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АНГЛИЙСКИЙ ЯЗЫК  
— Д Л Я —  
СТУДЕНТОВ  
ЯЗЫКОВЫХ  
ВУЗОВ



# **АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ЯЗЫКОВЫХ ВУЗОВ**

**Второй этап обучения**

*Учебник*

**Под редакцией канд. пед. наук, доц.  
Л.А. Кочетовой**

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для студентов гуманитарных факультетов  
и факультетов иностранных языков,  
изучающих английский язык*

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Пособие предназначено для студентов II–III курсов факультетов иностранных языков и гуманитарных факультетов, изучающих английский язык по углубленной программе.

Целью пособия является формирование коммуникативной и социально-культурной компетенции у студентов, имеющих базовый уровень знания английского языка.

Пособие состоит из 6 разделов — «Образование», «Работа», «Здравоохранение», «Путешествия», «Спорт», «Театр» — и «Грамматических упражнений».

Пособие представляет интерес в связи с широким внедрением в практику преподавания английского языка его американского варианта.

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## ПРЕДИСЛОВИЕ

Настоящий учебник предназначен для студентов II—III курсов факультетов иностранных языков и гуманитарных факультетов, изучающих английский язык по углубленной программе. Учебник является результатом работы авторов в США во время долгосрочных и краткосрочных стажировок в течение 1995—2000 гг. В учебнике представлен американский вариант английского языка в его сравнении с британским, а также факты американской и британской культур.

Целью учебника является формирование коммуникативной и социально-культурной компетенции у студентов, владеющих английским языком на базовом уровне. В соответствии с методической целью формирование необходимых умений устной речи и чтения происходит в неразрывной связи с ознакомлением с американской и британской культурой. Основным принципом, на котором строится учебник, является постоянное сравнение культур двух англоязычных стран, а также лингвистических явлений американского и британского вариантов английского языка. В орфографии авторы придерживаются американского варианта.

Культурологический компонент содержания обучения пронизывает все тексты для чтения и аудирования, примеры, упражнения и творческие задания. Материалы учебника организованы по тематическому принципу. В нем представлены следующие темы: **1. Образование.** **2. Работа.** **3. Здоровоохранение.** **4. Путешествия.** **5. Спорт.** **6. Театр.** Структурное построение каждой темы максимально способствует активизации различных видов речевой деятельности в разнообразных коммуникативных условиях.

Каждый раздел имеет четкую, логичную структуру и содержит:

**1. Культурологический комментарий** содержит краткие сведения о реалиях современной жизни США, исторических фактах, знаменитых личностях. Он вводит обучаемых в мир американской культуры, предвосхищая то многообразие явлений и событий, с которыми им предстоит столкнуться. В некоторых случаях комментарий обращает внимание студентов на различные значения одного и того же понятия в

британской и американской культурах. Работу с разделом следует начинать с культурологического комментария. Задача преподавателя — обратить внимание студентов на факты, содержащиеся в комментарии, по возможности дать их более широкое толкование. Это толкование поможет студентам правильно оценивать содержание текстов для чтения и аудирования и будет служить подсказкой при выполнении отдельных упражнений. Некоторые факты культурологического комментария более подробно освещаются в текстах и упражнениях.

2. *Словарь* организован по тематическому принципу и охватывает около 800 слов и словосочетаний, подлежащих активному усвоению. Лексические единицы группируются по функциональным гнездам и синонимическим группам. В пособии приводятся как американский, так и британский вариант лексических единиц с соответствующими пометами. Лексические единицы, обозначающие реалии (а таких большинство, например, в разделе «Образование»), семантизируются толкованием. Особое внимание уделяется синонимам, употребление которых вызывает особые трудности у студентов. Значение каждой единицы синонимической группы подробно комментируется и иллюстрируется примером. Словарь требует как активного изучения на занятиях, так и самостоятельной работы студентов дома с использованием справочной литературы.

3. *Тексты* для чтения монологического характера содержат информацию о различных сторонах жизни США и Великобритании. Они представляют собой аутентичные образцы речи носителей языка, взятые из источников публицистического и научно-популярного характера. В учебных целях тексты подвергнуты незначительным изменениям.

Отличительной чертой пособия является наличие текстов особого жанра — интервью с носителями языка по актуальным проблемам повседневной жизни США. После каждого текста следуют задания, имеющие целью проверить общее и детальное понимание текста. Тексты могут изучаться на занятиях и предлагаться в качестве домашнего задания.

4. *Упражнения на активизацию тематического словаря* направлены на развитие навыков выбора и употребления слова в зависимости от ситуации общения. Каждый раздел содержит также переводные упражнения, содержащие лексические единицы, подлежащие усвоению.

5. *Диалоги* построены на оригинальном материале и представляют собой образцы разговорной речи носителей языка. Они богаты речевыми клише и разговорной лексикой. Формирование умений диалогической речи достигается в результате выполнения предложенных коммуникативных упражнений. В особый раздел выделяются *ролевые игры*, в которых студентам необходимо активизировать весь лингвистический и культурологический материал тематического раздела.

6. Формирование и развитие умений устной речи продолжается в *творческих коммуникативных упражнениях*, предполагающих решение студентами комплексных коммуникативных задач с использованием изученного лингвистического материала. Коммуникативные задания богато иллюстрированы таблицами, схемами, рекламными объявлениями, что позволяет студентам войти в реальную ситуацию общения и расширяет их представление о культуре стран изучаемого языка.

7. *Упражнения на развитие умений аудирования* предлагают задания, позволяющие формировать навыки и умения понимания звучащих текстов различного стиля, содержащих культурологическую информацию. Они могут выполняться параллельно с упражнениями на активизацию тематического словаря и творческими коммуникативными упражнениями. Тексты для аудирования должны быть записаны на кассетах. Они предназначены как для прослушивания на занятиях, так и для самостоятельной работы студентов в лаборатории.

8. *Газетные публикации*, отобранные в соответствии с тематикой каждого раздела, направлены на развитие умений просмотрового чтения. Они представляют собой образцы публицистических текстов разных жанров: передовых статей, интервью, комментариев, очерков, рекламных объявлений, рецензий. Тексты заимствованы из американских и британских общенациональных и местных газет. Они знакомят студентов с лексическими, грамматическими и стилистическими особенностями публицистического газетного стиля. Задания, предлагаемые к текстам, нацеливают студентов на извлечение максимально большого количества информации при беглом ознакомительном чтении текста.

В связи с этим авторы рекомендуют затрачивать не более двух-трех минут на чтение публикуемых в этом разделе материалов. Газетные материалы предлагается использовать в творческих коммуникативных заданиях в качестве стимула для развития устной речи.

Завершается учебное пособие разделом, содержащим *грамматические упражнения*, направленные на овладение сложными явлениями английской грамматики, вызывающими наибольшие трудности у студентов. Задания к упражнениям носят коммуникативный характер и обращают внимание студентов в основном не на форму грамматического явления, а на коммуникативно-корректное его употребление. Задания упражнений предполагают выбор грамматических средств, нужных для решения поставленной коммуникативной задачи.

