

Ястребова Е. Б., Кравцова О. А.,  
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**КУРС**  
**АНГЛИЙСКОГО ЯЗЫКА**  
ДЛЯ МЕЖДУНАРОДНИКОВ  
И РЕГИОНОВЕДОВ

Уровень – бакалавриат

**ЧАСТЬ II**

# КУРС АНГЛИЙСКОГО ЯЗЫКА



ДЛЯ МЕЖДУНАРОДНИКОВ  
И РЕГИОНОВЕДОВ

УРОВЕНЬ – БАКАЛАВРИАТ

КОМПЕТЕНТНОСТНЫЙ ПОДХОД

УРОВЕНЬ В 1

1 ГОД ОБУЧЕНИЯ

УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА  
В ДВУХ ЧАСТЯХ

## ЧАСТЬ II

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**Ястребова Е. Б., Кравцова О. А., Крячков Д. А., Владыкина Л. Г.**

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Настоящее издание в двух частях предназначено в качестве базового учебника для студентов I курса факультетов международных отношений и регионоведения, владеющих английским языком на уровне Intermediate (A2). Учебник разработан на основе компетентностного подхода и обеспечивает взаимосвязанное развитие речевой, языковой, социокультурной и информационной компетенций студента. В результате работы по данному учебнику должен быть достигнут пороговый уровень коммуникативной компетенции (B1) по классификации Совета Европы.

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## ПРЕДИСЛОВИЕ

Настоящий курс предназначен для студентов-первокурсников, продолжающих изучать английский язык с уровня Intermediate / высокий Pre-Intermediate (уровня A2 по классификации Совета Европы) на факультетах международных отношений и регионоведения, а также межкультурной коммуникации; успешное прохождение курса предполагает достижение уровня B1.

Учебник написан на основе *компетентного подхода*, предполагающего в качестве конечной цели обучения иностранному языку на указанных факультетах формирование личности, обладающей компетентностью в сфере иноязычного общения на международном уровне. Такой подход определяет следующие **цели** курса:

1. Развитие языковой компетенции как совокупности языковых знаний, умений и навыков, соответствующих задачам общения на общие и профессионально ориентированные темы, и готовности овладевать ими и использовать для достижения целей общения.
2. Развитие речевой компетенции как совокупности речевых умений и навыков: чтения, аудирования, говорения и письменной речи и готовности их реализовывать в репродуктивной и продуктивной речевой деятельности в соответствии с коммуникативными задачами.
3. Развитие социокультурной компетенции как совокупности знаний культуры (в широком ее понимании): культуры своей страны, страны изучаемого языка и других стран мира; умения находить общее и видеть отличное от своей культуры; умения и готовности использовать эти знания в процессе общения на английском языке с представителями других культур; готовности принимать культурное разнообразие и признавать право на иной образ мысли и жизни, при этом отстаивая свою позицию, сохраняя чувство собственного достоинства и не унижая достоинства представителей иных культур.
4. Развитие информационной компетенции как совокупности знаний о современных источниках информации (бумажные и электронные словари и энциклопедии, интернет-ресурсы), умения и готовности работать с ними для извлечения, отбора и эффективного использования информации в учебно-познавательных целях.

Из этих целей вытекают конкретные учебные **задачи**:

- обеспечить закрепление и активизацию грамматического материала по темам, представленным в соответствующих разделах;
- расширить активный и пассивный словарный запас студентов по изучаемым темам;
- углубить знания об особенностях английской языковой системы (словообразование, употребление фразовых глаголов и часто встречающиеся свободные словосочетания) и развить умение их использовать;
- развить умения и навыки ознакомительного, просмотрового, поискового и аналитического чтения;
- развить произносительные навыки, в первую очередь, интонационно правильного оформления предложений разного типа;
- развить умения и навыки разных видов говорения, в том числе ведения беседы и дискуссии, выступления с сообщением;
- развить умения и навыки общения в официальной и неофициальной обстановке;
- расширить знания о странах изучаемого языка, культурном многообразии мира и месте в нем России;
- развить умения и навыки поиска и обработки информации лингвистического и иного плана с использованием традиционных и электронных носителей.

Наиболее важные воспитательные задачи курса:

- формирование гражданской позиции;
- формирование умений и навыков работы в команде;
- формирование качеств лидера.

Названные задачи определяют структуру учебника, который состоит из 6 глав и 12 уроков. Подразделение на главы основано на тематическом принципе, на уроки — на лексико-грамматическом. Каждая глава состоит из следующих разделов: Diagnostic Test, Speaking (включает речевые модели, речевой этикет, ситуации общения, в том числе ролевые игры), Reading, Reading and Speaking (тексты для чтения и дискуссии), Vocabulary List, Vocabulary Practice, Word Building, The Right Word in the Right Place (отдельные лексические и грамматические трудности, включая фразовые глаголы), Project Work (проектные задания двух видов: 1) на развитие языковой компетенции (Build up your Vocabulary) и 2) на развитие коммуникативной, социокультурной и информационной компетенций), Grammar (Ways to Speak about the Past, Ways to Speak about the Present, Ways to Speak about the Future, Comparison of Adjectives, Expressions of Quantity, Adverbs, Passives, Reported Speech, Infinitive, Complex Object, Modals), Check Yourself — вопросы и задания для самопроверки, Appendix, Supplement.

Текстовый материал учебника является аутентичным, современным и информативным, обеспечивая развитие общей эрудиции и культуры будущего специалиста; языковой материал (лексика и грамматика, произносительные модели) функционален, т.е. включает то, что необходимо с точки зрения будущей профессиональной деятельности; методы и способы организации учебно-познавательной деятельности, реализуемые в системе упражнений и заданий, развивают умения и навыки, а также личностные качества, которые обеспечивают готовность к их использованию.

## КРАТКИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Диагностический тест в начале каждой главы позволяет преподавателю и каждому студенту определить, какому материалу уделить особое внимание, какие задания являются обязательными, а какие факультативными.

На развитие языковой компетенции студентов направлены разделы Vocabulary List, Vocabulary Practice, Word Building, the Right Word in the Right Place, Grammar и проектные задания Build up Your Vocabulary (активный словарь: общий и тематический). Проектные задания особенно важны, так как помимо языковой формируют информационную компетенцию (уроки 5, 8, 9–12) и умение работать в команде (уроки 9–12). Соотношение времени на аудиторном занятии и на самостоятельную работу составляет 30–40% к 60–70%. Грамматические разделы учебника снабжены большим количеством таблиц с примерами, что позволяет студентам при необходимости проработать материал самостоятельно. Разноуровневый характер заданий дает преподавателю возможность отобрать упражнения, соответствующие языковой подготовке студентов. В аудитории рекомендуется выполнять в первую очередь упражнения коммуникативной направленности (например, Work in pairs).

Развитие речевой компетенции происходит при работе над разделами Speaking, Reading, Reading and Speaking, Project Work и другими разделами в режиме спонтанного общения, направленного на решение учебных задач на аудиторном занятии. Развивать навыки быстрого чтения необходимо на занятиях. Работа над разделом Speaking — отработка интонационных и речевых моделей — проводится на занятиях (в среднем 25% времени каждого занятия). Парную работу и ролевые игры обязательно проводить на занятии. В учебнике предлагаются ролевые игры двух типов: 1) игры, где заданы и роли, и ситуации общения; 2) игры, где заданы только ситуации общения. Вариативность направлена на развитие навыков как подготовленной, так и неподготовленной диалогической речи. Этой же цели служат разделы Reading,

Pre-reading Questions, Discussion Questions and Discussion Points. Подготовленная и неподготовленная дискуссии занимают до 25 % аудиторного времени.

Особое место занимает раздел Project Work второго типа по теме каждой главы учебника (уроки 1, 2, 4, 7, 9, 10, 12), который обеспечивает взаимосвязанное развитие всех упомянутых компетенций и личностных качеств. Работа над этим разделом проводится как в аудитории, так и самостоятельно, в режиме командной и индивидуальной работы, с участием и без участия преподавателя. Аудиторное время отводится на организационный этап, (в случае задания для команды — 25% времени одного занятия) и на презентацию результатов (50% времени одного занятия.).

Раздел Check yourself в конце каждого урока содержит контрольные вопросы и формирует способность оценивать собственную деятельность по усвоению языкового материала.

Учебник обеспечивает большую гибкость учебного процесса за счет наличия выбора и у преподавателей, и у студентов по двум направлениям: выбора модулей в соответствии с особенностями конкретной аудитории в рамках действующего учебного плана и выбора траектории самостоятельной работы студента (для более сильных студентов во всех разделах предусмотрены задания повышенной трудности\*).

Идея и разработка концепции учебника принадлежит Е. Б. Ястребовой.

Разделы Speaking, Reading and Speaking, Reading, Project Work и раздел Articles. написаны Е. Б. Ястребовой. Разделы Vocabulary List, Vocabulary Practice написаны Д. А. Крячковым и Л. Г. Владыкиной, Word Building написан Д. А. Крячковым, раздел The Right Word in the Right place — Д. А. Крячковым, О. А. Кравцовой, Л. Г. Владыкиной; разделы Diagnostic Test и Check yourself — О. А. Кравцовой. Раздел Grammar в уроках 1–8 написан О. А. Кравцовой (упражнения 32, 36, 39–42 в уроке 1, раздел Perfect Tenses в уроке 3 — Л. Г. Владыкиной), в уроках 9–12 написан Л. Г. Владыкиной.

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Авторы с признательностью примут замечания и предложения, которые могут возникнуть при работе с учебником.

Авторы

\* уровень 2 обозначен знаком





# CHAPTER 4

## The Rich and the Poor

## DIAGNOSTIC TEST 4

This test is to help the student and the teacher to decide which material in Chapter 4 to focus on (particularly when working outside the classroom).

### I. GRAMMAR: THE BASICS. CHOOSE THE APPROPRIATE FORM OR PHRASE.

1. A robot-nurse \_\_\_\_\_ in Great Britain.  
a) is now developed                      b) is now being developed                      c) is now developing
2. \_\_\_\_\_ health of a society is reflected in \_\_\_\_\_ quality of its care and respect for \_\_\_\_\_ elderly and disabled.  
a) 0 / the / the    b) the / 0 / 0    c) the / the / the
3. The manager asked \_\_\_\_\_ a decision.  
a) if I had made                      b) had I made                      c) if I made
4. The castle was built \_\_\_\_\_ mostly local stone and in \_\_\_\_\_ style of \_\_\_\_\_ French chateau (дворец, замок).  
a) in / a / a    b) by / a / the    c) with / the / a
5. The doctor asked me \_\_\_\_\_ my head side to side for at least two weeks.  
a) not to turn                      b) to not turn                      c) not turn
6. By that time, he \_\_\_\_\_ President of the company.  
a) was elected                      b) had elected                      c) had been elected
7. \_\_\_\_\_ Dutch are proud of their cultural heritage, \_\_\_\_\_ rich history in \_\_\_\_\_ art and music.  
a) the / 0 / 0    b) 0 / a / the    c) the / the / 0
8. The Chairman said that he \_\_\_\_\_ the issue at previous meetings.  
a) raised                      b) was raising                      c) had raised
9. The graffito \_\_\_\_\_ pencil by a soldier during the Civil War.  
a) has been drawn / with                      b) was drawn / in                      c) was drawing / in
10. I called a week later and \_\_\_\_\_ that the Johnsons had left \_\_\_\_\_.  
a) was told / the day before                      b) told / yesterday                      c) was said / day before
11. The book is meant for \_\_\_\_\_ general public, especially \_\_\_\_\_ lovers of \_\_\_\_\_ artistic photography.  
a) 0 / the / an    b) the / 0 / 0    c) a / the / an
12. The manager said she \_\_\_\_\_ provide the necessary information \_\_\_\_\_.  
a) could / next week                      b) will be able to / the next week                      c) would be able to / the following week.
13. The issue \_\_\_\_\_ by the company staff.  
a) is looking into                      b) is being looked into                      c) is being looked
14. I wondered where \_\_\_\_\_ and how long \_\_\_\_\_ there.  
a) was I / had I been                      b) I was / I was                      c) I was / I had been
15. I have loved \_\_\_\_\_ radio ever since \_\_\_\_\_ day I broke mom's favourite radio.  
a) the / the    b) 0 / a    c) a / the
16. Recently, North Korea \_\_\_\_\_ in the international media.  
a) has much talked about                      b) has been much talked about                      c) has been talked much about
17. David asked \_\_\_\_\_ a second and ran to the phone.  
a) them to wait                      b) that they wait                      c) them wait
18. Herod the Great married \_\_\_\_\_ daughter of \_\_\_\_\_ aristocrat from Petra.  
a) a / an    b) the / the    c) the / an
19. After finishing her coffee, the student asked where \_\_\_\_\_ pay.  
a) she shall                      b) she should                      c) should she
20. I wondered what \_\_\_\_\_ him move from Bedfordshire.  
a) had made                      b) did make                      c) made

## II. GRAMMAR: THE PARTICULARS.

### CHOOSE THE APPROPRIATE FORM OR PHRASE.

1. In the last few decades, some progress \_\_\_\_\_ in helping \_\_\_\_\_ poor people overcome poverty across the world.  
a) has made / the                      b) has been making / 0                      c) has been made / 0
2. My doctor advised \_\_\_\_\_ swimming or golf.  
a) to take up                      b) me taking up                      c) me to take up
3. One of my friends suggested \_\_\_\_\_ in one of the Central London hotels when I had to visit the city on a short business trip.  
a) staying                      b) me to stay                      c) to stay
4. The boy \_\_\_\_\_ for appendicitis.  
a) has just been operated                      b) has been just operated on                      c) has just been operated on
5. \_\_\_\_\_ Mars is at \_\_\_\_\_ distance of 249,200,000 km from \_\_\_\_\_ Sun.  
a) the / the / the                      b) 0 / a / 0                      c) 0 / a / the
6. Richard kindly offered \_\_\_\_\_ me a lift to the southern outskirts of Leicester.  
a) to give                      b) giving                      c) give
7. She wasn't happy when \_\_\_\_\_.  
a) she was explained everything                      b) everything was explained to her                      c) everything was explained her
8. I'm often asked \_\_\_\_\_ future?  
a) do we have / 0                      b) have we / the                      c) if we have / a
9. \_\_\_\_\_ west coast of \_\_\_\_\_ Ireland is \_\_\_\_\_ countryside rich in history, folklore and mythology.  
a) the / 0 / a                      b) 0 / the / the                      c) a / 0 / the
10. The teacher reminded \_\_\_\_\_ their dictionaries to check spelling.  
a) of using                      b) them to use                      c) to use
11. The military operation \_\_\_\_\_ by the Government.  
a) is commenting                      b) is being commented                      c) is being commented on
12. \_\_\_\_\_ past and \_\_\_\_\_ future are \_\_\_\_\_ common topics in all types of language classes – from beginner to advanced.  
a) a / a / 0                      b) the / the / the                      c) the / the / 0
13. The secretary was surprised when \_\_\_\_\_.  
a) he was pointed out the mistake                      b) the mistake was pointed out to him                      c) the mistake was pointed him out
14. My doctor has just informed \_\_\_\_\_ I am at high risk of developing diabetes.  
a) that                      b) me that                      c) 0
15. The Education Secretary urged \_\_\_\_\_ at least ten minutes a night reading bedtime stories to their children.  
a) parents spending                      b) parents to spend                      c) parents spend
16. It is hard to imagine that we have been at \_\_\_\_\_ sea for nearly two weeks and \_\_\_\_\_ first part of \_\_\_\_\_ voyage is over.  
a) the / a / the                      b) 0 / the / 0                      c) 0 / the / the
17. The United Nations has released a report which has found that women \_\_\_\_\_ in almost every country around the world.  
a) are discriminated against                      b) are discriminating against                      c) are discriminated
18. Join students from around the world and study English in \_\_\_\_\_ friendly environment on \_\_\_\_\_ modern American university campus in \_\_\_\_\_ safe suburban area.  
a) the / the / a                      b) a / a / a                      c) 0 / the / the
19. *Emmaus* is \_\_\_\_\_ charity providing \_\_\_\_\_ support and housing for \_\_\_\_\_ homeless and unemployed in Oxford.  
a) a / 0 / the                      b) 0 / 0 / 0                      c) the / a / 0
20. A friend recommended \_\_\_\_\_ a band, to get me out of the house at nights.  
a) to join                      b) join                      c) joining

III. CHOOSE THE PHRASE APPROPRIATE IN THE FOLLOWING SITUATIONS. MORE THAN ONE ANSWER IS POSSIBLE.

1. A: MP stands for Member of Parliament.  
B: a) I agree with you there.                      b) That's right.                      c) Exactly.
2. A: I didn't meet him until December.  
B: a) Really?                      b) Did you?                      c) Didn't you?
3. A: Jim was offered a job at an import company.  
B: a) Did he?                      b) Was he?                      c) Really?
4. A: Computers have made our life much more exciting.  
B: a) I don't think so.                      b) You are absolutely right.                      c) You're close.
5. "Beaufort" is, \_\_\_\_\_, a war movie, but it feels more like science fiction.  
a) in a way                      b) strictly speaking                      c) I mean
6. \_\_\_\_\_, I tried to go vegetarian once and ate a lot of veggie burgers.  
a) Generally speaking                      b) If I may say so                      c) Personally
7. \_\_\_\_\_ in the US people call trousers 'pants', don't they?  
a) Strictly speaking                      b) Correct me if I'm wrong, but                      c) If you know what I mean
8. A: It's difficult to study Chinese.  
B: a) I'm afraid not.                      b) I don't think so.                      c) I agree with you there.
9. One reviewer pointed out that it's a poor reference book, and that's true, \_\_\_\_\_.  
a) I mean                      b) in a sense                      c) you know
10. A: The Hague is the capital of the Netherlands.  
B: a) I'm afraid not.                      b) I don't see it quite like that.                      c) I don't think so.

IV. SAY THAT THE SAME IS TRUE FOR YOU \_

1. I can't speak Spanish. \_\_\_\_\_
2. I will definitely improve my speaking skills. \_\_\_\_\_
3. I have never been to China. \_\_\_\_\_
4. I know nobody who speaks Lithuanian. \_\_\_\_\_
5. I've been really pressed for time lately. \_\_\_\_\_
6. I wouldn't like to work as an interpreter. \_\_\_\_\_
7. I went to the seaside last summer. \_\_\_\_\_

V. CHOOSE THE RIGHT SUFFIX TO FORM A VERB. MORE THAN ONE ANSWER IS POSSIBLE.

1. terror  
a) ise    b) ify    c) ate
2. weak  
a) en    b) ise    c) ify

3. just  
a) ise b) ify c) en
4. pure  
a) en b) ise c) ify
5. worse  
a) ify b) en c) ise
6. standard  
a) ise b) ify c) ate

#### VI. VOCABULARY: THE BASICS. CHOOSE THE RIGHT WORD TO MAKE THE SENTENCE MEANINGFUL.

1. It is our \_\_\_\_\_ interest to strengthen public institutions such as health care and education. (joint / common)
2. As a married, 35-year-old father of two, Boris couldn't \_\_\_\_\_ to give up his job and go to school full time. (afford / allow)
3. At 8 pm, one hour after the storm started, hundreds of houses were \_\_\_\_\_. (injured / damaged)
4. On the \_\_\_\_\_ of it, the price seems quite reasonable, but we don't have all the necessary information. (face / surface)
5. The only way to win the war is to \_\_\_\_\_ against the common enemy. (join / unite)
6. As a result of the earthquake more than 1,000 buildings \_\_\_\_\_ damage, about half of which totally collapsed. (suffered / caused)
7. Jack \_\_\_\_\_ me 50 pounds and he's been avoiding me for a week now. (owns / ows)
8. The Renault Formula One team have \_\_\_\_\_ punishment for their role in the sport's latest spy scandal. (avoided / escaped)
9. Mike couldn't \_\_\_\_\_ his children any time because he was always busy at work. (spend / spare)
10. A recent experiment has shown that birds that live in a \_\_\_\_\_ climate have bigger brains than those that enjoy a mild climate. (harsh / heavy)
11. Can I use my EU ID to have a \_\_\_\_\_ in Spain? (rest / holiday)
12. If your family has a \_\_\_\_\_ room in the house, that's a good place to have a library in. (free / spare)
13. The University of Texas at San Antonio spent more than \$2 million last year on programs to \_\_\_\_\_ the gap between high school and college. (bridge / fill in)
14. A(n) \_\_\_\_\_ error of students is the failure to organize their thoughts before writing an essay. (ordinary / common)
15. Emergency services have \_\_\_\_\_ no effort to help people whose homes were destroyed by the tornadoes. (saved / spared)
16. The \_\_\_\_\_ British Prime Minister is disappointed with the progress in the Middle East. (current / now)
17. The idea that women have to \_\_\_\_\_ a choice between a career and children is still present in many academic institutions. (make / do)
18. The White House spokesman \_\_\_\_\_ to comment on the discussion between the White House and the Environmental Protection Agency. (rejected / refused)

#### VII. VOCABULARY: THE PARTICULARS. CHOOSE THE RIGHT ANSWER TO COMPLETE THE SENTENCES.

1. You can send your child to the post-primary school \_\_\_\_\_ your choice.  
a) to                                    b) of                                    c) on
2. The patient was a 32-year-old man who complained \_\_\_\_\_ stomachache around 4 months after surgery.  
a) of                                    b) about                                c) on

3. Our hotel is \_\_\_\_\_ walking distance of the public beaches, shopping and many great restaurants.  
a) at                                      b) in                                      c) within
4. A red panda escaped \_\_\_\_\_ the zoo in December 2002.  
a) ×                                      b) from                                      c) out of
5. As he was approaching \_\_\_\_\_ the house, the door flew open and people began running out.  
a) to                                      b) ×                                      c) towards
6. Each of the 17 luxury tents faces \_\_\_\_\_ the river and has a private deck where you can sit and observe the wildlife.  
a) to                                      b) on                                      c) ×
7. Tony Blair studied law at St. John's College in Oxford and joined \_\_\_\_\_ the Labour Party in 1975.  
a) ×                                      b) to                                      c) in
8. There were pauses during the conversation when I could hear Robin's voice, but couldn't make \_\_\_\_\_ what he was saying.  
a) up                                      b) off                                      c) out
9. Keep \_\_\_\_\_ the road for the next half mile, passing St Michael's Church on your left.  
a) on                                      b) to                                      c) for
10. Sharks can smell blood in the water \_\_\_\_\_ a distance of several miles.  
a) in                                      b) from                                      c) at
11. She is choosy \_\_\_\_\_ friends, but is a good friend and mixes easily.  
a) about                                      b) in                                      c) with
12. I told them I was " \_\_\_\_\_ their service" for any job, large or small.  
a) in                                      b) for                                      c) at
13. I wonder why the newspapers kept \_\_\_\_\_ the information.  
a) out                                      b) back                                      c) off
14. If Dan Brown just made everything \_\_\_\_\_ in *The Da Vinci Code*, why did it become a No.1 world bestseller?  
a) up                                      b) out                                      c) on

#### VIII. COMPLETE THE SENTENCES AS YOU SEE FIT.

1. A penny saved is ....
2. Beggars can't be ....
3. Children are poor men's ....
4. Lend your money and lose your ....
5. A rich man's joke is .....

TOTAL: 100

# UNIT 7

BETTER TO BE  
WEALTHY AND  
HEALTHY

## IN UNIT 7 YOU LEARN:

- to keep up a conversation: to agree and disagree with opinions and facts
- to show interest
- to say «я тоже (да / нет)» in English
- to describe things and events using Passives
- to read faster
- to look for information

## LANGUAGE FOCUS

- passives
- the definite article: *the rich, the sick, the earth, the sky, the world, the cinema, the theatre, the radio*
- to do vs to make
- phrasal verb "make"



### SPEAKING 1 KEEPING UP A CONVERSATION: AGREEING AND DISAGREEING

Part of successful conversation is responding to what people say to us. We respond by agreeing or disagreeing with what someone says. Compare:

#### USEFUL PHRASES TO AGREE AND DISAGREE:

	with someone's opinions	with facts
AGREEING (strongly):	That's (very) true. I agree with you there. Yes, I know exactly what you mean. You are absolutely right.	You are absolutely right. I quite agree. That's right. Right. Yes. Exactly
AGREEING (partly)	Yes, but 'don't you think ... I agree with you, but...	I agree 'up to a point, but 'that's 'not the whole picture.
DISAGREEING	I am afraid I 'don't quite agree with you. I 'don't think so. I 'don't see it quite like that.	I am afraid not. 'Not quite. That's 'not the' whole picture.
DISAGREEING strongly	'That's just 'not true! 'Oh, 'come on! ( <i>infml</i> )	



#### PAIRWORK 1. AGREE OR DISAGREE ABOUT FACTS.

##### Model:

- A: In Russia children start school at 6.  
B: That's correct / That's right / Exactly.



2. A: A 'mile 'equals a ki lometer.  
 B: 'Not quite / No, I am af'raid not!
1. A: p.m. stands for Prime Minister.  
 B:
2. A: The United Nations Organisation was set up after WWII.  
 B:
3. A: St. Petersburg was the capital of Russia till 1917.  
 B:
4. A: The Big Apple is an informal name for New York.  
 B:
5. A: The population of Russia is growing.  
 B:
6. A: English kings and queens are crowned in Westminster Abbey.  
 B:
7. A: The speed limit in cities is 80 km per hour.  
 B:
8. A: UNICEF<sup>1</sup> helps children in poor countries.  
 B:



Add more of your own.



### PAIRWORK 2. AGREE OR DISAGREE WITH OPINIONS.

#### Model:

- A: 'Children should 'start 'school as 'early as possible.
- B: 1) I agree with you there / you are 'absolutely right / etc.  
 2) Yes, but 'don't you 'think it has some disadvantages?  
 3) I 'don't think so.  
 4) 'Oh, 'come on! You must be joking! / Are you 'pulling my leg? / Are you 'having me on?

1. A: Tennis is the most popular sport in Russia.  
 B:
2. A: Getting married at sixteen is absurd.  
 B:
3. A: Being in good shape is equally important for women and men.  
 B:
4. A: Knowing a foreign language is vital in any career.  
 B:
5. A: Having children is a basic need for all people.  
 B:
6. A: English will become the only language on Earth in the 22<sup>nd</sup> century.  
 B:
7. A: Helping the poor is the duty of the rich.  
 B:
8. A: Liking your job is more important than making a lot of money.  
 B:

<sup>1</sup> United Nations Children's Fund

9. A: Travelling is part of a good education.  
B:
10. A: Mobile telephones have made our life more difficult.  
B:

*Think of more opinions about your classes at the university; the films you have seen; the books you have read, etc. to elicit your partner's agreement or disagreement.*

*Choose one of the above and develop it into a mini-conversation.*

### Я ТОЖЕ: *SO DO I* / *NEITHER DO I*

This is an informal way to say that the same is true for you.

#### Situation 1.

1. A: I hate large parties!  
B: 'So do I.
2. A: I can 'speak 'English fluently.  
B: 'So can I.

#### Situation 2.

1. A: I wouldn't 'like to 'join the army.  
B: 'Neither would I.
2. A: I have 'never been to the 'Middle East.  
B: 'Neither have I.

#### Note:

We repeat the auxiliary verb used by the other speaker or, if there is no auxiliary, we use *do* / *did*.

### PRACTICE.

#### I. Say that the same is true for you.

1. A: I am a Russian citizen.  
B:
2. A: I studied English at school.  
B:
3. A: I haven't got many friends at the university yet.  
B:
4. A: I can't do my homework when people around are talking loudly.  
B:
5. A: I will join the Diplomatic Service one day.  
B:
6. A: I would like to travel the world.  
B:
7. A: I have met nobody yet who crossed the Sahara Desert.  
B:
8. A: I was really pressed for time during the exams.  
B:

9. **A:** I never go out without my mobile.  
**B:**
10. **A:** I don't usually watch commercials on TV.  
**B:**

*Add more of your own.*

II. *Make up statements about your experiences, likes, dislikes, etc. to match the following responses.*

- |                |                 |
|----------------|-----------------|
| So am I.       | So was I.       |
| Neither do I.  | So should I.    |
| So did I.      | Neither have I. |
| So have I.     | Neither did I.  |
| Neither can I. | So will I.      |



## SPEAKING 2 KEEPING UP A CONVERSATION: SHOWING INTEREST

It is important to show how interested we are in what the other person is saying. We do this:

- with our eyes,
- by nodding,
- saying something to show we are listening.

USEFUL WORDS TO SHOW INTEREST:

- |          |           |
|----------|-----------|
| ↗ Right. | A ↘ ha!   |
| ↗ OK.    | ↗ Really? |
| ↗ Yes?   |           |

Another way of saying *Really?* is to repeat the auxiliary verb the other speaker has used.

e.g.

- A:** I **was** the 'last to 'leave the ↘ party.  
**B:** ↗ **Were** you?
- A:** I **'didn't** re'turn 'home until 'four in the ↘ morning!  
**B:** ↗ **Didn't** you?



### PAIRWORK 1. PRACTICE SHOWING INTEREST.

*In each dialogue, respond to the statements (the sentence or part of the sentence) you find interesting.*

1. **A:** The school exams were nothing compared to the entrance exams. I was a nervous wreck after the first one....  
**B:**
2. **A:** There is a new soap opera on BBC1 — *The Stretford Wives*. Not exactly Chekhov's *Three Sisters*. The cast was great, but I found it rather stupid.  
**B:**

3. **A:** A junior lecturer at Oxford armed with a PhD earns £ 15,000, less than the platform staff on the London Underground. A full professor earns £ 45,000.  
**B:**
4. **A:** I got stuck in a traffic jam last night. I was to meet Jane at the station at 8. I called her on the mobile but she was not available.  
**B:**
5. **A:** In Great Britain, having your own house and a car doesn't necessarily mean you belong to the middle class.  
**B:**
6. **A:** Ten per cent of internet users in the US have a dependency that can be as destructive as alcoholism. Doctors call it internet addiction disorder.  
**B:**
7. **A:** Do you know that Matryoshka, a famous Russian symbol, is just a hundred years old? The first workshop that started making Matryoshkas was founded in Babenki, a village not far from Moscow.  
**B:**
8. **A:** Psychologists say there are four learning styles. Students can be activists, reflectors, theorists and pragmatists. Activists are open-minded and enthusiastic about anything new.  
**B:**
9. **A:** I was planning to go skiing this week-end and now it looks as if we'll have to stay indoors. The forecast says minus 20 and a north wind.  
**B:**
10. **A:** Amur tigers may disappear altogether! There are about 450 left in the Far Eastern taiga.  
**B:**



### PAIRWORK 2.

*One student describes an event (a list is given below), his / her partner responds **while** the student is speaking. **DO NOT** wait for pauses!*

#### Model:

**A:** I went to the dentist the other day for a regular checkup. I hate going to the dentist, though I go every six months ...

**B:** ↪ **Do you?**

**A:** Yes, when I think of the drilling machine I start sweating. Anyway, I went there in the morning and came right on time for the ten o'clock appointment, you know I hate to be late, and settled down for a long wait, dentists, you know, never see you on time.

**B:** ↪ **Don't they?**

**A:** Never, they just love to keep you waiting! Then, quite unexpectedly they called out my name. I went into the room, sat down in the chair and ...

**B:** ↪ **Yes?**

**A:** ... and saw that the doctor was a very pretty young woman.

**B:** ↪ **Was she?**

**A:** I liked her a lot but was nervous, too, because she looked too young to be a doctor and seemed rather inexperienced. Well, she looked into my mouth and said a filling needed fixing.

**B:** ↪ **And?**

**A:** I didn't like the idea at all. But before I could say anything she started drilling out the old one. I must say she was real good at it, I didn't feel any pain or anything. Before I knew it she said, "That's it. Do not eat anything for two hours and come back in six months".

**B:** ↗ OK.

**A:** I can't wait another six months. I have to see her sooner than that. I think I am going to have a toothache.

*Ideas about events to describe:*

1. the examination day;
2. my first date;
3. a trip abroad;
4. a meal at a Chinese / Japanese restaurant;
5. how I helped my mother about the house;
6. the worst day in my life;
7. an accident you were in or witnessed.

## PROVERBS AND SAYINGS

1. *Say which of these you agree with and explain why.*  
2. *Can you think of similar Russian proverbs? Do you think the proverbs below reflect differences / similarities in mentality of different nations? Can you give an example?*

1. A penny saved is a penny gained (Scottish proverb).
2. Take care of the pence and the pounds will take care of themselves (English proverb).
3. Better give a penny than lend twenty (Italian proverb).
4. Children are poor men's riches (English proverb).
5. He that is rich will not be called a fool (Spanish proverb).
6. He who could foresee things three days in advance would be rich for thousands of years (Chinese proverb).
7. Beggars can't be choosers (English proverb).
8. Lend your money and lose your friend (English proverb).
9. Poverty is no sin (English proverb).
10. There's no such thing as a free lunch (American saying).
11. Riches run after the rich, and poverty runs after the poor (French proverb).
12. You cannot reason with a hungry belly; it has no ears (Greek proverb).
13. To be rich is not everything, but it certainly helps (Yiddish proverb).
14. A rich man's joke is always funny (English proverb).
15. Money doesn't grow on trees (English proverb).



### READING 1 THE HAVES AND HAVE-NOTS

#### PRE-READING QUESTIONS:

1. What are the richest and the poorest countries of the world?
2. What are the most obvious differences between the regions of the world? Study the map "To Have and Have Not" (see Appendix).

3. What do you think the rich countries can do to help the poor:
  - build more schools and hospitals;
  - supply more food;
  - invest in the economy;
  - ???

*Reading task:*

*Look through the text, which is a selection of comments sent to the BBC online debate "Can life improve for the world's poorest?" Make a list of key words and compare it with your partner's.*

1. Education is always top on the list, if we could build schools and set up public programs in poor countries this will give these people the opportunity to learn skills that will allow them to develop and eventually become a more independent nation. If we were not in constant war we would have the money to help humanitarian efforts. *Mark, Rochester USA*
2. Like most other residents of the UK I do not consider myself to be rich and I do not feel that I somehow have a responsibility to help the poor of other countries. We need to take care of our own poor before we can tackle the problems of underdeveloped nations. *Matt Munro, Bristol, UK.*
3. How do you expect to see an end to poverty when a country like Zambia has an unemployment rate of 80%? Could any single country in Europe live with such an unemployment rate? If we do not start creating jobs in developing countries, then there will be no end to poverty. In all the aid that is given to Africa, I have never seen one aid organisation even mention the need to create jobs. Job creation requires investment and it is not difficult to calculate how much investment each country requires to create those jobs. It will cost billions of dollars, but with targets and effort, progress could be made. *Mark, Lusaka, Zambia.*
4. Throwing money at poor countries will only make things worse. Up to 90% of the money given to some poor countries for aid will be siphoned (siphon — перекачивать) off by corrupt bureaucrats. Fair and equal trade without protectionist subsidies is essential to lifting families out of poverty. There should also be huge penalties on Western Banks that allow corrupt leaders to siphon off funds meant for aid. *Lucinda, London.*
5. Ask yourself this question: Why do super rich people come from developing countries? Do you have the answer? It's because if you give \$100 to the country in aid, less than 1 cent gets to the people that require the aid, the rest is used to grease the wheels (подмазать, дать взятку) in getting the aid to where it is needed.<sup>2</sup> *Gary, Cairo, Egypt.*
6. I think life will not improve in poorer nations, especially in Africa, by mere cancellation of debts and sending food parcels. Life will improve only if rich countries invest in agriculture, like implementing green revolution model which was a great success in India and still is and providing better quality of seeds and improving education. *Sunil Mohan Reddy M, India.*
7. It's a shame that in the twenty first century there is so much poverty. How can there be so many people who have so little and so few people who have so much? The only way to prevent pov-



<sup>2</sup> Oxfam International is a group of non-governmental organizations from three continents working worldwide to fight poverty and injustice.

erty is for every citizen of the world to give a mere 1% of their income to charities involved in feeding and assisting the poor. 1% from you and me to the rest of the world is a substantial amount. *Brenda Schmitt, Germany.*

8. Africans have failed Africa. I am sick and tired of the whole thing. Why do we bother? We keep on funding the poor to live in areas that obviously cannot sustain life for any decent period. We should face the reality and just stop trying to interfere. White western politicians and pop stars have had more than enough chances to make everything wonderful — plus the billions and billions that the West have pumped in and what have we achieved? Nothing. I want Gordon Brown to concentrate on the UK — not act as a Saint at our expense. *Roger, Whitwick, England.*
9. Extreme poverty will always be with us until the extremely poor reduce their birth rate. The well-off nations of the world have no obligation to support people who produce huge numbers of children without the ability to support them. Poverty cannot be checked until the massive population growth is brought under control. *D. Peters, Ohio, USA.*
10. It is not up to the so called 'rich counties' to sort out world poverty. The gap between the rich and the poor is the biggest in the poorest countries. For example, India with its caste system. Just drive around Bombay (Mumbai) and you will see untold wealth in one area while just down the road there are whole families living in cardboard boxes. You have to sort out the countries' political and social systems, no easy task, before throwing western tax payers' money at them. The fact is that most countries where there is poverty have a very wealthy elite and it is they who should lead the way before asking for UN aid. *John, France.*

*What can the developed countries do to help the developing ones?*

*Read the text again and match each comment with the main idea (some comments have the same message / idea):*

- a. improving education;
- b. creating jobs;
- c. investing more money;
- d. charity;
- e. fighting corruption;
- f. letting the poor countries take care of themselves;
- g. concentrating on the problems at home;
- h. opening the western markets for the poor countries;
- i. birth control.

#### DISCUSSION QUESTIONS:

1. What views on the problem do the people from the developed / developing countries have?



2. Comment on the statement from *The Hunger Report*: "No one really knows how many hungry people there are in the world. No one knows because hunger is difficult to define, because the statistical data are weak, and because efforts to improve data collection and analysis have been limited. But beyond these real difficulties we may not know how many hungry people there are in the world because we may not want to know."

## THE RIGHT WORD IN THE RIGHT PLACE

### DO vs MAKE

#### 1. ACTIVITY vs RESULT

	Use	Examples
<b>DO</b>	1. <u>indefinite activities</u> (with <i>something, anything, nothing, everything, thing, what</i> ) 2. <u>repeated or regular activities</u> (work, job, hobbies) 3. <u>in the structure do + some / the ...ing</u>	1. <i>Have you ever disliked anyone who <b>has done nothing</b> to you?</i> 2. <i>The firm <b>has been doing the work</b> for more than 15 years.</i> 3. <i>Most travelers go to Fiji to <b>do some swimming, snorkeling or diving</b>. Janett <b>did all the talking</b>. I mostly listened to her talk.</i>
<b>MAKE</b>	Emphasizes <u>the end product, or result</u> , of an action rather than the activity itself.	<i>I'd be happy to <b>make you a cup of tea or coffee</b>.</i> <i>He plans to set up a small workshop to <b>make carpets</b>.</i> <i>At that time the workers <b>were making a fire</b> to cook their dinner.</i>

Ex. 1. Fill in the gaps with **do** or **make** in the correct form.

- Who \_\_\_\_\_ the cooking in your family?
- My sister \_\_\_\_\_ a cake while talking to her boyfriend on the phone.
- \_\_\_\_\_ you \_\_\_\_\_ anything special for Halloween?
- The farmers \_\_\_\_\_ cheese daily and sell it at weekly farmers' markets or directly to local restaurants.
- A reliable company is one that has been in business or \_\_\_\_\_ the work for at least three or more years.
- I \_\_\_\_\_ the talking, and he liked what he heard.
- "I'll \_\_\_\_\_ you a sandwich." "Okay, I want turkey with cheese and pickles."
- The hospital administration \_\_\_\_\_ currently \_\_\_\_\_ everything possible to stabilize the patient's condition.
- Kevin has all the necessary skills and I'm sure he \_\_\_\_\_ the job.
- He \_\_\_\_\_ breakfast when the lights went out.
- We caught a taxi into town and walked around and \_\_\_\_\_ some shopping.
- I (never) \_\_\_\_\_ a dress before, so this was a great learning experience.

#### 2. COMMON FIXED EXPRESSIONS

DO		MAKE	
one's best	one's hair	an attempt	a mistake
business	harm	arrangements	money
one's duty	homework	a decision	a noise



DO		MAKE	
(an) exercise	housework	an effort	peace
a favour	research	an exception	a plan
good	sport	a fire	a profit
		a fortune	progress
		a fuss	a suggestion

Ex. 2. Fill in the gaps with **do** or **make** in the correct form.

1. A lot of scientists worldwide \_\_\_\_\_ research on cancer, but a lot of people still suffer from this disease.
2. Could you \_\_\_\_\_ me a favour, please?
3. He \_\_\_\_\_ a fortune manufacturing the first bright headlights for cars.
4. As a firefighter, he always \_\_\_\_\_ his duty.
5. Freedom is not worth having if it does not include the freedom to \_\_\_\_\_ mistakes (Mahatma Gandhi).
6. That morning I asked him all of the burning questions, about why he had left and why he (never) \_\_\_\_\_ an effort to see me.
7. A slice of pizza once a month \_\_\_\_\_ you any harm, but you should be careful to eat a healthy diet.
8. I wonder why we \_\_\_\_\_ so much fuss about sending Christmas cards.
9. He \_\_\_\_\_ his best to comfort me while I've been ill.
10. The government (currently) \_\_\_\_\_ progress on environmental issues.
11. What sport \_\_\_\_\_ you \_\_\_\_\_ now?
12. In 1790, the Comanche \_\_\_\_\_ peace with another tribe they had been fighting for many years.

Ex. 3. Describe a day of you life using collocations with **do** and **make**.

**e.g.** I normally get up at 6:30. Unfortunately, I have no time to *do exercises*, so I just *do some stretching*. Then I *make the bed* and go to the kitchen to *make breakfast* ...

Ex. 4. Translate into English using collocations with **do** and **make**.

1. Молодые люди так шумели в кинотеатре, что кто-то пожаловался охране (security).
2. Занятия спортом пойдут вам на пользу, если вы хотите поддерживать хорошую (физическую) форму.
3. Общеизвестно, что студентам университетов приходится много читать.
4. Не мог бы ты сделать мне одолжение и помыть сегодня посуду?
5. Билл решил провести исследование о (on) роли женщин в науке.
6. Стив допустил несколько ошибок в докладе, но никто этого не заметил.
7. — Ты что-нибудь делаешь в эти выходные? — Не знаю, я пока ничего не планировал.
8. Мигель (Miguel) последнее время очень старается. Неудивительно, что он добился таких успехов в английском языке.
9. Оливер попытался (сделал попытку) сказать Дженни, как она ему нравится, но он был очень застенчив, и говорила только она.
10. Смит заработал состояние, продавая подержанные (second-hand) машины.
11. Марк Хаммер всегда выполнял свой долг как человек и гражданин, поэтому его все уважают.

## PHRASAL VERB **MAKE**

Ex. 5. a) Work in pairs. Match each verb with its equivalent below.

b) Translate the following sentences paying attention to the phrasal verb **MAKE**.

1. <b>to make out</b>	It was so noisy I couldn't <b>make out</b> what the guide was saying.	
2. <b>to make up</b>	That's not true! You are just <b>making it up!</b>	
3. <b>to make up</b>	Elderly people <b>make up</b> 40 % of the town's population.	
4. <b>to make up (with smb)</b>	Although they often argued, they always <b>made up</b> with each other.	
5. <b>to make up (to smb) for smth</b>	How can we <b>make up to you for</b> what you missed as a child?	

a) составлять

с) помириться

е) понять, разобрать(ся)

b) компенсировать

d) выдумывать

Ex. 6. Recast the underlined parts so as to make them more natural. Use the phrasal verb **MAKE**.

- As in any fiction book, all the names in *War and Peace* were created by the author.
- Maura could see Terry's lips moving but could not understand a word.
- The chemicals that form living things are all based on chains of carbon atoms.
- The money you are offering can't correct the effect of all the troubles I went through.
- Food poisoning or a cold are the most popular excuses students invent to get out of classes.
- Dick adored his youngest daughter, who compensated to him for an unhappy marriage.
- Youth compose a large proportion of the unemployed in Iran.
- Do not look up the word in the dictionary if you can decode its meaning from the context.
- They sometimes argued over trivial things but always re-established a friendly relationship with each other within an hour or two.
- Racial and ethnic minorities constitute one third of the population in the United States.
- Think of leap (високосный) year as the little trick the world uses to compensate for lost time.
- Has she finally become friends with her parents again?

Ex. 7. Translate the sentences using the appropriate phrasal verb.

- Прежде чем пересказывать текст, **составьте** его план.
- Терпение и упорный труд могут иногда **компенсировать** отсутствие таланта.
- Они закрыли дверь, и я не смог **услышать** (разобрать), о чём они спорили.
- Я надеюсь, что он постарается как можно скорее **расплатиться с** хозяином квартиры (landlord) **за** ущерб, который он ему причинил.
- Овощи, фрукты и рыба должны **составлять** значительную часть вашего повседневного рациона (diet).
- После продолжительных дебатов лидеры трёх стран наконец **помирились**.
- Зрение у него стало ухудшаться, и вскоре он с трудом **различал**, что написано на доске.
- Она всегда старается **придумать** оправдание любым поступкам своего сына.
- В России женщины **составляют** большинство среди безработных.

10. Врач порекомендовал спортсмену выпивать 7–12 стаканов воды в день, чтобы **восполнить** потерю воды во время тренировок (workouts).
11. Я признаю свою вину, но не знаю, как сделать первый шаг и **помириться** с моей девушкой.
12. Он все это **выдумал**, так как не хотел смотреть правде в глаза (смотреть в лицо реальности).



Ex. 8.

*Make up a short story using as many phrasal verbs MAKE as possible.*



## READING 2

### A MATTER OF CLASS: WEALTH AND WELLNESS

#### PRE-READING TASKS

#### 1. Read the quote from the text:

“A heart attack is a window on the effects of social class on health. Within seconds of suffering an attack the lives of three New Yorkers moved in totally different directions.”

#### Match the three descriptions with class:

*upper middle*

*middle*

*working*

1. After he was stricken, Will Wilson was taken to a hospital that did not offer the treatment he needed. He later had trouble changing his diet, and to limit stress he set a date to retire from his office job.
2. Ewa Gora, a housekeeper, felt ill but resisted going to a hospital, then wound up staying two weeks. She struggled to quit smoking and to control her weight, and worried about bills that piled up while she was unable to work.
3. Jean Miele, an architect, had quick emergency treatment for his heart attack at a top hospital, good follow-up care and useful advice on altering his health habits, including his diet. He also benefited from the support of family and friends.

*Explain your reasoning.*

#### 2. What, in your opinion, are the attributes of class?

- |              |            |
|--------------|------------|
| • income;    | • a house; |
| • a job;     | • a car;   |
| • education; | • ???      |

#### 3. What is the connection between class and wellness (health)?

#### 4. Practise reading the following words:

ambulance	[ˈæmbjələns]	obesity	[əʊˈbi:səti]
longevity	[lɒndʒˈevəti]	hypertension	[ˌhaɪpəˈtenʃn]
stroke	[strəʊk]	cholesterol	[kəˈlestərɒl]
diabetes	[ˌdaɪəˈbi:ti:z]	emergency room	[iˈmɛ:dʒənsi rʊm]
cancer	[ˈkænsə]	cardiac	[ˈkɑ:diæk]
heart disease	[ˈhɑ:t dɪˌzi:z]	blood pressure	[ˈblʌd preʃə]
diet	[ˈdaɪət]	fever	[ˈfi:və]

*Look through the text to find the paragraph or paragraphs which sum up this connection most clearly.*

## For Those with Status, Better, and Longer, Lives

Jean G. Miele's heart attack happened on a sidewalk in Midtown Manhattan last May. He was walking back to work with two colleagues after a sushi lunch that cost several hundred dollars.

Will L. Wilson's heart attack came four days earlier in his bedroom in Brooklyn. He had been describing to his fiancée a heavy dinner he was beginning to regret.

Ewa Rynczak Gora's first signs of trouble came in her rented room in the shadow of the Brooklyn-Queens Expressway. It was July 4. Ms. Gora, a Polish-born housekeeper told her husband not to call an ambulance; it would cost too much.

Architect, utility worker(1), maid: in those first fearful moments, three New Yorkers with little in common faced a common threat. But in the months that followed, their experiences were different. Social class — that combination of income, education, occupation and wealth — played a central role in Mr. Miele's, Mr. Wilson's and Ms. Gora's struggles to recover.

Class is a powerful force in health and longevity in the United States. The more education and income people have, the less likely they are to have and die of heart disease, strokes, diabetes and many types of cancer. Upper-middle-class Americans live longer and in better health than middle-class Americans, who live longer and better than those at the bottom. And the gaps are widening, researchers say.

Heart attack is a window on the effects of class on health. The risk factors — smoking, poor diet, inactivity, obesity, hypertension, high cholesterol and stress — are all more common among the less educated and less rich, who are also less likely to get emergency room care or to change their lifestyles after heart attacks.

“In the last 20 years, there have been enormous advances in saving patients with heart attack,” said Ichiro Kawachi, a professor of social epidemiology at the Harvard School of Public Health. “Whenever innovation comes along, the well-to-do are much quicker at adopting it. On the lower end, the poor are facing various disadvantages. Diet has gotten worse. There's a lot more work stress. People have less time, if they're poor, to maintain a healthy lifestyle.”

### Critical First Moments

Mr. Miele's advantage began with the people he was with who called an ambulance. Because he was in Manhattan, there were major medical centers nearby, all equipped for the best in emergency cardiac care. The ambulance attendant offered Mr. Miele a choice. He picked Tisch Hospital, part of New York University Medical Center, an academic center with relatively rich patients.

Within minutes, Mr. Miele, 66, was on a table awaiting angioplasty(2) to unclog his artery. Less than two hours after Mr. Miele's first symptoms, his artery was reopened. The damage to his heart was minimal, and he spent just two days in the hospital.

Things went less smoothly for Mr. Wilson, a 53-year-old transportation coordinator for Consolidated Edison (Con Ed.) who had suffered a heart attack before. This time, he called an ambulance. He was offered a choice of two hospitals — neither with state permission to do angioplasty.

Mr. Wilson chose the Brooklyn Hospital Center, where he was given a drug to break up the clot(3) blocking an artery to his heart. It worked at first, but the clot re-formed. So Mr. Wilson was taken to New-York Presbyterian Hospital in Manhattan, where Dr. Bhalla performed angioplasty. Mr. Wilson spent five days in the hospital before heading home with a list of drugs and instructions to change his diet and to exercise regularly.

Ms. Gora's experience was the most problematic. She hesitated before allowing her husband to call an ambulance. He finally insisted, and, given no choice, she was taken to Woodhull, a city-run hospital that Mr. Wilson had rejected.

Woodhull was busy when Ms. Gora arrived. Two hours later, a doctor examined her, and tests confirmed she was having a heart attack.

She was given drugs to stop her blood from clotting and to control her blood pressure. The next day, she was taken to Bellevue, the hospital Mr. Miele had turned down, for an angiogram to assess her risk of a second heart attack. But Ms. Gora, who was 59 at the time, developed a fever, so the angiogram was canceled. She remained at Bellevue for two weeks before she was sent home. No angiogram was ever done.

### Comforts and Risks

Mr. Miele is upper middle class, the son of an architect and an artist. After college, he spent two years in the military and then joined his father's architecture firm. He bought a \$21,000 house in the Park Slope section of Brooklyn, sold it about 15 years later for \$285,000 and used the money to build his current house, worth over \$2 million.

For the past 20 years he worked four-day weeks, spending long weekends with his family, sailing or rebuilding cars.

Will Wilson is clearly middle class. His parents were poor farmers who moved north and became a machinist and a nurse. He grew up in Brooklyn and had spent 34 years at Con Ed. He had an income of \$73,000, health benefits, a house worth \$450,000 and plans to retire at 55.

Mr. Wilson's health was not bad, but far from perfect. He traced his first heart attack to his smoking, his diet and the stress from a bitter divorce.

Ms. Gora is in the working class. A bus driver's daughter, she arrived in New York City from Krakow in the early 1990's. She worked as a housekeeper, earning \$21,000 to \$23,000 a year, with health insurance through her union.

For \$365 a month, she rented a room in a friend's apartment. She was in her seventh year on a waiting list for a subsidized one-bedroom apartment.

Ms. Gora had never imagined she was at risk of a heart attack, though she was overweight, hypertensive and a 30-year smoker.

### Uneven Recoveries

By spring, Mr. Miele's heart attack, remarkably, had left him in better shape. He had lost more than 15 kilograms and was exercising five times a week. He was working from home. His blood pressure and cholesterol were low.

Mr. Wilson's heart attack had been a setback. His heart function was not normal, though it improved somewhat since May. He still enjoyed fried food sometimes, but he took his medications regularly. He was looking forward to retirement.

Ms. Gora's health was increasingly complex. She finally returned to work in November and had moved into the subsidized apartment with her own kitchen and bathroom.

But her weight had hit 91 kilograms. Her blood pressure and cholesterol remained too high. "You're becoming a full-time patient, aren't you?" her doctor remarked.

/by Janny Scott from *The New York Times*, May 23, 2005 abridged/

### Notes:

1. utility worker — работник сферы коммунальных услуг
2. angioplasty — сосудистая пластика
3. clot — тромб

### Comprehension and discussion questions

1. What do the three New Yorkers have in common?
2. In what way are they different?
3. What are the attributes of class according to the author of the article?
4. What changes have taken place in medicine over the past two decades?
5. Do the advances in medicine have a direct effect on health care in the US?
6. What do you think the prospects are for the three people in the story?
7. Whose responsibility do you think it is to be in good health?
8. What is your impression of the American health care system?
9. Do you see any similarities with the healthcare system in Russia?



## PROJECT WORK HEALTHCARE SYSTEMS OF THE WORLD

*Compile a short Fact File and tell your classmates the main facts about the healthcare system in the country of your choice.*

### LEVEL 1.

*Using the internet (some websites are given below) or other sources find out about*

#### 1. the US healthcare system:

- 1) What do the abbreviations MD and RN stand for?
- 2) How do you go about choosing a doctor in the US?
- 3) Do you have to pay for your visit to the doctor and tests?
- 4) Is it possible to see a doctor at once?
- 5) Which is more common in the US: to go to a family doctor, GP or a specialist?
- 6) Does insurance cover all medical expenses?

#### 2. NHS (National Health Service) in the UK:

- 1) What services does a Doctors' surgery provide?
- 2) Is it common to call in a GP (to have a doctor visit you at home)? What does GP stand for?
- 3) Where do you have to go in case of accident or emergency?
- 4) Are dental services free of charge?
- 5) What is NHS Direct Online Self-help Guide?
- 6) Does one have to pay for medication?
- 7) Is there private health care?

#### 3. Health Care in Canada:

- 1) Which healthcare services does the Canadian Government pay for in full?
- 2) Which healthcare services do Canadians have to pay for?
- 3) How much of health care is provided by private sector?
- 4) What is the main problem of public hospitals?
- 5) What does Medicare provide?
- 6) What is one of the major complaints about the Canadian health care system?

#### 4. Health Care in Australia

- 1) What is Medicare ?
- 2) What does it provide?

- 3) How much of health care is provided by private health insurance?
- 4) What benefits do people with private health insurance receive?
- 5) Can one call an ambulance? What services does it provide?
- 6) Does Medicare cover ambulance costs?

*Websites on medical care in:*

United States: <http://www.foreignborn.com/self-help/medical/index.html>  
 Great Britain: 1. <http://www.nhs.uk>  
 2. [http://en.wikipedia.org/wiki/National\\_Health\\_Service](http://en.wikipedia.org/wiki/National_Health_Service)  
 Canada: [http://en.wikipedia.org/wiki/Health\\_care\\_in\\_Canada](http://en.wikipedia.org/wiki/Health_care_in_Canada)  
 Australia: <http://www.medicareaustralia.gov.au>



**LEVEL 2**

*Make a list of advantages and disadvantages of the Healthcare System in the country of your choice. Compare it with the healthcare system in Russia. You may want to concentrate on any of the following points:*

- quality of medical care at surgeries, clinics, “policlinics”
- quality of medical care at hospitals
- quality of emergency medical care
- free or fee-paying medical care (national / personal medical care insurance)

*Websites on medical care in Russia:*

<http://www.infoservices.com/stpete/568.htm>  
<http://www.emedicine.com/emerg/topic725.htm>

**VOCABULARY LIST**

*Ex. 9. Study the Vocabulary List and translate all the examples.*

1.	<b>current</b> , adj. [ˈkʌrənt] [ˈkɜːrənt]	<b>нынешний, современный, текущий</b> current month / year current events / affairs / situation
	<b>currently</b> , adv.	<b>в настоящее время, на данный момент</b> Jeremy is currently unemployed and is looking for work.
	<b>currency</b> , n. [ˈkʌrənsɪ] [ˈkɜːrənsɪ]	<b>валюта, деньги</b> hard / national currency Can I pay <b>in</b> local currency or do I have to use euros at the hotel?
2.	<b>join</b> , v.	<b>1) присоединяться</b> (к какой-л. группе / деятельности), <b>стать членом</b> (какой-л. организации) to join a library / a firm / a club / etc. According to the Constitution, men join the army at the age of 18. to join smb / the conflict / the strike Will you join us <b>for</b> lunch? If you can't beat 'em, join 'em. (Посл.) = Если не можешь победить — присоединяйся! (Ср. Не можешь бороться, тогда возглавь.)

2.	<b>join, v.</b>	<b>2) соединять, объединять</b> The bridge joins two parts of the city. to join forces ( <b>with</b> smb) All parents joined forces to make the school club more beautiful.
	<b>joint, adj.</b>	<b>совместный, объединенный</b> joint effort / declaration / venture All countries should take joint action against the terrorist threat.
3.	<b>choose, v.</b>	<b>1) выбирать, отдавать предпочтение</b> I can't believe he was chosen the best student of the department! I chose the book <b>from</b> those that were on display. to choose <b>between</b> smth / smb <b>and</b> smth / smb Debbie had to choose <b>between</b> the university and the career of a model. <i>Beggars cannot be choosers (Посл.) — Нищим выбирать не приходится. (Ср. Бедному да вору — всякая одежда впору).</i> <b>2) решать, считать необходимым</b> I chose not to go to the party. I knew it would be boring.
	<b>choosy, adj.</b>	<b>разборчивый, привередливый</b> She is very choosy <b>about</b> her clothes.
	<b>choice, n.</b>	<b>1) выбор</b> careful / difficult choice good / right / bad / wrong choice to make a choice ( <b>between</b> smth / doing smth or smth / doing smth) I had to make a choice <b>between</b> studying Urdu or Hindi. Do parents approve of your choice <b>of</b> career? We can dine at a restaurant <b>of</b> your choice. <b>by</b> choice <i>добровольно, по собственному желанию</i> I'd never go there again <b>by</b> choice. <b>2) ассортимент</b> a good / wide / limited choice The store offered a good choice of chocolate.
4.	<b>common, adj.</b>	<b>1) (широко) распространенный, общепринятый</b> common occurrence / error / practice Smoking is one of the most common causes of heart disease. <b>2) общий</b> common language / interests / purpose According to the theory of evolution, man and chimpanzees have a common ancestor. to have smth <b>in</b> common ( <b>with</b> smb / smth) Mr. Curtis has nothing <b>in</b> common <b>with</b> shameless politicians. <b>3) простой, обыкновенный</b> common people / criminal / name The writer has never been popular with the common man.
5.	<b>gap, n.</b>	<b>1) разрыв, пробел, промежуток</b> gap <b>in</b> the fence / <b>in</b> smb's education / in the conversation / etc. They started crossing the road as soon as there appeared a gap in the traffic. to fill <b>in</b> the gap



5.	<b>gap, n.</b>	<p><b>2) расхождение</b> big / huge / wide / growing gap In all spheres, there's always some gap <b>between</b> theory and practice. generation gap <i>конфликт поколений, проблема отцов и детей</i> ideological gap <i>расхождение во взглядах</i> to bridge the gap <i>ликвидировать разрыв</i></p>
6.	<b>damage, n.</b>	<p><b>вред, поломка, ущерб</b> great / serious / slight damage to cause / to do damage <b>to</b> smb / smth The earthquake caused great damage <b>to</b> the village. to suffer damage <b>from</b> smth Crops in the region have suffered serious damage <b>from</b> the flood. <i>Урожай в этой области серьезно пострадал от наводнения.</i></p>
	<b>damage, v.</b>	<p><b>портить, причинять ущерб</b> to damage a house / one's health / the relationship / one's career to damage smth seriously / badly / slightly I didn't intend to damage my boss's reputation.</p>
	<b>damaging</b>	<p><b>наносащий ущерб, подрывающий</b> There is no doubt that smoking is damaging <b>to</b> your health.</p>
7.	<b>afford, v.</b>	<p><b>позволить себе</b> (after <i>can / could</i> and <i>be able to</i> and <b>without oneself</b>) I can easily afford <b>myself</b> a new Porsche, and you? to afford smth / to do smth can easily / well / hardly afford smth We can hardly afford to go to Hawaii this summer.</p>
	<b>affordable, adj.</b>	<p><b>доступный</b> (по средствам) an affordable car / house / rent Dental care at affordable prices is hard to find.</p>
8.	<b>shape, n.</b>	<p><b>1) форма, очертание</b> My wife is constantly buying things <b>in</b> the shape <b>of</b> a heart. The flying saucer was pyramidal <b>in</b> shape. to have the shape <b>of</b> smth to lose / to change / to keep shape to take shape <i>формироваться, принимать определенные очертания</i> The reform plan began to take shape after the elections. <b>2) состояние; положение</b> to be / stay / keep <b>in</b> good / great / bad / poor (physical) shape When the current minister came to office, the pension system was in poor shape. to get <b>into</b> shape <i>прийти в форму</i> to be <b>out of</b> shape <i>быть не в форме</i></p>
	<b>shape, v.</b>	<p><b>формировать, придавать форму</b> to shape a person / smb's views / tastes / attitude to smth What shaped your views on religion?</p>

9.	<b>remarkable</b> , adj.	<b>замечательный, поразительный</b> quite / truly / very remarkable It is truly remarkable that the weather is so warm at this time of the year. remarkable success / career / talent / person / feature / fact Is there anything remarkable <b>about</b> this director's new movie? The area is remarkable <b>for</b> the beauty of its scenery.
	<b>remarkably</b> , adv.	<b>удивительно, необыкновенно</b> Your essays are remarkably similar.
10.	<b>face</b> , v.	<b>1) быть обращенным</b> (к чему-л. / в каком-л. направлении), <b>находиться, поворачиваться лицом</b> (к чему-л.) The house faces <b>X</b> the park. You'll see the Tower if you face <b>X</b> west / east / north / south (NO ARTICLE). <b>2) сталкиваться с какой-л. проблемой</b> (о человеке), <b>стоять перед кем-л.</b> (о проблеме) When he went to live abroad, he faced many difficulties. A serious dilemma faces us. to face smth = to be faced <b>with</b> smth Because of the crisis, many banks are faced <b>with</b> bankruptcy.
	<b>face</b> , n.	<b>1) лицо, выражение лица</b> beautiful / tanned / happy face to make faces <b>at</b> smb <i>гримасничать, строить рожи</i> <b>2) поверхность</b> the north face of the mountain It may seem stupid <b>on</b> the face of it, but... <i>На первый взгляд это может показаться глупым, но...</i>

## VOCABULARY PRACTICE

Ex. 10. Fill in the gaps with the correct word. The first letter is given to help you.

1. A person who rents a car is responsible for any loss or **d**\_\_\_\_\_ to the automobile.
2. Many cultures believe that anything in the **s**\_\_\_\_\_ of a ring is good luck.
3. Salt and pepper are the two most **c**\_\_\_\_\_ seasonings (приправа) in cooking.
4. Since printers became **a**\_\_\_\_\_, you can easily create anything from banners to T-shirt designs.
5. She has a big **g**\_\_\_\_\_ between her front teeth.
6. In the **c**\_\_\_\_\_ situation in poor countries, few women can **a**\_\_\_\_\_ to think about themselves.
7. There were plenty of restaurants to **c**\_\_\_\_\_ from, but Sabine had already mentally **c**\_\_\_\_\_ a simple meal.
8. We **s**\_\_\_\_\_ our lives in many ways, through planned and unplanned actions: through **c**\_\_\_\_\_ and chance.
9. We're only offering £ 10,500 a year to **j**\_\_\_\_\_ the police force; it is not the sort of money that would attract the right people.
10. What dilemmas **f**\_\_\_\_\_ individuals and countries in their use and management of natural resources?

11. What was truly r\_\_\_\_\_ about this incident was how unremarkable it was to my friend.
12. The country is on the decline, and its c\_\_\_\_\_ is now almost worthless.
13. All the buildings of the university are j\_\_\_\_\_ed by overpasses (переход).
14. Too much sunlight can d\_\_\_\_\_ your skin and make you look old.
15. The climbers kept together as they made their way up the f\_\_\_\_\_ of the mountain.



*Ex. 11. Make up sentences using the following patterns. Add a sentence or two to expand on the situation.*

**Model A:** *It's common for... to ....*

*Example: It is common for opera singers to eat a lot after long performances. There is a legend among singers that losing weight can cause vocal problems and loss of voice.*

**Model B:** *It is common knowledge that...*

*Example: It is common knowledge that as a rule the rich live longer than the poor. Education plays a role as well; the well-to-do seldom smoke and are more choosy about what they eat ...*

**Model C:** *...have to face the fact (reality) that...*

*Example: He has to face the fact that he is not suitable for the job. Only those with a degree in marketing have a chance to be hired.*

**Model D:** *... have (had) no choice but to...*

*Example: After all diplomatic means to solve the crisis have failed, we believe that we have no choice but to use force.*

*Ex. 12. Translate the following sentences paying special attention to the Active Vocabulary.*

1. A fire which badly **damaged** a house near Gateshead, was started by a six-year-old girl playing with a lighter.
2. Charlie was so weak that he was unable to **join** the cheering crowd.
3. In a **joint** declaration, the leaders spoke about the importance of "full economic co-operation".
4. Is the **gap** between haves and have-nots so wide that it threatens the stability of the country's economy?
5. It has become **common** practice to communicate via e-mail on a daily basis.
6. Members of the expedition claim that Yeti's footprints were similar in **shape** to footprints of a man.
7. She can't **afford** to have time off.
8. The buildings of the town all **face** north to avoid the sun and to catch the northerly breezes.
9. The **current** trend is that more and more computers are using a larger screen.
10. The novel probably began to take **shape** during the autumn of 1888.
11. There's nothing **remarkable** about the fast growth of the Internet.
12. When children are hungry because they **chose** not to eat, they'll certainly eat what is offered next time.
13. When modern pop stars dance, their singing is at a minimum and their back up vocalists fill in the **gap**.
14. In general, cruises are quite **affordable** vacations because everything is included.

Ex. 13. For each word given below find at least three words from the box that can go with it. Some words from the box can go into several groups. Can you continue the lists? Use the expressions in sentences of your own.

belief decision good	great people poor	wide statement to bridge	to cause to fill in to lose	to make to offer to suffer	to take venture
----------------------------	-------------------------	--------------------------------	-----------------------------------	----------------------------------	--------------------

**joint**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**choice**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**gap**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**damage, n.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**common**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**shape, n.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ex. 14. a) Match an Active Vocabulary word in A with a word/phrase in B. Some words can form several collocations.

b) Pairwork. Make up and answer questions using the collocations.  
e.g. to choose one's words carefully

**A:** When do you have to choose your words carefully?

**B:** When I don't want to hurt other people's feelings.

**A**

to shape

to face

to damage

to afford

to join

to choose

**B**

a difficult task of doing smth

a vacation in Australia

an uncertain future

one's words carefully

one's/smb's health

relationship

smb for the job

smb's career

smb's opinion on

the discussion

the lake

the navy

to eat out every night

to ignore smb's remarks

to waste time



Ex. 15. Short story contest.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability);
3. grammatically correct sentences.

Ex. 16. Translate the sentences using the Active Vocabulary.

