggested Clovis. "No one who knew the horse could, possibly, suspect you of wanting to get it back again."

"Every newspaper in the country would ring with the affair," said Mrs Mullet, "can't you imagine the headline, 'Valuable Hunter Stolen'? The police would search the countryside till they found the animal."

"Well, Jessie must try and get it back from Penricarde on the plea that it's an old favourite."

"It sounds very queer to ask for a horse back when you've just sold him," said Mrs Mullet, "but something must be done and done at once. The man is not used to horses, and I believe I told him it was as quiet as a lamb."

Jessie came back from the golf links next day in a state of mixed elation and concern.

"It's all right about the proposal," she announced, "he came out with it at the sixth hole. I said I must have time to think it over. I accepted him at the seventh."

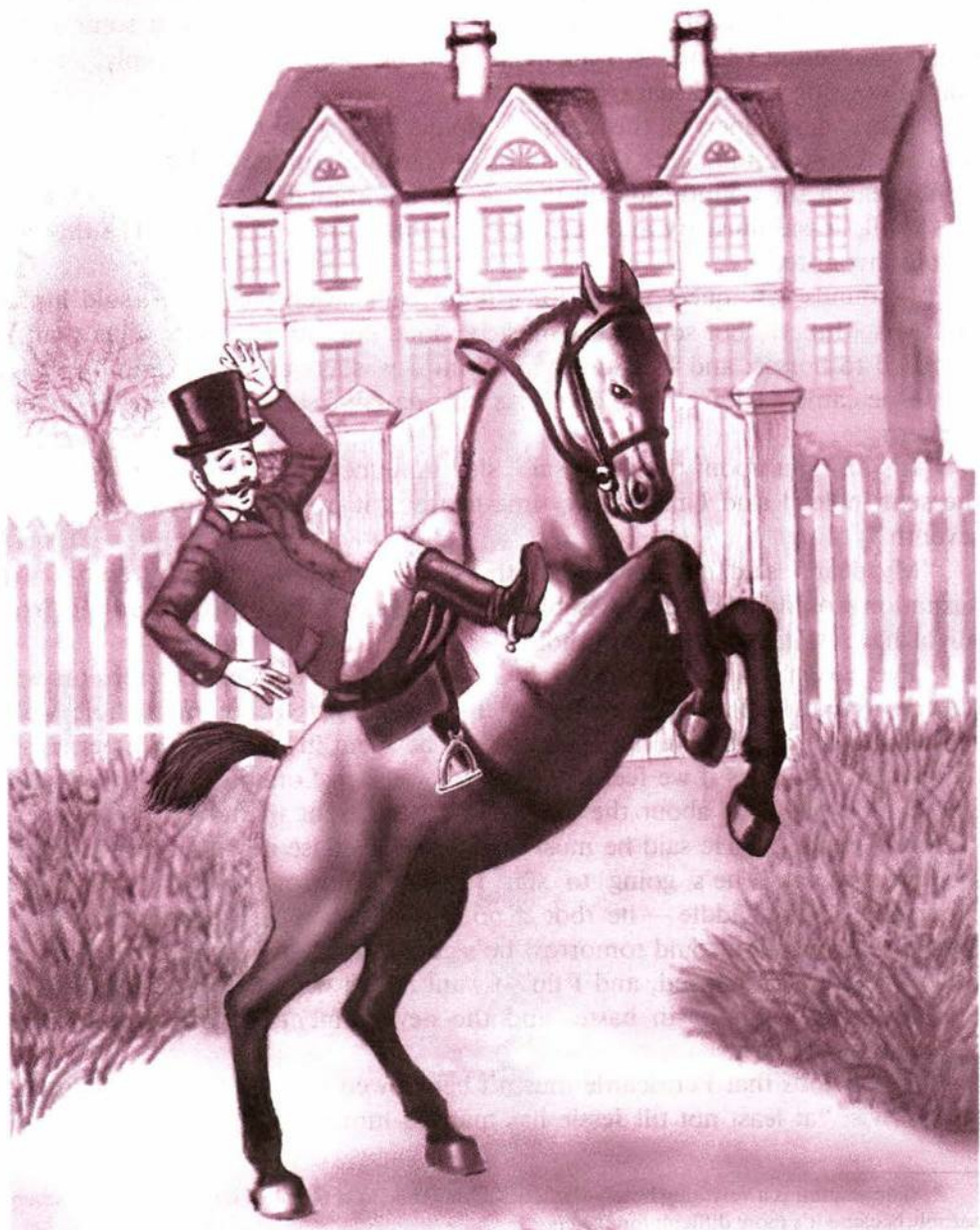
"My dear," said her mother, "I think a little more maidenly reserve and hesitation would have been advisable as you've known him so short a time. You might have waited till the ninth hole."

"The seventh is a very long hole¹," said Jessie, "besides, the tension was putting us both off our game. By the time we'd got to the ninth hole we'd settled a lot of things. The honeymoon is to be spent in Corsica, with perhaps a flying visit to Naples if we feel like it, and a week in London to finish up with. So far all's well, but about the Brogue it's a different matter. He seems very keen on keeping it. He said he must have horse exercise now that he's living in the country, and he's going to start riding tomorrow. He has very little experience in the saddle — he rode a pony once when he was fifteen and the pony was twenty-four; and tomorrow he's going to ride the Brogue! I shall be a widow before I'm married, and I do so want to see what Corsica's like."

Clovis was sent for in haste, and the developments of the situation put before him.

"It's obvious that Penricarde mustn't be allowed to go out on that animal," said Clovis, "at least not till Jessie has married him and got tired of him. I tell

¹ "The seventh is a very long hole" — it takes a long time to get the ball into hole number seven, possibly because it's more difficult for players



you what; ask him to a picnic tomorrow starting at an early hour; he's not the sort to go out for a ride before breakfast. The day after I'll ask the rector to drive him over to Crowleigh before lunch, to see the new hospital they're building there. The Brogue will be standing idle in the stable and Toby can offer to exercise it; then it can pick up a stone or something of the sort and go conveniently lame. If you hurry on the wedding, a bit of the lameness fiction can be kept up till the ceremony is safely over."

Mrs Mullet belonged to an emotional race, and she kissed Clovis.

It was nobody's fault that the rain came down in torrents the next morning, making a picnic impossible. It was also nobody's fault, but sheer ill luck, that the weather cleared up sufficiently in the afternoon to tempt Mr Penricarde to ride the Brogue for the first time. They did not get as far as the pigs at Lockyer's farm; the Rectory gate was painted a dull green, but it had been white a year or two ago and the Brogue never forgot that he had been in the habit of making a violent turn at this particular point of the road. After that there was no further call on his services.

Mr Penricarde, a little stunned and shaken, and suffering from a bruised knee and some minor damages, good-naturedly explained the accident by his own inexperience, and allowed Jessie to nurse him back into complete recovery within less than a week.

In the list of wedding presents which the local newspaper published a fortnight later appeared the following item:

"Brown saddle horse, the Brogue, bridegroom's gift to bride."

"Which shows," said Toby Mullet, "that he knew nothing."

"Or else," said Clovis, "that he has a good sense of humour."

Tasks to Text 6

I. These phrases come from the story. Guess or find out what they mean.

1. "...it had been rechristened the Brogue later on..."
2. "The Brogue had been variously described in sales catalogues as a light-weight hunter, a lady's hack and... as a useful brown gelding."
3. "... but this may have been due to a desire to be companionable."
4. "How wonderfully lucky to have pulled it off at last!"
5. "And he's asked her to go round the links with him tomorrow."
6. "It's a calamity!"
7. "... a husband or two wouldn't be amiss..."
8. "Every newspaper in the country would ring with the affair..."

9. "... he came out with it at the sixth hole."
10. "... I think a little more maidenly reserve... would have been advisable."
11. "... then it can pick up a stone."
12. "... a bit of the lameness fiction can be kept up..."
13. "... there was no further call on his services."

II. The story has a touch of humour. Which lines in it did you find humorous? How does the author use the language to produce a humorous effect on the reader? Give some examples.

III. Answer the questions.

1. How much information about the Mullets do we get from the story? What was their lifestyle like?
2. What made the Mullets wish to sell the Brogue?
3. Why was the Brogue unsafe on the country roads?
4. Why wasn't Mrs Mullet happy when the Brogue was finally sold?
5. Why was it important to stop Mr Penricarde from riding the Brogue?
6. Why didn't Clovis's plan work?
7. Did the accident with the Brogue kill Mr Penricarde's love for Jessie?
8. What happened to the Brogue in the end?

IV. Discuss the story along the following lines:

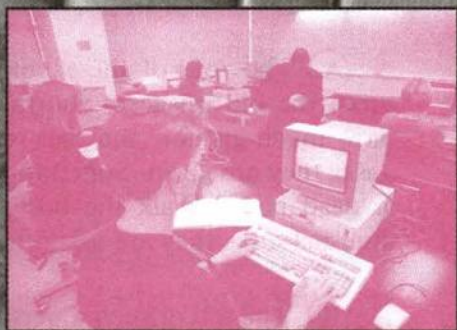
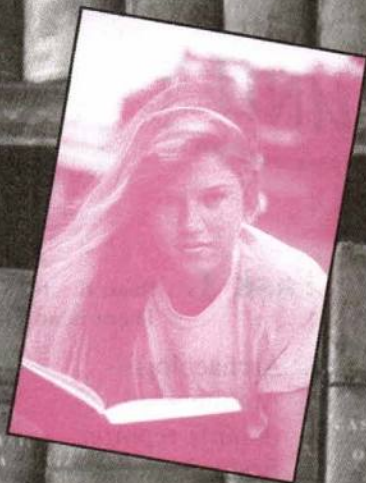
- 1) the pleasures and unpleasanties of living in the country;
- 2) humour in literature;
- 3) a sense of humour as a valuable trait of character;
- 4) weddings in style and honeymoons.

V. a) Render the story on the part of one of its characters (including Brogue) at your choice.

b) Act out the scene where the characters are discussing how to get the Brogue back. Add some details to the scene, offer different suggestions.

VI. Write a brief account of Mr Penricarde riding Brogue for the first time on the part of a witness in the manner he or she could describe the accident for the section "Readers' Letters" of a local newspaper.

Section Two. Preparing for the Exam



Choosing a Career:

The World of Jobs

Task I. Read the texts (A—F) and match them with the names of jobs (1—7). There is an extra name. Fill in the table after the texts.

1. Archaeologist
2. Architect
3. (Court) reporter
4. Fashion model
5. Physician
6. Physicist
7. Secretary

A. The role of these employees has changed and expanded enormously from the old image of shorthand, typing and filing. Their responsibilities are now much greater, and that is reflected in many of the unusual and important tasks they are given. Sometimes office staff has to do very strange jobs. Remove a dead body? Walk the boss's dog? Write the boss's resignation letter? The unusual tasks they are asked to do demonstrate the variety of their role.

B. The job of such a person involves modelling outfits in a manufacturer's showroom and letting the designers, clothes makers and buyers know what works and what doesn't about an outfit, how it falls, how it feels. The most successful employees know how clothes are made, how different fabrics behave and are very knowledgeable about the line they are modelling. They can make or break one's sales. A professional doesn't need perfect cheekbones of the face of Catherine Deneuve but she has to be attractive and clean-looking.

C. The ordinary can sometimes prove remarkable. That's what the French discovered when they were called in to examine some mummies unearthed by the Egyptians in a necropolis in a village within the oasis inhabited by people around the time of Christ. Working class graves are of no interest to treasure hunters, that's why these mummies were undisturbed, and can give us a good look how ordinary folk lived and died.

D. In this job you are to capture live speech and then transcribe it to the written word. About a third of professional people work full-time for a court, receiving a salary, and two thirds are freelancers who are hired by lawyers. They take down testimony and create transcripts. They have to be good at working with computers, have good language skills and know vocabulary of the areas they're working in.

E. Such specialists are employed by universities as professors, lecturers, researchers, and by laboratories in industry. Employment as a professional generally requires a doctoral degree. Many specialists use their skills in other parts of the economy, in particular in computing and finance and solve significant engineering challenges. They work in aerospace, avionics, directed energy, nanotechnology, biomechanics, electronics, satellites and more.

F. The professional should be qualified to design and provide advice — functional, aesthetic and technical — on built objects in our public and private landscapes. The person is involved in the planning, designing and oversight of a building's construction and, in fact, interfaces between the end user of a planned structure and the builder. The professional should translate the user's needs into the builder's requirements. He or she must be completely conversant with the user's environment, that is, the area of business or industry for which the structure is to be used, so that she/he can fully and completely understand the image of the final result that the user is trying to convey.

The names of jobs	1	2	3	4	5	6	7
Texts							

Task II. Read the descriptions of different tips (a—g) and match them with the names of their aims (1—8). There is one extra name. Say which tip is aimed at helping young people. Fill in the table after the descriptions.

- To learn to get information from printed sources.
- To find professional assistance in job choosing.
- To keep fit.
- To benefit from any form of education.
- Not to be afraid of trying new things.
- Not to make mistakes on the road of learning.
- To learn to see themselves as a member of a social group.
- To enjoy the pleasure of human relations.

Dear career choices reader,

It is that time of the year when you think about what to do next! It is the time when you purchase new pens, paper, folders, a school calendar and clean out your drawers. Yes, school has started and we still carry that tradition with us from childhood: throw old things out and start anew.

In today's job market you need to take these same steps for your professional development. Take a fresh look at your skills, determine your many talents, examine your personal values, polish your skills. Try to see where you need to make improvements and develop a PAR (Plan to take Action and get Results).

Here are some tips for you.

a) **Learn more through studying.** College, university, continuing education course, on-line course — this will help you add to your skill set and illustrate that you are a life-long learner.

b) **Help others and help yourself.** Offer to help out: social action committee, hospital, social service organization, school, work with children, museums. This will help you develop a broader network of friends and acquaintances and an opportunity to give back to community

c) **Feel energized!** Walk, run, play tennis, bike, hike, swim, yoga — get healthy! Also eat all food groups in moderation. Eating right gives you the energy to move forward.

d) **Read and learn.** Visit the library, look on-line, study a subject and research an area to improve your knowledge of a subject. Read journals, books, poetry, magazines, newspapers. By reading those specific articles you become better informed.

e) **Friends are special,** keep them and make new ones. Friends help in so many ways! They support you, laugh with you, cry with you and listen to you. We all benefit from having a friend.

f) **Experiment!** It is fun to try something different that you haven't ever done before. It opens your mind and gives you a chance to learn and laugh. Remember how it was for the first time you mastered riding a bike.

g) It is always useful to have a check up with your **career counsellor**. Perhaps a review of personality type will help.

Good luck to you,
your unknown friend.

Aims	1	2	3	4	5	6	7	8
Tips								

Task III. Read the text and choose the right items to complete the sentences after it.

A FUTURE VET

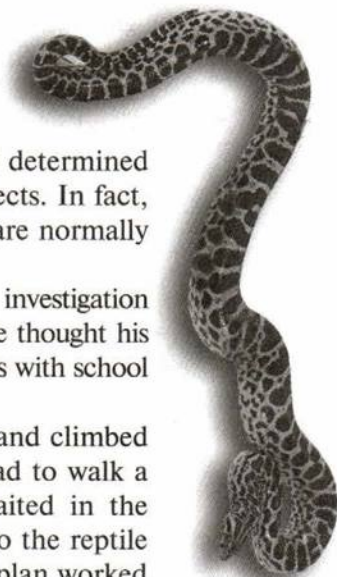
Most small boys have a sort of hunting instinct, but there was one particular schoolboy who decided that he would have nothing less than a snake for a pet — and he aimed to get one from London Zoo. Nobody knows what determined his choice for many people have a phobia of snakes and insects. In fact, snakes are very clean animals and even the poisonous ones are normally docile as long as they are well fed and looked after.

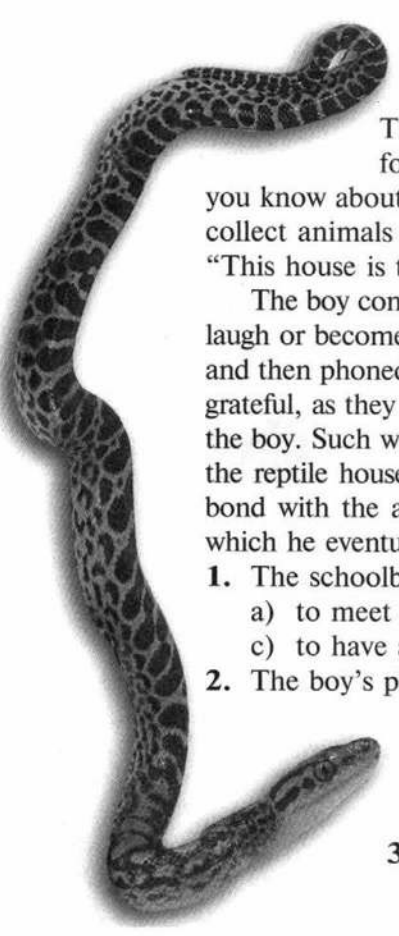
The twelve-year-old schoolboy had obviously done some investigation and he knew when night watchmen patrolled certain points. He thought his campaign out very carefully. He had visited the zoo several times with school parties to prepare for his future escapade.

He cycled to the zoo in the early hours of the morning and climbed over the wall close to the front gate. From there he only had to walk a few yards to get to the open-air snake collection. He waited in the shadows for the night watchman to go on his way and ran to the reptile house where using his fishing net he fished out a snake. His plan worked very well.

Imagine this young lad cycling home with a fishing net containing a surprised damp snake! Luckily for the snake, the boy lived only half a mile away. He was able to reach home, park his bicycle, get back into the house and go up to his room without waking his parents. However, he was puzzled as to what to do with the snake. Suddenly a brilliant idea came to his mind.

The next morning the sleeping thief was woken by the terrible screams and shouts of his agitated mother. "Look! ... Look — in the toilet!" The father walked over the toilet and, sure enough, happily swimming around was a coiled up snake.





The father marched to his son's bedroom where he found the boy pretending to be sound asleep. "What do you know about the snake in the toilet?" "Dad, all my friends at school collect animals and I don't have a pet..." "No!" this father exclaimed. "This house is too small for them."

The boy confessed his night raid and his father didn't know whether to laugh or become angry. He gave his son five minutes to get the snake out and then phoned the zoo. So the snake was returned to the zoo, who were grateful, as they hadn't even noticed it was gone! They all took a liking to the boy. Such was his love for snakes that they gave him a Saturday job in the reptile house. He was brilliant at it. The boy had a great kinship and bond with the animals, an important quality for any veterinary surgeon, which he eventually became.

1. The schoolboy went to the zoo...
 - a) to meet a vet
 - b) to hunt animals
 - c) to have a reptile friend
 - d) to be a zookeeper
2. The boy's plan worked very well because...
 - a) the sleepy watchman failed to notice him
 - b) he came there at dawn
 - c) the reptile house was not closed
 - d) he had thought over all the details
3. The next morning his mother was very anxious as...
 - a) she had learned about his escapade
 - b) the boy had forgotten to park his bike
 - c) the zookeeper had phoned her
 - d) she was afraid of reptiles
4. The father was so shocked that he...
 - a) agreed to buy another pet instead of the snake
 - b) phoned the veterinary surgeon
 - c) insisted on taking the pet to the reptile house
 - d) locked the snake in the drawer
5. The zoo administration was grateful to the boy for...
 - a) returning the snake
 - b) his love of animals
 - c) his work in the reptile house
 - d) his wish to become a vet

Task IV. Read the parts of the text (A—F) and change their succession to get a complete and logical narration. Fill in the table after the text.

HOW TO BECOME A STAR

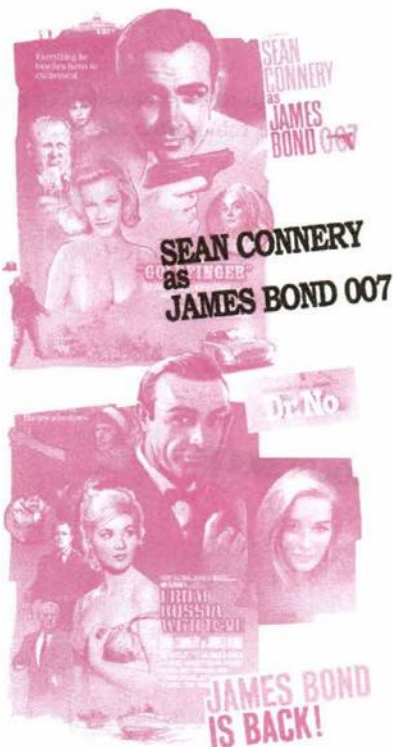
A. At sixteen, he enlisted in the Royal Navy. Like many young men in the Navy, he made a tattoo. However, unlike many tattoos, his were not frivolous — his tattoos reflected two of his lifelong commitments: his family and Scotland. After six decades, his tattoos still reflect those two ideas: one tattoo is a tribute to his parents and reads “Mum and Dad”, and the other is self-explanatory, “Scotland Forever.”

B. Sean Connery began his theatrical career as an extra in the chorus, playing small parts, and modelling. From those modest beginnings, he has become an international film icon. Many believe that his talent and appeal continue to improve with time.

C. From his early acting days until his first superstar role, Sean's stardom was certainly not an overnight success story. From his first work in modelling, bit theatrical parts, and chorus appearances, it was almost eight years before he was cast opposite Lana Turner in *Another Time, Another Place* (1958). It would be another four years before he first uttered those unforgettable words, “Bond, James Bond.”