Авторы надеются, что работа с пособием принесет удовольствие преподавателям и студентам и позволит им достичь новых успехов в овладении английским языком.

Разделы учебного пособия разработаны: «Образование» (Зыкова Г.Н.), «Работа» (Кочетова Л.А., Москаленко Н.В.), «Здравоохранение» (Кочетова Л.А., Москаленко Н.В., Максименко О.Г.), «Путешествия» (Кочетова Л.А.), «Спорт» (Кочетова Л.А., Лебедев А.М., Москаленко Н.В.), «Театр» (Зыкова Г.Н., Кочетова Л.А., Москаленко Н.В.), Грамматические упражнения (Максимова Т.Д.).

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## Unit 1

# EDUCATION



## Culture Commentary

**College and University:** In the United States, the terms “college” and “university” do not have restrictive legal meanings, as they do in many countries.

Traditionally, a “college” (sometimes called “school”) refers to the same thing a “faculty” means in many European countries: for example, the College (Faculty) of Fine Arts, the College of Medicine, or the College of Liberal Arts. An educational institution that is primarily undergraduate may also use the word “college” in its institutional name. This usually means that there are a number of colleges or departments for study but limited opportunities for graduate study – perhaps a few master’s degrees only, and that teaching will be emphasized over research.

An institution that calls itself a “university” usually offers many graduate programs as well as undergraduate programs, and concentrates on research as well as teaching. However, there are notable exceptions: Harvard, an institution renowned for its many excellent graduate programs, has the official name of “Harvard College”.

**Ivy League:** a group of old and highly-respected universities of the eastern US. These are Brown, Columbia, Cornell, Harvard, Princeton, and Yale Universities, Dartmouth College, and the University of Pennsylvania. All these colleges are very competitive with 4–10 applicants to a place. The most famous professors teach at them and the academic standards are very high.

**Public school:** Public school or institution in the USA is a school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds. While “public school” in the UK means private, independent school.





## Vocabulary

### Types of education

- elementary (*AmE*), primary (*BrE*)
- secondary
- pre-school
- post-school/further
- higher/university
- compulsory
- all-round
- vocational
- to be educated at  
e.g. He was educated at Harvard,  
he was a Harvard-educated lawyer.
- non-secular (*AmE*), denomi-  
national (*BrE*)/religious
- secular (*AmE*), non-denomi-  
national (*BrE*)
- free
- full-time
- part-time
- distance

### Educational systems

- comprehensive
- selective
- private
- higher education

### Schools

- nursery school (*AmE*), nursery (*BrE*) – a place where children aged between about two and five go for a few hours each day to play and do activities with other children
- kindergarten (*AmE*) – the name of the first year of school for children aged five in the USA
- elementary/grade school (*AmE*), primary school (*BrE*) – a school for children aged between five and eleven
- infant school/the infants (*BrE*) – a school for children aged five to seven in Britain
- junior school/the juniors (*BrE*) – a school for children aged seven to eleven in Britain
- secondary school – a school for children aged between 11 and 18
- junior high school (*AmE*) – a school for children aged between 12 and 13 or 14 in the USA
- senior high school/high school (*AmE*) – a school for children aged between 14 and 17/18, usually including grades 10, 11, 12 or grades 9, 10, 11, and 12 and leading to a *high school diploma*
- sixth form/sixth form college (*BrE*) – a school/college for students aged between 16 and 18 in Britain usually subdivided into *the lower*

sixth and the upper sixth, and leading to a *General Certificate of Secondary Education (GCSE)* after Advanced-level examinations

- grammar school (*BrE*) – a secondary school in Britain providing an *academic course* for selected children aged between 11 and 18/19 leading to a university
- secondary modern school (*BrE*) – a secondary school in Britain providing a *non-academic education* for children of lesser attainment up to the age of 16
- comprehensive school (*BrE*) – a secondary school in Britain providing an all-round education and open to all children aged between 11 and 18
- public school (*AmE*), state school (*BrE*) – a school that is paid for by the government
- public school (*BrE*) – one of a number of expensive *private/independent schools* in Britain, which parents must pay for, usually a *boarding/residence school* for children aged 13 to 18 (also see *Culture*)
- preparatory/prep school (*BrE*) – a private school in Britain for children aged 8 to 13
- special school – a school for children with certain impairments: handicapped (deaf, blind, orthopedically impaired, etc.), mentally retarded
- school specializing in mathematics/which specializes in mathematics
- technical/vocational/professional school
- graduate school (*AmE*), post-graduate school (*BrE*) – an advanced stage of education that takes place after a student has finished a university degree «аспирантура или магистратура»
- (post)graduate course, student; (post)graduate research  
e.g. She is doing a graduate course. She is a graduate student at Berkley.
- law school/medical school/business school (*AmE*) – a university or part of a university where students study law, medicine or business
- to be in (*AmE*), to be at (*BrE*) school/college/university – to study there  
e.g. We were in college together. My younger sister is still at school. He is at Cambridge studying history.
- to attend/to go to school/university
- to drop out of school/to leave school – to leave school without finishing one's studies
- to leave school, to graduate from high school/university – to successfully finish one's studies  
e.g. He graduated from Yale in 1989. He left high school without graduating.
- school leaver/graduate (*AmE*), a college/university graduate

## Someone who studies

- pupil (*formal* in *AmE*)/schoolchildren (especially *BrE*): schoolboy, schoolgirl
- student – someone who studies at school/university or college in the USA; at college or university in Britain
- high school/college/university student
- history/English/art student
- first-year student/first-year, second-year student/second-year  
e.g. The university only provides rooms for first-years.
- freshman (*AmE*) – someone who is in the first year at university or high school
- sophomore (*AmE*) – someone who is in the second year at university or high school
- junior (*AmE*) – someone who is in the third year at university or high school
- senior (*AmE*) – someone who is in the last year at university or high school  
e.g. a liberal arts freshman, a biology junior, a history sophomore, an undecided freshman
- alumna [ə'lamnə] (*pl.* -nae [ə'lamni:]) – a former female student of a college or university
- alumnus [ə'lamnəs] (*pl.* -ni [ə'lamni:]) – a former male student of a college or university
- fraternity (*AmE*) – a club of male students usually living in the same house
- sorority (*AmE*) – a club of women students usually living in the same house
- fraternity brother, sorority sister – a member of fraternity, sorority
- major – 1) a chief or special subject studied by a student at a university  
e.g. His major is French. He is majoring in French.  
2) a student specializing in that subject  
e.g. He is a history major.

## Levels at school, university

- grade (*AmE*) – 1) a year of school in the US, starting from the first year of elementary school (aged six, after kindergarten), a form (*BrE*)  
e.g. He will be starting the third grade soon.  
2) a mark  
e.g. His high school grades leave much to be desired.