1. В Древнем Египте амулеты (amulets) имели **форму** растений или животных.
2. Как вы думаете, **сформировала** ли учеба за границей его отношение к жизни?
3. **В настоящее время** во многих развивающихся странах **разрыв** между богатыми и бедными увеличивается.
4. **Доступно** ли сегодня высшее (higher) образование?
5. Если вы **решили** платить кредитной картой (to pay by credit card), будьте готовы предъявить удостоверение личности.
6. К сожалению, я не смогу к вам **присоединиться**. Я жду друга нашей семьи, которого не видела несколько лет.
7. На олимпиаде спортсмены продемонстрировали **удивительные** результаты.
8. Он **записался** в библиотеку, когда ему было всего 5 лет.
9. Прямой яркий свет **вреден** для произведений искусства.
10. Когда я разрабатывал новую программу, я **столкнулся** с несколькими серьезными трудностями.
11. Сименс планирует организовать (to set up) **совместное** предприятие (venture) с одной из китайских компаний.
12. Сколько раз вы посетили бассейн в **текущем** месяце?
13. До революции рубль был твердой **валютой**.
14. Связи с мафией **повредили** его репутации.
15. Эти государства связаны (имеют) **общими** интересами.
16. В нашем магазине вы можете заказать букет по своему **выбору**.

## WORD BUILDING

Ex. 17. Forming verbs. Analyze the following patterns. Form verbs using the appropriate suffix and explain how the resulting verb is connected with the noun. Observe the spelling changes. Suggest what nouns these verbs can go with.

1.	Adj./N. + -en	dark + -en = DARKEN fright + -en = FRIGHTEN	to make / become dark to fill with fright
2.	Adj./N. + -ify	simple + -ify = SIMPLIFY terror + -ify = TERRIFY	to make smth. simple to fill with terror
3.	Adj./N. + -ise / -ize	American + -ize = AMERICANIZE colony + -ize = COLONIZE	to make (more) American to make (turn into) a colony



**Note:** Sometimes the root vowel changes, e.g.: **strong** → to **strengthen**, **clear** → to **clarify**. When in doubt consult a dictionary!

red, standard, horror, sharp, commercial, pure, bright, false, harmony, final, beauty, flat

Ex. 18. Use the words in the brackets in the correct form. Translate the sentences.

1. Cheerful company (short) the journey.
2. It's wrong to (general) from the few facts we have gathered so far.
3. Many believe that television (glory) violence.
4. Of the ten books I have read this summer, I would (class) at least half of them as complete rubbish.
5. Global warming will (worse) the climate in the future, resulting in food shortages.

6. The coach of the national team (apology) to his country for their poor performance in the World Cup.
7. The end (just) the means.
8. The deaf are finding that their hearing aids (слуховые аппараты) are (ample) more than just the voices of their friends.
9. She'd (flat) herself against the outside wall like someone in a spy movie.
10. We are pleased you finally (clear) your position on market economy.

Ex. 19. Paraphrase the sentences so as to use verbs instead of the underlined parts.

1. After sitting in an office all day, playing tennis really makes me feel full of energy.
2. Laughing lowers levels of stress hormones, and makes the immune system stronger.
3. All "nationality words" should be written using capital letters.
4. Jackie's eyes opened wide in disbelief.
5. Johnny's bicycle helmet is too tight. Can you make it looser for him?
6. The illness made her seriously weaker.
7. Mussels (мидии) can live in the polluted environment because of their ability to make water pure.
8. Some people like the idea of using dumb-bells (гантели) to make their bodies tougher.
9. Roles and responsibilities are made clearer and the contract documents themselves are made simpler.
10. The adventure film we saw the other day tended to make war more glamorous.

Ex. 20. Explain in English what is meant by the following:



- |              |              |            |                |           |
|--------------|--------------|------------|----------------|-----------|
| to digitize  | to summarize | to zombify | to speechify   | to ripen  |
| to glamorize | to amplify   | to ladify  | to systematize | to hasten |

Ex. 21. Fill in the gaps with the correct derivative or form of the verb in bold type.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Cartographic data consist of _____ maps, that is, maps which have been converted to numerical form by the process of _____.</li> <li>2. Thinking has been an object of study ever since the Ancient Greeks; it has been discussed and _____ by philosophers.</li> <li>3. The links between the provincial and the national press are _____ below.</li> <li>4. The response of people to overload is stress, _____, queuing of information (or problems), and, ultimately, degraded performance.</li> <li>5. I went to Technical College to study electronics as I was interested in _____ and building electrical equipment.</li> <li>6. It looks like these peaks have been _____ by a supernatural force.</li> <li>7. Thirteen _____ opposition groups participated in the conference.</li> <li>8. Before continuing with our main theme there are a few points that may need _____.</li> <li>9. All this, of course, is a very _____ description of an extremely old craft that has largely disappeared.</li> <li>10. There are many opportunities for _____ the test data and concealing the truth about the drug's serious side effects.</li> </ol> | <p><b>to digitize</b><br/><b>to digitize</b></p> <p><b>to systematize</b></p> <p><b>to summarize</b><br/><b>to prioritize</b></p> <p><b>to amplify</b><br/><b>to flatten</b></p> <p><b>to legalize</b></p> <p><b>to clarify</b><br/><b>to simplify</b></p> <p><b>to falsify</b></p> |
|--|---|

## GRAMMAR

### PASSIVES

#### THE BASICS

*Ex. 22. Read the passage. What is the Internet being used for?  
Find the passive verb forms and identify their tense.*

#### Some Facts from the History of the Internet

When the Internet, then known as ARPANET, was launched in 1969, its purpose was to link research centers around the world.

Since the Internet was initially funded by the government, it was originally limited to research, education, and government uses. Commercial uses were prohibited unless they directly served the goals of research and education.

Over the next three decades, every stage of what we now know as the Internet caused heated debate. But as a result of hard work and experiments a network was created that now serves as the foundation for commerce and communications.

The Internet has been used for many innovative purposes over the last decade.

Nowadays the Internet is being used on a daily basis by millions of people around the world, ranging from toddlers (i.e. very young children who are just learning to walk) to great-grandmothers, as it is the largest collection of information the world has ever seen.

Educationally, it offers up-to-date publications by world-class research institutions, and occasionally a chance to ask questions directly to the experts.

Politically, the Internet is being used as a communications channel, for politicians and citizens to exchange ideas and opinions before the election. And it is being used to provide real-time reports and analyses.

Anyway, a lot of users of the Internet believe the Internet will be used to better our lives and bring services to people that they would not have otherwise.

#### 1. PASSIVE VERB FORMS

*BE (in the necessary tense form) + DONE*

The Internet	<b>was launched</b>	in 1969.
This matter	<b>is being discussed</b>	right now in the US Senate.
He	<b>has been called</b>	a born politician.
The information	<b>will be published</b>	in the scientific literature.



#### Notes:

1. **The Passive** can be used with **modal verbs** (*modal + be + done*)

*The work **can be divided** into a few stages.*

*People's cultural beliefs **should be respected**.*

2. **Future Continuous Passives** (*will be being done*) and **Perfect Continuous Passives** (*has / had been being done*) are **unusual** and should be **avoided**.

Ex. 23. Choose the correct form in italics.

1. In 1948, the transistor *has developed / was developed* by the Bell Telephone Company.
2. The Vietnam war *was dividing / was divided* the nation.
3. Women *must be recognized / must be recognizing* in Iraq's new society.
4. An agreement on cooperation between the two countries *will be signed / will sign* on Wednesday.
5. Britons using the music download website *have warned / have been warned* that they are breaking the law.
6. By that time the friends *had raised / were raised* enough capital to open a trading store.
7. By the age of six the average child *will be completed / will have completed* the basic American education.
8. A privately developed manned rocket *will attempt / will be attempted* to reach space this month.
9. World-wide, some 11% of mammals and birds *are threatened / are threatening* with extinction.
10. Many giant multinational companies *were pressed / were pressing* Bangladesh for enforcement (применение) of the intellectual property rights.
11. I had known Steve since kindergarten and *had invited / had been invited* to every other birthday.
12. By the end of the year, 12,000 kilometers of those roads *will have been finished / will have finished*.

Ex. 24. Put the words in brackets in the correct passive form.

1. The world's future (decide) at this time.
2. Many people in Britain think that smoking age should (raise).
3. The Roman Army (divide) into legions of about 5,000 men.
4. You (press) for time if you take the course.
5. People (warn) about HIV and AIDS for over twenty years now.
6. The Anglo-Irish Agreement (sign) by Margaret Thatcher and Irish Prime Minister Garret FitzGerald on November 15, 1985.
7. Three terror suspects (interrogate) by the police now.
8. Upper and Lower Canada (unite) by 1841.
9. Next year the farm (own) by the same family for 100 years.
10. "Cats (intend) to teach us that not everything in nature has a purpose." (Garrison Keillor)
11. By the 1860s, baseball, unrivaled in popularity, (describe) as America's "national pastime."
12. When I met her, she (separate) from her husband for four years.

## 2. PASSIVE vs ACTIVE

We use **the Passive** when we are more interested in the *action* than in the person or thing performing the action.

**Active:** They *opened* object  
the airport in 1965.

**Passive:** subject  
The airport *was opened* in 1965.

The subject of the active verb becomes the *agent* which is usually omitted. If necessary it is introduced with *by*.

**Active:** subject  
British scientists *are developing* a robot to work in toxic environments.

**Passive:** A robot to work in toxic environments *is being developed* agent  
by British scientists.



Ex. 25. Change the sentences into the Passive. Omit the agent if possible.



**Note:** *By + agent* is used to say **who** or **what** did the action. It is omitted when the *agent* is **unknown, unimportant, or obvious** from the context.

1. The ancient Egyptians recognized the Pharaoh as a god.
2. Seamen have feared the white shark popularly known as the “maneater” for centuries.
3. They will hold the 2012 Olympic Games in London.
4. Students respect the lecturer not only for his knowledge but also for the manner of his presentation.
5. People must choose doctors with care.
6. People concerned for Lincoln’s safety warned him not to go to Ford’s Theatre.
7. They will divide the money between a selection of small, medium and large project ideas.
8. People began to realize that the military was attempting a coup (переворот).
9. They will have finished the public debate by that time.
10. Members of the Hamilton family have owned the castle for much of its life.
11. By that time, they had arrested him again and headed him back to prison.
12. Russian scientists are developing a new AIDS treatment drug.

When we talk about an *instrument* or *material* used by the *agent* to perform an action, we use a *with*-phrase:

*The glass front door was broken **with stones**.* (instrument)

*The road was covered **with ice**.* (material)

**Note:** with a number of *materials* we use *in* (e.g. *in pencil, in ink, in paint, in watercolours* — акварель).

*The manuscript was written **in pencil** in an exercise book.*

Ex. 26. Fill in the gaps with **by, with, or in**.

1. In 1796 the roof of the cathedral was covered \_\_\_\_ iron and the cupola was gilded.
2. The National Gallery of Art (West Building) was designed \_\_\_\_ John Russell Pope in 1941.
3. Gary Null’s library is filled \_\_\_\_ vital health information.
4. Anna Wintour, editor-in-chief of Vogue magazine, was hit \_\_\_\_ a tofu pie (tofu is a kind of cheese made from soy beans) \_\_\_\_ anti-fur demonstrators as she attended Paris fashion week.
5. A new paper-backed edition was published \_\_\_\_ Dover Books Inc. of New York in 1997.
6. The sketch was drawn \_\_\_\_ ink and signed \_\_\_\_ Shultz.
7. The sick man’s diabetes has been treated \_\_\_\_ tablets for two years.
8. The giraffe was drawn \_\_\_\_ paint \_\_\_\_ a five-year-old.
9. Before the 1400s, ale (имбирное пиво) was flavoured \_\_\_\_ herbs such as rosemary and thyme (тимьян).
10. The local elections, in every province, will be watched \_\_\_\_ international observers.
11. Dipping chocolate is made \_\_\_\_ more cocoa butter than regular eating chocolate.
12. One of the climbers was killed \_\_\_\_ a falling stone.



### PASSIVE vs ACTIVE

Besides the reasons mentioned above **the Passive** may be preferable to **the Active**:

- if the subject of a verb is new information (to put the “news” at the end we use a passive structure often including the *agent*)

Compare the two sentences in which the new information is underlined:

*Dr. John Stith Pemberton (1830–1888) **invented** Coca-Cola on May 8<sup>th</sup>, 1886 in Atlanta, Georgia, USA.*

*Coca-Cola **was invented** by an American pharmacist Dr. John S. Pemberton.*

- if the subject of a verb is a long clause (the passive structure includes the *agent*)  
*Dr. McHugh **was surprised** by the objections to his presence at the meeting.*  
(More natural than *The objections to his presence at the meeting surprised Dr. McHugh.*)
- in formal English (in academic and scientific writing) to focus on the issues rather than on the people involved (the *agent* is omitted)  
*The pyramids of Egypt **were built** as a burial place for the pharaoh.*  
*Jatropha plant **has been researched** over the last five years at the Hohenheim University in Germany and could be “the fuel of the future.”*

Ex. 27. Group the sentences according to the use of the Passive.

The passive form is used because:

- the agent is unknown, unimportant or obvious
  - the new information is put at the end of a sentence
  - a long subject clause
  - formal English
- The British architect Lord Norman Foster has been chosen to build an office tower at the World Trade Center site.
  - Oxygen and hydrogen stable isotopes were first identified in 1929 and 1932, respectively.
  - The new American dream is being shaped by a growing transit network of light-rail lines, subways, commuter rail and buses.
  - The gallery is owned by Robert Brown, a skilled ceramic artist.
  - Puma tracks are commonly found on the ground, but pumas themselves are hardly ever seen.
  - Just as human history is divided into major segments, like the Stone Age and Bronze Age, the 4.5 billion years of earth history have been divided into large units of time called eras.
  - Karen was delighted by the breakfast buffet, especially the scrambled eggs and mushrooms.
  - The Archaeological Book Award was won by Jean Wilson for “The Archaeology of Shakespeare”.
  - In the experiment infant monkeys were separated from their mothers at 1 week of age.
  - He was brought up by his maternal grandparents who never lost an opportunity to punish him.
  - Don't lock the stable door after the horse has been stolen.
  - Basic Computer Security was presented by Irwin Gaines on March 8, 2005.

## THE PARTICULARS

### 3. PREPOSITIONAL VERBS IN THE PASSIVE

approve of	listen to	mock at
call in	look after	operate on
comment on	look at	rely on
deal with	look for	shout at
discriminate against	look into	talk about
laugh at	look upon	think of

Verbs followed by a preposition in passive structures take the preposition immediately after them.

*The patient **was operated on** yesterday.*

*Every detail **will be looked into**.*

*This book **is being much talked about**.*

*Ex. 28. Put the sentences into the Passive and translate them into Russian.*

1. In India, they have always thought of shopping for books as a book-lover's hobby.
2. People looked upon him as an upper-class snob.
3. Philip is a true friend, you can rely on him.
4. The fact that people laughed at some geniuses does not mean that all who people laugh at are geniuses.
5. Today specialists are talking much about the environment of children's growth.
6. The Head of the College will look at and comment on all applications.
7. While they were operating on the patient's knee, one of the surgical instruments broke.
8. She says that people never listen to her opinion and her advice.
9. Phillip's parents approved of his marriage.
10. The Government will urgently deal with the farmers' problems.
11. Two female assistant professors at the University of Illinois claimed that the authorities discriminated against them in pay.
12. The police have been looking for the stolen painting for ten days.

*Ex. 29. Ask questions for more information.*

Model: The stolen painting is being looked for. *How long has it been looked for?*

1. The FBI has been called in to investigate the case.
2. The problem won't be looked into until next week.
3. Martha's relations with Alex are not approved of.
4. The book was being much talked about in the '70s.
5. Jane is often mocked at at school.
6. Wall Street employees are well looked after, especially when their companies make big profits.
7. John is being looked for but cannot be found as yet.
8. The guest of the hotel was shouted at by the restaurant manager.
9. The plan will be looked at again to see if any changes are needed.
10. Women are often discriminated against at work.
11. The latest developments in that country are being commented on in the press.
12. Doug's right shoulder has been operated on twice.

*Ex. 30. Work in pairs. Ask each other questions with prepositional verbs in the Passive.*

*e.g. Have you ever been shouted at?*

*Ex. 31. Translate into English using prepositional verbs in the Passive.*

1. Чарли боится, что над ним будут смеяться, если он проиграет в соревновании.
2. К концу года этот вопрос будет решен.
3. Когда мы чувствуем, что нас слушают, мы думаем, что нас воспринимают всерьез.
4. Похищенную из музея картину разыскивают уже несколько дней.
5. Мальчика только что прооперировали по поводу аппендицита (for appendicitis).
6. Национальные меньшинства часто ставят в худшие условия (use one verb) в области образования, так как их родной язык не преподается.

7. Вы думаете на Майка можно положиться?
8. В Китае сочинение стихов никогда не рассматривали как профессию.
9. В Гарварде его считали (на него смотрели) талантливым исследователем.
10. О глобальном потеплении сейчас говорят как об одной из главных проблем, стоящих перед человечеством.

#### 4. VERBS WITH TWO OBJECTS THAT CAN BE USED IN TWO PASSIVE STRUCTURES

ask give grant	lend offer pay	promise refuse send	show teach tell
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Verbs which take two objects, **direct** and **indirect**, can be used in two passive structures.

**Active:** *His brother has given **him** (1) **money** (2) to help him get married.\**

**Passive:** *(1) **He** has been given money to help him get married.*

*(2) **Money** has been given to him to help him get married.*

\* (1) is an **indirect** object; (2) is a **direct** object



**Notes:**

1. The first passive structure is **more common**.
2. In the second passive structure, the preposition "**to**" is often used before the indirect object.

*Ex. 32. Change the sentences into the Passive. Give two variants.*

1. The officer asked him the same question again.
2. The immigration authorities have refused him an application for a visa.
3. They teach the children all sorts of skills at that school.
4. Have the policemen shown you any pictures?
5. They granted the refugees political asylum (убежище) in the Czech Republic five months ago.
6. They have offered the Professor a position at Harvard University.
7. The company will pay Ms Schmitt a salary of \$5000 per week.
8. A friend lent Mr Miller a house in Kent.
9. The doctor has told the patient everything about the treatment.
10. A market gardener gave him a present of a basket of vegetables.
11. If you are a research student, we will send you the details of registration in December.
12. What exactly did they promise you?

#### 5. VERBS WITH TWO OBJECTS THAT CAN BE USED IN ONE PASSIVE STRUCTURE

announce devote	describe dictate	explain point out	propose suggest
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Verbs which take two objects, **direct** and **prepositional**, can only be used in one passive structure.

**Active:** *The teacher explained **the rule** (1) **to the students** (2).\**

**Passive:** *(1) **The rule** was explained to the students.*

*(2) **Impossible!***

\* (1) is a **direct** object; (2) is a **prepositional** object

*Ex. 33. Change the sentences into the Passive to shift the emphasis. Omit the agent where possible.*

1. The children were happy when the teacher announced the trip to them.
2. They have described you to me as a very shy person.
3. The instructor will point out all mistakes to the students.
4. Tom suggested this idea to us.
5. They have never explained the rules of the game to Stevens.
6. The manager will dictate the terms of the contract to you.
7. His lawyer has suggested divorce to him as a financial solution.
8. The management will announce a plan to the staff within a week.
9. France and Turkey proposed this resolution to the Security Council in 1991.
10. Dr. Korczak devoted his life to children.

*Ex. 34. Change the verbs in italics from the Active into the Passive to make sentences more natural.*

1. They *granted* George admission to Harvard College when he returned to America.
2. The management *gave* the employees less support than they promised.
3. The manager *will explain* to the candidates the duties and responsibilities of the position.
4. The University of Miami *has offered* Mr. Patel a scholarship of \$ 7,100 per year.
5. Jenny's brother-in-law *had described* Charlie to her as a young, handsome man.
6. They *paid* the director a handsome sum for his first film.
7. Once he *pointed out* the mistake to us, we corrected it within five minutes.
8. The parents *have promised* the child a reward for reading.
9. A local hotel clerk *suggested* the restaurant to us when we were looking for a place to eat lunch.
10. At the top of the page, we *will show* you the estimated length of the quiz.
11. The authorities *have refused* Louise permission to display the Australian flag at her house in Windermere.
12. They *told me* to write the letter exactly as they *dictated* it to me.
13. Someone *has lent* him money to study in Europe.
14. A messenger *announced* the news to him.

*Ex. 35. A. Work in pairs. Read the news story and answer the questions:*

1. How many people have been arrested?
2. Who was arrested at the scene?
3. When were the other two men arrested?
4. Why do you think they were airlifted to an ambulance?

*B. Find sentences with verbs in the Passive. Pay attention to the tenses used to present the news.*

### Two men arrested after canal jump

Two men have been treated for hypothermia (переохлаждение) and arrested after jumping into Newry canal to escape from police.

At about midnight police used a stinger device<sup>3</sup> to stop a car with five people on board which failed to stop at a checkpoint on the Fathom Line (Northern Ireland).

A man and a woman were arrested at the scene, a man ran off into woods and the two others jumped into the canal.

<sup>3</sup> A stinger device is a spiked device used to puncture tyres and immobilise vehicles.

They swam to nearby land but were caught by police, then airlifted by helicopter to an ambulance.

Three men and a teenage girl have been arrested.

Police are still seeking one man who was in the car and have appealed for anyone with information to contact them.

*Ex. 36. Put the verbs in brackets in the correct form.*

### Severe rains in US leave 13 dead

**At least 13 people (die) and hundreds of homes (evacuate) as a result of rains and floods in the central United States.**

The worst hit states are Missouri, Arkansas, Illinois, Ohio and Kentucky, with about 30 cm (12 inches) of rain in some areas.

The US coast guard (help) rescue people trapped in their homes and cars.

Five people (die) in a road accident in heavy rain in Kentucky and a 65-year-old Ohio woman (drown) in her home.

In southern Illinois, two bodies (find) after floodwaters swept a truck off a rural road.

About 300 houses and businesses (flood) in Piedmont.

Missouri Governor Matt Blunt (ask) for federal help for 70 Missouri counties and the City of St Louis.

“The current flooding conditions are causing great hardships on Missourians who (evacuate) from their homes, (rescue) from trapped vehicles, or (separate) from their families,” Governor Blunt said. “I (direct) all state resources to assist in the rescue efforts in the affected areas.”



*Ex. 37. Work in pairs. You're journalists writing a news story for a newspaper. Decide on the story to describe (a computer virus, a fire, a protest march, etc.). Discuss how you will present the information.*

*Ex. 38. Translate into English using the Passive.*

1. В университет пригласили новых преподавателей и повысили требования к качеству обучения.
2. Студентам дадут достаточно времени для выполнения задания.
3. Вам объяснили важность регулярных занятий спортом (exercise)?
4. Дискриминация по отношению к женщинам существует как в бизнесе, так и в спорте.
5. Ко времени опубликования этого доклада будет выбран новый председатель комиссии.
6. Мистер Макдональд так и не получил (use 'never') вознаграждение, которое полиция обещала ему за помощь.
7. Характер писателя сформировался под влиянием его отца.
8. Землетрясение повредило или разрушило тысячи домов.
9. В то время новый закон широко комментировался в прессе.
10. Продолжительность жизни можно увеличить по всему миру, если правительства и граждане (individuals) предпримут общие усилия.
11. После этого происшествия его уговорили уйти из спорта.
12. Картина, которая мне понравилась больше всего, была написана акварелью.
13. Интересно, почему этот фильм был выбран фильмом года? По-моему, он скучный.

## ARTICLES

### THE DEFINITE ARTICLE. REVISION

#### THE BASICS

The definite article is used to speak about	
somebody or something already known to the speaker and the listener or definite in their minds. <b>e.g.</b> The man who wants to see you is our customer. The men who want to see... I read the newspaper(s) with great interest.	a particular amount of the substance, a particular idea or thing <b>e.g.</b> The coffee was horrible. The life of survivors was hard. The water found on the island was undrinkable. <i>The Hunting of the President</i> has become a bestseller.

Ex. 39. Read the text and insert the definite article where necessary. Notice the use of the definite article with the nouns in italics.

Whites were spending their holiday in Africa. They were very wealthy. Mrs. White came from a well-to-do family and Mr. White used to be in film industry. They booked rooms in a luxurious hotel at *the seaside*. The place was very popular with *the elderly rich*.

Mr. White was an elderly gentleman who liked to spend his time over his wines, smoking his pipe (he had one of largest collections in Yorkshire), and reading a book. Mrs. White, on other hand, was restless. She was not very young either but still full of life.

Once in Africa she wanted to see *the jungle*. Mr. White described all the possible dangers to her but all in vain. She managed to talk him into joining an excursion on very next day. And, by way, that's when I met Whites.

It was an interesting excursion. Only problem was guide explained everything in Latin. My Latin was rather rusty as it was many years since I had learned it at school. I found it most amusing to watch apes and monkeys swinging in tree-tops.

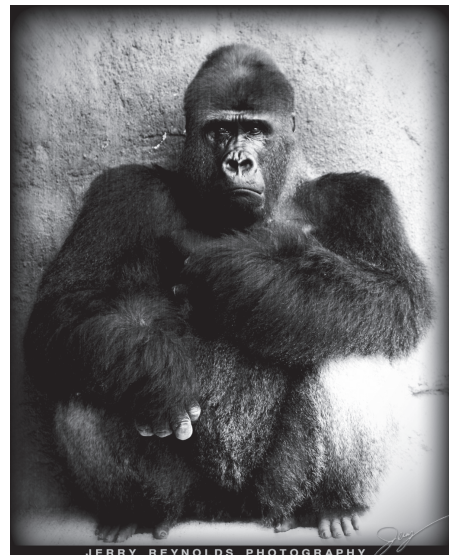
Just before it got dark a gorilla appeared and seemed to find Mrs. White very attractive.

We spent night in tents. I slept like a log. At dawn I was awakened by a dreadful scream... I learned that Mrs. White had been kidnapped by gorilla. They say White had a gun but he didn't shoot because British are law-abiding people and do not shoot without permission. He got permission from governor very next day, but gorilla was nowhere to be seen.

As night fell and *the moon* rose in *the dark sky* I went to hotel to call on White. He was very pleased to see me. As I looked at empty bottles and rings under his eyes I realised how dearly he must have loved his wife.

We sat there sipping our whisky and listening to whisper of waves against terrace of hotel when White said:

— This is most peculiar incident I've ever heard of. Life is terribly strange.... What on earth did gorilla see in her?!



## THE PARTICULARS (1)

### I. THE + ADJECTIVE

We use the definite article with adjectives (without a noun) when we talk about groups of people the same way we talk about some nationalities:

the British	the French	the Spanish	the Dutch
the young	the rich	the unemployed	the sick
the old	the poor	the homeless	the dead

The meaning is always plural: **the** disabled = disabled people (in general), but **a** disabled person.

Ex. 40. Insert *the, a or zero*.

1. \_\_\_ *Insulted and Injured* by Fyodor Dostoevsky was translated by Constance Garnett.
2. Founded in 1858, the American Printing House for \_\_\_ Blind is the world's largest company devoted solely to creating products for blind people.
3. While monkeys are able to understand the most basic grammatical rules, new research shows they are \_\_\_ deaf to complex communication.
4. The two systems of sign-language were developed for \_\_\_ deaf and dumb.
5. The ABC journalist Bob Woodruff, \_\_\_ seriously injured in a bomb explosion in Iraq is hot news.
6. Switzerland has found its second case of H5 bird flu in \_\_\_ dead swan close to the German border.
7. \_\_\_ *Naked and \_\_\_ Dead* is a 1948 novel, by Norman Mailer. It is based on his experiences during World War II.
8. *The Big Issue* is a street newspaper published and distributed by \_\_\_ homeless in the UK.
9. This recipe came from \_\_\_ elderly gentleman I shared a table with at the seafood restaurant.
10. Everyone wants rich immigrants, investor-immigrants, business immigrants, well-educated immigrants. But we forget what type of immigrants has made Canada great, \_\_\_ poor immigrant.
11. With the right help, \_\_\_ blind and disabled people can get around the web just as well as anyone.
12. I have been watching \_\_\_ *Bold and \_\_\_ Beautiful* on TV since 1997.

Ex. 41. Pairwork. Student A makes a statement about the young, the old, the rich, the poor, etc. Student B agrees or disagrees with it. Pay attention to articles.

**Model:**

**A:** The Moscow government should do something about the homeless in Moscow.

**B:** I agree with you there. The situation is absolutely unacceptable.

## THE PARTICULARS (2)

I. We **usually** use the definite article with the following nouns (countable and uncountable) when we use them in a general way: **the country(side), the earth (= the world we live in), the environment, the future,\* the ground, the past, the public\*, the sea\*, the seaside, the sky, the weather, the world,** etc.





**Note (1):** we use **a / an** for countables and **zero** for uncountables  
a) if we describe a particular instance of those mentioned above  
**e.g.**

1. *They discovered a small inland sea.*
2. *What lovely weather!*

b) in idiomatic expressions:

**e.g.**

1. *A vacation will do you a world of good.*
2. *What on earth did he mean?*

**Note (2):** we use

a) "the public" (people in general) + **is / are**; BUT: "in public" (with zero article)

"Earth" (with zero article) = the planet Earth

"sea" (with zero article): at sea = in a boat / ship on the sea, by sea = in a ship across the sea, etc.

b) "in future" = "in the future"

*Ex. 42. Insert **the** or **a**.*

1. *Friends of \_\_\_ Earth is an international environmental organization that promotes solutions to environmental issues.*
2. *\_\_\_ Earth is the only planet whose English name does not derive from Greek/Roman mythology. The name derives from Old English and Germanic.*
3. *Our university offers \_\_\_ wonderful academic environment to begin your college career.*
4. *People and governments should make responsible decisions about \_\_\_ environment.*
5. *Kylie Minogue has spent the first weekend at \_\_\_ seaside since returning to Melbourne this month.*
6. *There is a revolution going on in \_\_\_ English countryside, the result of an agricultural crisis.*
7. *The Lake District is \_\_\_ countryside rich in heritage and wildlife.*
8. *The International Festival of \_\_\_ Sea is a maritime celebration tracing our relationship with \_\_\_ sea both past and present.*
9. *The best Paris hotels offer \_\_\_ sea of calm in an ocean of activity.*
10. *In \_\_\_ future, more books will be produced for the electronic medium.*
11. *"Join with us and let's give the children of Africa \_\_\_ future." (Children of Africa Charity)*
12. *\_\_\_ Public are advised to take extra care and refer to the 'Highways Agency' for further advice on road conditions.*

We also say, **the** cinema, **the** theatre, **the** radio (BUT television) unless we mean a particular thing  
**e.g.** 1. Most people prefer to go to **the** cinema in company rather than alone.  
2. Every Greek town had **a** theatre.

*Ex. 43. Insert the article where necessary.*

1. In Germany, a licence fee of € 5.32 per month must be paid if you only have \_\_\_ radio in the house.
2. The London *Times* and the *New York Times* received information about the Russo-Japanese war over \_\_\_ radio in 1903.
3. "Newsreels" used to accompany films before TV killed \_\_\_ Cinema. In a sense, these were like Television News today.

4. It was quite common to be sitting in \_\_\_ cinema in town and to have a notice flashed on the screen that said: "All troops must return immediately to their units." (Trieste, Italy, 1945)
5. Photography was no more the death of painting than film was the death of \_\_\_ theatre.
6. Parallels: Booth shot President Lincoln in \_\_\_ theatre and then ran into a shop. Oswald shot President Kennedy from the roof a shop and then ran into \_\_\_ theatre.
7. We cannot change what is on \_\_\_ television and \_\_\_ radio, but we can censor what we watch or listen to.
8. Almost all Australian homes have \_\_\_ television and \_\_\_ radio. Nearly 80 per cent have \_\_\_ VCR (video cassette recorder).

Ex. 44. a) Decide on the articles.

b) Translate into English.

Гвенда стояла, поеживаясь, на **набережной** (quayside). Она путешествовала **морем** две недели, и теперь, даже на суше, все вокруг покачивалось (to wave up and down). Последние три дня, пока они плыли из **Бискайского залива** в **Плимут**, **море** штормило.

Именно поэтому она решила, что не поедет сразу в **Лондон**, а остановится в **отеле**, в симпатичном надежном **отеле**, где под ногами будет твердая почва. А на следующий день она возьмет напрокат **машину** и не торопясь поедет по **Южной Англии** в поисках **дома**, симпатичного **дома**, **дома**, который они с мужем планировали купить где-нибудь на **побережье**.

**Погода** в день приезда была отвратительная, шел противный дождь и дул сильный **ветер**. Гвенда решила, что **Плимут** — не лучшее **место** в **Англии**. У нее не было **радио**, и прогноза на завтра она не слышала. Но на следующее утро **небо** было безоблачным, ярко светило солнце, и Гвенда чувствовала себя совсем по-другому. Качка прекратилась, и весь **мир** (Вселенная) успокоился. Она была готова отправиться в путь.

## CHECK YOURSELF

1. A. Divide the verbs into two groups — those that can be used in two passive structures and those that can be used only in one passive structure:

Promise, announce, dictate, grant, teach, show, describe, give, explain, point out, pay, refuse, propose, ask, offer, teach, devote, suggest, send

Put the sentences into the Passive. Give two variants where possible.

1. Havana's American Embassy has granted Ramon a visa.
2. The teacher explained the rules to the students in English.
3. They described Prague to him as "the most beautiful city in Europe".
4. In exchange for information they promised the captured soldier medical treatment.

B. What prepositions do the following verbs take (some of them can take more than one)?

Comment, laugh, rely, shout, look, operate, think, deal, discriminate, mock, talk, listen, call, accuse

Add prepositions where necessary:

1. Teenagers are often discriminated because of their age and appearance.
2. A Palestinian soccer team has been refused entry into Great Britain.
3. What good is a song that is never heard or a story that is never listened?
4. The official statue of Lady Thatcher, which was unveiled yesterday, is widely commented in the papers.
5. Your complaint will be looked within five days.

2. Work in pairs. Translate the following word-combinations without consulting the Vocabulary List.

affordable dental services  
to damage one's reputation  
to face north  
to make progress  
a joint venture  
to keep in good shape  
to be choosy about one's clothes  
to make up 30% of the population

to afford a vacation in Thailand  
to suffer damage from a hurricane  
to have nothing in common  
a remarkable career  
a gap between theory and practice  
current situation  
to do the washing up  
not to make out a word

объединить усилия  
сформировать чьи-л. взгляды  
столкнуться с проблемой  
пробел в чьем-л. образовании  
выбирать между карьерой и учебой  
быть не в форме  
курение наносит вред здоровью  
конфликт поколений  
заниматься спортом

национальная валюта  
присоединиться к забастовке  
широкий ассортимент обуви  
записаться в библиотеку  
распространенная ошибка  
в этом нет ничего примечательного  
на первый взгляд  
совместное заявление  
сколотить состояние

3. A. What is the rule for the use of articles with such adjectives as **old, young, rich, poor, etc.**? Find examples illustrating the rule in the texts.

a) *The Economist* reports that in the U.S. "the gap between the rich and the poor is bigger than in any other advanced country." And it's growing. This widening gap can be seen virtually everywhere

we look—in America; within other countries, even those which used to be characterised by a high degree of equality (in particular, Japan, South Korea, and China); and between rich and poor countries in the world at large.

b) The Teen Empowerment Academy is an eight-week residential training and employment program, created and led by the blind, offering blind students an opportunity to build skills, increase confidence, and gain work experience. If a blind person has proper training and opportunity, blindness can be reduced to a physical nuisance (неудобство).

*B. In which of these phrases does the noun take the definite article?*

On radio, in public, at sea, general public, in future, in countryside, by sea, at seaside, go to theatre, in past, in world, go to cinema, protect environment

*4. Choose the correct alternative in italics.*

1. Montezuma was killed *by / with a / the* stone, probably thrown by one of his own followers.
2. *The / 0* deaf people don't worry about missing *the / a* doorbell: flashing lights, rather than chimes, alert them to *the / 0* visitors.
3. A new anti-cancer drug *has been developed / has developed* by the Cancer Research Campaign, based at Christie Hospital in Withington.
4. The two men went to *the / a* house, got in through *the / an* unlocked window, and took *a / the* television and *a / the* radio.
5. *The / 0* information in this blog *is meant / is being meant* for *the / 0* general public to be better informed on how to conduct themselves properly while dining out.
6. By the end of the decade, teachers' salaries *had been raised / had raised* significantly.
7. Higher death rates from cardiovascular diseases *have been reporting / have been reported* among *the / 0* unemployed people in several countries.
8. The police are appealing for *0 / the* information from *the / 0* public about an armed robbery at *a / the* cinema in *0 / the* northern Sydney last night.
9. She *has been / was* operated on and *is now / is now being* out of *the / 0* danger.
10. *The / a* message was written *in / with* pencil in *the / a* hotel room in London.
11. *A / the* stolen car *is / has been* looked for */ after* for ten days.
12. *The / a* documentary *was / has been* shown on *the / 0* television on *the / 0* Saturday night.
13. All *the / 0* contracts for *0 / the* snow removal *will have been / will have* signed by December 25.
14. For 20 years, the organisation has been *providing / provided* *the / 0* services for *the / 0* homeless in Central Florida.
15. As *a / the* mother of *a / the* deaf child, Fiona needed to know that *a / the* person without *0 / a* hearing can lead *a / 0* full, satisfying life.
16. *The idea was suggested to us / we were suggested the idea* by hotel management, and we accepted.
17. Pescadero, California is *a / the* countryside of *the / 0* ranches, of *the / 0* pastures, and of *the / 0* beautiful views of the ocean.
18. Johnson is also *a / the* very funny writer — and it is not *the / a* kind of humour where *the / a* reader feels that *s/he is being / is* laughed at.
19. What on *0 / the* Earth did he have in *0 / the* mind?
20. *He was dictated the letter / the letter was dictated to him* over *the / a* phone.

*5. Fill in the gaps and give an appropriate response.*

1. A: I didn't like the film much.  
 B: \_\_\_\_\_ . It's the worst film I have ever seen.  
 A: \_\_\_\_\_

2. A: I'm going to \_\_\_\_\_.  
B: \_\_\_\_\_? That's great!
3. A: Rich countries should \_\_\_\_\_.  
B: \_\_\_\_\_.
4. A: London Heathrow Airport is the largest in Europe.  
B: \_\_\_\_\_.
5. A: I have never \_\_\_\_\_.  
B: Haven't you? \_\_\_\_\_.
6. A: The issue of the birth-rate decrease \_\_\_\_\_.  
B: I don't see it quite like that. \_\_\_\_\_.

6. *Say that the same is true for you.*

1. I usually go shopping for food on Saturday.
2. I don't often go to the cinema.
3. I can't live without my PC.
4. I should cut down on fattening foods.
5. I've been pressed for time lately.
6. I didn't get enough sleep last night.
7. I'm never late for classes.
8. I'm going away for the week-end.

# UNIT 8

## CLIMBING THE SUCCESS LADDER

## IN UNIT 8 YOU LEARN:

- to keep up a conversation:
- to use fillers and hedges
- ask and answer negative questions
- to make a visit to a doctor
- to report what other people say
- to read faster and infer information
- to look for information

## LANGUAGE FOCUS

- reported speech
- the definite article followed by *of-phrase* or *which-phrase*.
- to decline vs to refuse vs to reject
- phrasal verb "keep"



### SPEAKING 1 USING FILLERS AND HEDGES

Fillers are used to fill in pauses in speech and give the speaker time to think. The most common conversational fillers are:

FORMAL	NEUTRAL	INFORMAL
So to speak If I may ...	Actually, Well, In a sense, I mean You know	Sort of... Like... Er...

e.g.

A: Do you think we should throw a party for our girls on the 8<sup>th</sup> of March? After all, it is their day. Or flowers might be a better idea?

B: **Well**, I am not really sure. **I mean** if it is a surprise party we may find they have planned something else for the day.

DO NOT OVERDO IT, though, as was done in the sample below:

**M. Parkinson:** There is a question the whole world is asking, and *in a sense* I've got to put it to you. *I mean, in a sense* do you actually ASK to be in the papers?

**Posh** (Victoria Beckham): I don't ask to be in the papers, *you know*. It's not, *like*, please, let me be in the papers. *I mean*, I don't ask to be in them.

/from Victoria Beckham's interview published in *Private Eye*, August 16, 2000/

**Hedges** are used to protect the speaker from the risk of seeming to be wrong, impolite, etc. They can also act as fillers.

The most common *hedges* are:

Generally speaking, ....

If I may say so, ....

Personally

Correct me if I am wrong, ....

To be honest

Sorry to interrupt but ....

I think / I guess / I believe / I feel

If you know what I mean

e.g.

A: **Strictly speaking**, I haven't got much experience of learning a foreign language but **I think** that attending a summer language school will do you a world of good. In an English-speaking environment, your English will definitely improve.

B: **Correct me if I am wrong**, but you did go to a summer school in Brighton last year but it wasn't much help. Was it?

## PRACTICE.

*I. Make the monologue more natural by filling in the gaps with fillers and hedges.*

*Monique Smith:* When I first arrived in Moscow it seemed like any other Eastern European capital, cold and proud and mysterious \_\_\_\_. I have lived here two months and, \_\_\_\_, it becomes more fascinating every day \_\_\_\_, not a week has passed without some adventure. A foreign student in Russia lives... \_\_\_\_, in a kind of vacuum, \_\_\_\_, people seem unfamiliar, and everything new seems strange and exotic. \_\_\_\_, I find it stimulating. \_\_\_\_ language is the weakest barrier to cultural communication. Values and ways of living and, \_\_\_\_, of thinking, \_\_\_\_, become the most difficult to understand. \_\_\_\_, at first I thought it would be impossible to understand the Russian way of life. But the longer I live here, the more I realize that to understand it you have to let go of your own, \_\_\_\_, you have to experience the ways of living and thinking of others.

*II. The speakers were economical with fillers and hedges. Fill in the gaps for them.*

**A:** Ann, you have been to England, haven't you?

**B:** Yes, I have, why?

**A:** The thing is I am going to England next month. \_\_\_\_, you can give me some useful tips. ...

The do's and don'ts, \_\_\_\_...

**B:** \_\_\_\_... Are you staying with a host family?

**A:** Yeah, and I am worried I might do something wrong, like, \_\_\_\_ saying something wrong or at the wrong time, \_\_\_\_.

**B:** I most certainly do... \_\_\_\_, \_\_\_\_ you can't help it. I mean, we never really know what is "normal" in a foreign country.

**A:** Well, I guess that's true \_\_\_\_, but...

**B:** But sure there are a couple of things you may find useful to know. \_\_\_\_, if you are sitting at home with your English family and you want to leave the room for any reason, they will expect you to say where you are going.

**A:** You mean even if I want to go to the toilet?

**B:** Yes, you say something like 'Excuse me for a moment' or 'Excuse me, I'll just go upstairs.'

**A:** \_\_\_\_, and another thing?

**B:** It's about having a shower or a bath, \_\_\_\_, they will expect you to have one every day but...

**A:** Yes?

**B:** You certainly should ask when you can use the bathroom, and they can be upset if you take too long to shower, \_\_\_\_ ...

**A:** Not really, I am afraid.

**B:** Well, \_\_\_\_, you are not supposed to use all the hot water!



## SPEAKING 2. NEGATIVE QUESTIONS. REVISION

*Practice answering negative questions. Expand your answer with a comment.*

### Model:

— Haven't you read *The Da Vinci Code*?

— No, I haven't. Everybody keeps telling me it is a must, but I never have the time/haven't got it, etc

**OR**

— Yes, I have. I must say I thoroughly enjoyed it / I didn't really like it. It bored me in the end.



1. Wasn't French the language of diplomacy?
2. I don't suppose you've ever met the American President?
3. Isn't the gap between the rich and the poor countries widening?
4. Class still matters in the UK, doesn't it?
5. Isn't it the duty of the rich to help the poor?
6. You didn't have to stand up when the teacher entered the room, did you?
7. Haven't you heard the news?
8. So, the government hasn't managed to control inflation yet?
9. Don't you think people will start to cut down on fast food soon?
10. I don't suppose you can avoid traffic jams in the rush hour?
11. Shouldn't you work harder at your English if you want better results?
12. Won't state-owned hospitals in Russia become private one day?

## INTEGRATING SKILLS

*Role-play. Going to the Doctor. Make up dialogues appropriate in the situations below.*

### **Making an appointment (1)**

**Student A:** You are on a six-month course at an English University (University of London / York / Manchester); you have been having a sleeping problem for three weeks now. You are calling a local Doctors' surgery. You want to see a doctor. You are free in the afternoon on Tuesday and Thursday. Today is Wednesday.

Greet the receptionist, introduce yourself and ask for an appointment, insist politely on the day and time you can make it. Answer her questions. Write down the time and the doctor's name. Say thank you and good-bye.

**Student B** (Julia Green, the receptionist): Greet the caller. Introduce yourself. Ask what the problem is and if it is his / her first visit. Say when the doctor (Dr Hamilton) can see the patient (Friday morning at the earliest). If the patient finds it inconvenient suggest coming on Monday or Tuesday. When the time is fixed ask the patient's name, surname and contact telephone number. Ask him / her to repeat the surname (spell it). Tell the patient the date, time and the doctor's name. Say thank you and good-bye.

### **At the doctor's. (1)**

**Student A** (the patient): Greet the doctor, introduce yourself. Take a seat, explain what your problem is, when it started. Explain that you have difficulty falling asleep / you wake up several times during the night / wake up at the slightest noise / wake up early feeling tired (decide on your symptoms). Say you don't keep regular hours, often work on the computer till you go to bed. Ask for a sleeping pill prescription. You may want to insist that without good sleep you can't work properly and your studies suffer. Say thank you and good-bye.

**Student B** (Doctor Hamilton): Greet the patient, introduce yourself, offer a seat. Ask what the problem is. Ask the patient about specific details / complaints. Ask about the patient's lifestyle (time he / she goes to bed, if he / she keeps regular hours, what he / she does in the evening. Suggest that the patient's condition does not so far require taking sleeping pills. Advise trying to go to bed at the same time and get up at the same time every day. Suggest going out for a walk instead of working on the computer before going to bed. Tell him / her to come and see him again if his / her problem does not go away. Say you are sure he / she will feel better soon. Say good-bye.

### Making an appointment (2)

**Student A:** You are on a four-week language course in Great Britain; you've caught a cold. You are feeling rotten. You are running a temperature and you have a bad cough. You are calling a local Doctors' surgery. You want to see a doctor.

Greet the receptionist, introduce yourself and ask for an appointment, insist politely that you must see a doctor today. Say you think you are developing bronchitis. Answer her questions. Write down the time and the doctor's name. Say thank you and good-bye.

**Student B** (Gwenda Owen, the receptionist): Greet the person who is calling. Introduce yourself. Ask what the problem is and if it is his / her first visit. Say the appointment list for today is full, suggest calling Direct Online Self-help Guide. If the patient insists say there may be last minute cancellations. Suggest coming over to the surgery. Warn the patient he / she may have to wait a long time. Ask the patient's name, surname. Ask him / her to repeat the surname (spell it). Say thank you and good-bye.

### At the doctor's. (2)

**Student A** (the patient): Greet the doctor, introduce yourself. Take a seat, explain what your problem is, when you fell ill. Explain that you are running a temperature; you have a bad cough and a dull headache. Complain you feel weak and sleepy all the time. Say you are (not) allergic. Ask if you need a prescription to buy paracetamol. Ask what you are to do if it doesn't get any better. Ask if you can buy antibiotics over the counter. Say thank you and good-bye.

**Student B** (Doctor Hamilton): Greet the patient, introduce yourself, offer a seat. Ask what the problem is. Ask the patient about specific details / complaints. Examine the patient. Say luckily it is not a chest infection. Advise taking paracetamol. Ask if the patient has ever taken it before. Ask if he / she is allergic to any drugs. Explain one can buy paracetamol over the counter. Advise staying at home and in bed for a couple of days and drinking a lot of fluids. Suggest coming back in a week if it doesn't improve. If the infection persists the patient may have to take antibiotics. Say one needs a prescription to buy antibiotics. Say the patient can call in 2-3 days to tell you about his / her state. Say good-bye.



## READING AND SPEAKING

### TASK 1.



*Fill in information gaps in your text (A or B) by asking each other questions. Student A begins.*

### Text A. (Text B is given in Appendix)

A family of scroungers(1) who refuse to 1) \_\_\_\_\_ and cost taxpayers £ 32,000 a year now demand a cleaner.

The Cromptons also want a £ 2) \_\_\_\_\_ compensation for a water leak that caused damage to bedding and a mattress that were bought for them.

The mother of 3) \_\_\_\_\_ children Tracey, 37, hasn't had a job since Michael, 18, was born and her husband Harry, 48, hasn't worked for 13 years because of ill health. They already have two 4) \_\_\_\_\_ homes for them and their children, packed with widescreen TVs and computer games. The couple, whose children are aged three to 18, are given £ 32,656 of taxpayers' money in benefits each year.

Some of this they have used to buy electronic gadgets including a DVD player, Xbox(2) hi-fis, two widescreen TVs and three computers.

5) \_\_\_\_\_ ago the local council knocked two houses together to give the Cromptons a spacious, seven-bedroom home. Soon after, the family started complaining that the house needed repairs — and expected the taxpayer to pay for them as well.

Since that time the mess has built up. “The way we are being forced to live is making us ill,” Tracey complained. “It's not right. We have been treated 6) \_\_\_\_\_.”

Now she wants her local council to send someone to clean up the mess that she says the family were unable to tackle themselves because of 7) \_\_\_\_\_.

Unbelievably, the council in Hull, which is officially Britain's poorest city, has agreed to pay £ 500 for professional cleaners to come in.

8) \_\_\_\_\_ don't have sympathy for the Cromptons. One said: “We pay our taxes and they spend them. They should be more grateful than they seem to be.”

Amazingly, the Cromptons don't see themselves as freeloaders. Tracy claimed: “We're not scroungers. We don't want to be on the dole(3). We just want a good place to live.”

**Notes:**

- 1) scrounger = free-loader — человек, живущий за чей-то счет, халявщик.
- 2) Xbox — игровая приставка.
- 3) to be on the dole — получать пособие по безработице.

**TASK 2.**

*Discuss the matter / the text with your partner. Give your opinion. Make use of the following phrases:*

Why / who / what / etc. / do you think...?

I wonder if ...

I think ...

I believe ...

I feel ...

I am pretty certain ...

**DISCUSSION QUESTIONS:**

1. Are the Cromptons worthy of sympathy?
2. Do families like the Cromptons deserve help from the Government?
3. Should people who haven't worked for years enjoy this kind of benefits?
4. Is welfare class\* a sign of a wealthy nation? A nation on the rise or decline?



**Notes:**

The term “welfare class” describes the lowest class of society, the class that is systematically excluded from the job market. At the upper end, there are people who do sometimes work but their work is very low paying and unreliable. Closer to the lower end of the welfare class are the homeless. The employment for the welfare class, if found, does not pay enough for their housing, food, and clothes. Some, such as the homeless, just learn to live with inadequate housing, food, and clothing. Others attempt to adequately clothe, feed, and house themselves and their children by looking for alternative sources of income. Many people rely on government assistance, such as welfare, subsidised housing, etc. Others may engage in criminal activity such as prostitution, drug cultivation and sales, or petty theft.

Classes in the UK: The aristocracy, the upper middle, the middle, the working class or lower class (depends on preferences of the person giving the description). The “left out of the system” with no status, no job, poor living conditions may be described as the underclass.

Classes in the USA: Upper class (the rich and super rich), the upper middle, middle, working or / and lower class.



## READING 1 TO EVERY MAN HIS CHANCE

### PRE-READING QUESTIONS:

1. What does success mean in your opinion?  
*Money social status power ...?*
2. Do you think success depends on what family you come from / your social background?
3. What person would you describe as "self-made"?
4. Comment on Thomas Wolfe's words (see the Notes).

*Read the text quickly and say where and when the story is set and who is the self-made man.*

1945

Mr DONNELLY, the track coach, ended the day's practice early because Henry Fuller's father came down to the high school field to tell Henry that they had just got a telegram from Washington announcing that Henry's brother had been killed in action in Germany.

Rudolph Jordache went into the locker-room and took a shower, although he hadn't run enough to work up a sweat. There never was enough hot water at home and when he could he showered at the gym.

The boys in the locker-room spoke in low tones and there was none of the usual horsing around (возни). Smiley, the captain of the team, got up on the bench and said he thought that if there was a funeral service for Henry's brother, they all ought to chip in and buy a wreath. Fifty cents a man would do it, he thought. You could tell by looking at the boys' faces who could spare the fifty cents and who couldn't. Rudolph couldn't spare it, but he made a conscious effort to look as though he could. The boys who agreed most readily were the ones whose parents took them down to New York City before the school term to buy the year's clothes for them. Rudolph bought his clothes in town, in Port Philip, at Bernstein's Department Store.

Rudolph got out of the locker-room quickly. Carrying his books, he strode along the cracked sidewalks of the neighbourhood.

The school was built on a hill and he could see the Hudson river below him, and in the distance to the south the chimney of the Boylan Brick and Tile Works, where his sister Gretchen worked. Port Philip was not a pretty town, although once it had been, with big white Colonial houses mingled with solid Victorian stone. But the boom in the 1920s had brought a lot of new people into town, working people, whose homes were narrow and dark, spreading out into all neighbourhoods. Then the Depression had thrown almost everybody out of work and the jerry-built(2) houses had been neglected, and as Rudolph's mother complained, the entire town had become a single slum.

Rudolph turned to his left on Vanderhoff Street. It was a long street and as he approached his own house the street became shabbier and shabbier as though going south was somehow spiritually a decline. The Jordaches lived in a flat over the bakery.

His mother was in the bakery putting a dozen hard rolls in a brown paper bag for a little girl. At the start of the war his father decided to confine himself to baking the bread and rolls; the cakes and tarts were delivered from a big commercial bakery every morning.

The family ate in the kitchen. The evening meal was the only one they all ate together because of the father's hours of work. When the meal was over Rudolph went to his room to do his homework. Rudolph shared a narrow room and a double bed in it with his younger brother. He knew that if he wanted to escape from eating in a kitchen and sharing a bed with his brother it was going to be through books, so he was always the best prepared student in the class for all examinations.

\* \* \*

### 1950

Capped and gowned Rudolph sat in the June sunlight, among other graduates in rented black (3). "Now in 1950, at the exact mid-point of the century," the speaker was saying, "we Americans must ask ourselves several questions: What do we have? What do we want? What are our strengths and weaknesses? Where are we going?" The speaker was a cabinet minister up from Washington.

Now at the exact mid-point of the century, Rudolph thought, moving restlessly on the camp chair set up on the campus lawn, what do I have and what do I want? I have a BA(4), a debt of four thousand dollars, and a dying mother. I want to be rich and free and beloved. Where am I going?

Teddy Boylan, who paid four thousand dollars for Rudolph's four years at college, wasn't at the ceremony. Rudolph had sent him an invitation, but Boylan had declined. "I'm afraid I can't see myself driving fifty miles on a nice June afternoon to listen to a Democrat make a speech on the campus of an obscure agricultural school.(5)" Whitby was not an agricultural school, although it did have an important agricultural department, but Boylan still resented Rudolph's refusal even to apply to an Ivy League university(6) when he had made his offer in 1946 to finance Rudolph's education. "However," the letter had gone on in Boylan's harsh handwriting, "the day shall not go altogether uncelebrated. Come on over to the house when the dreary mumblings are over, and we'll break out a bottle of champagne and talk about your plans."

Rudolph had decided for several reasons to choose Whitby rather than take a chance on Yale or Harvard. For one, he'd have owed Boylan a good deal more than four thousand dollars at the end, and for another, with his background and his lack of money, he'd have been an outsider among the young lords of American society whose fathers and grandfathers had all cheered at Harvard-Yale games, and most of whom had never worked a day in their lives. At Whitby, poverty was normal. The occasional boy who did not have to work in the summer to help pay for his books and clothes in the autumn was unusual.

Rudolph had been working for Calderwood's, a small department store on the best corner of the main shopping street of Port Philip. He had started as a stock boy(7) in busy seasons, but he had worked so hard that by now he was part time salesman, window dresser, and advisor on buying. He was going to start as an assistant manager on a full-time basis at nine o'clock the next morning.

\* \* \*

### 1960

It was the opening day of the new shopping center on the northern outskirts of Port Philip. Rudolph was standing under the huge sign that traced the name of Calderwood against the blue September sky. Dealer in millions, manager and entrepreneur on the rise, a well-tanned, handsome young man in a nicely tailored unremarkable suit.

*/after Rich Man, Poor Man by Irwin Shaw/*



#### Notes:

1. "To every man his chance — to every man, regardless of his birth, his shining, golden opportunity — to every man the right to live, to work, to be himself..." — Thomas Clayton Wolfe (1900–1938), American author.

2. jerry-built — built very quickly and with as little money as possible.
3. rented black — a black academic costume (a cap and gown), which Rudolph rented .
4. BA = Bachelor of Arts — a first degree in a subject such as languages or history from a university
5. school (Am. infml) — a college or university.
6. an Ivy League university — belonging to the group of eight important universities in the Northeastern United States.
7. a stock boy — his job is unpacking, sorting and shelving items for sale.

Read the text for detail and do the tasks below.

1. *Inferring: what can be inferred about Rudolph and Teddy Boylan? Supply facts from the text to support the inferred idea.*

e.g.

Facts	Inferred idea
There never was enough hot water at home. Teddy Boylan obviously belonged to the Boylans' family who owned the Boylan Brick and Tile Works.	1. There were no modern conveniences in Rudolph's house. 2. Teddy Boylan was a prominent (leading) citizen of Port Philip.

If in doubt consult Appendix.

2. *Retell the text. Student A speaks about*

- the town Rudolph lived in
- his family

*Student B speaks about*

- the school and university he went to
- his ambitions



## PROJECT WORK BUILD UP YOUR VOCABULARY

LEVEL 1.

Study the Vocabulary List and complete it with the correct translation of the words, phrases, and sentences.

1.	<b>spare, v.</b>	<p><b>1)</b> _____ to spare (smb) an hour / some time / money I can't spare you a minute; I'm too busy at the moment.</p> <p>_____</p> <p><b>2)</b> _____ to spare no expense / time / effort to do smth Geraldine spared no expense to look fashionable. to spare smb's feelings _____ Spare the rod and spoil the child. <i>Пожалеешь розгу, испортишь ребенка.</i></p>
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1.	<b>spare</b> , adj.	_____ spare time / room / tire / key / etc. They spent every spare minute together.
2.	<b>distance</b> , n.	_____ What's the distance <b>from</b> Moscow <b>to</b> Edinburgh / <b>between</b> Moscow <b>and</b> Edinburgh? a short / long / great / good distance The church is a long distance <b>from</b> here. The café is <b>within</b> walking distance <b>of</b> the university. _____ _____ <b>in</b> the distance _____ Cid could hear kids talking <b>in</b> the distance but he couldn't understand anything. <b>at</b> a distance (of 50 miles...) There was another school at a distance of several yards. to keep smb <b>at</b> a distance _____
	<b>distant</b> , adj.	_____ <b>in</b> the distant past / future _____ / _____ a distant relative _____ distant memory _____
3.	<b>service</b> , n.	1) _____ to go to the christening / marriage service 2) _____ to be <b>in</b> the diplomatic service / the secrete service / the civil service _____ / _____ / _____ 3) _____ The quality of services at this resort is below average. to provide / offer service _____ good / bad / slow service to be <b>at</b> smb's service banking / bus / train / postal service
	<b>serve</b> , v.	1) _____ to serve <b>in</b> the army / <b>as</b> ambassador <b>to</b> ... This room can serve <b>as</b> an office. to serve the interests / the needs / the purpose <b>of</b> ... _____ The new law will serve the interests <b>of</b> the ethnic minorities. If my memory serves me right / well, we must take the second turning. _____ 2) _____ Do they serve alcohol in McDonald's?
4.	<b>complain</b> , v.	_____ to complain to smb <b>about</b> / <b>of</b> smth I'm going to complain <b>to</b> the manager <b>about</b> this. to complain <b>of</b> smth жаловаться (на здоровье) Sid complains <b>of</b> frequent headaches.
	<b>complaint</b> , n.	_____ a serious / frequent / common complaint

		to make / to have a complaint <b>about</b> smth / <b>against</b> smb Do you have any complaints <b>about</b> the service?
5.	<b>approach, v.</b>	1) _____ to approach <b>X</b> smth slowly / with caution _____ The train was slowly approaching the station. Spring is approaching. _____ 2) _____ The two scientists approached the problem differently. to approach a problem / an issue / a task _____ 3) _____ to approach smb <b>for</b> smth / <b>about</b> doing smth Mat approached his boss <b>about</b> getting a pay rise.
	<b>approach, n.</b>	1) _____ The boys' approach frightened the cat. 2) _____ I don't like your approach <b>to</b> the job. to have / use a new / traditional / creative / practical approach
6.	<b>escape, v.</b>	1) _____ to escape danger / injury / death / defeat / punishment He narrowly escaped death. _____ This mistake has escaped my attention. _____ 2) _____ The dog escaped through a gap in the fence. to escape <b>from</b> A group of monkeys escaped <b>from</b> the Zoo.
	<b>escape, n.</b>	_____ Who planned the escape? The king had a narrow / lucky escape <b>from</b> death. <i>Король чудом избежал смерти (был на волосок от смерти).</i>
7.	<b>harsh, adj.</b>	_____ harsh climate / winter / weather / living conditions _____/_____/_____/_____ The last winter was particularly harsh. surprisingly / very / rather harsh criticism / punishment / measures _____/_____/_____/_____/_____ The surprisingly harsh criticism of the play upset the actors.
8.	<b>owe, v.</b>	1) _____ My neighbor owes me \$10. to owe smth <b>to</b> smb. Do you owe anything <b>to</b> your neighbours? 2) _____ Joey owes his position <b>to</b> his father.
	<b>owing to, prep.</b>	_____ Owing to his illness, he could not continue with his studies.
9.	<b>restlessly, adv.</b>	1) _____ While Harriet told her story, he walked restlessly about the room.



9.	<b>restlessly,</b> adv.	2) _____ He slept restlessly because he was worried.
	<b>restless,</b> adj.	_____ a restless child / night / sleep / life to become / grow restless Patients taking this medicine can become restless.
	<b>rest,</b> n.	_____ good / long / short / well-earned rest You should get some rest. to take / have a rest from smth.
	<b>rest,</b> v.	_____ Camels prefer to rest in sunlight even if shade is available.
10.	<b>deliver,</b> v.	1) _____ to deliver mail / pizza / flowers, etc. The mail is delivered at 10 in the morning. to deliver smth <b>to</b> some place 2) _____ Prof. Dole delivered an interesting lecture on cloning. to deliver a talk / a speech / a lecture
	<b>delivery,</b> n.	_____ If your pizza delivery takes more than 30 minutes, the pizza is free.



LEVEL 2.

Supply examples to illustrate the use of the words on the Vocabulary List

Resources:

1. English-English dictionary (e.g., Macmillan English Dictionary for Advanced Learners or Oxford Advanced Learner's Dictionary).
2. an electronic dictionary (e.g., ABBY Lingvo 12 многоязычный электронный словарь).
3. an on-line resource (e.g., www.multitran.ru).
4. the home-reading book or any other sources of your choice.



VOCABULARY PRACTICE

Ex. 1. Fill in the gaps with the correct word. The first letter is given to help you.

1. In my s\_\_\_\_\_ time, I usually like to play squash with a friend.
2. Marc-André has to get up every morning at 5:30 a.m. to d\_\_\_\_\_ newspapers.
3. The developing world in 1990 o\_\_\_\_\_ \$ 1,340 billion to foreign creditors.
4. Suddenly in the d\_\_\_\_\_ a hill rises, topped by the ruins of a stone fortress.
5. Xena turned her head r\_\_\_\_\_, but gave no answer
6. I'm glad to begin paying you — I o\_\_\_\_\_ you over two thousand pounds.
7. At our university, everyone's willing to help each other, and it's easy to a\_\_\_\_\_ lecturers with questions and suggestions.

8. An employee who is fired after two years' s\_\_\_\_\_ has three months in which to c\_\_\_\_\_ to an industrial tribunal (суд по трудовым спорам).
9. Despite a r\_\_\_\_\_ night, I feel refreshed this morning.
10. We were totally shocked by the poor s\_\_\_\_\_ at the restaurant.
11. The local pub s\_\_\_\_\_ alcoholic beverages and is an important gathering place, particularly for the working class.
12. Every country should a\_\_\_\_\_ the issue of energy from the point of view of energy security.
13. All we hear are c\_\_\_\_\_; no one says anything when things go well.
14. The hunter's hand was shaking as the bear a\_\_\_\_\_, and it was difficult to aim.
15. A burglar is on the run after he e\_\_\_\_\_ from police by jumping through a court room window.
16. It is the duty of all young Russian men to s\_\_\_\_\_ in the army.
17. The senator's a\_\_\_\_\_ to the discrimination against minority Americans was h\_\_\_\_\_ly criticized.
18. Take a ten-minute r\_\_\_\_\_ from the computer every hour.
19. O\_\_\_\_\_ to a broken propeller, the new cruise liner returned immediately to port.
20. In the 1960s the theatre was totally re-built, and at that time no expense was s\_\_\_\_\_.

*Ex. 2. Translate the following sentences from English into Russian.*

1. A slight wind brings the smell of pines from the green hills **in the distance**.
2. According to the police report, my car turned over several times and **came to rest** near some trees.
3. Do you **have any complaints against** him as a doctor?
4. Her **approaching** wedding made Maggie a little bit nervous.
5. Husbands who **complain** to their wives after a hard day at work are helping to save their marriage.
6. When Joanne passed him, she barely **spared** him a glance.
7. My son has a **restless** personality, a desire to keep travelling.
8. I never heard of meals being **served** in trains before.
9. Many men **owe** their success to great difficulties.
10. My **approach to** life can't be summed up in a short sentence, and if yours can, you're in trouble.
11. His most important task as a new university teacher was to plan and **deliver** a series of lectures on American literature.
12. Take a **rest** if you feel tired while driving.
13. The Andromeda galaxy is the most **distant** object visible to the naked eye.
14. The bloodstream **serves** to carry oxygen to all cells of the body.
15. The school of life is a compulsory (обязательное) education that no man **escapes**.
16. These **complaints** are too silly to pay attention to.
17. Tom says he **owes** his life to Joyce, and he can't thank her enough.
18. You can stay the night if you want to. We have a **spare** bedroom downstairs.
19. If my memory **serves** me right, you're Jane.

*Ex. 3. Odd one out. Find in each set one word that does not go with the main one.*

HARSH: punishment, winter, escape, tone

DISTANT: future, way, memory, planet

SPARE: love, time, minute, room

RESTLESS: child, computer, sleep, night

Ex. 4. Match a verb in A with a word or phrase in B. Use the word combinations in sentences of your own.

A	B
to complain	cocktails
to deliver	a lecture
to escape	a minute
to serve	about the poor service
to spare	as ambassador
	death
	from prison
	in the army
	no time to learn English
	of headaches
	punishment
	the letter

Ex. 5. Pairwork. Make up and answer questions using the Active Vocabulary and the following suggestions.

1. to do, in one's **spare** time;
2. the government, to fund, medical **services**;
3. the duty, **to serve** in the military;
4. students, often, **to complain** about?
5. to have problems with one's boss, to be quiet, or, **to complain**;
6. qualities, person, easy to **approach**;
7. **to approach**, someone of the opposite sex, to start a conversation;
8. to have a **restless** sleep;
9. often, to see, one's **distant** relatives;
10. the best way, to **escape** problems with smb;
11. to pay, pizza / mail **delivery service**
12. to advise, to **owe** a lot of money;
13. **to approach**, teachers, help;
14. **harsh** criticism, to meet with.



Ex. 6. Short Story Contest.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability);
3. grammatically correct sentences.

Ex. 7. Translate the sentences using the Active Vocabulary.

1. Антонио Бандерас говорит, что **обязан** своим успехом жене.
2. **Вдали** он увидел мост, соединяющий старый город с деловым центром.
3. Если Вы хотите подать **жалобу** на полицейского, пришлите ее в полицейский участок (police station) по почте.
4. К полицейскому **обратилась** за помощью женщина, которая утверждала (claimed), что на нее напали.
5. Каково **расстояние** между Эдинбургом и Лондоном?