D. Many critics and fans alike have said that the quality of his acting has only improved with age. Certainly his personal appeal has. In 1990, Connery received the British Academy of Film and Television Arts Lifetime Achievement Award, and in 2000 he became Sir Sean Connery. But now he has dropped out of acting to concentrate on writing his memoirs.





E. The fact that he had grown up in a working class neighbourhood in Edinburgh gave no identification of the achievements that were destined to come. Sean was born into a working class family in August of 1930. The oldest of two boys, he spent much of his youth working here and there. He left school at an early age and went to work full-time.

F. After three years of naval service, a long bout with a stomach ulcer shortened his "naval career". He returned to Edinburgh and seemed to settle into a life of hard work: bricklayer, lifeguard and coffin polisher. Sean spent much of his free time bodybuilding, a pastime that eventually started his acting career. His hobby of bodybuilding brought him Mr Universe title in 1950 where he placed third.

Order of succession	1	2	3	4	5	6
Parts of the text						

Task V. Read the text and complete it filling the blanks (1—8) with the missing parts of the sentences (a—i). One of them is an extra part. Fill in the table after the text.

- creating the life you want to live
- involving control and order
- to identify the strengths and weaknesses
- make a major contribution
- best suited for
- make meaningful career decisions
- mean in practice
- make a list of the skills and abilities
- knowing yourself

CAREER DEVELOPMENT AND CAREER COUNSELLING

Some career experts are predicting that people can expect to change their careers from seven to nine times in their working lives. Given this reality, the most important thing for you to learn is the process of how to 1. _____. If you learn effective career development skills, you will have a much better chance of thriving in this new world of work.

Career development means growing through life and work; learning, experiencing, living, working and changing; creating and discovering pathways through one's life and work. In our rapidly changing world the definition of "career" is changing. Career development is about 2. _____ and the work you want to do.

Planning one's career involves three definite steps: self-assessment, using labour market information and making decisions. The first step — self-assessment — is most important. Only by 3. _____ you will be able to make the right decisions about your career. It means learning about your interests, values, goals, aptitudes and skills. You should focus on asking what you care about most. What do you love to do? What are you proud of in your life? For many people, a successful career includes not only rewarding work, but also emotional, mental, physical and spiritual well-being. People who work from a sense of passion are usually the happiest.

Self-assessment is difficult on your own. Career counsellors in schools can offer assistance to students, they can help to 4. _____ they think you possess. Career counsellors work out different tests where you are supposed to agree or disagree with the statements. By the score you get psychologists may advise you to work in the medical, welfare or education fields. And if you show qualities of a leader and are at home in a job involving control and order, they will suggest management. All these tests try to reveal what your line is, what you are 5. _____ science, engineering, arts etc.

Besides that, careers education and guidance programmes 6. _____ to preparing young people for the opportunities, responsibilities and experience of life. They help young people make decisions. Effective careers programmes increase motivation, challenge stereotyping and promote equality of opportunity, encourage participation in continued learning, including higher education, develop enterprise and employability skills.

Career exploration means 7. _____ of different future work scenarios and the possible implications of these for one's own career development, as well as to make critical use of a range of information sources to explain how careers are changing.



Young people receive guidance from different sources in schools — tutors, teachers, counsellors. Parents continue to play a crucial role in helping their children make successful choices. Schools should let parents know what help their children are getting with their career development, what options are available and what these might 8. _____. Parents should be given advice on how they can support their children's plans.

Today's young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change.

1	2	3	4	5	6	7	8

Task VI. Read and discuss.

- a) Read the text and discuss it with the help of the questions given after it.

SCHOOL... EXAMS... UNIVERSITY... JOB... PENSION...

Ever felt you are on a conveyor belt? Are you following a course that your parents have mapped out for you? Are you fulfilling their plans or have you got other ideas? Here is one young man's personal account of how he decided to follow his own dream.

"I sometimes feel like I'm a product that's continually being processed in a factory. In our society you're born, you go to nursery school, and then on to primary school. You study for five years for your GCSEs in a secondary school. Then, if you get the right GCSE grades, you can go on to college to study for your A-levels which, if you pass at the right grades, allow you to go to university to study for a degree. Before you go to university, you might go on a gap year to gain a little life experience but you don't take more than a year. This is not allowed.

So you finish your degree owing lots of money to banks for various debts you've built up during your time at university. You already have chains around your ankles. You're firmly locked into society. You're on the conveyor belt and it's very hard to get yourself off. You find a job, a girlfriend whom you might eventually marry; you buy a house together and start paying off your mortgage. You decide to have children and put them on the conveyor belt the same way you yourself were put on. You earn more money and retire, grow old, and

finally put yourself into an expensive residential care home. Well done. You did it. You did exactly what this society asked of you.

I went to college until I was eighteen. I passed my A-levels, then went surfing around the world on what they call a "gap year". I really don't like the word "gap". When I looked in the dictionary for the word "gap", I found — "Gap: A break in continuity; interruption."

The society doesn't recognize this year as being important. You are allowed to do it — in fact you are told that future employers love it because it means you have done something interesting, shown your independence, and have something original to talk about in your job interviews. But once the gap year is over, you must start serious work — start earning money and making plans for the future. We love plans in the UK, because plans are security, and we adore security. The funny thing is, I don't believe security can come from a big house and a fast car or a degree. All these things create an illusion that you are secure. Security, in my opinion, comes from within oneself.

I'm now on my fourth "gap year" and I'm happy, truly happy. Every summer I work as a beach lifeguard in Cornwall, the county which is a long peninsula in the southwest of England and where thousands of people go for their summer holidays. I don't earn a fortune but my life is rich. I wake up every morning and see the ocean. I can surf every day if there are waves. Surfing is the one thing in my life that truly makes me happy. If I couldn't surf, then, I think, I'd dry up and rot. Surfing means everything to me and nothing will ever remove me from the ocean. I save what little I earn in the summer which enables me to spend each winter in the sun with my surfboard — Australia, Sri Lanka, Thailand... maybe South Africa or South America next year.

I've realized that surfing makes me happy, so that's what I am going to do. I'll base my life around it in every possible way. I'll do any job and live anywhere, as long as I have the ocean on my doorstep.

Many of my friends went to college and university and now live in the city and do the usual nine-to-five things along with everyone else. I spent a short time living in the city last year and I couldn't believe what I saw. People seemed so lifeless on the Underground in the morning. Nobody seemed happy or friendly. It was the land of the living dead.

I truly believe that lots of people know what makes them happy but they choose to ignore it because it gets in the way of what they are really supposed to do: namely, work and earn lots of money. Life should be an adventure and if you're on that conveyor belt, it will not happen. Whatever happened to adventure? I don't want to get to the end of my life and think: "What if?"

I often get asked what my plans are. I also get asked where I see myself going and what I want to do with my life. "When," they ask, "are you going to get a proper job?" They forget that I may be the person who saves their child's life on a beach one summer. Isn't that "proper" enough? I want to do exactly what I'm doing right now. Sure I'd like a little house and maybe bring a baby into the world, but I refuse to believe that the only way of doing that is by following the system. I don't want to see the world in the movies and read about it in books. I want to see it myself, smell it, hear it and feel it. I refuse to follow other people's footsteps.

1. Would you like your parents to map out your future?
2. What do you understand by a gap year? Is it necessary?
3. Would you like to live in the city or in the country or at the seacoast? Why?
4. Why do you think people choose to ignore things that make them happy?
5. What can make a person happy?
6. Do you agree that life should be an adventure?

b) Give a 2-minute talk on your choice of the future career. Remember to say:

- if you would like to continue your studies after school;
- where you would like to study;
- what skills are necessary for the chosen occupation;
- what part of the country (the world) you would like to work in.

c) You are talking to a career counsellor about your career possibilities. Be sure to:

- ask for advice;
- ask if a gap year will help to make sure your choice is right.

You speak first. Your partner will:

- try to name the qualities necessary;
- give advice on your gap year.

The World of Learning

Task I. Read the text “Schools on Fire” and match its paragraphs (A—D) with the titles (1—5). There is one extra title. Fill in the table after the text.

Titles

1. Who Can Solve the Problem of Fires in Schools?
2. How Big Can the Damage Caused by a Fire Be?
3. When and Where Are Fires Usually Started?
4. Who Are Common Firebugs?
5. How Can Fires Influence Pupils’ Careers?

SCHOOLS ON FIRE

A. Nowadays in UK schools rather often teenagers start fires. They usually don’t intend to destroy the whole school, but they start fires deliberately trying to take revenge on the teachers who have expelled them. Such pupils, as statistics show, are usually boys who are angry with the school, or they have problems in many subjects.

B. Most fires are started in rubbish bins and toilets and most of them are started during the summer holidays. Starting fires in schools is a serious problem. Fires in schools are very dangerous, especially if they start during the school day. At Britannia High School in Birmingham a fire broke out at around 2 pm on a cold January day in 2003. It was started with some lit paper in the girls’ toilets. Caretakers tried to put the fire out but in the end the fire brigade was called and the pupils were evacuated. It took 15 firefighters two hours to put the fire out.

C. Fires in schools can affect the future of the other pupils. Can you imagine losing all your coursework¹? On the

¹ coursework — schoolwork that you do during the year



night of 8 April 2002 a fire broke out in a secondary school in Swansea, Wales. Two classrooms and GCSE coursework were destroyed. Jane Milne of the Arson (arson means fire that is started deliberately) Prevention Bureau says, "When coursework is destroyed, pupils are judged only on their exam grades. It's unfair if you've worked hard all year." In 2001 damage caused by fires started deliberately cost schools £56 million to fix. Schools could have spent this money on other things like buying new computers or new sports equipment.

D. One of the worst school fires in the UK was in August 2002 when the damage to Chase Terrace High School, Staffordshire, England, cost £2 million to repair. Thirty classrooms were burnt to the ground. Sarah, 14, a pupil at the school, describes what happened. "The first time I heard about it was when my brother's friend sent him a text message. He lives opposite the school and saw the fire. We live about ten minutes away and as the fire got out of control we could see it from our bathroom window. I was so shocked that night, it was difficult to sleep knowing that my school was on fire. I don't know why anyone would want to do this. They are rebuilding the damaged buildings and we have all our lessons in temporary classrooms which is horrible."



Titles	1	2	3	4	5
Texts					

Task II. Read the descriptions of various teachers (A—F) and find out which of them

- 1) was a history teacher
- 2) was wearing a piece of jewellery
- 3) had mixed feelings about the place of her future job
- 4) was just a beginner
- 5) wasn't fit for the job
- 6) was able to control the pupils easily

Fill in the table after the descriptions.

A. For the first time Anna Lacey had her doubts about the new school. The great primary school, flashing with glass, the rows and rows of little tables in each classroom for the infants and juniors. The building was magnificent. Never had she seen such lightness, such colour, such gleaming expanses of floor and such flashing rows of washbasins. And yet the place depressed her. She remembered the string of new factories she had passed on her way there. The school was not unlike them at first sight, massive, perfect, teeming with life, and yet impersonal.



B. Florence Rhoda Enderby was a handsome large woman in her late forties. Her white hair was cut short and waved becomingly above her square brown face. Dark eyes, under strongly marked brows, added to her air of lively intelligence. She dressed with taste and care, and her attractive appearance did much to impress both pupils and their parents with general capability. A large square-cut sapphire on the ring finger on her left hand also added a touch of glamour and pathos.



C. Professor Snape started the class by taking the register and he paused at Harry's name. "Ah, yes," he said softly, "Harry Potter. Our new celebrity." Snape finished calling the names and looked up at the class. His eyes were black like Hagrid's, but they had none of Hagrid's warmth. "You are here to learn the subtle science," he began. He spoke in barely more than a whisper, but the students caught every word. Snape had the gift of keeping a class silent without effort.



D. The headmistress of Elm Hill School was a remarkable person. She was an ambitious woman and she intended to get on. She was a born organizer and very good at creating order from chaos. Forms, statistics, and questionnaires were a joy to her and she found her new theories and methods in education



exciting and challenging. Her capabilities seemed to match her competent and pleasing appearance. Here, people said, is surely the perfect headmistress! Only in one respect did she fail, although she hardly realized it herself. She did not like children.



E. William had thought that school could not possibly be worse than it was, but quite suddenly — half-way through the term — he discovered his mistake. Mr Brown, a mild and elderly man, conveniently deaf, and still more conveniently fond of expanding his own theories concerning the study of the events of the past in his classes without in the least minding whether anyone listened to them or not, caught scarlet fever and was removed to hospital. Three days later the “temporary” arrived and William’s misfortunes began.



F. Ursula Brangwen had started her first job — teaching at St Philip’s School. But her methods were not those of the harsh domineering headmaster, Mr Harby. Her class was becoming more and more unruly. Ursula realized that if she was to continue at the school, she would have to assert her authority to show she was in control. It was no good any more to appeal, to play upon the better feelings of the class. Her swift-working soul realized this.

1	2	3	4	5	6

Task III. Read the text and choose the right items to complete the sentences after it.

TREACLE TART

(after Robert Graves)

The news travelled from group to group along the platform of Victoria Station. A lord was coming to our prep school. A real lord. A new boy, only eight years old. Youngest son of the Duke of Downshire. A new boy, yet a lord. Lord Julius Bloodstock.

Excitement strong enough to check the tears of home-lovers, and make our last goodbyes all but casual. None of us has had any contact with peerage so far.

Mr Lees, the Latin Master, confirmed the report. The lord was being driven to school that morning in the ducal Rolls-Royce. This was to be his first experience of school life. The Duke had hitherto kept him at the Castle under private tutors.

Should we be expected to call him "Your Grace"¹ or "Sir" or something? Would the masters dare cane him if he broke school rules or didn't know his prep²?

We arrived at the Cedars just in time for school dinner. Thos (the Rev³ Thomas Pearce, our Headmaster) rather self-consciously led a small pale, fair-haired boy into the dining hall, and showed his seat at the end of the table, among the other newcomers. "This is Lord Julius Bloodstock, boys," he said. "You will just call him Bloodstock. No titles or other honorifics here."

"Then I prefer to be called Julius." His first memorable words.

"We happen to use only surnames here," chuckled Thos.

None of Julius's tablemates called him anything at all. To begin with, they were either too miserable or shy even to say, "Pass the salt, please." But after the soup, and half-way through the shepherd's pie⁴, Bellington Tertius, to win a bet, leant across the table and asked, "Lord, why didn't you come by train, same as the rest of us?"

Julius didn't answer at first, but when his neighbours nudged him, he said, "The name is Julius, and my father was afraid of finding newspaper photographers on the platform. They can be such a nuisance. Two of them were waiting for us at the school gates, and my father sent the chauffeur⁵ to smash both their cameras."

This information had hardly sunk in before the third course appeared: treacle tart. Today was Monday: onion soup, shepherd's pie and carrots, treacle tart. Always had been. Even when Mr Lees had been a boy here and won top scholarship⁶ to Winchester. Mr Lees, who sat at the very end of the table eating treacle tart, looked up and noticed that Julius had pushed away his plate, leaving the tough burned pastry untouched.

"Eat it, boy!" said Mr Lees. "Not allowed to leave anything here for Mr Good Manners. School rule."

"I never eat treacle tart," explained Julius with a little sigh.

¹ Your Grace — a title for addressing or speaking of a duke, duchess, or archbishop

² prep — schoolwork that is done at home

³ Rev = Reverend — a Christian priest

⁴ shepherd's pie — a baked dish made of cut-up cooked meat covered with cooked potato

⁵ chauffeur [ʃəʊfə] — a person employed to drive a car for someone else

⁶ scholarship — a sum of money given to a student by an official body to pay for a course of study

"You're expected to address me as 'sir'," said Mr Lees.

Julius seemed surprised. "I thought we didn't use titles here, or other honorifics," he said, "but only surnames?"

"Call me 'sir'," insisted Mr Lees, not quite certain whether these words were innocence or impertinence.

"Sir," said Julius, shrugging faintly.

"Eat your tart," snapped Mr Lees.

"But I never eat treacle tart — sir!"

"It's my duty to see that you do so, every Monday."

Julius smiled. "What a queer duty!" he said.

"Headmaster," said Mr Lees. "I cannot persuade an impertinent boy to taste our traditional treacle tart."

"Send him up here," said Thos in his most portentous voice. "Send him up here, plate and all."

When Thos recognized Julius, his face changed and he swallowed a couple of times, but having apparently lectured the staff on making not the least difference between duke's son and shopkeeper's son, he had to put his foot down¹. "My dear boy," he said, "let me see you eat that excellent piece of food without further demur; and no nonsense."

"I never eat treacle tart, Headmaster."

Thos started as though he had been struck in the face. He said slowly, "You mean perhaps: 'I have lost my appetite, sir.' Very well, but your appetite will return at suppertime, you mark my words — and so will the treacle tart."

The words seemed to surprise Julius but did not shake his poise. Walking to the buttery table, he laid down the plate, turned on the heel, and walked calmly back to his seat.

A bell rang for supper. The rule was that cakes were put under Matron's charge and distributed among all fifty of us while they lasted. The Matron, to cheer up the first evening, had set the largest cake she could find on the table: Julius's.

"You will get your slice, my dear, when you have your treacle tart," Matron gently reminded Julius. "Noblesse oblige."²

"I never eat treacle tart, Matron."

It must have been hard for him to see his cake eaten by strangers before his eyes, but he made no protest; just sipped a little tea and went supperless to bed.

¹ to put his foot down — to speak and act firmly

² Noblesse oblige. — Положение обязывает.

In the dormitory he told a ghost story, which is still, I hear, current in the school after all these years. Lights out! Sleep.

Bells for getting up; for prayers, for breakfast.

"I never eat treacle tart."

So Julius had no breakfast, but we pocketed slices of bread and meat to give him in the playground afterwards. The school porter intervened. His orders were to see that the young gentleman had no food given to him.

Bell: Latin. Bell: Maths. Bell: long break. Bell: Scripture. Bell: wash hands for dinner.

"I never eat treacle tart," said Julius, as a sort of response to Thos's question; and this time fainted.

Thos sent a long urgent telegram to the Duke, explaining the situation: school rules, discipline, couldn't make exceptions, and so forth.

The Duke wired back: Quite so. Stop¹. The lad never eats treacle tart. Stop. Regards.

Matron took Julius to the sickroom, where he was allowed milk and soup, but no solid food unless he chose to call for treacle tart. He remained firm and polite until the end, which came two days later, after a further exchange of telegrams.

We were playing when the Rolls-Royce arrived. Presently Julius, in overcoat and hat, came down the front steps, followed by the school porter carrying his things. We let out three cheers, which Julius acknowledged with a gracious nod of his head. The car purred off.

Thereupon in token of² our admiration of Julius, we all swore to strike against treacle tart the very next Monday, and none of us eat a single piece, even if we liked it, which some of us did.

When it came to the point, of course, the boys sitting close to Thos took fright and ratted, one after the other. Even Bellington and I, not being peers' sons, regretfully conformed.



¹ stop — full stop, a punctuation mark put at the end of a sentence

² in token of sth = to show sth

1. On the platform of Victoria Station the schoolchildren ...
 - a) couldn't wait to part with their parents
 - b) were unable to relax looking forward to something surprising
 - c) were relaxed and not worried about anything
2. On the train the schoolchildren ...
 - a) were absolutely sure how to address Julius Bloodstock
 - b) worked out the way to address Julius Bloodstock
 - c) felt uncertain how to call Julius Bloodstock
3. Julius Bloodstock ...
 - a) was a regular school-goer
 - b) had for a time been a pupil of a private school
 - c) had never gone to school
4. The prep school described in the story was a ...
 - a) mixed school
 - b) private girls' school
 - c) school for boys only
5. Bellington Tertius was the first to speak to Julius because ...
 - a) he wanted to become his friend
 - b) he was eager to win some money
 - c) he felt he was Julius's equal
6. Julius came to school by car because ...
 - a) the photographers threatened the Duke
 - b) the Duke was afraid of the photographers
 - c) the photographers were impertinent
7. On Monday ...
 - a) the school dinner menu had never been changed
 - b) they had various dishes on the dinner menu
 - c) the pupils didn't have any dessert for dinner
8. The Headmaster wanted Julius to eat his treacle tart because ...
 - a) he disliked the school rules to be broken
 - b) he thought the boy was hungry
 - c) he cared much for the boy's health
9. Julius's ghost story ...
 - a) was told after the lights were out
 - b) was too scary for the listeners
 - c) is still told in school
10. Julius's schoolmates ...
 - a) gave him some slices of bread and meat
 - b) passed him some slices of bread and meat

- c) meant to pass him some slices of bread and meat
11. Julius was made to leave school because ...
- he was ill
 - the Headmaster couldn't let him be the winner
 - he didn't like the school

Task IV. Read the parts of the text (A—D) and change their succession to get a complete and logical narration. Fill in the table after the text.

A. At that early hour there was little traffic upon the road. Sometimes, in winter the children would hear the pounding of galloping hoofs and a string of hunters, blanketed to the ears and ridden and led by grooms, would appear out of the mist and thunder past on the grass verges. At other times the steady tramp and jingle of the teams going afield would approach.



B. Up the long, straight road they straggled, in twos and threes and in gangs, their flat dinner baskets over their shoulders and their shabby little coats on their arms against rain. In cold weather some of them carried two hot potatoes which had been in the oven, or in the ashes, all night, to warm their hands on the way and to serve as a light lunch on arrival.