- first/second, etc. year – the first, second, etc. year at university in the US or in Britain, or the first, second, etc. year of school in Britain starting from the first year of secondary school (aged 11), or year one/two, etc. which is a more modern system

*e.g.*

The UK

year/form	age	year/form	age
year one/first year/form	11/12	year four/fourth year/form	14/15
year two/second year/form	12/13	year five/fifth year/form	15/16
year three/third year/form	13/14	sixth form: lower sixth, upper sixth	16-18/19

### The periods into which the year is divided at school, university

- term – one of the three periods that the year is divided into at British schools and most British universities: the autumn/spring/summer term
- semester – one of the two periods that the year is divided into at American schools and most American universities: the first/second semester  
*e.g.* I took four classes in the first semester and five in the second.
- quarter – one of the four main periods that the year is divided into at some American schools and universities
- school year/academic year – the period of the year when there are school or university classes  
*e.g.* In Russia the school year starts on September 1.

### The periods in which students are taught a particular subject

- class – a period of time usually about thirty minutes to one hour, in which a teacher teaches a group of students  
*e.g.* Hurry up – we have our first class in five minutes!
- lesson – a period in which someone teaches one person or a small number of people, used especially about particular skills such as music, swimming, or driving  
*e.g.* She gives English lessons to business people in the evening.
- lecture on, to give a lecture on  
*e.g.* a lecture on the causes of World War II, to give a series of lectures on Russian painting
- seminar on  
*e.g.* to have a seminar on modern political theory

### Qualifications, degrees

- smb's qualifications – all the exams someone has passed  
*e.g.* List your qualifications in the space below.

- degree – the qualification that a student gets when he/she successfully finishes a course at university, it can also mean a more advanced qualification
  - e.g. He has a degree in political science from the University of Chicago.
- to award a degree to smb
- bachelor's degree – a degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least four years of full-time college-level study «степень бакалавра»
- B. A. – Bachelor of Arts
- B. Ed. – Bachelor of Education
- B. S. – Bachelor of Science
- associate degree – a degree granted in the US for the successful completion of a sub-baccalaureate program of studies, usually requiring at least two years of full-time college-level study which may be provided by a two-year junior college or technical college or community college
- A. A. – Associate of Arts
- A. S. – Associate in Science
- A. A. S. – Associate in Applied Science
- master's degree – a degree awarded for the successful completion of a program generally requiring one or two years of full-time college-level study beyond the bachelor's degree «степень магистра»
- M. A. – Master of Arts
- M. Ed. – Master of Education
- M. S. – Master of Science
- M. B. A. – Master of Business Administration
- doctor's degree – an earned degree carrying the title of Doctor. This degree usually is based on a program requiring at least two academic years of original research leading to the defence of a doctoral dissertation.
- Ph. D. – Doctor of Philosophy (in the arts and sciences)
- Ed. D. – Doctor of Education
  - e.g. To get this job, you need at least a Bachelor's degree in Electrical Engineering. She has a Ph.D. in Linguistics.

### Someone who teaches

- school teacher, a university teacher/a professor (*AmE*), a nursery school teacher
- subject teacher, a maths/chemistry, etc. teacher, a teacher of English/an English teacher
- class/form teacher
- principal (*AmE*)/headteacher-headmaster/headmistress (*BrE*)

- a vice-principal (*AmE*)/deputy headteacher/senior master/senior mistress (*BrE*)
- assistant teacher/instructor, a senior teacher/instructor
- good, poor, bad, excellent, experienced, mediocre, born, superior, great teacher
- tutor – someone who gives lessons to just one student or a small group of students  
*e.g.* They hired a private tutor to help Mary with her French.
- The basis of *tuition* in Oxford is *the tutorial* for which students are required to meet with their tutor once or twice a week, individually or perhaps, with one or two other students.
- A tutor in Cambridge is called an adviser.
- lecturer (*BrE*) – someone who teaches at university or college  
*e.g.* a lecturer in World Politics
- professor – a university teacher of the highest rank in Britain, any university teacher in the USA who has a higher degree such as a Ph. D.: a linguistics professor  
*e.g.* He's a professor of biology at Cambridge.
- faculty (*AmE*)/teaching/academic staff (*BrE*) – all the teachers working at a certain school/ university

## Tests and examinations

- a test – a set of spoken or written questions or practical activities, which are intended to find out how much someone knows about a subject or skill
- a spelling/vocabulary/grammar/biology, etc. test
- an oral/written test, an end-of-term test, a test in Literature, a test on the use of articles
- to give smb a test/to test smb on smth, to retest smb on smth
- to take a test on the term's work/in History
- to have a test on smth
- to revise for a test
- to pass a test, to fail a test
- test-paper, to mark test-papers
- student's record book, to sign smb's record book
- examination (*formal*)/exam – an important test that you do at the end of a course of study or at the end of the school year  
*e.g.* How did you do in your exams? Students are not allowed to talk during the examination.
- French/biology/history, etc. exam, an exam in Psychology
- entrance exam, an oral/written exam, school-leaving exams
- graduate/final exam

- final (*singular*) – an important exam that is taken at the end of a set of classes in the US  
*e.g.* I have a final in biology tomorrow.
- finals (*plural*) – the last exams that you take at the end of a university course in the UK  
*e.g.* During my finals, I was revising till 3 o'clock in the morning most days.
- to take/sit for an examination – to do a test or exam
- to pass an examination – to achieve a good enough standard to be successful  
*e.g.* Only 30% of students who took the exam passed it.  
 "Did you pass?" "Yes, I got an A."
- to scrape through an exam  
*e.g.* He scraped through his history paper.
- to fail/flunk (*AmE coll.*) an exam  
*e.g.* I failed my French exam two times. He thought he was going to flunk History but he got a C.
- to study (*AmE*)/revise (*BrE*) for an exam
- to be examined in, to be re-examined in
- examiner, an examinee
- examining board
- transcript – an official list of all courses taken by a student in the USA at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution

### Admission to colleges and universities

- to admit – to allow entry; to give entrance or access
- to be admitted to a university, to be accepted by a university
- admission – the act or process of admitting; the state or privilege of being admitted
- to apply for admission  
*e.g.* She applied for admission to Moscow University.
- admission application, to submit an admission application
- applicant/a candidate
- university admission board, an admission office  
*e.g.* Before she took her entrance exams, she had submitted her admission application and her school leaving certificate to the Moscow University admission board.
- to enroll in (*AmE*), to enter (*BrE*) (a) school/university
- reference – a statement (letter) regarding a person's character, abilities, etc.
- referee – someone who writes a letter about someone else, describing their work or personal qualities

# EDUCATION IN THE USA

## Text 1



### Schools and Universities in the USA

In the United States, children of four or under may go to nursery school. At the age of five, most American children start kindergarten.

Schools for children from 6 to 13 are called elementary or grade schools (grades 1–6 or 1–4). Grade schools provide the first six years of free mandatory education in the US.