6. Какой город **служил** главным штабом союзников (headquarters for the Allied forces) во время Второй мировой войны?
7. Когда мы добрались до лагеря, мы **отдохнули**, пообедали и начали готовиться к следующему походу (hike).
8. Кровь **поступает** в мозг по (via) артериям (use the passive voice).
9. Любой человек, у которого есть компьютер и модем, может общаться с самыми **отдаленными** уголками планеты.
10. Люди **жалуются** на налоги с тех пор, как они появились.
11. Мама Морриса говорит, что он всегда был **неугомонным**.
12. Мои соседи не любят детей и все время **жалуются** на то, что они слишком шумят.
13. На церемонии вручения (award ceremony) Кевин Костнер **произнес** длинную речь, в которой поблагодарил всех своих коллег за помощь.
14. Не знаю, кто изобрел высокие каблуки, но женщины многим ему **обязаны** (Мэрилин Монро).
15. Почему все посетители **жалуются** тебе?
16. **Приближается** зима, и дни постепенно становятся все короче.
17. Современная наука многим **обязана** философу XVI в. Ф. Бэкону (Francis Bacon).
18. Я потерял очки, но к счастью у меня есть **запасные**.



## READING 2 A WIND OF CHANGE

### PRE-READING QUESTIONS:

1. Do you know what the economic situation in Russia was like ten/five years ago? Do you think it has improved?
2. What kind of things can an average Russian family afford to buy?
3. Is there much difference between life in Moscow and life in other parts of the country? Can you give examples?

*Learn to read faster. Understanding from context.*

*1. Read the passages and choose a Russian equivalent of each underlined word. If you already know the word, move on to the next one.*

1. We know from reading your articles that there is change in every field, political change, economic change, and people's lives are dislocated by these changes.

#### **dislocated**

- 1) смещенный
- 2) вывихнутый
- 3) нарушенный

2. Well, here's a country where nuclear physicists, men who are at the cream of their scientific achievement and their careers, are making \$ 50, getting rations every month, standing in line for bread, mathematicians who've become locksmiths. So there's a sense of humiliation.

#### **ration**

- 1) норма
- 2) продовольственный паек
- 3) рацион

#### **humiliation**

- 1) унижение
- 2) смирение
- 3) душевный подъем

3. They ride around in caravans, you know, armored Mercedes and several Cherokee jeeps following them, lights blaring and guns bristling, because they all have their own little private armies to protect them. They're also extraordinarily rich, and they flaunt it.

**flaunt**

- 1) презирать
- 2) выставлять на показ
- 3) придавать вкус

4. But I have to say they also are the new power — one of the new power centers of Russia. Seven or eight of these big bankers, we call them oligarchs. They're buying up newspapers, airlines, oil companies.

**power**

- 1) власть
- 2) сила
- 3) держава

5. Moscow is a state unto itself (государство в государстве). It's a booming capital, where casinos stay open all night, and it doesn't resemble Moscow of the end of the Soviet era at all, but the rest of the country is actually desperate. There are signs of prosperity in some other cities — Nizhni Novgorod, St. Petersburg, but frankly not too much in the provinces.

**desperate**

- 1) безысходный, отчаянный
- 2) неодобрительный, осуждающий
- 3) жаждущий, стремящийся

**prosperity**

- 1) собственность
- 2) процветание
- 3) перспектива

6. Dennis Shelipanov is a doctor and Marina Shelipanov is a dentist, which both were underpaid professions in Russia until recently. They never thought that they'd be able to afford such a luxury: a second car.

**luxury**

- 1) наслаждение
- 2) предмет роскоши
- 3) изобилие

7. Russia is pumping more oil than Saudi Arabia. Oil and gas wealth is transforming this post-Communist wasteland into a Russian version of a petro state.

**wasteland**

- 1) застой
- 2) пустующая земля, пустошь
- 3) захоронение отходов

8. In big cities, such as St. Petersburg where the Shelipanovs live, the new wealth is immediately apparent as breadlines have given way to BMWs and empty shelves have been replaced by packed cafes.

**apparent**

- 1) очевидный
- 2) отсутствующий
- 3) кажущийся, мнимый

9. But the economic effect is much deeper. Finally able to capitalize on the nation's natural resources, the Russians have cut in half the number of people living below the poverty line and unemployment is at a respectable 7 percent.

**to capitalize**

- 1) превращать в капитал
- 2) использовать с выгодой для себя / извлекать выгоду из
- 3) делать главным

10. The Shelipanovs said they're applying for a credit card to help pay for a typical middle-class endeavor — a kitchen renovation.

**endeavour**

- 1) предприятие, начинание
- 2) предпринимательство
- 3) старание

2. Read the texts to find out how the situation in Russia has changed over the last decade according to American correspondents in Moscow.

## Text A.

*Elizabeth F. speaks with David H., The Washington Post's Moscow Correspondent  
July 22, 1997*

**ELIZABETH F.:** We know from reading your articles that there is change in every field, political change, economic change, and people's lives are dislocated by these changes. Is this evident everywhere you look?

**DAVID H.:** Well, here's a country where nuclear physicists, men who are at the cream of their scientific achievement and their careers, are making \$ 50, getting rations every month, standing in line for bread, mathematicians who've become locksmiths.

So there's a sense of humiliation. And people, at least many of them are trying to adapt. There are enormous changes around them. You find grandmothers selling raw chicken on the street corner and fancy Mercedes whizzing by them.

**ELIZABETH F.:** We hear so much about the new capitalist class, people who some reporters have referred to as robber barons<sup>4</sup>.

What do you see? I mean, when you're in the streets in Moscow, what do you see of this new capitalist class?

**DAVID H.:** Well, they ride around in caravans, you know, armored Mercedes and several Cherokee jeeps following them, lights blaring and guns bristling, because they all have their own little private armies to protect them. They're also extraordinarily rich, and they flaunt it. And there's a huge amount of the 1920's Chicago ways of dressing and ways of behaving.

But I have to say they are also the new power — one of the new power centers of Russia. Seven or eight of these big bankers, we call them oligarchs. They're buying up newspapers, airlines, oil companies. They are beginning to create a structure for Russia. It's not a liberal free market economy. It's actually much more of a European or even South Korean economy, with several huge conglomerates, monopolies.

Well, Moscow is a state unto itself (государство в государстве). It's a booming capital, where casinos stay open all night, and it doesn't resemble Moscow of the end of the Soviet era at

<sup>4</sup> «барон-разбойник» (во второй половине XIX века — американский капиталист, наживший состояние нечестным путем; позднее — бизнесмен, готовый пойти на все ради обогащения)

all, but the rest of the country is actually desperate. There are signs of prosperity in some other cities — Nizhni Novgorod, St. Petersburg, but frankly not too much in the provinces.

**ELIZABETH F.:** Do you think people are optimistic or pessimistic about what's happening to them?

**DAVID H.:** People are cynical and pessimistic. And I think actually a very small number of them are beginning to adapt and to change. There's a middle class in Moscow. Those people are optimistic. There's a very small number of people who've made it to an upper class. They're optimistic.

There's a large number of people to whom the words “democracy” and “free market” mean chaos and confusion and disorientation and humiliation. They haven't seen the results. It's only five years, and that's not enough time. It's a difficult period for them.

## Text B

July 13, 2006

Dennis Shelipanov is a doctor and Marina Shelipanov is a dentist, which both were underpaid professions in Russia until recently. They never thought that they'd be able to afford such a luxury: a second car.



The source of their new prosperity? Russia is pumping more oil than Saudi Arabia. Oil and gas wealth is transforming this post-Communist wasteland into a Russian version of a petro state.

In big cities, such as St. Petersburg where the Shelipanovs live, the new wealth is immediately apparent as breadlines have given way to BMWs and empty shelves have been replaced by packed cafes.

But the economic effect is much deeper. Finally able to capitalize on the nation's natural resources, the Russians have cut in half the number of people living below the poverty line and unemployment is at a respectable seven percent.

Perhaps the most significant sign is shopping — the trademark of a true middle class. These days, the Shelipanovs often go shopping at Ikea, one of the mega-discount stores now available to the Russian consumer.

“It's not just about buying everyday things,” Marina Shelipanov said. “Now we can make plans, think about something good for our son, at some point try to get a house.”

## Belief in the Future

Now, as the economy has improved, the Shelipanovs can begin to dream about the future. “The government is able to pay the salaries that make a middle class,” said Dennis Shelipanov said

The prosperity in Russia is startling to people who visit after years away — it almost looks like Paris. Along with European charm, Western-style plastic is everywhere. Citibank is opening yet another St. Petersburg branch.

The Shelipanovs said they're applying for a credit card to help pay for a typical middle-class endeavor — a kitchen renovation.

But they added that the most valuable change in Russia is the sense of stability.

“Stability and peace,” Dennis Shelipanov said. “There is some sort of belief in the future.”

*ABC News' Claire Shipman reported this story for "Good Morning America."*

## THE RIGHT WORD IN THE RIGHT PLACE

### PHRASAL VERB *KEEP*

Ex. 8. a) Work in pairs. Match each verb with its equivalent below.

b) Translate the following sentences paying attention to the phrasal verb *KEEP*.

1. <b>to keep away (from) / to keep smb away (from)</b>	<b>Keep away from</b> the edge of the platform. In old days, people believed that garlic <b>keeps away</b> vampires.	
2. <b>to keep back</b>	Sheila struggled to <b>keep back</b> tears. Be honest! Never <b>keep back</b> information from your boss!	
3. <b>to keep off</b>	Try to <b>keep off</b> politics. That evening heavy rain <b>kept</b> people <b>off</b> the streets.	
4. <b>to keep on doing smth</b>	If you <b>keep on</b> working hard, you will succeed.	
5. <b>to keep to smth</b>	<b>Keep to</b> this path and you won't lose your way. I'll never be able to <b>keep to</b> a diet. I'm always hungry!	
6. <b>to keep up with</b>	His mom was walking too fast; James could hardly <b>keep up with</b> her. We always try to <b>keep up with</b> our customers' demands.	

- не (давать) касаться чего-л., не заходить на определённую территорию (клумбу и проч.);
- продолжать делать что-л.;
- придерживаться чего-л.;
- сдерживать (об эмоциях); утаивать (информацию);
- не отставать; идти в ногу (*переносн.*);
- остерегаться; не приближаться (= держаться на расстоянии), не подпускать кого-л. (к чему-л.).

Ex. 9. Recast the underlined parts so as to make them more natural. Use the phrasal verb *KEEP*.

- As a stockbroker, Sam has to hide his emotions. Emotions prevent people from making wise decisions.
- For friendship's sake, Maud tried to avoid / not to mention political subjects.
- The detectives continued to search the area around the criminal's flat.
- If you are allergic to animals, you should not go near them.
- When you are slimming, you can eat as often as you wish if you remember not to eat more than the correct calorie total.
- Any doctor should do everything possible to stay knowledgeable about the latest developments in medicine.
- As soon as Sir Henry arrived at Baskerville Hall, he received a letter, warning him not to go to the moor (болото).
- Whatever you do, follow your plan and soon a sense of achievement will make the task more enjoyable.
- The army received the order not to stop fighting until peacekeepers arrive.
- Do not let children and pets touch medicines. Use a "childproof" container if you can.
- The family has hidden the details of the attack from her.
- The kids were so full of energy that it was difficult for me not to fall behind them.



Ex. 10. Translate the sentences using the appropriate phrasal verb.

1. Он всегда **придерживался** правил в своей работе.
2. Фил был старше других туристов и с трудом **поспевал** за экскурсоводом и группой.
3. **Не ходите по** клумбам!
4. **Не сдерживайте** свои чувства; это (this) может привести к нервному срыву (nervous breakdown).
5. Сейчас многие университеты стараются **идти в ногу** со временем и уделяют большое внимание научным исследованиям.
6. Если вы под Новый год окажетесь в Италии, **не подходите близко к** стенам домов. В новогоднюю ночь итальянцы выбрасывают из окон старые вещи.
7. Я **продолжил** свой путь (т.е. идти), несмотря на плохую погоду.
8. Австралийские учёные советуют пользователям **держаться подальше от** лазерных принтеров, так как они опасны для здоровья.
9. Первая задача истории — **воздержаться от** лжи, вторая — **не утаивать** правды.
10. У некоторых водопадов таблички предупреждали туристов **не приближаться** к краю.
11. Мы стараемся **идти в ногу с** мировой компьютерной индустрией.
12. Во время обсуждения высказывайте своё мнение, **придерживайтесь** темы и слушайте других участников.



Ex. 11. Make up a short story using as many phrasal verbs **KEEP** as possible.

### SAYING "NO"

	Use	V + Noun	V + Infinitive
<b>DECLINE</b> (fml)	to refuse politely	<b>decline smth</b> (an offer, an invitation, a request, etc.) <i>отклонить</i>	<b>decline to do</b> (= be unwilling to do) <i>отказаться</i>
<b>REFUSE*</b>	in a decisive, or even rude way	<b>refuse smth</b> (an invitation, an offer, a drink, etc.) <i>отказаться</i>	<b>refuse to do</b> <i>отказаться</i>
<b>REJECT</b>	to refuse strongly	<b>reject smth</b> (an argument, an idea, a plan, etc.) <i>отвергнуть</i>	-----



**Note:**  
Chris refused an offer (NOT Chris refused from an offer).

Ex. 12. Explain the use of **DECLINE**, **REFUSE**, and **REJECT** in the following sentences. Translate the sentences into Russian.

1. a. The politician **declined** a request for an interview, saying he wanted to think well about the problem.  
b. When I **refused** his request, Chris stopped treating me as his good friend.  
c. The medical authorities **rejected** his request for compensation.
2. a. The finance minister **declined** to comment on the accusations (обвинения).  
b. For the first 10 minutes, Edna sat with her back to me and **refused** to turn round.
3. a. Bill **declined** an invitation to dinner, as his headache had been getting worse throughout the day.

- b. I have often been invited to dances and parties and I have never **refused** an invitation.  
 c. One of the best known physicians in Europe **rejected** an invitation to become professor of medicine in his native town.
4. a. In the 1959 English writer Aldous Huxley **rejected** an offer of a Knight Bachelor (степень рыцаря-бакалавра) by the British government.  
 b. Belgian tennis player Kim Clijsters **declined** an offer from the Olympic Committee to compete in the 2008 Beijing Games.  
 c. Is it true that he flatly **refused** an offer of \$ 1,000 a day to go on the stage?
5. Fraud (мошенничество) is one of the few crimes in which victims can **decline** to participate.  
 6. You cannot **reject** a plan without giving an explanation.  
 7. She **refused** another brandy and rushed back to the hotel.  
 8. Shop assistants must **refuse** to sell alcohol to those who cannot prove that they are over 18.  
 9. After a long discussion we decided not **to reject** the proposal made by the committee.

*Ex. 13. Fill in the gaps with the appropriate verb.*

1. A house buyer can \_\_\_\_ a particular house if it is not spacious enough.
2. He \_\_\_\_ our invitation, sending his assistant instead.
3. Many philosophers of the Enlightenment (эпоха Просвещения) \_\_\_\_ religion.
4. I \_\_\_\_ to eat their food because those who had recently met them had been found dead.
5. If a customer wishes to \_\_\_\_ the offer, they will have the opportunity to do so at no cost.
6. Six hospitals in Jakarta \_\_\_\_ to give treatment to the children from poor families.
7. In the culture of Burundi, to \_\_\_\_ an offer of beer is considered an insult.
8. Kezia \_\_\_\_ a sandwich but she smiled at Annabel.
9. The commission \_\_\_\_ our plan because it was too expensive.
10. The company \_\_\_\_ our request for information from the database.
11. She \_\_\_\_ the role because she wanted to be the star and did not want to accept a secondary role.
12. I politely \_\_\_\_ the opportunity to make any comments until I reviewed the files held in my office.

*Ex. 14. Translate the sentences using DECLINE, REFUSE, or REJECT.*

1. Джулия Робертс отказалась от главной роли в «Основном инстинкте», потому что посчитала ее неприемлемой (inappropriate).
2. Сэм наотрез (flatly) отказался помочь нам.
3. Пять американских городов вежливо отказались от подарка, созданного Церетели. Теперь памятник Колумбу стоит где-то в Пуэрто-Рико.
4. Я посмотрел на цену и отбросил мысль о новом компьютере: мой ноутбук еще в хорошем состоянии.
5. В Нидерландах некоторые иммигранты отказываются учить голландский язык.
6. Некоторые ученые отвергают доводы о том, что высокий уровень смертности (high mortality rates) связан с бедностью населения.
7. Я отказался от ужина и пошел спать.
8. 61-летняя британская актриса Хелен Мирен (Mirren), получившая «Оскара» за роль английской королевы, была вынуждена отклонить приглашение Елизаветы II посетить ее в Букингемском дворце в Лондоне.
9. Комиссия единодушно (unanimously) отвергла проект, так как его цена была слишком высока.
10. Когда журналист попросил его подробно описать свою работу, он вежливо отказался.
11. В 2002 году более тридцати учителей в Англии и Уэльсе отказались учить жестоких детей, которые регулярно нападали на учеников и на учителей.
12. К всеобщему удивлению он отказался от услуг профессионального переводчика.

## GRAMMAR

### REPORTED SPEECH

#### THE BASICS

Ex. 15. Compare the two sets of sentences. What's the difference between the two types of structure? What are these structures called?

I	II
A. She said, "I want to go for a walk to get some fresh air."	She said she wanted to go for a walk to get some fresh air.
B. They said, "Do you know Dr Jackson's family?"	They asked if I knew Dr Jackson's family.
C. I said to them, "Will you come round at eight?"	I asked them to come round at eight.

Which of A, B and C are requests? statements? questions?

#### COMMON VERBS USED TO INTRODUCE REPORTED SPEECH

<b>Statements</b>	<i>say, tell, explain, add, continue, answer, reply, admit, complain, mention, remark, warn, state, stress</i> to report ideas: <i>think, decide, imagine</i>	She <b>said</b> she knew what she was doing. We never <b>imagined</b> that the forest would be destroyed.
<b>Questions</b>	<i>ask, want to know, enquire (formal), wonder (спросить себя)</i>	They <b>asked</b> why I did not want to go back. <b>I wondered</b> what she was doing there.
<b>a) Commands</b> <b>b) Requests</b>	<i>a) tell, order, command, forbid</i> <i>b) ask, beg (умолять), urge (настоятельно просить, настаивать)</i>	The judge <b>ordered</b> them to learn to speak English. <b>I begged</b> him to do me this favour.

Ex. 16. Fill in the gaps with a suitable reporting verb.

- During the Great Depression Americans \_\_\_\_\_ that the new immigrants were stealing jobs from native workers.
- I \_\_\_\_\_ if I was in the right place, doing the right thing.
- In the Indian reservation teachers \_\_\_\_\_ the children to speak their native language, forcing them to converse only in English.
- They \_\_\_\_\_ if we had travelled, and where we had been.
- She once \_\_\_\_\_ me that the president was the most brilliant man she had ever met.
- When the snowstorm started I noticed that the Chinese visitors were becoming increasingly distracted. Their translator \_\_\_\_\_ that no one from the group had ever seen snow before.
- The President \_\_\_\_\_ that solving the demographic problem is necessary for "saving the people" and the nation.
- I never \_\_\_\_\_ that Mike would ever leave the post.

9. Two of the students \_\_\_\_\_ that they had made up their stories.
10. An IMF (МВФ) report in January 2004 \_\_\_\_\_ that the growing US debt threatened global economic stability.
11. I \_\_\_\_\_ Mark how much truth there was in the rumors. He \_\_\_\_\_ that he had heard nothing.
12. When he was eventually brought before the king, the king \_\_\_\_\_ where he had been.
13. The Admiral \_\_\_\_\_ his radio officer to send a message to the on-coming ship that it should change its course 10 degrees to the south.
14. The Generals \_\_\_\_\_ the Emperor to allow them to begin the attack.
15. Count Resanov promised faithfully to come back to Dona Concepcion as soon as he could and \_\_\_\_\_ her to await his return.

### REPORTED STATEMENTS

Direct Speech	Reported Speech
1. "Clothes <b>are important</b> to me," said Max.	1. Max remarked that clothes <b>were important</b> to him.
2. She said, "I'm <b>dating</b> James now."	2. She said she <b>was dating</b> James at that time.
3. The minister said, "I <b>have</b> recently <b>raised</b> the question with the government."	3. The minister stated that he <b>had</b> recently <b>raised</b> the subject with the government.
4. Mary said, "I <b>didn't sleep</b> at all last night."	4. Mary explained she <b>hadn't slept</b> at all the previous night.
5. May said, "I <b>was taking</b> myself too seriously five years ago."	5. May admitted she <b>had been taking</b> herself too seriously five years before.
6. "I <b>had finished</b> all that was required of me by yesterday," he said.	6. He said (that) he <b>had finished</b> all that was required of him by the previous day.
7. She told me, "I'll call you tomorrow."	7. She told me she <b>would call</b> me the following day.

Ex. 17. A. Study the table above and suggest the basic rules for reporting statements. What changes do we usually have to make if the **place** and **time** of reporting are significantly different from those in the original speech? Check your suggestions against the chart below.

B. Turn the following statements into Reported Speech. Make the necessary changes (the original statements are reported much later than they were made).

1. "I'm attending a conference in Miami next week," said Ann.
2. "I'm currently studying psychology," he said.
3. Jack said, "I joined the club two years ago."
4. Mary said to me, "I'll call you next Monday."
5. "During this whole conversation, Jeff was making faces at me," said Susan.
6. "We have to take action if we are going to bridge the gap with the poor," said the Canadian Minister of Foreign Affairs addressing the G8 Governments in 2002.

7. "I'll be seeing you tomorrow," he said.
8. "Italy and Russia signed an agreement last week to cooperate in fighting crime," said the Minister at the press-conference.
9. "For the last few years we've been making attempts to revive our culture," said the Zimbabwean writer.
10. The lecturer said, "By the last exhibition in 1886, many of the Impressionists had gone their separate ways."

*Ex. 18. Translate into English making the tense change.*

1. Кэрол сказала мне, что сегодня вечером идет с друзьями в театр.
2. Марта сказала, что не хотела никого обидеть.
3. Молодой человек сказал, что в настоящее время он получает пособие по безработице.
4. Министр заявил, что в прошлом году национальный бюджет увеличился на 20%.
5. Майкл объяснил, что не позвонил мне вчера, потому что у него не было времени.
6. Джейн призналась, что два года назад выбрала этот университет под давлением родителей.
7. Маргарет пожаловалась, что всегда выполняет львиную долю работы, и добавила, что делает это за счет своего здоровья.
8. Министры иностранных дел заявили, что новый договор о сотрудничестве между двумя странами будет подписан на следующей неделе.

## CHANGES IN TENSES AND TIME EXPRESSIONS

Tenses	
Direct Speech	Reported Speech
Present Simple Present Continuous Present Perfect Present Perfect Continuous Past Simple Past Continuous Future Simple Future Continuous	<b>Past Simple</b> <b>Past Continuous</b> <b>Past Perfect</b> <b>Past Perfect Continuous</b> <b>Past Perfect</b> <b>Past Perfect Continuous</b> <b>Future Simple-in-the-Past</b> <b>Future Continuous-in-the-Past</b>
Time Expressions	
Direct Speech	Reported Speech
now today tonight this week / month / year yesterday last night / week / month / year three days / months / years ago tomorrow next week / month / year	<b>then, at that time</b> <b>that day</b> <b>that night</b> <b>that week / month / year</b> <b>the day before / the previous day</b> <b>the previous night / week / month / year</b> three days / months / years <b>before</b> <b>the following / the next day / the day after</b> <b>the following / the next week / month / year</b>

## WHEN TENSES DON'T CHANGE

The tenses of the original words are NOT usually changed when:

- the original words express general truths or permanent states:  
*The lecturer **said** that there **are** many theories about why the dinosaurs **died** out.*
- the original speaker's present and future are still present and future:  
*John **said** he's **working** on a Biology project about volcanoes. (He is still working on it.)*  
*Alex **said** he's **going** to concentrate on what's important in life. (It is still his plan.)*
- the verb is used in a time clause (after conjunctions when, while, after etc.)  
*He **said** he **had been stopped** when he **was driving** without a driving licence.*



**Note:**

in all of these cases it is also **possible** to change the tenses.

However, if we don't believe the original statement, the tense change in **Reported Speech** is necessary.  
*John **said** he **was working** on a Biology project about volcanoes, but I don't think he is.*

*Ex. 19. Report the following quotations by famous people.*

**Note:** remember that if the original statements are still true, you **needn't** change the tenses.

1. "Change is the law of life. And those who look only to the past or present are certain to miss the future" (John F. Kennedy).
2. "My rank is the highest known in Switzerland: I am a free citizen" (George Bernard Shaw).
3. "If a free society cannot help the many who are poor, it cannot save the few who are rich" (John F. Kennedy).
4. "If your only goal is to become rich, you will never achieve it" (John D. Rockefeller).
5. "Diseases of the soul are more dangerous and more numerous than those of the body" (Cicero).
6. "The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not" (Mark Twain).
7. "Nothing is more fatal to health than over care of it" (Benjamin Franklin).
8. "I believe in equality for everyone, except reporters and photographers" (Mohandas Gandhi).

## REPORTED QUESTIONS

	Direct Speech	Reported Speech
<b>General (yes / no) questions</b>	"Do you have any questions, comments, or suggestions?" asked the chairman.	The chairman asked <b>if we had</b> any questions, comments, or suggestions.
<b>Special questions</b>	"Why did Max wear this strange outfit?" she asked.	She wanted to know <b>why Max had worn</b> that strange outfit.

*Ex. 20. A. Study the table above and suggest the rules for reporting general and special questions. B. Turn the following questions into Reported Speech making the tense change.*

1. "Did you have fun in college?" they asked Paul.
2. "Have you ever faced a hostile audience?" I asked Betty.

3. "Do you always make the right choice?" asked my friend.
4. "Will he notice me? Will he speak to me?" I asked myself.
5. "Is the project taking shape?" asked my boss.
6. "Is Nancy currently looking for a job?" I asked her mother.
7. "How did you feel when you heard the news?" they asked me.
8. "Why don't you want to go back to Syria?" asked the immigration officer.
9. "What made him agree to the interview?" I asked myself.
10. "Why have you joined politics, Bill?" asked the interviewer.
11. "What were you working on in your early years in the lab?" asked Bob's colleague.
12. "What is being done to increase the number of children attending schools?" asked the UNICEF official.

Ex. 21. Translate into English making the tense change.

1. Джейн спросила себя, будет ли у нее что-нибудь общее с остальными студентами.
2. Репортер спросил, какое решение принял министр.
3. Интервьюер спросил, когда Ник стал военным.
4. Председатель комиссии поинтересовался, предпринимаются ли усилия для достижения согласия по этому вопросу.
5. Мы хотели знать, что сформировало его взгляды на искусство.
6. Он спросил себя, сделал ли он правильный выбор.
7. Мартина спросили, как долго он находится за границей.
8. Я спросил у Джеймса, что он намеревается делать во время каникул.
9. Мери спросила себя, почему ее никто не замечает и не разговаривает с ней.
10. Корреспондент поинтересовался, есть ли в жизни города что-нибудь примечательное.

## REPORTED COMMANDS AND REQUESTS

	Direct Speech	Reported Speech
<b>Commands</b>	"Play quietly," she said to the children. "Don't ask any questions," said the man.	She <u>told</u> the children <b>to play</b> quietly. The man <u>forbade</u> me <b>to ask</b> any questions.
<b>Requests</b>	"Please wait outside," the secretary said to me. "Please don't mention this to anyone," said Mary.	The secretary <u>asked</u> me <b>to wait</b> outside. Mary <u>begged</u> me <b>not to mention</b> that to anyone.

Ex. 22. A. Study the table above and suggest the rules for reporting commands and requests.

B. Turn the commands and requests into Reported Speech.

**Note:** remember that to report **commands** you can use the verbs *tell, order, command, forbid*; and to report **requests** the verbs *ask, beg, and urge*.

1. "Write a letter to the school newspaper, Dennis," said the principal.
2. "Will you keep silent for a moment?" said my friend.
3. "Don't even think of marrying a foreigner," said Julia's parents.
4. "Please don't open the present till I leave," he said to Mrs. Kelly.
5. "Move to the defensive positions," said the Colonel to the officers.

6. "You must take immediate action to stop further pollution," said *Greenpeace* to the Minister.
7. "Choose friends who have values and respect, and stay clear of the rest," their mother said to them.
8. "Please, please forgive me," he said to his sister.
9. "Soldiers! Advance and drive the rebels from the woods!" said the General.
10. "You'd better go to bed," she said to the children.
11. "Please, please don't call or e-mail me," said the actor to his fans.
12. "Will you marry me?" he said to Rosa.

*Ex. 23. Translate into English.*

1. Преподаватель попросил студентов обсудить проблему и предложить возможное решение.
2. Экзаменатор зачитал Майку второй вопрос и попросил его поднять руку, когда он будет готов отвечать.
3. Эрик умолял свою подругу простить его. Он сказал, что всегда будет любить ее.
4. После ссоры Мэгги запретила Стиву появляться в ее доме.
5. В последний момент майор приказал солдатам не стрелять.
6. Президент Мичиганского университета настоятельно рекомендовал первокурсникам сделать все возможное (do their best), чтобы получить хорошее образование.
7. Хелен попросила Тони не повышать голос в ее присутствии.
8. Когда профессора попросили назвать своего лучшего ученика, он сразу (promptly) ответил: «Карл Адамс».

**MODAL VERBS IN REPORTED SPEECH**

<b>can</b> → <b>could</b>	"I <b>can't</b> make a decision without knowing the facts." → He said he <b>couldn't</b> make a decision without knowing the facts.
<b>can</b> → <b>would be able</b>	"I <b>can</b> fix the problems next week." → She said she <b>would be able</b> to fix the problems the following week.
<b>may</b> → <b>might</b> (possibility)	"We <b>may</b> choose not to have children at all." → A fifth of the women surveyed said they <b>might</b> choose not to have children at all.
<b>shall</b> → <b>should</b>	"Where <b>shall</b> I sign up?" → She asked where she <b>should</b> sign up.
<b>must</b> → <b>must / had to</b> (obligation)	"You <b>must</b> have surgery as soon as possible." → The doctor said I <b>must / had to</b> have surgery as soon as possible.
<b>must</b> → <b>must</b> (должно быть)	"You <b>must</b> be mistaken." → He said I <b>must</b> be mistaken.
<b>needn't</b> → <b>didn't need to / didn't have to</b>	"You <b>needn't</b> worry about cooking any more." → He said I <b>didn't need to / didn't have to</b> worry about cooking any more.



**Note:**  
ought to, should, could, might, had better  
do not change when reported.



Ex. 24. Turn the following sentences into Reported Speech.

**Model:** "You should make an effort to express your ideas clearly," said my teacher →  
The teacher said I should make an effort to express my ideas clearly.

1. "What time shall I call you?" asked my friend.
2. "I hope I can attend tomorrow's meeting," said the student.
3. "You needn't ask permission before speaking," said the professor.
4. "You may be faced with difficulties, but you shouldn't give up," said Father.
5. "If you want to feel better, you must shape up," said the doctor.
6. "Russia and the USA should join forces to create an AIDS vaccine," said the scientist.
7. "I may be busy or away next week," said the manager.
8. "The man is so rich that he can afford the wonderful privilege of being generous," said the journalist.
9. "You must be joking! I can't believe it," said my fellow-student.
10. "How shall I begin the presentation?" asked the student.
11. "You had better make a decision fast," said the Dean.
12. "You needn't choose between the sushi bar and the regular menu," said the maitre d'hotel.

## THE PARTICULARS

### MORE VERBS USED TO INTRODUCE REPORTED SPEECH

Besides the verbs mentioned above, a large number of other verbs can be used to introduce **Reported Speech**. They indicate the function of the original speech:

"You should consult the eye doctor," he said to Barbara. → He **advised** Barbara to consult the eye doctor.  
(advice)

"I am the best taxi driver in New York," said George. → George **boasted** that he was the best driver in New York. (boast)

Ex. 25. Study the patterns of reporting and report the sentences using an appropriate verb.

#### PATTERN 1

<b>verb + clause</b>	admit, agree, announce, believe, boast, comment, complain, conclude, confess, decide, doubt, exclaim, insist, observe, point out, predict, repeat, report, respond etc.	<p>"I'm not sure security is good." → He <b>doubted</b> <u>that security was good.</u></p> <p>"Significant progress has been achieved on key issues." → The Minister <b>announced</b> <u>that significant progress had been achieved on key issues.</u></p>
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1. "Spam email will be eradicated as a problem within 24 months," said Bill Gates.
2. "I can manage any genre," said the young writer.
3. "I will retire from political life," said the President of the country at the press-conference.
4. A woman with a hearing disability said, "I can't hear what's happening during the city council meetings."

5. "I'm not sure I'll go to Peru in December," said Paul.
6. "Yes, affirmative action is needed if it does not lead to quotas," said Ms. Rice.
7. "About 7,000 people participated in the protest action," said the correspondent.

#### PATTERN 2

<b>verb + object + clause</b>	<i>assure, inform, reassure, remind, warn</i>	"The school will be conducting a leadership training camp." → The letter <b>informed</b> <u>the students that the school will be conducting a leadership training camp.</u>
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1. "Your application is rejected," said the letter.
2. An old lady called the crew (экипаж) over and said to them, "The people behind me are talking about 'hijacking'"
3. The manager said to the employees, "No one will lose their job."
4. "The climb is going to be dangerous," said the guide to the tourists.
5. The lecturer said to the students, "In the 1980s, the United States imposed sanctions on South Africa to put pressure on the government's apartheid policy."
6. "The adoption of the law won't lower UK employment standards," said the Minister to the audience.
7. The President of the university said to the students, "Your problems will be looked into within a week."

#### PATTERN 3

<b>verb + infinitive</b>	agree, guarantee, offer, promise, refuse, threaten	"I'm ready to resign." → The chairman of the board <b>offered</b> <u>to resign.</u>
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1. "No, I won't fix your computer," he said.
2. "Hey, I can give you a lift home after your volleyball practice today if you need one," said Harry.
3. "OK, I will take part in the project," said Eugene.
4. "I will definitely be staying at your hotel on my next visit," said the guest.
5. "If I discover you have not done your own work, I will report you to the university authorities," said the lecturer.
6. "I will finance your studies at university absolutely," said Mr Miller to Harry.
7. The professor said, "I'm ready to organize a special course to teach students how to write and present papers."

#### PATTERN 4

<b>verb + object + infinitive</b>	advise, allow, ask, beg, encourage, forbid, force, instruct, invite, order, permit, persuade, remind, request, tell, urge, warn	"Always think for yourselves." → Their father <b>encouraged</b> <u>them to think for themselves.</u>  "Be careful with the motor-bike!" → She <b>warned</b> <u>him to be careful with the motorbike.</u>
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1. "You should try and work things out if possible," said my friend.
2. "Don't forget to share the information you find," said the instructor.
3. "Would you like to come to the theatre with me tonight?" he said.
4. "Please, please never speak to me of that," said Anna to her friend.

5. "Never ask me that question again," he said to his children.
6. "All right, you can stay in my room," said Tim's elder sister.
7. The officer said to the soldiers, "Fire a warning shot."

PATTERN 5

<b>verb + -ing form</b>	admit, apologise for (to smb), decide on, deny, mention, recommend, regret, report, suggest	<i>"Sorry, I told a lie," he said. → He <b>apologised for</b> <u>telling</u> a lie.</i>  <i>"Let's go out for lunch." → She <b>suggested</b> <u>going out</u> for lunch.</i>
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1. "Let's invite the Prestons to dinner," said Jenny.
2. The Minister said, "I've never said this to the press."
3. "I've made up my mind to stay in school," said Michael.
4. "I'm sorry I was so emotional yesterday," said Hillary.
5. "I've broken the basic rules of the industry more than once in the last three years," said the businessman.
6. "I'm sorry I bought a house in the country," said Eugene.
7. "I think you should go to college," said my school teacher.

PATTERN 6

<b>verb + object + preposition + ing-form</b>	accuse smb of, blame smb for, congratulate smb on, thank smb for	<i>"It's your fault that you aren't succeeding in sales." → The manager <b>blamed me for not succeeding</b> in sales.</i>
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1. "Mr. President, I am grateful to you for giving us this opportunity," said the Ambassador.
2. "It's your fault that you have done nothing with your life," said the psychologist to Adam.
3. "First of all let me congratulate you on joining the best college in Durham," said the College President.
4. "The Congressman has accepted gifts and favours from a few businessmen," said the Prosecutor.
5. "I'm grateful to you for taking the time to let me know how the book affected you," wrote the author to the reader.
6. "John is a liar," said his fellow students.
7. "Thank you for giving me a hand," said Janette to her friend.



Ex. 26. Report the quotations using appropriate patterns from the table above.

1. "If anything remains more or less unchanged, it will be the role of women" (David Riesman, American conservative social scientist, 1967).
2. "I'm proud of the fact that I never invented weapons to kill" (Thomas A. Edison).
3. "Strive not to be a success, but rather to be of value" (Albert Einstein).
4. "Forgive your enemies, but never forget their names" (John F. Kennedy).
5. "When I'm abroad, I always make it a rule never to criticize or attack the government of my own country. I make up for lost time when I come home" (Winston Churchill).
6. "Be slow in choosing a friend, slower in changing" (Benjamin Franklin).
7. "Without a rich heart, wealth is an ugly beggar" (Ralph Waldo Emerson).

Ex. 27. Tell the Irish joke in Reported Speech. Use suitable reporting verbs.

### British Navy vs Irish

This is the transcript of the ACTUAL radio conversation between the British and the Irish, off the coast of Kerry, Oct 98.

IRISH: Please divert your course 15 degrees to the South, to avoid a collision.

BRITISH: Recommend you divert your course 15 degrees to the North, to avoid a collision.

IRISH: Negative. You will have to divert your course 15 degrees to the South to avoid a collision.

BRITISH: This is the Captain of a British navy ship. I say again, divert YOUR course.

IRISH: Negative. I say again, You will have to divert YOUR course.

BRITISH: This is the aircraft carrier HMS Britannia! The second largest ship in the British Atlantic Fleet. We are accompanied by three destroyers, three cruisers, and numerous support vessels. I demand that you change your course 15 degrees North, I say again, that is 15 degrees north, or counter-measures will be undertaken to ensure the safety of this ship.

IRISH: We are a lighthouse. Your call.



Ex. 28. Work in pairs. One student reads interview A, the other — interview B, then they tell each other what they've learned from the interviews using Reported Speech.

(Don't try to report the interviews word for word).

### A. Interview with George Clooney

#### Q. How do you cope with fame?

A. I'm certainly the last person to give advice on ...well, anything. But one trick is you can't spend time trying to correct all the inaccuracies said about you. I'd love to say I didn't give a damn about them. But I do. Things do matter to you. You get a bad review or whatever, sometimes it's healthy and good, but as an actor you can tend to obsess over it. Let it go.

The best advice I got from my aunt, the great singer Rosemary Clooney, and from my dad, who was a game show host and news anchor, was: don't wake up at seventy years old sighing over what you *should* have tried. Just do it, be willing to fail, and at least you gave it a shot. That's echoed for me all through the last few years.



#### Q. Did your father want you to go into show business?

A. He wanted me to go into broadcasting. He was very strict. I was going to be a baseball player. I played center field. But after high school, I had a tryout with the Reds, and they pitched an 85 m.p.h. ball at me, and I panicked and threw myself on the ground. Everybody laughed. It was an eye-opening moment. Baseball was useful training, though.

#### Q. What's the best thing about your celebrity status?

A. Being able to make films that otherwise wouldn't get made. Walking into a room and knowing that if you say you'll do it, it'll get done. Like *Three Kings*, or *O Brother, Where Art Thou*, or *Solaris*. Films that'll last longer than the opening weekend.

The worst thing about it is when guys stake out airports with video cameras and try not to catch me doing something stupid but to make me do something stupid. Like, they push my assistant, or insult her, hoping I'll react.

*B. Interview with Jodie Foster*

**Q. Does being a director yourself give you a different perspective?**

A. Yeah, I think so. I think that you're just more respectful of them in general.

And I think you want to serve them more because you really understand how hard it is to make movies.

**Q. It seems like you've been in front of the camera your entire life. And now you're very selective in the roles that you choose. Do you have strong criteria for the people you work with?**

A. Now more than ever. I really look forward to working with very experienced, interesting directors. You know, I like to learn a lot from them. To me, that just keeps me going.

**Q. Do you get more satisfaction from directing or acting?**

A. Ah, definitely directing... I have to say my goal now is really more about directing than it is about acting.

**Q. I know you're producing, directing and acting. There's one thing left — writing. Are you interested in it?**

A. A I always thought I'd end up being a writer. That's what I thought I'd do. And I really am just shocked. I'm shocked that that's not what I do. And it's always been, like my failure in my life. It's more just a discipline problem where I just can't be in a room by myself and do a job that's for myself.

**Q. In your real life, what are you really good at and what are you just hopeless at?**

A. I have a problem with numbers. Like, for whatever reason, I don't add things very well. It's not like I had a problem with addition in school but for some reason I get numbers crossed and I always remember times wrong. But I've learned now to cope with it. I always have to have a pencil and a paper and I have to write it down and put it in a pocket. That's my bad thing.

**Q. And what are you really good at?**

A. Let's see. What am I good at? I can speak French very well. It's my only skill. It's the only thing I know how to do.

**Q. Really? That's the only thing?**

A. That's it. I mean, I can twirl a basketball on every one of my fingers — including the left. It's from being short and always waiting — because they never let you play.



*Ex. 29. Translate into English.*

1. Менеджер извинился перед миссис Смит и заверил, что не хотел ее обидеть.
2. Министр иностранных дел заявил вчера, что в следующем месяце Индия и США подпишут соглашение о науке и технике.
3. Ученый проинформировал журналистов о том, что в России совместно с американскими специалистами разрабатывается проект пилотируемого (manned) полета на Марс.
4. После переговоров с руководством компании бизнесмен согласился стать членом совета директоров (the Board).
5. Политик утверждал, что иммиграционная политика нового правительства разделила нацию.
6. Друг Фреда рекомендовал ему остановиться в Вене в гостинице «Палас».
7. В прессе сообщалось, что после катастрофы в живых осталось 39 человек.
8. Лидер оппозиции обвинил правительство в том, что оно делает недостаточно для того, чтобы поднять уровень жизни в стране.

9. Мой друг посоветовал мне не быть таким привередливым при выборе работы (about jobs).
10. В прошлогоднем интервью мистер Янг пожаловался, что он подвергается дискриминации из-за своих политических взглядов.
11. Она поблагодарила коллегу за то, что он поделился с ней этим замечательным материалом.
12. Мистер Харпер предложил поднять бокалы и выпить за здоровье новобрачных (newly-weds).

## ARTICLES

### THE DEFINITE ARTICLE

#### THE PARTICULARS

The definite article is used with nouns which are followed by a limiting, defining phrase (ограничивающее определение) such as *of-phrase* or *which-phrase*.

**e.g.**

She married **the** son of a butcher.

He pointed at **the** map which was hanging on the wall.

*Ex. 30. Look through the text and point out nouns with a limiting defining phrase.*

On December 11, 1936, King Edward VIII addressed the nation saying that he could not continue to reign without the help and support of the woman he loved. For twenty five years before becoming King he was the most popular Prince of Wales in history. Gallant and charming, a knight with golden hair and sad blue eyes, he was the centre of attention wherever he went. Women were particularly thrilled to be in the company of such a man. One of those women was the daughter of a Scottish earl, Lady Elizabeth Bowes-Lyons. At the age of twenty three she met the Prince of Wales, the most dashing man of the era. She enjoyed the attention she received when the Daily News of January 5, 1923, reported: "Scottish Bride for Prince of Wales. The future Queen of England is the daughter of a well-known Scottish peer, who is the owner of castles both north and south of the Tweed." She knew the rumour of romance was untrue but was disappointed when the paper printed a royal retraction (опровержение) a few days later.

In April 1923, Elizabeth married Bertie, the Prince's younger brother. He became King George VI after the abdication (отречение) of King Edward VIII, who then married the twice-divorced American Wallis Simpson.



**Note:** the definite article is used when the limiting defining phrase describes a particular case.

COMPARE:

- 1) **The** idea which we are here discussing is not new.
- 2) Eventually, you find **an** idea which is completely unique.

*Ex. 31. Which tree takes "the"? Help the translator, who ignored the articles.*

There were two trees in middle of Garden of Eden. Tree of Knowledge of Good and Evil (occasionally translated as Tree of Conscience) was tree from which God directly forbade Adam and Eve to eat. Other tree in middle of garden was Tree of Life. God allowed them to eat of fruit of any other tree in garden, which would include Tree of Life. When Eve, and then Adam, ate forbidden fruit from Tree



*Ex. 32. a) Decide on the article to be used with the nouns in bold.  
b) Translate into English using the Active Vocabulary.*

1. **Выбор** лечения для больных-сердечников зависит от многих факторов.
2. Всем пациентам предложили выбрать (use **choice**) лечение.
3. Ее фигура, **форма** головы, глаза — все было очаровательно.
4. Имеет ли **форму** вода?
5. Существует **разрыв** между теорией и практикой, который необходимо ликвидировать (to bridge).
6. **Пропась**, которая существует между истинным художником и тем, кого интересуют лишь деньги, всегда заметна.
7. **Вред**, который шпион нанес своей стране, огромен.
8. Страна может понести **ущерб**, который составит 25% ее ВВП (GDP).
9. Земля находится на **расстоянии** 92,955,900 миль от Солнца.
10. **Расстояние** от Солнца до Земли называют астрономической единицей (astronomical unit).
11. Френсис Бэкон (Francis Bacon) находился на **службе** у королевы много лет.
12. Плохое **обслуживание** в отелях и ресторанах может испортить отпуск.

*Ex. 33. Revision: the article with proper names. Add the article where necessary.*

1. North Sea is cold enough but it is much colder at North Pole.
2. Hemingway's story made Kilimanjaro the most famous of African mountains.
3. Hague is in Netherlands while Vatican is in city of Rome.
4. Lake Baikal contains more water than all Great Lakes of United States.
5. Suggested streets for those with an interest in the theatre: Strand, London; Broadway, New York.
6. The Millennium Bridge is a 330m steel bridge across Thames linking City of London at St. Paul's Cathedral with Tate Modern Gallery at Bankside.
7. Ritz-Carlton, Moscow is a new luxury hotel located near Kremlin and Red Square.
8. In 1999 Carol Martini and Jay Barry set off from Gloucester, Massachusetts on a trip round the world.
9. By March 2000, they had sailed down US Atlantic coast, cruised Caribbean and entered Panama Canal.
10. By November, they had visited Galapagos (islands), Fiji, and much of Polynesia before ending up in Australia for their first winter.
11. They explored Sumatra and Kalimantan; then headed for Singapore, then they sailed into Strait of Malacca, an area known for pirates. But nothing happened except a bad storm.
12. By December 2004, their yacht was moored in Nai Harn Bay, Thailand. By then they had made friends with another pair of round-the-world sailors, Rod and Becky Nowlin from Whidbey Island, Washington.
13. Because of the piracy threat in Red Sea both crews planned to leave Thailand together.
14. Pirate Alley is the narrow neck of Gulf of Aden, where Indian Ocean separates Somalia and Yemen.
15. On March 7, 2005, at 9 a.m. 30 miles off the coast of Yemen they were attacked by two pirate boats. Luckily, both yachts were well prepared for the attack and soon the pirate vessels were sinking rapidly. The two badly damaged yachts limped into the harbour at Aden a day later.

## CHECK YOURSELF

1. A. Divide the following Reporting Verbs into three groups:

- verbs used to report statements
- verbs used to report questions
- verbs used to report commands and requests

Say, ask, forbid, tell, explain, allow, urge, add, enquire, answer, encourage, reply, wonder, order, complain, mention, instruct, warn, state, stress, advise

B. Use some of these verbs to report the following sentences:

1. "Don't bring your friends home," he said to his children. "They are too noisy."
2. "I'm in constant pain," said the woman to the doctor.
3. "Why were you crying this morning?" he asked.
4. "Can law and order be preserved in such circumstances?" asked the Prime Minister.
5. "You can choose the script you want to perform," said the teacher.

C. Fill in the chart.

Pattern	Verbs	Examples
<b>verb + clause</b>	?	The singer recently <b>boasted</b> <u>that he was as big a star as Elvis Presley.</u>
<b>verb + object + clause</b>	assure, inform, reassure, remind, warn	?
<b>verb + infinitive</b>	?	The actress <b>refused</b> <u>to lose weight for the role.</u>
<b>verb + object + infinitive</b>	advise, allow, ask, beg, encourage, forbid, persuade, remind, request, tell, urge, warn	?
<b>verb + -ing form</b>	?	They <b>denied</b> <u>signing any agreement.</u>
<b>verb + object + preposition + ing-form</b>	accuse smb of, blame smb for, congratulate smb on, thank smb for	?

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

to complain of a headache  
 a well-earned rest  
 within walking distance of the university  
 a spare key  
 to keep up with the latest developments  
 serve the interests of the ethnic minorities

a restless sleep  
 to have a traditional approach  
 to owe smb \$ 20  
 a distant planet  
 to deliver mail  
 harsh living conditions



to escape smb's attention  
to keep smb at a distance

the civil service  
to keep back tears

пожаловаться на кого-л.  
беспокойно ходить по комнате  
произнести речь  
избежать наказания  
быть к чьим-л. услугам  
дальний родственник  
свободное время  
придерживаться диеты

не жалеть времени и сил  
на расстоянии 50 миль  
из-за болезни  
приблизиться к станции  
суровая зима  
уделить кому-л. время  
быть обязанным своим положением кому-л.  
не подпускать детей к животным

### 3. Explain the use of articles before nouns in each set.

- a book which contains a lot of information; the book (that) I bought yesterday;
- the woman he loved; a woman who likes to play football;
- the poor service at the hotel; poor service at hotels;
- a friend of the family; the mother of the family.

### 4. Choose the correct alternative in *italics*.

- Fred said he *would* / *will* join the Army *next* / *the following* year.
- As we were leaving, we noticed *the* / *a* name of *the* / *a* painting that was hanging on *the* / *a* wall.
- He told *0* / *me* he *was* / *is* leaving *tomorrow* / *the next day*.
- My doctor recommended *to take* / *taking* vitamin E daily.
- Martha wondered what *was she* / *she was* doing *here* / *there*.
- The footballer said he *had never* / *never* faced any problems in *the* / *a* team or with *the* / *0* fans.
- The* / *0* Sunrise Hotel has 36 rooms and is located at *a* / *the* distance of 500m from *a* / *the* beach.
- She asked where she *shall* / *should* send *the* / *0* money and he *told* / *said* her the Police Credit Union in *0* / *the* Canada.
- In 1993, Ben met *an* / *the* editor at Random House who advised him *writing* / *to write* *the* / *0* thrillers.
- Maria told *0* / *the* children *not to* / *don't* complain if they *don't* / *didn't* like *the* / *0* taste of the soup.
- My friend suggested *to have* / *having* a rest in *a* / *the* shabby-looking motel.
- Among *the* / *0* passengers I noticed *an* / *the* elderly gentleman, thin, with sandy hair and *a* / *the* face that seemed familiar.
- Miss Morrow enquired *if it would* / *would it be* appropriate to ask *the* / *0* visitors questions.
- Jack said he *slept* / *had slept* *restless* / *restlessly* *last* / *the previous* night.
- When his three children were young, he liked *the* / *0* silence so much that he forbade them to *talk* / *talking* in *the* / *a* car and sometimes wore earplugs at home.
- "We're investigating *the* / *0* damage which was caused by *the* / *a* flood," said the Mayor.
- Carol wanted to know *was there* / *if there was anyone* / *someone* who *could* / *can* do some training.
- One of *the* / *0* major factors that help *a* / *the* woman to determine whether her hair looks best short or long is *the* / *a* shape of her face.
- The manager said I *needn't* / *didn't* have to make a decision *now* / *at that time*.
- She asked how long *he had* / *had he* been married and what kind of work *did he do* / *he did*.

5. A. *Fill in the gaps with appropriate fillers.*

**Bruce Dickinson (Iron Maiden) about the forthcoming tour:**

\_\_\_\_\_, \_\_\_\_\_ at the moment, all we're doing at the moment is rehearsing for the tour, and, \_\_\_\_\_, we've been going all week, and we've pretty much just knocked off for the weekend, having a couple of days' break, and then we just do one rehearsal Monday, and then that's us all ready to go, \_\_\_\_\_... It's all sounding pretty good \_\_\_\_\_, so we're very pleased. Some of the songs we haven't played for 23 years.

B. *Fill in the gaps with appropriate hedges.*

1. \_\_\_\_\_, my English was so bad I didn't understand the lyrics.
2. The house filled with the smell of baking brownies or pancakes — some of the best smells, \_\_\_\_\_!
3. \_\_\_\_\_, I'm always ready to learn, although I do not always like being taught.
4. When the stylist finished I looked pretty good \_\_\_\_\_ myself!
5. \_\_\_\_\_, but I found the host on the radio station, NJ 101.5, to be extremely rude to one of his callers today at approximately 1:50 pm.
6. \_\_\_\_\_, I'm not a designer... yet... and I'm certainly not a successful one.

# CHAPTER 5

## The Law Abiding Citizen



18. The kids have been trying to convince their mother to let them \_\_\_\_\_ late.  
a) to stay up    b) stay up    c) staying up
19. The hijacker demanded \_\_\_\_\_ to Iran or Syria.  
a) to take him    b) to be taken    c) to have been taken
20. I would like \_\_\_\_\_ these questions for me if you don't mind.  
a) you would answer    b) your answering    c) you to answer

## II. GRAMMAR: THE PARTICULARS. CHOOSE THE APPROPRIATE FORM OR PHRASE.

1. She has a Bachelor of Arts in \_\_\_\_\_ Psychology and has worked at \_\_\_\_\_ school for \_\_\_\_\_ children with special needs.  
a) 0 / the / the    b) 0 / a / 0    c) the / 0 / the
2. The Birthday Cake Directory includes pictures and cake decoration instructions that are easy  
\_\_\_\_\_.  
a) to be followed    b) to follow them    c) to follow
3. We arrived in Halifax early in \_\_\_\_\_ morning and took \_\_\_\_\_ taxi to \_\_\_\_\_ Delta Barrington Hotel.  
a) the / a / the    b) 0 / 0 / 0    c) the / the / 0
4. \_\_\_\_\_ Dr. Smith said that \_\_\_\_\_ strange young man called on him twice during \_\_\_\_\_ week.  
a) 0 / a / the    b) the / the / a    c) 0 / the / the
5. Newdigate was \_\_\_\_\_ personal friend of \_\_\_\_\_ Henry VIII, who twice visited him in \_\_\_\_\_ prison to persuade him to give in.  
a) the / the / the    b) a / 0 / a    c) a / 0 / the
6. I hear \_\_\_\_\_.  
a) him to get married    b) he's getting married    c) him get married
7. They were seen \_\_\_\_\_ at Victoria coach station.  
a) to arrive    b) arrive    c) arrived
8. After looking around \_\_\_\_\_ church I noticed we were \_\_\_\_\_ only tourists in \_\_\_\_\_ church.  
a) the / the / the    b) the / an / 0    c) a / 0 / a
9. Midtown Jazz at \_\_\_\_\_ Midday, a weekly Wednesday afternoon series, continues at \_\_\_\_\_ St. Peter's Church, \_\_\_\_\_ Lexington Avenue and 54<sup>th</sup> Street.  
a) the / the / 0    b) 0 / 0 / the    c) 0 / 0 / 0
10. The professor had them \_\_\_\_\_ the surgery from Monday to Tuesday.  
a) to postpone    b) postpone    c) postponing
11. \_\_\_\_\_ Prime Minister (1941) is based on \_\_\_\_\_ life and career of \_\_\_\_\_ British Prime Minister Benjamin Disraeli.  
a) the / the / the    b) the / the / 0    c) 0 / 0 / the
12. It was winter, and it was dark, cold, wet and dirty. There was nothing \_\_\_\_\_.  
a) to do    b) to be done    c) doing
13. I am trying to get my friend \_\_\_\_\_ an Apple laptop.  
a) buy    b) to buy    c) into buying
14. Last night we went to see my friend in \_\_\_\_\_ hospital and when we got there she was nowhere  
\_\_\_\_\_.  
a) a / to find    b) 0 / to be found    c) the / to be found
15. Six-year-old Sambath Uon refuses to go to \_\_\_\_\_ bed without his best friend, \_\_\_\_\_ Burmese python named Lucky.  
a) the / the    b) 0 / 0    c) 0 / a
16. Anne Hutchinson wasn't \_\_\_\_\_ to found \_\_\_\_\_ church or a new colony, but she helped invent religious liberty in America.  
a) allowed / a    b) let / the    c) allowed / 0
17. Although friendly at first, the Aborigines soon changed their attitude when they \_\_\_\_\_ work.  
a) made to    b) were made    c) were made to

18. The US still believes \_\_\_\_\_ peace deal between Israelis and Palestinians is possible by \_\_\_\_\_ year's end, \_\_\_\_\_ Secretary of State has said.  
 a) a / the / 0                                      b) the / a / the                                      c) a / 0 / a
19. Every worker deserves \_\_\_\_\_ with respect at work.  
 a) to treat    b) to be treated                                      c) to be treating
20. \_\_\_\_\_ breakfast we had was fantastic — just what we needed before \_\_\_\_\_ busy day.  
 a) 0 / the other                                      b) a / other    c) the / another

III. CHOOSE THE PHRASE APPROPRIATE IN THE FOLLOWING SITUATIONS. MORE THAN ONE ANSWER IS POSSIBLE.

1. \_\_\_\_\_ everyone is responsible for keeping our country tidy.  
 a) I am convinced that                              b) Without a doubt                                      c) I'm sorry to have to say this, but
2. A: I'm sorry I forgot your birthday. I swear I have it written down somewhere!  
 B:  
 a) Oh, that's alright, don't worry.                              b) Oh, that's lovely!                                      c) What a shame!
3. A: I've failed my driving test.  
 B:  
 a) Oh, no!    b) I can't say how sorry I am.                                      c) How terrible!
4. A: The hurricane killed about 30 people in Texas.  
 B:  
 a) What a pity!    b) Oh, never mind, these things happen.                                      c) How awful!
5. A: The Russian team came first.  
 B:  
 a) Oh, really?    b) Oh, that's alright.    c) Oh, that's lovely!
6. \_\_\_\_\_, but the air conditioner isn't working.  
 a) I'm sorry to trouble you                              b) I'm sorry to have to say this                                      c) I can't say how sorry I am
7. \_\_\_\_\_ aliens exist.  
 a) I really believe that                                      b) I don't want to make it official, but                                      c) I didn't realise

IV. MAKE THE STATEMENTS MORE TACTFUL BY MAKING THE SENTENCE NEGATIVE AND USING THE OPPOSITE OF THE ADJECTIVE.

1. English food is terrible.
2. It was stupid of you to trust him.
3. It's rude to answer your cell phone while you are dining out.
4. Last night's performance was extremely boring.
5. Mary looks rather unhappy.
6. Her flat is really messy!
7. The new land cruiser is absolutely ugly.
8. Jack is an irresponsible person!
9. Henry is a nasty piece of work.
10. This method of learning English is absolutely ineffective.

V. CHOOSE THE RIGHT SUFFIX TO FORM A NOUN.

1. adult  
 a) ness    b) hood    c) cy
2. fluent  
 a) hood    b) ness    c) cy

3. create  
a) tion                      b) ness                      c) hood
4. blind  
a) hood                      b) ity                      c) ness
5. stupid  
a) ness                      b) ity                      c) hood
6. bankrupt  
a) cy                      b) tion                      c) ness

## VI. VOCABULARY: THE BASICS. CHOOSE THE RIGHT WORD TO MAKE THE SENTENCE MEANINGFUL.

1. Don't bother looking for him in his office on the second floor; he's always on the \_\_\_\_\_.  
(move / movement)
2. It was very \_\_\_\_\_ of Mike to ask me out well in advance. (considerable / considerate)
3. George Bush \_\_\_\_\_ favour with business by cutting taxes for the wealthy minority.  
(got / won)
4. In more \_\_\_\_\_ circumstances the negotiations might finish by the end of the year.  
(favourable / favourite)
5. A \_\_\_\_\_ assistant (PA) works closely with a senior manager or director to provide administrative support. (private / personal)
6. The hijacker \_\_\_\_\_ to be armed. (claimed / announced)
7. Michael Kelly, who was a gardener at Castle Lambert, also gave \_\_\_\_\_ in court. (proof / evidence)
8. His continued failures \_\_\_\_\_ him to despair. (took / drove)
9. Public officers ought to \_\_\_\_\_ the law themselves. (observe / enforce)
10. Is it possible to \_\_\_\_\_ a crime without leaving a trace (след)? (make / commit)
11. The jury \_\_\_\_\_ the verdict of "guilty" in the case of Heywood Patterson. (returned / passed)
12. A woman who was bitten by a dog on Morrill Avenue has decided not to \_\_\_\_\_ charges against the dog's owner. (make / press)
13. Amnesty International opposes the death \_\_\_\_\_ because it is a violation of fundamental human rights. (penalty / sentence)
14. Carrie was arrested on a(n) \_\_\_\_\_ of drunk driving. (charge / accusation)
15. Two cleaners have appeared in \_\_\_\_\_ this week in connection with laptop thefts in the City.  
(trial / court)
16. The main duty of the defence \_\_\_\_\_ is to defend you whether or not he or she thinks or believes you are guilty. (counsel / council)

## VII. VOCABULARY: THE PARTICULARS. CHOOSE THE RIGHT ANSWER TO COMPLETE THE SENTENCES.

1. The matter was settled on terms favourable \_\_\_\_\_ the client.  
a) for                      b) to                      c) with
2. Why do you think he took offence \_\_\_\_\_ the question?  
a) at                      b) on                      c) with
3. How can I be \_\_\_\_\_ assistance to the Fund if I am not a member?  
a) to                      b) of                      c) for
4. The referendum in Taiwan is a move \_\_\_\_\_ independence from China.  
a) to                      b) at                      c) for

5. There was also a letter which was not permitted to be read \_\_\_\_\_ the trial.  
a) on                                      b) in                                      c) at
6. The court took \_\_\_\_\_ consideration the mitigating circumstances.  
a) in    b) under                                      c) into
7. What's in your opinion the most polite form to ask a favour \_\_\_\_\_ someone?  
a) of    b) from                                      c) with
8. When Anna heard of her friend's financial trouble, she came \_\_\_\_\_ his assistance.  
a) for    b) to    c) of
9. I'm not surprised the manager lost patience \_\_\_\_\_ you.  
a) to    b) with    c) on
10. If you wish to file a claim \_\_\_\_\_ the City of Columbus for property damage or personal injury, please follow this procedure.  
a) on    b) against                                      c) to
11. Isn't it absurd that the "Three Pigs" story was recently found offensive \_\_\_\_\_ Muslims?  
a) for    b) with    c) to
12. The investigation officer pressed charges \_\_\_\_\_ 10 people on January 19.  
a) on    b) against                                      c) for
13. Wesley Snipes was sentenced \_\_\_\_\_ three years in prison on tax charges.  
a) to    b) for    c) on
14. We need to ensure that those who govern and those who are governed understand that they must act \_\_\_\_\_ the law.  
a) within    b) under    c) above
15. Richard was charged \_\_\_\_\_ second-degree murder after prosecutors said it was not self-defense after all.  
a) of    b) to    c) with
16. It was evident \_\_\_\_\_ the applause that many people were happy to see him again.  
a) by    b) from    c) in

VIII. COMPLETE THE SENTENCES AS YOU SEE FIT.

1. Crime never ....
2. There's one law for the rich and another ....
3. Ignorance of the law ....
4. There is no honour among ....
5. A good lawyer is a great ....

TOTAL: 100



# UNIT 9

CAN LAWS MAKE  
US BETTER?

## IN UNIT 9 YOU LEARN:

- to express conviction
- to complain and apologise
- to accept apology
- to take part in a discussion
- to express ideas and attitudes using infinitive
- to read faster and infer information
- to use paper and on-line dictionaries to build up your vocabulary
- to look for information

## LANGUAGE FOCUS

- infinitive
- the use of articles with time expressions, meals, ways of travelling, names of people
- topical vocabulary:
  - crime and punishment
  - this / these vs that / those
  - phrasal verb "put"



## SPEAKING 1 EXPRESSING CONVICTION

### USEFUL PHRASES:

Formal	Less Formal
I am convinced that ... I strongly / firmly believe that ... I firmly believe that ... I honestly feel that ... I'm a strong / firm believer in ...	Without a doubt ...* I do think / believe that ... I really do feel / believe that ... My view is that .... Definitely!

### EXAMPLES OF USE:

1. I am 'convinced that 'fast food poses a 'danger to 'human health.
2. I 'firmly be'lieve that we are 'not a lone in this vast universe...
3. I 'honestly 'feel that I've 'spent 'more 'time in my car this month than I 'have 'sitting on my sofa.
4. I am 'positive that 'change is good.
5. — Are you 'going to 'watch the game tonight?  
— Wi'thout a doubt!
6. I 'really 'feel 'mothers should 'stay at 'home with their 'young children.

### PRACTICE 1.

Choose a statement you agree with and express your conviction using the phrases from the list above.

#### On education:

1. Entrance / final exams at school should be abolished.
2. School should start at five / six / seven.
3. Learning should be fun (at primary school / ...).
4. School / university years are the best years of one's life.
5. University years are all about hard work and little fun.

\* "Without a doubt" is often used as a response to a yes-no question. "Without a doubt" stresses the positive response.

6. Teachers are often unfair to students.
7. The only way to improve education in this country is to invest more money.  
... add more of your own

**On the environment:**

1. We won't survive unless we act quickly.
2. Climatic changes have always been there.
3. Cars are the main cause of air pollution in cities.
4. Everyone is responsible for keeping our country tidy.
5. Pollution should be dealt with on an international level.
6. Wasteful technologies are destroying the planet.  
... add more of your own

**On other issues:**

1. No one should be allowed to carry guns.
2. Travelling can change one's life.
3. Children need a mother and a father.
4. UFOs (unidentified flying objects) exist.
5. Forgiveness is one of the greatest qualities we can develop in our life.
6. We should stop animal testing immediately.
7. As soon as a work of art is completed, it no longer belongs to the artist but to the audience.
8. Diplomacy is the patriotic art of lying for one's country.
9. Freedom of speech is impossible without tolerance of the people.
10. Life is 10% what happens to you and 90% how you react to it.

*Without a doubt: make up mini-dialogues according to the model.*

e.g.

**A:** Are you 'going to the ↗ lecture tomorrow? ||

**B:** Wi'thout a ↘ doubt! { I 'don't 'need ↙ problems at the exam.

**PRACTICE 2.**

*Express your beliefs on youth crime. Make use of the statements you think relevant and the phrases from the list above. Give your arguments.*

1. Bad parenting is the main cause of juvenile delinquency ([dɪ'liŋkwənsɪ]).
2. There is evidence that parents are to blame for their children's violent behaviour.
3. Parents should be legally responsible for what their children do.
4. Fourteen should be the age of criminal responsibility.
5. Criminal involvement typically starts before the age of fifteen.
6. Most crimes are committed for material gain.
7. Vandalism and joy riding<sup>7</sup> are often committed for excitement.
8. Young offenders should not go to court if the offence is small.
9. Heavy drinking and dangerous driving are common types of antisocial behaviour.
10. Not knowing the law won't excuse breaking it.
11. Not understanding the difference between *right* and *wrong* is no excuse for juvenile offences.
12. Drug taking is a passport to a criminal career.

<sup>7</sup> taking cars without the owner's permission



*Do you agree with what psychologists say? Express your beliefs on youth crime prevention using the phrases from the list above.*

**To prevent youth crime we must:**

1. Start programs that include weekly visits by teachers to the homes of students who are at risk.
  2. Establish anti-bullying programs in schools.
  3. Provide family therapy and parent training about delinquent and at-risk children.
  4. Teach life skills in elementary and high schools.
  5. Train high-risk youth in thinking skills (Stop and think!).
  6. Set up rehabilitation programs that are focused on offender risk factors, such as illiteracy
  7. Install electronic monitoring at schools.
- ... add more of your own

*Useful hints:*

low income, poor housing, low intelligence and poor school achievements, poor parental supervision, harsh discipline, broken families

**What doesn't work to prevent youth crime:**

1. arrests of juveniles for minor offences (crimes);
  2. "scared straight" programs, which take juvenile offenders on a tour of prisons to show them the severity of prison conditions;
  3. military-style correctional camps;
  4. detention at home with electronic monitoring;
  5. increased arrests or raids on drug markets.
- ... add more of your own



**SPEAKING 2  
COMPLAINING AND APOLOGIZING**

You should begin by making your complaint informally. It is advisable to speak to a "decision-maker" such as a manager who may have the authority to solve the problem.<sup>8</sup>

A direct complaint in English may sound rude. To do it politely use suitable phrases before you come to the point:

**USEFUL PHRASES:**

I am 'sorry to 'have to ↗ say this, but ...