C. Going home in the afternoon there was more to be seen. A farmer's gig, on the way home from the market, would stir up the dust, or the miller's van, drawn by four immense hairy-legged satin-backed carthorses. More exciting was the rare sight of Squire¹ Harrison handling the four greys² and the ladies in bright summer dresses, like a garden of flowers.

D. School began at nine o'clock, but the children set out on their mile-and-a-half walk there as soon as possible after their seven o'clock breakfast, partly because they liked plenty of time to play on the road and partly because their mothers wanted them out of the way before house-cleaning began. Seven twenty or seven twenty-five was the beginning of their walk.

Order of succession	1	2	3	4
Parts of the text				

¹ Squire [skwaɪə] (in former times) the main landowner in an English village or country place

² greys = greyhounds — a type of thin dog with long legs that can run very fast in hunting and racing

Task V.

Read the text and complete it filling the blanks (1—8) with the missing parts of the sentences (a—i). One of the parts is extra. Fill in the table after the text.

- a) were beginning to be pretty
- b) began to dress as fast as possible
- c) was the busiest of the week
- d) prayers and breakfast were done
- e) a clanging sound woke her suddenly from sleep
- f) was along a wooded road
- g) had to practise in the gymnasium
- h) which make walking pleasant
- i) to have a short walk

“Oh! What is it? What has happened?” cried Clover, starting up in bed, the next morning, as 1. _____. It was only the rising bell ringing.

Kate held her watch up to the dim light. She could just see the hands. Yes, they pointed to six. It was actually morning! She and Clover jumped up, and 2. _____.

After 3. _____ the girls had half an hour for putting their bedrooms to rights. After that, lessons began, and lasted till one o'clock. Dinner followed, with an hour's "recreation"; then the bell rang for "silent study hour" when the girls sat with their books in their bedrooms, but were not allowed to speak to each other. Next came a walk.

The walk 4. _____ a mile out and a mile back. The procession was not permitted to stop, or straggle, or take any of the liberties 5. _____. Still, Kate and Clover enjoyed it. There was a spring smell in the air and the woods 6. _____. They even found a little trailing plant blossoming in a sunny place.



Lilly was just in front of them, and amused them with histories of different girls whom she pointed out in the long line.

From walking hour till teatime was "recreation" again.

Next day was Saturday. It was nominally a holiday; but so many tasks were set for it, that it hardly seemed like one. The girls 7. _____, to do their mending, and have all their drawers in the apple-pie order¹ before afternoon when Miss Jane went through the rooms on a tour of inspection. Saturday, also, was the day for writing home letters; so, altogether, 8. _____.

1	2	3	4	5	6	7	8

Task VI. Read and discuss.

a) Read the text and discuss it with the help of the questions given after it.

LOVING EYES

"Please, miss, nobody's come for me."

Afternoon school was over — had been for ten minutes or more — and all the other infants had been collected by mums or dads, grandparents or trusted friends. Only Tom Terney remained, looking the picture of woe.

He stood there before me, five and a half years old, with a snub nose and great blue eyes shiny with tears under his funny haircut. His jacket was buttoned up awry, his socks were falling down, and he clutched the picture he'd drawn, of a crooked little house with bright blobs of flowers all around it, and a huge cat in the doorway.

"I want to go home," he whimpered, "Only nobody's come for me..."

"Don't worry, Tom," I answered him briskly. "Your granny will be here soon. She never lets you down."

His grandmother, a chirpy little lady, was usually one of the first to arrive. But Tom shook his head, a big tear rolling down his cheek.

"Gran's not coming today, miss. She's gone to the seaside with lots of other grannies and granddads. So Mum said she'd come instead. She promised she'd come, miss." Then he began to sob in earnest.

I hadn't been teaching at Elmdale Infants and Juniors very long, and had never met Mrs Terney, but there and then I took a dislike to her. How could

¹ apple-pie order = perfect order

she do this to Tom, dear, funny, vulnerable little Tom? Teachers aren't allowed favourites, but if they were...

I handed Tom a tissue and tried to reassure him. I didn't like to be unfair.

"Things do happen, Tom. Your mum must have been held up somewhere, but I'm sure she'll come soon. Why don't you sit down and look at a book? It will only be for a few minutes."

I looked at Tom. Had it not been for him, I could have set off home, in good time to get ready for my blind date¹. Bother you², Mrs Terney, I thought aggressively. You don't deserve Tom.

He sat there, hunched in the tiny chair, making little snuffling noises like a puppy. Although he kept turning the pages of the Beatrix Potter book, you could tell he wasn't a bit interested in what he was doing. He only wanted his mum. How awful, I thought, to be five years old, and feel abandoned.

I'd tidied my desk and couldn't think of any more little jobs to do, so I took Tom's hand and we went outside. There, in the school porch, we had an excellent view of the people passing to and fro along the high street.

"Right, Tom," I said. "What does your mother look like? We'll see who can be the first to spot her."

Tom's face lit up.

"Oh, miss," he sighed, "she's ever so beautifullest person in the whole world."

In my mind's eye I saw her, a lovely, blue-eyed girl, blonde-haired and a little bit selfish. Where was she — still putting on her lipstick, I wondered impatiently. I gazed up and down the road, but could see no one resembling the elusive Mrs Terney. There were only some teenagers running about, a dumpy little woman with two bags of shopping, and the usual cluster of children on bikes or skateboards.

"Oh, dear," I thought. "What shall I do with Tom?"

And then he gave a great shout of joy.

"Mum! Oh, Mum!"

I saw that the dumpy little woman had reached the school gate and set down the shopping bags. The next moment, Tom had flung himself into her arms. I stared in disbelief. Could this be Mrs Terney? The "beautifullest person in the whole world"? She was such a plain little woman, rather shabbily dressed, with glasses and brown hair pulled back into a ponytail. But there was no doubt about her being Tom's mother.

¹ a blind date — a meeting between a boy and a girl who have never met before. The idea is to spend some time together to find out if they like each other enough to start a relationship.

² Bother you — a phrase showing annoyance



“Oh, Miss Darbyshire,” she cried, “I’m so terribly sorry I’m late. I never meant to be and I’ve been so worried. You see, there was an accident — a poor old fellow was knocked off his bike, and the bus was held up for ages. He must have been coming back from his allotment — there were vegetables all over the road, and his tools...”

Then to my dismay, she burst into tears.

“They took him away in an ambulance, poor old chap. They said his leg was broken.”

There was only one thing to do. I took them into the staff room and made tea...

That day a small boy with falling-down socks and eyes like forget-me-nots taught his teacher something she had never known before — that it is through the eyes of love we see most clearly.

1. Why was Tom Terney sad? How does the author describe his feelings? What did he look like when speaking to his teacher?
2. What was Tom’s teacher’s name? Why was she irritated? Was it only her concern about the boy? What is a “blind date”?
3. Why couldn’t Tom’s granny collect him that day as she usually did?
4. What did Miss Darbyshire think of Tom? What words and sentences in the text show that the teacher liked the boy very much?
5. How did the teacher try to calm the boy down? Was she a success?
6. Why did the teacher take Tom onto the school porch?
7. What did the boy answer his teacher when the latter asked him about his mother’s looks? Why do you think Tom used the adjective *beautiful* in the wrong form?

8. What picture of the boy's mother did Miss Darbyshire have in her imagination? Why did she call her "a little bit selfish"?
9. Who(m) could Miss Darbyshire see in the street? Why did nobody, in her opinion, resemble Tom's mother?
10. What did Tom's mother look like?
11. Why was Mrs Terney late?
12. What lesson of wisdom did the five-year-old boy give to his teacher?
13. Would you agree that looks aren't everything? Does the story you've read prove it? What other proofs to support this point of view can you find?

b) Give a two-minute talk about Miss Darbyshire as a teacher. Remember to say:

- how she demonstrated her sense of duty in this situation;
- how close to heart she took Tom's problem;
- that she was ready to learn from her pupils.

c) Imagine that you're Tom's mother stuck in the bus on the road to school. You have a mobile. Give a call to a taxi operator and ask him:

- if they could send you a taxi;
- how long it will take the taxi to get to the place of the accident;
- how much it will cost to get to the school.

Your partner will play the part of the taxi operator. He would like to know:

- where you are;
- what has happened;
- how soon you would like to arrive at the school.

Your partner will begin the conversation with the words. "Winchester Taxi Service. Can I help you?"

Remember to:

- be active and polite;
- get all the information you need;
- decide whether you will hire a taxi or not.

UNIT 3

Shopping:

The World of Money

Task 1. Read the descriptions of the books (A—G) and say which person (1—6) could buy one of them. One description is extra. Fill in the table after the descriptions.

1. Sally, 10 years old. Likes animals very much. Wants to be a vet.

2. Mr Tompson, 80. An old war veteran, interested in all sorts of literature about military actions.

3. Nancy, 15. Full of romantic ideas, would like to be a model but at the moment is dissatisfied with her looks.

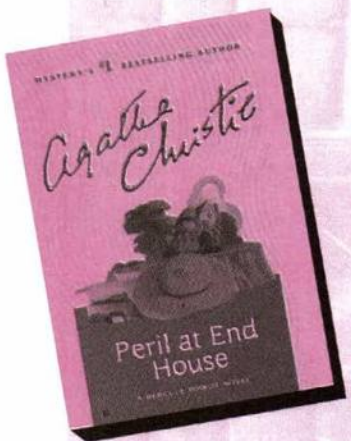
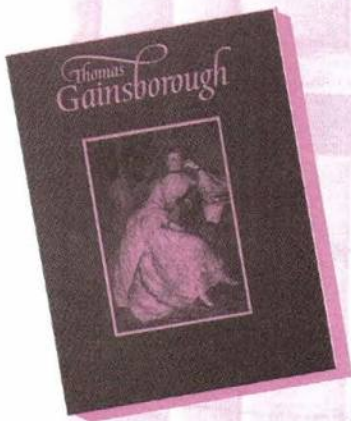
4. Tommy, 22, is interested in painting. Attends Mr Fob's classes of drawing.

5. Bob Simpson, 17, is fond of detective stories and riddles.

6. Mrs Smith, 50. A housewife, likes soap operas and romantic stories.

(A.) *A Story of the Red Cross.* In the present volume, Miss Barton tells the story of the first twenty-five years of the organization which she founded. The relief offered by the organization in the Texas Famine, the Sea Island Hurricane is discussed in detail. The stories become all the more dramatic because they are told in Clara Barton's own words and from her point of view as an eye witness.

(B.) *Peril at End House.* The author has more than 80 novels and story collections. Her books have sold well over 400,000,000 copies and have established

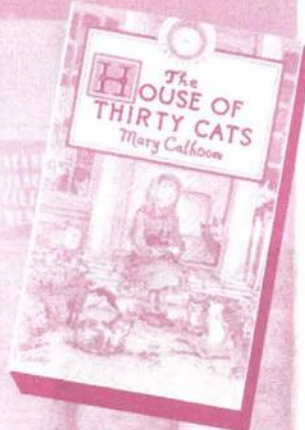


her fame worldwide as the foremost mystery writer of our time. Three near-fatal accidents in three days. As Miss Buckley told of her narrow brush with death, Hercule Poirot felt a thrill of fear. Were these accidents — or attempted murder?

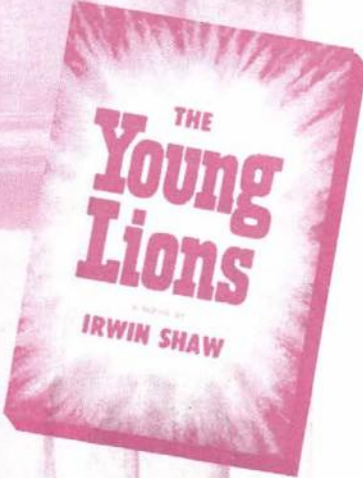
C. *The Dangerous Marriage.* It was a marriage arranged for reasons of State. To protest would be to risk the displeasure of Queen Victoria herself... So Lady Gloria Winton, young and lovely, put aside her dreams of Love and set out for the tiny kingdom of Arginos. There Gloria was astonished to find that her intended, Prince Darius, was handsome, charming... and as contrary to the match as she. Because of the riot they had to hide in the countryside and then fell in love with each other.

D. *Gainsborough.* The famous English artist. A countryman by birth and by natural instinct, at first he learned chiefly by copying seventeenth-century Dutch landscapes, and the pictures of his early manhood are bathed in the fresh light of his native Suffolk. With his superb handling of paint, he expressed both the mysterious effects of twilight and the shifting hues of the rich fabrics worn by his sitters, achieving — in his greatest canvases — a poetic harmony of figures with their natural surroundings.

E. *The House of Thirty Cats.* That was the way Sarah liked to think of the house where Miss Tabitha Henshaw lived with her thirty cats. Soon Sarah and the old lady became friends, and Sarah also got to know each of the cats' personalities. But an angry neighbour complains to the town council, which finally tells Miss Tabitha that most of her pets must go. Sarah has an idea. If she can match cats with people, perhaps she can help save her friends and find them all new homes...



THE HOUSE OF THIRTY CATS
Mary Calhoun



THE Young Lions
IRWIN SHAW

F. *The Year of Janie's Diary.* It all started when Janie turned fourteen. One fine day she took a long hard look at herself in the mirror and came to a decision: instead of just crying about her overweight figure and problem skin, she was going to do something about it. Janie was determined to make herself over into the kind of girl she'd like to be. Of course it wasn't all easy. And by the end of the year, even Janie was amazed at the results. For THE YEAR OF JANIE'S DIARY was to teach her not only about beauty and charm, but even something about a girl's first love.

G. *The Young Lions.* The finest of all novels of the last war. Irwin Shaw does not reduce his soldiers to the subhuman level; all the time we see them both as fighting men, and ordinary citizens. We recognize them, we know their faces. Packed with credible versions of Berlin events as the bombs fall, of simple love, of social history and human courage.

Names	1	2	3	4	5	6
Descriptions						

Task II. Match the descriptions of the restaurants (1—6) and decide in which of them a customer can:

- invite his male friends for an informal dinner which they are sure to enjoy
- order seafood
- have a number of additional services
- find all kinds of Asian cuisines
- listen to live country music
- choose a table either indoors or outdoors depending on the season

Fill in the table after the descriptions.

1. *Louisiana American Steakhouse.* Interior is in a Mid-Western style. VIP-room "Sheriff's Office". American, European and Russian cuisine. Wide selection of steaks, both grilled and cooked on open flame. Also steaks of marble veal. Special offers from the French and Italian cuisine from the chef include langoustines with flambé apples. Folk singers perform every evening.

2. *The Fox Pub,* an attractive little restaurant in the city centre, a fine place. It is furnished in the style





3. **Tofu**, a café-restaurant with home-style cuisine, is one in a chain of restaurants offering popular Chinese, Vietnamese, Thai, Japanese and Laotian dishes. Dishes also include home-style noodles, poultry and meats, vegetarian dishes, sushi bar, spring rolls, crispy duck and desserts, cocktails, hot drinks and original coffee. This is a place to savour authentic food at reasonable prices! A stylish place with lounge music.



CUTTY SARK



4. **Cutty Sark**. This is the place for you to escape from the hustle and bustle of the city. Here it's all about ships and the romantic atmosphere of a cruise. Imagine you are a traveller, far away from the business of the day, at least for a while. The Mediterranean menu makes the picture complete. Incidentally, they get fresh oysters by air from France. Don't forget to try their business lunch. It's only \$10 and includes a choice of salads, soups and main-course dishes.

5. **Molly Gwinn's**. The pub's namesake, Molly, was a pretty girl whose grandmother became famous after she went from being a simple orange saleswoman to being the favourite of King Charles II. Probably that accounts for the democratic climate in Molly's Pub, also for the many foreign guests. Here there is no place for English conservatism and Puritanism. In a word, it is a real man's dream — a plate of pork and a pint of cold beer at Molly's place.

*Molly
Gwinn's*

6. **Schizlong** offers the services of a café, solarium, and beauty salon. Here you can get a cup of coffee, a snack, a tan, a manicure, and a hairdo and then set out for a discotheque or movie. Every Wednesday the *Schizlong*

issues a mini-guide of Moscow listing art exhibitions, theatre shows, and club parties that it recommends. You can book a ticket to the theater on the spot and have it delivered while you enjoy your meal or oxygen. Yes, yes, oxygen. This is another of the café's attractions. Each table is equipped with pipes that supply guests with pure oxygen, if they feel the need. What a luxury for an urban resident fatigued from polluted air!



1	2	3	4	5	6

Task III. Read the text and choose the right items to complete the sentences after it.

THE HISTORY OF THE DOLLAR

The United States dollar, or American dollar, adopted by the United States Congress in 1785, is the official currency of the United States. It is also widely used outside the United States. Currently, issuing currency is controlled by the Federal Reserve Banking system. The most commonly used symbol for the US dollar is the dollar sign (\$).

The dollar was chosen as the monetary unit for the United States on July 6, 1785. The United States dollar comes from the Spanish silver coin. This coin was popular among American colonists, who called it the Spanish dollar. The word *dollar* is derived from the name of a European silver coin with the German name meaning "valley-er", situated in the valley.

There are various stories on the origin of the "\$" sign to represent dollar. Because the dollar was originally the Spanish 8 reales coin¹, it is suggested that the "\$" derives from the number "8" which appeared on the coin. The most probable explanation, according to the US Bureau of Engraving and Printing, is that "\$" is a corruption of the letters "PS" (for *peso* or *piastre*) written over each other in Spanish.



¹ a real — a Spanish coin

The colloquialism *buck* is often used to refer to a US dollar. This term, dating back to the 18th century, may have originated with the colonial fur trade (the word *buck* means the male of some animals — the deer, the rat, the rabbit and others). *Grand*, sometimes shortened to simply *G*, is a common term for the amount of \$1,000. Banknotes' nicknames are usually the same as their values (such as *five*, *twenty* etc.); however, the \$1 bill is often called a *single*, and the \$100 bill has got the nickname *Benjamin* (after the portrait of Benjamin Franklin that it bears) or a *C-note* (*C* being the Roman numeral for 100).

The US dollar uses the decimal system, consisting of 100 *cents* (symbol ¢). In another division, there are 1,000 *mills* or ten *dimes* to a dollar; additionally, the term *eagle* was used in naming gold coins. However, only cents are in everyday use as divisions of the dollar; *dime* is used solely as the name of the coin with the value of 10¢, while *eagle* and *mill* are largely unknown to the general public.

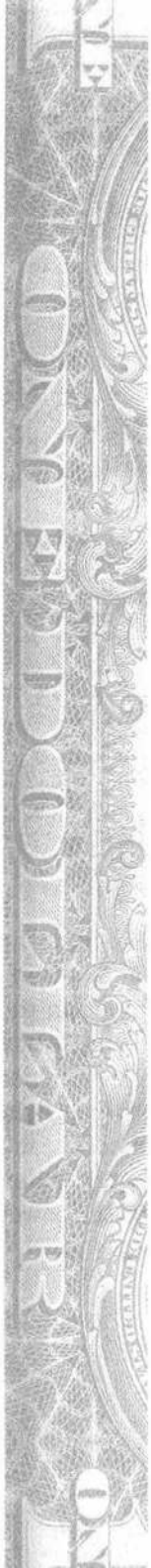
The dollar is also used as the standard unit of currency in international markets for commodities such as gold and oil. Even foreign companies with little direct presence in the United States give prices and sell their products in dollars, although some argue this is the result of the world market being dominated by US companies.

The federal government began issuing currency during the American Civil War. As photographic technology of the day could not reproduce colour, it was decided the back of the bills would be printed in a colour other than black. Because the green colour was seen as a symbol of stability, it was selected. These bills were known as “greenbacks” for their colour and started a tradition of the United States printing the back of its money in green. In contrast to the currency notes of many other countries, all Federal Reserve notes are the same colours (black with green highlights on the front, and green on the back), notwithstanding the recent addition of subtle elements in other colours to the \$20 and \$50 bills. Federal Reserve notes were printed in the same colours for most of the 20th century, although older bills called “silver certificates” had blue highlights on the front, and “United States notes” had red highlights on the front.



Microprinting and security threads were introduced in the 1991 currency series. Another series started in 1996 with the \$100 note, adding the following changes: the watermark to the right of the portrait depicting the same historical figure as the portrait. The watermark can be seen only when held up to the light, and had long been a standard feature of all other major currencies. A security thread that will glow red when exposed to ultraviolet light in a dark environment. The thread is in a unique position on each denomination. Colour-shifting ink that changes from green to black when viewed from different angles. This feature appears in the numeral on the lower right-hand corner of the bill front.

1. The US dollar became American currency because it...
 - a) was invented by the president
 - b) looked like a German coin
 - c) reminded of popular Spanish money

- 
- d) had a funny name
2. The first name of the US dollar was ...
- a) the American dollar
 - b) the Spanish dollar
 - c) valley-er
 - d) silver coin
3. The origin of the \$ sign to represent the dollar ...
- a) refers to the Spanish 8 reals coin
 - b) is a misinterpretation of the letters "PS"
 - c) is not known for a fact
 - d) rooted in Spain
4. The word "buck" instead of "dollar" is used in colloquial speech to denote ...
- a) one thousand dollars
 - b) Benjamin Franklin's nickname
 - c) the Spanish word for "number one"
 - d) an old unit of money in trade
5. Ten cents could be called "...".
- a) eagles
 - b) mill
 - c) cents
 - d) dime
6. The fact that ... makes American currency strong.
- a) there are a great number of US companies in Europe
 - b) European companies sell their goods in dollars
 - c) the dollar is an equivalent of gold
 - d) American presidents are printed on dollars
7. The American currency known as "greenbacks" is issued in green colour because green ...
- a) means novelty
 - b) is a sign of steadiness
 - c) symbolises freedom
 - d) is pleasant to the eye
8. The ... makes the American money unique.
- a) use of silver threads
 - b) portrait seen under special conditions
 - c) special kind of paint
 - d) ultraviolet light radiating from notes

Task IV.