The school is called “grade” because each year of study is a grade: it goes first grade, second grade, third grade, etc. Children have one teacher each year in grade school. The next stage is secondary school, which is divided into junior high school (grades 7–9) or middle school (grades 5–8) and senior high school (grades 10–12 or 9–12). In junior high children still have one teacher for most subjects. The main subjects are English, basic math and history.

Children in high school are called “students”. American students pass through several curricula on their way to a high school diploma. Most secondary schools provide instruction in English, mathematics, science, social studies and physical education, but the time allotted to those basic subjects differs from one district to another. Instruction in compulsory subjects is supplemented with a great variety of optional courses called “electives”. Students are guided by “school counselors” in choosing electives. No overall exam is taken in order to graduate. You just have to pass all the final exams given each semester. After finishing the 12th grade students receive a high school diploma. Some students drop out of school earlier and never graduate.

In their last year of high school, students often apply to more than one college or university. Each college or university in the USA has its own requirements for admission. Most colleges and universities require applicants to take a standard entrance exam: the American Collegic Test (ACT) or the Scholastic Aptitude Test (SAT). SAT must be taken in your senior year in high school. It is given on a certain day in December or January at a local college. The test takes a whole day. There are three parts: Math, English and Logic. Every student gets a book with questions. The book is divided into sections, with about 70 questions each. Each of the three subjects has a maximum of 800 points. The lowest score for getting into university is 550.

The University Admission Office takes into consideration:

1. The applicants' high school grades (transcripts),
2. Recommendations from high school teachers,



3. Applicants' scores on the Scholastic Aptitude Test (SAT) and ACT,
4. The impression they make during interviews at the university.

The system of higher education in the USA consists of four categories of institutions: universities, four-year colleges, technical training institutions and two-year community colleges.

Depending on the source of financing higher education institutions may be either public (state-supported) or private. The amount of money you have to pay depends on whether you go to a private college or a state university. At a private college the tuition is higher. Overall they are much the same as state universities. The subjects are divided into compulsory and optional. The subject the student specializes in is called a "major". Optional subjects are called "electives". Every student is assigned an "academic adviser" or a "faculty adviser" who will help the student decide on a plan of study based on his/her goals and the requirements for a degree.

Four years of undergraduate study at a university's "undergraduate schools" or colleges lead to a Bachelor of Arts (B. A.) or Bachelor of Science (B. S.) degree. "Graduate schools", which are part of a university or are separate institutions, offer advanced programs which lead to a master's (M. A. or M. S.), Doctor of Philosophy (Ph. D.) or Doctor of Education (Ed. D.) degree.

Junior colleges, technical colleges, and community colleges are two-year institutions, usually public, offering technical training and a basic academic program.

Some junior and community colleges award only an Associate of Arts (A. A.) degree without specifying a major. Other junior, technical and community colleges award A. A. degrees to liberal arts students and A. S. (Associate in Science) or A. A. S. (Associate in Applied Science) degrees to students who major in science or practical technology. After receiving an A. A., A. S. or A. A. S. degree, many students transfer to four-year colleges or universities to complete the requirements for a bachelor's degree.

## *Comprehension*

### **1** Find the English equivalents in the text.

начальная школа, старшие классы (10–12) средней школы, диплом средней школы, осуществлять обучение по английскому, математике, точным наукам, базовые предметы, факультативные курсы, условия приема, общепринятый вступительный экзамен в американские вузы, приемная комиссия университета, школьный экзамен на проверку способностей, четырехгодичный колледж, государственные вузы, частные вузы, основной предмет, назначать советника (куратора), продвинутые программы, доктор образования, колледж начального высшего образования, местный колледж, степень (диплом) выпускника гуманитарного

местного колледжа или колледжа начального высшего образования с двухлетним курсом обучения, общеобразовательный курс в американских колледжах и университетах, переводиться в вузы с четырехлетним курсом обучения, завершить обучение для получения степени бакалавра

**2** Answer the questions using the information given in the text.

1. What pre-school educational institutions are there in the USA?
2. What is the age-range of elementary schoolchildren?
3. What is the name for secondary school in the US?
4. What is the grade division in high school?
5. What basic subjects are taught in American secondary schools?
6. Who helps high school students choose electives?
7. What examination is taken by all school-leavers in their last year in high school?
8. What are general requirements for admission to US colleges and universities?
9. What types of higher education institutions are there in the USA?
10. What degrees do American colleges and universities award after four years of study?
11. What degrees do graduate schools award?
12. What degrees do junior colleges and community colleges award?



## Text 2

### Education: Interview with Mr. Watson

**Interviewer:** Hello.

**Mr. Watson:** Hello.

**Interviewer:** Will you introduce yourself, please?

**Mr. Watson:** Yes, my name is Joe Watson.

**Interviewer:** Very nice to meet you, Joe. I would like to ask you a few questions, if you don't mind, regarding your experiences in education and your career choices, influence you might have had when you were younger. My first question would be: how much of your school do you remember? What schools did you go?

**Mr. Watson:** Well, the schools I went to were probably slightly different than the public schools that most kids go to. Being that my parents were Catholic I went to a Catholic private school. Ah... in... Catholic schools you generally go through... from grades one through eight and also kindergarten. They aren't broken up into junior High Schools like the...

- Interviewer:** I am sorry to interrupt you. Kindergarten... Could you specify more what kindergarten is in America?
- Mr. Watson:** Kindergarten is a kind of a transition time into school. It's... it's a combination of learning and having fun. And moving into a more rigorous curriculum that starts in the first grade.
- Interviewer:** All right. So after the kindergarten you go...
- Mr. Watson:** After kindergarten then you go through a normal public school that would start with the first grade and go through the 6th grade. Whereas in a Catholic school, a private school, I went from the first grade through the 8th grade and graduated from the 8th grade.
- Interviewer:** Could you describe the atmosphere in a Catholic school: whether it was really different from a public school, in your view?
- Mr. Watson:** Ah... the atmosphere is different, certainly is more religious oriented but... also it was more academically oriented. There was much more focus on the basics of academics and, and more difficult learning. It wasn't as much what I would call "fluff" as you might have in a public school.
- Interviewer:** And as far as the teachers were concerned, do you have good, warm memories about them?
- Mr. Watson:** Yes, I do. I have very good memories of my teachers. And most of them were there out of vocation. They weren't there for a salary. They weren't there for a job. They were there because they felt called to be teachers. And that's why they were probably more rigorous on the students and a little more demanding on the students.
- Interviewer:** Now, the teachers... the teachers themselves... were they Catholic as well? Was there a requirement of them to have...?
- Mr. Watson:** Ah... No, the requirements weren't to be Catholic. However, in early school most of them were nuns. Ah, I don't believe I had any priests as teachers. But most of them were nuns or... or private ah... or secular individuals. Ah... in High School it was a little bit different. No, I don't think all of my teachers were Catholic. They were certainly Christian. And I had fewer nuns and fewer religious people teaching.
- Interviewer:** All right, as far as the classes you took especially in High School. What classes were especially demanding and classes that were very interesting, that you really appreciated a lot?
- Mr. Watson:** Well, the classes that I didn't really appreciate a lot were probably along the lines of English and History and Liberal Arts just because that subject didn't interest me. Of a particular interest was my Math class. I had a... an excellent Math teacher who was able to inspire me to really enjoy and appreciate

Mathematics. And I also had a Physics professor... physics teacher ah... who also inspired me to appreciate physics and enjoy that subject.