I've 'got a 'bit of a ↘ problem here, you ↗ see...

↘ Look, } I am 'sorry to ↘ trouble you, but ...

I 'wonder if you could ↘ help me... (e.g., there are no towels in my room)

I 'don't 'want to 'make it of ↗ ficial, but...

I 'don't 'want to 'take it any ↗ further / to of ↗ ficial channels, but....

<sup>8</sup> If informal contact doesn't work, you should next put your complaint in writing.

## PRACTICE 1.

*Make a polite complaint about the following.*

**Model:**

At the restaurant: the waiter got the order wrong.

**A:** Miss, I am sorry to say this but this is a ham and cheese pizza and we ordered a vegetarian one.

1. At a hotel (too cold, heating / air conditioner not working), very noisy (and you specifically asked for a quiet room); no hot water;
2. At the airport: the flight is delayed and absolutely no information is available; you can't find your luggage on the belt (carousel);
3. At the restaurant / café: slow service, cold food, overcharging the bill (it has things on it you have never ordered / eaten);
4. At the mechanic's: your car should have been repaired by now but it hasn't;
5. Late delivery: you bought tickets for the opera, which were to be delivered at 3 o'clock. It's 6 now and no sign of the tickets.
6. Your son comes home with his shirt torn and a bruise on his cheek. He has been hit by a class bully.
7. Your child got a C in Maths at the end of the term though she had had only Bs during the term. Complain to the teacher.
8. You were promised a list of books to choose from for your book report in your English class. Complain to a) your classmate; b) your teacher that it is not available.

## MAKING AND ACCEPTING AN APOLOGY

Apologising: a mere **Sorry** may not be enough if it is something really serious.

### USEFUL PHRASES:

I am ('ever so) → sorry.

I am ('most) 'awfully → sorry.

I 'can't 'say how → sorry I am.

I just 'don't 'know 'what to → say. I'm 'so → sorry.

Oh, 'that's al → right, { 'don't → worry.

Oh, 'that's al → right, { these 'things → happen.

Oh, 'never → mind, { it 'really 'doesn't → matter.

## PRACTICE 2.

*Offer an apology in answer to the complaints in Practice 1. Accept it.*

**Model:**

**A:** Miss, I am sorry to say this but this is a ham and cheese pizza and we ordered a vegetarian one.

**B:** Oh, right, I am (awfully) sorry.... Here you are. And your Coke.

**A:** I am sorry to trouble you again but I asked for a glass of orange juice!

**B:** Oh, I am (most) awfully sorry. Of course. Here you are.

**A:** That's alright. Thank you.

**OR:**

**A:** Miss, I am sorry to say this but this is a ham and cheese pizza and we ordered a vegetarian one.

**B:** Oh, right, I am (awfully) sorry.... Here you are (landing the pizza in your lap). Oh, I am most awfully sorry. I'll clean the mess immediately, I.... I can't say how sorry I am...

**A:** Neither can I! I'd like to speak to the headwaiter, please.

I am sorry to trouble you but the service at your restaurant is appalling / really poor!

**B:** ... to be developed to your liking.

*Role-play. Choose one and make up a dialogue appropriate in the situation.*

### **Xton School of English, England.**

1. Two students (Marco and Tanya) are complaining to each other about their English class. They think their level of English is higher than that of their class. They think they are wasting their time and money! They talked to their teacher but nothing has changed. They decide to go to the director of studies.
2. Marco and Tanya are complaining to the director of studies, Mr.Wise (in a very polite way). Mr.Wise is surprised that they come with the problem in the second week of their studies. The students explain they have talked to the teacher about it. Mr.Wise offers his apology and promises to look into the matter.
3. A young English teacher is complaining to a more experienced colleague about his / her class. The majority of students are Spanish / Russian / Italian and they tend to speak in their native language in class! The colleague suggests pairing students of different nationalities (the young teacher has tried that), introducing penalties (extra homework), or as a last resort (мера) inviting the director of studies to observe your class.
4. An English teacher (Julia Smart, the best teacher on the staff) is complaining to Mr.Wise about a video-recorder not working in her classroom. He apologizes but suggests asking Pete (a jack of-all-trades) to fix it. Julia complains she has already asked him but he hasn't done a thing. Mr.Wise apologises again and promises to do what he can.
5. A young Russian businessman on an intensive course *English for Business* is complaining to the director of studies about his lack of progress. He is happy about tutorials (one-to-one lessons), but not about teamstudy. He thinks he is wasting his time: he doesn't get a chance to speak and the teacher concentrates on the other students.

## PROVERBS AND SAYINGS

*Decide which of the proverbs and sayings are about law and lawyers and which are about life and justice. Give your reasoning.*

*Make up a short story to illustrate the one you like best.*

1. Crime never pays.
2. In death, fear the gods. In life, fear the law courts.
3. Ignorance of the law excuses no man.
4. There is no honour among thieves.
5. Talk is cheap until you hire a lawyer.
6. There is one law for the rich and another for the poor.
7. Only lawyers and painters can change black to white. (Chinese proverb)
8. A good lawyer is a great liar.
9. There are two kinds of lawyers... lawyers that know the law and lawyers who know the judge.
10. Where there's a will, there's an attorney's fee.



## READING 1. DOES SMACKING MAKE CHILDREN LAW-ABIDING?

### QUIZ: HOW LAW-ABIDING ARE YOU?

1. Do you always wait for the green light to cross the street?
2. Do you always pay your fare?
3. Do you think giving or taking bribes is acceptable?
4. Do you think tax evasion (not paying taxes) can be justified?
5. Do you ever smoke in a non-smoking area?
6. Have you ever cheated at an exam?
7. Have you ever left a shop, café, or a bar without paying for what you've bought?
8. Have you ever bought counterfeit CDs or software?
9. Have you ever downloaded pirate software, movies or music?
10. Have you ever littered?

The maximum score is 10 if your answer to 1 and 2 is "yes" and "no" to 3–10.

*More questions if you are a driver:*

11. Have you ever driven at the red light? (if you are not a driver, do you think it's permissible?)
12. Have you ever exceeded the speed limit? (if you have not, do you think it's permissible?)
13. Do you often park in the wrong places? (if you do not, do you think it's permissible?)
14. Do you talk on the mobile when driving (without a "hands-free" device)?
15. Do you always fasten your safety belt?

The maximum score is 15 if your answer to 1, 2 and 15 is "yes" and "no" to 3–14.

You can make up your own quiz and see if the result is the same.

### PRE-READING QUESTIONS:

1. What do you think makes a person law-abiding:
  - good laws
  - family upbringing
  - fear of punishment
  - ????
2. Do children, in your opinion, enjoy the same rights as adults?
3. Do parents have the right to smack (шлепать) their children? Why? (Why not?)

### PRE-READING TASK:

*Read aloud the words from the texts and match them with the Russian equivalents. When in doubt ask your teacher. The words in the texts are underlined.*

#### Text A

bully	['buli]	подозреваемый
mugger	['mʌgə]	хулиган
suspect (n)	['sʌspekt]	нападение
carer	['kɛərə]	пороть
assault	[ə'sɔ:lt]	уличный грабитель
thrash	[θræʃ]	тот, кто заботится, ухаживает за (зд. ребенком)

**Text B**

deliberately	[dɪˈlɪbərətli]	наказание
disobedient	[,dɪsəˈbiːdiənt]	раздраженный (из-за нарушенных планов и т.д.)
penalty	[ˈpenəlti]	ободрять
frustrated	[frʌˈstreɪtɪd]	преднамеренно
encourage	[ɪnˈkʌrɪdʒ]	непослушный

Read the text quickly and find out the message.

Student 1 is to read text A, Student 2 — text B. (see Appendix ).

Exchange the information after reading the texts.

**Text A**

**Smacking Is Wrong and Doesn't Help Discipline**

Smacking is wrong because we all agree that hitting people is wrong and children are people — aren't they?

When a bigger child hits a smaller one in the playground, to get his sweets or his toy, we call him a bully ...

When a youth hits an old lady to get her handbag, we call him a mugger . . .

When a parent hits a child to make him or her obey, is it really any different?

Maybe you will say it is different because that parent's motive is good. She smacks her child “for good reason”; maybe even “she does it for the child's sake”. But our society doesn't accept that “good motives” can make hitting people right. A policeman who hits a suspect behaves wrongly, even if it may help to solve a crime.

Maybe you will say that smacking children is different because it's in the family and therefore part of a relationship which is both loving and stressful. But that would make it perfectly all right for your partner to end arguments with you by giving you a good smack. And that isn't all right at all. If your partner did that he'd be called a “wife-beater”. Under British law, parents (and other carers) can hit children as much as they like, except serious injury, but hitting anyone else is a criminal assault.

If any smacking is wrong, all smacking must be wrong. Lots of parents agree that hitting children and causing real pain is wrong but believe that it is not their case because “I only give a little tap.”

Of course, there are degrees of wrongness. It's worse to murder someone than to mug her and worse to thrash a child with a belt than to smack with your hand. But that doesn't make the “little tap” all right because it isn't the degree of pain that makes the difference, it's inflicting any pain on purpose.

*/End Physical Punishment of Children, UK/*



**PROJECT WORK 1. THE BASIC RIGHTS OF A CHILD**

LEVEL 1.

Work in teams of 2–3 students. Decide which task you would like to do.

Before you begin research, pool the information each team member may have.



## TASK 1.

### STAGE 1. INDIVIDUAL WORK.

*Find out what are the basic rights of the child according to the UN Convention on the Rights of the Child.*

### STAGE 2. TEAMWORK.

*Read texts A and B again and decide which ideas are supported by the information you have found.*

*Present your findings to the rest of the class.*

## TASK 2.

### STAGE 1. INDIVIDUAL WORK.

*Find an update on the situation with the rights of the child in the UK.*

### STAGE 2. TEAMWORK.

*Compare your findings and decide whether the new law is a great improvement. Give your arguments.*

*Present your findings to the rest of the class.*

## TASK 3.

### STAGE 1. INDIVIDUAL WORK.

*Find out the situation with the rights of the child in the European Union.*

### STAGE 2. TEAMWORK.

*Compare your findings and decide whether the laws are different from country to country.*

*Present your findings to the rest of the class.*



## LEVEL 2.

### TASK 1.

*Find out the situation with the rights of the child in Russia.*

## TASK 2.

*Compare the situation in Russia with that in the western countries.*

*Present your conclusions to the class.*

### Resources:

<http://www.unicef.org/magic/briefing/uncorc.html>

<http://news.bbc.co.uk/1/hi/uk/4175905.stm>

<http://www.loc.gov/law/help/child-rights/index.html>

[http://www.unicef.org/russia/media\\_7859.html](http://www.unicef.org/russia/media_7859.html) p.83–88

You are welcome to make your own search.

Files in Appendix.



## THE RIGHT WORD IN THE RIGHT PLACE

### THIS / THESE and THAT / THOSE

<b>this / these</b>	<b>that / those</b>
people and things	
<u>close to the speaker in time and space</u> Do you know <b>this</b> little boy? I love <b>these</b> shoes! They felt great right out of the box.	<u>more distant from the speaker in time and space</u> Who's <b>that</b> little boy that's looking at me? It would be interesting indeed to look back on all <b>those</b> shoes we have worn over time.
situations and experiences	
<u>which are going on or are about to start</u> I like <b>this</b> music! I'm so sad that I won't be at <b>this</b> party.	<u>which have just finished or are more distant in the past</u> Do you remember <b>that</b> festival in Copenhagen? I wonder what happened at <b>that</b> party.
attitudes	
<u>interest, positive attitude</u> Well, I would certainly like to meet <b>these</b> friends of yours sometime.	<u>dislike, critical attitude</u> Now, tell <b>those</b> friends of yours to empty out their pockets too.
on the telephone	
<u>to identify yourself</u> Hello, <b>this</b> is Jim Rockford. At the tone, leave your name and message.	<u>to ask about the hearer's identity</u> Hello? Is <b>that</b> the pizza delivery service?



#### Notes:

- In general, **this** and **these** can be said to be speaker-oriented while **that** and **those** are listener-oriented or oriented towards a third person, thing or place.

#### Compare:

What's **this** mark upon my hand?

What's **that** mark on your forehead?

What's **that** mark on her cheek?

- The phrases **that's it**, **that's all**, **that's that** can show that something has come to an end.

**That's it.** I'm moving. I'm getting out of Alabama.

"Will you be having anything else?" "No, **that's all**, thanks."

I'm not going to the party, and **that's that**.

#### Ex. 1. Explain the use of **this / these** and **that / those**.

- I got this necklace as a gift. I like it a lot.
- It was not I, madam, who sold that necklace.
- This friend of yours is a most wise man.
- He is low-class, just as that friend of his.
- "Hello, is that the US embassy?" "Yes, this is the US embassy."

6. I attended those lectures in the spring of 1986, when I was in graduate school more than 20 years ago.
7. That's it for today! I'm going home.
8. This tastes absolutely delicious!
9. That trip had the most profound effect on my life.
10. Each of these books is easily the best in its category.
11. The librarians usually complained but I did have the right to borrow all those books, and more.
12. Those shop assistants who follow you everywhere wanting to know if you need help. Just let me be!
13. This trial seems to be a real disaster.
14. If it rains today, Bob, I'm not going out, and that's that!

*Ex. 2. Fill in the gaps with **this** / **these** or **that** / **those**.*

1. "What's all \_\_\_\_\_ noise?" complained Possum. "I'm baking a pie," said Cat.
2. "Hello. \_\_\_\_\_ is Carl Kassell, calling to wish you a happy holiday season."
3. "People want a new direction. Sixty percent of the people in \_\_\_\_\_ country think we need a change," said the Democratic candidate.
4. I love \_\_\_\_\_ new digital magazines! They are so enjoyable to read.
5. The Council expects to hold consultations tomorrow on Iraq, to be briefed on the activities of the UN Mission in \_\_\_\_\_ country.
6. For \_\_\_\_\_ campaign to succeed we need as many people as possible to join in.
7. "Hello. Is \_\_\_\_\_ Mr Philippe Moliere?" "Yes, speaking." "Hello, \_\_\_\_\_ is Geoffrey Steele."
8. I was a DJ at several Prague clubs running all over the place one night and \_\_\_\_\_'s it.
9. I've finished with \_\_\_\_\_ books. Do you want me to put them back on the shelves?
10. Few women stood as candidates in \_\_\_\_\_ elections, and as a result few were elected.
11. \_\_\_\_\_ dog of yours kept me from getting any sleep.
12. In \_\_\_\_\_ lecture we will very briefly review some aspects of cell biology.
13. I hate \_\_\_\_\_ stupid coin machines!
14. "Here you go, sir. Is there anything else you'd like with \_\_\_\_\_?" "No, \_\_\_\_\_'s all."

PHRASAL VERB **PUT**

*Ex. 3. a) Work in pairs. Match each verb with its equivalent below.*

*b) Translate the following sentences paying special attention to the phrasal verb **PUT**.*

1. <b>to put smth on</b>	It may rain. Why not <b>put on</b> a raincoat?	
2. <b>to put forward</b>	No one knows for certain, although plenty of theories have been <b>put forward</b> .	
3. <b>to put smth off / to put off doing smth</b>	The trial was <b>put off</b> till Monday because of the judge's illness.	
4. <b>to put smth down to</b>	The evening's success should be <b>put down to</b> music.	
5. <b>to put out</b>	How long did it take firefighters to <b>put out</b> the fire?	
6. <b>to put smb up</b>	He missed the last train, so we had to <b>put him up</b> for the night.	

<b>7. to put up with smth / smb</b>	Stop it! I'm not going to <b>put up with</b> your stupid behavior any longer.	
<b>8. to put down</b>	The professor asked the students to <b>put down</b> her e-mail address.	

- a. откладывать;
- b. надевать;
- c. терпеть, мириться с чем-л. / кем-л.;
- d. записать
- e. устроить на ночлег, приютить;
- f. приписывать что-л. чему-л.; объяснять что-л. чем-л.
- g. потушить;
- h. выдвигать.

*Ex. 4. Recast the underlined parts so as to make them more natural. Use the phrasal verb PUT.*

1. Maria decided to pay a visit to the defence lawyer later because she had plenty of time before the trial.
2. Little Elbert watched his mother place her hat on her head and then walk across the street to the store.
3. Security officials in Paris extinguished the Olympic torch five times to protect it from anti-China protesters.
4. A major part of his success can be explained by his own strength of character.
5. The Conservatives have not suggested any constructive alternative to the Labour party document.
6. If residents in a neighborhood tolerate crime and don't do anything about it, they help criminals.
7. Excuse me. I'm sorry but this is a nonsmoking area. I have asthma and the smoke is really bothering me. I would appreciate it if you stopped smoking (use "your cigarette").
8. Adam was glad to have an excuse to postpone telling her bad news.
9. We have a guest room and will be more than happy to let you stay for as long as you wish to stay.
10. Many theories including black magic were proposed after Brian's murder.
11. Nelly wrote down the phone number of the attorney and rushed out.
12. Nobody will tolerate his cruel jokes forever and it's not long before people's patience with him runs out.

*Ex. 5. Translate the sentences using the appropriate phrasal verb.*

1. Вы **записали** адрес этого свидетеля?
2. Ко мне подошла стюардесса и попросила **потушить** сигарету.
3. Никогда не **откладывай** на завтра то, что можешь сделать сегодня.
4. Судья **надел** очки и начал читать бумаги.
5. Учёные **предлагают** различные объяснения древнего названия города.
6. Я больше не собираюсь **терпеть** этот шум! Я сейчас же вызову полицию!
7. Мама отказалась **разместить** гостей Ларри в нашем доме.
8. Шумахер (Schumacher) **объясняет** свои успехи не только собственным талантом, но и поддержкой жены.
9. Я решил **повременить** с переездом на другую квартиру.
10. Мы не собираемся **мириться** с двойными (double) стандартами.

11. Вы когда-нибудь слышали о гигантском самолёте Мартин Марс, который используется для тушения лесных пожаров?
12. Я не понимаю, почему он **объясняет** свою победу только везением.

Ex. 6. Make up a short story using as many phrasal verbs **PUT** as possible.



## READING 2 CRIME PAYS?

### PRE-READING QUESTIONS:

1. What is in your view the more serious crime:
  - a crime against the state;
  - a crime against humanity;
  - a crime against a business;
  - a crime against an individual?
2. Which do you think are the most widespread crimes today?
3. What are the most common motives for a crime?
  - love of money;
  - envy;
  - revenge;
  - passionate love;
  - ???

*Read the text fast to find out what crime Kenny Merchant committed. What was his punishment? Is there anything puzzling about his crime?*

## Crime Pays (part 1)

Kenny Merchant chose Harrods(1) on a quiet Monday morning for the first part of the operation.

Although Harrods has over a hundred thousand customers a week, the quietest period is always between ten and eleven on a Monday morning. Kenny knew every detail about the great store, in the way a football fan knows all the statistics of his favourite team.

He knew where all the cameras were placed, and could recognise any of the security guards at thirty paces. He even knew the name of the assistant who would be serving him at the jewellery department that morning.

“Good morning, sir,” said Mr. Parker, turning to face his first customer of the day. “How can I help you?”

“I was looking for a pair of cufflinks,” said Kenny.

“Yes, of course, sir,” said Mr. Parker.

It amused Kenny to see the respectful treatment he received as a result of the Guards(2) tie, which he had purchased in the men's department the previous day for £23.

“Any particular style?” asked the sales assistant.

“I'd prefer silver.”

“Of course, sir,” said Mr. Parker, placing on the counter several boxes of silver cufflinks.

Kenny already knew the pair he wanted, as he had picked them out the previous Saturday afternoon. “What about those?” he asked, pointing to the top shelf. As the sales assistant turned

away, Kenny checked the TV surveillance camera to be sure that they could see him clearly and slipped the chosen pair into his jacket pocket.

Out of the corner of his eye, Kenny saw a security guard moving swiftly towards him, while at the same time speaking into his walkie-talkie.

“Excuse me, sir,” said the guard, touching his elbow. “I wonder if you would be kind enough to accompany me.”

“What's this all about?” demanded Kenny, trying to sound annoyed.

“Perhaps it might be wise if you were to accompany us, so that we can discuss the matter privately,” suggested the second guard, holding onto his arm a little more firmly.

“I've never been so insulted in my life,” said Kenny, now speaking at the top of his voice. He took the cufflinks out of his pocket, replaced them on the counter and added, “I had every intention of paying for them.”

Kenny was taken to a little green-walled room and asked to take a seat on the far side of a desk. One guard returned to his duties on the ground floor while the other remained by the door. Kenny knew that on an average day, forty-two people were arrested for shoplifting at Harrods, and over 90 per cent of them were prosecuted.

About an hour later the police arrived and he was driven, along with five others, to Horseferry Road Magistrates' Court(3). There followed another long wait before he came up in front of the magistrate. The charge was read out to him and he pleaded guilty. As the value of the cufflinks was under £ 100, Kenny knew he would be given a fine rather than sent to prison, and he waited patiently for the magistrate to ask the last question.

“Is there anything else you would like me to take into consideration before I pass sentence?”

“Yes, sir,” said Kenny. “I stole a watch from Selfridges(4) last week. It's been on my conscience ever since, and I would like to return it.” He smiled widely at the magistrate.

The magistrate nodded and, looking down at the defendant's address on the form in front of him, ordered that a constable should accompany Mr. Merchant to his home to back the stolen watch.

“Oh my God,” said the young constable the moment he stepped into Kenny's sitting room. He turned, ran back out of the flat and immediately called his station sergeant on the car radio. Within minutes, two patrol cars were parked outside Kenny's home. Chief Inspector Travis marched through the open door to find Kenny sitting in the hall, holding up the stolen watch.

“To hell with the watch,” said the Chief Inspector. “What about this lot?” he said, his arms sweeping around the sitting room.

“It's all mine,” said Kenny. “The only thing I admit to stealing, and am now returning, is one watch, value £ 44, taken from Selfridges.”

“What's your game, laddie?” asked Travis. “I have no idea what you mean,” said Kenny innocently.

“You know exactly what I mean,” said the Chief Inspector. “This place is full of expensive jewellery, paintings, objects d'art and antique furniture” — around £ 300,000-worth, Kenny thought — “and I don't believe any of it belongs to you.”

“Then you'll have to prove it, Chief Inspector, because if you don't, the law assumes that it belongs to me.” The Chief Inspector frowned, informed Kenny of his rights and arrested him for theft.

When Kenny next appeared in court, it was at the Old Bailey(5), in front of a judge. Kenny was dressed appropriately for the occasion in a pinstriped suit, white shirt and Guards tie. He stood in the dock charged with the theft of goods to the value of £ 24,000. Kenny was represented by a leading firm of solicitors and a top barrister (6) called Arden Duveen, QC.(7)

The police had made a complete inventory of everything they found in the flat, and spent the next six months trying to trace the owners of the treasure. But despite advertising in all the rec-

ognised journals, and even showing the stolen goods on television's *Crimewatch*(8), over 80 per cent of the items remained unclaimed.

Kenny pleaded guilty, aware that when the police gave evidence they would be unable to mention any of the goods that had remained unclaimed. In fact, the police had already returned the property that they were unable to prove had been stolen, and Kenny had quickly sold it for a third of its value. Earlier that week Kenny had deposited a cheque at the Hong Kong and Shanghai Bank for £ 86,000.

Mr. Duveen, QC, defending, pointed out to the judge that it was his client's first offence, that he had invited the police to accompany him to his home, well aware that they would discover the stolen goods and that he would be arrested. Could there be better proof of a repentant man, he asked.

Kenny stood in the dock, his head bowed.

The judge lectured him for some time on how evil his crime had been, but added that he had taken into consideration all the mitigating circumstances surrounding this case, and had decided on a prison sentence of two years.

... to be continued

/After Geoffrey Archer/

**Notes:**

1. Harrods — a very expensive department store in London, world famous for the abundance and quality of goods on offer.
2. Guards' tie implies a conservative style of dressing (the Guards — special groups of soldiers in the British army whose original duty was to guard the king or queen).
3. Magistrates' court — a court in England and Wales where minor crimes are judged.
4. Selfridges is a chain of department stores in the UK. The first store was opened in London's Oxford Street in 1909. Selfridges is credited with coining the phrase "The customer is always right".
5. Old Bailey — the Central Criminal Court, the building in London where criminal trials take place.
6. In the UK: solicitor — a lawyer who gives legal advice, writes legal contracts and represents people in the lower courts of law; barrister — a lawyer who is allowed to speak in the higher law courts.
7. QC — Queen's Counsel: in the UK a lawyer of high status.
8. *Crimewatch UK* is a British television programme produced by the BBC that reconstructs unsolved crimes with a view to gaining information from the members of the public, in order to help solve major crimes.



*Read the text for detail and do the task below.*

*Inferring: which of these can be inferred? Supply facts from the text to support your point of view.*

1. Kenny prepared the act of shoplifting well in advance.
2. He wanted his crime to be detected immediately.
3. Shop assistants at Harrods do not often serve customers wearing a Guards tie.
4. Kenny admitted to stealing a watch from Selfridges because he wanted the police to discover the goods in his flat.
5. First-time offenders appear before a Magistrates' court.
6. There is no jury in a Magistrates' court.

7. The Old Bailey deals with more serious crimes than a magistrates' court.
8. *Crimewatch* is very popular with British TV viewers.
9. Mr. Duveen, QC, knew his job well.
10. Kenny believed that if you pennypinch (you are not prepared to spend much money) when selecting a lawyer you can pay dearly for it.
11. Kenny was released on bail before the trial began.

### DISCUSSION QUESTIONS.

1. Guesswork: what do you think Kenny's "original plan" was?
2. Can Kenny be described as a law-abiding citizen? Give your arguments.
3. Look at the list of crimes below. What do they have in common? Can you divide them into groups?

robbery      fraud      burglary      mugging      embezzlement      theft  
 money      laundering      shoplifting      corruption      bribery

What are your criteria? (the motive, techniques, the intended victim ...?)

### VOCABULARY LIST

Ex. 7. Study the Vocabulary List and translate all the examples.

<b>1.</b>	<b>favourite</b> , adj.	<b>любимый</b> a favourite song / game / book, etc.
	<b>favour</b> , n.	<b>1) любезность, одолжение, помощь</b> to ask smb a favour / to ask a favour <b>of</b> smb Willy says that he never asked a favour <b>of</b> any man. to do smb a favour Todd did me a favour by pointing out all the mistakes in the essay. <b>2) благосклонность, расположение</b> to win favour <b>with</b> smb to show favour <b>to</b> smb to be / argue / speak / decide <b>in</b> favour <b>of</b> smb / smth The management was <b>in</b> favour <b>of</b> the new project.
	<b>favour</b> , v.	<b>быть благосклонным к кому-л. / чему-л., отдавать предпочтение</b> Most sportsmen favour sport clothes produced in Europe. Fortune favours the brave. <i>Смелость города берет.</i>
	<b>favourable</b> , adj.	<b>благоприятный, благосклонный, подходящий</b> favourable circumstances / answer / comments Only a few people hold <b>favourable</b> impressions of politicians. to be favourable <b>to</b> smb / smth
<b>2.</b>	<b>assistant</b> , n.	<b>помощник</b> shop assistant, personal assistant, assistant administrator, etc.
	<b>assist</b> , v.	<b>помогать, содействовать</b> (офиц.) The policeman assisted the old lady to get out of the car. to assist smb <b>with</b> smth / <b>in</b> doing smth We would like to thank everyone who assisted us <b>in</b> organizing the event.



	<b>assistance</b> , n.	<b>помощь, поддержка</b> (офиц.) to be <b>of</b> assistance If I can be <b>of</b> any assistance to you, do not hesitate to call. come <b>to</b> smb's assistance My friends found out what was happening and came <b>to</b> my assistance. to give / offer smb assistance to get / receive assistance to ask for (smb's) assistance
3.	<b>move</b> , v.	<b>1) двигать(ся), передвигать(ся)</b> Can you help me move the wardrobe? When did you move <b>to</b> NY? <i>Когда ты переехал в Нью-Йорк?</i> to move <b>in / out</b> (of smth) <i>въезжать (в квартиру) / съезжать (с квартиры)</i> Our son will move <b>in</b> as soon as we renovate the apartment. move house <i>переезжать</i> <b>2) волновать, вызывать эмоции</b> I was deeply moved by the performances of the artists. to move smb <b>to</b> tears
	<b>moving</b> , adj.	<b>волнующий, трогательный</b> a moving film / story / letter, etc.
	<b>move</b> , n.	<b>действие, поступок, шаг</b> a clever / good / wrong / wise / brave move The manager watched my every move. to make a decisive move <i>сделать решительный шаг</i> to decide <b>on</b> the next move <i>решить, что делать дальше</i> <b>on</b> the move <i>в движении, на ходу</i> It's difficult to catch our boss in the office; he's always <b>on</b> the move. New rules are a move <b>against</b> drunk drivers. a move <b>to / toward</b> smth The new agreement is a move <b>toward</b> a true partnership.
	<b>movement</b> , n.	<b>1) движение</b> quick / slow / graceful movement <b>2) общественно-политическое движение</b> popular / political / anti-war / separatist movement a movement <b>against / for</b> smth / smb to create / to join / to support a movement Movements <b>against</b> wars have always been widely supported.
4.	<b>drive</b> , v	<b>1) управлять</b> (транспортом), <b>ехать, везти</b> Who will drive you <b>to</b> school when your dad leaves? Driving <b>at</b> speeds greater than 55 mph at night can be dangerous. <b>2) стимулировать, побуждать, заставлять</b> to drive smb <b>to</b> smth / to do smth My goal to succeed in life has driven me <b>to</b> try many activities. <b>3) доводить</b> (до какого-л. состояния) The debts drove him <b>to</b> despair. <i>Долги привели его в отчаяние.</i> The sound of squeaking wheels drives me mad.

4.	<b>drive, v</b>	<b>4) (идиом.) подразумевать, иметь в виду; клонить к чему-л.</b> I don't see what you are driving <b>at</b> . <i>Никак не могу понять, к чему ты клонишь.</i>
	<b>drive, n.</b>	<b>1) поездка, прогулка</b> a three-hour / ten-kilometer / pleasant / test drive to go <b>for</b> a drive <b>2) энергичность, напористость, стремление</b> The actor inspired everyone with his drive. to have / lack drive
5.	<b>patiently, adv.</b>	<b>терпеливо</b> to wait for smth / to do smth patiently
	<b>patient, adj.</b>	<b>терпеливый, снисходительный</b> Ms. Pimple is always patient <b>with</b> her students.
	<b>patience, n.</b>	<b>терпение</b> endless / great / unlimited patience to require patience Yoga requires great patience as results will not come immediately. to lose / keep (one's) patience <b>with</b> smb to have (no) patience <b>with</b> smb / smth I could hardly keep my patience <b>with</b> those noisy kids. I don't have the patience to do puzzles.
6.	<b>consideration, n.</b>	<b>размышление, рассуждение</b> to take smth <b>into</b> consideration <i>принять что-л. во внимание</i> A judge will always take <b>into</b> consideration the harm caused to the victim of the crime. Your request is <b>under</b> consideration. <i>Ваша просьба рассматривается.</i>
	<b>considerate, adj.</b>	<b>заботливый, внимательный к другим, тактичный</b> It was very considerate <b>of</b> you to warn me in advance. Our boss is always considerate <b>to / toward</b> us.
	<b>consider, v.</b>	<b>1) рассматривать, обдумывать</b> to consider a question / a claim / a proposal Consider all the facts before making a decision. to consider doing smth Judie considers moving to another town. <i>Джуди подумывает о том, чтобы / собирается переехать в другой город.</i> A judge should consider evidence of all types. <b>2) считать, полагать</b> He considers his daughter (to be) a genius.
	<b>considerable, adj.</b>	<b>значительный, существенный</b> considerable success / importance / effort / distance Simon's made considerable progress in languages.
	<b>considerably, adv.</b>	<b>в значительной мере, существенно</b> Today oil is considerably more expensive than ten years ago.

7.	<b>aware</b> , adj.	<b>знающий, сознающий</b> I'm (well / fully) aware <b>of</b> all your problems. Nina became aware that she needed to get a mark of at least 70% to move to the next level. to make smb aware <b>of</b> smth <i>довести что-л. до чьего-л. сведения</i> Teens must be made aware of the harm of smoking.
	<b>awareness</b> , n.	<b>понимание, осведомленность</b> to raise awareness <b>about</b> smth We should raise public awareness about juvenile crime.
8.	<b>unclaimed</b> , adj.	<b>невостребованный</b>
	<b>claim</b> , v.	<b>заявлять, утверждать</b> The singers claimed to be La Scala stars.
	<b>claim</b> , n.	<b>1) заявление, утверждение</b> a false / absurd / unfounded claim to make a claim <b>about</b> smth Companies that make false claims <b>about</b> their products must be taken to court. <b>2) иск, претензия</b> a claim <b>for</b> damages / damages claim to bring / file a claim <b>against</b> smb / smth <i>возбудить иск против кого-л.</i>
9.	<b>evidence</b> , n.	<b>1) (неисч.) факты, данные, доказательство</b> convincing / scientific / direct / important / new / etc. evidence Is there any evidence <b>of</b> life on other planets? to have / to find / to look for evidence Scientists have found new evidence of global warming. <b>2) (неисч.) улика / улики, свидетельские показания</b> evidence <b>against</b> smb. / smth sufficient / circumstantial / direct evidence <i>достаточные / косвенные / прямые улики</i> The police are gathering evidence <b>against</b> the gang. to give evidence ( <b>in</b> court / <b>at</b> the trial) <i>давать показания (в суде)</i> Andrea was called to give evidence. to hear smb's evidence <i>заслушивать чьи-л. показания</i>
	<b>evident</b> , adj.	<b>очевидный, явный</b> to be / to seem / to become evident It was quite evident <b>from</b> the wild applause that the audience enjoyed the performance. It seems quite evident <b>to</b> me that the new road can't solve all the problems.
10	<b>offence</b> , n.	<b>1) правонарушение, преступление</b> major / serious offence minor / petty offence <i>мелкое, незначительное правонарушение</i> to commit an offence

<b>10</b>	<b>offence</b> , n.	<b>2) оскорбление, обида</b> to give offence <b>to</b> smb The article gave offence <b>to</b> people of different religions. He took offence <b>at</b> my question. No offence meant... <i>He хотел вас обидеть...</i>
	<b>offend</b> , v.	<b>обижать, оскорблять</b> Who offended you?
	<b>offender</b> , n.	<b>1) правонарушитель, преступник</b> Is the boy a first-time offender? <b>2) обидчик</b>
	<b>offensive</b> , adj.	<b>оскорбительный, обидный</b> offensive remark / behavior / smell <i>оскорбительное замечание / поведение / отвратительный запах</i> She found the joke offensive not only <b>to</b> blondes but <b>to</b> women in general.
<b>11.</b>	<b>proof</b> , n.	<b>доказательство, подтверждение</b> clear / convincing / good proof The letter is a direct proof <b>of</b> her guilt. to have / give / offer / produce proof Can you produce any proof that UFOs exist? The proof of the pudding is in the eating. <i>Все проверяется на практике.</i>
	<b>prove</b> , v.	<b>доказывать</b> to prove smb's guilt / innocence I had to prove <b>to</b> everybody that I was a good tennis player. to prove one's point the exception that proves the rule

## VOCABULARY PRACTICE

Ex. 8. Fill in the gaps with the correct word. The first letter is given to help you.

1. A person who **c**\_\_\_\_\_ getting a tattoo should be **a**\_\_\_\_\_ of the potential complications (осложнения).
2. I had **p**\_\_\_\_\_ to myself that I could play football at least as well as the other boys, if not better.
3. Registration cards of major hotels are in several languages, which is of **a**\_\_\_\_\_ to foreign travellers who don't know the local language.
4. Life is like riding a bicycle. To keep your balance you must keep **m**\_\_\_\_\_.
5. Obedience of the law is demanded; not asked as a **f**\_\_\_\_\_.
6. We are **d**\_\_\_\_\_ by five needs: survival, love, power, freedom, and fun.
7. The mobile internet helps you keep up to date on the latest news while you're on the **m**\_\_\_\_\_.
8. The police were unable to arrest him because there was not enough **e**\_\_\_\_\_.
9. There's a **d**\_\_\_\_\_ in me that won't allow me to do things that are easy. (Johnny Depp)
10. We're **c**\_\_\_\_\_ buying a car, but if we do, it'll probably be a used one.
11. Where can I get information on **u**\_\_\_\_\_ property?

12. The company is well a \_\_\_\_\_ of the risks of using the Internet for business purposes.
13. He brought a c \_\_\_\_\_ against the company for racial discrimination.
14. I don't take o \_\_\_\_\_ at criticism and politely accept the another person's views.
15. Teenagers today are much more a \_\_\_\_\_ of the dangers of smoking than they were fifty years ago.

*Ex. 9. Translate the following sentences paying special attention to the Active Vocabulary.*

1. A Chinese proverb **claims** that it is easier to govern a country than a son.
2. During the 18<sup>th</sup> century, books that were **considered offensive** were sometimes punished by whipping (порка).
3. He had all the necessary information to decide on the next **move**.
4. In ancient Rome, it was **considered** a sign of leadership to be born with a crooked nose.
5. Music has **driven** me to choose this career.
6. Never **drive** faster than your guardian angel can fly.
7. Often, we are too slow to recognize how much and in what ways we can **assist** each other through sharing knowledge.
8. Recent **evidence** suggests that the Mayan empire in Mexico was destroyed by a drought ([draʊt] засуха) that lasted over 100 years.
9. The company tried **to win favor with** the city mayor hoping to get an important contract.
10. *The Medusa Touch* is a **moving** story of comradeship and bravery, loneliness and fear.
11. The **patience** of a mother is like a tube of toothpaste — it's never quite all gone.
12. The more laws, the more **offenders**.
13. The bill is still under **consideration**.
14. I would like to offer my **assistance** to any author who is looking for an editor.
15. 61% of the respondents said that the Queen should not abdicate (отречься от престола) **in favour of** Prince Charles.



*Ex. 10. Complete the sentences with one of the words from the box. There is one word too many. Comment on these ideas.*

aware	considerate	consideration	evidence	favours	move
offenders (2)	movement	assistance	patience	patient	proof

1. An ant on the \_\_\_\_\_ does more than a dozing ox.
2. Being \_\_\_\_\_ of others will take your children further in life than any college degree.
3. Change is not always growth just as \_\_\_\_\_ is not always progress.
4. If you are \_\_\_\_\_ in a moment of anger, you will escape a hundred days of sorrow.
5. A mule driver is not \_\_\_\_\_ of the stink of his animals.
6. It has been said that man is a rational animal. All my life I have been searching for \_\_\_\_\_ which could support this. (Bertrand Russell)
7. Laughing is not always \_\_\_\_\_ of a mind at ease.
8. Men take only their needs into \_\_\_\_\_, never their abilities. (Napoleon Bonaparte)
9. \_\_\_\_\_ is a necessary ingredient of genius.
10. When you buy a vase cheap, look for the flaw (изъян); when a man offers \_\_\_\_\_, look for the motive.
11. I have always thought that discipline is what young \_\_\_\_\_ lack most. I think it would be a good idea to force these \_\_\_\_\_ into national service for at least a year.

*Ex. 11. Pairwork. Discuss your answers to these questions. Use the Active Vocabulary.*

1. Should juvenile offenders be given different sentences than adult offenders who commit the same crime?
2. Are you a patient person? In what circumstances can you lose patience?
3. Who is your favourite movie star/musical band and why?
4. What assisted you the most in learning English?
5. (Ladies) What do you consider to be the most offensive question to a woman?
6. (Gentlemen) If you were bald, would you consider wearing a wig?
7. What do you consider more important in the marriage partner, beauty or character?
8. Should shoplifting be a punishable offence?
9. Does a student who cheats at an exam or uses other students' homework commit an offence \_\_\_ or is it a justifiable necessity?
10. Will you file a claim against a company if you don't get on time the services it promised?
11. What behavior do you think to be inconsiderate?
12. Are you a member of any (social) movement?

*Ex. 12. For each word given below find at least four words from the box that can go with it. Some words from the box can go into several groups. Use some of the phrases in sentences of your own.*

to require circumstantial convincing endless legal major	to ask smb ... to come to to commit to create to decide in ... of to support	to have (no) to join to lose to be of ... to offer to gather	to win ... with smb anti-drug big petty take ... at smth
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**favour**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**assistance**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**movement**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**patience**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**evidence**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**offence**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Ex. 13. Odd one out. Find in each set one word/phrase that does not go with the main one.*

FAVOURABLE: atmosphere, conditions, impression, public offence, circumstances;

FAVOURITE: author, habits, colours for clothes, awareness, food;

OFFENSIVE: blindness, behaviour, comment, questions, letter;

DEEPLY MOVING: story, speech, stupidity, description, moment;

COBSIDERATE: person, driving, colleague, damage, attitude;

CONSIDERABLE: importance, motherhood, sums of money, influence, number of ~;

EVIDENT: psychological consequences, relief, marriage partner, fact, difficulty.

*Ex. 14. a) Match the words in A with the words in B to make as many collocations as possible. Consult the Vocabulary List.*



b) Use the phrases in situations of your own.

A

to consider

to assist

to move

to drive

B

a Lamborghini / BMW

becoming a diplomat

out of ...

smb mad

smb with cooking

smb to tears

smth to be useless

the consequences before...

the police in ...

to LA

smb to quit college



Ex. 15. Short story competition.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability);
3. absence of mistakes..

Ex. 16. Translate the sentences using the Active Vocabulary

1. Преступник попытался уничтожить все **улики**.
2. Твои шансы найти работу **значительно** повысятся, если ты начнешь совершенствовать навыки работы на компьютере.
3. В средние века убийство странствующего музыканта (minstrel) не **считалось** серьезным преступлением.
4. Я так часто **переезжаю**, что перестал распаковывать чемоданы.
5. Мы глубоко **тронуты** вашим гостеприимством.
6. Мое любопытство **заставило** меня прочитать всю библиотеку деда.
7. С раннего детства игра в гольф была **любимым** занятием Боба.
8. Благодаря свободному владению английским языком он быстро снискал **благосклонность** владельца компании.
9. Когда несколько лет назад Грег получил травму (to be hurt), его друзья первыми пришли ему на **помощь**.
10. Должно ли наше правительство поддерживать оппозиционные **движения** в других странах?
11. Риз (Reese) **подумывает** о том, чтобы вернуться в Стэнфордский университет.
12. Луиза **знала** о трудностях, с которыми столкнулась ее сестра в Европе.
13. Спортсмен возбудил **иск** против больницы за халатность (negligence).
14. Часто то, что **очевидно** для одного человека, не является **очевидным** для другого.
15. Не уверен, что следует **считать** серьезным **преступлением**, а что мелким **правонарушением**.
16. Честный человек говорит правду, даже если она может **обидеть**; самовлюбленный (vain) — для того, чтобы обидеть.
17. Боюсь, Рон так и не понял, почему его шутку **посчитали оскорбительной**.
18. В ходе многолетнего исследования ученые получили убедительные **доказательства** того, что регулярное употребление (consumption) овощей предотвращает многие болезни.

## WORD BUILDING

Ex. 17. Group these abstract nouns according to the suffix. Write the words from which they are formed paying special attention to the changes in spelling.

dominance absurdity protection security decision	formality imagination guidance intention disability	connection importance equality operation evidence	elegance curiosity creation difference consideration
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Ex. 18. Study the following chart summarizing some of the other ways of forming abstract nouns. Form nouns from the suggested words using the appropriate pattern and translate into Russian.

	Pattern	Noun	Translation
1.	Adj + -ness	happy + -ness = happiness	
2.	Adj + -cy N + -cy	delicate + -cy = delicacy diplomat + -cy = diplomacy	
3.	N + -hood	boy + -hood = boyhood	

current, baby, accurate, ugly, open, adult, fluent, man, candidate, blind, parent, idiot, rude, bankrupt, knight, sad, advocate, literate.

Ex. 19. Complete the sentences with the correct derivative of the words in the margin.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Ambition is a good quality, of course, but it should be tempered (гармонично сочетаться) with reason and some _____.</li> <li>2. Computer-aided techniques will help by producing higher _____ results.</li> <li>3. _____ of the aquarium should be as simple as possible.</li> <li>4. Donald was a brilliant lawyer, with a first-class brain, but very little _____ of lesser intellects.</li> <li>5. _____ always moved her more than anything else.</li> <li>6. Many professional doctors question the _____ of aromatherapy.</li> <li>7. We shouldn't envy movie stars; they have no _____.</li> <li>8. Some people believe that _____ in clothes is a sign of good style.</li> <li>9. The desire to be better than others often leads to _____.</li> <li>10. Westerners attach much _____ to _____ and to time away from the work.</li> <li>11. In the _____ of good hospitals, most people have no choice but to go to quacks (знахарь, шарлатан).</li> <li>12. In the past, knights had to risk their lives to protect the king, so _____ was not always a desirable status.</li> <li>13. You don't have to be highly qualified to get this job. The only requirements are _____, a _____ to learn and a _____ to give up the habits of a lifetime.</li> <li>14. _____ of any sort solves nothing; it only leads to more _____.</li> </ol> | <p>patient</p> <p>accurate</p> <p>decorate</p> <p>tolerate</p> <p>kind</p> <p>useful</p> <p>private</p> <p>careless</p> <p>extravagant</p> <p>important, private</p> <p>absent</p> <p>knight</p> <p>patient, willing, ready</p> <p>violent, violent</p> |
|--|---|





**PROJECT WORK 2**  
**BUILD UP YOUR TOPICAL VOCABULARY**  
 LEVEL 1.

TASK 1.

Find in the text the English equivalents of the following legal words and phrases.

кража в магазине судить, преследовать в судебном порядке обвинение признать себя виновным штраф тюрьма	приговор обвиняемый, подсудимый кража суд судья скамья подсудимых
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TASK 2.

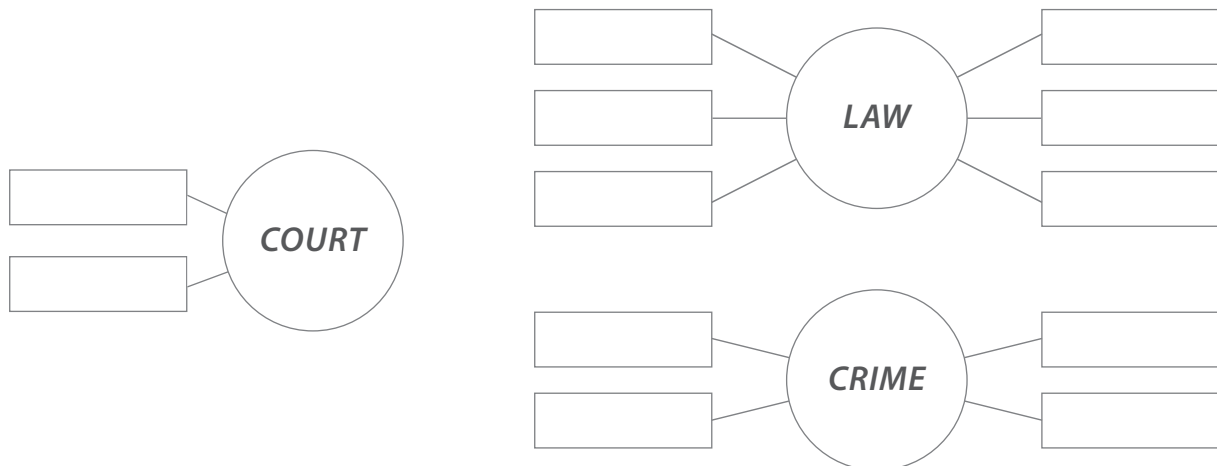
Find in the text the phrases with the English equivalents of the following words from Task 1. Translate them. Use them in sentences of your own.

- штраф \_\_\_\_\_  
 обвинение \_\_\_\_\_  
 тюрьма 1) \_\_\_\_\_  
           2) \_\_\_\_\_  
 приговор 1) \_\_\_\_\_  
           2) \_\_\_\_\_  
 кража \_\_\_\_\_  
 скамья подсудимых \_\_\_\_\_

Task 3. a) Complete the following diagrams with the words from the box.  
 b) Fill in the gaps with the phrases from the diagrams.

a)

to commit a ... to obey the ... ( <i>infml.</i> ) to appear in ... a petty ...	to break (the) ... a serious ... to pass (a) ... to observe the ... ( <i>fml.</i> )	to enforce (the) ... to fight ... to act within (the) ... to take smb to ... for smth
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b)

1. Europol aims at improving the effectiveness of the competent authorities in the Member States in \_\_\_\_\_ (ing) serious forms of international organised \_\_\_\_\_.
2. Family violence should be considered to be a \_\_\_\_\_ just as assaults (нападение) in other contexts.
3. If a person \_\_\_\_\_ while under the influence of drugs, they are still responsible for the crime.
4. If parents do not \_\_\_\_\_, their children will not become law-abiding.
5. In the ancient days if a person \_\_\_\_\_ and ran away to another city, he was safe.
6. It is the duty of the government to guarantee that state bodies (государственные органы) \_\_\_\_\_ and respect fundamental human rights.
7. It is the job of the police to \_\_\_\_\_, but we can all help to reduce it.
8. The European commission can \_\_\_\_\_ any member state of the EU \_\_\_\_\_ human rights violations
9. The European Court of Justice makes sure that all institutions, Member States and individuals \_\_\_\_\_ of the EU.
10. The Hague tribunal was the first international criminal court (уголовный суд) to \_\_\_\_\_ international \_\_\_\_\_.
11. The US Congress cannot \_\_\_\_\_ limiting freedom of speech.

*Team work. Answer the questions using the words and expressions from above. Compare your answers with those of the other team(s).*

1. Do people help the police to fight crime in their neighborhoods? Why (not)?
2. Do you always act within the law? Why (not)?
3. Do you think juvenile offenders should be sent to prison?
4. In what situations do people who stand in the dock plead not guilty?
5. Is death penalty (смертная казнь) an important tool to fight crime?
6. Should people who have committed a petty crime be given a prison sentence?
7. What can you be given a fine for?



LEVEL 2.

TASK 1.

*Make up a list of topical words (see Level 1) and supply examples of your own. Make use of the texts in this textbook, your home reading book or any other source.*

TASK 2.

*Make up questions using your list of topical words to ask your classmates.*

TEAMWORK. 1.

1. Ask your classmates to translate your examples into Russian or give your examples in Russian to be translated into English.
2. Ask each other the questions you have prepared.

*Resources:*

1. English-English dictionary (e.g., in Oxford Advanced Learner's Dictionary).
2. Oxford Collocations Dictionary for Students of English.
3. an electronic dictionary (e.g., ABBY Lingvo 12 — многоязычный электронный словарь).
4. an on-line resource (for example, <http://www.multitrans.ru>).



## GRAMMAR

### INFINITIVE

#### FORMS

	Active	Passive
<b>Simple</b>	to do	to be done
<b>Perfect</b>	to have done	to have been done
<b>Continuous</b>	to be doing	—
<b>Perfect Continuous</b>	to have been doing	—

The **Simple Infinitive** and the **Continuous Infinitive** express actions *simultaneous* with the action of the finite verb (now / now; then / then).

The **Simple Infinitive** can also express actions which *follow* the action of the finite verb (e.g. *I decided to go shopping*).

The **Perfect Infinitive** and the **Perfect Continuous Infinitive** express actions *prior* to the action of the finite verb (now / before now; then / before then).

#### 1. The Simple Infinitive

*now / now*

I am glad **to meet** you.

Рад познакомиться.  
(одновременность)

*then / then*

She pretended **not to see** me.

Она притворилась, что не замечает меня.  
(одновременность)

#### 2. The Continuous Infinitive

*now / now*

It's a pleasure **to be talking** with you.

Большое удовольствие беседовать с вами!  
(одновременность + процесс)

*then / then*

They were very glad **to be spending** Christmas together.

Они были очень рады, что проводят вместе Рождество. (одновременность + процесс)

#### 3. The Perfect Infinitive

*now / before now*

I am pleased **to have passed** the exam.

Я доволен, что сдал экзамен. (предшествование)

*then / before then*

He claimed **to have met** the President.

Он утверждал, что встречался с президентом.  
(предшествование)

#### 4. The Perfect Continuous Infinitive

*now / before now*

I am not pleased **to have been waiting** a long time.

Я недоволен, что долго жду.  
(предшествование + процесс)

*then / before then*

He claimed **to have been acting** in the interests of the party.

Он утверждал, что действовал в интересах партии.  
(предшествование + процесс)

Ex. 20. Translate the sentences into Russian. Identify the form of the infinitive and explain its use.

1. Maggie called her friend and arranged **to meet** her early that evening.
2. He went over to one of the shelves and pretended **to be searching** for a book.
3. She deserves **to be taken** seriously.
4. Some female students demand **to be escorted** home after the evening classes.
5. Most people tend **to get** more conservative as they get older.
6. The minister claimed **to have been touring** the region to meet the population.
7. Guy Fawkes failed **to blow up** the Houses of Parliament.
8. The tourists, who didn't speak English, demanded **to know** what was going on.
9. We aim **to reduce** the effects of our activities on the environment.
10. Paul pretended **to have forgotten** the man's name.
11. We can only afford **to eat** meat twice a week, the rest of the time it's beans and rice.
12. He claims **to have been** badly **offended** by his teacher's comments.

### INFINITIVE WITH "TO"

Many **verbs** can be followed by the *to*-infinitive of another verb: **afford, \*agree, aim,\*arrange, ask, attempt, \*claim, \*decide, demand, deserve, fail, \*forget, \*hope, \*learn, manage, offer, plan, \*pretend, \*promise, refuse, tend, \*threaten, want, etc.**

The verbs marked \* can also be followed by a *that*-clause.

To-infinitive	That-clause	Translation
She <b>decided</b> to become an actress.	She <b>decided</b> that she would become an actress.	Она решила стать актрисой.
He <b>deserves</b> to be forgiven.	—	Он заслуживает прощения.
I've <b>arranged</b> to stay away from work tomorrow.	I've <b>arranged</b> that I will stay away from work tomorrow.	Я договорился, что не пойду завтра на работу.
He <b>tends</b> to forget.	—	Он склонен (всё) забывать (он забывчив).



**Note:** After the verbs **agree, aim, decide, demand, forget, hope, promise, refuse, threaten, want** the Simple Infinitive can express a future action.

Ex. 21. Make up sentences using an infinitive phrase. You should vary the subject of your sentences (do not use only pronouns), as well as the tense of the main verbs.

**Model:** afford / waste / time → *My fellow students can't afford to waste time.*

1. arrange / meet / the following day
2. offer / help / pack the suitcases
3. forget / take / tablets
4. manage / unlock / key

5. attempt / escape / prison
6. decide / spend / vacation
7. aim / become / doctor
8. refuse / sign / contract
9. ask / see / passport
10. demand / know / details
11. decide / work / in future
12. afford / buy / jewellery

*Ex. 22. Translate into English using an infinitive.*

1. Член парламента потребовал объяснить (use the verb "know"), почему правительство не приняло необходимых мер.
2. Карен утверждала, что узнала его только по голосу, так как он изменился до неузнаваемости.
3. Я склонен думать, что новый законопроект (bill) представляет большую угрозу для личных свобод.
4. Она заслуживает похвалы (чтобы её похвалили) за то, что она выполнила львиную долю работы за очень короткий срок.
5. Полицейский потребовал, чтобы она предъявила (use the verb "see") ему водительские права.
6. Джейн притворилась, что слушает музыку, и не обернулась, когда я позвал её.
7. Я не могу позволить себе ходить в дорогие рестораны.
8. Книга ставит своей целью (aims) рассказать о новых методах преподавания иностранных языков.
9. Он потребовал, чтобы его немедленно отвезли в отель.
10. Дейв договорился, что раз в неделю будет играть в футбол с другими членами спортивного клуба.
11. Анна предложила присмотреть за детьми, пока я буду в командировке.
12. К сожалению, мне не удалось убедить его бросить курить.

## INFINITIVE WITHOUT "TO"

Infinitive is used without "to" in several different cases.

### 1. After **and, or, than (rather than), except, but**

*Don't forget to come **and** see me, will you?*

*Не забудь навестить меня, ладно?*

*It's better to pity **than** condemn.*

*Лучше пожалеть, чем осуждать.*

***Rather than** wait for a lift I decided to come up the stairs.*

*Я решил подняться по лестнице, а не ждать лифт.*

*He thinks she isn't fit **to do anything but** cook and clean.*

*Он считает, что она годится только на то, чтобы готовить и убирать.*

*I had **nothing to do except** drive away.*

*Мне ничего не оставалось, кроме как уехать.*

### *Ex. 23. Complete the sentences with an infinitive phrase after **and, or, than (rather than), except, or but**.*

**Model:** When women are depressed they tend to eat or ..... →

*When women are depressed they tend to eat or go shopping.*

1. It's really been extremely good of you to come and .....
2. It's better to be much talked about than .....

3. I felt awfully depressed and lonely, and there were days when I did nothing except .....
4. She preferred to drive around all day rather than .....
5. It's time to decide whether you wish to go home or .....
6. We chose to stay at home until six o'clock rather than .....
7. The hijacker demanded to be flown to Australia and .....
8. In Paris she spent most of the time shopping rather than .....
9. He thought it was more reasonable to leave immediately rather than .....
10. Is it more fun to be entertained or .....
11. He never wanted to do anything but .....
12. During the holidays we had nothing to do except ....

## 2. After *Why not...?*

*Why not phone her tomorrow?*

*Почему бы не позвонить ей завтра?*

*Ex. 24. Make suggestions starting with "Why not...?"*

**Model:** I haven't heard from her for a long time. →

*Why not (just) pick up the phone and call her?*

1. I need to know the best and easiest way to travel to Japan.
2. I'm afraid I'm going to be late for classes.
3. Someone has left a coat on the chair.
4. The telephone keeps ringing.
5. We want to buy a new car but we don't have enough money.
6. I have been invited to a wedding party but I don't have a proper dress.
7. My younger brother is not doing well at school.
8. I think I've lost my way.
9. It's a rainy Sunday morning and I don't know what to do.
10. The painting in my room makes me feel sad and unhappy.
11. I'm afraid I have boarded the wrong bus.
12. It's past midnight but my neighbours are playing music too loudly.

## 3. After *Would rather* (= *would prefer to*).

*Would you rather stay here or go home?*

*Ты бы предпочёл побыть здесь или пойти домой?*

*She says she would rather die than do that again.*

*Она говорит, что скорее умрёт, чем сделает это опять.*

*I would rather not know about it.*

*Я бы предпочёл об этом не знать.*

*Ex. 25. Work in pairs. After every suggestion tell your partner that you would prefer to do something else, starting with "I'd rather..."*

**Model:** If you are ill, call in a doctor. →

*I'd rather try some home remedies.*

1. Let's go round the world.
2. You can send him an email.
3. How about going to the swimming pool?
4. Six o'clock is a good time to get up, isn't it?
5. Why don't you wait for a bus?

6. Let's stay at the Empress Hotel.
7. How about writing a letter telling how much she means to you?
8. Why don't you get a job in advertising?
9. If you want to lose weight, learn how to count calories.
10. Let's talk about sports.
11. You can spend a weekend in Las Vegas.
12. Don't forget to pack before you go to bed.

*Ex. 26. Translate the sentences into English using the infinitive without "to".*

**A.**

1. Марк решил остаться дома, а не идти на работу.
2. Мы целый день ничего не делали, а только искали пропавшие ключи.
3. Саманта предпочла пойти пешком, а не ехать на автобусе.
4. Бетси только и делала, что разговаривала по телефону.
5. Стив предпочёл пригласить друзей в ресторан, а не принимать их дома.
6. В последнее время директор только тем и занят, что улаживает конфликты между сотрудниками (fellow workers).
7. София намеревается отвезти детей родителям, а не оставлять их дома одних.
8. С утра ты ничего не делаешь, а только обсуждаешь результаты вчерашнего матча.
9. Он хочет закончить работу до отъезда, а не откладывать её выполнение до возвращения.
10. Я бы хотела послать ему письмо, а не давать объяснения по телефону.
11. Агата ничего не делала, а только смотрела телевизор с утра до вечера.
12. Теодор только и делал, что рассказывал о своих путешествиях.

**Б.**

1. Почему бы не пойти на прогулку, если дождь прекратится?
2. Почему бы не объединить наши усилия?
3. Почему бы не постараться убедить его продать дом?
4. Почему бы не приступить к работе немедленно?
5. Почему бы не согласиться на их предложение?
6. Почему бы не принять участие в дискуссии?

**В.**

1. Фил скорее умрёт, чем попытается изменить своё поведение.
2. В какой части города вы бы предпочли жить?
3. Я бы предпочёл поговорить об искусстве или литературе.
4. Вы бы предпочли заплатить в местной валюте?
5. Адам бы предпочёл остановиться у своих дальних родственников.
6. Я бы предпочёл, чтобы мне не задавали такие вопросы.

## COMMON STRUCTURES WITH THE INFINITIVE

### Pattern 1

*Infinitive phrase after the adjectives expressing someone's feelings.*

delighted fortunate glad	happy (un)lucky (dis)pleased	proud sorry surprised, etc.
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You can use a *to*-infinitive if the subject is the same in both clauses. If the subjects are different, you must use a *that*-clause.

To-infinitive	That-clause
<i>He is glad <b>to have been invited</b> to the party.</i>	<i>He is glad <b>that his girlfriend</b> was invited to the party.</i>
<i>Он рад, что <u>его</u> пригласили на вечеринку.</i>	<i>Он рад, что его <u>девушку</u> пригласили на вечеринку.</i>



**Note:** The most common infinitives used in this pattern are: *find, learn, hear, see, say, tell, inform.*

e.g. *I was pleased **to hear / see / learn** that I'd passed my exam.*

Ex. 27. Combine the sentences using an infinitive.

- Jane heard the news. She was glad.
- Sue will see him at the picnic. She will be delighted.
- You are very fortunate. You have found such a pleasant house.
- John was riding a motorbike. He was happy.
- Peter saw her in tears. He was very surprised.
- Frank is lucky. He has been working in the company since its foundation.
- He learnt that his offer was rejected. He was displeased.
- Jason was living close to Balzac's house. He was proud.
- They didn't win the respect of their neighbours. They are very sorry.
- Carol was awarded the prize for being the fastest runner. She is proud.
- She heard that the holiday had been cancelled. She was unhappy.
- He was asked to become head of the Diplomatic Service. He was pleased.



Ex. 28. Use an infinitive phrase to express your feelings in the following situations.

- You didn't expect to get an A at your English exam.
- You discovered that your best friend had let you down.
- When you came to the ticket office you learnt that all the tickets had been sold out.
- You were told that you would not have a grammar final.
- Your fellow student was mugged when he came out alone after dark.
- You found that your classmate had told a pack of lies to the teacher.
- When you came to the store you realised that there was no one who could help you with your complaint.
- You learnt about an earthquake which killed thousands of people.
- You won first place in the contest and were awarded a prize of €2,000.
- You found emails from your boyfriend to an ex-girlfriend.
- You heard that football fans attacked the police in Manchester.
- You learnt that a 22-year-old British student shot himself after he was punished for cheating in a University exam.

Ex. 29. Translate into English using Pattern 1.

- Колин с сожалением узнал, что его не пригласили на собеседование (interview).
- Джонни был горд тем, что празднует Рождество вместе со взрослыми.
- Грейс была счастлива, что преодолела страх высоты.



4. Председатель был недоволен, когда ему сообщили, что члены комитета не разделяют его оптимизма.
5. Подруга очень сожалела, что опоздала на концерт.
6. Вы рады, что вас узнают и приветствуют незнакомые люди?
7. Моей бабушке посчастливилось (fortunate) встретиться со многими интересными людьми.
8. Виктору было жаль, что он потерял терпение и повысил голос на своего ребёнка.
9. Хорнби с удовольствием (pleased) узнал, что заслужил расположение руководства (management).
10. Нам повезло, что мы нашли новые доказательства.
11. Она гордилась тем, что её считают лучшей студенткой.
12. Гость был очень рад (в восхищении), что его внимательно слушают.

*Pattern 2.*

*"Of-phrase" with the Infinitive expressing praise or criticism.*

You use the structure *"of someone + to-infinitive"* after the following adjectives:

clever / sensible good generous	kind nice (im)polite	silly / stupid typical / characteristic wrong / bad, etc.
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<b>e.g.</b> <i>It's very kind of you to help us.</i>	<i>Очень мило с вашей стороны помочь нам.</i>
<i>It was typical of him to be late for classes.</i>	<i>Ему было свойственно (для него типично) опаздывать на занятия.</i>

*Ex. 30. Make up sentences to express your attitude towards someone's actions. Use the adjectives given in the box.*

**Model:** You lent me the money. → *It was (very) kind / nice of you to lend me the money.*

He did not give her a call. → *It's (so) bad / wrong of him not to have given her a call.*

1. He sent me a birthday card and flowers.
2. She asked me to do all the housework.
3. They donated a lot of money to the art school.
4. She didn't call and say she'd be late.
5. He didn't take their threats seriously.
6. Jack came to the resort without booking a room in advance.
7. They made investments in local industry.
8. The woman turned down the job of assistant manager.
9. She demanded to be given the best room.
10. He played loud music late at night.
11. She got insurance before she went on holiday.

*Ex. 31. Translate into English using of-phrases with the infinitive.*

1. Так мило с его стороны, что он дал вам подробное описание отеля.
2. В Азии для молодых людей типично относиться к пожилым с уважением.
3. Было разумно с их стороны не объявлять о своих намерениях заранее.
4. Было очень невежливо с твоей стороны не поблагодарить его за всё, что он для тебя сделал.
5. Он поступил великодушно, простив её.

6. Было очень глупо с твоей стороны не поинтересоваться, разделяет ли он твои взгляды.
7. Очень разумно, что ты относишься к своим обязанностям серьезно.
8. Было нехорошо с вашей стороны не расплатиться (pay off) с долгами.
9. Так глупо, что я не предупредил их о предстоящих переменах.
10. Он никогда не меняет решений, это характерно для него.
11. Было разумно с твоей стороны не задавать ему вопросов личного характера.
12. Так мило, что вы приняли наше приглашение.

*Pattern 3.*

*Infinitive used after adjectives describing personal opinions.*

When you want to express an opinion about someone or something, you often use *an adjective* followed by "to"-infinitive.

easy difficult dangerous	hard interesting (im)possible	(un)pleasant, (un)safe, etc.
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**Note:** In this function you always use the Active Infinitive.  
(to solve, to talk, etc. NOT "to be talked, to be solved, etc.")

*e.g. The problem is **hard to solve**. (NOT "to be solved")  
She was **interesting to talk to**. (NOT "to be talked")*

*Ex. 32. Paraphrase the sentences according to the model.*

**Model:** It's pleasant to look at **her**. → **She is pleasant to look at**.

It is easy to follow **these instructions**. → **These instructions are easy to follow**.

1. It is extremely *hard* to work for him — he is not well-organized.
2. She always complains, it is *impossible* to please her.
3. It is not very *easy* to get on with Jane.
4. It was always *interesting* to talk to our professor.
5. Is it *amusing* to observe the behaviour of little children?
6. It was *unpleasant* to deal with him.
7. Is it *hard* to change the habits of a lifetime?
8. It's rather *difficult* to understand English humour.
9. It is *boring* to listen to his long speeches.
10. It will be *impossible* to remember the rule.
11. Are you sure that it is *safe* to drink the water?
12. It was extremely *difficult* to make friends with David.

*Ex. 33. Make up your own sentences using Pattern 3. Use the adjectives **pleasant, difficult, hard, impossible, interesting, nice, etc.***

*Ex. 34. Translate into English using Pattern 3.*

1. С вашими соседями легко ладить? — Да, они прекрасные люди.
2. Эту книгу невозможно читать. В ней не хватает многих страниц.
3. Джулию легко обмануть. Она верит всему, что ей говорят.
4. Туристов предупредили, что пить водопроводную (tap) воду небезопасно.
5. Виктора трудно понять, так как он говорит с сильным акцентом.