Read the parts of the text (A—H) and change their succession to get a complete and logical narration. Fill in the table after the text.

“THANKS, DAD”

(by Shirley Worrall)

A. At last the traffic began moving, slowly but steadily. He glanced at the clock on the dashboard, and was surprised to see that only two minutes had passed since he had last looked. Perhaps he'd make it after all. He did, too. Having broken every speed limit, he pulled into the school's car park with four minutes to spare. There was nowhere to park, so he shamelessly blocked in a staff member's car and ran into the building.

B. Tony had died when Jane was seven, six years ago. All Jane's sentences now seemed to begin with “Dad would have...” or “Dad wouldn't have...”. Jane had no real idea what he might have done or said in any given circumstances. That was of little consolation to Rob though. “She'll come round, love,” Eve had promised. Rob had thought so, too, but he was no longer so sure. They had been married for almost a year now, and there was no sign of Jane “coming round”.

C. Later that evening, having phoned Eve, grannies, every family member, every friend, they gave that trophy pride of place in the centre of the mantelpiece. “Thanks, Dad,” Jane whispered. Incapable of speech, Rob hugged her. He had thought that “Dad” had been just for the school's benefit. He hadn't dared to hope for more.

D. That day everything went wrong. Rob thought he had plenty of time, yet it would take a miracle now to get him to Jane's school by four o'clock. Ahead of him, stretching into the distance were three lanes of cars. And what would Jane say when he didn't turn up at the school? Probably not a lot, he thought sadly. His stepdaughter would simply shrug it off in an “I told you so” sort of way. “I'll be the only kid in the school with no family at the prize giving,” she had muttered at breakfast that morning.

E. Jane skipped forward to accept the trophy, and then the headmaster stepped back, encouraging her to say a few words. “I'd like to thank lots of people,” she said breathlessly. “The judges, of course.” She turned to smile to them. “And I wanted to thank my parents, too, but they can't be here today. I particularly wanted to thank my dad, because without him, I wouldn't have thought of writing. I'd always thought books were boring until, one day, he bought me a beautiful set of Tolkien's novels.”

F. Good heavens — Jane meant him! But she had never called him Dad.

Never! "I'm here!" He leapt to his feet and thrust his hand into the air as if he were a ten-year-old in a classroom, and everyone in the hall — parents, grandparents, pupils — erupted into gales of laughter.

G. The school hall was buzzing with noise as he took one of the few empty seats at the back. He couldn't see Jane; she had been somewhere among the hundreds of children sitting on the floor at the front. The headmistress held up the trophy — a silver quill on a wooden plinth — and began telling the audience about the competition's history. "And this year's winner," she announced at last, "with her novel 'The Forgotten Circle', is Jane Appleby."

H. Stuck in the traffic jam Rob was thinking of his stepdaughter. No matter how hard he tried, he would never please Jane. Perhaps that wasn't surprising. In Jane's eyes, her father had been the best — which was as it should be. No one could measure up to Tony Appleby. Tony had taught Jane to ride a bike, to swim, to play the guitar — everything. Well, almost everything. He hadn't taught her how much enjoyment there was to be had from books. Rob found it hard to understand anyone who didn't share his enthusiasm about books.

Order of succession	1	2	3	4	5	6	7	8
Parts of the text								

Task V.

Read the text and complete it filling the blanks (1–8) with the missing parts of the sentences (a–i). One of them is an extra part. Fill in the table after the text.

- | | |
|-------------------|------------------------------|
| a) in advance | f) introducing the subject |
| b) in addition | g) manage their pocket money |
| c) the amount of | h) for the responsibility |
| d) buying power | i) spending and saving |
| e) good at saving | |

POCKET MONEY LESSONS IN BRITAIN

The surveys have revealed some interesting trends in 1. _____ pocket money parents give to their children. And the results show that children are better-off if they grow up in Wales and the North of Great Britain. Children in the North receive more pocket money than their peers down South, which is interesting in light of the fact that adults generally earn more in the latter region.

9–10-year-olds receive an average of £3.65 a week, while 15–16-year-olds' pocket money is £12.89. Parents in Wales are the most generous in Britain, giving their kids an average of £8.49 a week. That figure is nearly doubling the average for children in the Southeast, who receive the lowest amount in Britain – £4.91. About 50% of 11–16-year-olds say they are not 2. _____. Children in Scotland and the Midlands are the best savers. 28% put some money away for the future. Children in the North say their parents are more likely to buy them everything they ask for than their peers in the South.

If you are in any doubt about when to start giving your children pocket money, the government may have just made the decision for you. From September 2000, children as young as eight will be taught in school how to 3. _____. So if yours aren't getting any by then, they may start wanting to know why. The plan for the new lessons is part of a broader government initiative to develop children's "financial literacy". This will include 4. _____ of money and what can be done with it to children from five to eight. The next stage from eight to eleven will cover pocket money, savings and giving money to children. There will be more focus on the benefits of saving and spending for 11- to 14-year-olds and for the older groups lessons will cover bank accounts and family budgets.

The basic advice to parents is set an amount each week and stick to it. If you give your child extra money every time they use up the weekly allowance, or pocket money 5. _____ when they want to buy something expensive, you won't be teaching any of the lessons about saving or the idea that money does sometimes run out.

Parenting books seem to agree on the idea that as soon as they are able, children should be expected to give some help with tidying their rooms or preparing meals without getting any money. But extra jobs like washing the car could be used as a way of giving them a few extra pence or pounds. Opinions are divided on whether to take off pocket money for bad behaviour but if you decide the purpose of paying it is mainly to teach about 6. _____, maybe it shouldn't also be a fortune for other lessons.

The question that bothers is how much pocket money to give children. The value of money is its 7. _____. Do you need to work out how much things cost now, particularly the things your children will want to buy? You should be realistic and increase the amount as your child becomes ready 8. _____. Keep track of their expenses by monitoring what they buy for a week or two. Give them enough for the basics and a little bit more but not enough that they could buy anything they wanted. When children are little, the basics might mean how much you spend on treats for them each week. Having

to spend their own money for treats lets them learn that treats are special and limited. So the government's initiative in including "Financial Literacy" lessons into the curriculum is quite sound.

1	2	3	4	5	6	7	8

Task VI. Read and discuss.

- a) Read the text and discuss it with the help of the questions given after it.

SUBLIMINAL MESSAGES. WHAT INFLUENCES OUR SHOPPING?




The average American views an average of 1500 ads every single day! Did you know that some of these ads have hidden pictures, words, or even sounds inside of them? These hidden things are called subliminal messages. When used correctly, these hidden messages can persuade us to do certain things.

Subliminal messages are things that are stored inside the subconscious of our minds. They are known as hidden messages because we have no knowledge of the things inside our subconscious. The subconscious is one part of our brain. We are not aware of the things inside our subconscious part. However, our subconscious remembers every single detail of every single thing we see! It works just like a computer because it views information (ads), and stores it into our memory (brain), for example, a small image hidden inside a larger picture; an audio message hidden inside a cassette tape; hidden messages inside songs that you hear when you play it backwards; hidden words or pictures that quickly appear inside a television show, movie, or commercial.

Our subconscious affects us on a daily basis. In fact, it is responsible for the following:

little slips of the tongue; unexplainable actions or thoughts; ideas, songs and memories that suddenly “pop” into our heads.

Subliminal messages have become a very powerful way to get your message out to the public. It all started in 1957 when James M. Vicary created an “invisible commercial” for a movie theatre. This “invisible commercial” contained several brief messages that were hidden inside of one main message. For example, during the main commercial the words “Drink Coca-Cola” and “Hungry? Eat Popcorn” would flash on the screen. These interruptions would occur every five seconds, and they would last for 1/3000th of a second. These brief interruptions were not noticeable to the viewers. However, the people that watched these commercials had an unexplainable wish to eat popcorn and drink coca-cola. Overall, popcorn sales increased by 57.5% and drink sales increased by 18.1%.

People were outraged when they heard about this experiment. They couldn’t believe that the media was able to get inside of their minds and influence their purchasing decisions! Soon, television and radio stations started using this technique.

Advertisers still use subliminal messages today. Studies have shown several huge companies currently use subliminal messages in their ads, movies, cartoons, music, and television shows. Television is currently the main source of subliminal messages. These messages are done the same way as the first Vicary movie theatre experiment. A hidden message is shown for a tiny fraction of a second continually throughout the entire ad.

I know this sounds strange, but celebrities are also one form of subliminal ads. Famous






Johnson & Johnson



GUCCI



people don't just sell products, they sell fame, success and wealth along with the product. For example, some people think that they will be great basketball players if they wear the same shoes as Michael Jordan.

Another form of subliminal advertising is the idea that "everyone is doing it, why aren't you?" This concept is popular among young people and tends to be a very popular type of subliminal messages. An example of this is the poster that says, "Your friends won't think less of you if you don't use... But they certainly will think more of you if you do."

Subliminal messages aren't always bad. They can be used to improve things. For example, subliminal messages are also inside tapes to help people quit smoking and lose weight. These tapes have turned out to be very effective. Unfortunately, people don't always stop smoking after listening to these tapes, but they do smoke less than they used to.

Subliminal messages are a *very, very powerful marketing tool*. They can be used to persuade us to feel or do many different things. However, the effects of subliminal messages are short-term.

1. What do you think of ads? Are they necessary? Why?
2. Do you think TV commercials affect teenagers? In what way?
3. Do you believe that subliminal messages can be powerful?
4. What do you think of the moral aspect of using subliminal messages? Are they a curse or a blessing?
5. Should famous people advertise things? Why (not)?
6. In what areas of life should S. M. be

used? How can we control their usage? Can you think of an example of an effective ad?

b) Give a 2-minute talk as a representative of an advertising company. Remember to mention:

- what product you would like to advertise;
- its advantages;
- what way of advertising you prefer;
- your attitude to using subliminal messages.

c) You are a sales manager and you interview a customer. Remember to ask:

- what the customer spends most of his/her money on;
- what products or things he/she finds basically necessary;
- what kind of goods attracts him/her most;
- if the customer is influenced by advertising.

You speak first. Your partner answers the questions.

Fascination and Challenge:

The World of
Science and
Technology

Task I.

Read the texts (A—F) and match them with the titles (1—7). There is one extra title. Fill in the table after the texts.

Titles

- | | |
|--------------------------------------|----------------------------|
| 1. A New Invention Connecting People | 5. A New Medicine |
| 2. The Era of New Technologies | 6. Computer Entertainment |
| 3. The Age of Space Exploration | 7. Breakthrough in Biology |
| 4. An Alternative Source of Energy | |

(A.) In the atomic age American scientists have been experimenting with solar power. A great solar power invention that came into existence in 1996 is the Solar. Two power plants that began operation in the Mojave Desert in California generated enough electricity for 10,000 homes. On a 38-hectare site, nearly 2000 huge mirrors point toward a 90-meter “power tower” that heats molten salt, which flows to a steam generator that turns a turbine. The molten salt stores heat more effectively than water, so scientists believe that this innovation can make large commercial plants economical in areas with plenty of sun.

(B.) There are heated debates over human cloning. Scientists are already talking about using for medical purpose the technique that produced the sheep called Dolly. Cloning might help patients with Parkinson’s and other brain diseases by providing them with neutral tissue that is genetically identical to their own. Burn victims could receive soft new skin, which would be grown in a laboratory and wrapped around injured areas like a bandage. The cloned cells would cause no danger of rejection, patients would be spared the need to take powerful drugs to suppress the immune system. The benefits of this bold technique outweigh the risks, the major of which is that cloning will produce multiple copies of crazy despots.

(C.) An American invention that was barely noticed in 1947 went on to introduce a new age of information sharing. In that year the Bell Laboratories

drew upon highly sophisticated principles of theoretical physics to invent the transistor, a small substitute for the bulky vacuum tube. This and a device invented 10 years later, the integrated circuit, made it possible to package enormous amounts of electronic circuits in tiny containers. As a result, book-sized computers of today can outperform room-sized computers of the 1960s, and there has been a revolution in the way people live, in how they work, study, conduct business, and engage in research.

(D.) A mobile phone made from paper is about to go on the market in the USA, and should be available around the world six months later. Costing only \$10, it is the size of three credit cards put on top of each other. The phone allows 50 minutes of calls, and is thrown away when the calls are used up. A more expensive model will be able to accept incoming calls. The phone uses Super Thin Technology, with the electronics printed onto paper.

(E.) In 1957 the Soviet Union launched the first satellite, Sputnik I, and the USA followed with Explorer I in 1958. The first manned space flight was made in the spring of 1961 by Soviet astronaut Yuri Gagarin. From those first steps to the 1969 moon landing to today's reusable shuttle, the program has brought forth a breathtaking display of applied sciences. Communication satellites transmit computer data, telephone calls, radio and television broadcasts. Weather satellites give the data necessary to provide early warnings of severe storms. Space technology has generated thousands of products for everyday use — from light materials in running shoes to respiratory monitors used in hospitals.

(F.) The Hip-Hop Sessions is an Internet-based game for those of you who are too cool for fantasy games. The game revolves around DJing Hip-Hop music. You have to practise your mixing skills, shop for records and play at parties, with occasional breaks to sleep and build up energy for more partying. At each party your "groove meter" will rise as the crowd gets into your music, and you get respect and cash to buy more records. If you earn enough "respect points", you can work your way up the club hierarchy. The aim of the game is to become a fantastic Hip-Hop DJ and play at the prestigious "Cheetah Hotel".

Titles	1	2	3	4	5	6	7
Texts							

Task II. Read the descriptions of various special effects used in cinematography (1—7) and say in which of them creators:

- use electronic machines with programmes;
- use various kinds of glasses;
- use a pause in film-shooting to substitute an actor with a lifeless model;
- achieve scary effects;
- change the size of the humans to match other living creatures;
- overlap two or more images.

There is one extra description. Fill in the table after the descriptions.



1. The pioneer in the field of special visual effects was the film *The Execution of Mary, Queen of Scots* made in 1894 at the Thomas A. Edison laboratories. Horrified patrons saw the headsman chop off Her Majesty's head before their very eyes. The director-cameraman (hence the world's first special effects cinematographer) was Alfred Clark, one of Edison's lab assistants. Clark made camera stop after the axe was raised, had the players "freeze" while the queen fled and dummy took her place, then resumed the camera movement as the axe fell. This elementary idea was to visual effects in cinematography what the invention of the wheel was to industry.

2. For the film *The Lost World* made in 1925 forty-nine dinosaurs about 61 cm in length made of metal and rubber were animated in stop-motion technique by Willis O'Brien. Actors were photographed to appear much smaller than animals. O'Brien improved this method enormously for *King Kong*, one of the most popular pictures of all time. Animated action of Kong was also projected onto large screens behind the actors.

3. Until some 30 years ago most special effects were created in studio departments. Now most of them are the work of specialized

independent studios or are produced by groups, specially organized for specific projects. An important breakthrough occurred in 1968 when a team of British and American effect makers was assembled for the film *A Space Odyssey* (1968). There actors are filmed in front of a high reflective screen onto which a background image is projected from a two-way mirror.

4. In the sixties different studios began to popularize the use of several technologies relatively unexploited until then: motion control, the programming of cameras and models to repeat moves exactly for multiple-exposure photography.

5. Another landmark was the close from *Encounters of the Third Kind* (1977) in which a giant alien ship visits Earth. The actors and the base of the ship were photographed in an airplane hangar, the background was projected onto a 30 metre screen, and the lighted model was put over it later.

6. Computer graphics visual effects got an impressive introduction to feature films in the Disney production *Tron* (1982), in which a video game comes to life. Fifteen minutes of the film consist of action generated completely by computer. In ten years since *Tron*, computer technology has developed into one of the most important tools of the visual-effects industry.

7. Spectacular visual effects made *Ghostbusters*, a wild comedy with terrifying moments, one of the most successful productions of 1984. A 65 mm high-speed reflex camera and a 65 mm aerial-image optical printer were specially designed for the production. As many as 163 artists and craftsmen were involved in creating a non-existent New York skyscraper, fantastic ghosts, two giant "terror dogs", strange





weapons, weirdly coloured clouds, and a towering statue that comes to life to terrorize the city. The strange clouds were made by dropping chemicals into water. The strange building was partly miniature, partly real, and partly a painting. There were also laser effects and animated lighting.

Descriptions	1	2	3	4	5	6	7
Details							

Task III. Read the text and choose the right items to complete the sentences after it.

THE ROBOTS ARE COMING!

Spielberg's film *AI* awakened public interest in robots and artificial intelligence. With the release of Sony's second robotic dog and increasing progress in the study of artificial intelligence, perhaps we will all have robotic sidekicks like *Star Wars*' C-3PO in the not-so-distant future.

Intelligent robots have long captured our imagination. They have been part of popular culture for many years, and have featured in some of films — although mostly in cautionary tales about emotionless robot killers — such as *Terminator* and *RoboCop*. Today Philip K. Dick's vision in his science fiction classic *Do Androids Dream of Electric Sheep?* could soon be more fact than fiction.

Dick tells of a world where few real animals are left and many people keep realistic-looking robot animals instead. Sony's second version of their robot dog AIBO (which stands for Artificially Intelligent Robot, and means "pal" in Japanese) is now available across Europe. There are now competing robotic cats, dogs and insects, which can be yours for prices ranging between J300 and J20,000.

The latest electronic pets — although more sophisticated than earlier versions such as Tamagotchis and Furbys — are certainly not going to fool anyone into thinking they are real pets. And although they may be able to walk around and respond to a limited range of sight, sound and touch stimuli, it will be some time before AIBO is running off to fetch your slippers.

Sony and Honda have recently developed humanoid robots. Standing 50 cm tall, they can walk and dance — although they can't do much more than this.



Dyson have also produced robotic vacuum cleaners which can clean rooms, using sensors to navigate¹.

Scientists say these are the first steps towards domestic robots which will one day be carrying out all boring household chores². But will robots ever be capable of more than this? In *AI*, robots can love. Could machines ever have emotions? Current technology is nowhere near achieving this, and experts agree that we are a long way from building a robot which behaves anything like a human.

But while convincing robotic humans are many years away, robotic animals could be running around your home today. Unlike their flesh-and-blood counterparts, your electronic pet will never bite you, there are no litter trays to empty and no electronic fleas for them to catch. But at a minimum cost of J300 for a robotic pet, perhaps cleaning out the kitty litter doesn't seem so bad!



1. Spielberg's latest film awoke public interest in ...
 - a) dogs
 - b) robot dogs
 - c) electronic mind
 - d) highly intelligent people
2. Intelligent robots have already captured ...
 - a) our world
 - b) our interest
 - c) the film studio
 - d) Spielberg
3. Most films feature emotionless ...
 - a) robot dogs
 - b) terminators
 - c) cops
 - d) mechanic murderers

¹ to navigate — to find your way around

² a chore — a small task in the house such as washing up

4. Philip Dick's film tells of a world where ...
 - a) few people are left b) few real animals exist
 - c) robots only live d) many people keep sheep
5. Now in Europe you can easily buy ...
 - a) an electronic pet b) a Japanese dog
 - c) all kinds of humanoid robots d) Japanese intelligence
6. Robot pets cannot ...
 - a) stroll around b) respond to any sound
 - c) get things you need d) react to a touch
7. Humanoid robots can ...
 - a) do the house b) fetch slippers
 - c) read books d) show emotions
8. Japanese scientists ... robots which behave like humans.
 - a) have produced b) are building
 - c) will soon exhibit d) are very far from constructing
9. The main advantage of having a robot pet is that it ...
 - a) adores and obeys you b) doesn't leave waste
 - c) follows you everywhere d) doesn't cost much

Task IV. Read the parts of the text (A—F) and change their succession to get a complete and logical narration. Fill in the table after the text.

FINGERPRINTS AS A NEW METHOD OF IDENTIFICATION

A. Soon after that the police came to him for help in another case. That time there was no prisoner — just the report of a theft in a neighbouring house. When Dr Faulds came to the house, he discovered some fingerprints on a mug. Which was fine, but he had nothing to compare them with. What happened next was pure coincidence. As Dr Faulds had been collecting fingerprints for some months for his studies, he had fingerprinted even his friends and their servants. While looking through his collection he found the exact match. The servant confessed his guilt.

B. In different countries other experts began looking at fingerprints. Sixteen years after Dr Faulds wrote about their uses, the Argentine became the first country in the world to set an identification system based on

fingerprints. Then other countries started setting up their systems. Almost reluctantly the world agreed it had a new weapon against crime. The system was officially introduced at Scotland Yard in 1901. It was developed by Sir Francis Galton and Sir Edward Henry.

C. So one day looking at some very old Japanese pottery, he noticed that it showed fingerprints, marks made in pottery while the clay was still soft. He discovered that for a long time it had been quite normal for Japanese people to put their thumbprint instead of a signature. And Dr Faulds began examining fingerprints under a microscope. He was interested if fingerprints might be inherited — from father to son, for example. He decided they weren't.

D. Then, sheer chance helped him in his investigation. A thief had climbed over a white-washed wall near Dr Faulds' house. The neighbours who knew his interest in fingerprints told him that a clear set of sooty fingerprints had been left on the white wall. A man believed to be the thief had been arrested.