**Interviewer:** You said "Liberal Arts". What are the subjects that are named Liberal Arts?

**Mr. Watson:** Well, I guess what I would call Liberal Arts are subjects like History, music, ah... oh... those types of subjects, religion or religions of the world.

**Interviewer:** All right, did you study any foreign language?

**Mr. Watson:** Yes, I did, in fact, and I enjoyed that very much too. I studied Spanish. And in my High school ah... Being in Arizona and close to Mexico probably the most prevalent language in the area was Spanish. So most students took Spanish. You did have an option of studying German and French. But I don't believe I knew anyone who studied German and only a few people chose to learn French.

**Interviewer:** If we are talking about a private school, do we also talk about a fee that was involved? Do the parents pay or did they when... when you were in school?

**Mr. Watson:** Yes, the parents pay tuition, a separate tuition. And it's based on..., based on two things. It's based on your need and how many children you have in school. So the more children you have attending school at the same time the less you have to pay for each child. Also if you are in a family and you have a crisis in the family or in a financial need, the church will generally come up with the money necessary for you to attend school. And I knew of a few students that were there because their parents couldn't afford to send them to school.

**Interviewer:** That's fantastic. Do you think you had a better chance to go to college because you graduated from a private school?

**Mr. Watson:** Oh, absolutely. When I attended college I went from being probably a slightly above average student to being an excellent student in college just because of the foundation that I had.

**Interviewer:** All right. And so you decided to go to college. What college did you choose right after you finished your High School?

**Mr. Watson:** Well, I chose to go to Northern Arizona University in Flagstaff. The reason I chose that was that it was close enough to home, my home in Phoenix was only two hours away. But also they had probably the best program in forestry in the United States.

**Interviewer:** Forestry? What would one do with that kind of degree?

**Mr. Watson:** Range management... oh... forest management, timber management... That type of area or work in the National Park system or in the forest service.

- Interviewer:** When you finished your four-year degree... correct... it was a four-year degree?
- Mr. Watson:** Yes, it was a four-year degree.
- Interviewer:** And what did you end up with eventually? Was it still forestry or...?
- Mr. Watson:** No, after the first year I found it was gonna be very difficult to find a job in my field and felt that maybe my time will be better spent in the engineering field. And I went over to the engineering department and... kind of... picked at random where I would go and choose civil engineering, mechanical engineering or electrical engineering. And I ended up picking electrical engineering which may not've been a good way to ah... decide my career and I ended up being lucky and I ended up enjoying electrical engineering very much.
- Interviewer:** Did you have to study computer as well?
- Mr. Watson:** Yes, and I have a minor in Computer Science.

*This interview is continued in Unit 2.*

#### **Vocabulary Notes**

- rigorous curriculum – a type of learning program with high demands  
fluff – superfluous, superficial, not deep  
to do smth out of vocation – to be called to do smth, to have an internal desire along the lines of – in a certain direction  
to pay tuition – to pay a sum of money for someone's education  
a minor in Computer Science – a secondary specialization (in this case, in computers)

### **Comprehension**

- 1** Take a minute and think about the style of Mr. Watson's speech patterns.

Would you describe them as formal, semi-formal or informal? Consider pauses, hedges (or hesitations), interruptions, abbreviated forms and provide some arguments to prove your point of view. Please share the observations you have made while listening to the interview with your classmates.

- 2** Find the answers in the text.

1. Why did Joe go to a Catholic private school?
2. What is "kindergarten" according to Mr. Watson's explanation?
3. What grade did Joe graduate from?
4. In what ways did the atmosphere in Joe's Catholic private school differ from a public school?
5. Were all the teachers in Joe's school Catholic?

6. What classes were of a particular interest for Joe?
7. What are the subjects that are called Liberal Arts?
8. What foreign language did Joe study in high school and why did he choose it?
9. What is the tuition in a private non-secular school based on?
10. What college did Joe choose after he finished his high school?
11. Why did he choose Northern Arizona University?
12. Why did Joe change his major after the first year at the university?
13. What was Joe's new major?
14. What is his minor?

**3** Answer the questions.

1. In what ways is a private school different from a public school?
2. What kind of individuals can become faculty members (the same as teachers)?
3. What were the classes that Mr. Watson valued the most during his school years?
4. What was the attitude towards learning foreign languages in Mr. Watson's school? Why do you think it was (and is) happening?
5. What do you think was the connection between going to a private school and going to college?
6. Why do you think students change their major while in college?



## Vocabulary Exercises

**1** Study the following definitions and give the corresponding American educational terms.

1. A degree granted for the successful completion of a sub-baccalaureate program of studies, usually requiring at least two years (or equivalent) of full-time college-level study.
2. A degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least four years (or equivalent) of full-time college-level study.
3. A degree awarded for successful completion of a program generally requiring one or two years of full-time college-level study beyond the bachelor's degree.
4. An earned degree awarded for successful completion of research work carried out for two or three years at the university graduate school.

5. Activities that are not part of the required curriculum and that take place outside of the regular course of study.
6. A secondary school offering the final years of academic work necessary for graduation usually including grades 10, 11, 12 or grades 9, 10, 11 and 12.
7. Study beyond secondary school at an institution that offers programs terminating in associate, bachelor's or higher degrees.
8. An institution legally authorized to offer and offering a 2-year program of college-level studies which terminates in an associate degree.
9. A school or institution which is controlled and financially supported by an individual or agency other than a State or the Federal Government.
10. An examination administered by the Educational Testing Service and used to predict the facility with which an individual will progress in learning college-level academic subjects.
11. An individual for whom instruction is provided in an educational program under the jurisdiction of a school, school system, or other education institution.
12. An official list of all courses taken by a student at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution.
13. A former male student of a university.
14. A former female student of a university.
15. Former male students and former female students.

**2** Supply full word combinations for the following initial abbreviations.

- |        |          |              |              |
|--------|----------|--------------|--------------|
| 1. ACT | 5. ETS   | 9. Ph. D.    | 13. A. S.    |
| 2. SAT | 6. NRC   | 10. M. A.    | 14. A. A. S. |
| 3. AP  | 7. B. A. | 11. Ed. D.   | 15. CU       |
| 4. APT | 8. B. S. | 12. A. A. S. | 16. NAU      |

**3** Fill in the blanks with prepositions and adverbs.

### Grades in American Universities and Colleges

While the quantity (1) \_\_\_\_\_ a student academic work is measured (2) \_\_\_\_\_ credits or units, the quality (3) \_\_\_\_\_ the work is measured (4) \_\_\_\_\_ grades (often called "marks" (5) \_\_\_\_\_ other countries). (6) \_\_\_\_\_ the United States grades are very important.