6. На этот вопрос невозможно ответить.
7. Я не знаю, что подарить Стиву. Ему очень трудно угодить.
8. Это правило легко понять, но трудно запомнить.
9. От дурных привычек трудно избавиться.
10. Его интересно слушать. Он талантливый рассказчик.
11. Шутки трудно переводить с одного языка на другой.
12. Она всегда так элегантно одета, что на неё приятно посмотреть.

*Pattern 4.*

*Infinitive used as Attribute to replace Relative clauses.*

After ordinal numbers <b>the first, the second, etc.</b>	<i>He was <b>the first to leave / to be given</b> a prize.</i>	<i>The first / second / next / last / best and other superlatives can be followed by nouns or the pronoun "one(s)".  "The only" must always be followed by a noun or "one(s)".</i>
After <b>the next, the last, the only.</b>	<i>She was <b>the last (guest) to arrive</b> at the party. He was <b>the only person / the only one to complain.</b></i>	
After the superlatives <b>the best, the most suitable, etc.</b>	<i><b>The best place to see</b> is Stanley Park. You are <b>the most suitable man to carry out</b> the task.</i>	
After nouns.	<i>George is just <b>the man to vote for.</b> There's some <b>work to do / to be done.</b> I have <b>letters to write.</b></i>	<i>The infinitive shows what can be done or must be done with someone or something.  Only Active Infinitive is used after "have (got)"!</i>
After pronouns <b>something / anything / nothing; someone / anyone / no one; a lot, much, little, etc.</b>	<i>I'll have <b>something to dream about.</b> We've got <b>so much to learn.</b></i>	<i>There is a difference in meaning between the following set phrases:  <b>There is nothing to do.</b> Нечем заняться.  <b>There is nothing to be done.</b> Ничего не поделаешь.</i>

*Ex. 35. Complete the sentences using the words in brackets + to-infinitives.*

1. No one completed the test before me. (the first)  
I was \_\_\_\_\_.
2. John reached the summit. All the other mountain climbers failed. (the only)  
John was \_\_\_\_\_.
3. No humans landed on the Moon before Armstrong and Aldrin. (the first)  
Armstrong and Aldrin were \_\_\_\_\_.
4. Hannah is one of the identical twins. She was born after her sister Grace. (the second)  
Hannah was \_\_\_\_\_.
5. Of all the animals the horse serves the man best of all. (the most suitable)  
The horse is \_\_\_\_\_.
6. If you want to create a romantic atmosphere the best flowers are lilies. (the best)  
I think lilies are \_\_\_\_\_.

7. All the other states signed the US Constitution before the state of New York. (the last)  
New York was \_\_\_\_\_.
8. Lawrence Bragg of Australia got the Nobel Prize in physics at the age of 25. No younger scientist had got the Nobel Prize before him. (the youngest)  
Lawrence Bragg was \_\_\_\_\_.
9. In 1973, the first group of 600 students graduated from the Open Univesity in the UK. (the first)  
600 students became \_\_\_\_\_.
10. We won't fight crime if we do not make punishment more severe. (the only)  
The only way \_\_\_\_\_.
11. Ken and his wife Ruth made a complaint. Another couple had already made a complaint before them. (the second)  
Ken and his wife Ruth were \_\_\_\_\_.
12. Jeff was given an artificial heart. Two more people had been given artificial hearts before him. (the third)  
Jeff was \_\_\_\_\_.

Ex. 36. Translate into English using Pattern 4.

**A.**

He is just the man

на которого можно положиться.  
который сможет добиться больших успехов.  
с которым нужно обсудить результаты переговоров.  
который ответит на все ваши вопросы.  
который сможет достичь превосходства над своими коллегами.  
к которому нужно обратиться за советом.  
который может завоевать ваше уважение.

**Б.**

There is something /  
nothing

на что можно пожаловаться.  
чего нужно опасаться.  
за что его можно уважать.  
что можно было бы рассказать вашим друзьям.  
что может служить предупреждением об опасности.  
о чём можно было бы сожалеть

**В.**

1. У нас есть вопрос, который нужно рассмотреть.
2. Он никогда не опаздывает на занятия. Он всегда приходит первым.
3. Джуди была единственной, кто отказался подписать контракт.
4. Женщины часто жалуются, что им нечего носить.
5. Кто из вас давал показания на суде вторым?
6. Мне нужно сделать очень много работы ко вторнику.
7. Он был единственным, кто нарушил обещание.
8. Делать нечего, надо постараться решить этот вопрос как можно скорее.
9. По-моему, лучшие месяцы для поездки в Венгрию — это май и июнь.
10. Они примут участие в обсуждении, которое состоится в четверг.

*Pattern 5.*

*Infinitive used to express purpose.*

The infinitive in this function is always used with *to*.

e.g. *We must make every effort to find a diplomatic solution to the crisis.*

*To keep warm at night, you should buy an electric blanket.*

In a more formal style you can use *“in order to”* or *“so as to”*

e.g. *She started to cry in order to arouse pity from her parents.*

*We are doing a research so as to keep up with the market needs.*

In negative sentences, *“so as not to”* is usually used. (NOT *“not to”* alone)

e.g. *We left early so as not to be late.*

*Ex. 37. Answer the questions using Pattern 5.*

**Model:** Why does he jog every morning? →

*He jogs every morning (in order) to be in better shape. /*

*He jogs every morning so as not to put on extra weight.*

1. Why did he apply for a Schengen Visa?
2. Why has Jane decided to learn English?
3. Why did she work till late at night yesterday?
4. Why did Jerry join a martial arts school?
5. Why has Dave bought a pair of running shoes?
6. Why does he go to the gym three or four times a week?
7. Why did Peter buy a cell phone?
8. Why is Steve going to open a bank account?
9. Why did Kevin leave home so early in the morning?
10. Why did he decide to stay at home on Sunday?
11. Why does her son call her every day?
12. Why did they unite their efforts?

*Ex. 38. Translate into English using Pattern 5.*

1. Что может сделать человек со средними способностями, чтобы преуспеть в жизни?
2. Певец не жалел сил, чтобы добиться признания.
3. Вчера вечером он позвонил мне, чтобы предложить свою помощь.
4. Отцы-пилигримы (the Pilgrim Fathers) покинули Англию, чтобы не подвергаться дискриминации за религиозные убеждения.
5. Мы все должны объединиться для борьбы (чтобы победить) с терроризмом.
6. В шестнадцать лет Анна начала работать, чтобы перестать зависеть от родителей.
7. Чтобы лучше понять значение слова, он посмотрел его в нескольких словарях.
8. Позвоните в гостиницу, чтобы заказать номер для г-на Стюарта.
9. Спасатели делали всё возможное, чтобы найти пропавших альпинистов как можно быстрее.
10. Он бросил спорт, чтобы уделять больше времени учёбе.
11. Вы не возражаете, если я открою окно, чтобы проветрить комнату?
12. Чтобы не огорчать родителей, я решил не сообщать им, что провалился на экзамене.

*Pattern 6.*

*Infinitive used to express result.*

Adjective / adverb + <b>enough</b> + infinitive	<b>too</b> + adjective / adverb + infinitive
<i>She's <b>old enough to do</b> some work.</i>	<i>She's <b>too old to do</b> any work.</i>
<i>He was driving <b>slowly enough to enjoy</b> the view.</i>	<i>He was driving <b>too fast to enjoy</b> the view.</i>

Ex. 39. Paraphrase the sentences using Pattern 6.

**Model:**

She is so kind that she can forgive your debt. → *She is kind enough to forgive your debt.*

He was so angry that he couldn't behave reasonably. → *He was too angry to behave reasonably.*

1. Some toys are so noisy that they can damage children's hearing.
2. His parents were so poor that they were not able to give the children birthday presents.
3. The huge magnet was so strong that it could pull nails from walls.
4. The witnesses were so frightened that they didn't give any evidence.
5. He was driving so slowly that he couldn't reach the airport in time.
6. Very many animals are so smart that they gather food for the winter.
7. For the past few weeks she has been so busy that she has stopped going out.
8. Does she know them so well that she can figure out their intentions?
9. A common stereotype about older people is that they are so old that they cannot learn new skills.
10. She was so stupid that she didn't realize that she needed to start a new life.
11. They thought Jake was so harmless that he couldn't be a threat to them.
12. Do you believe she is so clever that she will win his heart?



**Note:** It is important not to put an object after the infinitive in this structure.

**Compare:**

<p><i>The bag is very heavy. I can't carry <b>it</b>.</i>  <i>The bag is so heavy that I can't carry <b>it</b>.</i></p>	<p><i>The bag is <b>too</b> heavy (for me) <b>to carry</b>.</i>  <i>(NOT "to carry it")</i></p>
<p><i>The bag is quite light. I can carry <b>it</b>.</i>  <i>The bag is so light that I can carry <b>it</b>.</i></p>	<p><i>The bag is light <b>enough</b> (for me) <b>to carry</b>.</i>  <i>(NOT "to carry it")</i></p>

Ex. 40. Combine the sentences using Pattern 6.

**Model:**

The theory is quite simple. We can understand it. → *The theory is simple enough (for us) to understand.*

The bus was quite full. We couldn't get on it. → *The bus was too full to get on.*

1. Things were happening extremely fast. We couldn't keep up with them.
2. Is this subject interesting? Is it worth writing about?
3. The sea was quite warm. We could swim in it.
4. Some questions on the examination paper were extremely difficult. We couldn't answer them.
5. The bench was almost dry. We could sit on it.
6. The jeans are very tight. I can't squeeze into them.
7. He ran very fast. No one could catch up with him.
8. Is your hair long? Can you put it in a ponytail?
9. The shoes are quite comfortable. I can use them for walks in the countryside.
10. The Dneper river is very wide. I can't swim across it.
11. This computer is relatively cheap. You can buy it as a toy.
12. The bread is rather stale. You can't eat it.



Ex. 41. Complete each sentence, using an infinitive phrase that is true for you. Then compare your notes with another student.

1. I was too tired yesterday ...
2. My apartment is big enough ...
3. My English is good enough ...

4. I was too busy the other day ...
5. I'm sensible enough ...
6. I'm too lazy ...
7. I'm too shy to ...
8. I cannot run fast enough ...
9. I know Moscow well enough ...
10. Some home assignments are too time-consuming ...
11. I can / can't speak English well enough to ...
12. I'm not brave enough ...
13. I might be too busy tonight ...
14. I can / can't sing well enough ...

*Ex. 42. Translate into English using Pattern 6.*

1. Джек слишком эгоистичен, чтобы оказать вам услугу.
2. Ему было так скучно, что он не мог внимательно слушать лектора.
3. Марта настолько разумна, что не будет выполнять эту работу за счёт своего здоровья.
4. Говорите достаточно громко, чтобы вас услышали и достаточно ясно, чтобы вас поняли.
5. В субботу я всё ещё чувствовал себя слишком больным, чтобы идти на день рождения.
6. Письмо читателя было таким интересным, что его напечатали в местной газете.
7. Джейн была слишком расстроена, чтобы отвечать на вопросы журналистов.
8. Книга была настолько увлекательной, что от неё было невозможно оторваться (put down).
9. Он достаточно добр, чтобы оказать вам бескорыстную (selfless) помощь.
10. Старый буфет такой тяжёлый, что его не сдвинешь с места.
11. Его аргументы были настолько убедительны, что их приняли во внимание.
12. Чай был таким горячим, что его было невозможно пить.
13. Ледник (glacier) был так близко, что до него можно было дотянуться (reach out).
14. Он был слишком занят, чтобы смотреть телевизор и читать газеты.

*Ex. 43. Translate into English using infinitives for the underlined words. (Mixed bag)*

1. Когда квартирная хозяйка сказала, что намеревается повысить плату за квартиру, единственное, что мог сделать Билл, так это поискать жильё (accommodation) в более дешёвом районе (neighbourhood). Мы огорчились, узнав, что наш друг больше не может позволить себе иметь хорошую квартиру, так как стеснён в средствах.
2. Последнее время вы только и делаете, что жалуетесь. Если вы сильно скучаете по дому, почему бы вам не съездить туда на несколько дней? Я надеюсь увидеть вас через неделю в хорошем настроении и услышать, что вы полны новых интересных идей.
3. Принц Чарльз утверждает, что его глубоко волнуют (care about) архитектура и планирование городов. В 1989 он начал строить экспериментальный городок Паундбери (Poundbury) в стиле «нового урбанизма». Он планирует завершить строительство к 2025 году.
4. Для артистов характерно стремление добиться успеха и признания как можно раньше.
5. Мы решили остаться в Риме, а не ехать на двухдневную экскурсию во Флоренцию и Венецию (start with "Rather than").
6. Серьёзные преступления часто (tend) совершаются молодыми и необразованными мужчинами, среди которых много безработных и представителей этнических меньшинств.
7. Он утверждал, что совершал более серьёзные преступления, чем кражи в магазине.
8. Мне было интересно узнать о происхождении выражения «Перейти Рубикон» ("to cross the Rubicon"). Я знал, что оно означает принять бесповоротное (irreversible) решение. Теперь мне известно, что в 49 году до н.э. Юлий Цезарь (Julius Caesar) приказал своим войскам перейти через речку Рубикон в Северной Италии, что привело к гражданской войне.

## ARTICLES

### THE ZERO ARTICLE

#### THE BASICS. REVISION

The zero article is used to speak about	
people or things the speaker sees as <b>unknown or indefinite</b>	There are <u>  0  </u> men to see you. You can buy <u>  0  </u> newspapers here.

The zero article is used to speak about these <b>in general</b> :	
Food and drink Material Abstract idea Activity Area of Study Language Disease	<u>  0  </u> Coffee keeps one awake. <u>  0  </u> Coal and oil are the main sources of <u>  0  </u> energy. <u>  0  </u> Hunting was the main occupation of prehistoric men. <u>  0  </u> Greek is the language of <u>  0  </u> philosophy. <u>  0  </u> Malaria kills a million people a year.

The zero article is used with the names of	
planets continents countries (But: <b>the</b> USA, <b>the</b> UK) states, provinces and counties cities bays an island a lake (e.g. Lake Baikal) a mountain capes	streets roads squares avenues boulevards lanes parks airports, stations universities

Ex. 44. Explain the use of the zero and definite articles.

1. The Berbers, considered by many the original inhabitants of northern Africa, had their own language, music and culture until the region was Arabized a thousand years ago. However, they still think of music as a symbol of their identity (самобытность). The region's four most popular musicians sing about the struggle for identity. Lounes Matoub's lyrics tell of daily life in Kabylia (a Berber region in Algeria), of oppression and of contemporary events.
2. Latin is the language of western civilization. For nearly two millennia, Latin was the tongue in which the educated communicated. It was the language of the western Church, governments, scientists, nobles, musicians and even poets. It was not only used by the Church, but it was also the language of science. Sir Isaac Newton's *Principia*, the foundation of classical Physics and Mathematics is in Latin, not English, his native language. Latin is still the official language of the Vatican.
3. Films about love and friendship are popular with the public. The film *Company 9* is about the friendship, comradeship and love of boys who fought in Afghanistan in the 1980s. The success of *Company 9* may lead to a Russian film revival. According to the producer, the film could be accepted by an international audience.



4. "Our food was altogether the produce of the farm, or plantation, except sugar, which was rarely used; and our clothes were altogether my mother's manufacture, except our hats and shoes. We made no use of tea or coffee for breakfast, or at any other time. Meat, bread and milk were the ordinary food of all my acquaintance. I suppose the richer sort might make use of those and other luxuries, but to such people I had no access." (Devereux Jarratt, the son of a common white family in Virginia. Description of social conditions in his childhood (around 1740s).
5. Cholera is a water-borne disease caused by drinking contaminated (загрязненный) water or by eating improperly cooked fish. The contamination usually occurs when sewage (сточные воды) gets into waterways, affecting the water supply, any foods washed in the water, and shellfish living in the affected waterway. Filtration and boiling of water is the most effective means of preventing cholera epidemics.

## THE PARTICULARS

### 1. TIME EXPRESSIONS

Zero article is used with: **yesterday, today, tomorrow; midnight, midday, noon; at night, by night; the names of months, days of the week and holidays:**

**Christmas, New Year's Day, Easter, Victory Day, Thanksgiving Day;**

**BUT:** in **the** morning, in **the** afternoon, in **the** evening.

### 2. MEALS

Zero article is normally used to talk about **breakfast, lunch, dinner, supper**. But if we describe a particular meal we can use **a** or **the**; **a** is normally used with an attribute + noun

**e.g.**

1. On Sunday the Browns have **a** traditional English breakfast.
2. **The** breakfast we had at the Browns' was delicious.

### 3. A WAY OF TRAVELLING:

by train / car / taxi / bus / boat / plane; to go on foot

**e.g.**

We went there by car. **BUT** John came in the (his) car.

### 4. NAMES OF PARTICULAR PEOPLE

Zero article is used before titles, ranks, posts if they are followed by names:

**President** Medvedev, **Prince** Charles, **Prime Minister** Gordon Brown, **Dr.** Smith, **Colonel** Smith

**BUT:**

Do you mean the (= тот самый) Prince Charles?

The (famous) film director George Lucas ...

A (некий) colonel Davis called when you were out.

*Ex. 45. Insert the article where necessary.*

a) time expressions, meals and more

1. "Out to \_\_\_ lunch" is an idiom which means "not in touch with the real world, crazy"
2. In American slang, \_\_\_ Thanksgiving is often called \_\_\_ "Turkey Day"; it is not difficult to understand why, since \_\_\_ turkey is almost universally served for \_\_\_ dinner.

3. When \_\_\_ New Year's Day falls on \_\_\_ Sunday, the next working day is considered a legal holiday.
4. After \_\_\_ dinner ladies retired to the sitting room for \_\_\_ tea. (Virginia, before the revolution)

b) a way of travelling and more

1. The two women arrived in \_\_\_ taxi from \_\_\_ Central station.
2. Getting around by \_\_\_ taxi is also convenient, but a more expensive way to travel in \_\_\_ New York City.
3. Each Canadian makes an average of 2,000 car trips of less than 3 km each year, trips that could easily be made on \_\_\_ foot or by \_\_\_ bike.
4. Do you know how to chat someone up (разговорить) on \_\_\_ train, bus or tube?

c) people and more

1. Shortly after \_\_\_ noon, \_\_\_ British Prime Minister Winston Churchill entered the Senate Chamber to address a joint meeting of Congress (December 26, 1941).
2. \_\_\_ Queen Beatrix of \_\_\_ Netherlands is believed to be \_\_\_ second richest woman in \_\_\_ world.
3. \_\_\_ Prince Michael of Kent, being five-eighths (5/8) \_\_\_ Romanov, is \_\_\_ most likely claimant to the Russian throne.
4. "\_\_\_ Mr President" or "\_\_\_ Mr President of the..." remains a common form of address. In an international context \_\_\_ President of the USA is often addressed as His Excellency.

Ex. 46. a) Decide on the article with nouns.



b) Translate.

1. Что ты ел на завтрак сегодня утром? Это был традиционный английский завтрак
2. Кого ты пригласил на обед в воскресенье? — Клинтонов и принца Чарльза с женой, герцогиней Корнуэльской. — Обед с Клинтонами удался? — Обед был очень вкусный, но Клинтоны так и не пришли.
3. Давай поедem на машине. — Не получится, машину взял Стив. И на метро гораздо быстрее. — В машине я могу спать, а в метро — нет.
4. Как истинный Стюарт король Карл I настаивал на своей абсолютной власти. Стюарты были последней шотландской династией.
5. Вас ждет некий доктор Фишер. — Доктор Фишер из Женевы? — Нет, доктор Фишер из лондонского университета. — А! Тот доктор Фишер!
6. «Господин премьер-министр, леди и джентльмены, ...» начал свое приветствие генеральный секретарь ООН Пан Ги Мун (Ban Ki-moon).
7. В пятницу вечером в английских пабах многолюдно. И поймать вечером такси может быть непросто.
8. Лучший способ узнать город — ходить по нему пешком, а не ездить на машине!

## CHECK YOURSELF

### 1. A. In which of these phrases would you use the infinitive without "to"?

It was impolite of him ...; I would rather ...; she is proud ...; he was the first ...; why not ...; they did nothing but ...; the text is easy ...; we're planning to go and ...; Jim decided to take a taxi rather than ...; she is kind enough ...; it's better to make a mistake than ...; they made every effort so as ...; he was too angry ....

### B. Make up sentences with the phrases in which the infinitive goes without "to".

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### C. Fill in the chart.

Use	Pattern	Examples
<b>Infinitive phrase after adjectives expressing smb's feelings.</b>	?	<i>He is <b>lucky</b> to <u>have survived</u> the accident.</i>
<b>"Of-phrase" with the infinitive expressing praise or criticism.</b>	it + be + adjective + of noun / pronoun + to-infinitive	?
<b>Infinitive used after adjectives describing personal opinions.</b>	?	<i>He is <b>interesting</b> to <u>talk to</u>.</i>
<b>Infinitive used as Attribute to replace Relative clauses.</b>	?	<i>Maria was <b>the last</b> to <u>arrive</u> at the party.</i>
<b>Infinitive used to express purpose.</b>	clause + (in order) to-infinitive clause + so as not + to-infinitive	?
<b>Infinitive used to express result.</b>	be + adjective + <b>enough</b> + to-infinitive be + <b>too</b> + adjective + to-infinitive	?

### 2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

offensive behaviour

a moving story

to be under consideration

unclaimed luggage

to put forward a theory

to make smb aware of smth

to lose patience with smb

considerable success

to put smb up for the night

to enforce the law

a false claim

favourable circumstances

to drive smb to despair

to put out a fire

circumstantial evidence

to be in favour of smth

to commit an offence

to be aware of smth

to put up with smth

to fight crime

добиться чьего-л. расположения  
принимать во внимание  
представлять доказательства  
быть тронутым до слез  
убедительные данные  
переезжать  
личный помощник  
сделать решительный шаг  
отложить до понедельника  
признать себя виновным

подать жалобу на кого-л.  
давать показания в суде  
мелкое правонарушение  
просить чьей-л. помощи  
обижаться на что-л.  
рассматривать предложение  
стать очевидным  
внимательный, заботливый человек  
записать адрес  
действовать в рамках закона

3. A. What is the general rule for the use of articles with the following categories of nouns?

- *time expressions*
- *meals*
- *ways of traveling*
- *names of particular people*

B. Decide on the articles with nouns in the following phrases and explain your choice.

In February; on Victory Day; in morning; to come in car; by bus; Prime Minister; traditional English breakfast; after dinner; at midnight; on Friday; lunch they had at the hotel; on foot; Queen Elizabeth; to meet smb on train; to serve chicken for dinner; famous actor Sean Connery.

4. Choose the correct alternative in italics.

1. She has been *too* / *so* busy to think of *any* / *some* vacation plans for this year so far.
2. Most travelers arrive in *the* / *0* Nice, France, either by *a* / *0* plane or by *a* / *0* train.
3. The film *Men in Black* is *funny enough* / *quite funny* to make you smile if you're feeling blue.
4. Hello, *this* / *that* is Joan Smith. I'm calling *to speak* / *for speaking* to Jack Doe or his assistant, Mary.
5. "*0* / *the* Darkness at *the* / *0* Noon" is the most famous novel by British novelist Arthur Koestler.
6. We pretended *to have* / *to be having* a wonderful time.
7. The man claimed *to have offended* / *to have been offended* by the book.
8. If you hang around with *those* / *these* friends of yours, you'll get into trouble.
9. What *a* / *0* wonderful lunch I had *the* / *0* last Friday!
10. On *a* / *0* Monday, December 8, *the* / *0* President Roosevelt appeared before Congress and made this speech asking for a declaration of war against *the* / *0* Japan.
11. It's typical *for* / *of* him *to be keeping* / *to keep* everybody waiting.
12. Every day Alice did nothing but *go* / *went* to *the* / *0* work.
13. English humour is difficult *to understand* / *to be understood*.
14. This problem can't be solved; there's nothing *to do* / *to be done*.
15. I met him on *a* / *0* bus on *the* / *a* way to a dive in Malaysia.
16. The person arrested demanded *to take him* / *to be taken* before a magistrate.
17. In China, lighting *the* / *0* fires and using *the* / *0* knives is considered to be *a* / *0* bad luck on *the* / *0* New Year's Day, so all food is cooked *the* / *a* day before.
18. Jeremy had to find *a* / *0* job immediately as he was *the only* / *the only person* to support his family.
19. Every time I took her out to *0* / *a* lunch she pulled out *that* / *this* silly old little mirror to apply her coral lipstick before we left *the* / *a* restaurant
20. Why not *to take up* / *take up a* / *the* sport or activity like walking, swimming, football, dancing, tennis or cycling, which are healthy and *a* / *0* great fun too?

5. Fill in the gaps and give an appropriate response.

1. A. \_\_\_\_\_ that parents are to blame for their children's violent behaviour.  
(conviction — formal)  
B.
2. A. \_\_\_\_\_ university years are the best years of one's life. (conviction — informal)  
B.
3. A. Are you going to attend the conference?  
B.
4. A. Look, I'm sorry to trouble you, but \_\_\_\_\_.  
B.
5. A. \_\_\_\_\_ I didn't call you yesterday. \_\_\_\_\_.  
B. That's alright, \_\_\_\_\_.
6. A. \_\_\_\_\_, but it's too cold in my room.  
B.
7. A. \_\_\_\_\_. I realize it's my fault.

# UNIT 10

ARE LAWS MADE  
TO BE BROKEN?

## IN UNIT 10 YOU LEARN:

to express enthusiasm and sympathy  
 to be tactful  
 to take part in a discussion  
 to express wishes and opinions and to describe what one sees, hears, feels, etc. using complex object  
 to read faster and to use paper and on-line dictionaries to build up your vocabulary  
 to look for information

## LANGUAGE FOCUS

complex object  
 the use of articles with nouns:  
*school, university, hospital, church, prison*  
 topical vocabulary:  
 crime and punishment (2)  
 as vs like  
 phrasal verb "take"



### SPEAKING 1 RESPONDING TO NEWS: BEING ENTHUSIASTIC

It is generally easy to be around others when everyone is happy. To show we are happy for the others, we can use the following expressions:

#### USEFUL WORDS AND PHRASES:

↳ Lovely!	Oh, 'that's lovely!
↳ Great!	'That's great!
Fan ↳ tastic!	Oh, 'that's fan ↳ tastic!
↳ Marvellous!	How ↳ marvellous!
↳ Wonderful!	How ↳ wonderful!
Ter ↳ rific! (infml.)	

e.g.

A: Mary has 'finally 'won in a ↳ lottery!  
 B: Oh, ↳ great! / 'That's fan ↳ tastic! / How ↳ wonderful!

#### PRACTICE 1.

*Respond to the news enthusiastically.*

- The McKinleys have moved to a new flat at last.
- We are going on holidays next week.
- The doctors say he is on the way to recovery.
- Our girls have won the Australian Open (Tennis Tournament).
- The Russian team has come first.
- The weather man said there's going to be snow this winter, after all. We'll be able to do some skiing.
- Dick and Tanya are getting married next month.
- The chief has fired that disgusting secretary of his!
- The jury has found him not guilty!
- There is a chance Madonna will perform at Luzhniki Stadium again in May.

#### PRACTICE 2.

*Make up a dialogue using the ideas and model below.*

**Ideas:**

- being offered the job of an interpreter at a conference;
- becoming a member of a debate club;

- going to Great Britain on a two-week language course in summer;
- buying a package tour to Italy cheap;
- getting a part time job (with a travelling / advertising agency, a newspaper / magazine, a university department etc);
- finding a nice flat to rent (to share with a friend of yours);
- getting a place on an exchange programme at Surrey University;
- add more of your own.

**Model:**

A: Guess what! I'm going to work as an interpreter at an international students' conference.

B: Oh, that's great!

A: It is to be held at the Radisson Slavyanskaya hotel and the meals are free.

B: Oh, really?

A: I am going to be away from classes for three days.

B: How wonderful!

A: And they promise to pay, too.

B: Fantastic!



## SPEAKING 2 RESPONDING TO NEWS: BEING SYMPATHETIC

Unfortunately, life is full of disappointments. When others are in trouble, you need the right words to respond to bad or sad news.

### USEFUL PHRASES:

#### LESS SERIOUS NEWS

'Oh, ↘ no!

'What a ↘ pity!

'What a ↘ shame!\*

'Poor ↘ you!

\*Note: it's a shame = it's too bad

e.g.

I. A: I have 'failed in ↘ Maths.

B: 'What a ↘ pity! / 'Oh, ↘ no!

#### VERY SAD NEWS

'How ↘ awful!

'How ↘ terrible!

That 'must have been ↘ awful!

I am 'really 'sorry to ↘ hear that.

II. A: Their 'airplane 'crashed when ↘ landing.

B: ↘ Oh, ↘ 'how ↘ terrible / ↘ awful.

### PRACTICE 1.

1. Respond to the news in an appropriate way.

1. I have been given a speeding ticket.
2. The boss says we have to do the whole thing again.
3. The tsunami killed 540 people in Indonesia.
4. I got my wallet stolen as I was getting on the bus.
5. Fifteen people died in a suicide car bomb attack in Baghdad.
6. Thousands of passengers spent the night in Paris main airport after the flights were cancelled because of a heavy snowstorm.
7. The client complains he doesn't like the colour again.
8. It turns out the teacher has been bullying their son.
9. She's failed her driving test.
10. The baby lost her arm because of the doctors' mistake.



2. Make up a mini dialogue using the ideas and model below. Choose the right response.

**Ideas:**

- you got a poor mark for your test paper;
- your rating is below your expectations. (There's been a mix-up?);
- a friend has had a car accident;
- there was a blackout<sup>10</sup> in your town / neighbourhood and you got stuck in the elevator for two hours;
- your parents / a good friend / a relative was going to visit you, it appears they / he / she / can't make it;
- you were given a fine because you were crossing the street on the red light;
- your wallet with your passport and credit card was stolen while you were on a trip abroad;
- a friend is having a bad toothache and is afraid to see the dentist;
- add more of your own.

**Model:**

A: I've got an F for my test paper in History / Maths / etc.

B: Oh, no! / What a shame!

A: It appears I mixed up the dates and the names / failed to do most of the tasks.

B: Poor you.

A: It seems I can't remember things.

B: Of course, you can. I'm sure you'll do better next time.

BEING TACTFUL.

ОН КУП. vs HE IS **NOT VERY** GENEROUS.

PRACTICE 2.

*Make the statements more tactful.*

**Model:** I think he is a nasty person → I think he is *not a very* nice person.

1. This is an absolutely irresponsible decision.
2. He is really untidy.
3. The party was boring.
4. That woman is ugly.
5. The joke was in bad taste, indeed.
6. English coffee is terrible; everybody knows that.
7. That was really stupid of you to tell him a lie!
8. It is rude to ask a woman about her age.
9. She looks rather unhappy.
10. His secretary seems rather inefficient.



INTEGRATING SKILLS. PAIRWORK.

*Discuss with your partner which of these is bullying:*

- teasing;
- calling you names;

<sup>10</sup> полное отключение подачи электричества.

- saying things to make fun of or humiliate you;
- excluding you from groups or activities;
- making nasty comments because of your race or your sex;
- pushing or hitting you or being violent in some other way;
- making threats or saying things that make you or others scared;
- forcing you to do silly or dangerous things;
- damaging, hiding or breaking your things;
- demanding money or food or other items;
- belittling your abilities and achievements;
- writing nasty notes or graffiti about you or others;
- making fun of how you look;

*Role-play: A community meeting on bullying at Exton School.*

Each participant is expected to express their conviction about school bullying, listen to others, respond to their ideas, express sympathy, ask for more information or opinion. At the end of the meeting participants are expected to come to a certain decision about anti-bullying programme at Exton School. Files for the roles are given in Appendix, Speaking, p. 257, but you need not use the ideas you do not agree with and are welcome to use your own ideas and materials.

***North Wakefield — An open community meeting on bullying prevention will be held Sept. 10, at 7 p.m. in the Exton School library.***

**Roles:**

**Role 1.** Head teacher (Ms./Mr. Moorland, 53). You have worked in education for 25 years, have been head teacher for the past 10 years. You have recently been appointed head teacher of Exton comprehensive school. You must open and lead the meeting and make sure everybody gets their say and it is a constructive discussion.

**Role 2.** Teacher (Ms./Mr. Mountcalm). You're 30, you have been with this school for 6 years. You want to share your experience of dealing with bullies.

**Role 3.** School Counsellor (Ms./Mr. Neilson). You're 32, you have a degree in psychology, you've worked as a counsellor with Exton School for three years. You are going to give some facts about bullies and their victims as well as your opinion/conviction.

**Role 4.** Former student of the school (Anna/Dick Lowely). You're 23, now a university student. You were bullied while at school. You want something to be done about bullying.

**Role 5.** Former student (Amanda/Adam Timidy). You're 20 and are working for your father's firm (a secretary/assistant manager). You used to be a bystander. Now you regret you were; explain your past attitude and present conviction.

**Role 6.** Parent of an Exton School pupil (Margaret/Richard Frost). You're 40, a librarian. Your child has been a target for bullying for some time now. You have had to educate her/him at home for two months. Complain about the situation at school and demand action.

**Role 7.** Parent of another Exton School pupil (Liz/Luke Heartfield). Share your experience and ideas about what can be done at school.

**Role 8.** Policeman (Mr. Scott). You are 45. You have had a few complaints about bullying in Exton School. You have some legal advice to offer.

Roles can be subtracted or added (e.g. school bus driver, a former bully, another teacher, etc.) as necessary.



## READING AND SPEAKING



### TASK 1.

Fill in information gaps in your text (A or B) by asking each other questions Student A begins. Text B is given in Appendix (p. 260).

### Text A.

#### Locked Up for Life After Killings as Teenagers

OCALA, Florida — About 1) \_\_\_\_\_ American prisoners are serving life sentences for crimes they committed before they could vote, serve on a jury or gamble in a casino — in short, before they turned 18. More than a fifth have no chance for parole. Rebecca Falcon is one of them.

Ms. Falcon, now 23, is locked up in 2) \_\_\_\_\_. But eight years ago, she was a reckless teenager and running with a thuggish(1) crowd when one night she got drunk on bourbon and ruined her life.

Ms. Falcon blames 3) \_\_\_\_\_ for her tragedy. “I tried cheerleaders, heavy metal people and, you know, it never felt right,” Ms. Falcon said. “I started listening to rap music and wearing my pants baggy. I was like a magnet for the wrong crowd.”

In 4) \_\_\_\_\_ (when) she hailed a cab(2) with an 18-year-old friend named Clifton Gilchrist. He had a gun, and within minutes, the cab driver was shot in the head. The driver, Richard Todd Phillips, 25, took several days to die. Each of the teenagers later said the other had done the shooting.

Ms. Falcon's jury found her guilty of murder, though it never found out exactly 5) \_\_\_\_\_ that night, its foreman said. It was enough that she was there. “It broke my heart,” said Steven Sharp, the foreman. “It's terrible to put a 15-year-old behind bars forever. But I think it's appropriate for the crime.”

The United States is one of only a few countries that does that. Life without parole, the most severe form of life sentence, is theoretically available for juvenile criminals in about a dozen countries. But last month a report was published by 6) \_\_\_\_\_, which found juveniles serving such sentences in only three other countries. Israel has seven, South Africa has four and Tanzania has one.

By contrast, the report counted about 2,200 people in the United States serving life without parole for crimes they committed before turning 18. More than 350 of them were 7) \_\_\_\_\_ or younger, according to the report.

Society has long recognized age distinctions for things like drinking alcohol and signing contracts, and the highest court has ruled that youths under 18 who commit terrible crimes are less blameworthy(3) than adults. 8) \_\_\_\_\_ say that the principle should be applied to sentences of life without parole.

In a recent jail interview, Ms. Falcon said her eight years in prison had changed her.

“A certain amount of time in prison was what I needed,” she said. “But my sentence is unfair. The law I fell under is for people who are just career criminals and habitually break the law, and there's just no hope for them in society. I'm a different case.”

“They put you in, and they forget all about you,” she added.

*/after Sentenced to Life in Prison After Killings as Teenagers by Adam Liptak. The New York Times. November 14, 2005/*

**Notes:**

1. thuggish — behaving in a violent way
2. a cab = a taxi
3. blameworthy (*fml*) — deserving to be blamed for something bad that has happened

**TASK 2.**

*Express your convictions about juvenile delinquency (if you have any). Use the expressions in Speaking 1 unit 9. If not, offer an opinion using fillers and hedges:*

well	you know
in a sense	I mean
Generally speaking, ....	Strictly speaking, ....
If I may say so, ....	I think / I guess/ I believe / I feel
Personally	If you know what I mean

**DISCUSSION QUESTIONS:**

1. What in your opinion are the main causes of juvenile delinquency?
2. Do you believe young criminals should be punished less severely than adults for serious crimes?
3. What can help solve the problem?



**READING 1  
THE LAW RULES**

**Crime Pays (part 2)**

*Anticipation: what do you expect the text to be about?*

*Read the following excerpts from the beginning of Crime Pays (Part 2) and suggest what Kenny was up to.*

While Kenny was in Ford Open Prison he spent every spare moment going over various Acts of Parliament that were currently being debated in the House of Commons. He concentrated on the Data Protection Bill.

Kenny also asked to be supplied with copies of every business magazine published in the United Kingdom. During the next few weeks, bundles and bundles of magazines arrived at the prison, and Kenny spent all his spare time cutting out any advertisements that appeared in three magazines or more.

*Do you think that Kenny*

- was planning a crime
- intended to stay within the law
- meant to start his own business
- was going to end up in prison again
- was likely to become rich?

*Give your arguments.*

*Read the text to find out whether you've guessed correctly.*

While Kenny was in Ford Open Prison he used his time well. He spent every spare moment going over various Acts of Parliament that were currently being debated in the House of Commons. He concentrated on the Data Protection Bill. Once the Act had become law in 1992, he asked for an interview with his solicitor.

The solicitor listened carefully to Kenny's questions and promised to contact Mr. Duveen immediately. Kenny also asked to be supplied with copies of every business magazine published in the United Kingdom. During the next few weeks, bundles and bundles of magazines arrived at the prison, and Kenny spent all his spare time cutting out any advertisements that appeared in three magazines or more.

A year to the day after Kenny had been sentenced, he was released on parole following his exemplary behaviour. When he walked out of Ford Open Prison, the one thing he took with him was a large brown envelope containing three thousand advertisements and the written opinion of Mr. Duveen on clause 9, paragraph 6, subsection (a) of the Data Protection Act.

A week later, Kenny took a flight to Hong Kong.

The Hong Kong police reported back to Chief Inspector Travis that Mr. Merchant had booked into a small hotel, and spent his days visiting local printers to find out quotes(1) for the publication of a magazine entitled *Business Enterprise UK*. The magazine would contain a few articles on finance and shares, but most of its pages would be taken up with small advertisements.

The Hong Kong police were puzzled that Kenny had ordered only ninety-nine copies of the magazine to be printed.

The inspector was even more puzzled when he discovered that there was already a magazine called *Business Enterprise*, and that it published 10,000 copies a month.

The Hong Kong police later reported that Kenny had ordered 2,500 sheets of headed paper(2), and 2,500 brown envelopes.

Three weeks later, the Hong Kong police reported that Mr. Merchant had sent 2,400 letters to addresses all over the United Kingdom.

The following week, Kenny flew back to Heathrow.

Although Travis kept Kenny under surveillance, the young constable was unable to report much. Mr. Merchant was receiving around twenty-five letters a day, and every day would drop into Lloyd's Bank in the King's Road around noon and deposit several cheques for amounts ranging from two hundred to two thousand pounds.

Just as Travis turned his attention to more pressing cases, Kenny flew off to Hong Kong again. "Almost a year to the day," was the Chief Inspector's only comment.

The Hong Kong police reported back to the Chief Inspector that Kenny was following roughly the same routine as he had the previous year.

Travis knew Kenny must be breaking the law somehow, but he had neither the staff nor the resources to follow it up. Then he had a stroke of luck. A Mr. Cox, the financial director of a leading company on the stock exchange(3), reported that he had received an invoice(4) for £500 for an advertisement his firm had never placed.

The Chief Inspector visited Mr. Cox in his City office. After a long discussion, Cox agreed to assist the police by pressing charges.

Six months later the Chief Inspector personally arrested Kenny on a charge of fraud.

The trial opened at the Old Bailey, and once again Kenny was represented by Mr. Duveen. While Kenny stood to attention in the dock, the clerk of the court read out seven charges of fraud. On each charge he pleaded not guilty. Prosecuting counsel made his opening statement, but the jury, as in so many financial trials, didn't look as if they were following him.

After Mr. Cox read out the oath on the third day, Mr. Matthew Jarvis, QC, counsel for the Crown, asked him a series of gentle questions designed to show him to be a man who was doing his public duty.

Then Mr. Duveen rose to cross-examine him.

"Let me begin, Mr. Cox, by asking you if you ever saw the advertisement in question(5)."

Mr. Cox stared down at him in indignation. "Yes, of course I did," he replied.

"Was it of a quality that in normal circumstances would have been acceptable to your company?"

"It was," replied Mr. Cox, through pursed lips.

"Did your company end up paying for the advertisement?"

"Certainly not," said Mr. Cox. "A member of my staff had doubts about the invoice, and immediately brought it to my attention."

"Can you recall the exact wording concerning payment on the invoice?" "Yes, I think so," said Mr. Cox. He hesitated, but only for a moment. "If you are dissatisfied with the product, there is no obligation to pay this invoice."

"No obligation to pay this invoice," repeated Duveen.

"Yes," Mr. Cox replied. "That's what it stated."

"So you didn't pay the bill?"

"No, I did not."

"Allow me to sum up your position, Mr. Cox. You received a free advertisement in my client's magazine, of a quality that would have been acceptable to your company if it had been in any other periodical. Is that correct?"

"Yes, but..." began Mr. Cox.

"No more questions, m'lud."

When the court resumed after lunch, Mr. Duveen informed the judge that he would be calling only the defendant.

Kenny entered the witness box dressed in a dark-blue suit, white shirt and Guards tie.

Mr. Duveen spent some time allowing Kenny to take him through his army career and the service he had given to his country in the Gulf, without mentioning the service he had more recently given at Her Majesty's pleasure.

Mr. Matthew Jarvis QC rose slowly from his place, and asked his first question.

"Mr. Merchant, allow me to begin by asking you about the periodical in question, *Business Enterprise UK*. Why did you select that particular name for your magazine?"

"It represents everything I believe in."

"Yes, I'm sure it does, Mr. Merchant, but isn't it the truth that you were trying to mislead potential advertisers into confusing your publication with *Business Enterprise*, a magazine of many years' standing and an excellent reputation. Isn't that what you were really up to?"

"No more than *Woman* does with *Woman's Own*, or *House and Garden* with *Homes and Gardens*," Kenny retorted.

“But all the magazines you have just mentioned sell many thousands of copies. How many copies of *Business Enterprise UK* did you publish?”

“Ninety-nine,” replied Kenny.

“Only ninety-nine? Then it was hardly likely to top the bestsellers' list, was it? Please tell the court as to why you settled on that particular figure.”

“Because it is fewer than a hundred, and the Data Protection Act 1992 defines a publication as consisting of at least one hundred copies. Clause 2, subsection 11.”

“Well, Mr. Merchant,” suggested Mr. Jarvis, “wasn't it outrageous to expect clients to pay £ 500 for an advertisement they have never placed in your magazine?”

“Outrageous, perhaps, but not a crime,” said Kenny, with a disarming smile.

“So, you do not accept that it is against the law to send invoices to companies who were never shown the product in the first place?”

“That may be the law in the United Kingdom,” said Kenny, “even in Europe. But it does not apply if the magazine is produced in Hong Kong, a British colony, and the invoices are sent from that country.”

“Once a company has paid for an advertisement in *Business Enterprise UK*, is it not also correct that that company must be supplied with a copy of the magazine?” proceeded Jarvis.

“Only if requested — clause 42, paragraph 9.”

“And how many companies requested a copy of *Business Enterprise UK*?”

“Last year it was 107. This year it dropped to ninety-one.”

“And did they all receive copies?”

“No. Unfortunately, in some cases they didn't last year, but this year I was able to fulfill every order.”

“So you broke the law on that occasion?”

“Yes, but only because I was unable to print a hundred copies of the magazine, as I explained earlier.”

“Finally, Mr. Merchant, let me turn to something you failed to tell your defence counsel when he was questioning you.”

Kenny gripped the side of the witness box.

“Last year you sent out 2,400 invoices. How many companies sent back payments?”

“Around 45 per cent.”

“How many, Mr. Merchant?”

“1,130,” admitted Kenny.

“And this year, you sent out only 1,900 invoices. How many still paid the full amount?”

“1,090,” said Kenny.

Mr. Jarvis stared at the jury for some time before asking, “And how much profit did you make during your first year?”

The courtroom was silent as Kenny considered his reply. “£ 1,412,000,” he eventually replied.

“And this year?” asked Mr. Jarvis quietly.

“A little over £ 1,200,000.”

“No more questions, m'lud.

Both leading counsels made final statements, but Kenny felt that the jury would wait to hear the judge's summing-up on the following day before they came to their verdict.

Mr. Justice Thornton took a considerable time to sum the case up.

“We are certainly dealing with a man who has studied the letter of the law. So, I must tell you that Mr. Merchant is charged on seven counts(6) and on six of them I must advise you to return a verdict of ‘not guilty’, because I direct you that Mr. Merchant has not broken the law.”

“On the seventh charge — that of failing to supply copies of his magazine, *Business Enterprise UK*, to those customers who had paid for an advertisement and then requested a copy — he ad-

mitted that, in a few cases, he failed so to do. Members of the jury, you may feel that he certainly broke the law on that occasion”

An hour later the jury returned to their places.

The judge took his seat, looked down towards the clerk of the court and nodded. The clerk then turned his attention to the foreman of the jury and read out each of the seven charges.

On the first six counts of fraud and deception the foreman followed the instructions of the judge and delivered verdicts of “not guilty”.

The clerk then read out the seventh charge and asked: “How do you find the defendant on this charge — guilty or not guilty?”

“Guilty,” said the foreman. The judge turned his attention to Kenny, who was standing to attention in the dock.

“Like you, Mr. Merchant,” he began, “I have spent a considerable time studying the Data Protection Act 1992, and in particular the penalties for failing to adhere to clause 84, paragraph 1. I have decided that I am left with no choice but to inflict on you the maximum penalty the law allows in this particular case.” He stared down at Kenny, looking as if he was about to pronounce the death sentence.

“You will be fined £ 1,000.”

/After Jeffrey Archer/

#### Notes:

1. quotes (quotations) — the price that will be charged for a particular piece of work
2. headed paper has the name and address of a person or organisation printed at the top
3. the stock exchange — the stock market ( stock = shares = акции)
4. an invoice — a document giving details of goods or services that someone has bought and must pay for (счет-фактура)
5. in question — the person / thing in question is the one you are talking about at the present time
6. count — each crime that someone is charged with.



#### COMPREHENSION TASK

a) Make up questions covering the content of the text to which you know the answers. Ask your classmates these questions to make sure they have understood the text equally well.

b) Write down questions about the points in the text which are not clear to you. Ask your classmates or the teacher to answer them.

#### DISCUSSION QUESTIONS:

1. Why do you think Chief Inspector Travis kept Kenny under surveillance?
2. Why did it take him six months to arrest Kenny after the Inspector had had his stroke of luck?
3. Why did the counsel for the defence avoid certain points in his examination of Kenny Merchant?
4. Why did the judge find it necessary to explain the case to the jury in some detail?
5. What do you make of Kenny Merchant: an ingenious entrepreneur or a common swindler?



#### DISCUSSION POINTS.

1. When legitimate ways of doing business make it difficult or impossible to achieve a goal, many of us, whether as an individual or as a corporation, will choose illegitimate ways.
2. If there were fewer loopholes (лазейка) in laws, people would be more law-abiding.





## PROJECT WORK 1 BUILD UP YOUR TOPICAL VOCABULARY (2)

LEVEL 1.

### TASK 1.

a) Find in the text the English equivalents of the following legal words and phrases. Which of the words appeared in Part One of the text (Unit 9)?

осуждать, выносить приговор	подвергнуть перекрестному допросу
освобождать условно-досрочно	подсудимый, обвиняемый
выдвигать обвинение	место для дачи свидетельских показаний
арестовать по обвинению в...	защитник
мошенничество	вынести вердикт
обвинитель	наказание
присяжные, суд присяжных	смертный приговор

b) Fill in the gaps with the words and phrases

- The death \_\_\_\_\_ is currently used in 30 states.
- When a \_\_\_\_\_ is sure that the \_\_\_\_\_ committed the crime beyond a reasonable doubt, they will return a verdict of guilty.
- \_\_\_\_\_ is the offence of deceiving another in order to get property or services unjustly.
- You're standing in the \_\_\_\_\_. Make sure you tell the whole truth and nothing but the truth.
- Often a person is appointed a \_\_\_\_\_ to represent him in court; the \_\_\_\_\_ is paid at public expense.
- When the \_\_\_\_\_ has finished asking a witness questions, the \_\_\_\_\_ may "\_\_\_\_\_ " the witness.
- During the selection process, many questions are asked to find out whether you can be fair to both sides if you are selected to serve on the \_\_\_\_\_.
- The European Court of Human Rights can \_\_\_\_\_ any member state to pay compensation to an individual for violations of human rights.
- Mike Tyson was \_\_\_\_\_ to pay a heavy fine after he bit off a piece of another boxer's ear.
- Often victims of violence do not \_\_\_\_\_ due to fear, shame, or ignorance of the law.
- A police officer made Marsha take a sobriety test (тест на содержание алкоголя в крови) and \_\_\_\_\_ her \_\_\_\_\_ drunk driving.
- Hanson was \_\_\_\_\_ three months earlier after serving 12 years for attempted murder.
- It is rare for a woman to be given the \_\_\_\_\_ even for a serious crime.

### TASK 2.

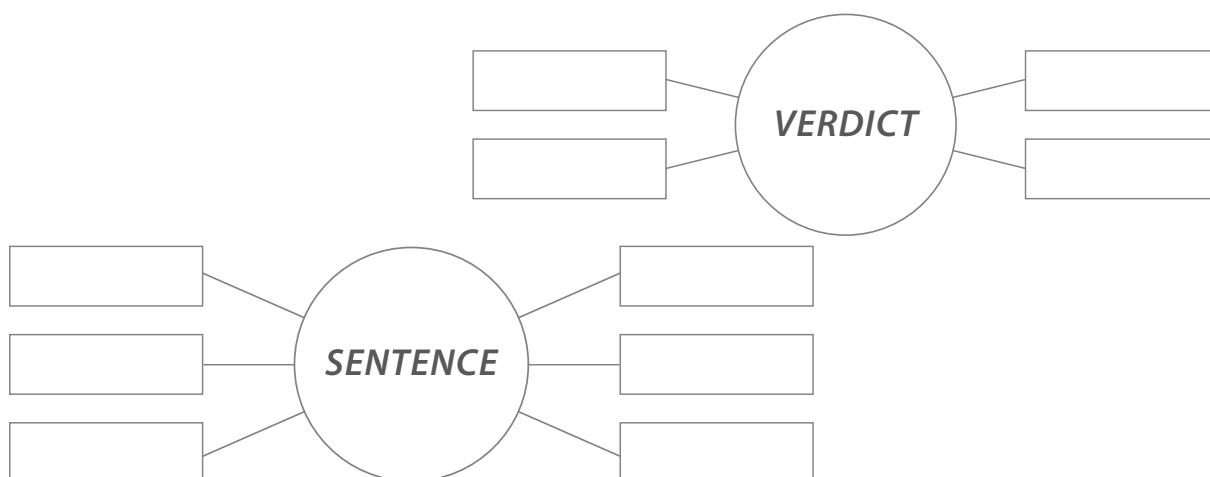
a) Complete the following diagrams with the words from the list below.

b) Match the beginning of each sentence on the left with its ending on the right. Translate the sentences paying attention to the words and expressions from a).

a)	
return	reach
light	receive
of guilty	appropriate

severe  
pass

serve  
of not guilty



b)

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. When jurors are sure the defendant did not commit the crime, they ...</li> <li>2. The jury took only 3 hours to ...</li> <li>3. Any individual who is violent toward his / her spouse (супруг) can ...</li> <li>4. If a person is found guilty of a serious crime, they ...</li> <li>5. Defendants may receive a less severe sentence if they ...</li> <li>6. Many believe that the most appropriate sentence for vandalism is ...</li> <li>7. The judge must pass a sentence that matches...</li> </ol> | <ol style="list-style-type: none"> <li>a. community service (общественные работы).</li> <li>b. plead guilty early.</li> <li>c. reach a verdict of guilty in the murder case.</li> <li>d. receive a sentence of 3–8 years in prison.</li> <li>e. return a verdict of not guilty.</li> <li>f. serve a sentence in prison.</li> <li>g. the seriousness of the crime.</li> </ol> |
|--|--|

TASK 3.

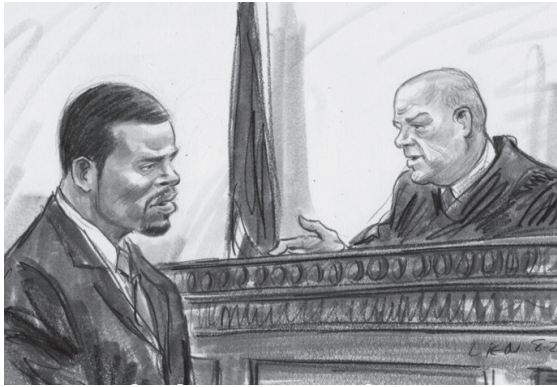
*Sort out these characteristics to make up descriptions of participants of a trial.*

to be considered innocent until proven guilty;  
to be cross-examined;  
to be / to stand in the dock;  
to raise doubts about what the other side is saying;  
to decide on the penalty;  
to decide whether the defendant is guilty or not;  
to give evidence;  
to give legal advice;  
to summon (вызывать) witnesses and experts;  
to inform the jury of the appropriate law and of what they must do to reach a verdict;  
to prove the defendant has committed the crime.

to preside over court;  
to press charges against;  
to prove smb is not guilty;  
to plead;  
to present the facts;  
to represent in court;  
to retire to consider a verdict;  
to consider facts;  
to take the oath;  
to answer questions.

**Judge:** A judge is a specially trained official who presides over court.

He or she \_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_.



Jury: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Defence counsel: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Defendant: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Prosecuting counsel: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Witness: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



*Team work. Match the following descriptions of attempted crimes with the word for the offence. Which of them do you consider serious crimes and which are petty offences? Have one member of your team present the arguments to the class.*

bribery	fraud	shoplifting
burglary	mugging	speeding
contract killing	murder	theft
drug trafficking	robbery	

- A man carrying a knife, a crossbow (арбалет), an axe, a gun, a smoke grenade and a can of tear-gas walked into a bank in Osaka, Japan, and told the frightened clerks he was prepared to use his entire arsenal if they didn't give him the money. Fearing for their lives, the clerks gave the man \$ 112,000. Fortunately for the bank, the weapons were so heavy that the man tripped (споткнулся) and was quickly caught by a passerby.
- A man successfully broke into the basement of a luxurious mansion (особняк) through a street-level window, cutting himself up badly in the process. He then realized that (1) he could not get to any valuables from where he was, (2) he could not climb back out the window through which he had entered, and (3) he was bleeding badly. So he used his mobile to call "911" for help... He got medical help and was arrested the same day.
- The police arrested a woman who was seen taking an item off the shelf, walking around the store eating the contents, and then leaving without paying for it. She was charged with stealing a jar of pickled pigs' feet.
- An unidentified man in Buenos Aires pushed his wife out of an eighth-floor window but his plan to kill her failed when she got stuck in some power cables below. Seeing she was still alive, the man jumped and tried to land on top of her. He missed...

- e) A police officer stops a blonde, explains to her she was driving too fast and asks her very nicely if he could see her license. She replied, "Gosh! Just yesterday, you take away my license, and then today, you expect me to show it to you!"
- f) A Polish nun (монахиня) has been accused of buying off a policeman after she was caught drink-driving for the third time. Prosecutors are investigating Sister Malgozata Lato after a local newspaper reported she had paid a policeman £ 500 to escape prosecution. Sister Lato said she feared a scandal if her fellow nuns found out about her wild nights out.
- g) A company called "Guns For Hire" stages gunfights for Western movies, etc. One day, they received a call from a 47-year-old woman, who wanted to have her husband killed. She got 4-½ years in jail.
- h) A Florida man claims someone reached into his mouth and stole his gold teeth as he slept. He told officers that someone entered his bedroom and took the £ 40 teeth out of his mouth. He said he had friends at his home and believes one of them had something to do with the crime. According to the man, he did not wake up because he is a heavy sleeper.
- i) Two men, both 22, had filled their rucksacks with 25 ounces of cannabis (марихуана) from their own plantation. They started hitch-hiking on their way into town where they intended to sell the weed when it started to rain. The police officer who was not wearing his uniform that day gave them a lift. No sooner had the men got into the car than the officer recognised the distinctive smell of cannabis as he worked in the local drugs squad (отдел по борьбе с наркотиками). The pair were driven straight to the police station.
- j) Jodie Harris was called by the mass media "Catch Me If You Can" because she phoned detectives taunting (дразнить, насмехаться) them and offering false promises to surrender. She was finally arrested with more than 100 wigs and fake identities. Jodie Harris stole identity documents such as driver's licenses and used them to get money from her victims' bank accounts.
- k) A young man approached Robert Flynn and asked him for a cigarette. When Flynn said he didn't have one, the mugger pulled out a gun and demanded money. Instead of handing over his wallet, Flynn hit the attacker several times on the head and shoulders with his cane, sending him back to his vehicle empty-handed.



## LEVEL 2.

### TASK 1.

*What do we call offenders who commit crimes illustrated in the extracts above? Use a dictionary if necessary.*

*Prepare short definitions of each and have your fellow students guess who you mean. Make sure you do not use words of the same root.*

**e.g.** A person who murders someone important or famous, for money or for political reasons.

/ASSASSIN/

### TASK 2.

*Make up a list of topical words (see Level 1) and supply examples of your own. Make use of the texts in this textbook, your home reading book or any other source.*

*Team work.*

*1. Ask your classmates to translate your examples into Russian or give your examples in Russian to be translated into English.*

2. Prepare a hand-out with topical words and examples of their use to give out to each of your classmates. Make use of the words from Project work 1, Unit 9.

Resources:

1. English-English dictionary (e.g., Oxford Advanced Learner's Dictionary).
2. Oxford Collocations Dictionary for Students of English.
3. an electronic dictionary (e.g., ABBY Lingvo 12 — многоязычный электронный словарь).
4. an on-line resource (for example, <http://www.multitrans.ru>).



## READING 2. CAN LAWS PROTECT THE ENVIRONMENT?

### PRE-READING QUESTIONS:

1. In which spheres of human activity do you think there is more corruption?
2. What human activities "directly threaten the health and safety of people"?
  - disposal of toxic and / or nuclear waste
  - increasing use of cars
  - environmentally damaging practices in industry and agriculture
  - ????
3. Which of these activities do you consider illegal, i.e. criminal?  
Do environmentally damaging practices break the law?
4. Can laws help save the environment? In what way?

*Learn to read faster. Understanding from context.*

*Read the passages and choose a Russian equivalent of each underlined word. If you already know the word, move on to the next one.*

2. Corruption makes it impossible for countries to control pollution, manage their renewable resources (forests and fisheries), and to protect their wildlife.

**renewable**

- 1) новый
- 2) возобновляемый
- 3) продлеваемый

2. When corruption permeates their economy, the government's efforts can easily give way to lethargy, lack of funds, and the growth of resource mismanagement.

**permeate**

- 1) проходить сквозь
- 2) пропитывать, пронизывать
- 3) пачкать

3. When corruption becomes excessive a number of corroding activities take place: bribes are paid and local officials participate in the illegal logging of protected forests and in the over-fishing of protected fisheries.

**logging**

- 1) снятие показаний с приборов
- 2) посадка деревьев
- 3) заготовка леса

4. When corruption becomes excessive a number of corroding activities take place: large grants and loans are given by the World Bank, IMF and OECD\* countries to build pollution control infrastructure, but the money is stolen, and no infrastructure is built.

**loan**

- 1) заем
- 2) долг
- 3) прокат

5. It appears that systems can work when corruption remains within 5 to 15 per cent of the cost of doing business, or within the cost of building infrastructure. When corruption starts to eat into more than 20 per cent of a project cost, the project is stalled, or completed so poorly that the users are at risk, e.g. crumbling highways, shaky bridges, unreliable power plants.

**stalled — to stall**

- 1) ставить в стойло
- 2) останавливать
- 3) застревать

6. A Canadian study entitled “Impact on Canada of Corrupt Foreign Officials in Other Countries” found that Canadian companies were too clean and were therefore hampered by not being corrupt enough!

**hampered — to hamper**

- 1) препятствовать
- 2) складывать
- 3) упорно работать

7. It is not only corrupt countries but OECD-based multi-national corporations that get involved [in corruption]. The ABB, along with other major engineering companies in Germany and the United States, decided to defraud the U.S. Agency for International Development (AID) of hundreds of millions of dollars in a series of twelve environmental contracts worth more than US \$1 billion.

**to defraud**

- 1) обманывать
- 2) оплачивать
- 3) выманивать деньги

8. In September 2006 Russia froze a key environmental permit for Sakhalin-2. The Minister of Natural Resources criticised the project for violations including water pollution and illegal logging.

**violation**

- 1) нарушение
- 2) насилие
- 3) осквернение

9. Critics accuse Russia of double standards in strictly pursuing foreign energy companies for environmental violations while ignoring those by Russian-owned energy companies.

**pursuing — to pursue**

- 1) выполнять
- 2) преследовать
- 3) добиваться

10. After the Sakhalin regional prosecutor released information detailing more than one hundred violations of Russian legislation by Shell's Sakhalin-2 project, CEE Bankwatch Network\* has called on the European Bank for Reconstruction and Development (EBRD) to immediately withdraw from the project.

**to withdraw**

- 1) отводить
- 2) вынимать
- 3) выйти (из)

*Now look through the text to find out*

*1) which of the countries and companies mentioned are on the environmental blacklist;*

*2) what is Russia's position on Sakhalin-2.*

## **Corruption Ruins Environmental Protection Efforts**

Human health and well-being depend on the quality of the environment we live in. Sadly, it is deteriorating at an alarming pace, which puts future generations at risk. Can law be a powerful weapon against environmental degradation?

Corruption is ruining the ability of countries to protect their environment. Corruption makes it impossible for countries to control pollution, manage their renewable resources (forests and fisheries), and to protect their wildlife. Countries can have the best environmental laws and the best functioning ministries of the environment. But when corruption permeates their economy, the government's efforts can easily give way to lethargy, lack of funds, and the growth of resource mismanagement.

When corruption becomes excessive, a number of corroding activities take place:

- bribes are paid by polluters to have the environmental protection agencies look the other way;
- bribes are paid and local officials participate in the illegal logging of protected forests and in the over-fishing of protected fisheries;
- large grants and loans are given by the World Bank, IMF and OECD(1) countries to build pollution control infrastructure, but the money is stolen, and no infrastructure is built;
- bribes are paid to officials to allow the disposal of toxic wastes in rivers and lakes;
- professional staff and officials neglect their duties and become corrupt; the system breaks down.

It appears that systems can work when corruption remains within 5 to 15 per cent of the cost of doing business. When corruption starts to eat into more than 20 per cent of a project cost, the project is stalled, or completed so poorly that the users are at risk, e.g., crumbling highways, shaky bridges, unreliable power plants. That is what has happened in Nigeria, Kenya and many other countries.

A Canadian study entitled "Impact on Canada of Corrupt Foreign Officials in Other Countries" found that Canadian companies were too clean and were therefore hindered by not being corrupt enough! Canadian companies were losing business to other OECD-based multinational corporations like those in Japan, France, Spain and Germany that participated in corruption. The report found that, "Canadian commerce suffers abroad because individual businesses do not pay bribes on a routine basis as a means of obtaining contracts."

Not only corrupt countries but OECD-based multinational corporations get involved. It was a shock to find out that Asia Brown Boveri (ABB), one of the world's largest and best engineering and environmental companies, based in Switzerland, was prosecuted for corruption. It was reported on the front page of the *New York Times* that the ABB was convicted and fined \$63 million for corruption related to environmental projects. The ABB, along with other major engineering companies in Germany and the United States, decided to defraud the U.S. Agency for International Development (AID) of hundreds of millions of dollars in a series of twelve environmental contracts worth more than US \$1 billion.

Russia along with many other former Soviet countries has been on the blacklist of the OECD for the country's poor environmental performance since the early 1990s. Though new environmental laws have been passed since then, most are not being enforced. The OECD found that environmental issues had a low priority in government in the second half of the 1990s. For example, since 1996, Russia has had no national environment minister and Russian national funding for environmental protection has fallen considerably.

\* \* \*

The controversial Sakhalin oil and gas projects on Sakhalin Island in the Russian Far East date back to 1996. Sakhalin-2, the biggest privately financed project ever, led by Royal Dutch Shell(2), with Mitsubishi and Mitsui as minority partners, faces serious problems.

In September 2006 Russia froze a key environmental permit for Sakhalin-2. The Minister of Natural Resources criticised the project for violations including water pollution and illegal logging.

Both the Japanese government and the European Commission expressed concerns about the measures taken by the Russian government, while Shell's chief executive, Jeroen van der Veer, claimed his company had already sorted out the bulk of the problems. Critics accuse Russia of double standards in strictly pursuing foreign energy companies for environmental violations while ignoring those by Russian-owned energy companies.

The Russian President denied that environmental laws were being enforced selectively against foreign energy companies.

After the Sakhalin regional prosecutor informed the public about more than one hundred violations of Russian legislation by Shell's Sakhalin-2 project, CEE Bankwatch Network(3) has called on the European Bank for Reconstruction and Development (EBRD) to immediately withdraw from the project.

Petr Hlobil, campaigns coordinator of CEE Bankwatch Network, commented: "The EBRD's policy is very clear — the projects it finances should not violate national legislation. So far the EBRD has ignored much of the evidence brought forward by Russian and international NGOs(4). But now these issues have been clearly stated by the Sakhalin prosecutor office. It is clear from the high number of the cases that it is a systematic failure of Sakhalin Energy and its subcontractors. The EBRD cannot deny the reality any longer and should immediately decline funding for this project."

/source: The Gallon Environment Letter + other online publications/

#### Notes:

1. The World Bank, the IMF (the International Monetary Fund), OECD (the Organisation for Economic Cooperation and Development) — international organizations providing finance, advice and technical assistance when requested; the IMF also oversees the global financial system.
2. Shell — a global group of energy and petrochemical companies. Royal Dutch Shell is the Operator of the *Sakhalin Energy Investment Company* (SEIC), a project company undertaking the USD 12 billion Sakhalin-2 project.





3. CEE Bankwatch Network — Central and Eastern European network for monitoring the activities of international financial institutions.
4. NGO — a non-governmental organization is one that is not directly part of the structure of a government.

DISCUSSION QUESTIONS:

1. Do you share the view that it is absolutely necessary to combat ecological change that directly threatens the health and safety of people?
2. Does the rule of law mean that the environmental laws apply equally to countries, companies and individuals?
3. Do you think there is some truth in the foreign criticism of Russia’s position on Sakhalin-2?



DISCUSSION POINTS

1. Without the environment, an individual will be unable to survive. Law and lawyers are essential for effective protection of the environment.
2. The law can be both the carrot and the stick which modify human behaviour towards environmentally friendly practices.



**PROJECT WORK 2.**  
**ENVIRONMENTAL LAWS AND SAKHALIN-2 PROJECT**

*Compile a short Fact File and tell your classmates about your findings.*

1. Follow the developments on Sakhalin-2 using internet resources or newspapers. *Polluter Pays Principle* is a principle in international environmental law where the polluting party pays for the damage done to the natural environment. Has it been applied in case of Sakhalin-2?
2. Find out about similar projects which involve violations of the law.

Resources:

<http://www.pacificenvironment.org/article.php?id=2028>

<http://en.wikipedia.org/wiki/Sakhalin-II>

Do your own search as well.