E. Henry Faulds was the first to get interested in fingerprints. He was a Scottish physician working in a hospital in Japan, he also lectured part of his time to medical students. He was the kind of man who had an inquiring mind. When he got hold of an idea he wouldn't let it go.

F. Of course, Dr Faulds hurried round and the amused police allowed him to take the fingerprints of the arrested man. They didn't match the prints the thief had left on the wall. So Dr Faulds told the police their prisoner might be innocent. The police still kept hold of the prisoner, but a few days later found the real thief. This time the prints matched those on the wall. Dr Faulds suddenly realized what fingerprints could mean if found on the scene of a crime.

Order of succession	1	2	3	4	5	6
Parts of the text						

Task V.

Read the text and complete it filling the blanks (1—8) with the missing parts of the sentences (a—i). One of them is an extra part. Fill in the table after the text.

- a) record of achievement in science and
- b) finance their own research
- c) British scientists
- d) heart, lung and liver
- e) earth observation
- f) is involved in extensive programmes run by
- g) research is continuing
- h) Nobel prizes for science
- i) provide training for young scientists

SCIENCE AND TECHNOLOGY

Britain's long 1. _____ technology has continued throughout the twentieth century. 2. _____ have been won by 70 British citizens, more than for any country except the United States.

In the last two decades major contributions have been made by 3. _____ working in universities, research institutes and industry. These have included theories on black holes and the origins of the universe; discovery of genes linked to cystic fibrosis and other diseases; the development of monoclonal antibodies and scanning techniques for medical diagnosis; invention of DNA profiling to identify an individual from blood and tissue specimens; and the world's first combined 4. _____ transplantant 5. _____ in the fields of medicine and genetics.

The Government considers that public funding should support work in the basic sciences to advance knowledge and technological capability and provide training for scientists. Industry, however, is expected to fund the commercial application of scientific advances.

Many companies in major sciences 6. _____ and run their own laboratories. Smaller companies commission research from industrial contract organizations.

Chemical research has led to a number of breakthroughs, including heat-resistant engineering plastics and substitutes for environmentally harmful chemicals. Pharmaceuticals is the most research-intensive part of the chemical industry, producing several of the world's best-selling drugs. Pioneering achievements in aerospace include advanced radar and aircraft control systems.

Britain 7. _____ the European Community to strengthen the technological industries of Europe and improve their competitiveness worldwide. Over 300

British companies and other organizations are involved in an industry-led scheme to encourage the development of high-technology products throughout Europe.

Support for civil space research is coordinated by the British National Space Centre and is concerned mainly with 8. _____ from satellites for commercial and environmental applications.

1	2	3	4	5	6	7	8

Task VI. Read and discuss.

a) 1. Before you read the text try to remember

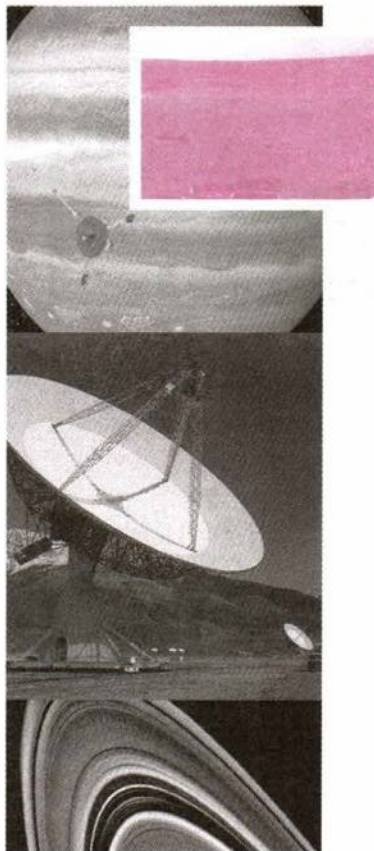
- 1) when Russia sent the first satellite into space;
- 2) who was the first Russian astronaut;
- 3) which of the Russian astronauts left the spaceship to work in outer space;
- 4) Russian women astronauts;
- 5) what country sent people to the Moon;
- 6) who proposed the Mars programme.

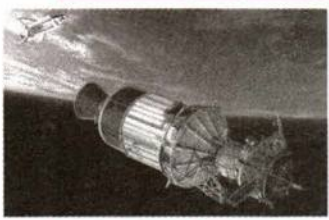
a) 2. Read the text and discuss it with the help of the questions after it.

A NEW SPACE PROJECT

"We do not know where this journey will end, yet we know this: human beings are headed into the cosmos." It was with these words that George W. Bush announced to the world that he had approved NASA¹ projects for manned space missions to the Moon and Mars. NASA's current robotic missions on Mars have attracted enormous interest around the world. Without doubt these missions would result in significant and important scientific advances for humanity.

¹ NASA = National Aeronautics and Space Administration





Respected scientists believe that they may find life or fossils of previous life on Mars, a discovery that would rank as one of the most significant in human history. It is hoped the exploration could lead to new technologies and potential new energy supplies. Supporters of the plan also argue that mines on the Moon could uncover reserves of new energy, including helium-3. Besides, wholly new rocket and capsule systems would have to be developed.

The last time the US had men on the Moon was more than thirty years ago. The last man on the Moon was Eugene Cernan in 1972 and the old Apollo shots are either outdated or lost. As the Moon is just three days away, while Mars is at least six months away, it is thought the former could become a testing ground for space equipment. Americans are planning the construction of a permanent lunar space station. Although the Moon is relatively close at a distance of 385,000 kilometres, a mission to Mars would require astronauts to live off Earth for several years as the Red Planet is more than 150 times farther from Earth than the Moon.

Despite this huge interest in space exploration 55% of Americans would like any spare cash to be spent on Earth dealing with the problems which concern health and education systems. Initial estimates for Bush's plans range from \$400 billion to \$1 trillion. That's how much commentators estimate it will cost to send a manned mission to the Moon by 2015, followed in 2020 by an extended mission to establish a permanent base, followed by a manned mission to Mars at an unspecified date.

We may also be witnessing the usage of space programmes as a political weapon. These latest US space plans come after China's first successful manned space flight and the Chinese announcement to send a manned mission to the Moon by 2010. The European Space Agency also has a programme named Aurora which is a 25-year project for a mission to Mars. Russia has ambitions for new space exploration too, but some scientists argue that future trips are best left to robots like the rover now on Mars. There is an even greater danger behind the project — militarization of the space programme. As the *Guardian* points out, for US armed forces military control of space must be an essential element for American military strategy.

However it is a great challenge to extend human presence across our solar system and that attracts scientists from all countries.

1. When are people planning to go to the Moon? Mars?
2. Why is it of great interest to scientists to explore the Moon and Mars?
3. Why don't all ordinary Americans support the programme?
4. Can exploring space be dangerous for people on Earth?
5. How can space programmes be used as a "political weapon"?
6. Can Star Wars become a reality?

b) Give a 2-minute talk on space exploration. Remember to mention:

- what country launched the first sputnik (satellite);
- the role of sputniks (satellites) in our life;
- who was the first astronaut;
- what country sent people to the Moon;
- advantages and benefits of space technology.

c) You need to interview an astronaut before his/her flight. Ask:

- about the date and purpose of the flight;
- if he/she will leave the spaceship for outer space;
- what experiments they will hold or what new materials they hope to discover;
- what he/she thinks of space journeys for common people;
- if it is possible to build a space city and live in it.

Your partner will play the part of the astronaut. You speak first.

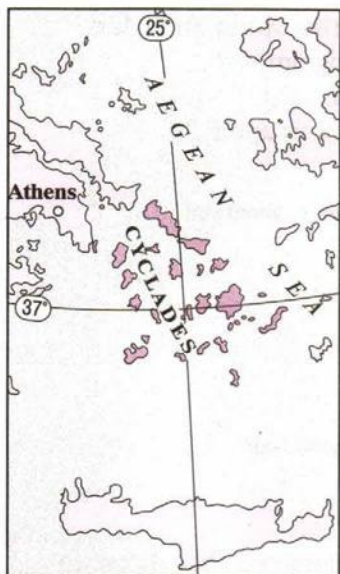
Going to Places:

The World of Travelling

Task 1. Read the paragraphs (A—E) about the Cyclades, then match them with the titles (1—6). There is an extra title. Fill in the table after the text.

Titles

1. Weather Typical of the Islands
2. Culture of the Islands
3. Formation of the Islands
4. Typical and Specific Features of the Islands
5. History of the Islands
6. Location of the Islands



THE CYCLADES

(A.) The Cyclades [ˈsɪklədiːz] are a group of islands scattered on the blue waters of the Aegean [iˈdʒiːən] Sea. Full of sunlight and sparkling sea, they lie to the east of the Peloponnese [ˌpeləpəˈniːs] and southeast of the coast of Attica. Some of the islands are well known to the public at large while others remain hardly known and rarely appear on the tourist scene.

(B.) The Cyclades have always had a powerful charm since ancient times, even though it has always been difficult to get to them. This was the birthplace of one of the Mediterranean's most important civilizations, one which took its name from the islands: the Cycladic civilization (3000—1000 BC).

(C.) Geologists think that the peculiar shape which the Cyclades have today is due to certain geological processes — earthquakes, volcanic eruptions, movements of the earth's crust. They all made some large pieces of land disappear. Many believe that one of such stretches of land was the lost continent of Atlantis.

(D). In spite of the characteristics which all the islands have in common — sparkling sea, sun, the landscape and the architecture — plain in style and without decoration — each island is unique and has its own face, which visitors can discover as they explore them one by one.

(E). The Cycladic Islands enjoy a Mediterranean climate, with an average temperature for the year of 18–19 °C. The winters are mild and the summers — by Greek standards — cool, thanks to the beneficial effects of the seasonal winds known as the “meltemia”.

Titles	1	2	3	4	5	6
Texts						

Task II. Read the descriptions of different tourists (A–F) and match them with their characterizations (1–7). There is one extra characterization. Fill in the table after the descriptions.

1. The grumbling tourist
2. The gastronomic tourist
3. The sentimental tourist
4. The possessive tourist
5. The adventurous tourist
6. The indifferent tourist
7. The “generous” tourist

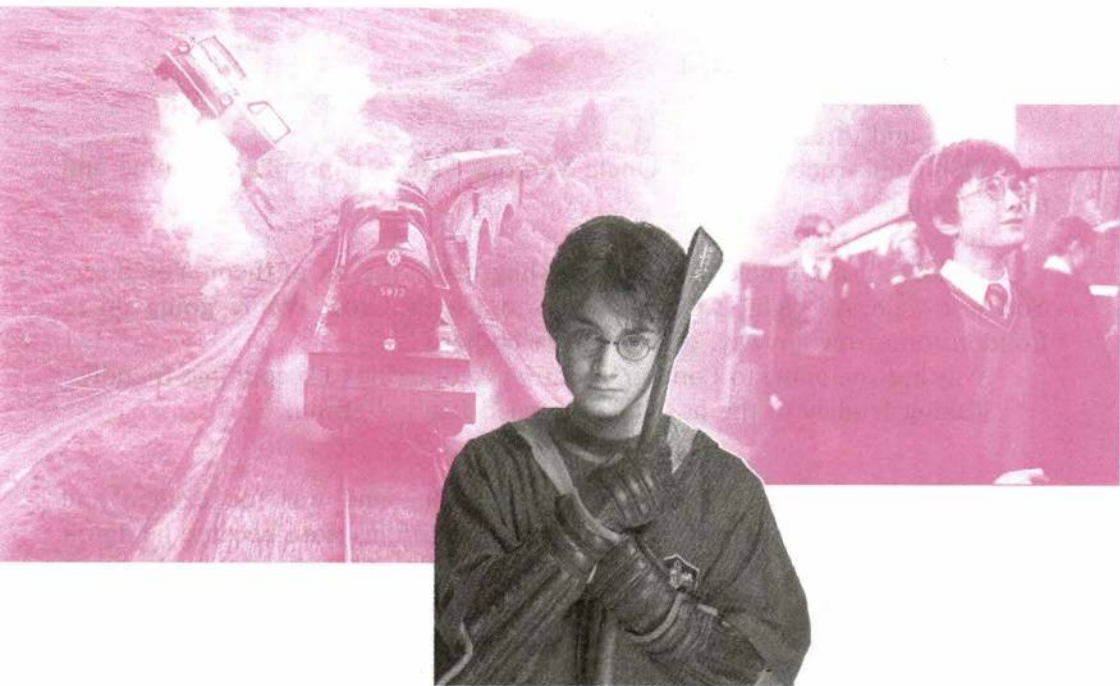
A. They haunt abbeys by twilight and bathe themselves in moonlight. They write limping sonnets to very old farms under the impression of their being castles of antiquity and get very ecstatic about morning and very sloppy about night. They will look at the old monastery and will be deep in thought about its history and beauty that will make them forget what they are doing and what is happening around them.

B. They gather in a harvest wherever they go. They never just travel but seek for information asking questions, watching and listening carefully. From every town they must carry a sample of the most famous characteristic. At every stop they buy souvenirs or ask for them.

C. They never come to a new locality without wanting a new excitement. They feel happy and



Harry kept to his room, with his new owl for company. He had decided to call her Hedwig, a name he had found in *A History of Magic*. His school books were very interesting. He lay on his bed reading late into the night, Hedwig swooping in and out of the open window as she pleased. Every night before he went to sleep, Harry ticked off another day on the piece of paper he had pinned to the wall, counting down to September the first.



On the last day of August he thought he'd better speak to his aunt and uncle about getting to King's Cross station the next day, so he went down to the living room where they were watching a quiz show on television. He cleared his throat to let them know he was there, and Dudley screamed and ran from the room.

"Er — Uncle Vernon?"

Uncle Vernon grunted to show he was listening.

"Er — I need to be at King's Cross tomorrow to — to go to Hogwarts."

Uncle Vernon grunted again.

"Would it be all right if you gave me a lift?"

Grunt. Harry supposed that meant yes.

"Thank you."

He was about to go back upstairs when Uncle Vernon actually spoke.

"Funny way to get to a wizards' school, the train. Magic carpets all got punctures, have they?"

Harry didn't say anything.

"Where is this school, anyway?"

"I don't know," said Harry, realizing this for the first time. He pulled the ticket Hagrid had given him out of his pocket.

"I just take the train from platform nine and three quarters at eleven o'clock," he read.

His aunt and uncle stared.

"Platform what?"

"Nine and three quarters."

"Don't talk rubbish," said Uncle Vernon. "There is no platform nine and three quarters."

"It's on my ticket."

"Barking," said Uncle Vernon, "howling mad¹, the lot of them. You'll see. You just wait. All right, we'll take you to King's Cross. We're going up to London tomorrow anyway, or I wouldn't bother."

"Why are you going to London?" Harry asked, trying to keep things friendly.

"Taking Dudley to the hospital," growled Uncle Vernon.

* * *

Harry woke at five o'clock the next morning and was too excited and nervous to go back to sleep. He got up and pulled on his jeans because he didn't want to walk into the station in his wizard's robe — he'd change on the train. He checked his Hogwarts list yet again to make sure he had everything he needed, saw that Hedwig was shut safely in her cage, and then paced the room, waiting for the Dursleys to get up. Two hours later, Harry's huge, heavy trunk had been loaded into the Dursleys' car, Aunt Petunia had talked Dudley into sitting next to Harry, and they had set off.

They reached King's Cross at half past ten. Uncle Vernon dumped Harry's trunk onto a trolley and wheeled it into the station for him. Harry thought this was strangely kind until Uncle Vernon stopped dead, facing the platforms with a nasty grin on his face.

"Well, there you are, boy. Platform nine — platform ten. Your platform should be somewhere in the middle, but they don't seem to have built it yet, do they?"

He was quite right, of course. There was a big plastic number nine over one platform and a big plastic number ten over the one next to it, and in the middle, nothing at all.

¹ barking, howling mad = quite mad

"Have a good term," said Uncle Vernon with an even nastier smile. He left without a word. Harry turned and saw the Dursleys drive away. All three of them were laughing. Harry's mouth went rather dry. What on earth was he going to do? He was starting to attract a lot of funny looks, because of Hedwig. He'd have to ask someone.

He stopped a passing guard, but didn't dare mention platform nine and three quarters. The guard had never heard of Hogwarts and when Harry couldn't even tell him what part of the country it was in, he started to get annoyed, as though Harry was being stupid on purpose. Getting desperate, Harry asked for the train that left at eleven o'clock, but the guard said there wasn't one. In the end the guard walked away, muttering about time-wasters. Harry was now trying hard not to panic. According to the large clock over the arrivals board, he had ten minutes left to get on the train to Hogwarts and he had no idea how to do it; he was standing in the middle of a station with a trunk he could hardly lift, a pocket full of wizard money, and a large owl.

He wondered if he should get out his wand and start tapping the ticket box between platforms nine and ten.

1. During August Harry's life at the Dursleys became ...
 - a) hardly bearable in many ways
 - b) better in many ways
 - c) very intriguing in many ways
2. Harry lay on his bed reading late into the night because he ...
 - a) had nothing else to do
 - b) was willing and keen to know more
 - c) was punished by the Dursleys
3. Harry ... where his school was.
 - a) forgot the name of the place
 - b) was not sure if he had been told
 - c) didn't have any idea
4. Uncle Vernon ... to take Harry to London.
 - a) was not really willing
 - b) completely refused
 - c) was eager
5. Harry woke up early in the morning because he ...
 - a) wanted to check his Hogwarts list
 - b) was feeling enthusiastic and worried, happy and slightly afraid
 - c) was not sure he had collected everything he needed

6. Dudley ... to sit next to Harry in the car.
 - a) was persuaded
 - b) was made
 - c) had
7. Uncle Vernon wheeled the trolley with Harry's trunk into the station because he ...
 - a) wanted to see for himself that Harry couldn't find his train
 - b) hoped to produce a good impression on his nephew
 - c) was sure he would never see Harry again.
8. The Dursleys ...
 - a) were happy to leave Harry on the platform without any help
 - b) had not expected platform nine and three quarters would exist
 - c) sincerely wished Harry to have a good term
9. Harry could not explain to the guard where Hogwarts was because he ...
 - a) was being stupid on purpose
 - b) hadn't been informed of it
 - c) didn't dare mention platform nine and three quarters
10. After the talk with the guard Harry ...
 - a) was annoyed
 - b) was scared to death
 - c) was unable to think clearly and calmly

Task IV.

Read the parts (A—E) of the story "Air Travel" and change their succession to get a complete and logical narration. Fill in the table after the text.

AIR TRAVEL

A. First you go to the check-in desk where they weigh your luggage. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay excess baggage (you pay extra). After you're through with your luggage the airline representative checks your ticket and gives you a boarding card for the plane with your seat number on it and you go through passport control where an official checks your passport, and then into the departure lounge.

B. When the plane lands, you have to wait for it to stop. When the doors are open, you get





off the plane and walk through the terminal building and go to the baggage reclaim where you collect your luggage. You pass through customs (green — nothing to declare; red — goods to declare; blue — European Union citizens). If you are lucky, you can then get a bus, taxi or train to the center of town without waiting too long. You can also hire a car¹ at most airports.

C. The plane then moves towards the runway, and when it has permission to take off, it accelerates along the runway and takes off. On board the plane you may want or need to understand certain announcements; these come from the captain or from an air steward or stewardess, cabin crew or flight attendants.

D. Here, you can also buy things in the duty-free, e.g. perfume, alcohol and cigarettes. About half an hour or forty minutes before take-off, you are told to go to your gate, e.g. gate 14, where you wait before you get on the plane. When you board the plane you find your seat. If you have hand luggage, you can put it under your seat or in the overhead locker above your seat.

E. These are samples of such announcements:

Please fasten your seat belt and put your seat in the upright position.

We are now cruising at an altitude of 10,000 metres.

May we remind passengers that there is no smoking until you are inside the terminal building.

The cabin crew are now coming round with landing cards.



Order of succession	1	2	3	4	5
Parts of the text					

¹ hire a car = rent a car

Task V.

Read the text and complete it filling the blanks (1—9) with the missing parts of the sentences (a—j). One of the parts is extra. Fill in the table after the text.

- a) people who dressed in funny clothes
- b) a few minutes later
- c) picked up his briefcase and left the house
- d) looking at the sign
- e) a cat reading a map
- f) had to be older than he was
- g) stared at the cat
- h) his fingers on the steering wheel
- i) in the usual morning traffic jam
- j) his journey began

At half past eight, Mr Dursley 1. _____. He got into his car and backed out of number four's drive.

It was on the corner of the street that he noticed the first sign of something peculiar — 2. _____. For a second, Mr Dursley didn't realize what he had seen — then he jerked his head around to look again. There was a cat standing on the corner of Privet Drive, but there wasn't a map in sight. What could he have been thinking of? It must have been the trick of the light. Mr Dursley blinked and 3. _____. It stared back. As Mr Dursley drove around the corner and up the road, he watched the cat in the mirror. It was now reading the sign that said *Privet Drive* — no, 4. _____; cats couldn't read

maps or signs. Mr Dursley gave himself a little shake and put the cat out of his mind. As he drove towards town he thought of nothing except a large order of drills he was hoping to get that day.

But on the edge of town, drills were driven out of his mind by something else. As he sat 5. _____ he couldn't help noticing that there seemed to be a lot of strangely dressed people about. People in cloaks. Mr Dursley couldn't bear 6. _____. He drummed 7. _____ and his eyes fell on a group of people standing quite close by. They were whispering excitedly together.