A student's grades receive considerable attention (7) \_\_\_\_\_ competition (8) \_\_\_\_\_ scholarships and fellowships, (9) \_\_\_\_\_ admission (10) \_\_\_\_\_ graduate schools and, (11) \_\_\_\_\_ some cases, (12) \_\_\_\_\_ jobs.

(13) \_\_\_\_\_ the first session (14) \_\_\_\_\_ a class, the professor should discuss the grading system.

(15) \_\_\_\_\_ most institutions, there are four passing grades "A", "B", "C" and "D" (and shades (16) \_\_\_\_\_ between). There is usually one failing grade: "F". "Incomplete" ("Inc." or "I") indicates that work (17) \_\_\_\_\_ the course has not been completed due (18) \_\_\_\_\_ circumstances that the professor understands and accepts. If the work remains unfinished (19) \_\_\_\_\_ a specified period (20) \_\_\_\_\_ time (usually, the next term), the grade will then be changed (21) \_\_\_\_\_ "F".

Some courses may be offered (22) \_\_\_\_\_ a "pass/fail" basis. This means that no letter grade is given. Work is judged to be either satisfactory ("pass") and credit is given or unsatisfactory ("fail") and no credit is given (23) \_\_\_\_\_ the class.

- 4** Complete the following sentences choosing the suitable words and phrases from the box.

-tests	final examination	professor	term	exams	classes
-notes	"take home" exam	instructor	objective	types	"quizzes"

### Examinations

Nearly every class has a (1) \_\_\_\_\_ at the end of the (2) \_\_\_\_\_. Most (3) \_\_\_\_\_ also have "mid-term" examinations as well as frequent tests or (4) \_\_\_\_\_ (short tests). The examinations and (5) \_\_\_\_\_ demonstrate whether or not students are doing the work that has been assigned to them; they also are a measure, for both student and (6) \_\_\_\_\_, of how much and how well the student is learning. Almost all examinations are "closed book" (7) \_\_\_\_\_ – that is, students are not allowed to look at their books or their (8) \_\_\_\_\_ during the test. Occasionally, an (9) \_\_\_\_\_ will give an "open book" exam, such as a "take home" exam. A (10) \_\_\_\_\_ is given to you to take home and complete, usually within a few days' time. There are two main (11) \_\_\_\_\_ of examinations, (12) \_\_\_\_\_ examinations and subjective examinations.

- 5** In this text there are some unnecessary words which do not fit the sense of the text. Find these words in the numbered sentences and cross them out.

The tuition at a private college can be of 20,000–25,000 dollars in a year. (1) A state university can be of one-tenth of that. (2) Besides, students need have to pay for housing, food, books, transportation and other things what they may need. (3) In order to pay the tuition fee some people have to borrow money by taking out of a loan. (4) The universities and colleges always hand out a surprisingly few scholarships, which

gives either bright students from large families a much chance to study there. (5) There are different types of loan scholarship: full scholarships, those that pay both tuition and a monthly paid allowance, or those that only pay tuition. (6) Many students do work in order as to pay their living expenses. (7)

**6** Translate in Russian.

### The Academic Year

For most colleges and universities in the USA, the academic year begins in late August or early September and ends in May or June. The **semester** system divides the academic year into two equal terms of approximately 16 weeks each. The **quarter** system divides the academic year into three equal terms of approximately 11 weeks each. Usually there is also a fourth "summer quarter". The **trimester** system has three equal terms of approximately 16 weeks each, including a summer term.

Most students take the summer off. Some students, however, choose to go to summer school and earn credits which may help them to complete their degree work in a shorter length of time than normally is required.

**7** Translate into English.

### Техническое и профессиональное обучение

В Соединенных Штатах местные, технические колледжи и колледжи начального обучения (как государственные, так и частные) предлагают обучение техническим профессиям. Двухгодичные колледжи предлагают широкий выбор программ.

Программы профессионального обучения обычно рассчитаны на год или более с отрывом от производства. Во многих случаях студенты, успешно закончившие обучение по этим программам, получают удостоверение или диплом о начальном высшем образовании. Обучение по программе, ведущей к получению специальности и диплома о начальном высшем образовании, не обязательно соответствует требованиям, необходимым для продолжения четырехлетнего обучения в колледже для получения степени бакалавра.

Местные колледжи, колледжи начального образования и технические колледжи также предлагают краткосрочные технические программы повышения квалификации, рассчитанные на обучение в течение нескольких недель или месяцев. Частные учебные заведения, которые обычно специализируются на работе в одной области и могут присваивать или не присваивать степень, являются альтернативным вариантом получения технического образования.

- 8** Translate into English and describe Eileen's academic progress in your own words. The following words and word combinations may be helpful: *with blond streaks in her hair, to go through medical school, to go to college, to drop out one's junior year, a college ring, to pretend to be someone, to go back to school, to sign up for two courses, there is no way I can do it, a senior thesis on, to ace all the subjects, to proofread, to be in eighth grade.*

### Диплом с отличием

Я познакомилась с Эйлин, женой моего брата Джона, когда мне было семь лет. Только тогда она не была его женой. Это была эффектная 19-летняя девушка с осветленными прядями волос, экстравагантная и веселая и страшно боявшаяся моих родителей. Когда она впервые пришла к нам на ужин, я сразу влюбилась в нее.

Это было еще в те дни, когда трапеза проходила со всеми формальностями. Эйлин уронила две горошины себе на колени, потом еще две и еще одну. Она думала, что никто не заметил. После ужина я сказала ей: «Я видела эти горошины, но никому не скажу». Прошел 31 год, и говорю об этом впервые.

Все в порядке — разрешила мне она. Мы говорили с ней по телефону, как раз когда ей исполнялось 50 лет. Она описывала мне, каково чувствовать себя 50-летней. Иногда ей казалось, заметила она, что мои сестры и я давно обогнали ее. Временами она чувствовала себя отсталой.

Для нас с сестрами школа, колледж были вещами само собой разумеющимися. А Эйлин работала, пока Джон учился на медицинском факультете. Потом она пошла в колледж, но оставила его на предпоследнем курсе. У нее уже были дети, и она решила посвятить себя им. Более счастливой мамы вы не видели.

— Ты ведь и не знаешь, как я тогда переживала, — поделилась она и рассказала о студенческом перстне, который получила до того, как ушла из колледжа. Она носила его много лет, а потом решила снять. «Какая-то женщина узнала перстень и спросила, когда я окончила колледж, — объяснила Эйлин. — Я сказала: „В сущности, я его не окончила“. Она заметила: „Тогда почему вы носите перстень?“ Я подумала: „Она права. Я изображаю кого-то, кем не являюсь“».