**THE RIGHT WORD IN THE RIGHT PLACE**

AS and LIKE

	Meaning	Pattern	Examples
<b>AS</b>	“in the role of” (в качестве)	<b>as + noun</b>	<i>Now, <b>as your elder brother</b>, I advise you to go to bed! (I am your brother.)</i>
<b>LIKE</b>	“similar to”, “in the same way as” (подобно)	<b>like + noun / pronoun</b>	<i><b>Like your brother</b>, I think you should go to bed. (I am not your brother, but I have a similar attitude.)</i>



**Note:**

As is also used in comparisons in the following patterns:

**as + clause:** *Nicholas will spend those two weeks, **as he does** every summer, in Brighton.*

**as + prepositional phrase:** *In 2004, **as in 2000**, the Republicans won the elections in the US.*

*Ex. 1. Explain the use of as and like. Translate the sentences.*

1. As your lawyer, I am always available to take your call, to address your legal questions and keep you informed about the details of your case.
2. Like your lawyer, I will be with you every step of the way.
3. The ministers carefully considered — as they always do — all the facts before making a decision.
4. In the late 19<sup>th</sup> century, the Toronto School of Medicine was recognized as one of the best medical schools on the continent.
5. We didn't get back home till about 11 pm, after which I was so exhausted that I slept like a log.
6. Katie has performed as a soloist with the Houston Symphony Orchestra since 2001.
7. The teenager band performed like a young child who's just learned to speak.
8. As I promised earlier, I am updating you on the situation with Dr. Gray.
9. She ignores advice from friends and she drives like a maniac.
10. Just as in court, proof in science does not equal truth. No scientist will ever claim that a theory is true.

*Ex. 2. Fill in the gaps with as or like.*

1. The second suspect was not found, but was described \_\_\_\_\_ a black male with short hair.
2. The pie tasted \_\_\_\_\_ cardboard. It had no flavour.
3. This girl wasn't talking \_\_\_\_\_ a teenager; she was talking \_\_\_\_\_ an old woman.
4. "Rachel, I'm so sorry, please don't cry," he said wiping my tears, \_\_\_\_\_ he always does when I cry.
5. Again we walked and again we arrived at a hotel, but not the same \_\_\_\_\_ on Tuesday.
6. Adrian has been working \_\_\_\_\_ a mule to get his PhD finished.
7. \_\_\_\_\_ a first-year student, you will face new experiences in addition to your studies.
8. You are behaving \_\_\_\_\_ a spoilt child, \_\_\_\_\_ you always do.
9. Farm tourism will be developed \_\_\_\_\_ a new tourism product.
10. To obey means to do \_\_\_\_\_ you are told, whether you like it or not.
11. Nearly every night I had a dinner invitation and was eating \_\_\_\_\_ a king.
12. In the movie *A King in New York* Chaplin stars \_\_\_\_\_ a deposed king of a European country.

*Ex. 3. Translate into English using as or like.*

1. Актер утверждал, что он согласился играть эту роль только в качестве одолжения режиссеру, своему старому другу.
2. По дороге домой произошла какая-то авария, и автобус, на котором я ехал, двигался как улитка (snail).
3. Последние два года Рут (Ruth) работает личным помощником у актрисы Кейт Уинслет (Kate Winslet).
4. Джек ехал с очень большой скоростью, как он обычно это делает, когда врзался (hit) в дерево.
5. Также как моя мама, моя тетя добрая и заботливая.
6. Как впервые нарушивший закон Гарри был оштрафован.
7. Как и ее подруга, Лайза живет рядом с университетом (можно дойти пешком).
8. После болезни Мери в плохой физической форме. Как ее друзья мы делаем все возможное, чтобы помочь ей.
9. В этот раз, как и в понедельник, больной жаловался на головную боль.
10. Как ты думаешь, почему он всегда ведет себя как ребенок?
11. Как и его отец, Фред окончил Лондонский университет.
12. В Брюсселе, как и во всех других городах, где он бывает, Боб останавливается в Хилтоне.

## PHRASAL VERB TAKE

Ex. 4. a) Work in pairs. Match each verb with its equivalent below.

b) Translate the following sentences paying attention to the phrasal verb TAKE.

1. to take off	Drinks were served only after the plane <b>had taken off</b> .	
2. to take smth off	Before entering a mosque, you should <b>take off</b> your shoes.	
3. to take up	Sports <b>take up</b> all my spare time.	
4. to take smth up	Tim <b>took up</b> painting only after school; but he's quite good at it.	
5. to take smb out	I won't be home tonight. We're <b>taking</b> our kids <b>out</b> to a show.	
6. to take smth out (of smth)	The boys <b>took</b> their catapults <b>out</b> of the pockets and put them on the teacher's desk.	
7. to take after smb	He has a brilliant mind. He <b>takes after</b> his father, doesn't he?	
8. to be taken in	Don't <b>be taken in</b> by his sweet tone of voice.	

- иметь сходство;
- обманываться;
- заинтересоваться чем-л., начать регулярно заниматься чем-л.;
- снять (об одежде);
- вынимать;
- взлетать (о самолёте);
- вести (в кино, театр, ресторан и т.д.);
- занимать (время, пространство и т.д.).

Ex. 5. Recast the underlined parts so as to make them more natural. Use the phrasal verb TAKE.

- Today, many businessmen begin studying English as the only way to understand their partners from other countries.
- The detectives were misled by untrue evidence, and so concentrated their search for the killer in the Sunderland area.
- The plane rose from the ground and I could see the beauty of the sand beaches of Barbados.
- I'm told I resemble my mother's side of the family.
- I doubt whether Kevin will be able to help you, his own work occupies too much of his time.
- Will you let me invite you to dinner tomorrow in gratitude for what you've done?
- If you want to make profit in business you have to remove money from other people's pockets.
- Some married men don't wear their wedding rings when they go out without their wives.
- I wonder how many times I was deceived by his charming manners.
- He says he began studying law as a second career in order to help others.
- Where do you go when you invite people from the office to lunch?
- Shops are often built out of town, where land is cheaper, because car parks occupy a lot of space.

Ex. 6. Translate the sentences using the appropriate phrasal verb.

- Пассажиры должны **снять** обувь перед тем, как пройти через металлоискатель (metal detector).
- Самолет **взлетел** только после того, как закончилась гроза.

3. Присяжные были **введены в заблуждение** показаниями нового свидетеля.
4. Джерри **пригласил** делового партнёра в ресторан, чтобы поближе познакомиться.
5. Фил поставил портфель на парту и начал **выкладывать** учебники.
6. Если вы собираетесь **заняться** спортивным бегом (jogging), прежде всего купите кроссовки.
7. На кого **похож** твой старший брат? — Все говорят, что он **пошёл в** отцовскую линию (side of the family).
8. Его работа **занимает** столько времени, что семья уходит на второй план (takes second place).
9. Я много раз обещала себе **начать заниматься** утренней зарядкой.
10. Прежде чем поздороваться за руку, **снимите** перчатки.
11. К сожалению, гаражи и машины **занимают** слишком много места в московских дворах.
12. Никто из рабочих не был **обманут** пустыми обещаниями чиновников (bureaucrats) из министерства.



*Ex. 7. Make up a short story using as many phrasal verbs **TAKE** as possible.*

## GRAMMAR

### INFINITIVE CONSTRUCTIONS

#### COMPLEX OBJECT

#### 1. Verb + noun / pronoun + infinitive (with *to*)

You can use this verb pattern after some verbs of wanting and liking: **want, wish, expect, (would) like, (would) love, (would) prefer, (would) hate.**

*I'd like you to come back soon.*

*He didn't want his son to study abroad.*

*Did you expect this to happen?*

*I would hate anyone to think I'm a liar.*

Я бы хотел, чтобы ты поскорее вернулся.

Он не хотел, чтобы его сын учился за границей.

Вы ожидали, что это произойдёт?

Мне бы ужасно не понравилось, если бы кто-нибудь считал меня лжецом.

*Ex. 8. Work in pairs. Use the Complex Object so as to offer to do things for your partner (match 1–12 with a—k).*

**Model:** 1. — It's getting hot in here. (f. — open the window for you) →

*Would you like me to open the window for you?*

- |   |   |
|---|---|
| 1. It's getting hot in here.                                    | a. give you a ride there                      |
| 2. I don't really like wine.                                    | b. introduce you to a producer                |
| 3. Please let me know when you plan to come.                    | c. answer the phone                           |
| 4. I want to organise a tour but don't know how to go about it. | d. buy you a beer                             |
| 5. I'm afraid I might be late for the interview.                | e. do a Google search for you                 |
| 6. It's so boring to have lunch alone.                          | f. open the window for you                    |
| 7. I don't want to clean up by myself.                          | g. give you a call first thing in the morning |
| 8. I have always wanted to become a movie star.                 | h. pick you up from the airport               |
| 9. Can't you hear the telephone ringing?                        | i. join you for lunch                         |
| 10. My plane arrives at 11:05 pm.                               | j. send you an email                          |
| 11. I have difficulty waking up in the morning.                 | k. help you with the cleaning                 |

*Ex. 9. Make up sentences with the Complex Object starting with the words in brackets.*

**Model:** Why don't you just be quiet for a while? (I want) → *I want you to be quiet for a while.*

- I hope he will benefit from the treatment. (I would very much like)
- Joe had very little hope that his marriage would survive. (Joe did not really expect)
- He never answers our letters and telephone calls. (I would very much like)
- I have every hope that my dreams will come true. (I would love)
- He is not sure at all that they will cover his travel expenses. (He doesn't expect)
- Things never turn out the way I want them to. (I would prefer)
- Why not take part in our special competition? (I'd like)
- You should never put feet on chairs in public. (I would hate)
- You are the very person to give me information about Mr. Eggleton. (I'd love)

10. They don't think it's a good idea for their grandmother to live alone. (They wouldn't like)
11. In England, most people strongly disapprove of others when they are not punctual for formal business meetings. (In England, most people expect)
12. It is very annoying when strangers tell me how to bring up my children. (I hate)

*Ex. 10. Work in pairs. Compare your answers to the following questions.*

1. What sort of people would you prefer your neighbours to be?
2. Would you prefer your roommate to be a night owl or an early bird?
3. Who would you expect to help you with the project work?
4. Would you like your English teachers to mark your homework twice a week or less regularly?
5. Did you expect your first examination period to be more or less difficult than the entrance exams?
6. Which would you prefer your teacher to do: to email your assignments to you or (to) hand them out to you personally?
7. What presents would you like your friends to give you on your birthday?
8. What would you hate your friends / parents / teachers to say to you?
9. Would you prefer your teacher to tell the results of a written exam to the whole class or individually?
10. What would you like your future husband / wife to have: a sense of duty, a sense of humour or ... ?
11. Do you prefer your family members to spend holidays together or separately?
12. Would you like your parents to give you more freedom?

*Ex. 11. Translate the sentences into English using the Complex Object.*

1. Никто не ожидал, что они разрешат такую сложную проблему за четыре дня.
2. На днях она сказала, что предпочла бы, чтобы муж отвозил её на работу на машине.
3. Я не ожидал, что он раздаст свои ценные книги друзьям и знакомым.
4. Я бы очень хотел, чтобы ты присутствовал на моей свадьбе.
5. Мне бы очень не хотелось, чтобы Анна подумала, что мы от неё что-то скрываем.
6. Каждый преподаватель хочет, чтобы студенты регулярно посещали занятия.
7. Мне бы очень не хотелось, чтобы мои одноклассники смеялись надо мной.
8. Вы ожидали, что он отклонит ваше приглашение?
9. Я бы предпочёл, чтобы мои успехи в английском были более значительными.
10. Нам бы совсем не хотелось, чтобы у вас сложилось (get) впечатление, что мы против вашего предложения. Нам просто нужно время, чтобы его обдумать.
11. Он хочет, чтобы вы дали показания в суде.

## 2. Perception verb + noun / pronoun + infinitive (without *to*) / *-ing form*

The verbs of perception **see, hear, watch, notice, feel, observe** can be followed either by an infinitive without "to" or present participle (*-ing form*).

Complete action (infinitive without "to")	Action in progress ( <i>-ing form</i> )	Succession of actions (infinitive without "to")
<i>I saw him <b>lock</b> the door.</i>	<i>I saw him <b>coming up</b> the stairs.</i>	<i>I saw her <b>wash</b> the dishes and <b>put</b> them in the cupboard.</i>
Я видел, как/что он <b>закрыв</b> дверь.	Я видел, как он <b>поднимался</b> по лестнице.	Я видел, как/что она <b>вымыла</b> посуду и <b>положила</b> её в буфет.



**Notes:**

1. The verb **smell** is usually used with an *-ing* form.
  2. The *-ing* form is not usual for very short actions.
- e.g. I heard him **cough**. (once)  
I heard him **coughing**. (repeatedly)

*Ex. 12. Say it in one sentence.*

1. John nodded and put the paper down. Jane saw this.
2. "I can smell that something is burning. Are you sure you turned the oven off?" — "This is Gerry cooking again! The toasts are burning. I can smell this".
3. Steve reached into the fridge and pulled out a bottle of champagne. Charlotte saw this. He was sipping his champagne. She watched him.
4. I heard the rain. It was monotonously tapping on the roof.
5. I watched him. He got into the taxi.
6. He observed Rachel. She was talking to the Smiths in a lively manner.
7. I noticed him. He was slapping his pockets for a lighter.
8. He watched an insect. It was crawling up the leg of a chair.
9. Walter saw what Iris did. She stepped on her skis and sped off at breakneck speed down the mountain.
10. Somebody touched her on the shoulder. She felt this.
11. The security guard observed the customers. They were entering the building.
12. Looking upwards, Miss Fergusson noticed a cloud. It was beginning to form itself around the summit of the mountain.



*Ex. 13. Make up a sentence with each group of words using an infinitive or an **-ing** form. You should vary the subjects of your sentences (do not use only pronouns).*

**Model:** see / stand → Both of us saw our classmates standing outside the entrance to the conference hall.

see / come up → All of them saw a tall man come up the path.

- |                              |                                   |
|------------------------------|-----------------------------------|
| 1. watch / take out & put on | 6. feel / push                    |
| 2. can hear / whisper        | 7. hear / sing                    |
| 3. can smell / burn          | 8. notice / climb & break & enter |
| 4. notice / turn pale        | 9. see / crawl                    |
| 5. watch / draw              | 10. hear / talk                   |

*Ex. 14. Translate into English using the Complex Object.*

1. Я слышал, как они оживлённо разговаривали и смеялись.
2. Полицейский заметил (observed), что автомобиль едет со скоростью 100 миль в час (mph).
3. Он почувствовал, что в соседней квартире что-то горит.
4. Николь услышала, как Поль хлопнул (slam) дверью и заперся у себя в комнате.
5. Я никогда раньше не видел, чтобы ты курила.
6. Он был уверен, что никто не заметил, как он разговаривал с журналистом.
7. Она увидела, как Крис подошел к пожилому мужчине и помог ему сесть в автобус.
8. Вы когда-нибудь видели, как дельфины выпрыгивают из воды?
9. Мне показалось, что я слышал, как ты смеёшься.
10. Некоторое время она наблюдала за тем, как над морем встаёт солнце.

11. Он видел, как бежали люди и чувствовал, как громко стучит (round) сердце у него в груди.
12. Мальчик внимательно наблюдал за тем, как на катке тренируются хоккеисты.

The verbs of perception **see, hear, observe** are often used in the passive followed by an *-ing* form or an infinitive with "to".

- e.g. They were seen **to enter** the building. (complete action)  
They were seen **unlocking** the door. (action in progress)

Ex. 15. Open the brackets using the verbs in the correct form.

1. She was heard \_\_\_\_\_ (say) that computer products are much cheaper in the US than in the UK.
2. He was seen \_\_\_\_\_ (leave) the house, \_\_\_\_\_ (get) into the car and \_\_\_\_\_ (drive) away.
3. As the Englishman got out of bed at 5.30 am, he was heard \_\_\_\_\_ (say), "I thought there was only one 5:30 in the day, and that is after tea."
4. A number of German tourists were heard \_\_\_\_\_ (remark) that such things are impossible in Frankfurt.
5. The moons of Jupiter can be seen \_\_\_\_\_ (orbit) Jupiter and not the earth.
6. In January of 2008 a very large asteroid was observed \_\_\_\_\_ (approach) the Earth and \_\_\_\_\_ (fly by).
7. She was heard \_\_\_\_\_ (mutter), "It's a good poem, it's a very good poem."
8. They were seen \_\_\_\_\_ (enter) the building at 8.30.
9. We don't know yet exactly what happened but she was seen \_\_\_\_\_ (slip) and \_\_\_\_\_ (strike) her head against the desk.
10. This was the first time in his life he was heard \_\_\_\_\_ (raise) his voice.
11. As a result of the bridge illumination swallows (ласточки) and sparrows were observed \_\_\_\_\_ (leave) their nests.
12. The royal couple were seen \_\_\_\_\_ (exchange) smiles.

You CANNOT use the Complex Object if the verbs **see, hear, notice, feel** change their lexical meaning and are no longer verbs of perception. You must use a *that*-clause.

- e.g. I **see** (=think, understand)  
I've **heard** / **hear**\* (=have learnt)  
He **noticed** (=realized)  
She **felt** (=believed)

you're going out tonight.  
he donates a lot of money to charity.  
that she was in a bad mood.  
that he no longer loved her.

\* I hear = I've heard, I heard (The Present Simple often replaces the Past Simple or Present Perfect in expressions like "I see / I hear" used to talk about things one has found out.)

Ex. 16. Complete the sentences using the Complex Object or a *that*-clause.

Model: I hear \_\_\_\_\_ you / move to Boston. → I hear (that) you're moving to Boston.

I could hear \_\_\_\_\_ they / whisper in the passage. → I could them whispering in the passage.

1. a) Did you notice \_\_\_\_\_ your neighbours / look at your cottage with admiration?  
b) Did you notice \_\_\_\_\_ Michael / be looked upon as the head of the family?



2. a) I could see \_\_\_\_\_ my friend / need my help.  
b) I could see \_\_\_\_\_ my friend / sit at the garden table.
3. a) They felt \_\_\_\_\_ he / have the necessary knowledge and skills.  
b) He could feel \_\_\_\_\_ a cold wind / cut through his thin clothes like a knife.
4. a) In the rear view mirror I could see \_\_\_\_\_ she / slowly walk up the road.  
b) All of us could clearly see \_\_\_\_\_ he / want to cooperate with us.
5. a) I hear \_\_\_\_\_ Tony/just turn eighteen. — Oh yes, I could hear \_\_\_\_\_ his family and friends / celebrate his 18<sup>th</sup> birthday last night.  
b) No one has ever heard \_\_\_\_\_ he / tell a lie in his life.
6. a) Ray noticed \_\_\_\_\_ they / follow him as he drove off.  
b) We've noticed \_\_\_\_\_ they / change a lot in the past few years.
7. a) The shopkeeper saw \_\_\_\_\_ the old woman / take a loaf of bread; put it into her bag.  
b) She saw \_\_\_\_\_ the man / be desperately afraid.
8. a) I noticed \_\_\_\_\_ she / wave goodbye to her boyfriend.  
b) I noticed \_\_\_\_\_ the news / give pleasure to a great many people.



*Ex. 17. Complete the sentences using the right pattern.*

**Model:** I hear ... you / not feel too well. → *I hear (that) you're not feeling too well.*  
I could smell ... something / burn. → *I could smell something burning.*

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. I hear ... in the music competition tonight.</li> <li>2. Did you notice ... the house just as you were coming in?</li> <li>3. He could feel ... down his back.</li> <li>4. I hear ... soon.</li> <li>5. Vicky heard ... the window so hard that the glass cracked.</li> <li>6. Have you noticed ... to keep secrets?</li> <li>7. I see ..., so you have set some traps to get rid of them.</li> <li>8. They noticed ... interest in horseracing.</li> <li>9. I saw ... staying in to going out.</li> <li>10. She watched ... in the water.</li> <li>11. I think they noticed ... their example.</li> <li>12. He could see ... her way in the crowd.</li> <li>13. I hear ... into the burning house to save the dog.</li> <li>14. I see ... your father's influence to get the job.</li> <li>15. It's good to notice ...</li> <li>16. From the window we could see ... in the playground.</li> <li>17. I've never heard ... like that before.</li> <li>18. They felt ... hard to gain their love and respect.</li> </ol> | <p>you / play<br/>anybody / leave<br/>the drops of sweat / trickle<br/>they / get married<br/>the wind / slam<br/>she / be unable<br/>you / have mice<br/>he / lose<br/>they / prefer<br/>the ball / land<br/>I / follow<br/>she / push<br/>he / go<br/>you / use<br/>the prices / go down.<br/>the children / play<br/>he / speak<br/>he / work</p> |
|---|--|

*Ex. 18. Translate into English using the correct verb pattern.*

1. Я слышал, что Джон скоро уезжает в командировку.
2. Я слышал, как ваш приятель жаловался, что никто не разделяет его взгляды.
3. Слышали, как Поль сказал, что компьютерные игры делают детей более жестокими.
4. Он заметил (обратил внимание), что карьера дипломата не так популярна, как была когда-то.
5. Он заметил, что гид машет рукой шофёру автобуса.
6. Видели, как Боб встал и уступил место молодой женщине.
7. Вы когда-нибудь видели, как слоны танцуют под музыку?
8. Я вижу (могу видеть), что Стив внимательно слушает лекцию и делает пометки в блокноте.

9. Я вижу, вы не верите в летающие тарелки.
10. Вы заметили, что она разговаривала по телефону и время от времени кивала головой?
11. Он почувствовал, что его друг не собирается помочь ему выбраться из этой затруднительной ситуации.
12. Он почувствовал, что кто-то тяжело дышит у него за спиной.

3. Causative verb + noun / pronoun + infinitive (with or without "to")

This construction is used after such causative verbs (глаголы побуждения) as **make**, **have**, **let** and **get** to show that one person is causing another to do something.

Verb + infinitive without "to"		Equivalents
<b>make</b>	I made him <b>do</b> his homework. ( <i>заставлять, принуждать</i> )	— force
<b>have</b>	Jane has her son <b>clean</b> his room on Sundays. ( <i>велеть, поручить, распорядиться</i> ) We had them <b>postpone</b> the discussion. ( <i>добиться</i> ) I won't have you <b>say</b> such things in my presence. ( <i>не позволять, не допускать</i> )	— tell, order, instruct  — persuade — won't allow / let
<b>let</b>	Let him <b>go</b> home. ( <i>позволить, пусть</i> ) I'm letting you <b>stay up</b> late just this once. ( <i>позволять, разрешать</i> ) Let's <b>go</b> out to dinner, shall we? ( <i>Давайте/Что если ...</i> ) Let's not <b>argue</b> .	— allow, permit — suggest /  Why not... / How about...
Verb + infinitive with "to"		Equivalents
<b>get</b>	I must get John <b>to help</b> me with the computer. ( <i>попросить</i> ) You'll never get me <b>to do</b> scuba diving. ( <i>убедить</i> )	— ask  — persuade



**Note:**

1. The verb **make** is followed by an infinitive without "to" in the active voice and an infinitive with "to" in the passive voice.  
e.g. I **made** him do this. → He **was made** to do this.
2. Causative verbs **let**, **have** and **get** are NOT USED in the passive voice.  
In passive sentences you replace these verbs with their equivalents.

*Compare:*

**Active Voice**

They **let** him go. →  
He **had** him sign the contract. →  
We **got** him to go to the party. →

**Passive Voice**

He **was allowed** to go.  
They **were caused** / **persuaded** to sign the contract.  
He **was asked** / **persuaded** to go to the party.

*Ex. 19. Paraphrase the following sentences using the Complex Object after **make**, **have**, **get** and **let**.*

1. Why do you think you're any different from the rest of us?
2. Both sadness and joy can cause a person to cry.
3. Why don't you ask somebody to explain it to you?

4. I'll allow you to stay up late, just this once.
5. I'll see to it that you don't swear in front of the children.
6. Would you like me to ask him to call you back when he comes in?
7. The police forced the criminal to give away his accomplices.
8. The president told his advisors to arrange a press conference.
9. How about asking Dick to come to the party?
10. I want you to understand once and for all. I won't allow you to say a bad thing against my wife.
11. Shall I ask them to call you a cab?
12. Why do you think you can get away with this kind of behaviour?

*Ex. 20. Put an emphasis on what happened to the people.*

**Model:** They made me wait two hours for an appointment. →

*I was made to wait two hours for an appointment.*

1. They made me wait two hours for an appointment.
2. She didn't let the children gulp the food. She expected them to learn good table manners.
3. They got him to produce all the evidence he had.
4. You cannot make people learn if they don't want to.
5. They made him work long hours on the farm.
6. The teacher got the children to tell a story about what they had seen in the zoo.
7. They did not let the young man become a professional jockey.
8. We made them have a bath and wash the shirts they were wearing.
9. As I got older, around eight or seven, they let me go to the park on my own.
10. Mr. Acklam had his assistant make all the arrangements well in advance.
11. He said that they had made him give away the details of the plan.
12. "I'll never have you stay here with that boyfriend of yours," she said angrily.

*Ex. 21. Translate into English using the Complex Object after causative verbs.*

1. Почему вы думаете, что вы никогда не узнаете правды?
2. Постарайтесь уговорить своего мужа дать согласие на операцию.
3. Они поручили Кларку собрать всю необходимую информацию.
4. Его вынудили сознаться в преступлении, которого он не совершал.
5. Я не позволю (не допущу), чтобы ты курил в спальне.
6. Что заставляет вас оставаться на работе до позднего вечера?
7. Они поручили ему записать имена всех присутствующих.
8. Я попрошу Джима помочь мне с переводом статьи.
9. Директор поручил своему секретарю сделать ряд звонков.
10. Пожалуйста, позвольте мне участвовать в обсуждении.
11. Я не потерплю (не допущу), чтобы ты сквернословил в моем присутствии.
12. Не могли бы вы разрешить первокурсникам присутствовать на презентации?

*Ex. 22. Make up short stories using as many infinitive constructions as possible.*

1. It was a dark stormy night. You were alone in an isolated mountain cabin. Suddenly you saw the headlights of a car coming up the road toward the cabin. What did you see and hear next?
2. You were standing outside the shop when you saw a man with a scar. You watched him for some time and thought his behaviour was somewhat suspicious. What did you see him doing /do?
3. The head manager had a very busy morning. He delegated tasks, responsibilities and levels of authority to his subordinates. What exactly did he do? Does he want people to grow professionally? Does he expect the employees to follow his orders?

4. You were going through the customs at Beijing airport. Suddenly you felt somebody touch your elbow. You turned round and saw a pretty young woman with two big suitcases. What happened next?
5. Do you have good neighbours? Do you dislike any of your neighbours? Do you often see or hear them? What do you see / hear them doing? Would you like them to change any of their habits?
6. Your younger brother / sister is going to finish school next year and will be forced to take important decisions. Does he / she expect you to help him / her in any way? Do you want him / her to move on to college or get a job first? What do you expect him/her to choose? Does he / she have well-developed interests in any particular areas and subjects you would like him / her to pursue?
7. Jogging is an excellent form of exercise. You clearly remember the first time you went jogging. When you came to the park you were surprised to see quite a few people cycling, doing their morning exercises or jogging past you. What else did you see or hear?



*Ex. 23. Work in pairs. Exchange opinions using infinitive constructions.*

1. You are going to organise a musical event. Would you prefer a rock band and pop singers to take part in it? Would you like your fellow students to share their favourite recordings with the others? Are there any students who could feature their talents?
2. You lent some money to a friend saying you want it back within a week. Two weeks have passed but he hasn't returned the debt. Do you want your friend just to return the money or to give you an apology as well? What do you expect him to say to you?
3. You want to go on a tour but don't know how to start about it. A friend of yours is an experienced traveller. He has gathered a lot of information about hotels and transportation. What particular things would you like him / her to do for you?
4. You were ill during the term and missed quite a few classes. Now that the exams are round the corner you feel worried you may fail an exam in ... . Is there anything your classmates can do for you?
5. You are currently in your first year at university. You're doing well in your studies but are not getting on well with your roommate. You think his / her social skills are not very good. Would you like him / her to leave you alone or be more interested in doing things together? Does he / she expect you to respect his / her privacy? Do you expect him / her to be more considerate? cooperative? ... or?

## ARTICLES

### THE PARTICULARS

#### **school, college, university, hospital, church, prison**

We use zero article when we think of what these places are used for:

**e.g.** Ann is at *school* from 9 till 3. **BUT:** Ann's mother went to *the school* to fetch her daughter.  
(She is NOT a pupil. She went to her daughter's school).

We use the zero article when we speak about **home** and **work**:

*To go/ to be at* **work** / *to start / to finish* **work**

*To go / to come / to leave* **home** / *to be at* **home** etc.

We also say *to go to* **bed** / *to stay / to be in* **bed**.



**Note:** in American English, *university* and *hospital* are always used with **the**

*Ex. 24. Cross out the articles which should not be there.*

1. This interactive workshop (семинар) is to develop a unique perspective on how we go about solving our problems at the work and at the home.

2. The overnight accommodation is available for parents of patients, and hospital staff can counsel and work with the family while they are staying at the hospital.
3. A survey of Parkinson's specialists suggests many patients get worse when they go to the hospital.
4. When at the university, high marks are not the most important thing. Try to actually learn things when at the university, spend time reading good text books in the library.
5. We suffer from the noise throughout our lives. We cannot control all noise, but when we return home we can at least shut the door behind us.
6. Reasons for bullying: the child is expected to perform at the level required by the school and no attempt is made to identify the source of his learning difficulties.
7. I suspect there's been little change in the amount of bullying that goes on in the school. But society is at last beginning to recognise the problem.
8. Proctor is an English variant of the word *procurator*. The proctors are important people at the Oxford University.
9. Although the importance of religion has been declining in developed countries, 44% of Americans go to the church at least once a week.
10. California gangs reach out of the prison to commit crimes. The gang leaders were already serving the life sentences in one of America's most secure prisons when they ordered the crimes.
11. Prison Society members made regular visits to the prisons to talk to prisoners about their lives as well as conditions in the prison.
12. While elderly people have to wait for a bed in the hospital, their family, friends and neighbours try to care for them at the home.

*Ex. 25. The writer was economical with articles when he wrote the joke. Finish his job and add a / an or the where necessary.*

Archibald has always been nuisance (зануда). He was always finding fault with everything and everybody both at home and at work. An ill-natured creature, he grew worse and worse. When doctors discovered he had TB, all his enemies (not to mention his subordinates) welcomed news with sigh of relief. No longer was he going to pester them with stupid ideas and corny jokes. They hoped he would have to stay in bed for rest of his life. Archibald spent a month in hospital and then he was to go to sanatorium. He could choose one at seaside, but he said he hated Mediterranean and decided on sanatorium in Alps.

It did not take him long to become the best-hated man at sanatorium. All the nurses and doctors alike tried to avoid him. One day as he was lying in his deck chair Archibald caught sight of Doctor Mind.

"I say, Doc, I have the most unpleasant dreams in new room you gave me. Group of girls in swimming suits rush in, walk about the room and then run out again. I wake up tired and irritable!"

"Would you like girls to be dressed or would you like them to stay longer?" asked the doctor amused.

"I would like them not to slam door!" answered Archibald angrily.

*Ex. 26. Translate the nouns in bold type using articles where necessary.*

Двадцатитрехлетняя Ребекка Фэлкон отбывает наказание в **исправительной колонии Ловелла**, штат **Флорида** (Lowell Correctional Institution) 8 лет. У нее мало шансов выйти из **тюрьмы**. Когда ей было четырнадцать, она бросила **школу** и связалась с дурной **компанией**. К тому времени мать опять вышла замуж и не интересовалась дочерью.



Последний раз она была у Ребекки в **школе**, когда та заканчивала третий класс и уже вызывала серьезное беспокойство **учителей**.

Однажды вечером пятнадцатилетняя Ребекка с восемнадцатилетним **приятелем** по имени Клифтон Джилхерст поехали на **такси**. У **парня** был **пистолет**, и через несколько минут **шофер** такси был ранен выстрелом в **голову**. Спустя два дня он умер в **больнице**. На допросах каждый из **подростков** заявил, что стрелял **другой**.

Суд присяжных признал Ребекку виновной в **убийстве**, и ее приговорили к пожизненному заключению. **США** одна из **немногих стран**, где действует такой закон. Сегодня несовершеннолетние преступники, приговоренные к пожизненному заключению, есть еще в **Израиле** (7), **Южной Африке** (4) и **Танзании** (1). В США их 2200 человек, 350 из них совершили **преступления** в возрасте 15 и моложе.

**Преступность среди несовершеннолетних** растет. В группу риска входят прежде всего те, кто не учится ни в **школе**, ни в **колледже**, у кого нет **работы**, потеряны связи с семьей и те, кто принимает **наркотики**.



## CHECK YOURSELF

1. A. Complete the chart illustrating the use of the Complex Object.

Verbs	Pattern	Examples
want, wish, expect, (would) like, (would) love, (would) prefer (would) hate	verb + noun / pronoun + <i>to</i> -infinitive	?
?	verb + noun/pronoun + infinitive / -ing form	<i>I <b>saw</b> <u>him</u> <u>get</u> into the car. Bob <b>heard</b> <u>them</u> <u>discussing</u> something.</i>
?	verb + clause	?
?	?	<i>What <b>makes</b> <u>you</u> <u>think</u> you will win the contest?</i>
get	?	?

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

to serve a sentence

bribery

community service

a severe sentence

to cross-examine smb

a witness box

to take the oath

drug trafficking

theft

drunk driving

an appropriate sentence

to reach a verdict of guilty

to receive a sentence of five years

shoplifting

a defendant

to stand in the dock

prosecution

mugger

fraud

speeding

выдвигать обвинение

вынести вердикт

обвинитель

наказание

мошенник

защитник

освобождать условно-досрочно

вынести приговор

убийство

признать себя виновным

арестовать по обвинению в

кража со взломом

суд присяжных

смертный приговор

грабеж

хулиганство

вор

давать свидетельские показания

3. A. What is the general rule for the use of articles with the following nouns?

a) school, college, university, hospital, church, prison

b) work, home, bed

B. Decide on the articles with nouns in the following phrases.

To be at work; to work at school; to wait for bed in hospital; to be at university; to be sent to prison;  
to make bed; to leave home; conditions in prison; academic life at university; to go to church; to be

at school from 9 a.m. till 2 p.m.; to visit hospital; to stay in bed; to renovate college; to be taken to hospital; to start work; home of English football.

4. Choose the correct alternative in italics.

1. I would like you *apologise* / *to apologise* to Margaret.
2. My sister has been working in a / *0* hospital *as* / *like* an assistant nurse for the past ten years.
3. Mr. Grant expected his son *to be* / *be* at *the* / *0* school at that time.
4. I won't have you *talk* / *to talk* that way about a lady who has been so kind to me.
5. Beth has never *heard* / *been heard* to *raise* / *rise* her voice.
6. *The* / *a* bus was crawling *as* / *like* a snail because of the traffic jam.
7. The victims' parents wanted *the murderer to spend* / *that the murderer should spend* the rest of his life in *0* / *a* prison.
8. Jane couldn't get her daughter *to stay* / *stay* at *the* / *0* home with her grandmother.
9. You'll never *have me do* / *get me to do* parachute jumping.
10. Miss Bolan made her husband *go* / *to go* to a / *0* hospital for an examination.
11. Lucy has her son *to make* / *make* dinner once a / *the* week, and each time he makes a / *the* new dish she gives him \$10.
12. The victims chased *the* / *a* robber, but couldn't catch him and saw him *get* / *getting* into a car and *drive* / *driving* away.
13. *The* / *0* school would prefer *the* / *0* work *to be completed* / *to complete* as soon as possible.
14. Mrs. Thompson noticed *Teddy not to play* / *that Teddy didn't play* well with *the* / *0* other children.
15. On that day Rebecca Fletcher *was allowed* / *was let* to leave *the* / *0* work several hours early.
16. When he was a child, he was often sick, so the teachers at his boarding school let him *stay* / *to stay* in *the* / *0* bed until *the* / *0* noon.
17. Although Mathew Brady did not take all of the war pictures himself, he *had* / *made* the employees of his studio *to go* / *go* to all parts of the country to document the war.
18. I hear your son *to have gone* / *has gone* to *0* / *a* university.
19. He told me a few jokes and funny stories to make me *to feel* / *feel* comfortable, *as* / *like* he always does.
20. *Like* / *as* his father, he went to *0* / *the* law school at *0* / *the* University of Houston.

5. Fill in the gaps and give an appropriate response.

1. A: \_\_\_\_\_  
B: What a shame!
2. A: \_\_\_\_\_  
B: How wonderful!
3. A: \_\_\_\_\_  
B: That must have been awful!
4. A: I've been given a fine for \_\_\_\_\_.  
B: \_\_\_\_\_
5. A: Our team has won \_\_\_\_\_.  
B: \_\_\_\_\_
6. A: Ten people died in a \_\_\_\_\_.  
B: \_\_\_\_\_
7. A: \_\_\_\_\_  
B: \_\_\_\_\_
8. A: \_\_\_\_\_  
B: \_\_\_\_\_



# CHAPTER 6

Sport, Art, Culture







3. behave  
a) mis                      b) dis                      c) im
4. agree  
a) un                        b) dis                      c) mis
5. accuracy  
a) in                        b) un                        c) dis
6. patient  
a) un                        b) in                        c) im
7. belief  
a) un                        b) mis                      c) dis

## VI. VOCABULARY: THE BASICS. CHOOSE THE RIGHT WORD TO MAKE THE SENTENCE MEANINGFUL.

1. Where can you \_\_\_\_\_ snowboarding in Nevada? (go / do)
2. On Sunday, the Russian ice-hockey team \_\_\_\_\_ Canada 5:4 in the finals held in Québec. (won / beat)
3. The concert was a huge success and the musicians performed to a full \_\_\_\_\_. (hall / house)
4. In September 2007, Tony Wright \_\_\_\_\_ the world record for the longest phone call, talking on his internet phone for 40 hours. (broke / defeated)
5. Since I wasn't renting a car, I was glad my friend Cindy \_\_\_\_\_ to meet me at the airport. (suggested / offered)
6. The football match between Australia and Singapore ended 3:0 in Australia's \_\_\_\_\_. (favour / benefit)
7. \_\_\_\_\_ he didn't like the idea, but after a while he got used to it. (first / at first)
8. The performance of Laura Bowler's piece \_\_\_\_\_ off well on Friday 14<sup>th</sup> March at the Royal Northern College of Music. (came / went)
9. The *Noodle* has \_\_\_\_\_ music seven nights a week from some of the Midwest's best rock, blues and jazz performers. (live / life)
10. Jeff has been \_\_\_\_\_ wrestling for less than a year. (playing / doing)
11. The \_\_\_\_\_ of the song are as amazing as the song itself. (lyrics / words)
12. I can't remember exactly when I \_\_\_\_\_ visited the Theatre Royal in Bath. (first / at first)
13. Albert Bierstadt was an American artist who painted \_\_\_\_\_ and whose popularity was based on his panoramic scenes of the American West. (landscapes / sceneries)
14. The film *Home Alone* has a happy \_\_\_\_\_, of course, with the boy and the old man both solving their family problems. (end / ending)
15. I \_\_\_\_\_ for steak and my partner chose beef with homemade onion rings. (went / jumped)
16. The film is \_\_\_\_\_ in 11<sup>th</sup> century Japan, when men could still own slaves. (made / set)
17. Alex Ovechkin \_\_\_\_\_ two goals to set an NHL record for left wings. (beat / scored)

## VII. VOCABULARY: THE PARTICULARS. CHOOSE THE RIGHT ANSWER TO COMPLETE THE SENTENCES.

1. I like dancing \_\_\_\_\_ all kinds of music, as long as it has a nice beat.  
a) in                              b) under                      c) to
2. \_\_\_\_\_ the picture, there is a Renaissance style realistic drawing of a woman holding a baby.  
a) in                              b) on                              c) at
3. Both teams competed hard to score, but the game ended \_\_\_\_\_ a draw.  
a) with                              b) to                              c) in

4. *Manchester United* started the day three points \_\_\_\_\_ of second place Arsenal.  
a) above                                      b) in front                                      c) ahead
5. Both teams defeated their opponent \_\_\_\_\_ a score of 6:1.  
a) by    b) with    c) at
6. I was a fan of *Toronto Maple Leafs* and when they played \_\_\_\_\_ *Montreal Canadians*, I would watch the game holding my breath.  
a) with    b) against    c) opposite
7. Bradbury crossed the finish line first and was awarded \_\_\_\_\_ the gold medal.  
a) with    b) 0    c) to
8. There's just nothing quite like a night \_\_\_\_\_ the ballet in Russia.  
a) in    b) at    c) on
9. When the film came \_\_\_\_\_, fans of the novel were not happy.  
a) out    b) in    c) up
10. I was in the kitchen with my youngest son when electricity went \_\_\_\_\_.  
a) out    b) away    c) off
11. *The Flyers* increased their lead to three points \_\_\_\_\_ *the Sabres* and are one point behind the Bruins.  
a) ahead    b) above    c) over
12. They finished \_\_\_\_\_ third place in the West Division, and they will be facing *the Rockford IceHogs* in the first round of the playoff.  
a) in    b) on    c) with
13. She is currently writing a book \_\_\_\_\_ the history of Russian painting.  
a) about    b) on    c) over
14. Last year all the tickets were sold \_\_\_\_\_ before the festival began; so don't forget to book well in advance.  
a) out    b) off    c) away
15. A thousand years ago, the planet went \_\_\_\_\_ a period of global warming, called the Medieval Warm Period.  
a) over    b) through    c) along

#### VIII. COMPLETE THE SENTENCES AS YOU SEE FIT.

1. Practice makes ....
2. A bad workman quarrels ....
3. No sweet without ....
4. The work shows....
5. Don't judge a book....

TOTAL: 100

# UNIT 11

## WINNERS AND LOSERS

## IN UNIT 11 YOU LEARN:

to keep up a conversation:  
 to change the subject, to interrupt politely,  
 to return to the topic, to make yourself clear  
 to talk about sport  
 to ask for permission or assistance  
 to speak about people's abilities and achievements, about different possibilities ( modals)  
 to read faster and to infer information  
 to use paper and on-line dictionaries to build up your vocabulary  
 to look for information

## LANGUAGE FOCUS

modal verbs: can, could, may, might and their equivalents  
 the use of the indefinite article in various structures  
 word building: negative prefixes  
 topical vocabulary: sport  
 first vs at first  
 phrasal verb "go" (2)



### SPEAKING 1 KEEPING UP A CONVERSATION. MAKING A CONTRIBUTION TO THE TOPIC AND INTERRUPTING

#### I. CHANGING THE SUBJECT.

#### USEFUL PHRASES:

Talking of...  
 That reminds me...  
 Oh, before I forget...  
 By the way....

e.g. A: I 'watched a rather 'interesting programme on T ↘ V the other ↗ day. They 'talked about the decl'ining ↘ birth rate...  
 B: 'Talking of T ↘ V, I 'bought a 'new flat-'screen T ↘ V yesterday.  
 C: ↘ Oh, it must have 'cost you a ↘ fortune!  
 B: 'Not ↘ really, 'though it was quite ex ↘ pensive.  
 D: Oh, 'that re ↘ minds me. That ↘ restaurant } 'John 'chose for his ↘ wedding celebration. ↘ That's what I ,call ex ,pensive.

#### PRACTICE 1.

*Work as a group. Make sure you bounce from one topic to the next. See the list of suggested topics below. Student A begins.*

A football match → football hooligans → mugging → a bag snatched / stolen when in (Rome, Naples, etc.) → a fancy (fashionable) bag you've just bought at a sale → wasting money on fancy things → a fancy dress party → a birthday present for a friend → ... introduce your own topics.

#### PRACTICE 2. THE LIVELIEST CONVERSATIONALIST CONTEST.

*Make up a list of topics you'd like to talk about. Start taking and keep changing the subject using a phrase from the list above. The person who has nothing to say drops out. The winner is the last person left.*



## II. INTERRUPTING (1) AND RETURNING TO THE TOPIC (2).

Waiting for a pause or for the other person to take a breath can take a long time. Make use of the following tips.







Advice from Rachel Green\*

If someone is boring you, you can interrupt in a way that is still polite. You do not have to stand there, waiting for time to pass. Take control of the situation.






It's your life, after all! One way to do this is to join in with what is being said. Once you've joined in the topic and taken it over, keep on talking. Move the conversation to wherever you want it to go to.

### USEFUL PHRASES:

#### (1) Interrupting

Ex'cuse me for inter  rupting, but ...  
 'Can I  add something?  
 'Could I just 'come  in here?  
 'Could I  ask something?  
 Sorry  but ....

#### (2) Retruning to the topic

 Anyway...  
 In  any case...  
 To 'get 'back to 'what I was  saying...  
 'Where  was I?  
 Going 'back to what I was  saying...  
 To re 'turn to...

e.g.

A: Russian avant-garde [ævɒŋ ˈgɑ:d] art is extremely popular abroad today.

B: *Excuse me for interrupting but* where exactly is it so popular?

A: Why, both in the United States and in Europe. *As I was about to say*, collectors pay huge money to buy a Malevich or Rodchenko\*\*.

C: *Sorry, but* how much is "huge money"?

A: A Symbolist painting by Malevich has just been sold for \$ 75,000.

B: *Can I add something?* A Cubo-Futurist work by Bogomazov\*\*\* has just sold in London for \$ 1,2 million!

A: Well, *anyway*, it is great that Russian art has won world-wide recognition.

### PRACTICE 1.

*Work as a group. Student A. starts talking about a topic while the other students try to interrupt using the phrases from the list above. Student A does his / her best to bring the talk back to the original topic.*

#### Possible topics:

a weekend in the country,  
 a test you've just taken,  
 getting to the university,  
 a visit to a doctor,  
 a party you went to,  
 a TV programme (about sports or art or politics),  
 a concert / sports event you attended,  
 a sports competition you took part in/watched.

\* *Conversations Made Easy*, by Rachel Green

\*\* A. Rodchenko (1891–1956), Russian painter and photographer

\*\*\* A. Bogomazov (1880–1930), Ukrainian painter

PRACTICE 2.



*Pairwork. Discuss a topic of your choice with the partner. Try to lead the conversation by using suitable phrases. Tell the class which subject you started and ended with.*



**SPEAKING 2  
MAKING YOURSELF CLEAR**

Sometimes we feel that the listener has not understood what we mean and/or we want to say it more clearly.

USEFUL PHRASES:

What I (really) mean is ...

What I meant was ...

Sorry, let me explain...

Don't get me wrong, what I meant to say was ....

What I am saying is ...

What I am trying to say is ...

Don't misunderstand me ...

PRACTICE 1. MAKE YOURSELF CLEAR.

e.g.

A: Com'puters are 'turning us into addicts.

B: 'What / 'How do you mean?

A: 'What I mean / am 'trying to say is that 'many 'people 'stay 'glued to their P in'stead of 'going 'out with friends....

**A. about sport...**

1. You can discover more about a person in an hour of play than in a year of conversation.
2. Sport is how poor kids from poor countries can become rich.
3. Sports are the reason I am out of shape. I watch them all on TV.
4. In sport the harder you practice, the luckier you get.
5. Sports do not build character. They reveal it.
6. Hockey is figure skating in a war zone.
7. The key is not the "will to win" but the will to prepare to win.
8. If winning isn't everything, why do they keep score?
9. The minute you start talking about what you're going to do if you lose, you have lost.
10. Rugby is a game of violence ( a game of brutal physical confrontations).

**B. ...and many other things**

1. Without doubt, television has a lot to answer for.
  2. You can't keep politics out of sport.
  3. Science will die without state funding.
  4. Pop culture is killing traditions.
  5. Tourism will destroy the countryside.
  6. Laziness is the mother of invention.
  7. The car will bring the whole city to a halt.
  8. We are what we eat.
  9. Winning isn't everything, but wanting to win is.
  10. Lonely people live in large cities.
- ....add more of your own.



*Pairwork.*

Choose a statement from the list below and make up a dialogue. Try to express your opinion more accurately using the above phrases+ fillers and hedges:

Generally speaking

If I may say so

Personally

Correct me if I am wrong

Strictly speaking

Sorry to interrupt but

I think, I guess, I believe, I feel

If you know what I mean

**e.g.**

**A:** Snowboarding is by far the most dangerous of downhill winter sports.

**B:** Do you really mean that? / Are you serious?

**A:** I do / I am. *What I mean* is it is for people who do not feel that regular skiing is lethal enough.

**B:** Well, I guess you are going too far.

**A:** Strictly speaking, I wasn't able to go far, as I fell almost at once. *What I am trying to say* is that snowboarding violates laws of physics.

**Statements:**

1. Beauty is a matter of individual taste.
2. Art and science have no nationality.
3. Money doesn't buy happiness.
4. Every sports fan is a fan of a myth.
5. All people are artists until they grow up.
6. Some people buy art like lottery tickets.
7. To succeed we must first believe that we can.
8. Doing sport is not necessarily a way to health.
9. We can change our lives by changing our attitudes to life.
10. The reading habit is dying fast.

**PRACTICE 2.**

1. Read the extracts below and find the fillers and hedges Roger Federer used. Can you explain why there are so many?

**Roger Federer Interview — Australian Open. R. Federer / F. González: 7:6, 6:4, 6:4**

**Q. Nice familiar feeling [of victory]?**

**R. F.:** Well, I mean, [it] hasn't happened that many times.

**Q. Getting to be familiar, though.**

**R. F.:** Yeah, it does feel great. It does feel great, yeah (smiling).

**Q. Was it a case of playing smarter tennis in the conditions?**

**R. F.:** Well, look, I mean, I think the conditions have been the same now for the last couple of matches for me. I think I just had to really adjust (приспособиться) to Fernando's game. He's changed it up a little bit and made it hard for the opponents to attack him really... You know, I tried to tell myself I've beaten him nine times out of nine, play your game, be aggressive,



don't give him too many free points. It ended up working even though it was a close match. I'm just kind of proud I did it again.

**Q. Don't play many guys like that, do you?**

R. F.: Yeah, I mean, especially all the time slice<sup>11</sup>, you know almost. I mean, he does come over it when he has to really.....

**Q. Does it mean that much more when you do win it in straight sets every single match? Does that have an emphatic meaning to you, as well?**

R. F. I mean, I guess, you know, equaling records, doing something that hasn't been done for a long time, it's really nice, there's no doubt. Wasn't ever a goal for me up to win a Slam without dropping a set.

All I care in the end is to hopefully hold that trophy, even though it might be 20–18 in the fifth set. I don't mind, as long as I win. Of course, now that it's all over, it's great to think, wow, you know, not having dropped a set. It's quite amazing.

2. Make the following more natural by using fillers and hedges.

**Maria Sharapova Interview — Australian Open (pre-final)**

**Q. How do you go into the final? Do you get nervous?**

M. Sh: No. I've been in two before, so no. \_\_\_\_, it's normal to realize that you are in a Grand Slam final. It's normal to have butterflies. Unless you're a robot, \_\_\_\_, just it's absolutely normal. But \_\_\_\_ it's the way you handle it, the way you go about it on the court tomorrow.



**Q. In most of your press conferences after the matches you've said, \_\_\_\_, you can still improve and you need to continue to improve. Do you feel going into tomorrow that you're at your peak?**

M.Sh: No. There's always room for improvement. I don't like to give myself a lot of credit, but \_\_\_\_, I'm definitely happy that I could step it up against Kim. But it's going to be a different ballgame in the final.

**Q. What are your memories of playing Serena [Williams]?**

M. Sh: I think the last time I played her was here actually. Was it?

**Q. Yeah. Championship and Wimbledon. The feeling of being on court?**

M. Sh: The one at Wimbledon, \_\_\_\_. I think what helped is the fact that I got to play against her for the first time in Miami a few months before that. It was my first time playing against her.

I \_\_\_\_ — I felt like I knew what to do when I played her the next time. I was \_\_\_\_ ready for it. Playing against her one time before definitely helped me.

**Q. I think it was maybe a month or two after here when you lost that that you said something to the effect that, "That's never going happen to me again." Do you feel like you progressed down the road?**

M. Sh.: That I would lose a match after having matchpoints<sup>12</sup>?

<sup>11</sup> slice — отклонение летящего мяча от прямой траектории (в теннисе, гольфе)

<sup>12</sup> match-point — очко, решающее исход матча; ситуация в игре, когда одно очко решает исход матча



3. Why do many parents want their children to take up sport?
4. What is the difference between amateur and professional sport?

*Read the text fast to find out in what sports Great Britain can hope to win gold at the Olympics.*

## Turn Your Child Into an Olympic Winner

At the age of 14, Lizzie Simmonds aims at winning Olympic gold in swimming — both at Beijing in 2008 and London four years later. Her potential was spotted by a coach when she joined the swimming club at her local pool at the age of just seven, and since then her progress has been phenomenal.

“A friend's mum had persuaded me to join the club with her daughter,” Lizzie says. “But I had loved being in the water anyway, even as a toddler, and I learned to swim when I was about five. When Graham Bassy, the coach, saw me he noticed my potential, and soon I was swimming a few times a week and competing in galas.(1)”

Like thousands of other youngsters up and down Britain, Lizzie is driven by a fierce desire for gold at the 2012 Olympics, but the thing that makes her different from other school stars is natural ability — and coaching from a young age.

She was lucky to meet Graham Bassy, a national coach, with whom she still trains, doing 20 to 22 hours per week, covering around 60,000 metres.

“Sometimes it's hard to stay motivated,” she admits. “Especially for training in the mornings, but it all pays off when you're successful. I won four golds at the European Youth Olympics Festival last week and that was great.”

Lizzie is far from alone in her glory quest. Wimbledon tennis ace Andrew Murray, 18, should be peaking in seven years' time; archer Charlotte Burgess, 17, from Stockport, first picked up a bow at a fete(2) at the age of 11 and now believes she can go for gold; judo wonder kid JR Badrick, 14, from Willesden, is described as “phenomenal” by his coach; blind runner Matthew Cliff, 19, from Merseyside is expected to win at the Paralympic Games.

One of British greatest hopes is table tennis player Darius Knight, 15, from Battersea. He started playing at nine and is said to have great technical capability, fluent, attractive strokes — and a steely temperament.

He has already achieved great things. He and his partner, Paul Drinkhall, from Middlesbrough, surprised the world when they stole the under-12 doubles(3) title in the China Youth Open from under the noses of the powerful hosts.

“That's unheard of and was a major signal that these boys have the ability to take on the best in the world,” says Richard Yule, chief executive of the English Table Tennis Association.

So how can you tell if your child has the potential to win Olympic Gold — and how do you nurture talent?

“The first place to go is your local club,” says Roger Draper, chief executive of Sport England, the leading agency for sports development which is working with national governing bodies to identify children who could be sporting stars, then fund their training. “In London, there is a network of sports development teams within each borough(4) who can then direct children on to more specialised coaching at a higher level.”

Children up to 12 should be doing physical activity five or six times a week, across a variety of sports, though if they show ability and inclination in one area, they should be encouraged.

By the teenage years, sports-specific training will be increased to between six and nine sessions per week, alongside fitness training, mental preparation and tactical understanding of the sport.

Sport England is developing a network of 400 academies around the country where sport is a key part of the curriculum(5) and which have links to specialised clubs, to which talented youngsters can be directed.

Motivation is the key. “Rather than being focused on winning all the time, concentrate on things such as effort and mastery of skills,” says Simon Timpson, sports psychologist for the English Institute of Sport. “You want children to develop a ‘mastery focus’ and learn to control their emotions.”

/by Alice Hart-Davis  
The *Evening Standard*, 12 July 2005/

**Notes:**

1. gala [ˈgɑ:lə] — a swimming competition
2. fete [feit] — a day of public enjoyment and entertainment, held usually out of doors in villages in summer
3. under-12 doubles — a game (of tennis) played by pairs of players younger than twelve
4. borough [ˈbʌrə] — a town or a district in a city that is responsible for its own schools, libraries, sports grounds, etc.
5. curriculum — the subjects that students study at a particular school or college



**READING TASK.**

*Read the text for detail and complete the sentences below.*

1. Lizzie Simmonds was lucky to have been noticed by ... .
2. Lizzie finds it difficult ... .
3. Among those who are expected to go for gold are ....
4. Sport England is a leading agency for sports development which ... .
5. Roger Draper’s advice to young sportsmen (children under 12) and their parents is ....
6. His advice to teenage sportsmen is ... .
7. Three things most important to succeed as a sportsman are ... .

**DISCUSSION POINTS.**

1. Do you agree with the Olympic Creed?  
The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well (*Baron Pierre de Coubertin*, the founder of the modern Olympic Games).
2. “Champions aren't made in gyms. Champions are made from something they have deep inside them: a desire, a dream, a vision. They have to be a little faster, they have to have the skill and the will. But the will must be stronger than the skill” (*Muhammed Ali*).





**PROJECT WORK. BUILD UP YOUR TOPICAL VOCABULARY. LEARN TO SPEAK ABOUT SPORT<sup>13</sup>.**

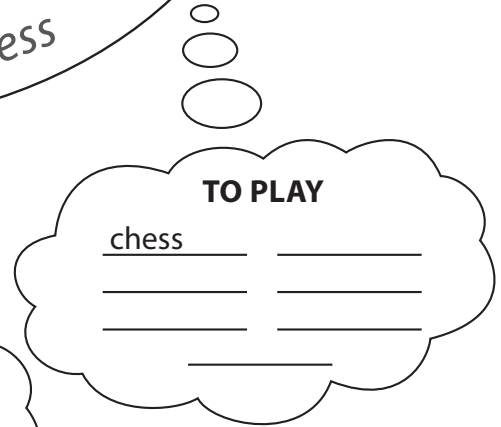
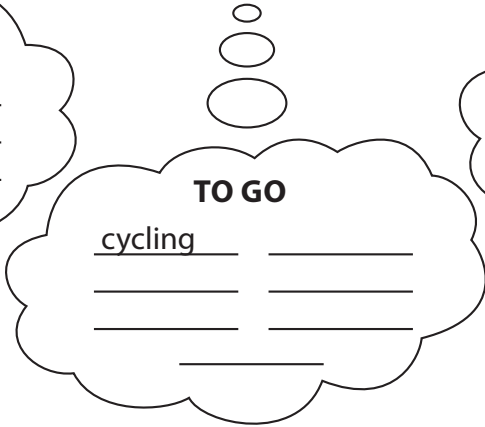
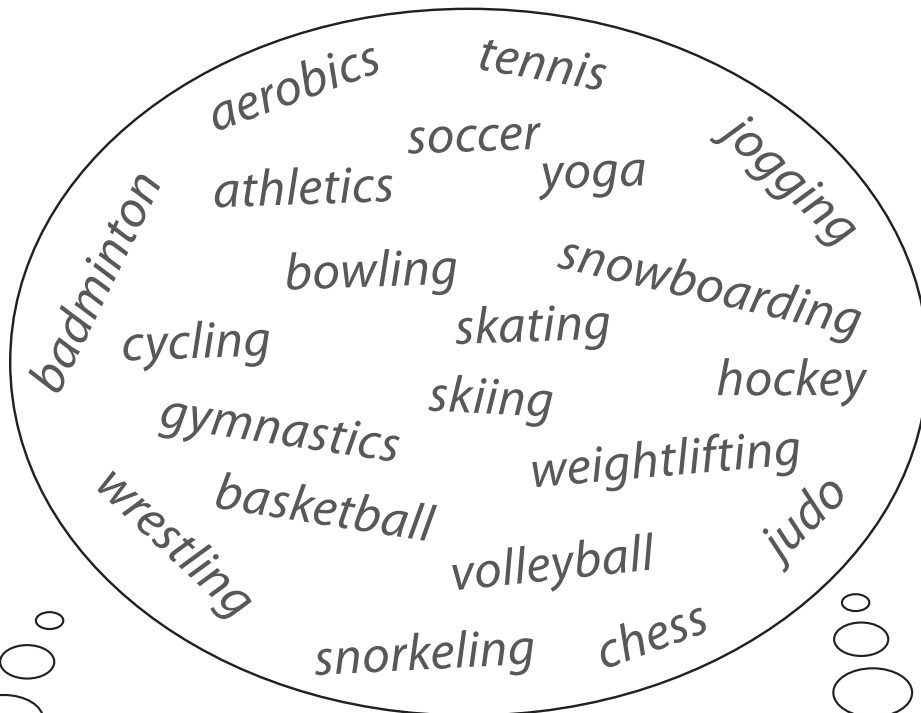
LEVEL 1.

TASK 1.

Look through Text 1 and find all the words connected with sport.

TASK 2.

a) DO, PLAY, or GO? Match each activity/sport and the verb it goes with and read the resulting phrases aloud. Consult a dictionary.



b) Use a dictionary to find out what we call people who do the sports from task 2 a)

e.g. yoga — yogi ['jəʊgi]  
cycling — cyclist

<sup>13</sup> Sport (BrE) / Sports (AmE)



*Pairwork 1. Compare your lists with those of your partner. Discuss your answers to the questions:*

**What activities from the list above do you need this gear for?**

- a) a mat, a kimono, a belt;
- b) skates, a stick, a puck, a helmet, padding;
- c) a board, a helmet, goggles;
- d) a racket, a birdie / shuttlecock, shoes;
- e) a mask, flippers / fins, swimming suit / trunks;
- f) loose fitting clothes, a mat;
- g) a ball, a basket, shoes, uniform.

**What sports are played in the following places?**

court, field, ice rink, swimming pool

**What sports do these phrases describe?**

- a) to do the backstroke / the crawl / the breaststroke;
- b) to shoot the puck into the net, to stop the puck from going into the net;
- c) to ride the snowboard downhill, to perform tricks, to do jumps;
- d) to throw the opponent to the mat, to be a system of self-defence, to kick the opponent;
- e) to pass the ball, to bounce the ball, to put the ball through the other team's hoop;
- f) to score a goal, to kick the ball into the net, a goalie.

TASK 3.

*Learn to speak about the score. Make up a list of words and phrases used to speak about a sports victory / defeat.*

*a) say who has won. Match the parts in bold with their Russian equivalents:*

два-два, пять-ноль, девять-ноль, шестнадцать-девять, три-два, один-один

1. In the game for gold, Sweden beat Finland **three-two**. The winning goal was scored 10 seconds into the third period by Nicklas Lidstrom.
2. The Canadian team lost to undefeated Russia by a score of **five-nil** in the semi final.
3. "What's the score?" "**Nine-nil** to Sweden"
4. The score at the final whistle was **one-all**.
5. The match ended in a draw of **two-all**.
6. The Sharks increased their lead to 7 points with the score at **sixteen to nine**.

*b) say what the score was and who was the (likely) loser.*

1. By the end of the first period the U.S. team was leading 3:0.
2. The 122<sup>nd</sup> rugby match between Oxford and Cambridge universities ended 11:11, the first draw between the two sides since 1965.
3. The Russian team defeated Finland by a score of 3:2 on Tuesday morning.
4. The Canadians defeated Hungary by a score of 5:0 in the Silver Medal match.
5. The U.S. Women's Hockey team overpowered Finland in the battle for the bronze medal, winning the game 4:0.
6. The Canadian team, who just recently took up the sport, led 1:0 at the half.
7. As was expected, the French girls have easily beaten Norway tonight 5:1.

8. It is indeed a sad day for England fans when the team lost to Portugal in the penalty shoot-out with the result of 1:3.
9. Unfortunately, the game ended in a draw of 0:0. But, regardless of the score, it was great fun being there.
10. The team have just beaten Parma 1:0, but before that lost to Empoli (0:2) and Catania two-four (2:4).

#### TASK 4.

*Learn to speak about achievements. Fill in the gap with the appropriate form of the verbs from the box. Make up a list of words and phrases used to describe sports achievements.*

- a) to earn    to break    to finish    to gather    to receive    to win

Several Dutch swimmers have been rising in the swim world during the last few years. The Dutch swim team \_\_\_\_\_ some medals at the Atlanta Olympics. At the 1998 World Championships they \_\_\_\_\_ some more medals including gold as several swimmers made the finals. At the 1999 European championships most of the press reports were on Pieter van den Hoogenband but the Dutch men's swim team \_\_\_\_\_ the European record in the 4x100 m free relay ([ˈri:lɪ] — эстафета). While everybody in the swimming world is now aware of Pieter van den Hoogenband, many of his team mates have also been doing well. At the Sydney Olympics both the Dutch men and women's teams \_\_\_\_\_ relay medals. In the 2001 World Championships, the Dutch men's 400 m freestyle relay swam the 4<sup>th</sup> fastest relay of all time at that time. In Athens this relay \_\_\_\_\_ second ahead of the US team and behind the South Africans. Also in Sydney the women's 400 m freestyle relay \_\_\_\_\_ bronze.

- b) to medal    to win    to add    to take    to get

The Men's apparatus (гимнастический снаряд) finals saw many elite gymnasts \_\_\_\_\_ their country's first-ever World Championships title with great performances when it mattered the most — in finals competition. Romanian Ioan Suciuc \_\_\_\_\_ the silver medal, after failing to \_\_\_\_\_ in the last three World finals, while Japan's Takehiro Kashima \_\_\_\_\_ a bronze to his collection. Romania continued their dominance of Men's Vault (опорный прыжок); Marian Dragulescu \_\_\_\_\_ the gold medal while teammate Alin Sandu Jivan \_\_\_\_\_ the bronze. Poland's Leszek Blanik \_\_\_\_\_ the silver medal; now he is the only Polish gymnast to have \_\_\_\_\_ on this apparatus at a World Championships. Russia's Alexei Nemov \_\_\_\_\_ silver on floor and bronze on horse.

*Pairwork 2. Compare your list with that of your partner to make sure it is full.*



#### TASK 5.

*Short story contest*

*Find an English language website/encyclopedia article connected with the sport you do/would like to do. Prepare a brief description of that sport.*

*Present the description to your fellow students without naming the sport. Have your fellow students guess what sport you mean.*



## LEVEL 2.

### TASK 1.

*Make up a full list of all topical words and supply examples of your own. Make use of the texts in this textbook, an English language website/encyclopedia article on sport or any other source.*

*Teamwork. Prepare a hand-out with topical words and examples of use to give out to each of your classmates for them to have a full list.*

### TASK 2.

*Short story contest. Describe the results of a recent sports event using topical words and phrases.*

### TASK 3.

*Think of a sports event. Your fellow students will try to find out what event you mean by asking you questions. Use the topical vocabulary where possible.*

#### Resources:

1. English-English dictionary (e.g., Oxford Advanced Learner's Dictionary).
2. Oxford Collocations Dictionary for students of English.
3. an electronic dictionary (e.g., ABBY Lingvo 12 — многоязычный электронный словарь).
4. on-line resources (e.g., <http://www.multitrans.ru>, Wikipedia, etc.).



## READING 2 LIVING DANGEROUSLY

### PRE-READING QUESTIONS:

1. What makes people take up extreme sports? What kinds of extreme sport do you know? Would you like to do any?
2. What qualities does a dangerous / extreme sport require?

*Read the text fast to find out what made Michael Storrs do dangerous sports.*

Michael Storrs Jr(1) stopped being Jr at the age of five, when his father was killed in a bar-room brawl. The elder Storrs had been an executive in his father-in-law's bank in Syracuse(2). He had stopped in at the bar on his way home after a stressful day at the bank and had witnessed an extremely bloody fight between two of the other men at the bar and had stepped between them and tried to stop them. One of the men had pulled a knife and killed the young banker with one stroke.

The effects were momentous, especially for the fatherless son. His mother devoted her life to the care and upbringing of the boy in such a way that the accidents of life would leave him for ever safe. Thus the boy was overprotected, overfed, kept from the hurly-burly(3) of ordinary childhood, forbidden to climb trees, go out for teams, play with rough children, play with toy guns or bows and arrows and to go to and from the neighbourhood school unescorted.

The result was to be expected. By the time he was twelve Michael was a fat, secretive, clumsy boy, melancholy and bright in class, whom the teachers didn't like much.

He was rewarded for exemplary behaviour with Saturday afternoons at symphony concerts, trips to the zoo, a phonograph of his own on which he was allowed to play his mother's classical records, and by large books with coloured reproductions of the same sort of paintings he saw in the summers in Italy and France. And he developed an intense dislike of art that would last for years.

As a gesture in the direction of physical fitness his mother hired a lady tennis coach to give him lessons in the sport. In tennis she thought, he would meet a better class of playmates than in football or baseball. He was clumsy on the court and he knew the lady coach despised him and was happy when she received an offer for a job and departed for Florida. She left him with a distaste for tennis that equalled his dislike of art.