Mr Dursley was enraged to see that a couple of them weren't young at all; why that man 8. _____, and wearing an emerald green cloak! The nerve of him! But then it struck Mr Dursley that this was probably some silly stunt — these people were obviously collecting for something... yes, that would be it. The traffic moved on, and 9. _____, Mr Dursley arrived in the Grinnings car park, his mind back on the drills.

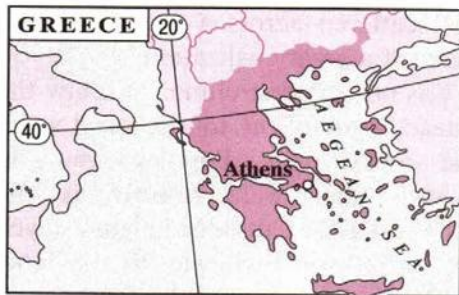
1	2	3	4	5	6	7	8	9

Task VI.

Read and discuss.

a) Read the text and discuss it with the help of the questions given after it.

WHERE EAST MEETS WEST



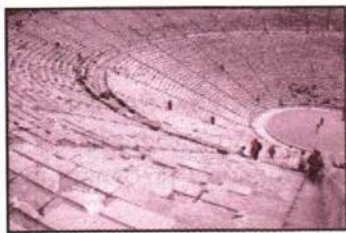
A visit to the East Mediterranean is just the thing to blow the cobwebs away¹, and Greece is the place to go for sun and statues. And where better to start than the Acropolis [ə'krɒpəlɪs], with its famous Parthenon ['pɑːθənən] and the Temple of the Gods — glories of the ancient world.

Orange trees grow on the streets of Athens today, and the National Guard paces the pavement outside the President's Palace.

We ate at a small taverna. "Choose which fish you like." The waiter beamed carrying a dish of langoustines and squid as if they were the crown jewels. "I was a waiter on the American cruise ship," Agriris said. "I did the Greek dancing with the kerchief. I was a big star!"

The Greek love of theatre goes way back.

¹ to blow the cobwebs away (*saying*) — проветриться



"A button dropped on to the stage can be heard in the uppermost row," Tassos, our Greek guide, boasted, as we admired the magnificent amphitheatre at Epidaurus. The Temple of the Healing God was nearby. "Medicine was practised here thousands of years ago," Tassos smiled. "Many medical terms come from Greek."

Olive groves sweep across the green slopes of the Peloponnese, and poplars stand sentinel over roads where you can still see mules and donkeys. History and legend merge in Greek mythology — and what stories they are!

"The Trojans stole fair Helen, wife of King Agamemnon's brother," Tassos smiled knowingly. "A Greek fleet sailed out to bring her back." Today, Agamemnon's Palace at Mycenae [mai'si:ni] is scattered across a rocky hill that was once heart of a great civilization.

Mystras was our steepest climb. "I'll buy the postcard instead," one of the tourist joked when he saw the rocky path. Poppies grew on crumbling walls that were known as the "Florence of the East". Crusader knights stayed in the castle fortress on their way to the Holy Land, and knelt to pray in dimly lit churches. It was breathtakingly beautiful.

We were looking forward to seeing the Sacred Grove of Olympia, and our guide was waiting by the grassy gymnasium where competitors trained before the events.

"The first Olympic Games were held in 776 BC. They prepared the young men for war," Tassos said firmly. "Fighting was very physical in those days and athletes took part to honour Zeus [zju:s]. They were naked — the Greeks believed the body was beautiful. There were no sponsors and no money was involved. The winner's only reward was a simple wreath from the sacred olive tree."

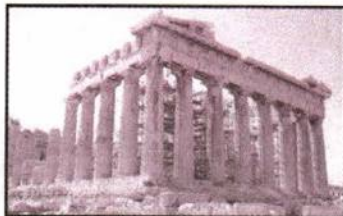
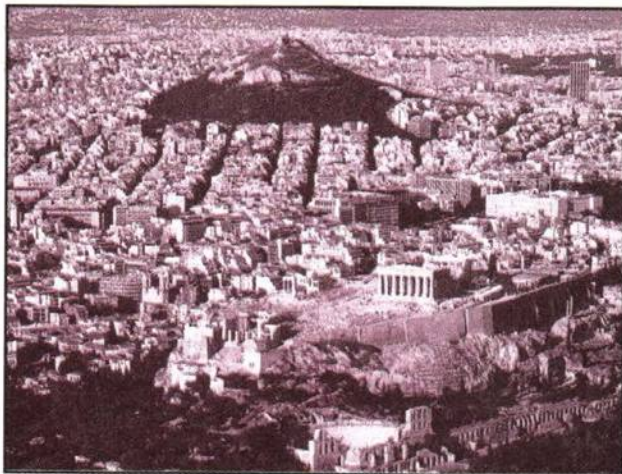
The setting was perfect, “This is where the sacred flame is lit, before being carried to the host city,” Tassos declared beside the Temple of Hera¹.

“It didn’t have far to travel in 2004,” the guide gave a little smile. “That year the Olympiad returned to Greece.”

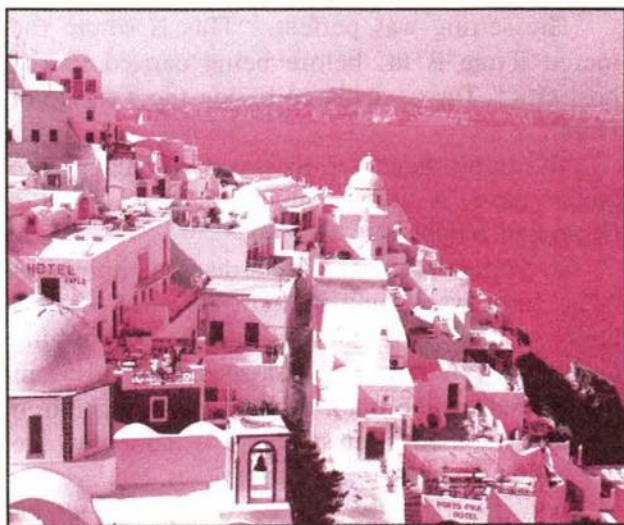
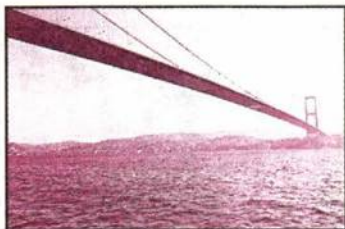
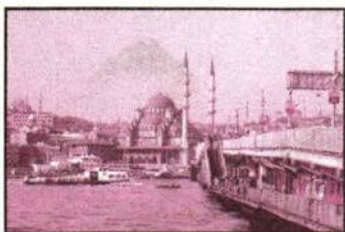
St. Andrew’s Church in Patras was impressive. “The saint was crucified here on an X-shaped cross, after his return from preaching Christianity in Scotland,” Tassos explained when we stopped in the open square. “Greek children are often named after saints, and namedays are celebrated more than birthdays.”

A ferry took five of us over the gulf of Corinth before we journeyed on to the slopes of Delphi. “Statesmen and kings consulted the Delphic oracle,” Tassos told us along the Sacred Way. “Her answers were never wrong — they could always be taken two ways!”

We came to the Mind Room in the Temple of Apollo where the priestess would sit above sulphur fumes seeping through the rock, and chew burnt bay leaves before delivering her prophecy in a trance-like state. Out of sight, a priest



¹ Hera [ˈhɪərə] — in Greek Mythology, the goddess of women and marriage. She was the wife of Zeus. In Roman Mythology her name is Juno.



would write the oracle's words down and present the tablet to the pilgrims, who believed they had communicated with the gods.

"And what do you feel about Delphi?" I asked Tassos later.

"Something special happened on this wild mountainside," the guide answered thoughtfully. "People sense it. Here things are still hidden."

We flew to Istanbul next morning, hoping to see everything in three days!

"Istanbul is the only city that spans two continents," Aran, our Turkish guide, greeted us at the airport. "We go first to the Blue Mosque [mɒsk]," he announced.

Shoes were taken off and head scarves put on as we entered the famous mosque and gasped at the millions of decorated blue tiles. "We believe you feel God inside," Aran's smile was disarming, "Now we are going to the Grand Bazaar [bə'zɑː]."

Shops and stalls — all bursting with goods — were squeezed in everywhere. Precious gems and glass jewels, leather jackets and woolen shawls, inlaid boxes and brassware — it was all here for the



buying. Could we ever find our way out? Carpets were unrolled and Turkish tea served. No shopper goes thirsty in Istanbul. Show the slightest interest in a purchase and a cuppa¹ appears from nowhere.

After lunch we were driven to the Summer Palace. "Welcome to Asia," the banner greeted us on the Bosphorus bridge. Aran looked at the banner. "People live in one continent and go to work in another!" he laughed.

The Summer Palace of the Ottoman Sultans had a faded elegance with its French furniture and magnificent Bohemian glass chandeliers.

"*Harem* means forbidden place," Aran explained, opening a pair of massive doors. "Only the Sultan's family would have been allowed behind them."

Three ladies were rolling dough for savory pancakes when we stopped at a viewpoint on the way back to Europe! "Try one," Aran said, leading the way with a pepper, cheese and potato delicacy. "It's a real Turkish snack washed down with a yoghurt drink."

There was just time for a last walk to the spice market by the Bosphorus, where fishermen were cooking their catch on the boats — and dried apricots cost practically nothing on the stall opposite. They were irresistible.

It was the perfect way to end a holiday.



1. Why did the tourists choose Greece as the place to visit? How many of them were on the journey?
2. In what city did they begin their journey?
3. What places did the tourists visit in the capital of Greece?
4. Where and what did they eat? Why was in your opinion their waiter so talkative? What did he tell the tourists?
5. What was their Greek guide's name? Why did he speak about the theatre and the medicine at Epidaurus? Where is Epidaurus situated?

¹ a cuppa — a cup of tea

6. What is Pelopponesc?
7. What myth was told to the tourists?
8. What information does the text offer about Mystras?
9. What does the text say about the Sacred Grove of Olympia and the first Olympic Games?
10. What is the traditional way of giving names to Greek children?
11. Why did kings and other important people of Greece consult the Delphic oracle? Why were her answers never wrong?
12. What information about the Delphic oracle did you get from the text?
13. How much time were the tourists going to spend in Turkey? What means of travelling did they use to get there?
14. What places did they visit in Istanbul?
15. What is special about shopping in Turkey?
16. What does the word *harem* mean?
17. Why do you think the title of the text is "Where East Meets West"?

b) Give a two-minute talk about the country to spend your holiday — either Greece or Turkey.

Remember to say:

- which of the two countries you would like to visit;
- how much time you would like to spend there;
- what places you would like to visit;
- why you have chosen this country.

c) You and your friend are thinking of spending your holidays travelling. Discuss with him/her which of the countries you would prefer to travel about from the following list:

- Greece
- Turkey
- Great Britain
- the USA

You begin the conversation and have to decide on one country only.

Remember to:

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- give good reasons;
- find out your friend's attitudes and take them into account;
- invite your friend to come up with suggestions;
- come to an agreement.

UNIT 6

Newspapers and Television:

The World of Mass Media

Task I. Read the texts (A—E) and match them with their titles (1—6). There is one extra title. Fill in the table after the texts.

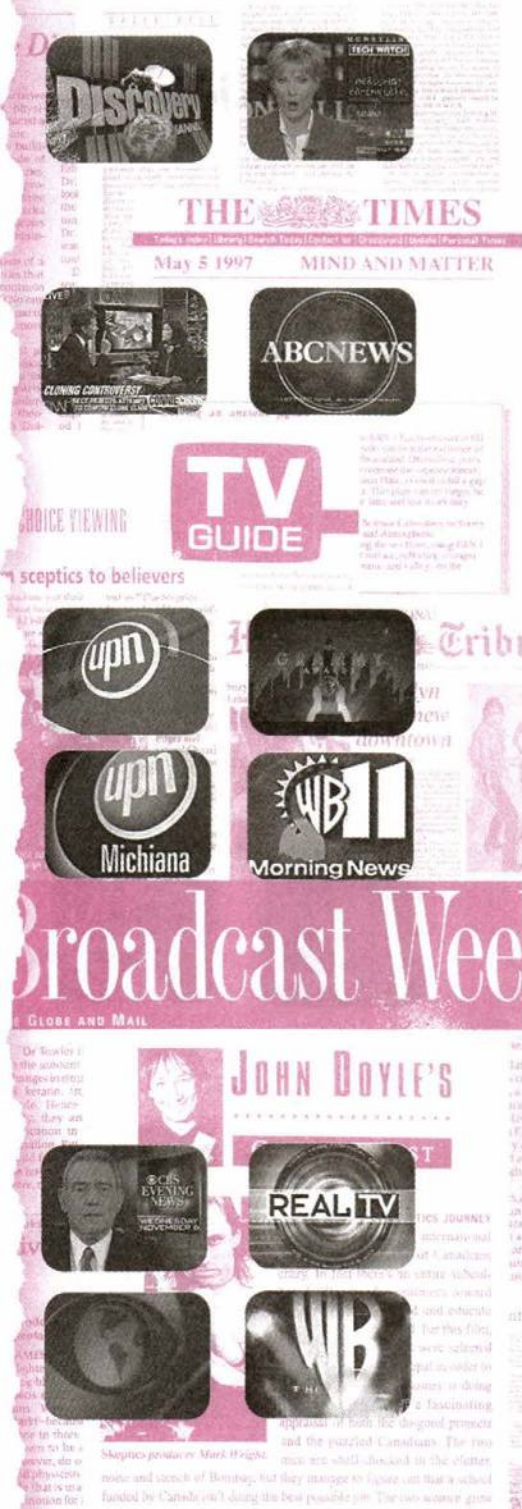
Titles

1. An Increasing Interest in Some Kinds of Mass Media
2. A Great Nation of Readers
3. A Striking Variety
4. The Freedom of Press
5. Possible Changes in the World of Television
6. The American Press

(A) Although there are two news services operating worldwide — the Associated Press and United Press International — the tremendous size of the nation, the variety of time zones, and the general preoccupation with mainly local issues make it difficult for national daily newspapers to exist. An attempt has been made to introduce the “popular” *US Today* on a nationwide basis, and *The Wall Street Journal* comes close to being a national newspaper. The *New York Times*, with a circulation of 900,000, is perhaps the most influential daily newspaper. All large cities have at least one newspaper and although largely concerned with local affairs, they are also read in other states.

(B) Imagine turning on the television and finding nothing to watch but game





shows and soap operas. Less children's TV, fewer news programmes, no costume dramas or wildlife shows. Many people say that this is what will happen to British Television. They say so because the TV companies have a certain freedom to show more low-quality programmes like game shows. Game shows are much cheaper to make. They are watched by many people. If the game show has a larger audience, the TV company can charge more for advertising and make higher profits. Current affairs programmes have smaller audiences, so they attract fewer advertisers and the TV company makes less money. So critics are worried that TV companies will cut down on high-quality, expensive programmes.

C. There are over 120 daily (Monday to Saturday) and Sunday newspapers and about 1,000 weekly newspapers. These figures include certain specialized papers with circulations limited not by region but by interest; for instance, business, sporting and religious newspapers, and newspapers in foreign languages. The term "newspaper" can only be loosely applied to the top-selling dailies, however, as these tabloids contain mainly coverage of "human" news and scandals as opposed to political and economic matters, which are covered in depth in the larger quality papers.

D. The country has sales of national newspapers averaging around 15 million copies on weekdays and almost 18 million on Sundays (besides the provincial daily newspapers and the daily evening newspapers that most towns and cities

have), only in Japan are more newspapers sold per person. Newspapers are not subsidized (although the greatest source of income is advertising) and there is no fixed price. They are financially independent of any political party and any political bias results from traditional positions and the influence of the owner.

E. Television viewing is by far the most popular leisure pastime in Britain. Nearly all households have a television set. Over 50 per cent of households have two or more television sets and average viewing time for the population aged four and over is 25 hours a week. Growing numbers are using video recorders to watch programmes at times other than their transmission: the proportion of households with a video recorder is rising.

Titles	1	2	3	4	5	6
Texts						

Task II. All the articles (A—F) below are taken from modern youth magazines (1—6). Read them and say from which magazine each article comes. Fill in the table after the articles.

- Lizzie.** This is a girl's magazine. It speaks with its readers of the problems which are typical of young girls. It is full of readers' letters seeking for advice and the magazine's answers to such letters.
- Kids Only.** This is a magazine for very young readers who are under 7—9 years of age, full of funny pictures and photos, riddles and crosswords.
- Crown.** This youth magazine features articles on teenager life and their problems. You will also find here some information on sports activities, movie stars and music idols.
- Hello.** This is a magazine for young grown-ups that offers exclusive pictures and interviews with the celebrities in the film and music industry as well as the latest gossip about them.
- Current.** This is a teenager magazine that specializes in writing about the world news, politics and social life in different countries.
- Club.** This is a teenager magazine aimed at those learners of English who have just begun doing the subject. The language of the stories is very simple and often gives articles about the English language.

A. The setting could't have been more idyllic. As the sun disappeared behind the surrounding mountains, Elizabeth Hurley and her boyfriend Arun Nayar went for a romantic elephant ride around the grounds of a magnificent



Kids Only



18th-century palace in Rajasthan, the Land of Kings in India. The trip was made in secrecy and security was tight. All the hotel's 30 suites had been booked for the weekend at a rumoured cost of £75,000.

B. The most modern form of discrimination was apartheid — literally “apartness” — a policy of racial segregation. The Afrikaner-led National Party wrote apartheid into the law in 1948, in so doing, depriving non-white people of basic rights. However, against all odds, South Africa has transformed itself from the politically troubled place it had been into a democratic country.

C. David Beckham is the most famous football player in the world. But do you know that David Beckham earns more money off the football field than he does on it? Beckham is a perfect model for sports clothes, trainers and football boots. He also advertises a chocolate factory in Japan. In Tokyo there is a three-metre statue of David — made of chocolate! Yum!

D. Waiting to be with him at every possible opportunity sounds like a nice thing to do, but it also means that he'll get too used to it and expect you to do anything for him. Turning around and saying, “Sorry, I'm busy” will make him realize he's not the only thing in your life, and will keep him on his toes. After all, you don't want him to take you for granted, do you?

E. Traditional colours for kilts are red, green and blue. The red kilt has got green stripes. Donald's kilt is blue. Angus's kilt is green. Donald's kilt has got red stripes. What colour is Andrew's kilt? Andrew's kilt is...

F. Many students do not understand why teachers stress using a dictionary. It is the

quickest way for anyone to enlarge his vocabulary. Even if you can understand the basic meaning of a word from the context, it is often wise to look the word up to be sure that you have the correct meaning.



Magazines	1	2	3	4	5	6
Articles						

Task III. Read the text and choose the right items to complete the sentences after it.

CHARLES DICKENS: A MAN OF LETTERS

Few writers have written so movingly about or captured so completely the inner workings of the child's mind as Charles Dickens. Dickens never lost the feeling of what it was like to be a child or to see as a child. And the memory of childhood is recollected and retold again and again in his novels and short stories.

Dickens' own childhood began in a tiny terraced house in Landport, near Portsmouth, on 7 February 1812. As a child he knew happiness and fear, idyllic life in the country and pain and poverty in London.

After leaving school, aged 15, Dickens found a job as an office boy. The work was dull and undemanding and young Charles didn't want to remain a clerk all his life, so he began teaching himself shorthand, thinking of journalism as a career. He quickly mastered the discipline. Soon Dickens started working as a freelance reporter. At the same time, with a ticket to the Reading Room of the British Museum, he set about educating himself. The time spent here, he was later to say, was the most useful of his life.

At 18, Dickens fell in love with Maria Beadnell, the pretty, bright-eyed daughter of a banker. For four years he courted her,



while she, though enjoying his attention, flirted and toyed with him. Finally she gave him to understand that they were not a match. Heart-broken, Dickens returned her letters. Few were to know of the pain the affair caused him but it also made him wish to prove to himself and to Maria and her family that he could make a brilliant career. Dickens became one of the foremost reporters of his day. Joining the *Mirror of Parliament* — which reported on what happened in Parliament every day — in 1832, he also contributed to an evening paper, the *True Sun*. But the young journalist detested a lot of things that he saw in the House of Commons and found MPs “pompous” with “only a tolerable command of sentences with no meaning in them”.

Joining the liberal *Morning Chronicle* (second only to *The Times* in circulation) Dickens reported on the political situation in the country. In the days before railways and the telephone, Dickens had to take his copy to London by coach, and it was always a race to see if he or *The Times* man would file his story first. It was an exciting but hard experience, but though journalism had to remain a lasting passion, it was an anonymous short story that started Dickens’ rise to fame.

Entitled by the publishers “A Dinner at Poplar Walk”, Dickens’ first published story appeared in the *Monthly Magazine* in 1833. Though he received no payment for the piece, he was asked to contribute more. Seizing the opportunity, Dickens wrote a series of “sketches” under the pen name of “Boz”. Under the same name, he also contributed short pieces of fiction and reviews to the *Morning Chronicle* and the *Evening Chronicle*, for which he received two guineas a piece in addition to his salary.

From these modest beginnings, Dickens’ career as a writer took off rapidly. His collected stories were published on his twenty-fourth birthday, in 1836 — under the title “Sketches by Boz”.