Но вот несколько лет назад Эйлин начала поговаривать о том, чтобы вернуться к учебе. Она не делала из этого события. И я не считала это событием.

Теперь я понимаю. Невыполненное обещание, данное самому себе, другим кажется несущественным — как песчинка в чужом глазу.

Итак, Эйлин записалась на два курса в колледже, из которого ушла 18 лет назад. В первый день занятий она снова надела перстень. Она достала учебники, выяснила даты экзаменов, узнала домашние задания. И подумала: «Я ни за что не одолею».

Она получила «отлично» и «хорошо».

В следующем семестре она записалась уже на пять курсов и выбрала дипломную работу по Чарлзу Диккенсу. Она сдала все экзамены на «отлично». Прошлой весной она окончила колледж и заявила, что с 19 лет не была так счастлива.

Счастлива, объяснила она, лишь отчасти из-за диплома. Она рассказала мне потом, как ее сыновья Джо и Джон готовили ужин, пока она была в колледже, как ее дочь Элисон убиралась в доме, чтобы мама могла заниматься, как ее муж Джон натаскивал ее по химии. Она сообщила мне, кто проверил ее диплом, чтобы не было опечаток, — ее младший сын Том, который тогда учился в восьмом классе.

Она добилась цели благодаря своей семье, а не вопреки ей. И этот круговорот — отдать, получить, отдать — сделал ее в 50 лет счастливее, чем когда-либо.

## EDUCATION IN BRITAIN



### Text 1

## Primary and Secondary Schools in Britain (Selective, Comprehensive and Private Systems)

The Department of Education and Science is responsible for national educational policy, but it doesn't run any schools, and it doesn't employ teachers, or prescribe curricula or textbooks. These matters are left to the local education authorities (LEAs) who pass the responsibility on to the school governing bodies, schools and head teachers. Each school has its own "board of governors", consisting of teachers, parents, local politicians, members of the local community, businessmen and sometimes pupils.

Schooling for children is compulsory from age 5 to 16, though children under 5 may attend nursery schools or day nurseries. Education within the maintained school system usually comprises two stages — primary and secondary education. The majority of primary schools are mixed. These schools are often subdivided into infant schools (ages 5–7) and junior schools (ages 7–11 or 12).

Infant schools are largely informal. Children are encouraged to read, write and make use of numbers (the three R's — reading, writing, 'rithmetic) and to develop their creative abilities.

In junior schools, teaching is often more formal than it is in infant schools. In junior schools, children have set periods of arithmetic, reading, composition, history, geography, nature study and other subjects.

The usual age of transfer from primary to secondary school is 11. Till recently, most junior schoolchildren had to sit for the eleven-plus examination (Secondary Selection Examination). It was important, for it decided what kind of secondary school the child would attend. It usually consisted of an arithmetic paper, an English paper, and an intelligence test which was supposed to determine the child's inborn abilities and his/her intellectual potential. The selective procedure, though generally abolished, is still preserved in some areas. Where such selection is practised, i.e. within a selective system, children are sent to grammar schools, technical schools or secondary modern schools.

Grammar schools provide a mainly academic course for selected pupils from the age of 11 to 18 or 19. Only those children who have the best results are admitted to these schools. They give pupils a much higher level of academic instruction, which can lead to a university.

Technical schools, which appeared in England at the beginning of the 20th century, were planned as academic equals to grammar schools but specialized in technical subjects. In fact, the standing of a technical school is often lower than that of a grammar school. Children with slightly lower marks are often admitted. There are very few schools of this type in England and Wales.

Secondary modern schools were formed in England in 1944 to provide a non-academic education up to the minimum school-leaving age of 16 for children of lesser attainment. The curriculum includes reading, writing, arithmetic, some elementary history and geography, and more practical subjects than are included in the grammar school curriculum (cooking, needlework, gardening, shorthand, typing, woodwork, metalwork).

Within the non-selective comprehensive system, at the age of 11 children may go directly to a secondary comprehensive school. The first schools of this kind appeared after World War II. Comprehensive education became national policy in the 1960s. The majority of children in England and Wales go to state comprehensive schools. Comprehensive schools have a number of educational advantages: they are open to all children, they are mixed schools, they provide a wide range of subjects. Although streaming is preserved, it is modified and made more flexible, and some schools do not stream their pupils.

Grammar, technical and comprehensive schools give schoolchildren the opportunity to become sixth-form pupils, and to continue their studies in the sixth form up to the age of 18 or 19. The sixth-form curriculum offers considerable opportunities for specialist study and is often aimed at university entry. Since the course lasts two years, it is usually subdivided into the lower sixth and the upper sixth. The curriculum of the sixth form is narrowed to about 5 subjects, of which the pupil will specialize in 2 or 3. The choice of subjects tends to divide the sixth form into two sides: the Natural Science side and the Arts/Humanities side.

Before leaving secondary school between the ages of 16 and 18, British schoolchildren take the General Certificate of Secondary Education (GCSE) exam. It is held at two levels: Ordinary level ("O" level) and Advanced level ("A" level).

Candidates sit for "O" level papers at 15/16 years of age. They usually choose 6 or 7 subjects to sit for: mathematics, English, a science subject (biology, chemistry, physics or general combined science), a foreign language, history, geography and music. "O" level candidates are awarded one of five grades ("A", "B", "C", "D", "E") or are ungraded. "O" level grades "A", "B", and "C" are considered "pass" grades, those which are necessary to get accepted for further study in the 6th form. "A" level is usually taken at the end of the 6th form. Candidates may take as many subjects as they like. Three "A" levels are enough to gain entry to most universities.

Along with state primary and secondary schools in Great Britain, there are also private schools. About 7% of children go to private schools. There are three levels of private schools — primary schools for children 4 to 8 years of age and preparatory (prep) schools for children 8 to 13 years of age. At the age of 13, children take an examination. If they pass, they go on to public school, where they usually remain until they are 18. Many prep and most public schools are boarding schools — the children live at the school during the school terms. It can be very expensive to send your child to such a school.

## ***Comprehension***

**1** Match the words from the text and their definitions given below.

1. The governmental department responsible for British educational policy.
2. Two stages of education within the maintained school system in the UK.
3. Schools for boys and girls.
4. Two levels of primary school in the UK.
5. The three skills developed at infant schools.
6. Non-selective school system of education in the UK.
7. The type of secondary schools providing a more academic education within the selective system.
8. Middle school within the private system.
9. Schools where children live during the school term.
10. Institutions of pre-school education and upbringing in Great Britain.
11. The plan according to which the teaching program is introduced.
12. A two-year course of full-time education for schoolchildren between 16 and 18 (19) aimed at university entry.
13. The certificate received by school leavers in the UK.