He went to the best public school in Syracuse that was just five blocks from his home. The boys were teasing him, and finally he could stand it no more and had a fight with a school bully. His mother then put him in a private school a hundred miles from home, where, his mother said, boys were taught to be gentlemen and fighting was not permitted.

Michael's mother didn't realize that near the school grounds there was a hill to which all the students were led by the physical education teachers four times a week to ski. For the first time in his life, Michael began to feel the delight of grace and speed and soon became such a daring skier that his instructors had to warn him time and time again to slow down.

He graduated at the age of seventeen, a handsome, powerful young man, a loner who had won the first prize in mathematics and had been accepted by Harvard, Yale, Columbia and Stanford. He set his heart on Stanford University because it was the farthest he could get from Syracuse and because California with its wonderful climate and athletic population would give him the widest choice of sports, skiing and surfing among them.

While he was at Stanford he earned a pilot's licence for single-engine planes, became a dazzling skier on weekends and winter holidays, took up skydiving and made twenty-five free-falls, surfed up and down the California coast in all sorts of weather and tried some scuba diving.

To the men who knew him on the campus he seemed lonely and somewhat mournful. To the men with whom he skied or dived both in the air and under the sea and to the boys he met casually on the surfing beaches, he seemed dangerously reckless and coldly humorous.

\* \* \*

When he left Stanford three and a half years later it was with a degree granted summa cum laude(4). He went back East, entered the Wharton School of Business(5) and became a rising star of a New York business consultancy. He married a woman as lovely as a dream. But the bitter memories of his childhood made him seek danger, danger that made the adrenalin rise to the brim. Danger that came on skis in downhill racing, in the sky sports of freefall parachuting and hang-gliding. From the top of the hill the way down was fast, dangerous and deadly.

*/from The Top of the Hill by Irwin Shaw/*

**Notes:**

1. Jr = Junior — used after the name of a man who has the same name as his father
2. Syracuse [ˈsɪrəkju:s] — a city in New York State, USA
3. hurly-burly — a lot of noisy activity usually involving large numbers of people
4. summa cum laude [ˌsʊmə kʊm ˈləʊdeɪ] — used for describing the highest level of degree at a college or university in the US
5. Wharton School of Business — the world's first business school at a university; established in 1881 at the University of Pennsylvania in Philadelphia, Pennsylvania.



Read the text for detail and do the task below.

*Inferring: which of these can be inferred? Supply facts from the text to support your point of view.*

1. Michael's mother was extremely possessive towards him.
2. Michael's father never took part in bar room brawls.
3. Michael suffered a lot at the school in Syracuse.
4. In the private school Michael found freedom from his mother.
5. He was extremely popular with his fellow students.
6. He tried to stay as far away from his mother as he could.
7. His mother was proud of him.
8. Michael didn't like team sports.
9. Michael Storrs became a successful businessman.
10. He was happy only when doing dangerous things.



### DISCUSSION POINTS.

1. The secret of a joyful life is to live dangerously.
2. Look up an article in the Internet and express your opinion about people who do dangerous sports:

<http://www.forbes.com/2002/08/07/0807sport.html>



### WORD BUILDING

*Ex. 1. Unlike suffixes, most prefixes can only change the meaning of a word and not the part of speech. Study the chart. Consult a dictionary to choose the appropriate prefix for the words that follow. Some words can go with several prefixes.*

<b>dis-</b>	<b>N.</b>	= the opposite of	dis- + belief = disbelief	доверие → недоверие
	<b>V.</b>		dis- + appear = disappear	появиться → исчезнуть
	<b>Adj.</b>		dis- + honest = dishonest	честный → нечестный
<b>un-</b>	<b>Adj.</b>	= the opposite of	un- + fair = unfair	справедливый → несправедливый
	<b>Adv.</b>		un- + usually = unusually	обыкновенно → необыкновенно
<b>in- il- im-</b>	<b>N.</b>	= the opposite of	in- + accuracy = inaccuracy	точность → неточность
	<b>Adj.</b>		il- + logical = illogical	логичный → нелогичный
	<b>Adv.</b>		im- + patient = impatient	терпеливый → нетерпеливый
<b>mis-</b>	<b>N.</b>	= bad(ly) or wrong(ly)	mis- + understanding = misunderstanding	понимание → неправильное понимание
	<b>V.</b>		mis- + use = misuse	использовать → неправильно использовать
<b>re-</b>	<b>V.</b>	= again	re- + do = redo	делать → делать еще раз

ability  
able

official  
possible

to calculate  
to connect

describable  
helpful  
legal  
natural

responsible  
to agree  
to behave  
to build

to direct  
to like  
to start  
to write

*Ex. 2. Use the correct prefix with the appropriate form or derivative of the word in the margin.*

- |  |                |
|--|----------------|
| 1. After the accident, the driver, who narrowly escaped death, looked _____.                         | ORIENTED       |
| 2. I can't find the papers; they were probably _____ during the spring cleaning.                     | PLACE          |
| 3. When anger blinds the mind, truth _____.  | APPEAR         |
| 4. He died of pneumonia after he was _____ by doctors at the local hospital.                         | DIAGNOSE       |
| 5. If you are _____ to do the job alone, just ask Beverly to give you a hand.                        | ABLE           |
| 6. _____ people need a lot of exercise to stay in good shape.  | ACTIVE         |
| 7. After the collapse of the Soviet Union, a lot of streets have been _____.                         | NAME           |
| 8. Many people suffer from _____ fears called phobias.   | RATIONAL       |
| 9. The special effects in the new blockbuster are _____.   | BELIEVE        |
| 10. There's a lot of _____ about the current political situation in the country.                     | INFORM         |
| 11. This winter has been _____ cold, so people are getting _____ to see the sun.                     | USUAL, PATIENT |
| 12. When I was hanging the picture, I drilled the hole in the wrong place, so I'll have to _____ it. | DO             |
| 13. After the death of the king there was a great deal of political _____ in the country.            | CERTAIN        |
| 14. When will the museum _____ after the repairs?  | OPEN           |

*Ex. 3. Give a response to the following questions using words with the appropriate prefix from ex. 1. Add some details.*

**e.g.** Was Jane **aware** of the problems her son was in? — On the contrary, she was up to her neck in work and was totally **unaware** of the problem until it was too late.

- Is this neighbourhood **safe**?
- As far as I know waiters in this restaurant are very **cooperative**.
- I think the trial was **fair** and the criminal got what he deserved.
- He seems to be a highly **organized** person.
- Did the kids **obey** you?
- So were all the answers **correct**?
- If it's **convenient**, let's meet on Sunday.
- But you've already **tried** to do it.
- Have the police **examined** the scene of the crime?
- Mat seems to be running late. Hasn't he been **informed** that the meeting was moved to 11 o'clock?
- Is it natural for dogs to wear human clothes?
- Do you think you are always patient and tolerant with your friends?

## THE RIGHT WORD IN THE RIGHT PLACE

### FIRST and AT FIRST

	Use	Examples
<b>first</b>	1. first item or point on the list 2. before anything or anyone else 3. for the first time	<i><b>First</b> I went to New York City for a day, and <b>then</b> to Atlanta, Georgia.</i>  <i>John arrived there <b>first</b> and waited outside.</i>  <i>He <b>first</b> saw Philip in 1998.</i>
<b>at first</b>	1. to contrast two different situations in time (often followed by <b>but</b> )	<i><b>At first</b> Max didn't realize what had happened, <b>but</b> when he did he started to cry.</i>

#### Ex. 4. Fill in the gaps with **first** or **at first**.

- Tobi's mother said he was \_\_\_\_\_ taken to hospital on 8 August.
- \_\_\_\_\_ he claimed that he had been attacked, but he later admitted that his wounds were self-inflicted (нанес себе сам).
- \_\_\_\_\_, I'm going to look at the international context of terrorism and how it relates to Southeast Asia. Then I will look at ...
- I was three when my family \_\_\_\_\_ moved house.
- If \_\_\_\_\_ the jury is not unanimous, it must continue to discuss the case and try to reach a verdict.
- Margaret climbed to the top \_\_\_\_\_ and each of us was greeted by cheers as we made it to the top.
- \_\_\_\_\_ the defendant pleaded not guilty to the espionage charges, but eventually pleaded guilty in exchange for a lighter sentence.
- \_\_\_\_\_ Tony went to McDonald's. Next he went to the opposite roadside stalls. Finally, he went back to the hotel room.
- Surprisingly, \_\_\_\_\_ I didn't like the way this watch looked on my wrist.
- The Norwich Tech students completed the task \_\_\_\_\_ in just 40 minutes.

#### Ex. 5. Answer the questions using **first** or **at first**.

- Did you find it difficult to adapt to university life?
- How do you go about doing your homework?
- When did you first think of applying to this university?
- Which of your fellow-students usually completes tests first?
- Did you hit it off (become friends) with your fellow-students right away?
- When did you first read an English book in the original?
- What do you usually do after classes?
- Have you ever come first in a race or another sports event?
- When did you first go to the gym / stadium?

#### Ex. 6. Translate the sentences into English using **first** or **at first**.

- Сначала обвиняемый отказался платить штраф.
- Сначала Ричард отвез жену и дочь в аэропорт, потом направился в офис.
- Сначала Джордж поддерживал этот план, но потом изменил свое мнение.
- Фрэнк впервые совершил правонарушение в шестнадцатилетнем возрасте.

5. Стивен пришел к кинотеатру первым, а спустя десять минут пришли остальные.
6. Сначала присяжные не могли прийти к согласию, но через несколько часов единогласно (unanimously) признали обвиняемого виновным.
7. Блэквеллы впервые подумали о переезде два года назад.
8. Сначала он пригласил ее в театр, потом сводил в дорогой ресторан. Как ты думаешь, он влюблен?
9. Кто из студентов первым закончил тест?
10. Сначала ему предъявили обвинение только в краже из магазина, но потом полицейские обнаружили у него фальшивые деньги.

### PHRASAL VERB GO (2)

Ex. 7. a) Work in pairs. Match each verb with its equivalent below.

b) Translate the following sentences paying attention to the phrasal verb GO.

1. to go for smth	At lunch I ate big shrimps, and she <b>went for</b> the stake.	
2. to go off	After the earthquake, electricity in the city <b>went off</b> .	
3. to go off	The party <b>went off</b> without any problems.	
4. to go on (with smth)	<b>Go on with</b> your work; don't pay attention to us.	
5. to go on	The place looks a mess; what <b>went on</b> here last night?	
6. to go out (with smb)	He's such a bore that no girl in our school wants <b>to go out with</b> him.	
7. to go out	I can't <b>go out</b> tonight; I have a lot of work to do.	
8. to go over	The manager <b>went over</b> the report and found no mistakes in it.	
9. to go through	Love is like the measles, we all have <b>to go through</b> it.	
10. to go up	Because of the inflation the prices continue <b>going up</b> .	

- a. отключаться
- b. испытывать, подвергаться;
- c. выбирать;
- d. встречаться с кем-л. (ухаживать за кем-л.);
- e. продолжать;
- f. расти, увеличиваться;
- g. происходить, случаться;
- h. выходить;
- i. внимательно изучать;
- j. проходить (о мероприятии).



*Ex. 8. Recast the underlined parts so as to make them more natural. Use the phrasal verb GO.*

1. As soon as the driver saw three round or oval UFOs, the car lights and the radio stopped working.
2. Either the quality of the show will go down or the cost will rise.
3. I hope the professor won't give us any homework tonight because I want to spend some time with school friends.
4. If you're looking for something girly and fun, choose something bright or pink.
5. "I'm a survivor — a living example of what people can suffer and survive."
6. Life cannot continue without forgetting a lot.
7. A piece of advice: "Revise the text; analyze the language, style, and form."
8. The countries of Eastern Europe experienced some radical changes after the fall of communism.
9. The exhibition was really a success and all of us had a little celebration on Sunday night. (use *phrasal verb + well*)
10. What on earth is happening at Denver International Airport ?
11. When the power is not available, stay calm. Turn on a battery-operated radio for news updates.
12. Would you date someone who is intolerant?

*Ex. 9. Translate the sentences using the appropriate phrasal verb.*

1. Если есть возможность, **выберите** номер с видом на море (sea view room).
2. Вдруг стало темно, и мой компьютер **отключился**. Но через несколько секунд он опять заработал.
3. После тяжелого дня Шарлота слишком устала, чтобы **куда-нибудь идти** танцевать.
4. Мы с Терезой **встречались** пару недель, но быстро поняли, что не подходим друг другу.
5. Я знаю, как себя чувствовал Тед, когда потерял работу: я **пережил** тоже самое в прошлом году.
6. Прежде, чем подписывать договор, внимательно **изучите** все детали.
7. Роб всегда **выбирает** спортивные машины.
8. Он **продолжил** свою речь даже после неодобрительных выкриков из зала (boos from the audience).
9. Концерт **прошел** хорошо.
10. Тренер не мог понять, что **происходит** с его командой; они постоянно проигрывали.
11. Бекхэм внимательно **изучил** каждый пункт контракта с Моторолой прежде, чем подписать его.
12. Цены на квартиры в Москве постоянно **растут**, не так ли?
13. Как **прошла** твоя встреча с одноклассниками?



*Ex. 10. Make up a short story using as many phrasal verbs GO as possible.*

## GRAMMAR

### MODAL VERBS (1)

**Modal verbs:** *can, could, may, might*  
**Modal phrases:** *to be able to*

Ex. 11. Read the story. What happened to Miller? Find all the modal verbs and modal phrases. Explain their use.

### Hunted Like an Animal

The swift current carried Miller downstream. Reaching the north bank, he struggled to catch his breath. He could still hear the Indians shouting to one another. "They're coming after me!" he thought. The kind of panic a stalked (преследуемый) animal might feel washed over him. "I've got to move. I just can't stay here and die in this godforsaken (зброшенный, богом забытый) jungle." Suddenly he remembered a military checkpoint he had stopped at the day before, about four miles upstream. "I can't swim against the current, though," he thought. "I'll have to hike it."

Miller could hardly move without pain, so every step was an effort. He had to fight through the jungle and stay off the footpath because his pursuers (преследователи) might think he would use the path. He was bleeding heavily from the wound in the leg and could feel himself giving way to despair.

"What am I to do? I won't be able to get out of this damned jungle," he thought. But if he was to escape, his thoughts had to be positive. He had to think fast. This much was clear: it might be quicker to float downstream rather than fight through the jungle upstream. Then he thought about the map. He could remember quite clearly that there was another military checkpoint downstream at Oracuza.

A mile downstream there was a clearing in the jungle. "I'd better stay here until morning," he thought. At daybreak Miller slipped back into the water and swam with the current. Some time later he saw an Indian on shore. "Should I ask for help?" His first instinct was no. Then he thought better of it. Weak from loss of blood, he couldn't stay afloat (на плаву, на воде) much longer. "I'll have to take a chance that he's a friend," he decided. "Mister, I need help," Miller said in Spanish. "I've been shot. I need your help to get to the military post."

"I will take you downriver."

\*\*\*

A week later after recovering from his wounds in a local hospital, Miller was finally able to go home. He flew to Hartford, Connecticut, where he was greeted by his family.

#### I. ABILITY: *can, could, be able to*

Time reference + meaning	Affirmative	Negative
<b>Present ability / inability</b>	<p><b>can</b> = am / is / are able</p> <p><i>He <b>can</b> run fast. = He <b>is able to</b> run fast. (может, умеет)</i></p>	<p><b>cannot (can't)</b> = am / is / are not able = am / is / are unable</p> <p><i>He <b>cannot (can't)</b> run fast. = He <b>is not able (is unable) to</b> run fast. (не может, не умеет)</i></p>

Time reference + meaning	Affirmative	Negative
<b>Past ability / inability</b>	<b>could</b>  <i>He <b>could</b> run fast. = He <b>was able to</b> run fast. (мог, умел, был в состоянии)</i>	<b>could not (couldn't)</b> = was / were not able = was / were unable  <i>He <b>couldn't</b> stop laughing. = He <b>was not able (was unable) to</b> stop laughing. (не мог / не смог / был не в состоянии)</i>
<b>Past ability + successful performance of an action on one occasion</b>	<b>was / were able</b> <i>He <b>was</b> finally <b>able to</b> set a record. = could and did set a record (смог, сумел)</i>	—



**Note:**

**Can** and **could** (NOT "be able to") are usually used with "feel", "hear", "see", "smell", "taste", "understand", "remember", etc.

*We **can** hear the sounds of music.*

Мы слышим (**можем** слышать) звуки музыки.

*He **could** understand everything they said to him.*

Он понял (**мог** понять) всё, что они ему сказали.

**Ex. 12. Fill in the gaps with *could* or *was / were able to*.**

- I \_\_\_\_\_ (do) the job immediately. It didn't take up much of my time.
- When he was young he \_\_\_\_\_ (run) faster than anyone else.
- He \_\_\_\_\_ (finally / run) the distance incredibly (невероятно) fast and set a record.
- I \_\_\_\_\_ (find out) why they had left so unexpectedly.
- She \_\_\_\_\_ (sing) like a bird when she was a child.
- We \_\_\_\_\_ (finally / to persuade) our parents to let us go on the trip.
- Every time he opened his mouth, you \_\_\_\_\_ (hear) him say something tactless.
- Cindy \_\_\_\_\_ (remember) quite well that she had been promised a pay rise.
- The main road was under repair, but we \_\_\_\_\_ (find) an alternative route.
- The accused man \_\_\_\_\_ (feel) that the jury didn't really believe his story.
- After she had a good sleep she \_\_\_\_\_ (work out) the problem.
- At last he \_\_\_\_\_ (overcome) his fear and felt much better afterwards.

**Ex. 13. Work in pairs. Discuss your answers to the following questions.**

- What can you do today that you could not do when you were a child?
- Is there anything you cannot do today that you would like to be able to do?
- Do you think children are able to learn better in mixed-sex or single-sex classrooms?
- When you were at school, were you able to develop a realistic view of your own strengths and weaknesses?
- In what particular areas of learning are you able to do well?
- In your studies, what would you like to be able to do better?
- Can you join any student clubs and groups that organise sporting, political and social events? What clubs or groups have you been able to join since you have been a student at the university? What clubs or groups could you join at school?

8. Have you ever been able to succeed in any of your New Years' resolutions?
9. Can you always find a common language with your peers?
10. What would you like to be able to do as a result of your education?
11. What do people mean by saying that you cannot do today's job with yesterday's tools?
12. What would you like to be able to accomplish in your life?

*Ex. 14. Use **could** instead of **was / were able to** where possible.*

1. He was able to find her and bring her back home where he begged her to stay.
2. Fergie wanted more from me than I was able to give.
3. I was not able to go home for Christmas with my new friends.
4. When the moon finally came up over the trees he was able to make out a group of horseriders coming towards him.
5. They were not able to discuss that question because they ran out of time.
6. He once claimed to me that he was able to open a beer bottle with his eye.
7. Because of her handicap Carina was not able to walk and talk.
8. The pilots were able to search some areas below the fog, but said visibility was almost nil at higher levels.
9. Of eleven young females between 13 and 15, only one was able to write; ten were able to read.
10. Four years later Laura was able to sell the shared house and buy a cottage for herself.
11. This new dictionary was of great help to me, because I was able to learn the meaning of many words that I had not been able to understand before.
12. The army was unable to defeat the enemy.

*Ex. 15. Translate into English using modal verbs.*

1. Хотя Эдвард испытывал денежные затруднения, он всё же сумел расплатиться с долгами.
2. Роджер сумел извлечь большую пользу из своей стажировки (internship).
3. Она умела найти нужные слова и убедить кого угодно в чём угодно.
4. Он сумел скопить необходимую сумму, чтобы оплатить расходы на лечение (медицинские расходы).
5. Марк смог произвести очень хорошее впечатление на нашего директора.
6. Я понимал (мог понять), почему он отказался давать показания в суде.
7. После долгих переговоров они смогли достичь согласия и прекратили военные действия.
8. Саймон мог быть очень терпеливым с детьми. Что касается меня, то они быстро выводили меня из терпения.
9. Я видел (мог видеть), что он не прилагает никаких усилий, чтобы оставаться в хорошей форме.
10. По-моему, этот ребёнок мог пользоваться компьютером, когда ещё не умел ходить!
11. Александр II сделал для России то, чего не сумел сделать ни один из Романовых — он отменил крепостное право (to abolish serfdom).
12. Вопросы маленького Билли часто бывали (могли быть) такими неожиданными, что родители не знали, как на них отвечать.

When you talk about ability to do smth on one occasion and want to emphasise the difficulty or suggest a great effort, you can use **manage to**.

*Ex. 16. Fill in the gaps with a suitable form of **can**, **be able to** or **manage**.*

1. After looking at her notes again, she \_\_\_\_\_ (complete) the exercise.
2. Finally, we \_\_\_\_\_ (gain) his trust and (to keep) him on the phone long enough to trace his call.

3. I \_\_\_\_\_ (not to accept) the fact that my son thought only of playing football.
4. I finally \_\_\_\_\_ (lose) 40 pounds after months of eating low-fat foods.
5. In Omaha, Nebraska, the firefighters \_\_\_\_\_ (rescue) the boy who fell through the ice about 100 feet from the shoreline.
6. Sally returned home exhausted. She \_\_\_\_\_ (not to sleep) that night.
7. John \_\_\_\_\_ (speak) fluently and well: talking with him was one of the pleasures of my life.
8. In Massachusetts Hillary met a girl in a wheelchair, who told her how much she wanted to go to school. She knew she \_\_\_\_\_ (not to go) because she \_\_\_\_\_ (not to walk).
9. He \_\_\_\_\_ (not to decide) what to do next.
10. Through the glass door of the office he \_\_\_\_\_ (see) a man with a gun.
11. In 1900, Johann Huslinger \_\_\_\_\_ (walk) from Vienna to Paris on his hands. At 10 hours a day, the journey took Huslinger 55 days.
12. I'm happy to say that we \_\_\_\_\_ (lead) the negotiations to a successful conclusion.

*Ex. 17. Work in pairs. Discuss your answers to the following questions.*

1. Do you think you'll manage to get the most out of university life?
2. As a student, how well have you been able to cope with the new responsibilities that have been placed on you?
3. Have you managed to pass all your exams so far? If you make an effort, will you be able to pass all your exams with flying colors?
4. What's the longest time you've ever managed to stay awake?
5. Have you ever managed to cope with a task which seemed too difficult at first? What particular skills can help you to succeed in achieving your goals?
6. Do you usually accept the things you cannot change or try to change the things you cannot accept?
7. Do you see yourself as a person who can take independent decisions? can be trusted?
8. Have you ever managed to handle some crisis situation efficiently?
9. Are you able to take care of yourself when your parents are out of your immediate reach?
10. Do you think most of your friends need the advice of a caring and experienced adult to get on in the world or can easily do without it?

## II. ASKING FOR AND GIVING PERMISSION: *can, could, may, might, would* ASKING FOR ASSISTANCE: *can, could, will, would*

	Polite question	Polite answers	
<b>Asking for and giving permission</b>	<b>Can / Could / May</b> I please use your cell phone?	Yes, here you are. Of course. Certainly.	I'm sorry, I need it myself.
	Do you think I <b>could possibly</b> leave early today?	Yes, of course you can.	I'm sorry, you <b>can't</b> . I'm afraid not. There's a lot of work to do.
	<b>Would it be all right if I</b> bring / brought my bike inside?	Go ahead. Certainly.	I'd rather you didn't.
	I wonder if I <b>could/ might</b> borrow this book?	Yes, of course.	I'm afraid not. Well, I'm reading it myself, actually.

	Polite question	Polite answers	
Asking for Assistance	<b>Can / Could / Will/ Would you please open the window for me?</b>	<i>Yes, of course. I'd be glad to.</i>	<i>I'm sorry, it's a bit cold in here.</i>
	<b>I'm sorry to trouble you, but could you please lend me some money?</b>	<i>Yes, here you are. Certainly.</i>	<i>I'm afraid, I haven't got any.</i>
	<b>Would you mind taking a photo of us?</b>	<i>No, of course not.</i>	<i>I'm sorry, I'm afraid I can't.</i>



**Note:** **Can, could** and **may** are used to ask for permission in direct questions. When you report these questions in the past, you use **could** (NOT "can" or "may").  
e.g. *Can / Could / May I please use your cell phone?* → *He asked if he could use my cell phone.*

However, to talk about giving or refusing permission on a specific occasion in the past, **was / were allowed** is used (NOT "could").  
e.g. *He was / was not allowed to use the cell phone.* (NOT "He could / could not use the cell phone.")

*Ex. 18. Work in pairs. Choose suitable forms to make polite questions and answers with reasons where appropriate.*

1. You are visiting a close friend and want to see his new computer.
2. You'd like a man you don't know to tell you the time.
3. At a party you want to take a picture of a girl (boy) you hardly know.
4. You'd like to borrow a couple of aspirins from a friend of yours.
5. You are in London. You want a stranger to take your photo in Trafalgar Square.
6. You want your fellow student to give you a hand with your homework.
7. You want your classmate to switch on the light.
8. You want to ask your professor a few questions.
9. You'd like your fellow passenger to turn the stereo down.
10. You are going sightseeing and you'd like to borrow your roommate's camera.
11. You need a ride to the airport.
12. You'd like to leave early and have to ask your teacher for permission.

*Ex. 19. Translate into English using modal verbs.*

1. Вас не затруднит посмотреть, нет ли сегодня в программе концерта джазовой музыки?
2. Можно я тебя побеспокою (interrupt) на минутку? Ты мне не скажешь, во сколько закрывается аптека?
3. Не будете ли вы так добры, чтобы ответить на несколько вопросов? — Боюсь, что сейчас не смогу. К сожалению, я должен уходить.
4. Он спросил, не может ли он мне чем-нибудь помочь. Я поблагодарил за предложение и вежливо отказался.
5. Вам разрешили бесплатно пользоваться спортивным инвентарём (equipment)? Честно говоря, я не спрашивал разрешения.
6. Прости, сейчас я никак не могу разговаривать. Можно я тебе позвоню вечером?
7. Если вас не затруднит, не могли бы вы ещё раз взглянуть на эти материалы?
8. — Ты бы не мог поддержать мою сумку, пока я буду открывать дверь? — Конечно. — Спасибо. — Не стоит (благодарности).

9. Секретарь объяснила, что господин Браун очень занят и спросила, не могу ли я оставить номер моего телефона. Она обещала, что он перезвонит мне через полчаса.
10. Извините за беспокойство, но не мог бы я посмотреть газету, если она вам больше не нужна? — Ну, вообще-то я ещё её не дочитал. — Простите.
11. Туристам не разрешили выйти из здания аэропорта и подышать свежим воздухом, несмотря на то, что рейс был задержан на (by) несколько часов.
12. Ты не возражаешь, если я завтра возьму твою машину, чтобы отвезти родителей на дачу? — Извини, но боюсь, что возражаю. Завтра она мне нужна самому.



### III. POSSIBILITY: *can* and *could*, *may* and *might*

#### 1. General possibility.

*Verbs used: can and could with be to talk about typical situations in the present and in the past.*

##### Present

Scotland **can be** very warm in September

В Шотландии может быть (бывает) очень тепло в сентябре.

##### Past

George **could be** quite unpleasant at times.

Джордж временами мог быть (бывал) весьма неприятен.

#### 2. Specific possibility.

*Verbs used: may, might or could (NOT "can") to talk about a specific situation which the speaker sees as possible at the moment of speaking or in the future, but he is not certain.*

	Present	Future
<b>50% sure</b>	<p>Who knows, I <b>may / might / could</b> be wrong. (= Perhaps I am wrong)</p> <p>Как знать, <b>может быть</b>, я и ошибаюсь.</p>	<p>They <b>may / might / could</b> visit Italy again in June. (= Perhaps they will visit Italy)</p> <p><b>Возможно (может быть)</b>, они опять поедут в Италию в июне.</p>
	<p>He <u>wondered</u> if he <b>might</b> be too young for the job.</p> <p>Он <u>спрашивал себя</u>, не <b>может</b> ли быть, что он слишком молод для этой работы.</p>	<p>He <u>said</u> he <b>might</b> buy a new computer soon.</p> <p>Он <u>сказал</u>, что, <b>возможно</b>, скоро купит новый компьютер.</p>

**Might** and **could** express a weaker possibility than **may**. Besides, **may** is slightly more formal.

##### Compare:

They **may** leave tomorrow.  
(= Perhaps they will)

They **might/could** leave tomorrow.  
(=I don't think they will)

#### 3. Negative possibility.

*Verbs used: may not and might not (NOT "cannot / could not")*

	Present	Future
<b>50% sure</b>	<p>He <b>may / might not</b> have the slightest idea about it.</p> <p><b>Может быть</b>, он <b>не</b> имеет об этом ни малейшего представления.</p>	<p>They <b>may / might not</b> reach agreement tomorrow.</p> <p><b>Возможно</b>, завтра они <b>не</b> достигнут согласия.</p>

#### 4. Impossibility.

Verbs used: **cannot** or **can't** (usually with the verb "to be") (NOT "may not / might not")

	Present
<b>95% sure</b>	<p>Ann <b>cannot</b> be here. She is in Italy now.  <b>Невозможно, чтобы</b> Анна была здесь. Она сейчас в Италии.</p> <p>That <b>can't</b> be George. George isn't so tall.  <b>Не может быть, чтобы</b> это был Джордж. Джордж не такой высокий.</p>

#### 5. Emotionally coloured QUESTIONS expressing doubt, disbelief, annoyance, etc.

Verbs used: **can** and **could**

**Can / could** she really be over thirty?

**Неужели** ей действительно за тридцать?

What else **can / could** you possibly want?

Чего, **собственно**, вы ещё хотите?

Ex. 20. Paraphrase the sentences using **can / could** to express general possibility.

**Model:** Holidays in Sochi aren't necessarily cheap. (quite expensive / often) →

*Holidays in Sochi can often be quite expensive.*

- Students at university do not always approve of the teaching methods. (quite critical / sometimes)
- Winter sports are not necessarily safe. (quite dangerous)
- It is not easy to achieve unity between nations. (hard / often)
- Scientific explanations are not always clear. (confusing / often)
- Her brother was not always polite. (quite rude / sometimes)
- In Britain, people are not necessarily willing to tell others how much they earn. (unwilling / often)
- Years ago, travelling was not always fun. (very tiring / often)
- Such operations are not necessarily painless. (rather painful)
- Understanding other people's point of view is not always easy. (very difficult)
- His behaviour was not always pleasant. (annoying / at times)
- Extreme diets are not always harmless. (harmful / sometimes)
- Such methods are not necessarily effective. (ineffective / often)

Ex. 21. Fill in the blanks with suitable modal verbs.

- What are you going to do tonight? — I haven't yet made any plans. I \_\_\_\_\_ stay at home or go to the cinema.
- Will your headmaster help you if you get into trouble? — Who knows, he \_\_\_\_\_ help me, but I really don't know for sure.
- What else \_\_\_\_\_ you possibly say in your defence?
- Do you know how old she is? — I'm not sure, she \_\_\_\_\_ be younger than she looks.
- Depending on where they live, people \_\_\_\_\_ either like or dislike the consequences of global warming and climate change.
- How \_\_\_\_\_ you possibly deny your fault if it has been proved beyond any reasonable doubt?
- How about joining us for a cup of tea tomorrow night? — That sounds great but I \_\_\_\_\_ not be free tomorrow.
- Money is very much on his mind at the moment. I don't know where he'll get it but he \_\_\_\_\_ even sell his property.
- Let's not wait any longer. Bob \_\_\_\_\_ come too late or \_\_\_\_\_ not turn up at all.



10. \_\_\_\_\_ you really believe that coming to agreement will be as easy as some people imagine?
11. He was not sure at all that his interference (вмешательство) would make things better. He was afraid it \_\_\_\_\_ even make them worse.
12. Diana \_\_\_\_\_ like the dress you've bought for her. But frankly speaking, I don't think she will. She is very choosy about her clothes.

*Ex. 22. Give answers to the following questions according to the model. Give some explanations as well.*

- |  |   |
|--|---|
| 1. Do you think your teacher is angry with you?                | a. impossibility — She <b>can't</b> be angry because I have done nothing wrong.<br>b. possibility — She <b>may / might / could</b> be angry because I have forgotten to do my homework, but I'm not sure. |
| 3. When is your teacher likely to mark your tests?             | a. negative possibility — He / She <b>may not / might not</b> be able to mark them by tomorrow, it is more likely that he / she'll do it by next Monday.  |
| 2. Do you think Steve might pass all his exams successfully?   | a. possibility<br>b. negative possibility   |
| 3. Do you think that taking exams is a lot of fun?             | a. impossibility<br>b. possibility  |
| 4. Is Bob likely to break his bad habits?                      | a. possibility<br>b. negative possibility   |
| 5. Do you think Max likes everything his boss tells him to do? | a. negative possibility<br>b. impossibility   |
| 6. Do you think it's your fault that you're so tired?          | a. impossibility<br>b. possibility  |
| 7. Is the flight likely to be delayed?                         | a. possibility<br>b. negative possibility   |
| 8. Do you think Alison is on a diet?                           | a. impossibility<br>b. possibility  |
| 9. Do you think he will come and stay with us sometime?        | a. possibility<br>b. negative possibility   |

*Ex. 23. Choose the most suitable modal verb.*

1. It's hard to understand how they **can / may** be so cruel.
2. Without proper treatment, sufferers from tuberculosis of the lung **can / might** often be contagious (заразный) all their life.
3. Leslie returned to Washington in low spirits. Where **might / could** she possibly find the money for an operation?
4. You **might / can** travel fifty thousand miles in America without once tasting a piece of good bread.
5. How **could / might** you possibly help people who have lost everything?
6. One day you **can / could** become a political commentator, who knows.
7. "I study in the morning. I study before dinner. I study in bed at night until I **can't / may** not stay awake any longer," my classmate said.
8. My horoscope said: "Soon you **may / can** feel a need to influence people and gain recognition for your talents."
9. He thought that with a lot of luck he **might / may** get through to the studio to answer their quiz questions.

10. If you **may** get / **are able to** get organic foods, and **can** / **could** afford them, then try to use these as much as possible.
11. I thought it **might** / **may** be useful to have your views on Ms Smith's evidence.
12. The university is closed now so Paul **may not** / **can't** be there.

*Ex. 24. Translate into English using modal verbs.*

1. Он, возможно, согласится на ваше предложение. Но ему нужно время, чтобы его обдумать.
2. Город, может быть, не вернётся к прежней (привычной) жизни после недавней трагедии.
3. Чаевые (tips) иногда бывают очень хорошими и помогают мне существовать (выжить) на мою весьма небольшую зарплату (wages).
4. Возможно, ваш босс будет относиться к вам уважительно, но он может не простить, что вы во всём его превосходите.
5. Его замечания иногда бывали (могли быть) немного грубыми (rude), но, как ни странно, никто из нас не чувствовал себя обиженным.
6. Он, может быть, завтра получит визу и тогда сможет приобрести билет.
7. Как, собственно, вы можете помочь человеку, который много раз отказывался от вашей помощи?
8. Вчера я не смог дозвониться до главного офиса компании и, может быть, попробую связаться с ними завтра.
9. Я предпочитаю проводить летние каникулы на островах, так как температура там часто бывает ниже, чем на континенте.
10. Не может быть, чтобы сейчас было так поздно. Мы здесь пробыли меньше часа.
11. Он не ладит со своими родителями. Недавно он сказал мне, что, если он получит стипендию (grant), то, возможно, уедет учиться за границу.
12. Временами он бывал (мог быть) очень упрям, и тогда (в этом случае) с ним было трудно иметь дело.
13. Неделю назад я сказал, что он, возможно, не сможет починить компьютер, однако ему удалось сделать это всего лишь за два дня.

*Ex. 25. Work in pairs. Make your predictions about developments and give your reasoning or comments.*

1) in sport

**e.g.**

Russia may win the World Cup. Our footballers are really good now.

2) in transport in large cities

**e.g.**

Moscow may introduce a tax on larger cars. I think it's a good idea. It may encourage people to buy smaller cars.

3) in world politics in the 21<sup>st</sup> century

**e.g.**

Food crisis may cause local conflicts. Western countries shouldn't develop biodiesel cars, which may lead to food shortage. The growing popularity of biofuels may cause increased food prices around the globe.

4) in the visa regime on European territory

**e.g.** In the near future Hungarians may be granted visa-free status for travel to Russia.

## ARTICLES

### THE INDEFINITE ARTICLE THE BASICS. REVISION

The indefinite article is used to speak about	
somebody or something the speaker and the listener sees as <b>unknown</b> or <b>indefinite</b> .	e.g. There is <b>a</b> man to see you. You can buy <b>a</b> newspaper here.

Meanings conveyed by the indefinite article	
<b>one of many, some/any</b> = некий, какой-то	e.g. They went to <b>a</b> party. <b>A</b> Mr. Smith phoned you. He is <b>a</b> journalist with the BBC.
<b>one</b> = один	e.g. We've got <b>an</b> apple tree and many strawberry beds in our garden.
<b>any</b> = любой, каждый	e.g. <b>A</b> child can do it Books can be borrowed from <b>a</b> library. Choose <b>a</b> career you like.

Ex. 26. Read the text and insert the indefinite article where necessary. Notice the use of the indefinite article with the nouns in italics. Consult the Particulars to explain the use.

### Piece of advice on honesty

Mr. Honour was a *shop owner*. His shop, a *little shop* just off Bond Street was doing quite well. "What a *happy man* he is," thought all his friends.

There was one thing, though, that spoilt his life. His son Robert, who was *as smart as a college graduate*, though he was still at school, was not in the least interested in business. The boy had good knowledge of history and literature. Robert had inquisitive mind, too, and particular interest in philosophy and ethics.

One day the boy came up to his father and asked him question:

"I say, Dad, I wonder if you could explain to me the meaning of the word 'honesty'?"

"Oh, honesty," answered the businessman, "Yes, of course. I think I'd rather give you example. Suppose customer forgets his wallet on the counter, here in my shop, and goes out. I pick up the wallet, open it and find one hundred pound banknote inside. Now, my boy, I have dilemma: shall I take the money for myself or shall I share it with my business partner?"

### THE PARTICULARS

1. We use the indefinite article to describe people or things after

a) the verbs *to be*, *to have*, immediately after a *person's name*:

She is a (talented) musician.

He has a (beautiful) sister.

Ignacy Jan Paderewski, a pianist and a composer, became the first prime minister of independent Poland after WWI.

b) in comparison

This web site is as slow as a snail / a duck in treacle.

2. We also use “a” in exclamations:

**What** a lovely day! **BUT:** What marvelous news! What awful weather!

We use “a” in phrases with **rather, quite, such:**

He is such a bore.

She is quite a remarkable person.

It was a rather unexpected gift. / It was rather an unexpected gift.

Ex. 27. Decide on the article with the words in bold. Translate into English.

1. Это было замечательное **представление**. Какая очаровательная **музыка**!
2. Он слеп как **летучая мышь** (bat).
3. Такое неожиданное **решение** привело его в отчаяние.
4. Это естественная **реакция** на такое неожиданное **известие**.
5. Этот матч произвел вполне благоприятное **впечатление** на болельщиков.
6. Нет друга более надежного, чем **книга**.
7. Такая суровая **погода** изменила планы альпинистов.
8. Знаем ли мы Толкиена — **солдата, учителя, англичанина и католика**?
9. Я всегда считал, что крикет довольно скучная **игра**.
10. Ну и **женщина**! У нее язык острый как **бритва**.

Ex. 28. Explain the use of the indefinite and definite articles in the following narrative.

I dreamt that I went into a public house at Limehouse. I don't think I have ever been in a public house since I was at Oxford, and yet I saw **the** street and **the** place I went to as exactly as if I were at home there. I went into a room, I don't know whether they call it **the** saloon bar(1) or the private bar; there was a fireplace and a large leather arm-chair on one side of it, and on **the** other a small sofa; a bar ran the whole length of the room and over it you could see into **the** public bar. Near **the** door was a round marble-topped table and two arm-chairs beside it. It was a Saturday night and **the** place was packed. I was dressed like a rough (хулиган), with a cap on my head and a handkerchief round my neck. There was a gramophone going, or **the** radio, I don't know which, and in front of **the** fireplace two women blowzy and vulgar were doing a grotesque dance. “What a horrible place,” I thought.

/after Lord Mountrago by Somerset Maugham/

Notes:



By the end of the 18<sup>th</sup> century a new room in the pub was established: **the Saloon**. The Saloon was a room where for an admission fee or a higher price at the bar, singing, dancing, drama or comedy was performed. By the 20<sup>th</sup> century the saloon had settled into a middle class room — carpets on the floor, cushions on the seats, and a penny or two on the prices; while the public bar had remained work-





ing class — bare boards, sometimes with sawdust to absorb the spitting, hard seats, and cheap beer. During the blurring of the class divisions in the 1960s and 70s, the distinction between the saloon and the public bar was seen as archaic, and was abolished, usually by the removal of the dividing wall itself. While the names of Saloon and Public Bar may still be seen on the doors of pubs, once inside the prices and the standard of decoration are the same throughout the premises.

*Ex. 29. Insert articles where necessary.*

O'Donnell stood lost in thought. What day! First the incident of the mis-diagnosed child, then the discovery that elementary hygiene precaution had been neglected for six months, and now the threat of grave epidemic hanging over the hospital like avenging (карающий) sword.

He crossed to the window and stood looking down at the hospital forecourt. As always there was movement of people, coming and going. He saw man limping, woman holding his arm; they passed out of sight. Car drew up: man jumped out and helped woman into it. Nurse appeared, handing the woman baby. The door slammed, the car moved on. Boy on crutches came into view; he moved quickly, with the ease of practice. He was stopped by old man in raincoat. They moved together toward the hospital doors.

## CHECK YOURSELF

### 1. Complete the chart.

Modals	Use	Examples
<b>can</b>	?	He <b>could</b> read and write at the age of two.
?	a successfully performed action	?
<b>can / could / may</b>	?	<b>Could</b> I please use this illustration?
?	asking for assistance	?
<b>can</b>	general possibility	?
<b>may / might / could</b>	?	Experts say that Eurotunnel <b>might</b> face bankruptcy within two years.
?	negative possibility	?
<b>cannot / can't</b>	?	She <b>can't</b> be wrong all the time.
?	?	What else <b>could</b> she possibly want?

### 2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

to end in a draw

to increase one's lead to 5 points

to break the European record

to take up a sport

to go snorkeling

to score a goal

to go out with smb

to finish second ahead of the US team

to fail to medal

to be awarded the bronze medal

to be three points ahead of Spain

to finish the race in 3:20

to overpower the rival team

to go for pizza

заниматься спортом

тяжелая атлетика

выиграть матч

завоевать серебро

нанести поражение

увеличить преимущество до трех очков

занять первое место

пережить тяжелые времена

получить медаль

5:4 в пользу России

проиграть команде Франции

наградить золотой медалью

побить мировой рекорд

вести со счетом 2:1

забить победный гол

внимательно изучить доклад

### 3. A. What is the general rule for the use of articles with nouns in the following structures?

— after the verbs "be" and "have"

— in comparisons after "as"

— in exclamations after "what"

— in phrases with "rather", "quite", "such"

### B. Decide on the articles with nouns in the following sentences.

1. He is outstanding football player.

2. I thought it was quite interesting story.

3. The man I marry must be at once as brave as lion and as gentle as lamb.
4. What wonderful news and what lovely name!
5. Jack is such kind and patient man.
6. One shouldn't go out in such nasty weather.
7. It seemed quite reasonable advice.
8. Anna has boyfriend. He is rather good looking young man.

4. Choose the correct alternative in italics.

1. James *can't* / *hasn't been able to* watch much TV lately.
2. Serena Williams is quite *a* / *the* remarkable athlete and woman.
3. I *managed to* / *could* play some good tennis and won the tournament in the end.
4. We *could* / *were able to* hear the people shouting to us, some of them cheering.
5. I finally *could* / *was able to* get over the shock of the differences between high school and college classes.
6. I'd like to *be able to* / *can* stretch out my legs during the flight.
7. *Could* / *might* you please be our guest speaker?
8. I wonder where that sound *could* / *might* come from?
9. *The* / *a* response to such *an* / *0* unexpected news is always *a* / *0* shock.
10. He *couldn't* / *wasn't allowed to* raise his voice while his younger brother played with his toys.
11. *May* / *might* I please leave the classroom for a few minutes?
12. Dr. Meanwell, *a* / *the* famous coach at that time at *the* / *0* University of Wisconsin, was *a* / *the* doctor.
13. Acts of killing *can* / *may* be driven by greed or hatred.
14. He *could* / *was able to* remember quite well what had happened at that moment.
15. Val has *a* / *the* sister who is as stubborn as *a* / *the* mule.
16. *At first* / *first* Michael *couldn't* / *wasn't able to* believe it was true.
17. You *couldn't* / *might not* reach agreement on all points in the first meeting.
18. It was rather *a* / *the* boring play, unfortunately. Just two men on stage, sitting at *a* / *the* table.
19. This girl *may not* / *cannot* be twenty. She looks sixteen.
20. This is the first time that I've been to *the* / *0* Fair Isle in such *a* / *0* wonderful weather but it's *a* / *0* magical place in any weather!

5. Fill in the gaps and give an appropriate response.

1. A: I'm going to a football match tonight.  
B: \_\_\_\_\_. Have you heard that more than 40 football hooligans have destroyed a pub in London? Something must be done about crowd violence!  
A: Yes, I quite agree with you here. \_\_\_\_\_, I hope to enjoy the match. *Spartak* is playing against *Lokomotiv*.
2. A: Russian painting has always been popular abroad.  
B: \_\_\_\_\_. The painting by Aivazovsky "Sea view", stolen earlier from Odessa Museum, has been found.
3. A: On Sunday, the Russian ice-hockey team defeated Canada and \_\_\_\_\_.  
B: \_\_\_\_\_ but what was the score?
4. A: Sport makes you stronger in both body and mind.  
B: \_\_\_\_\_?  
A: \_\_\_\_\_ is that exercise not only helps to improve physical health but also has a positive effect on brain function.
5. A: I think Dinara Safina is Russia's best tennis player.  
B: \_\_\_\_\_, but isn't Maria Sharapova number one in women's tennis?  
A: (Yes, she is.) Oh, that \_\_\_\_\_, isn't she the prettiest one as well?

# UNIT 12

## ART AND ART LOVERS



## IN UNIT 12 YOU LEARN:

to talk about likes and dislikes  
 to agree in an informal way  
 to talk about art to discuss things  
 to speak about obligations  
 to tell people about their duties and about arrangements, to give advice using modals  
 to read faster and to infer information  
 to use paper and on-line dictionaries to build up your vocabulary  
 to look for information

## LANGUAGE FOCUS

modal verbs and modal phrases: *must, needn't, should, ought to, to have to / to have got to, to be to, had better*  
 the use of articles: revision  
 topical vocabulary: art  
 offer vs suggest



### SPEAKING 1 TALKING ABOUT LIKES AND DISLIKES

Talking about likes and dislikes is a natural part of communication. How we do it depends on the situation and who the speakers are.

*Look through the following examples and say which is more / less formal. What makes you think so?*

1. *Saving Private Ryan* — The first 15 minutes of this film are totally BRILLIANT! The best war time scene in the history of film. Too bad it then went downhill ... *Blade Runner* — This is the film every fan is supposed to love ... or else you "just don't get it". Yeah, well... I got it, and I didn't like it.
2. SCORPIONS: "*The Beatles*", I've always loved their music. Lately there has been a flood of new groups, which I like. There are a lot of very talented female singers, such as Shakira. She is very cool! I like her album a lot.  
 Q: And what about Britney Spears?  
 SCORPIONS: Well... She is cute... But it's quite a different thing. Shakira to me is rock music incarnate. The way she moves, the way she sings... She has tremendous songs, while Britney is a good pop-singer. Though if I were to choose a pop-singer, I would choose Madonna.
3. A: "Wow, she is cool! Do you like her better than Britney Spears?"  
 B: I sure do. And her band is terrific. She has the best drummer ever!

## LIKES / DISLIKES

### USEFUL PHRASES (*neutral*):

I (really) like	I don't like / love
I (really) love	I dislike
I (really) adore	I hate
I am well into	I can't stand
I am a fan of	... is rubbish
I ('d) prefer	
It's my all-time favourite.	
I am mad about (infml)	

e.g.

1. I adore Mariah Carey! I hate the way she dresses sometimes, though. But I have been a fan of hers since I was little!
2. I am well into salsa this year.
3. Elton John really really hates photographers.
4. Now I'd prefer Richard Gere to Harrison Ford.

## GIVING A REASON

USEFUL PHRASES:

He She They It	+ is / are / was / were	+ really (really, really) good great / amazing / fantastic / superb / etc.
-------------------------	-------------------------	---

e.g.

1. She [Anna Netrebko] is fantastic. Her beautiful soprano voice is a joy to listen to.
2. Johnny Depp is by far the best actor ever. He plays so many different characters ...

## PRACTICE 1.

WHO LIKES WHAT & WHO LIKES WHO.

*Ask the people in your class about their likes and dislikes in art. Tell your classmates and see if you got the same results as the others.*

## Я ТОЖЕ (2): TOO vs EITHER

### PRACTICE 2.

*Respond using too or either.*

e.g.

1. Cool. Johnny Depp puts in an amazing performance as Wilmot.  
Yes, I like him \_\_\_\_ (too)
2. Have you read *The Da Vinci Code*?  
Yeah, I didn't like it much.  
I didn't like it \_\_\_\_ (either).
1. Cool. Johnny Depp puts in an amazing performance as Wilmot.  
Yes, I like him \_\_\_\_ .
2. Have you read *The Da Vinci Code*?  
Yeah, I didn't like it much.  
I didn't like it \_\_\_\_ .
3. ... Jennifer Lopes is my favourite movie star. And she is such a good singer.  
— I like her \_\_\_\_ .
4. I love Nicole Richie!  
— I like her, \_\_\_\_ . I'd rather see her than Paris Hilton any day!
5. Elton John really really hates photographers.  
— It looks like the photographers don't like him \_\_\_\_ .

6. I love Kelly Clarkson's new album, especially "Behind these hazel eyes".  
— I love that song, \_\_\_\_.
7. Most liquids, gels and lotions will not be permitted in carry-on luggage, I didn't like that.  
Probably you won't like it \_\_\_\_.
8. We used to have boxing every week. I hate boxing.  
— I don't like it \_\_\_\_\_. I'm no good.
9. Have you seen *Ghost Rider*? Did you like it?  
— Well, I didn't hate it, but I didn't like it \_\_\_\_.
10. I like to read fantasy but I have a particular liking for humour.  
— I do, \_\_\_\_.

### PRACTICE 3.

Choose a statement you agree with and respond using **too** or **either**, or **So do I**, **Neither do I** (the last two are less formal).

1. I love Johnny Depp — I'll forgive him anything!
2. I admire Federer for his technical brilliance but I am rooting for (болеть за) the Russian boy.
3. Eddie Murphy is about the most boring comedian ever to star in a movie. I didn't like him at all.
4. I'd prefer Madonna to Monserrat Caballe any day of the week.
5. I like Nike shoes. And they are quite affordable.
6. I am a fan of *The Black Eyed Peas*. It is my favourite band.
7. I hate hard rock and heavy metal.
8. I have no sympathy for players who use drugs.
9. I am a great lover of art, though I have no talent.
10. I have an intense dislike for reality shows.  
...add more statements of your own.



## SPEAKING 2. PROVERBS AND SAYINGS

### I. PROVERBS AND SAYINGS.

Study the following and say which of these are famous people's aphorisms and which are proverbs. Give your reasoning and illustrate an aphorism or a proverb with a short story. (See Appendix, Speaking for reference).

1. Tastes differ.
2. Practice makes perfect.
3. A thing of beauty is a joy for ever.
4. All art is autobiographical.
5. Art improves Nature.
6. A bad workman quarrels with his tools.
7. A good painter can draw a devil as well as an angel.
8. A man paints with his brains and not with his hands.
9. Sports do not build character. They reveal it.
10. No sweet without sweat.
11. The work shows the workman.
12. A poet is born not made.

## II. INTEGRATING SKILLS.

*Role-play: Making up the programme of an open air concert to be held on the City Day.*

### 1. Preparatory stage

1. make a list of items / performers (songs, musical pieces, bands, singers, dancers, folk groups, etc.) you would like to include in the programme; decide which you would like to have as an opening / final numbers;
2. think of the arguments to support your version of the programme;
3. look up the words and expressions you may need to be able to discuss the programme and convince other participants that the items you suggest should be included in the final version. See Units 7–11: expressing conviction, agreeing and disagreeing (about facts and opinions), showing interest, interrupting and returning to the topic, making yourself clear, using fillers and hedges.

### 2. Round-table discussion

*You must decide on the final version of the concert: the number of items, the performers, the opening and final items on the programme.*

Each participant presents their version and arguments to support it.

The chairperson must open and lead the meeting and make sure everybody gets their say. The discussion should be constructive. The participants are to approve the concert programme by a majority of votes.

*Useful phrases for the chairperson of a meeting:*

The purpose of today's meeting is (to make out a plan / to reach a decision / etc);

Today we are going to talk about...

Who would like to begin?

Would you like to give us your opinion/your comment?

I don't think it is really to the point

Then, we all agree that ...

In conclusion I'd like to say...



## READING 1 FOR THE LOVE OF ART

### PRE-READING QUESTIONS:

1. Which of the following do you think is art:  
*Painting / architecture / graffiti / music / literature / photography?*  
What can you add to the list?
2. Which of these do you like?
3. Do you think one must know a lot about a particular art to enjoy it?

*Do the Quiz to see how much you know about art and artists.*

### Art and Artists Quiz.

1. Who was both a painter and a scientist?  
Pablo Picasso      Henry Matisse      Leonardo da Vinci      Mikhail Lomonosov

2. What artist cut off part of his ear?  
Salvador Dali      Vincent Van Gogh                      Paul Gauguin                      Michael Vrubel
  3. Who painted the *Black Square*?  
Natalya Goncharova      Wassily Kandinsky      Kasimir Malevich      Marc Chagall
  4. Which of the following was one of Picasso's styles of painting?  
surrealism      cubism      impressionism      pointillism
  5. Which of the following artists was a surrealist painter?  
Salvador Dali      Andy Warhol                      Auguste Rodin                      Vsevolod Meyerhold
- \* \* \*
6. What art movement did Monet, Renoir, and Degas contribute to?
  7. What is a painting of a bowl of fruit usually called?
  8. Who painted *The Rooks are Here*?
  9. What are the paintings on the ceiling and walls of churches called?
  10. What museum is home to the *Mona Lisa*?

*Look through the text and say whether it is a success story.*

## Art that Pays?

Sally Summers won her school's art prize at the age of fourteen. In her final year, she was awarded the top scholarship to the Slade School of Fine Art.(1)

By the end of her first year at the Slade, the staff and senior students were already becoming aware of Sally's work. Her drawing technique was considered quite exceptional, and her brushwork became bolder with each term. In her final year, Sally won both the Mary Rischgitz Prize for oil painting and the Henry Tonks Prize for drawing. Sally was among that tiny group who were spoken of as "having a future." But she knew that most of the top students in any year ended up working in the creative departments of advertising agencies or teaching art to bored schoolchildren.

Once she had graduated, Sally decided to give it a year and try to put together enough original work for a London gallery to consider her for a one-woman show. For the next six months Sally worked much longer hours than when she'd been a student. By the eleventh month, Sally had completed twenty-seven works, and she felt the time had finally come to allow others to pass judgment on them.

The following morning she packed six of them in a large canvas folder and headed for Duke Street, St. James's. She didn't bother with the galleries exhibiting old masters, Dutch still lifes or English landscapes. Halfway down the street she turned right and finally came to a halt outside the Simon Bouchier Gallery. When Sally reached the far end of the gallery, she saw a short, balding man, wearing an old tweed jacket and corduroy trousers, who was closely examining a picture. He looked about the same age as her father. Also studying the picture was another man, a little over six foot, with those dark Italian looks that people normally only come across in glossy magazines.



The older man looked up and asked “What’s in there?”

“Just a few pictures,” Sally stammered. “I am an artist.”

“Let’s have a look,” said the man, “and perhaps I can decide if you are an artist or not.”

Sally quickly unzipped her canvas bag and laid out the six paintings on the floor. Both of the men bent down and studied them for some time before either offered an opinion.

“Not bad,” said Bouchier eventually. “Not bad at all. Leave them with me for a few days and then let’s meet again next week.” He paused. “Say Monday, 11:30. And if you have any more examples of your recent work, bring them with you.”

Sally walked into the gallery a few minutes before 11:30 the following Monday to find Simon Bouchier kneeling on the carpet, head down, studying some paintings. They weren’t hers, and she hoped he felt the same way about them as she did.

Simon looked up. “Good morning, Sally. Dreadful, aren’t they? You have to look through an awful lot of rubbish before you come across someone who shows any real talent.” He rose to his feet. “Mind you, Natasha Krasnoselyodkina does have one advantage over you.”

“What’s that?” asked Sally.

“She would attract the crowds for any opening.”

“Why?”

“Because she claims to be a Russian countess. Hints she’s a relative of the last tsar. I see this morning’s tabloids are even hinting she’s the new love in Prince Andrew’s life. My bet is they’ve never met. But if he were to turn up at the opening, we’d be packed, that’s for sure. We wouldn’t sell a picture, of course, but we’d be packed.”

“Why wouldn’t you sell anything?” asked Sally. “Because the public is not that stupid when it comes to buying paintings. A picture is a large investment for most people, and they want to believe that they have a good eye and that they’ve invested wisely. Natasha’s pictures won’t satisfy them on either count. With you, though, Sally, I’m beginning to feel they might be convinced on both. But first, let me see the rest of your portfolio.”

Sally unzipped her folder and laid out twenty-one paintings on the carpet.

Simon dropped to his knees and didn’t speak again for some time. “I’ll need even more, and of the same quality,” he said after he had risen to his feet. “Another dozen canvases at least, and by October. I want you to concentrate on interiors — you’re good at interiors. And they’ll have to be better than good if you expect me to invest my time, expertise, and a great deal of money in you, young lady. If you deliver, I’ll probably risk launching you this autumn.”

Sally was speechless.

“I don’t suppose you could have an affair with Prince Charles, say, from the end of September to the beginning of November? That would guarantee us a full house on opening night.”

“I’m afraid not,” said Sally, “especially if you expect me to produce another dozen canvases by then.”

“Pity,” said Simon, “because if we can attract the serious buyers to the opening, I’m confident they’ll want to buy your work. The problem is always getting them to come for an unknown.”



He suddenly looked over Sally's shoulder and said, "Hello, Tony. I wasn't expecting to see you today."

"Perhaps that's because you're not seeing me," Tony replied. "I've just come to take Sally to a celebratory lunch."

Over the next few months Sally devoted herself to getting her latest ideas onto canvas. When each new painting was finished, she would take it up to London for Simon to comment on. Tony would often meet her for lunch, and afterward they would go back to his house, where she would sometimes stay overnight.

Sally often wished she could spend more time with Tony. But she was always conscious of the deadline and lately Tony seemed unable to see her as often as he used to.

Two days before the exhibition was to open Sally caught an early train to London to have a look at "The Summers Exhibition" catalogue. When she walked into the gallery, her eyes lit up: half a dozen of the paintings had already been hung, and she actually felt, for the first time, that they really weren't bad. As she passed a table in the centre of the gallery she saw a folder with the initials "N.K." printed on it. She idly lifted the cover to discover a pile of undistinguished watercolours.

As she looked through Natasha's efforts, Sally came to a sudden halt. Although it was clumsily executed, there was no doubt who the handsome man was that the half-dressed Natasha was clinging onto.

Sally felt sick. She slammed the folder shut, walked quickly to the ground floor. In the corner of the large gallery Simon was chatting to a man who had several cameras slung over his shoulder.

"Sally," he said, coming toward her, "this is Mike Sallis, a photographer from Press Association ..."

But Sally ignored them both and started running toward the open door, tears flooding down her cheeks. She turned right into St. James's, determined to get as far away from the gallery as possible. But then she saw Tony and Natasha walking toward her, arm in arm.

Sally stepped off the pavement and began to cross the road, hoping to reach the other side before they spotted her.

The screech of tires and the sudden swerve of the van came just a moment too late, and she was thrown headlong into the middle of the road.

\* \* \*

When Sally came to she felt awful, her left leg was covered in plaster and was raised high in the air.

"You've got a visitor," said the nurse. "He's been waiting for some time. Do you think you're up to seeing him?"

It was Simon with a bunch of flowers.

"I'm so sorry, Simon," Sally said, before he had even said hello. "I know I've let you down badly."

"You certainly have," said Simon. "It's always a letdown when you sell everything off the walls on the first night. Then you haven't got anything left for your old customers, and they start grumbling." Sally's mouth opened wide. "Mind you, it was a rather good photo of Natasha, even if it was an awful one of you." "What are you talking about, Simon?" "Mike Sallis got his exclusive story, and you got your break," he said. "When Natasha bent over your body in the street,

Mike began taking pictures. And he quoted Natasha: 'The most outstanding young artist of our generation. If the world were to lose such a talent...'

"You hit most of the next morning's front pages," he continued. "'Brush with Death' in the Mail; 'Still Life in St. James's' in the Express. The serious buyers flocked into the gallery that evening. We've sold every single canvas. But, more important, the serious critics in the art pages are already acknowledging that you might actually have some talent."

Sally smiled. "I may have failed to have an affair with Prince Charles, but at least it seems I got something right."

"Well, not exactly," said Simon.

"What do you mean?" asked Sally, suddenly anxious. "You said all the pictures have been sold."

"True, but if you'd arranged to have the accident a few days earlier, I could have jacked up the prices by at least fifty percent. Still, there's always next time. I'll need another forty canvases if we're going to hold your second show in the spring."

/from *Not For Sale* by Jeffrey Archer/

**Notes:**

1. The Slade School of Fine Art is the art school of University College in London, UK



*Read the text for detail. Getting the story straight: pick out the statements which you know from the text to be true. Arrange them in the right order and add the missing details to make a story.*

1. Sally Summers had been good at arts since she was little.
2. She was the most talented student in her year at the Slade School of Fine Art.
3. Sally was determined to become a real artist.
4. Her parents were not very well-off and could not support their daughter indefinitely.
5. Sally was extremely hard working.
6. She decided to go to a gallery which exhibited modern artists.
7. The owner of the gallery seemed interested in her work.
8. Sally was in a relationship with Tony.
9. Both Simon Bouchier and Sally knew that talent was not enough to become a successful artist.
10. Publicity is extremely important to attract the public to the show of an unknown painter.
11. Simon advised Sally to start an affair with a public figure.
12. Instead, Sally made friends with Natasha Krasnoselyodkina, who was very popular with the yellow press.
13. Simon praised the work Sally produced for her autumn exhibition.
14. Sally was also pleased with her work when she saw the pictures hanging on the walls two days before the opening.
15. By autumn Tony had become very busy and Sally saw little of him.
16. Sally realised Tony was having an affair with Natasha when she saw them in the street outside the gallery.
17. She was so shocked by this discovery that she ran onto the road and was knocked down by a passing car.
18. Nevertheless, Sally's exhibition was a tremendous success.
19. Natasha greatly contributed to Sally's success by telling the reporters how talented the young artist was.
20. Simon was a little upset about the timing of the accident as it left him no time to raise prices for Sally's pictures.





**PROJECT WORK 1**  
**BUILD UP YOUR TOPICAL VOCABULARY.**  
**LEARN TO SPEAK ABOUT THE ARTS.**

LEVEL 1.

PART I.

TASK 1.

*Arts in general. For each word given below find at least five words from the box that can go with it. Some words from the box can go into several groups. Use the expressions in sentences of your own.*

... shows ... a ticket to / for background best-selling open-air	to come out to compose to do to draw to exhibit	to go to to listen to to make to paint to play	to publish to put on to read to see to shoot	to stage to star in... to write to be set in
--	---	--	--	---

**picture**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**music**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**film / movie**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**book**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**a play**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**concert**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

TASK 2.

*Match the beginning of each sentence on the left with its ending on the right. Translate the sentences paying attention to the words and expressions in bold. Add these to your list of topical words.*

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. All tickets were <b>sold out</b>, so ....</li> <li>2. I don't read <b>fiction</b>; ...</li> <li>3. I don't understand those who like <b>pop music</b>; ...</li> <li>4. On week days visitors dance to <b>recorded music</b>, but ...</li> <li>5. Plays by this famous <b>playwright</b> have always been successful and ...</li> <li>6. Wendy read a book from cover to cover because ...</li> <li>7. In the past only men could become actors;</li> <li>8. The <b>first night</b> of War and Peace at the Mariinsky Theatre was...</li> <li>9. The Russian film "12" <b>directed</b> by Nikita Mikhalkov ...</li> <li>10. The Uffizi Gallery is best known for...</li> </ol> | <ol style="list-style-type: none"> <li>a. no <b>critic</b> has ever given a bad <b>review</b>.</li> <li>b. its collection of Renaissance <b>masterpieces</b>.</li> <li>c. the actors were happy to be performing to a <b>full house</b>.</li> <li>d. at weekends the bar has <b>live music</b>.</li> <li>e. the <b>plot</b> was very interesting.</li> <li>f. a smashing success.</li> <li>g. has been <b>nominated for an Oscar</b> .</li> <li>h. I like books that are based on a <b>true story</b>.</li> <li>i. the <b>lyrics</b> in most songs are unbelievably stupid.</li> <li>j. it was a disgrace for a woman <b>to go on the stage</b>.</li> </ol> |
|---|---|

TASK 3.

a) *What are these for? What arts are they connected with?*

art gallery	concert hall	opera house	theatre
cinema	museum	exhibition center	multiplex
box-office	stage	studio	festival

b) *Make a list of topical words according to the arts (Tasks 1–3).*

*Pairwork. 1) Compare your list with that of your partner.*

*Are these words part of your topical vocabulary?*

*Make sure you pronounce them correctly*

to exhibit	[ɪg'zɪbɪt]	orchestra	['ɔ:kɪstrə]
exhibition	[,eksɪ'bɪʃn]	opera	['ɒprə]
ballet	[ˈbæleɪ]	concert	[ˈkɒnsət]
conservatoire	[kən'sə:vətwa:]	recital	[rɪ'saɪtl]

2) *Which types of music are popular today (a)? Match the type of music with an adjective that best describes it (b). Explain your choice.*

a)	opera	rap	folk	classical
	jazz	heavy metal	disco	techno
	R and B	ethnic	country	pop
b)	boring	irritating	beautiful	
	relaxing	depressing	exciting	

TASK 4.

*Learn to speak about music. Read the following extract from Madonna's biography and translate the words in bold. Prepare a similar story about a singer/band of your choice and present it in class. Use as many phrases in bold as possible.*

After a star reaches a certain point, it's easy to forget what they **became famous** for and concentrate solely on their persona. Madonna is such a star. Madonna's way to the top was far from easy.

She moved from her native Michigan to New York in 1977, with dreams of becoming a ballet dancer. She had worked in several disco and dance groups for quite some time before Mark Kamins, a New York-based DJ/producer, heard a demo tape of some of her tracks.

Kamins **produced** Madonna's first **single**, "Everybody", which **became** a club and dance **hit** at the end of 1982. Madonna's **debut** ([ˈdeɪbjʊ:]) **album** was **released** in September of 1983. While "Lucky Star" was **climbing to number four**, Madonna began working on her first starring role in a feature film, Susan Seidelman's *Desperately Seeking Susan*.

Madonna's second album, *Like a Virgin*, was **released** at the end of 1984. The title **track hit number one** in December, **staying at the top of the charts** for six weeks; it was the start of a great year for the singer. During 1985, Madonna **became an international celebrity**, selling millions of records thanks to her stylish, sexy videos and forceful personality.

*Desperately Seeking Susan* was **released** in July, becoming a **box office hit**.

At the beginning of 1986, Madonna began working with Patrick Leonard; he would **co-write** most of her **biggest hits** in the '80s.

*Like a Prayer*, released in the spring of 1989, was her most ambitious album, with elements of pop, rock and dance. It was another **number one hit**.