1. When the author says that Dickens captured the inner workings of the child’s mind, he implies that Dickens ...
 - a) was friendly with children
 - b) understood children’s psychology
 - c) felt sympathy for children
 - d) had a lot of experience with children
2. Young Charles Dickens ...
 - a) gradually got used to his first job
 - b) thought that being a clerk was a good beginning of his career
 - c) found his first job exciting
 - d) disliked his first occupation

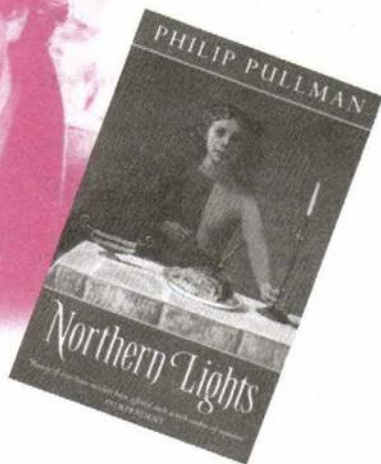
3. One could say that Dickens ...
 - a) was a self-taught man
 - b) wasted his time learning shorthand
 - c) spent a lot of time in the British Library
 - d) liked to visit the British Museum
4. Dickens' love for Maria Beadnell ...
 - a) was not serious
 - b) motivated the future author
 - c) broke his heart for ever
 - d) made him write her a number of letters
5. Dickens' opinion of members of parliament was ...
 - a) very high
 - b) rather good
 - c) particularly expert
 - d) quite low
6. In the early days of journalism Dickens had to deliver information ...
 - a) by post
 - b) by train
 - c) by coach
 - d) on foot
7. Dickens' first published story ...
 - a) made him famous
 - b) encouraged him to go on writing
 - c) brought him good money
 - d) disappointed the publishers
8. "Sketches by Boz" was Dickens' ...
 - a) first book of fiction
 - b) first novel
 - c) birthday present to his publishers
 - d) collection of newspaper articles

Task IV.

Read the parts of the text (A—D) and change their succession to get a complete and logical narration. Fill in the table after the text.

A. "We must have the Archbishop. I couldn't afford to leave him out, though he is the most hateful old snob. Lord Boreal is in town: he'll be fun. And the Princess Postnikova. Do you think it would be right to invite Erik Anderson? I wonder if it's about time to take him up..."

B. Time passed, and autumn began to change into winter. From time to



time Lyra thought of Jordan College, but it seemed small and quiet compared to the busy life she led now. Ever so often she thought of Roger, too, and felt uneasy, but there was an opera to go, or a new dress to wear, or the Royal Arctic Institute to visit and then she forgot him again.

C. Erik Anderson was the latest fashionable dancer. Lyra had no idea what “take him up” meant, but she enjoyed giving her opinion none the less. She dutifully wrote down all the names Mrs Coutler suggested, spelling them atrociously and then crossing them out when Mrs Coutler decided against them after all.

D. When Lyra had been living there for six weeks or so, Mrs Coutler decided to hold a cocktail party. Lyra had the impression that there was something to celebrate, though Mrs Coutler never said what it was. She ordered flowers, she discussed canapés and drinks with the caterer, and she spent a whole evening with Lyra deciding whom to invite.

Order of succession	1	2	3	4
Parts of the text				

Task V.

Read the text and complete it filling the blanks (1—7) with the missing parts of the sentences (a—h). One of them is an extra part. Fill in the table after the text.

- a) published an ironic pamphlet
- b) based on a true story
- c) had faced bankruptcy several times
- d) the concept of journalism didn't exist then
- e) an understanding of 18th-century England
- f) ideas for improving society
- g) this story was followed
- h) the famous English novelist and pamphleteer

Daniel Defoe, 1. _____, was born in 1660 and died in April 1731. Many people think of him as the father of English journalism though 2. _____. D. Defoe was an English writer of social criticism and satire but he is best known for the novel *Robinson Crusoe* (1719). Literary historians consider this novel 3. _____ the first successful English novel and Defoe one of the originators of realistic fiction. His early works contained 4. _____. Defoe wrote at first principally in political subjects. His popular poem of that period "The True-Born Englishman" (1701) was in support of William II. After William's death in 1702, Defoe 5. _____ that attacked the new government's restrictions on religious freedom.

Until 1719, Defoe wrote about politics and economics for various periodicals, and from 1704 to 1713 he single-handedly produced his own paper, *The Review*. During these years he also wrote *The True Relation of the Apparition of One Mrs. Veal* (1706), a ghost story he had investigated and that displayed his talents for reporting and realistic narrative. 6. _____ by adventure stories such as *Memories of a Cavalier* and *Captain Singleton* (both 1720).

With *Moll Flanders*, *A Journal of the Plague Year*, and *Colonel Jack* (all 1722), Defoe established himself securely as a writer of adventure fiction that mixed physical and psychological realism. His later works such as *Roxana* and *A New Voyage around the World* (both 1724) treated characters within the framework of a recurrent theme — the difficulty of surviving in a threatening world of recognizably modern economic forces.



In addition to his fiction, Defoe continued to write extensively on politics, trade and commerce, religion and morality, travel and geography. His works are important sources for 7. _____.

1	2	3	4	5	6	7

Task VI. Read and discuss.

- a) Read the text and discuss it with the help of the questions given after it.

TELEVISION

A working model of a television had been developed by 1925, and by 1939 regular broadcasts were planned to begin. The Introduction of television to home audiences was delayed by World War II, but soon after the war ended a great television boom began.

Television offered the news, movies, musical variety shows, and soap operas. From the movies, television borrowed old ones. Old movies were the least expensive way to fill time, and they ran late at night, early in the morning and at other off-hours.

Most important, television "borrowed" radio listeners and moviegoers. At first, it seemed that radio and cinemas might disappear. For example, in the USA many movie theatres closed, and radio stations were near bankruptcy. Soon, however, both "old" mediums learned to survive by attracting special audiences. Radio turned to music — helped by the new and improved method of transmission called FM. And film makers were free to appeal to adult audiences.

Meanwhile, television developed new strength of its own. It learned to broadcast sports events with great skill, even showing important games over and over again through video recording. Television news became the most important news medium.

In early television, almost all shows were broadcast live. New video recording made possible not only instant replay for sports, but also a new, inexpensive way to record drama and variety shows.

Television drama also grew into an important entertainment form. Camera language was borrowed from the movies, but it was revised to suit a smaller screen. Television is less impressive than movies in long shots showing a huge battlefield or natural panorama, but it is more effective in close-ups. Television stars have become almost like friends to many viewers, appearing each week or each evening in the viewers' own homes.

Today, broadcasting is the most important form of popular entertainment. Now it is being challenged by still newer inventions. Video playback and recording equipment have made it possible for home viewers to buy or record their favourite shows. Many classic movies are available for home viewing, which encourages viewers to spend fewer hours watching network programmes.

At the same time, cable television is revolutionizing viewing habits in another way. Cable companies offer hundreds of channels rather than three or four. They bring their programmes directly into the home by cable, offering high-quality sound and picture. Cable television may offer every viewer programmes of his or her special interest — sports events played on any given day, news at any time, music or drama of any style, or special information such as stock market reports, weather or parliamentary hearings.

Modern popular entertainment is a combination of ancient performing arts and new technology. Never in recorded history have the entertainment arts been so important in the lives of so many.

1. What is meant by “a great television boom”? When did it begin in Russia? What do your grandparents remember about it?
2. In what way did the television “borrow” radio and movie audiences? How did radio and cinema survive?
3. What “new strength” did television develop?
4. What possibilities does video recording give?
5. What are “long shots” and “close-ups”? Which are more suitable for television?
6. What advantages does cable television give TV viewers?
7. What are “off-hours” and what is “prime time” on television? What programmes are shown at those hours?
8. The article mentions a number of TV genres — the news, musical, variety show, soap opera, drama. What other programmes can you watch on TV nowadays? For what audiences are they meant? Which are the most successful and why?

b) You and your friend are thinking of spending a week in the country. One of you wants to take there a television, the other does not. Discuss it giving your arguments and decide if you're taking it or not.

c) You and your friend are choosing a video film to watch tonight. In the video shop there are some films:

- an old comedy
- a new black comedy

- a melodrama
- a love story
- an action film
- a horror film

You begin the conversation and decide on one film only. Remember to:

- discuss all the films;
- take an active part in the conversation and be polite;
- come up with new ideas;
- give good reasons;
- find out each other's attitudes and take them into account;
- invite each other to come up with suggestions;
- come to an agreement.

Keys to Section Two

Unit 1

Task I. 1. — C; 2. — F; 3. — D; 4. — B; 5. — extra; 6. — E; 7. — A.

Task II. 1. — d; 2. — g; 3. — c; 4. — a; 5. — f; 6. — extra; 7. — b; 8. — e.

Task III. 1. — c; 2. — d; 3. — d; 4. — c; 5. — a.

Task IV. 1. — B; 2. — E; 3. — A; 4. — F; 5. — C; 6. — D.

Task V. 1. — f; 2. — a; 3. — i; 4. — h; 5. — e; 6. — d; 7. — c; 8. — g;
9. — extra.

Unit 2

Task I. — extra; 2. — D; 3. — B; 4. — A; 5. — C.

Task II. 1) — E; 2) — B; 3) — A; 4) — F; 5) — D; 6) — C.

Task III. 1. — b; 2 — c; 3 — c; 4 — c; 5 — b; 6 — c; 7 — a; 8 — a; 9 — c;
10 — c; 11 — b.

Task IV. 1. — D; 2. — A; 3. — B; 4. — C.

Task V. 1 — e; 2 — b; 3 — d; 4 — f; 5 — h; 6 — a; 7 — g; 8 — c; i — extra.

Unit 3

Task I. 1. — E; 2. — G; 3. — F; 4. — D; 5. — B; 6. — C; A — extra.

Task II. 1. — e; 2. — f; 3. — d; 4. — b; 5. — a; 6. — c.

Task III. 1. — c; 2. — b; 3. — c; 4. — d; 5. — d; 6. — a; 7. — b; 8. — c.

Task IV. 1. — D; 2. — H; 3. — B; 4. — A; 5. — G; 6. — E; 7. — F;
8. — C.

Task V. 1. — c; 2. — e; 3. — g; 4. — f; 5. — a; 6. — i; 7. — d; 8. — h.

Unit 4

Task I. 1. — D; 2. — C; 3. — E; 4. — A; 5. — extra; 6. — F; 7. — B.

Task II. 1. — c; 2. — e; 3. — b; 4. — extra; 5. — f; 6. — a; 7. — d.

Task III. 1. — c; 2. — b; 3. — d; 4. — b; 5. — a; 6. — c; 7 — a; 8. — d;
9. — b.

Task IV. 1. — E; 2. — C; 3. — D; 4. — F; 5. — A; 6. — B.

Task V. 1. — a; 2. — h; 3. — c; 4. — d; 5. — g; 6. — b; 7. — f; 8. — e;
i — extra.

Unit 5

Task I. 1. — E; 2. — extra; 3. — C; 4. — D; 5. — B; 6. — A.

Task II. 1. — E; 2. — F; 3. — A; 4. — B; 5. — C; 6 — extra; 7. — D.

Task III. 1. — b; 2. — b; 3. — c; 4. — a; 5. — b; 6. — a; 7. — a; 8. — a;
9. — b; 10. — c.

Task IV. 1. — A; 2. — D; 3. — C; 4. — E; 5. — B

Task V. 1. — c; 2. — e; 3. — g; 4. — d; 5. — i; 6. — a; 7. — h; 8. — f;
9. — b; j — extra.

Unit 6

Task I. 1. — E; 2. — D; 3. — C; 4. — extra; 5. — B; 6. — A.

Task II. 1. — D; 2. — E; 3. — C; 4. — A; 5. — B; 6. — F.

Task III. 1. — b; 2. — d; 3. — a; 4. — b; 5. — d; 6. — c; 7. — b; 8. — a.

Task IV. 1. — B; 2. — D; 3. — A; 4. — C.

Task V. 1. — h; 2. — d; 3. — b; 4. — f; 5. — a; 6. — g; 7. — e; c — extra.

English-Russian Vocabulary

Aa

abandoned [ə'bændənd] брошен-
ный

accelerate [ək'selərent] ускорять
движение, ускоряться

achievement [ə'tʃi:vmənt] достиже-
ние

adjust [ə'dʒʌst] примыкать

admit [əd'mit] признавать

advance [əd'vɑ:ns] успех

aerospace ['eəʁəspeis] космиче-
ский

affection [ə'fekʃn] любовь, симпа-
тия

aim [eim] поставить цель

alien ['eiliən] чужестранец, ино-
планетянин

allotment [ə'lɒtmənt] участок земли

allowance [ə'laʊəns] пособие

alteration [ɔ:l'tər'eɪʃn] изменение

amazement [ə'meɪzmənt] изумле-
ние, удивление

ambition [æm'biʃn] честолюбие,
амбиция

ambulance ['æmbjələns] машина
скорой помощи

amiss [ə'mis] ошибочно, неверно,
неправильно

animated ['ænimetɪd] оживлен-
ный, мультипликационный

ankle ['æŋkl] лодыжка

announce [ə'naʊns] объявлять, за-
вещать

annual ['ænjʊəl] ежегодный

antiquity [æn'tɪkwəti] старина

appeal [ə'pi:l] 1. взывать, обра-
щаться 2. воззвание, просьба,
мольба

make an appeal взывать

application [ˌæplɪ'keɪʃn] использо-
вание

aptitudes ['æptɪtju:dz] склонности

argue ['ɑ:gju:] спорить

artificial [ˌɑ:ti'fiʃl] искусственный

ascribe [ə'skraɪb] приписывать

ashamed [ə'ʃeɪmd] пристыжен-
ный

be ashamed — стыдиться

ashen ['æʃən] пепельный, мерт-
венно-бледный

assert [ə'sɜ:t] 1) утверждать, заяв-
лять 2) отстаивать, доказывать

assimilate [ə'sɪmɪleɪt] впитывать,
поглощать

astounding [ə'stəʊnɪʃɪŋ] удивитель-
ный, изумительный

at the ready [ət ðə 'redɪ] 1) гото-
вый 2) наготове

attendant [ə'tendənt] дежурный

authentic [ɔ:'θentɪk] подлинный,
аутентичный

available [ə'veɪləbl] доступный

awry [ə'raɪ] неаккуратный

Bb

- bald** [bɔ:ld] лысый
bandage ['bændɪdʒ] 1. перевязывать 2. повязка
banner ['bænə] знамя
bard [bɑ:d] бард
barely ['beəli] чуть-чуть, чуть больше
bargain ['bɑ:ɡɪn] сделка
base around [beɪs ə'raʊnd] обосновать, строить на
bay [beɪ] лавр
be destined ['destɪnd] быть предназначенным, predetermined
beam [bi:m] широко улыбаться
bear [beə] **something** терпеть, выносить, выдерживать что-либо
beat [bi:t] бой
beer [biə] пиво
draft beer бочковое пиво
beneficial [benɪ'fiʃl] благоприятный
benefit ['benɪfɪt] преимущество, польза
bet [bet] пари
blanket ['blæŋkɪt] укрывать попоной
blessing ['blesɪŋ] благодать
blob [blɒb] пятно, клякса
bond [bɒnd] узы, связь (зд. взаимопонимание)
boot [bu:t] 1) ботинок 2) багажник
bother ['bɒðə] беспокоить, беспокоиться
brassware ['brɑ:sweə] изделия из меди или ее сплавов

- break** [breɪk] (**broke, broken**)
 1) ломать 2) разбивать
break one's sales сорвать продажи
breakthrough ['breɪkθru:] прорыв
bricklayer ['brɪkleɪə] каменщик
bridesmaid ['braɪdzmeɪd] подружка невесты
bridge [brɪdʒ] соединять, перекрывать
bridge one's hands соединить руки, сплести пальцы
brief [bri:f] **somebody** кратко излагать кому-либо
brogue [brɒʊɡ] провинциальный (особ. ирландский) акцент
bulging ['bʌldʒɪŋ] выпученный
bulky ['bʌlki] громоздкий
bunch [bʌntʃ] букет
bunch of (daughters) зд. обилие дочек
buzzer ['bʌzə] гудок, сирена, зуммер
- Cc**
- calamity** [kə'læməti] бедствие, беда, катастрофа
calculate ['kælkjəleɪt] подсчитывать
cameraman ['kæmərəmæn] оператор
cane [keɪn] выпороть (розгой)
capability [,keɪpə'bɪləti] способность
capture ['kæptʃə] захватывать
career counseling [kə'riə 'kaʊnsəlɪŋ] профориентация

career counsellor психолог, занимающийся профориентацией

carnation [kɑ:'neɪʃn] гвоздика

carthorse ['kɑ:θɔ:s] телега

cautionary ['kɔ:ʃənəri] предостерегающий

cell [sel] клетка

cellar ['selə] подвал

challenge ['tʃælɪndʒ] вызов

challenging ['tʃælɪndʒɪŋ] стимулирующий, требующий напряжения

chandelier [ʃændə'liə] канделябр, люстра

chaos ['keɪs] хаос

charge [tʃɑ:ʒ] ответственность

chef [ʃef] шеф-повар

chemical ['kemɪkl] химический реактив

chew [tʃu:] жевать

chill [tʃɪl] охладить

chirpy ['tʃɜ:pɪ] жизнерадостный

chuckle ['tʃʌkl] усмехнуться, ухмыльнуться

circuit ['sɜ:kit] окружность

claim [kleɪm] претендовать, предъявлять претензию

clanging ['klæŋɪŋ] (*sound*) звенящий, лязгающий (*звук*)

claw [klɔ:] 1. коготь 2. царапать, рвать когтями

clay [kleɪ] глина

clench [klentʃ] сжимать

clench a fist сжать руку в кулак

clutch [klʌtʃ] схватить, сжать

coil up [kɔɪl 'ʌp] сворачиваться кольцами

coincidence [kəʊ'ɪnsɪdəns] совпадение

commission [kə'mɪʃn] уполномочивать, поручать

commit [kə'mɪt] совершать (*чаще нечто дурное*)

commit oneself связать себя обязательствами

commit a crime совершить преступление

commitment [kə'mɪtmənt] обязательство

commodity [kə'mɒdɪtɪ] товар широкого потребления

companionable [kəm'pænjənəbl] общительный, приветливый

competitiveness [kəm'petɪtɪvnəs] соперничество

concern [kən'sɜ:n] 1. беспокойство, забота, тревога 2. иметь отношение

confess [kən'fes] сознаться

conform [kən'fɔ:m] подчиниться

consciousness ['kɒnʃəsnəs] сознание

consent [kən'sent] согласие

consumer [kən'sju:mə] **goods** потребительские товары

consumption [kən'sʌmpʃən] потребление

contain [kən'teɪn] вмещать, содержать

contrary ['kɒntrəri] противоположный

contribution [kɒntri'bju:ʃn] вклад

conveniently [kən'vi:nɪəntli] удобно

convey [kən'veɪ] передать

conveyor belt [kən'viə 'belt] конвейерная лента

convincing [kən'vinsɪŋ] убедительный

counterpart ['kaʊntəpɑ:t] двойник, дубликат

court-martial [kɔ:t'mɑ:fəl] военный суд, трибунал

stand court-martial быть под трибуналом

crisp [krɪsp] хрустящий

crooked ['krʊkɪd] кривобокий

crucify ['kru:sɪfaɪ] распинать (*вид казни*)

crumbling ['krʌmblɪŋ] разрушающийся

crusader [kru:'seɪdə] воин, принимавший участие в крестовом походе

crust [krʌst] корка, кора

curiosity [kjʊə'ɪtɪsɪti] любопытство

current ['kʌrənt] (*story*) свежий, текущий, последний

Dd

dare [deə] иметь смелость, сметь

dashboard ['dæʃbɔ:d] приборная доска, щиток

date [deɪt] свидание

dawn [dɔ:n] рассвет

deaf [def] глухой

decade ['dekeɪd] десятилетие

decent ['di:sənt] порядочный

declare [dɪ'kleə] заявить

deliberately [dɪ'librətli] нарочно, сознательно

delicacy ['delɪkəsi] деликатес

demur [dɪ'mɜ:] возражение

depress [dɪ'pres] подавлять, угнетать

design [dɪ'zain] конструировать, создавать проект

desperate ['despəɪt] отчаянный, отчаявшийся

deteriorate [dɪ'tɪəriəreɪt] ухудшать, портить

determine [dɪ'tɜ:mɪn] определить

device [dɪ'vaɪs] прием, приспособление

dim [dɪm] тусклый

dimly lit ['dɪmli 'lɪt] тускло освещенный

disarming [dɪs'ɑ:mɪŋ] обезоруживающий

dismay [dɪs'meɪ] удивление

diverse [daɪ'vɜ:s] разнообразный

donkey ['dʌŋki] ослик

dormitory ['dɔ:mitəri] общая спальня

dough [dəʊ] тесто

dramatically [drə'mætɪkli] волнуяще, ярко

drawer [drɔ:] ящик (*стола, комода*)

drill [dri:l] дрель

drive [draɪv] дорога для транспорта, ведущая к дому

drum [drʌm] барабан

muffled drums ['mʌft ,drʌmz] приглушенная дробь барабанов

dummy ['dʌmi] кукла, манекен

dummy ['dʌmpi] полный, небольшого роста (о человеке)

Ee

earnest ['z:nɪst] искренний, честный

earthquake ['z:θkweɪk] землетрясение

economical [i:kə'nɒmɪkl] экономичный

eerie ['iəri] жуткий, мрачный, внушающий суеверный страх

elation [i'leiʃən] душевный подъем, приподнятое настроение

elusive [i'lu:sɪv] ускользающий

employee [ɪm'plɔɪi:] служащий

employer [ɪm'plɔɪə] работодатель, хозяин

encourage [ɪn'klɪdʒ] поощрять

enlist [ɪn'list] вступить

enormity [ɪ'nɔ:məti] 1) чудовищность 2) огромность

enormously [ɪ'nɔ:məsli] очень, чрезвычайно

enraged [ɪn'reɪdʒd] взбешенный

envious ['enviəs] завистливый

eruption [ɪ'ɹʌpʃn] извержение

essential [ɪ'senʃəl] существенный

estimate ['estimeɪt] 1. оценка, расчет 2. оценивать, рассчитывать

execute ['eksɪkjʊt] исполнять, выполнять

execution [ˌeksɪ'kjʊ:ʃn] казнь

executioner [ˌeksɪ'kjʊ:ʃnə] палач

exhausted [ɪg'zɔ:stɪd] истощенный

existence [ɪg'zɪstəns] существование

expand [ɪk'spænd] расширяться, распространять

expanse(s) [ɪk'spæns(ɪz)] пространство, простор

expel [ɪk'spel] выгонять, исключать

exploration [ˌeksplə'reɪʃn] исследование

Ff

fabrics ['fæbrɪks] ткани

faded ['feɪdɪd] потускневший, увядший

fail [feɪl] терпеть неудачу

fascinated ['fæsɪneɪtɪd] очарованный

feature ['fi:tʃə] изображать

ferry ['ferɪ] паром

fever ['fi:və] жар

scarlet fever скарлатина

fiend [fi:nd] дьявол, враг рода человеческого

filing ['faɪlɪŋ] систематизация документов

fix dinner [ˌfiks 'dɪnə] приготовить ужин

flash [flæʃ] вспыхивать, давать яркий свет

flea [fli:] блоха

flexible ['fleksɪbl] гибкий, легко приспособляющийся

fling [flɪŋ] (**flung**) бросить, броситься

flow [fləʊ] течь

form [fɔ:m] бланк, анкета

fossils ['fɒsəlz] окаменелости

fraction ['frækʃn] дробь, частица

freelancer ['fri:lɑ:nsə] внештатный сотрудник

frightening ['fraɪtənɪŋ] пугающий
frivolous ['frɪvələs] легкомысленный, поверхностный
frustrating [frʌs'treɪtɪŋ] разочаровывающий, создающий неверие в свои силы
fumble ['fʌmbəl] шарить
fume(s) [fju:m(z)] пар(ы)

Gg

gallows ['gæləʊz] виселица
gap year ['gæp ˌjɪə] год пропуска в процессе учебы
gasp [gɑ:sp] открывать рот от изумления, задыхаться, ловить воздух
gaze [geɪz] смотреть
gelding ['geldɪŋ] мерин
gem ['dʒem] драгоценный камень
generate ['dʒenəreɪt] производить
get rid of [ˌget 'rɪd əv] избавиться
ghost [gəʊst] призрак, привидение
gig [gɪɡ] двуколка, двухколесный экипаж
glamour ['glæmə] блеск, роскошь, привлекательность
glandular secretions ['glændjʊlə sɪ'kri:fnz] железы внутренней секреции
gleaming ['gli:mɪŋ] слабо светящийся
glory ['glɔ:ri] слава, гордость
glowing ['gləʊɪŋ] сверкающий
golf links ['gɒlf lɪŋks] площадка для игры в гольф
go round the links играть в гольф

gracious ['ɡreɪʃəs] милостивый
grade [ɡreɪd] оценка
grass [ɡrɑ:s] пасты(сь)
gratification [ˌɡrætɪfɪ'keɪʃn] 1) удовлетворение 2) вознаграждение
grave [ɡreɪv] могила
gravely ['ɡreɪvli] серьезно
grin [ɡrɪn] ухмылка
groom [ɡru:m] конюх
groove meter ['ɡru:v mi:tə] счетчик исполнения
grove [ɡrəʊv] роща
growl [ɡrəʊl] рычать
grumbling ['ɡrʌmblɪŋ] ворчливый
grunt [ɡrʌnt] ворчать, хрюкать, бормотать
guard [ɡɑ:d] кондуктор
guidance ['ɡaɪdəns] руководство
guilt [ɡɪlt] вина

Hh

hack [hæk] рабочая лошадь, используемая для верховой езды
handling ['hændlɪŋ] управление
harsh [hɑ:ʃ] грубый, резкий, неприятный
hastily ['heɪstɪli] поспешно
haunt [hɔ:nt] ходить по пятам, преследовать
haunted ['hɔ:ntɪd] (*castle*) с привидениями (*замок*)
headsman ['hedzmən] палач
heal [hi:l] излечивать, исцелять
hesitation [ˌhezɪ'teɪʃn] колебание, сомнение

highlight ['haɪlaɪt] отметина, яркая точка

hire ['haɪə] нанять, взять

hitherto [hɪðə'tu:] до сих пор

honeymoon ['hʌnɪmu:n] медовый месяц

honorific [ˌɒnə'rfɪk] почетный

horrible ['hɒrəbl] ужасный

horrify ['hɒrɪfaɪ] ужасать

household chores ['haʊshəʊld'tʃɔ:z] домашние обязанности

hue [hju:] оттенок цвета

shifting hues меняющиеся оттенки цвета

humiliation [hju:,mɪl'eɪʃn] унижение

hunched [hʌntʃt] скорчившийся

hunter ['hʌntə] 1) охотник 2) гунтер (верховая лошадь)

hurricane ['hʌpɪkən] ураган

hustle ['hʌsl] толкаться, проби-
раться, протискиваться

Ii

identification [aɪ,dentɪfɪ'keɪʃn] уста-
новление личности

ill-founded [ɪl'faʊndɪd] (*optimism*)
неоправданный, ни на чем не ос-
нованный (*оптимизм*)

imaginative [ɪ'mædʒɪnətɪv] одарен-
ный богатым воображением

immortal [ɪ'mɔ:təl] бессмертный

impersonally [ɪm'pɜ:snəli] беспри-
страстно

impertinence [ɪm'pɜ:tinəns] наглость

implication [ɪmplɪ'keɪʃn] скрытый
смысл

impropriety [ɪmprə'praɪəti] неуме-
стность, непригодность

improve [ɪm'pru:v] улучшить(ся)

improvement [ɪm'pru:vmənt] улуч-
шение

injured ['ɪndʒəd] пострадавший,
раненый

inlaid [ɪn'leɪd] инкрустированный

innocence ['ɪnəsəns] невинность

innovation [ɪnə'veɪʃn] новшество

insist [ɪn'sɪst] настаивать

intelligence [ɪn'telɪdʒəns] разум, ум

intend [ɪn'tend] намереваться

interface [ɪntə'feɪs] выступать по-
средником

interference [ɪntə'fɪərəns] вмеша-
тельство

intervene [ɪntə'veɪn] вмешаться

investigation [ɪn,vestɪ'geɪʃn] рас-
следование

involve [ɪn'vɒlv] содержать, вклю-
чать в себя, подразумевать

Jj

jectokit ['dʒektəkɪt] набор для про-
ведения инъекций

jewels ['dʒu:əlz] драгоценности

jingle ['dʒɪŋɡl] позвякивание

justify ['dʒʌstɪfaɪ] оправдать

Kk

keen [ki:n] живо интересующийся

be keen on something увле-
каться чем-то

kerchief ['kɜ:tʃɪf] платок, косынка

kinship ['kɪnʃɪp] родство

Ll

- lamb** [læm] ягненок
lame [leim] хромой
lameness ['leimnəs] хромота, прихрамывание
langoustine [,lɒŋɡu'sti:n] лангуст
larder ['lɑ:də] кладовая
launch [lɔ:ntʃ] запускать
lean [li:n] (**leant**) нагнуться
lease [li:s] аренда
liberty ['libəti] воля, свобода
lick [lɪk] лизать, облизывать
lifeguard ['laɪfgɑ:d] спасатель
limping ['lɪmpɪŋ] хромающий, не-совершенный
list [lɪst] список
lively ['laɪvli] живо, весело
load [ləʊd] погружать, грузить
lodge [lɒdʒ] 1) поселить 2) снять комнату
lounge [laʊndʒ] зал, большая комната

Mm

- magnificent** [mæg'nɪfɪsənt] великолепный, пышный, величественный
maidenly ['meɪdənlɪ] по-девичьи, как подобает девушке
male [meɪl] мужской
map out [mæp 'aʊt] планировать
match [mætʃ] 1. подходящая пара 2. подходить
mayor [meə] мэр
memoirs ['memwɑ:z] мемуары
merge [mɜ:ʒ] сливаться, смешиваться

- mine** [maɪn] шахта, рудник
minor road ['maɪnə ,rəʊd] дорога местного значения
miserable ['mɪzərəblɪ] жалкий, несчастный, чувствующий себя неловко
misfortune [mɪs'fɔ:tʃn] неприятность
mission ['mɪʃən] задание, поездка, командировка
moderation [mɒdə'reɪʃn] умеренность, сдержанность
molten ['məʊltən] жидкий
mortgage ['mɔ:ɡɪdʒ] закладная на дом
mosque [mɒsk] мечеть
mud [mʌd] грязь
mugger ['mʌɡə] уличный грабитель
multiple-exposure ['mʌltɪplɪk'spəʊʒə]
photography съемка методом многократного экспонирования
mumble ['mʌmbəl] бормотать
mummy ['mʌmɪ] мумия
mutter ['mʌtə] бормотать

Nn

- naked** ['neɪkɪd] обнаженный
nameday ['neɪmdeɪ] именины
nasty ['nɑ:sti] отвратительный, мерзкий
nerve [nɜ:v] нахальство
nondescript ['nɒndɪskrɪpt] неопределенного вида
notorious [nə'tɔ:riəs] печально известный
nudge [nʌdʒ] толкать (локтем)

nuisance ['nju:səns] докучливый (человек)

nut [nʌt] 1) орех 2) (сленг) чокнутый

Oo

obedient [ə'bi:diənt] послушный

observation [ˌɒbzə'veɪʃn] наблюдение

obsolete [ˈɒbsəli:t] устаревший

obviously [ˈɒbvɪəslɪ] очевидно

occur [ə'kʊ:] происходить

O level ['əʊ ,levl] экзамен по программе средней школы на обычном уровне

option ['ɒpʃən] выбор

orchard ['ɔ:tʃəd] фруктовый сад

outfit ['aʊtfɪt] комплект одежды

outskirts ['aʊtskɜ:ts] окраина

overlap ['əʊvə,læp] 1. наложение
2. заходить один на другой

owl [aʊl] сова

Pp

pace [peɪs] ходить, мерить шагами

pancake ['pæŋkeɪk] блин

pathos ['peɪθɒs] подъем, энтузиазм

patrol [pə'trəʊl] патрулировать

patron ['peɪtrən] покровитель, спонсор

pavement ['peɪvmənt] мостовая

pearl [pɜ:l] жемчужина

peculiar [prɪ'kju:liə] своеобразный

peerage ['piəriɪdʒ] титул, положение пэра

pharmaceutical [ˌfɑ:mə'sju:tɪkl] фармацевтический

phobia ['fəʊbiə] фобия, страх

physique [fi'zi:k] телосложение

place [pleɪs] определять местоположение, соотносить

plain [pleɪn] некрасивый, непривлекательный

plea [pli:] заявление

on the plea под предлогом

plug in [ˌplʌg'in] включать в сеть

poise [pɔɪz] самообладание

poplar ['pɒplə] тополь

porch [pɔ:tʃ] крыльцо

portentous [pɔ:'tentəs] угрожающий

possessive [pə'zesɪv] обладающий инстинктом собственности

pound [paʊnd] бить(ся), колотить(ся)

pray [preɪ] молить(ся)

prayer ['preɪə] молитва

preach [pri:tʃ] проповедовать

precious ['preʃəs] дорогой

predict [prɪ'dɪkt] предсказывать

pretend [pri'tend] притворяться

prevention [pri'venʃən] предотвращение

pride [praɪd] oneself гордиться

priest [pri:st] жрец

priestess [ˌpri:st'es] жрица

process ['prəʊses] подвергать обработке

promote [prə'məʊt] продвигать, поддерживать

prophecy ['prɒfəsi] предсказание

proposal [prə'pəʊzəl] предложение

accept a proposal принять предложение

prospect ['prɒspekt] перспектива, планы на будущее

provide [prə'vaɪd] обеспечивать

pull [pul] тащить

puncture ['pʌŋktʃə] прокол, дырка

pur [pɜ:] издавать приглушенный ритмичный звук (*как кошачье мурлыканье*)

purchase ['pɜ:tʃəs] 1. покупка
2. покупать

purchaser ['pɜ:tʃəsə] покупатель

put [put] (**put**) класть, ставить

put out (a fire) потушить (огонь)

put somebody off the game вывести из игры

puzzle [pʌzl] озадачить

Qq

queer [kwɪə] странный

Rr

raid [reɪd] набег

range [reɪndʒ] колебаться

rate [reɪt] скорость, темп

reassure [,ri:ə'ʃʊə] уверить, обнадежить

receipt [ri'si:t] рецепт

rechristen [,ri:'krɪsən] переименовать

recognition [,rekəg'nɪʃn] узнавание, признание

in recognition of в знак признания

recreation [,ri:kri'eɪʃn] отдых

reference ['refrəns] сноска

reflect [rɪ'flekt] отражать

reflective [rɪ'flektɪv] отражающий

reflex camera ['ri:fleks 'kæməɾə] зеркальный фотоаппарат

regretfully [rɪ'gretflɪ] к сожалению

rejection [rɪ'dʒekʃn] отторжение

release [rɪ'li:s] выпуск

reluctantly [rɪ'lʌktəntli] неохотно

remarkable [rɪ'mɑ:kəbl] замечательный

require [rɪ'kwaɪə] требовать

requirement [rɪ'kwaɪəmənt] требование

researcher [ri'sɜ:tʃə] научный работник

reserve [rɪ'zɜ:v] сдержанность

residential [,rezi'dentʃəl] **care house** дом престарелых

resignation [,reziɡ'neɪʃn] уход в отставку

respiratory [rɪ'spɪrətəri] **monitor** дыхательное устройство

responsive [rɪ'spɒnsɪv] чуткий, отзывчивый

resume [rɪ'zju:m] возобновить

revolve [rɪ'vɒlv] вращаться

roar [rɔ:] рычать

roll [rɔ:l] свертывать, сворачивать, скатывать

rope [rəʊp] веревка

rot [rɒt] загнивать

Royal Navy ['rɔɪəl 'neɪvɪ] Королевский Флот

rug [rʌɡ] ковер

Ss

sack [sæk] 1. мешок 2. уволить кого-либо

sacred ['seikrɪd] священный

saddle ['sædl] седло

sales [seɪlz] **representative** менеджер по сбыту продукции

satellite ['sætələɪt] спутник (косм.)

savage ['sævɪdʒ] дикий, свирепый, жестокий

savoury ['seɪvəri] вкусный

scanning ['skæniŋ] развертка изображения

scared [skeəd] испуганный

scary ['skeəri] жуткий, ужасный

scatter ['skætə] разбрасывать

score [sko:] счет

scream [skri:m] крик

scribe [skraɪb] писать, выписать

scripture ['skriptʃə] урок изучения Библии

search [sɜ:tʃ] искать

security [sɪ'kjʊərəti] безопасность

seep [si:p] просачиваться

seize [si:z] схватить

self-assessment [self ə'sesmənt] самооценка

self-consciously [self'kɒnfəsli] застенчиво, робко

sensuous ['sensjuəs] чувственный, эмоциональный

sentinel ['sentɪnəl] часовой

stand sentinel стоять на часах

setting ['setɪŋ] окружение, фон

settle ['setl] (*things*) устраивать (*дела*)

shabbily ['ʃæbɪli] (*dressed*) бедно (*одетый*)

shorthand ['ʃɔ:thænd] стенография

sidekicks ['saɪdkɪks] побочные эффекты

sign off [sain 'ɒf] подавать знак об окончании передачи

signature ['sɪgnətʃə] подпись

simpleton ['sɪmptən] простак

sink [sɪŋk] (**sank, sunk**) (in) просочиться

slam [slæm] хлопнуть (*дверью*)

slip [slɪp] **past somebody** проскользнуть мимо кого-либо, незамеченно двигаться

slope [sləʊp] склон

smash [smæʃ] разбить вдребезги

snap [snæp] резко сказать, огрызнуться

snuffling ['snʌflɪŋ] сопящий, фыркающий

solar ['səʊlə] солнечный

sooty ['sʊti] испачканный сажей

sophisticated [sə'fɪstɪkeɪtɪd] изощренный, изысканный, сложный

soul [səʊl] душа

space exploration ['speɪs ,eksplə'reɪʃn] освоение космоса

span [spæn] измерять расстояние, покрывать пространство

sparkling ['spa:kliŋ] искрящийся, сверкающий

spear [spɪə] копье

spectacular [spek'tækjʊlə] зрелищный

spirit ['spɪrɪt] дух

squeeze [skwi:z] сжимать, давить

squid [skwid] кальмар
stable ['steɪbl] конюшня
stack [stæk] гряда, пучок, кипа
stardom ['stɑ:dəm] ведущее положение/положение звезды
stare [steə] смотреть пристально, вытаращив глаза
start up [ˌstɑ:t'ʌp] вздрогнуть
startle ['stɑ:tl] испугать, напугать, встревожить
statehood ['steɪthud] статус государства (штата)
statesman ['steɪtsmən] государственный деятель
statue ['stætju:] статуя
steady ['stedɪ] постоянный
steep [sti:p] крутой
stock [stɒk] создавать запас
stomach ulcer ['stamək 'ʌlsə] язва желудка
store [sto:] накапливать
straggle ['strægl] брести, идти очень медленно
stretch [stretʃ] тянуть, растягивать
stretch one's legs размять ноги
string [striŋ] веревка, бечевка
stumble ['stʌmbəl] спотыкаться
stunt [stʌnt] трюк, рекламный трюк
substitute ['sʌbstɪtju:t] замена
subtle ['sʌtl] тонкий, изящный
succeed [sək'si:d] преуспеть
suite [swi:t] номер люкс в отеле из нескольких комнат
sulphur ['sʌlfə] 1. сера 2. серный
suppress [sə'pres] подавлять
surrender [sə'rendə] сдаваться
suspect [sə'spekt] подозревать

swear [sweə] (**swore, sworn**) клясться

sweep [swi:p] (**swept**) подметать, мести, прочищать

sweep over somebody обухать, охватить кого-либо

swift [swɪft] быстрый

swing [swɪŋ] (**swung**) качать, колебать

swing the vote завоевать голоса, повести за собой избирателей

switch [swɪtʃ] выключатель

swoop [swu:p] 1) падать вниз 2) внезапно налетать

Tt

tablet ['tæblət] табличка

take liberties ['teɪk 'lɪbəɪzɪz] позволять себе вольности

take revenge ['teɪk rɪ'vendʒ] отомстить

tap [tæp] стучать, похлопывать

tattoo [tæ'tu:] татуировка

teem [ti:m] (*with something*) кишеть, изобиловать (*чем-либо*)

temporal ['tempərəl] временный

temporary ['tempərəri] временный

tensely ['tensli] напряженно, с напряжением

testimony ['testiməni] свидетельские показания

thrive [θraɪv] преуспевать

tick off [tɪk 'ɒf] отмечать что-то галочкой

tile [taɪl] кафель

tin [tɪn] олово

tissue ['tɪʃu:] ткань, салфетка

tool [tu:l] оружие

torrent ['tɒrənt] поток

in torrents The rain was streaming down in torrents.

Дождь лил как из ведра.

tramp [træmp] звук шагов

transcript ['trænskript] расшифровка анаграммы

transference ['trænsfərəns] перенос, перенесение, перевод

transmit [trænz'mɪt] передавать

treacle tart ['tri:kl 'tɑ:t] десерт из патоки, теста и начинки, похожий на корзиночку

tribute ['tribju:t] дань

Uu

unearthed [ʌn'z:θt] вырытый

unique [ju:'ni:k] уникальный

universal [ju:nɪ'vɜ:səl] универсальный

unruly [ʌn'ru:lɪ] непослушный

unstined [ʌn'staɪnd] безграничный

uppermost ['ʌpəməʊst] самый верхний

urgent ['ɜ:ʃənt] срочный

utter ['ʌtə] произносить

Vv

variously ['veəriəslɪ] различным образом

verges ['vɜ:ʃɪz] обочина (*дороги*)

viewpoint ['vjʊ:pɔɪnt] место обзора (*для туристов*)

vulnerable ['vʌln(ə)rəbl] уязвимый

Ww

walk to heel ['wɔ:ktə'hi:l] Рядом! К ноге! (*команда собаке*)

wash-basin ['wɒʃbeɪsn] раковина

weirdly ['wiədli] странно

welfare ['welfeə] благосостояние

wheelbarrow ['wi:lbærgəʊ] тачка

whimper ['wɪmpə] ныть

widow ['wɪdəʊ] вдова

witness ['wɪtnəs] быть свидетелем

woe [wəʊ] горе, беда

wooded ['wʊdɪd] лесистый

wrap [ræp] обертывать

wreath [ri:θ] венок

wrench [rentʃ] дергать, рвать

wretched ['retʃɪd] несчастный, жалкий

Yy

yell [jel] кричать, вопить

Учебное издание

АНГЛИЙСКИЙ ЯЗЫК

Книга для чтения

VIII класс

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с углублённым изучением английского языка

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