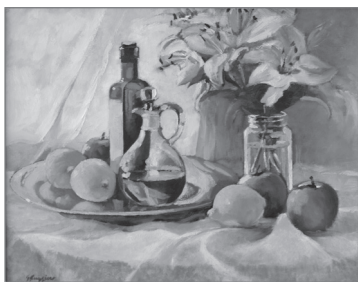
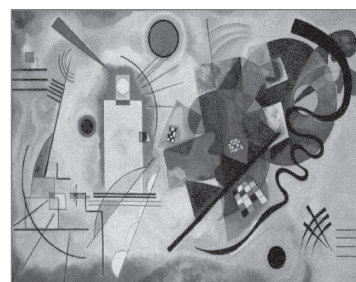
Madonna **returned to the charts** in the summer of 1992 with “This Used to Be My Playground”, a single from the film *A League of Their Own*.

PART II. ADD MORE WORDS TO YOUR TOPICAL VOCABULARY.

TASK I.

- a) Look through the text “Art that Pays?” and find all the words connected with art.  
 b) Match each word with the appropriate picture.

portrait	landscape	still-life	graffiti	nude	abstract painting
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*Pairwork. Discuss with your partner which type of paintings you like. Do you have a favourite artist or picture? Make use of topical words.*

TASK 2.

*Learn to speak about movies. Match the type of a movie in A with its short description in B. Can you give examples of various types of movies?*

A	B
1. animated film	a. film in which the characters are drawn, made by computer, or made from models
2. comedy	b. a film that is set in the future and deals with imaginary scientific developments
3. documentary	c. a film that tries to make the audience laugh
4. costume drama	d. a film that tries to make the audience feel frightened
5. drama	

6. horror film	e. a film with an exciting story that often involves a crime
7. sci-fi film	f. a historical film
8. thriller	g. a film or television programme that deals with real people and events
9. action film	h. a film that has a lot of exciting events in it, for example people fighting or chasing each other in cars
	i. any serious film

### TASK 3.

*Short story contest. Describe your favourite movie / a movie you have recently seen without mentioning its name. Use the suggested tips as a plan. Have your fellow students guess what movie you mean.*

1. The film came out in ...
2. It's a comedy / thriller / etc.
3. It is based on ... (a true story / a story by...) / The story comes from ... / The film is a new adaptation of ....
4. The film is directed by...
5. The male lead is played ... (if appropriate)
6. ... has the female lead (if appropriate)
7. The film also stars ... as...
8. The film is set in ...
9. It deals with ... / The film is about ...
10. It has a happy / sad ending.
11. Would you recommend it to a friend? Why (not)?

### Pairwork.

- 1) Compare your list of topical words with that of your partner.
- 2) Make up 10 questions about personal preferences in the arts using the topical vocabulary and interview your partner. Summarize your partner's answers to the class.



### LEVEL 2.

#### TASK 1.

*Prepare a handout with all topical words and examples of use to give out to each of your classmates.*

*Teamwork. Decide who is responsible for a particular art and who is the coordinator responsible for the final hand-out.*

*Make up a full list of all topical words and supply examples of your own. Make use of the texts in this textbook, an English language website/encyclopedia article on arts or any other source. Consult a dictionary.*

TASK 2.

Short story contest. Describe a current cultural event using topical words and phrases.

TASK 3.

Read the sentences in which arts vocabulary is used figuratively and

- a) match each expression in bold type with its meaning
- b) translate the sentences
- c) make up a short story using as many expressions as possible.

1. Any individual computer user who steals on-line software will have to **face the music**; according to the new law such activities are considered a punishable offence.
2. **Don't judge a book by its cover.**
3. During the meal not a word came from his lips; he was **a picture of** melancholy and depression.
4. **He who pays the piper calls the tune.**
5. I can't stand cigarette smoke, so smoking ban idea is **music to my ears**.
6. I didn't want to waste time on preparation and decided **to play it by ear**.
7. Information about the progress of the war was kept back from Hirohito by generals but he still **got the picture** and understood that the best thing he could do was to give in.
8. Newspapers have been **playing second fiddle** to the Internet for quite some time as more and more people choose the web as the main information source.
9. The president has **changed his tune** on a key environmental issue, saying now there are no doubts that the globe is warming.
10. You shouldn't blame your quarrels on your girlfriend only; **it takes two to tango**.

- a. you have to accept the negative consequences of smth you have done wrong;
- b. smth that you are very pleased to hear;
- c. to understand smth, especially smth that said indirectly;
- d. to be less important or less powerful than smb / smth else;
- e. you should not form an opinion about smb / smth only from their appearance;
- f. two people or groups involved in a bad situation must both take responsibility for it;
- g. the person who provides the money for an activity, business etc is in charge of it;
- h. to deal with a situation without having a plan, by reacting to things as they happen;
- i. to start saying smth different about a subject or situation or behaving in a different way;
- j. to look extremely (healthy / miserable / etc.).

Resources:

1. English-English dictionary (e.g., Oxford Advanced Learner's Dictionary).
2. Oxford Collocations Dictionary for students of English.
3. an electronic dictionary (e.g., ABBY Lingvo 12 — многоязычный электронный словарь).
4. on-line resources (e.g., <http://www.multitrans.ru>, Wikipedia, etc.).



**READING 2. CULTURE BOOM**

PRE-READING QUESTION:

What is culture? Write down five words that describe what culture means to you. Compare your list with that of your partner

## LEARN TO READ FASTER. UNDERSTANDING FROM CONTEXT.

*Read the passages and choose a Russian equivalent of each underlined word. If you already know the word, move on to the next one.*

1. In the 1980s, "culture" suddenly began to spawn in all directions. Whereas culture had once meant Bach and Balzac, it expanded to include beach culture, police culture, deaf culture, Microsoft culture, sky-diving culture and so on.

**to spawn**

- 1) метать икру
- 2) размножаться
- 3) быть рассадником

2. Now, however, culture has descended from the macro to the micro — from whole societies to a range of interest groups within them.

**descend(ed)**

- 1) спускаться
- 2) происходить от
- 3) передаваться (по наследству)

3. Strangely, the culture of Yorkshire dale (valley) walkers is not mainly about walking. Culture is not so much about what a group does (since a lot of other people do the same thing), as the distinctive way they do it.

**distinctive**

- 1) отличительный
- 2) отличный
- 3) выдающийся

4. Cultures are all about habit and know-how, rather than rational methods or procedures based on ideas and principles. They are the taken-for-granted background of everyday behaviour, the invisible colour of daily existence.

**to take for granted (taken-for-granted)**

- 1) допускать
- 2) получать бесплатно
- 3) считать само собой разумеющимся

5. If cultures work by nuance and implication, then culture in the broad sense of the word (a specific way of life) has the intuitive force of culture in the narrower sense (the arts).

**implication**

- 1) неясность
- 2) скрытый смысл
- 3) соучастие

6. Culture is what you don't have in common with the general run of people. What everyone shares in a postmodern world is the fierce way they cherish their differences.

**to cherish**

- 1) надеяться
- 2) лелеять
- 3) заботиться

7. In Victorian and early 20<sup>th</sup>-century Britain, culture was a matter of the fundamental values on which we could all agree, buried deep between our petty differences. I might have been a factory owner and you might have been a crossing sweeper (street cleaner), but Shakespeare spoke to what was universal in both of us.

**petty**

- 1) приятный
- 2) незначительный
- 3) мелочный

8. If the arts were important, it was because they gave voice to this common humanity. So they, and the values they stood for, could help to resolve real-life conflict. This involved the belief that being exposed to great art would make us nicer people

**to be exposed (being exposed)**

- 1) подвергаться воздействию
- 2) быть разоблаченным
- 3) быть выставленным

9. Most of the champions of culture today avoid phrases such as “common humanity”. Yet they do so in a world in which humanity has never been so forcibly united in the face of the same military, political and ecological threats.

**champion**

- 1) чемпион
- 2) победитель
- 3) защитник, поборник

10. Yet if our being cultural animals is a source of division, it is also what we have universally in common. Besides, to say we are all cultural animals is to say that we are all needy and vulnerable.

**vulnerable**

- 1) уязвимый
- 2) целительный
- 3) ценный

*Look through the text and say in what meaning the author uses the word “culture”.*

## United We Stand?

In the 1980s, “culture” suddenly began to spawn in all directions. Culture had once meant Bach and Balzac; now it expanded to include beach culture, police culture, deaf culture, Microsoft culture, sky-diving culture and so on. Culture was no longer a handful of artworks, but a particular way of life. This had always been true for anthropologists. It was just that they were thinking of, say, Mexican or Polynesian culture, rather than the culture of Yorkshire dale walkers(1) or Portuguese physiotherapists.

Now, however, culture has descended from the macro to the micro — from whole societies to a range of interest groups within them. This naturally raises the question of how micro you can get. Do the two teachers in the village school represent a culture? What about Posh and Becks?(2)

Strangely, the culture of Yorkshire dale walkers is not mainly about walking. Culture is not so much about what a group does (since a lot of other people do the same thing), as the distinctive

way they do it. Killing people is not exactly part of US army culture, but having short hair and a fairly restricted vocabulary while you do it(3) is.

Cultures are all about habit and know-how, rather than rational methods or procedures based on ideas and principles. They are the taken-for-granted background of everyday behaviour, the invisible colour of daily existence. Culture is what everyone knows without knowing it. It is more like a child learning a language than an adult learning how to assemble a coffee table.

If cultures work by nuance and implication, then culture in the broad sense of the word (a specific way of life) has the intuitive force of culture in the narrower sense (the arts). This is one reason why it makes sense to use the same word about both of them. Neither a work of art nor a way of life can be said to be “right” or “wrong”, as one might say of a political strategy or a code of ethics. It would be like saying that the Romanian language was a mistake. Neither of them has much utilitarian value. Culture is what goes beyond the useful and the necessary. We need letter boxes, but we do not need to paint them red.

Why has culture become so important in recent times? It is partly a reaction to a globalised, uniform world. It is a revolt against the death of difference. Culture is what you don't have in common with the rest of humanity. What everyone shares in a postmodern world is the fierce way they cherish their differences.

In Victorian and early 20<sup>th</sup> century Britain, culture was a matter of the fundamental values on which we could all agree, buried deep between our petty differences. I might have been a factory owner and you might have been a street cleaner, but Shakespeare spoke to what was universal in both of us. If the arts were important, it was because they gave voice to this common humanity. So they, and the values they stood for, could help to resolve real-life conflict.

This was based on the belief that being exposed to great art would make us nicer people. If our own era has witnessed a crisis of culture, it is partly because this belief failed to survive two bloody world wars.

But there is one particular form of culture which is of political importance, due to its unique unifying role. This is sport, and football in particular. Just think of how the social and political life of Britain could change if there were no football to provide people with the tradition, ritual, dramatic spectacle, hierarchy, loyalty, aggression, gladiatorial combat, pantheon of heroes, everything that is lacking in everyday life.

Most of the champions of culture today avoid phrases such as “common humanity.” Yet we live in a world in which humanity has never been so forcibly united in the face of the same military, political and ecological threats.

Few of the global problems that face us today are in any precise sense cultural ones. Radical Islam might be an exception, but even this is more about material conditions than spiritual ideals. The enemies we face are pretty ancient: poverty, war, disease and natural disaster.

There is no humanity unmarked by local culture. Man has always been a cultural animal. It may be a source of division, but it is also what we have in common. Besides, to say we are all cultural animals is to say that we are all needy and vulnerable. We need culture (in the shape of language, relationships and so on) in order to survive. It is on this shared vulnerability, not on cultural differences, that any decent politics must be built.

*/after “Rediscover a Common Cause or Die” by Terry Eagleton.  
New Statesman, 2004/*

#### Notes:

1. people who enjoy walking in the valleys
2. David and Victoria Beckham (a pop star, Spicy Girl Victoria Adams (Posh) married the Manchester United star footballer Davis Beckham)
3. while you (i.e. the US soldiers) kill people





Read the text for detail and do the task below.

**Inferring**

When you read a text some details or ideas are not stated clearly but can be understood (inferred) from the other details and ideas which are stated.

Which of the following can you infer from the text:

1. Culture no longer unites people.
2. All English people like walking in the valleys.
3. The author is not particularly respectful of the US army.
4. Everyone who shares the same culture acquires it without any special effort.
5. People do not want to live in a uniform world.
6. Art died after the two world wars.
7. Sport is dividing people.
8. Culture can help mankind to survive.

**THE RIGHT WORD IN THE RIGHT PLACE**

OFFER and SUGGEST

	Russian	Pattern	Examples
<b>offer</b>	1. предлагать = давать что-л. 2. предлагать = вызываться сделать что-л.	1. <b>offer smth</b>  2. <b>offer to do smth</b>	1. They <b>offered</b> me <b>some money</b> for the work. 2. He <b>offered to help</b> me with the translation.
<b>suggest</b>	1. предлагать = подавать идею  2. предлагать что-л. сделать кому-л. (a) или вместе (b)	1. <b>suggest smth</b>  2. a) <b>suggest that smb should do smth</b>  b) <b>suggest doing smth</b>	1. The Minister <b>suggested a programme</b> of economic reform. Someone <b>suggested the Hotel Bernardi</b> . 2. a) My friend <b>suggested that I should complain</b> to the manager of the hotel. b) Tom <b>suggested eating</b> out.

Ex. 1. A. Divide the words and word combinations from the list into two groups, those that go with **offer** and those that go with **suggest**.

A plan, to give smb a lift, an idea, a job, going to the country, a reward, to take smb home, a restaurant, some tea for the guests, that smb should have a rest, to do the work, a loan, inviting everybody, a seat, that smb should see the doctor, money, to show smb round Edinburgh.

B. Translate the word combinations into English.

Предложить обсудить проблему; предложить выход из трудной ситуации; предложить свои услуги; предложить (вызваться) компенсировать убытки; предложить кому-л. деньги; предложить объединить усилия; предложить кому-л. билет в театр; предложить отвергнуть план; вызваться поговорить с профессором; предложить записаться на прием к врачу; предложить (вызваться) приготовить завтрак; предложить студентам провести исследование.

*Ex. 2. Paraphrase the sentences using offer or suggest.*

1. Jane said she would pick me up at the station.
2. The Governor said it would be good to raise money to help the tsunami survivors.
3. The police promised a reward of £ 25,000 for any information that could lead to finding the child.
4. Melissa said that we should stay in London for another two days.
5. The hotel manager wrote they would make up for their poor service.
6. The Mayor called on the inhabitants of the city to join forces to improve living standards.
7. The owner of the gallery said he was willing to hold an exhibition of modern art.
8. The old lady complained that no one had given up a seat to her in the subway.
9. Bob said it would be great to go to the football match on Saturday.
10. My new boss recommended me to go to George Washington University and study statistics.
11. He said Debbie had promised him money if he set fire to her truck to collect insurance.
12. They advised me to complain to Customer Services in writing.

*Ex. 3. Translate into English using offer or suggest.*

1. Мария дала мне свой телефон и предложила свою помощь, если у меня будут проблемы.
2. Министр труда (the Secretary of Labour) предложил поднять пенсионный возраст (retirement age) до 67 лет.
3. Университет прислал Хелен письмо, в котором они предлагали ей выбрать другую программу (use "they + verb").
4. Я был удивлен, когда мне предложили место в первом ряду.
5. Менеджер отеля посоветовал ресторан, где мы можем обедать.
6. Чарли позвонил и предложил встретиться меня в аэропорту Бирмингема.
7. Президент России предложил объединить усилия для борьбы с терроризмом.
8. Жена обвиняемого вызвалась дать свидетельские показания против мужа.
9. Председатель собрания предложил отложить обсуждение этого вопроса на месяц.
10. Мистер Рут предложил план повышения производительности труда (productivity) несколько месяцев назад.



**PROJECT WORK 2  
RUSSIA'S CONTRIBUTION TO WORLD CULTURE.**

*Make a short (10 minutes) presentation on a famous Russian writer, painter, composer, musician, actor*

**Points to be included:**

- the person's background (the most important biographical facts) in brief;
- his / her best known works (masterpieces);
- what makes his/her work part of the world's heritage.

**Useful hints on presentation technique:**

1. Speak to the listeners, do NOT read your notes!
2. Make pauses when you speak, make sure your listeners follow you.
3. Make use of visual aids (pictures, computer graphics, handouts, etc.)

**Suggestions about personalities to choose:**

Leo Tolstoy, Fyodor Dostoevsky, Anton Chekhov, Konstantin Stanislavsky, Mark Chagall, Wassily Kandinsky, Pyotr Tchaikovsky, Sviatoslav Richter, Mstislav Rostropovitch, Anna Pavlova, Maya Plisetskaya, Michael Baryshnikov, Alfred Shnitke, Dahli and Gala. Projects: Dyagilev Ballet company (Russian Seasons in Paris).

## GRAMMAR

### MODAL VERBS (2)

**Modal verbs:** *must, needn't, should, ought to*  
**Modal phrases:** *to have to, to have got to, need to, had better, be to*

#### I. OBLIGATION: *must, have to / have got to*

Modals	Uses	Examples	Translation
<b>Must</b>	1. Obligation that comes from the speaker	<i>I <b>must</b> give up smoking. (I want to)</i>	должен
	2. Public notices and documents expressing commands (written and formal English)	<i>Application forms <b>must</b> be returned to the office within 15 days.</i>	должен, обязан
	3. Strong recommendation, emphatic advice	<i>You <b>must</b> see the Picasso exhibition.</i>	должен, непременно нужно
<b>Have to</b>	Obligation that comes from "outside"	<i>I <b>have to</b> give up smoking. (My doctor wants me to)</i>	должен, вынужден, приходится
<b>Have got to</b>	<u>Single actions!</u> (informal English)	<i>I've <b>got to</b> see a doctor. <b>Have you got to</b> leave now? I <b>haven't got to</b> work tomorrow.</i>	должен, нужно



**Notes:**

1. **Have to** (NOT "have got to") is usually used to talk about repeated actions, especially with such adverbs as *often, always, usually, sometimes* and *regularly*.

*He **has to** go on business trips fairly regularly.*

***Do you often have to** get up early on Sundays?*

*I **don't usually have to** wait a long time for a bus.*

Ему постоянно приходится ездить в командировки.

Вам часто приходится рано вставать по воскресеньям?

Обычно мне **не приходится** долго ждать автобуса.

2. **Had to** (NOT "had got to" or "must") is used to talk about obligation in the past.

*She **had to** spend a night at the airport, **didn't she**?*

Ей **пришлось** провести ночь в аэропорту, не так ли?

*Ex. 4. Fill in the gaps with **must** or **have to** using the information in the right-hand column.*

1. I \_\_\_\_\_ (post) the letter.  
 2. I \_\_\_\_\_ (post) the letter.

My boss wants me to  
 You are angry with yourself

- |  |   |
|--|---|
| <p>3. "I _____ (earn) some money and, if possible, (live) away from home," Helen thought.</p> <p>4. Article 8 of the European Convention on Human Rights says home and family life _____ (be respected).</p> <p>5. "I _____ (earn) some money," Helen thought.</p> <p>6. The meal was delicious. You simply _____ (let) me have a copy of the recipe.</p> <p>7. It's a shame that he doesn't wear a wig. He simply _____ (wear) a wig.</p> <p>8. You _____ (go) and see the boss. He is expecting you</p> <p>9. You _____ (go) and see the boss. I'm sure he will be interested in your ideas.</p> <p>10. This book _____ (be returned) on or before the date last stamped below.</p> <p>11. You _____ (brush) your teeth before you go to bed.</p> <p>12. I _____ (answer) phone calls, arrange meetings and deal with the correspondence.</p> <p>13. "I'm sorry, I really _____ (go) now," Michael said.</p> <p>14. There is no time to be left. I just _____ (make) a decision.</p> | <p>Helen thinks it's vitally important<br/>Document</p> <p>This necessity is caused by the circumstances<br/>Strong recommendation</p> <p>Strong opinion</p> <p>Obligation from 'outside'</p> <p>Strong opinion</p> <p>Notice in Public Library</p> <p>Parent to child<br/>You describe your responsibilities<br/>He has an appointment with his doctor in half an hour<br/>Everybody expects me to make a decision</p> |
|--|---|

*Ex. 5. Work in pairs. Discuss your answers to the following questions.*

1. What do you have to do if you want to travel outside Russia?
2. Do you have to be a millionaire to afford a holiday abroad? What are the cheapest travel destinations for Europeans?
3. Do you have to know how to read and write to be able to speak a foreign language?
4. What language do you have to know to watch international television networks, such as CNN International and NBC? Can you watch them everywhere in the world?
5. Do you have to know English to use your computer more effectively? Why?
6. You have to be a man of superior intellect to be able to speak English fluently, don't you? Is English an easy language to learn and to use?
7. Have you ever made any presentations in English? Have you ever had to make a presentation in front of a group?
8. What sort of qualities do you have to have to do well in your studies?
9. How well do you have to know someone before you call them a friend?
10. Have you ever made any important decisions? Have you ever had to make an important or difficult decision on your own?
11. Do people have to apologize if they've done nothing wrong? In what cases do they have to apologize?
12. Do younger people have to see a physician if they're perfectly healthy? What about older people? How often do you have to see a dentist?
13. Do you remember people's telephone numbers? Do you have to put them down? Do you always have to look them up?
14. Do you have to wear business-like suits or dresses when you go to the university? Do you have to avoid wearing cologne or perfume, any particular type of clothing?
15. Do you have to hand in your written assignments at every class?

## 11. *Mustn't* versus *Not have to*\*

Absence of necessity	Prohibition	Emphatic advice
<i>You <b>don't have to</b> tell her. She knows the news already.</i>	<i>You <b>mustn't</b> * tell her. / You <b>can't</b> tell her. The news may upset her.</i>	<i>You <b>mustn't</b> get upset.</i>
Вам <b>не нужно (нет необходимости)</b> сообщать ей новость. Она её уже знает.	<b>Нельзя</b> сообщать ей новость. Она её может расстроить.	Ну не расстраивайся!



**Note:**

\* In spoken English **must not** is usually avoided when you speak to or about another adult. **Can't** is normally used instead.

e.g. *You **can't** leave until I say so.*

Ex. 6. A) Choose the modal which suits the situation. B) Match the modal of your choice with one of the meanings:

- absence of necessity
- prohibition
- emphatic advice

1. It is a slow process and **must not / doesn't have to** be hurried.
2. We **must not / don't have to** believe a word he says. I am convinced he is lying.
3. Sorry sir, you **mustn't / can't** park your car here. But you can park just over the road.
4. You **must not / don't have to** give way to despair. The situation is not hopeless.
5. Children under 5 **must not / don't have to** pay to go in.
6. I'm sorry, no, you **mustn't / can't** see Bob tonight. He still doesn't feel well.
7. You **can't / don't have to** smoke on the underground.
8. When you have visitors your dog **must not / doesn't have to** be allowed to jump up on them.
9. She **must not / does not have to** hurry; she has plenty of time at her disposal.
10. I **haven't got to go / mustn't** go to the embassy in person because I can get the necessary information through the Internet.
11. I woke up and smiled remembering that it was the half term holiday and I **mustn't / didn't have to** go to school.
12. I wonder if I could possibly put off making a decision for a week. — No, I'm afraid you **mustn't / can't**.



Ex. 7. What exactly do / did people say in the following situations? Use modal verbs with a negative meaning.

1. The parents warned the little boy against opening the door to anyone/talking to strangers in the street / making a lot of noise after 10 pm.
2. You are going to visit the island of Sicily, the largest island in the Mediterranean. Your friend knows that Sicily is home to the world-famous volcano Etna. Tourists can hire a guide and climb to one of the summit craters. He strongly advises you to take this opportunity.
3. You are going to smoke in a dorm room. Your roommate reminds you that this is not a good idea because the ventilation is poor in the room.
4. The landlord says that he doesn't like it that you keep your bike indoors because it leaves traces of dirt on the floor. He wants you to leave it outside locked in a rack (стойка).

5. You politely tell your guest that you don't approve of his intention to play the piano at the late hour of 11 pm.
6. A child doesn't want to eat what is offered and leaves most of the food on the plate. The mother explains that it's all right if he / she doesn't eat the food right away and allows the child to eat it later.
7. The policeman stopped the car when the driver was not wearing her seat belts. He wondered why the driver had removed them and reminded her of the necessity to wear them.
8. A customer thinks that the only way of paying bills is in person. The bank accountant explains that he can make payments by mail.
9. You dislike conflicts and try to politely explain to your roommate that you would like him to keep your room clean, to stop throwing clothes on the floor and leave dirty dishes unwashed.
10. You think that all your homeworks must be typed or word-processed. Your teacher explains that homeworks are also accepted if they are neatly written. However, if they are written carelessly, they are not graded.

*Ex. 8. Translate into English using the modals.*

1. Джулия пожаловалась, что опоздала на автобус и ей пришлось ждать следующий целый час.
2. В последние месяцы мне пришлось приложить много усилий, чтобы добиться успеха (use a phrasal verb) в университете.
3. Вы обязательно должны послушать, как Джимми играет на пианино. Я уверен, вы получите большое удовольствие.
4. Вам не нужно убеждать меня. Я разделяю вашу точку зрения о необходимости (need for) серьёзной реформы.
5. Как тебе не стыдно! Разве ты не знаешь, что нельзя читать чужие письма и заглядывать (смотреть) в чужие окна?
6. Я благодарен вам за ваше приглашение, но мне придётся отклонить его.
7. — Вам ведь никогда не приходилось зарабатывать на жизнь, не так ли?  
— Как только вы можете так говорить? Мне пришлось начать работать, когда мне было 13!
8. Ему не нужно было беспокоиться. У него была надёжная машина.
9. Доктор сказал, что я должен принимать лекарство. Иначе мой кашель может перейти в пневмонию (pneumonia).
10. Нельзя упускать эту возможность. Это шанс, который выпадает один раз в жизни (a chance of a lifetime).
11. Можно ли мне воспользоваться вашим мобильным телефоном? — Боюсь, что нельзя. С ним что-то не в порядке.
12. Не надо нарядно одеваться (to dress up), если идёшь в паб — джинсы и футболка вполне подойдут.

III. ABSENCE of NECESSITY: *needn't, don't need to, didn't need to, needn't have (done)*

PRESENT

Modals	Uses	Examples
<b>Needn't</b>	<ol style="list-style-type: none"> <li>1. The speaker expresses his personal opinion that something is not necessary.</li> <li>2. The speaker gives permission not to do something.</li> </ol>	<p>We <b>needn't</b> hurry. We have plenty of time.</p> <p>You <b>needn't</b> come if you are busy.</p>

Modals	Uses	Examples
<b>Don't need to</b>	The speaker talks about a general necessity.	<i>You <b>don't need to</b> have a visa to go to Turkey.</i> <i>He <b>does not need to</b> pay the fare. — He is an old age pensioner.</i>



**Note:**

When **need** is a modal verb, it is never used in affirmative sentences and is most often used in the negative and sometimes in questions.

e.g. *Need I repeat it?* **Нужно ли / к чему это повторять?**

*Ex. 9. Paraphrase the sentences using **needn't** where possible.*

1. Unlike mammals reptiles do not need to use food energy to keep themselves warm.
2. You do not need to worry. I won't let you down.
3. In Russia, drivers do not need to pay a fee in order to use a motorway.
4. We don't need to go into great detail — we all are familiar with the matter.
5. A country doesn't need to be a sovereign state to take part in the Olympic Games.
6. I am sure I don't need to remind you to say please and thank you.
7. The students don't need to have any particular qualifications to take part in the seminar.
8. You don't need to lose any weight. You are in perfect shape!
9. He doesn't need to have any special knowledge to have a website.
10. You don't need to be a weatherman to know which way the wind blows.
11. You don't need to go shopping — I'll do it tomorrow.
12. Sometimes you understand that you don't need to travel far to find exotic places.



**PAST**

<b>Didn't need to</b>	<b>Needn't have done</b>
Something was not necessary and usually it was not done	Someone did something which was not necessary
<i>I <b>didn't need to</b> cook any food. I was leaving that night.</i> <b>Мне не надо было (не было необходимости) готовить еду. Вечером того дня я уезжал.</b>	<i>I <b>needn't have</b> cooked so much food. My friends called and said they were not coming.</i> <b>Напрасно (зря) я приготовил столько еды. Друзья позвонили мне и сказали, что не придут.</b>

*Ex. 10. Respond to these sentences using **needn't have (done)** or **didn't need to**. Give your reasoning.*

**Model:** I did some extra shopping. → *Really? You **needn't have done** any extra shopping. We have plenty of food at home.*

1. We weren't sure about the regulations and stayed in our seats during the whole flight.
2. He was so worried about not getting to work on time that he left home very early.
3. She thought she would stay there overnight, and so she took a change of clothes.
4. I was afraid the hotel was booked up, and so I made arrangements with a friend of mine.
5. I was worried about getting stuck in a traffic jam, so I left the car in the car park.
6. We didn't know they serve food and drinks, that's why we took packed lunch.

7. We weren't sure about beach towels, so we brought our own.
8. I thought my computer had broken down, so I bought a new one.
9. They were worried about being late for the theater, so they took a taxi.
10. I wasn't sure whether he had received my e-mail or not, so I gave him a call.
11. I didn't know that the flight was delayed, so I hurried to the airport.
12. I thought we had no milk and yoghurt left in the fridge so I bought some more.

Ex. 11. Translate into English using the modals.

A.

1. Не надо быть гением, чтобы понимать такие вещи.
2. К чему повторять, что я никогда не попрошу его об одолжении?
3. Вы напрасно ждёте его звонка. Он будет занят вплоть до следующей недели и может не позвонить.
4. Вам нет необходимости принимать решение немедленно. Вы можете сообщить его любому из наших туроператоров завтра.
5. Не нужно бояться. Доктор Паркер очень опытный хирург и он успешно сделал уже сотни таких операций.
6. Тебе ничего не нужно мне объяснять. Я вполне сознаю все возможные последствия поспешного (hasty) решения.
7. Теперь, когда экотуризм так популярен, Исландии не надо так сильно (heavily) зависеть от рыболовства (fishing).
8. Нужно ли доказывать, что любого человека можно научить разговаривать на иностранном языке?
9. Не нужно торопиться. Вещи упакованы, такси заказано и можем расслабиться.

B.

1. Напрасно он беспокоился, что ему будет трудно доказать свою невиновность.
2. Джуди взяла с собой много тёплых вещей, когда ездила в Норвегию в прошлом году. — Правда? Напрасно она путешествовала с тяжёлым чемоданом. В прошлом году лето во всех европейских странах было очень жарким.
3. Им не надо было очень рано выезжать из дома. Разве они не знали, что в воскресенье утром в городе мало машин и дорога в аэропорт занимает гораздо меньше времени, чем в будние дни?
4. Павлу не нужно было искать машину. Вечером он заказал такси, и в шесть утра оно уже было у его дома.



IV. ADVICE and RECOMMENDATION: *should, ought to, had better*

Modals	Uses	Examples / Translation
<b>Should Ought to</b>	advice / opinion	<p><i>I think you <b>should / ought to</b> get some sleep.</i> Я думаю, тебе <b>нужно (следует)</b> немного поспать.</p> <p><b>Should</b> smoking be forbidden in public places? <b>Следует ли</b> запретить курить в общественных местах?</p> <p><i>The medicine <b>shouldn't</b> be used for more than 3 months.</i> Лекарство <b>не следует</b> принимать более трёх месяцев.</p>



Modals	Uses	Examples / Translation
<b>Should have (done) Ought to have (done)</b>	criticism about some past action	<i>They <b>should have/ ought to have</b> followed his advice.</i> Им <b>следовало (надо было)</b> последовать его совету. <i>You <b>shouldn't have/ ought not to have</b> told her the sad news.</i> Вам <b>не следовало (вы не должны были)</b> сообщать ей печальную новость.
<b>Had better</b>	strong advice <u>in a particular situation</u>	<i>You'd <b>better</b> hurry up, otherwise you will be late for work.</i> Тебе <b>лучше</b> поспешить, если ты не хочешь опоздать на работу. <i>You'd <b>better not</b> show this letter to anybody.</i> Тебе <b>лучше</b> никому <b>не</b> показывать это письмо.



**Note:**

**Had better** suggests that if the advice / warning is not followed there might be some unpleasant consequences. The meaning is present and future, not past.

Ex. 12. Match the modals with the meanings given below:

- advice
  - criticism
  - strong advice (warning)
1. A truly great book should be read in youth, again in maturity and once more in old age, as a fine building should be seen by morning light, at noon and by moonlight.
  2. Tourism ought not to be a political matter.
  3. The statement said that "international conventions should be respected and all disputes should be settled through dialogue."
  4. She was enjoying herself so much that she stayed at the party longer than she should have done.
  5. You'd better not make a mistake next time.
  6. There is no reason why he should not produce all the evidence.
  7. They say that the operation ought not to have been undertaken.
  8. We're spending our holidays in Italy next year. — You'd better start learning some Italian.
  9. She says that warnings should have been given as soon as the terrorists made their threats.
  10. Well, he should be ashamed of himself; he ought to have been more polite.

Ex. 13. Give advice using **should / should not, had better (not)** and warn about possible consequences.

**Model:** Your friend is driving much faster than other cars. →

*You'd better slow down. Otherwise we will / may get into an accident.*

She feels lonely and uncomfortable here. →

*You should try to make some friends.*

1. Your friend is going to drink tap water. You know it's dangerous.
2. Your cousin chose her college under pressure from her parents.
3. Your friend is driving too quickly on a wet road.
4. You are by the pool with a friend. He / she has not used any sun cream.
5. A friend of yours has a television in the room where he spends most of his time.

6. Your roommate is listening to heavy metal without wearing headphones.
7. Your brother / sister is not doing well at college.
8. Your boyfriend / girlfriend made confidential information available to a stranger.
9. Your fellow worker is going to a black-tie event and is not dressed up for the occasion.
10. Your relative spends too much time at the computer.
11. Your younger sister / brother is going to go out alone at night.
12. You think it is necessary to spend more of taxpayers' money on social security.

*Ex. 14. Translate into English using modal verbs and phrases.*

1. Это конфиденциальная информация, но я думаю, вам её следует знать.
2. Тебе бы лучше сказать правду. Я уверен, ложь не сойдёт тебе с рук.
3. С какой стати я должен выполнять эту работу за счёт своего здоровья? Доктор сказал, что мне следует побольше отдыхать.
4. Мне кажется, вам нужно было извиниться перед ней. У вас были добрые намерения, но всё равно вы её обидели.
5. Откуда я знаю? Он не сообщает мне такие подробности.
6. Ты не думаешь, что тебе лучше приняться за работу? Не следует откладывать на завтра то, что можно сделать сегодня.
7. Ему следовало поздравить сестру с днём рождения, даже если они с ней не ладят.
8. Чего ради я буду предупреждать его, что лекция может не состояться?
9. Тебе лучше взять такси. Иначе ты можешь опоздать на поезд.
10. Она сказала, что детям надо разрешать совершать свои собственные ошибки. Иначе они никогда ничему не научатся.
11. С чего бы ему сердиться на вас? Вы сделали всё возможное, чтобы помочь ему.
12. Тебе бы лучше остаться дома. До экзамена осталось два дня, и ты не сможешь его успешно сдать, если не будешь к нему готовиться.

*Ex. 15. Translate into English using modal verbs and phrases (Mixed bag).*

1. Общество может и должно (ему следует) помогать тем, кто не может помочь себе сам.
2. Вы должны изменить образ жизни. Как только вы можете работать, если никогда не ложитесь спать раньше трёх?
3. Вам не надо завтра приходить на работу. Вы можете поработать дома и прислать перевод по электронной почте ближе к (toward) концу рабочего дня.
4. К чему объяснять? Тебе никогда не приходилось занимать деньги, поэтому ты не сможешь меня понять.
5. Нужно ли показывать паспорт, когда идёшь на экскурсию в Кремль?
6. Джон беспокоился, что его рейс, возможно, будет отложен. Он знал, что в этом случае ему придётся провести несколько часов в аэропорту.
7. Не надо смеяться! Вы не можете себе представить, как я был напуган.
8. В конце концов он смог доказать свою правоту, хотя это стоило ему немалых усилий.
9. Она умела блестяще играть на скрипке, когда была ещё ребёнком.
10. Гид (tour guide) сказал туристам: «Дамы и господа, пожалуйста, выключите свои мобильные телефоны, прежде чем мы войдём в музей. Вы не должны пользоваться телефонами, а также дотрагиваться до экспонатов (any exhibits).»
11. Общеизвестно, что зимы в России весьма суровые (могут быть весьма суровыми). Однако в последнее время они стали значительно теплее.
12. Она сумела сохранить хорошую физическую форму благодаря спорту, сбалансированной диете и здоровому образу жизни.



V. BE + "to"-infinitive

Uses	Example	Translation
<b>Arrangements for the future</b>	<i>A seminar <b>is to be</b> held in October.</i> <i>They <b>were to</b> get married in June.</i>	Семинар <b>должен</b> состояться в октябре. Они <b>должны были</b> пожениться в июне.
<b>Orders and instructions</b>	<i>This form <b>is to be</b> filled in and returned within 10 days.</i>	Анкету <b>нужно</b> заполнить и сдать в течение 10 дней.

Ex. 16. Paraphrase the sentences using *is / are to* or *was / were to*.

Model: They arranged (agreed) to go swimming tomorrow. →

*They **are to** go swimming tomorrow.*

They arranged (agreed) to go swimming the following day. →

*They **were to** go swimming the following day.*

- We arranged to meet with their sales manager the next week.
- They agreed to pay off their debts within a week.
- Have you arranged with her to go out tonight?
- The doctor agreed to see Bob on Wednesday.
- The Queen agreed to visit South Korea next summer.
- They arranged to hold the first meeting within two weeks. (The first meeting ...)
- Alice agreed to spend a couple of days at her friends' place.
- Dick and Paul agreed to share their travelling expenses.
- We have arranged to take a vacation in winter.
- The tourists have arranged to see the Vatican first thing in the morning.
- They arranged to hold a one-day seminar at the Polytechnic Business School in April. (A one-day seminar ...)
- We've arranged to get together for dinner next Sunday.

<b>Indirect commands</b>	<i>She says that such people <b>are not to be</b> trusted. (strict prohibition)</i> <i>I <b>was to</b> destroy the document as soon as I'd read it.</i>	Она говорит, что таким людям <b>нельзя</b> доверять. Я <b>должен был</b> (был проинструктирован) уничтожить документ сразу же после прочтения.
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Ex. 17. A. Work in pairs. Tell each other about your arrangements for the future and arrangements in the past.

B. Give instructions to a) students taking exams; b) students living in the students' accommodation; c) people who want to apply for a UK visa; d) passengers travelling by air.

C. Speak about instructions / orders you were given by other people.

e.g. *The Professor said we **were to** hand in the course paper by the end of the month.*  
*We **are not to** use this book as a reference in any paper we write.*

## ARTICLES

### REVISION

*Ex. 18. Make the story complete by adding articles where necessary.*

At end of two years he spent in Munich George Bland came back. Lea Markart was to come to hear him play. Her reputation was well known. She was greatest woman pianist in Europe. She was able to make only flying visit. She was playing that evening at Brighton and would come to Tilby, Blands' place in country, on Saturday morning for lunch. George was to play in course of afternoon.

At little before four family gathered in drawing-room. Old Lady Bland sat on sofa with Ferdy; Freddy, George's mother Muriel, made themselves comfortable in arm-chairs; and Lea Makart sat by herself.

George gave no sign of nervousness. He was already seated at piano and when he saw that everybody was ready he began to play. He played Chopin. He played two waltzes, polonaise and etude. His playing had strength, and a youthful energy, but he missed peculiar charm of Chopin. And it seemed that two hands did not quite synchronize. Ferdy gave his sister look of faint surprise. Muriel's eyes were fixed on pianist, but presently she dropped them and for rest of time stared at floor. His father looked at him too, and he went pale. Music was in blood of all of them, all their lives they had heard greatest pianists in world, and they judged with instinctive precision. Only person whose face betrayed no emotion was Lea Makart. She listened very attentively.

At last he stopped and turning round on his seat faced her. He did not speak.

"What is it you want me to tell you?" she asked.

They looked into one another's eyes.

"I want you to tell me whether I have any chance of becoming in time pianist in first rank."

"Not in thousand years."

*/From The Alien Corn by Somerset Maugham/*

*Ex. 19. Give advice on things a visitor to Washington must see and do. Add articles where necessary.*

Arrival: Ronald Reagan Washington National Airport.

Hotels: Melrose Hotel\*\*\*\*, Washington Plaza Hotel,\*\*\*\* River Inn\*\*\* (downtown).

Sightseeing: White House has been the official residence of every President of United States. White House is located on a site near the Mall chosen in 1790 by President George Washington and architect Pierre l'Enfant.

National Mall or Mall is a long strip of green surrounded by museums and monuments. It stretches for over 2 miles / 3 km from Lincoln Monument on the western border to Capitol on the east.

US Capitol houses the legislative branch of American government. Capitol is located on top of hill, now known as Capitol Hill.

Along Mall are a number of the nation's most popular museums, including National Gallery of Art, National Museum of Natural History and National Air and Space Museum.

Washington Monument is tall obelisk built in honour of the first President of the United States, George Washington.

Going out: National Theatre of Washington (to see drama) and Kennedy Center (dance, theatre, music). Uptown — the last movie palace in Washington still showing first run films. It has the largest screen in DC.

Eating out: 1789 Restaurant — American décor, world-class cuisine. Diner — typical American food. Hamburger Mary's serves juicy hamburgers.



*Suggest a similar list for a visitor to Moscow and St. Petersburg.*

## CHECK YOURSELF

1. Complete the chart.

Modals	Use	Examples
<b>must</b>	obligation that comes from the speaker	?
?	public notices (written and formal English)	?
<b>must/mustn't</b>	?	<i>"You simply <b>must</b> come to London," Lord Mountbatten insisted. You <b>mustn't</b> get discouraged.</i>
?	obligation that comes from "outside"	?
<b>mustn't / can't</b>	?	<i>You <b>mustn't</b> ask adults too many questions. You <b>can't</b> park on a zebra or pelican crossing.</i>
?	absence of necessity	?
<b>don't / doesn't need to</b>	?	<i>You <b>don't need</b> to be a genius to make money.</i>
?	?	<i>I was on holiday and <b>didn't need</b> to go to work.</i>
<b>needn't have done</b>	an action was performed though it was not necessary	?
?	advice / opinion	?
<b>should / shouldn't have done</b>	?	<i>You <b>should have paid</b> more attention to your English classes in college.</i>
?	strong advice in a particular situation	?
<b>be + infinitive</b>		<i>The Brazilian Foreign Minister <b>is to</b> visit Slovenia next month.</i>
<b>be + infinitive</b>	orders and instructions, especially indirect commands	?

2. Work in pairs. Translate the following word-combinations.

to shoot a film

to release a single

an animated film

the film also stars... as...

a paperback

the story is set at Harvard University

drawing technique

live music

to have a full house

a box office hit

an action film

to give a review of a book/a play/a film

a debut album

to be a smashing success

to offer a reward  
to go on the stage

примитивный сюжет  
многозальный кинотеатр  
премьеры  
поставить пьесу  
танцевать под музыку  
билеты на концерт распроданы  
драматург  
натюрморт  
шедевр  
играть главную роль в спектакле  
основываться на подлинных событиях

to suggest a plan  
a recital

слова песни  
писать музыку для театра  
абстрактная живопись  
режиссер фильма  
пейзаж  
выставить картину в музее  
консерватория  
опубликовать роман  
выйти в свет  
художественная литература  
иметь счастливый конец

### 3. Do you remember which article is used with

- adjectives describing groups of people
- time expressions
- ways of traveling
- meals
- nouns followed by a limiting phrase (*of-* or *which-*phrase)
- the nouns *cinema, theatre, radio, public, country(side)*, etc.
- the nouns *school, college, university, hospital, church, prison*
- the nouns *work, home, bed*
- nouns after the verbs "be" and "have"
- nouns in comparisons after "as"
- nouns in exclamations after "what"
- nouns in phrases with "rather", "quite", "such"?

### 4. Choose the correct alternative in italics.

1. You *needn't* / *mustn't* explain everything in writing, that's what the interview is for.
2. *Do I have* / *have I* to buy special host space for a blog?
3. My doctor said, "You *have to* / *must* start exercising."
4. The girl *had to be* / *must to be* sent to a / 0 hospital for medical examination.
5. 0 / *the* Black Lake is popular with *the* / 0 public, especially nearby residents.
6. I decided to go to Scotland by *the* / 0 train and had the loveliest of journeys.
7. He often *has* / *has got* to go on business trips abroad.
8. If you like crime novels, you really *have to* / *must* read "If You Really Loved Me".
9. *The* / *an* owner of a / *the* dog that bit a man is being asked to contact the Jackson County Sheriff's office.
10. Since Friday she *has had* / *has* to stay in *the* / 0 bed for most of each day.
11. US citizens *needn't* / *don't need* to get a visa to enter Canada.
12. Unfortunately bathing was not permitted, so I *needn't* / *shouldn't* have brought my swimming trunks.
13. How can a / 0 deaf person communicate with a / 0 blind person?
14. Her office called to say that they were going to stay closed all day, so she *needn't have gone* / *didn't need to go* to *the* / 0 work.
15. I know that they were joking, but I thought it was rather *an* / *the* offensive joke.
16. I think you *should* / *have to* apologise for asking such a / 0 silly question.

17. You *should / had better* hurry up or you'll miss the train.
18. The seminar *is to / has to* be held on April 10<sup>th</sup> at *the / 0* Golden Dragon Hotel.
19. You should *have listened / listen* to what your mother said.
20. Passengers *mustn't / shouldn't* use their mobile phones when they are aboard a plane.

5. Fill in the gaps and give an appropriate response saying that the same is true for you.

1. A: I adore Charlize Theron. I think she is \_\_\_\_\_  
B: \_\_\_\_\_
2. A: I really like jazz. It \_\_\_\_\_  
B: \_\_\_\_\_
3. A: \_\_\_\_\_ is the best group ever. I love their music.  
B: \_\_\_\_\_
4. A: \_\_\_\_\_. It's so violent!  
B: \_\_\_\_\_
5. A: \_\_\_\_\_ is rubbish. I \_\_\_\_\_  
B: \_\_\_\_\_
6. A: \_\_\_\_\_. He is fantastic!  
B: \_\_\_\_\_

# APPENDIX



## UNIT 8

### I. FOR STUDENT B

#### READING AND SPEAKING

##### Student B

A family of scroungers(1) who refuse to work and cost taxpayers 1) \_\_\_\_\_ a year now demand a cleaner.

The Cromptons also want a £700 compensation for a water leak that caused damage to 2) \_\_\_\_\_ that were bought for them.

The mother of ten children Tracey, 37, hasn't had a job since Michael, 18, was born and her husband Harry, 48, hasn't worked for 13 years because of 3) \_\_\_\_\_. They already have two rent-free homes for them and their children, packed with widescreen TVs and computer games. The couple, whose children are aged 4) \_\_\_\_\_, are given £32,656 of taxpayers' money in benefits each year.

Some of this they have used to buy electronic gadgets including a DVD player, Xbox(2) hi-fis, two widescreen TVs and three computers.

Two years ago the local council knocked two houses together to give the Cromptons a spacious, seven-bedroom home. Soon after, the family started complaining 5) \_\_\_\_\_ — and expected the taxpayer to pay for them as well.

Since that time the mess has built up. "The way we are being forced to live is making us ill," Tracey complained. "It's not right. We have been treated badly."

Now she wants 6) \_\_\_\_\_ to send someone to clean up the mess that she says the family were unable to tackle themselves because of repairs.

Unbelievably, the council in Hull, which is officially Britain's 7) \_\_\_\_\_ city, has agreed to pay £500 for professional cleaners to come in.

Local taxpayers don't have sympathy for the Cromptons. One said: "We pay our taxes and they spend them. They should be more grateful than they seem to be."

Amazingly, the Cromptons don't see themselves as freeloaders. Tracy claimed: "We're not scroungers. We don't want to be on the dole(3). We just want 8) \_\_\_\_\_."

##### Notes:

1. scrounger = free-loader — человек, живущий за чей-то счет, халявщик
2. Xbox — игровая приставка
3. to be on the dole — получать пособие по безработице

*II. Inferring<sup>14</sup>: decide which of the following can be inferred about Rudolph and Teddy Boylan. Supply facts from the text to support the inferred idea.*

1. Rudolph parents were not rich, they were not exactly poor either.
2. Rudolph's family lived in a small flat.
3. Rudolph was sure that education would help him get up the social ladder.
4. The depression hit Rudolph's family very hard.
5. After school the Jodarche brothers helped their father in the bakery.
6. Rudolph worked in the summer while he was at Whitby.
7. Teddy Boylan was in love with Rudolph's sister.
8. Teddy Boylan was rich.

<sup>14</sup> When you read a text some details are not stated clearly but can be understood (inferred) from the other details which are stated.

9. Teddy Boylan was a Republican.
10. Teddy Boylan was a snob.

## UNIT 9

### READING 1. TEXT B.

#### When It Is Right to Smack

A healthy family life is the basis on which the community depends and, in turn, the well-being of the whole nation. And every healthy family understands its responsibility for bringing up children.

I gave up a career in teaching to become a professional mother. As far as my own children are concerned, I am the expert.

I and other parents who now actively support Families for Discipline believe that a quick smack is sometimes necessary. But it does not mean that we ever consider it a first option or a regular one. It should be used only when a child is deliberately and repeatedly disobedient or has deliberately hurt another child.

If you tell children to do something, or not do something, then the child must understand that there are certain rules and penalties for disobeying your orders. And if a child has been hurt by another and sees nothing happen apart from a ticking-off(1) and an instruction not to do it again, then that child is left with a sense of injustice.

The purpose of imposing discipline is the development of self-discipline. If you give children a reason for an instruction, it gives them an option — either to be a good child or to receive the penalty.

Whether smacking is the correct punishment or not depends partly on its motive. If it is done because the adult is frustrated, then it is wrong. It must only be used for the good of the child — not to hurt but to teach a respect for the rules.

We all have rules and we obey them for two reasons — either because we agree with them or because we are afraid of the penalty.

And when a child needs to be disciplined it is vital to encourage a child to say sorry and then to have a cuddle. This cuddle demonstrates that it was the behaviour that was unacceptable, not the child.

The best judges of how to bring up a young child are the parents who know and love that child better than any expert.

*/Anna Davis, a member of Families for Discipline, London/*

**Note:** tick off — speak angrily to someone who has done smth wrong

### PROJECT WORK 1. FACT FILE

#### FILE 1

*From the UN Convention on the Rights of the Child.*

#### The Rights of the Child

Everyone has human rights, including children. Because they are young, however, children are more likely than adults to have their rights forgotten about or ignored. To protect children's

rights the United Nations has drawn up an international agreement called the United Nations Convention on the Rights of the Child.

The Convention sets out in a number of statements (called articles) the rights which all children and young people up to the age of 18 should have. The rights should apply to young people everywhere whether they live in rich or poor countries. The Convention says children have three main rights which must be considered whenever any decision is being made about them, or any action is taken which affects them.

#### *Non-discrimination*

All the rights in the Convention apply to all children equally whatever their race, sex, religion, language, disability, opinion or family background (Article 2).

#### *Best interests*

When adults or organisations make decisions which affect children they must always think first about what would be best for the child (Article 3).

#### *The child's views*

Children too have the right to say what they think about anything which affects them. What they say must be listened to carefully. When courts or other official bodies are making decisions which affect children they must listen to what the children want and feel (Article 12).

Among other rights the Convention gives children is:

#### *Protection from violence and harmful treatment*

Children have the right to be protected from all forms of violence. They must be kept safe from harm. They must be given proper care by those looking after them (Article 19).

Children have a right not to be punished cruelly or in a way that would belittle them. They must not be locked up unless the law says they may be. When they are locked up lawfully they must be treated with respect. They must be able to have legal advice and to have their case heard and decided on as quickly as possible (Article 37).

## FILE 2

### **Smacking Law Comes Into Force**

Parents who smack their children hard enough to leave a mark, face up to five years in prison under new laws which came into force on 15 Jan 2005.

Under the new rules, parents are permitted to use physical punishment to discipline their children, but anything other than a mild smack could get them before the courts.

Child protection charity, the NSPCC<sup>15</sup> says the new law will confuse parents and calls for a total ban on smacking.

“There is a risk parents may choose to hit children on parts of their body where injury is less visible, such as the head, which can cause serious harm,” said NSPCC boss Mary Marsh.

But a spokeswoman for the Department for Education and Skills stressed that the new laws were a “common sense” decision to balance child protection with the autonomy of parents.

“The Government has sent a clear message to parents that they will not be criminalised for bringing up their children in a supportive disciplinary environment and are able to consider smacking as part of that,” said the spokeswoman.

<sup>15</sup> NSPCC — The National Society for the Prevention of Cruelty to Children is a UK charity

### FILE 3.

There are already 12 European countries which have anti-smacking legislation, with Iceland the latest to join the list. These are:

Austria	Finland	Norway
Croatia	Iceland	Sweden
Cyprus	Latvia	Ukraine
Denmark	Germany	Romania

The first country to ban smacking was Sweden in 1978.

In Israel, the only non-European country to have similar legislation, smacking was banned in 2000.

Earlier this year, the New Zealand government started an anti-smacking education campaign instead of passing an anti-smacking law.

A UN committee ruled that Canada, like the UK, was ignoring the UN Convention on the Rights of the Child. Last year the UN urged Canada to change laws which allow parents to smack their children.

The US and Somalia remain the only countries not to have signed the convention, which routinely tells members appearing before its committee to pass laws banning smacking.

In the US, it is legal in all 50 states to smack a child "because corporal (physical) punishment does not meet the individual state's definition of child abuse".

## UNIT 10

### I. SPEAKING. ROLE PLAY

#### FILE 0

*Useful phrases for the chairperson of a meeting:*

The purpose of today's meeting is (to make out a plan/to reach a decision/etc);

Today we are going to talk about...

Who would like to begin?

Would you like to give us your opinion/ your comment?

I don't think it is really to the point

Then, we all agree that ...

In conclusion I'd like to say....

#### FILE 1. HEAD TEACHER

Bullying is typical of many schools, particularly of schools which say "there's no bullying here".

Good schools are active in their approach and deal with incidents of bullying promptly, firmly and fairly. Bad schools deny it, ignore it, justify it, sweep it under the carpet, blame the victim of bullying, blame the parents of the victim of bullying.

What can be done?

*School-wide action.* Study bullying problems at the school, increase supervision, hold school-wide assemblies, and train teachers to raise the awareness of children about bullying.

*Classroom action.* Establish classroom rules against bullying, hold regular class meetings to discuss bullying at school, and meetings with all parents.

*Individual-level action.* Talk to students who are victims and who are bullies.

If teachers, students and parents work together under one roof in an atmosphere of trust and respect, bullies have no arena for antisocial behaviour. A consensus can help stop bullying.

## FILE 2. TEACHER

**How can teachers control bullying? A piece of advice:**

1. make a list of appropriate consequences (penalties) for bullying,
2. have your pupils / students help you to make this list,
3. share it with your class,
4. have the bully supervised all the time while at school,
5. if a group takes part in a bullying incident, hold the whole group responsible,
6. make a "reward chart": a bully gets a sticker if no complaint is made against him for... days — a certain number of stickers gives him / her a privilege (like seating with his friends at the same desk or lunch table),
7. create a "safe-room" where an adult is always present, send the target of a bully there,
8. help the target of bullying to make friends at school: pair him/her with as many children as possible in games and other leisure activities,
9. keep the parents informed,
10. never ignore bullying!

The school community (the teachers, administrators, students and parents) must work together to stop bullying.

## FILE 3. SCHOOL COUNSELLOR

Research suggests that 7% or more of students may be bullies and perhaps 10–20% may be chronic victims of bullying. A common myth about bullies is that they bully others because of their poor self-esteem (самоуважение). It appears that bullies actually have about the same levels of self-esteem as their non-bully classmates.

Bullies select a victim who is physically less strong than they are, because bullies are usually cowards. Older children often bully younger children. Children who have no friends at school and who have poor social skills are often targeted by bullies.

Parents and teachers have to be careful not to stereotype their ideas of bullies. Stereotypes are misleading: power isn't only about physical force. A bully could be an admired athlete; a successful academic student; an attractive class leader; or an unpredictable, aggressive class troublemaker. Anyone can bully.

## FILE 4. FORMER STUDENT OF THE SCHOOL (TARGET OF BULLYING).

I'm very passionate about the topic of bullying. I have been bullied over certain things since I can remember. Kids can pick on people for anything!

I've been following the bullying forums, and I have to say that there are some really fantastic parents out there! When I used to come home from school when I was younger, my parents would say "ignore them" or whatever. When people say "ignore it" they mean "don't engage and don't respond", but the provocation will just get worse. I am really excited to see how interested parents here are in their children's wellbeing.

Bullying is not just a problem in this school. It's a problem all around the world. I'm now 23, and studying Journalism at university, also working for a kids' magazine known as Barbie in the

hope that I can try to get to the root of the problem. The younger kids learn about compassion and empathy<sup>16</sup> — the better!!

It's great to have a community involved in an anti-bullying programme. I've been permanently affected by my bullying, especially in terms of my mental health and self-esteem, so it would be nice to finally find a support and to know that children who suffer from bullying can get help when they need it.

#### FILE 5. FORMER STUDENT (BYSTANDER)

I was never bullied at school but I was there when it took place. It makes me ashamed that I never got involved, never ever helped a victim. What's more, I once took the side of a bully. You think most bystanders remain neutral or support the victim when they see someone bullying. That's where you are wrong. More often than not students who observe bullying are more likely to encourage or help the bully than help the victim. Somehow you feel that the victim deserved to be bullied. That's how I felt when I joined in. It is so much easier to join than to try to stop it and become a target. I now know it was wrong but back at school I never felt safe to confront a bully and was ashamed to tell an adult about bullying.

#### FILE 6. PARENT OF AN EXTON SCHOOL PUPIL (TARGET)

I'm glad that we finally decided to act but I'm sorry that bullying at school has gone so far. The two places that kids should be safe are home and school. More and more often we are finding out that those are sometimes the most unhealthy environments.

I think bullies select victims who have been taught to resolve conflict with dialogue and who won't turn round and kick the bully.

Bullies may be physically strong but they compensate for other weaknesses with aggression. Bullies are weak people — normal healthy people don't need to bully. Bullies are aggressive and emotionally retarded (отстающий в развитии). Bullies target people with a kind heart.

Targets of bullying try to resolve the conflict with dialogue often without the assistance of adults and sometimes in spite of the adults (teachers do not notice or prefer not to notice that bullying is taking place).

The victims often deny that bullying is taking place because teachers ask them when the bully is present, and the victimized children do not believe that the teachers will be able to affectively stop bullying.

Families in the school community have a very important role to play in a whole-school anti-bullying programme. If schools hope to control bullying behaviours, they must involve the families in anti-bullying partnerships.

#### FILE 7. PARENT OF ANOTHER EXTON SCHOOL PUPIL

Dear Anne / Dick, sorry to hear that you have been affected by bullying while growing-up and I admire you for taking such a positive stand against bullying via the magazine that you mention.

As a parent of three: ages 10, 16, and 19 I have become increasingly interested in how we as a British society treat our kids. On the whole it's appalling really! My personal belief is that children are fundamentally born 'good and kind', but they can be seriously damaged by the way they are treated. They need to be nurtured (воспитывать) rather than controlled. There is a control mentality in British society, which affects schools.

<sup>16</sup> ability to understand how someone feels because you can imagine what it is like to be them

I believe that personal responsibility for learning combined with co-operation is a balance that leads to fulfilled and happy people. Sadly, this combination isn't possible in a school situation.

Because I trust my children, I see myself as their advocate in dealing with problem situations at school ... interestingly the few major “bullying problems they have encountered involved psychopathic teachers rather than fellow students!

It is hardly surprising really that so many youngsters become bullies when this is often the way they are treated themselves both by parents and teachers ... so it is the only example youngsters have to follow in an attempt to get some control in their lives.

## FILE 8. POLICEMAN

Studies show that up to 75% of children suffer bullying at school.

At least six out of ten bullies go on to become criminals. There's much evidence to suggest that children who bully at school and who get away with it go on to be bullies in the workplace.

Pupils have the right to be educated in an atmosphere which is free from fear.

The law of the country is that assault, harassment<sup>17</sup> and intimidation<sup>18</sup> are offences, whatever the age of the perpetrator<sup>19</sup> or victim.

The legal system rarely deals with school bullying. There are very good reasons for this. Less serious bullying can and should be dealt with within the school. By working together, parents, teachers, pupils and other members of the school community can resolve a particular incident of bullying much more quickly.

However, anyone can make a complaint about bullying to the police. Teachers, parents or other members of a school community may decide to do so if:

- a bullying incident could have serious consequences for the victim
- other strategies have failed or are considered to be inappropriate because of the seriousness of what has happened and
- there is a reasonable possibility that making such a report could stop the bullying and will produce an effect that helps the victim.

It is always important that teachers and parents work in co-operation with the police and other agencies such as social services or youth organisations to stop bullying.

## II. FOR STUDENT B.

### 1. READING AND SPEAKING.

#### Locked Up For Life After Killings As Teenagers

Ocala, Florida — About 9,700 American prisoners are serving life sentences for crimes they committed before they could vote, serve on a jury or gamble in a casino — in short, before they turned 18. More than 1) \_\_\_\_\_ have no chance for parole. Rebecca Falcon is one of them.

Ms. Falcon, now 23, is locked up in the Lowell Correctional Institution. But eight years ago, she was a reckless teenager and running with a thuggish(1) crowd when one night she 2)\_\_\_\_\_.

Ms. Falcon blames her choice of friends for her tragedy. “I tried cheerleaders, heavy metal people and, you know, it never felt right,” Ms. Falcon said. “I started listening to rap music and wearing my pants baggy. I was like a magnet for the 3) \_\_\_\_\_ crowd.”

<sup>17</sup> преследование, притеснение

<sup>18</sup> запугивание

<sup>19</sup> правонарушитель

In November 1997 she hailed a cab(2) with an 18-year-old friend named Clifton Gilchrist. He had a gun, and within minutes, the cab driver was shot in the head. The driver, Richard Todd Phillips, 25, took several days to die. Each of the teenagers later said 4) \_\_\_\_\_.

Ms. Falcon's jury found her guilty of murder, though it never found out exactly what had happened that night, its foreman said. It was enough that she was there. "It broke my heart," said Steven Sharp, the foreman. "5) \_\_\_\_\_. (start with why) But I think it's appropriate for the crime."

The United States is one of only a few countries that does that. Life without parole, the most severe form of life sentence, is theoretically available for juvenile criminals in about a dozen countries. But a report issued last month by Human Rights Watch(3) found juveniles serving such sentences in only three other countries. Israel has seven, 6) \_\_\_\_\_ has four and 7) \_\_\_\_\_ has one.

By contrast, the report counted about 2,200 people in the United States serving life without parole for crimes they committed before turning 18. More than 350 of them were 15 or younger, according to the report.

Society has long recognized age limits for things like 8) \_\_\_\_\_, and the highest court has ruled that youths under 18 who commit terrible crimes are less blameworthy(4) than adults. Defense(5) lawyers and human rights advocates say that the principle should be applied to sentences of life without parole.

In a recent jail interview, Ms. Falcon said her eight years in prison had changed her.

"A certain amount of time in prison was what I needed," she said. "But my sentence is 9) \_\_\_\_\_. The law I fell under is for people who are just career criminals and habitually break the law, and there's just no hope for them in society. I'm a different case."

"They put you in, and they forget all about you," she added.

**Notes:**

1. thuggish — behaving in a violent way
2. a cab = a taxi
3. Human Rights Watch — an international non-government organization that conducts research and advocacy on human rights.
4. blameworthy (fml) — deserving to be blamed for smth bad that has happened
5. Defense — American spelling of defence



**UNIT 12**

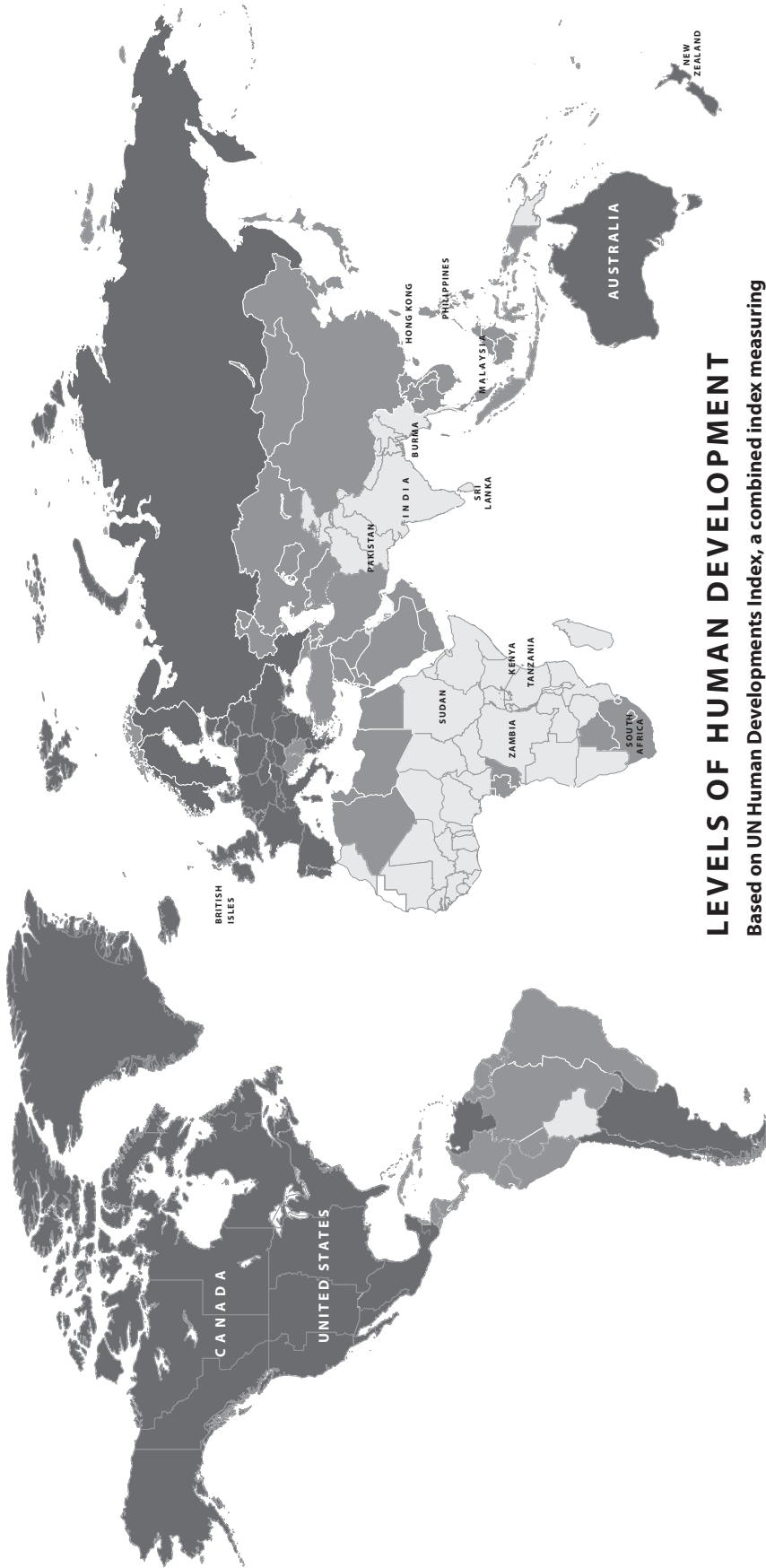
**I. SPEAKING.**

1. Tastes differ.
2. Practice makes perfect
3. A thing of beauty is a joy for ever. (*Keats*)
4. All art is autobiographical. (*Frederico Fellini*)
5. Art improves Nature.
6. A bad workman quarrels with his tools.
7. A good painter can draw a devil as well as an angel.
8. A man paints with his brains and not with his hands. (*Michelangelo*)
9. Sports do not build character. They reveal it. (*Heywood Hale Broun*)
10. No sweet without sweat.
11. The work shows the workman.
12. A poet is born not made.



## UNIT 7.

### THE HAVES AND HAVE-NOTS.



#### LEVELS OF HUMAN DEVELOPMENT

Based on UN Human Development Index, a combined index measuring income, literacy rates, average years of schooling, and life expectancy.





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# **Курс английского языка для международных и регионоведов**

Уровень — бакалавриат  
Компетентностный подход

Уровень В1  
1 год обучения

Учебник английского языка в двух частях  
Часть II

Дизайн и верстка  
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