**2** Answer the questions using the information given in the text.

1. What are the responsibilities of the local education authorities in the UK?
2. Whom does a school-board of governors usually consist of?
3. At what age do most British children go to school?
4. What is the minimum leaving age for English schoolchildren?
5. How long do British children study at primary school?
6. What are the differences in the arrangement of teaching in infant and junior schools?
7. What examination do schoolchildren have to take at the age of 11 within the selective system in the UK?
8. What kinds of secondary schools can admit eleven-year-olds according to their performance at the 11 plus examination within the selective system?
9. When was the comprehensive system introduced in Great Britain?
10. What types of comprehensive schools are there in Great Britain?
11. What's the meaning of the word "public" in the word combination "public school" in Britain?
12. What is the exam taken at the age of 16 called?
13. Where can a teenager prepare for university in Great Britain?
14. What exams should a school leaver pass at school according to university matriculation requirements?



## **Text 2**

### **Admission Procedures**

Students are admitted to British Universities largely on the basis of their performance in the examinations for the General Certificate of Education at ordinary and advanced levels. The selection procedure is rather complicated.

A student who wants to go to university usually applies for admission before he takes his advanced level examinations. First of all, he must write to the Universities Central Council on Admissions (UCCA), and they send him a form which he has to complete. On this form, he has to write the names of six universities in order of preference. He may put down only two or three names, stating that if not accepted by these universities he would be willing to go to any other. This form, together with an account of his out-of-school activities and two references, one of which must be from the headteacher of his school, is then sent back to the UCCA.

The UCCA sends photocopies of the form to the universities concerned. Each applicant is first considered by the university admission board. In some

cases the board sends the applicant a refusal. This may happen, for example, if the board receives a form in which their university is the applicant's sixth choice and the university already has many candidates. If there are no reasons for immediate refusal, the university admission officer passes the candidate's papers on to the academic department concerned. One or two members of this department will then look at the candidate's application: see what he says about himself, look at his marks at the ordinary level examinations, see what his headteacher and the other referee say about him. On the basis of those, the department may make the candidate an offer (either a definite offer or a conditional one) or send him a definite rejection.

As a rule, the department makes a conditional offer. This means that the candidate will be accepted by the university if he fulfills the requirements stated in the offer.

In his turn, the student may accept the offer conditionally.

When the Advanced level examination results come out in August, the university admissions department sees whether the candidate has fulfilled his conditions and, if he has, sends him a definite offer. The candidate must accept or refuse within 72 hours.

### **Comprehension**

**1** Substitute the words and word combinations in bold type with those similar in meaning used in the text.

Students are accepted by British Universities largely on the basis of the results of their GCE examinations. On the form sent by the UCCA a candidate has to write down the names of the universities **beginning the list with the ones he prefers most and ending it with those least preferred**. He may state that if not **admitted** to these universities, he would be willing to go to any other. Each applicant is first considered by **the office at the university responsible for admission procedures**. In some cases the board sends the applicant a refusal. As a rule, the department makes **an offer according to which the candidate will be accepted on certain conditions**. When the university admissions department sends the candidate a definite offer, he must **express his agreement or disagreement to be admitted to the university within three days and nights**.

**2** Answer the questions using the information from the text.

1. Where should school leavers in Britain apply to if they want to go to university?
2. What does a candidate write on the UCCA form?
3. What papers are sent to the UCCA along with the completed UCCA form?
4. What does the UCCA do with the applicant's papers?

5. What university groups consider the applications for admission?
6. What decision may be sent to the applicant?
7. When is a definite offer sent to the applicant?
8. How long is the time period within which the candidate must accept or refuse a definite offer?



### **Text 3**

## **Higher Education in Great Britain**

“Higher Education” in England, Wales and Northern Ireland, which currently consists of some 96 universities and 70 or so Colleges of Higher Education, means the stage of education which follows after one obtains qualifications equivalent to the Advanced Level of the General Certificate of Education.

In Scotland, the qualifying examinations are called “Highers”, and some students take a Certificate of Sixth Year Studies, which is similar to A-levels. The concept of universal education was accepted in Scotland as early as the sixteenth century, long before such views prevailed elsewhere in Britain. St. Andrews, Glasgow, Aberdeen and Edinburgh Universities were established in the fifteenth and sixteenth centuries.

Universities in Britain are divided into three types: 1. The old established universities, such as Oxford (founded 1249), Cambridge and Edinburgh. Oxford and Cambridge together are often called Oxbridge. 2. The 19th century universities such as London and Manchester. 3. The new universities established after World War II, such as Essex, Lancaster, The New University of Ulster.

The higher education system consists of Universities, Colleges of Higher Education and a number of small specialised colleges in areas of study such as Fine Art, Music and Agriculture.

Students or undergraduates can complete their first (Bachelor’s) Degree in a minimum of three years. Law degrees and some others require four years of study, while medicine takes longer. Students awarded their Bachelor’s Degree are called graduates.

Universities, and to a limited extent Colleges of Higher Education, offer a wide range of one-year, or sometimes two-year, taught graduate courses leading to a Master’s Degree.

Universities also offer research degrees (Doctor’s Degrees), which have a very limited taught element, and are an opportunity to undertake research over a period of, generally, at least three years. The period for the award of a research degree is not laid out: it depends on the progress made. Students working for their Master’s and Doctor’s Degrees are called postgraduates.

Most UK universities are keen to increase their numbers of postgraduate students. Many of the leading UK universities are looking forward to the development of Graduate Schools. Major research-based universities, such as Birmingham, Durham, Manchester, Sheffield and Warwick, have taken the initiative in setting up Graduate Schools, reflecting the very high level accorded to postgraduate activities in these institutions.

UK universities offer full time programmes and also part-time and distance learning programmes. An academic year is divided into three terms of about 10 weeks each.

In 1971 the Open University was established, where the formal qualifications (GCSE A-levels) are not necessary. Nearly a quarter of all adult part-time students participate in its degree courses on radio and television.

### ***Comprehension***

Answer the questions using the information given in the text.

1. How many universities and colleges of higher education are there in Great Britain?
2. What qualifications are necessary for admission to university in the UK?
3. What are "Highers"?
4. When were the first Scottish universities established?
5. What are three types of universities in Britain?
6. What is the minimum period of time for completing a Bachelor's Degree?
7. What is the difference between undergraduates, graduates and post-graduates?
8. How can one receive a Master's Degree?
9. What is the normal route for the award of a research degree (a Doctor's Degree)?
10. What major research-based universities have set up Graduate Schools of a very high standard in the UK?
11. How is the Open University different from other universities?



### **Text 4**

## **Teacher Training in Great Britain**

School teachers in the UK are trained in three ways:

- 1) at universities: Students who wish to take up school teaching take a first degree (usually Bachelor of Arts or Bachelor of Science) in some

subject(s). Then they take a postgraduate course at a university Department (faculty) of Education leading to a Postgraduate Diploma in Education or Postgraduate Certificate in Education.

2) at colleges of education: Future teachers take either a degree course leading to a Bachelor of Education, or a shorter, less academic course leading to a Teacher's Certificate. At a college of education, a student studies education parallel to his/her special subject courses.

3) at colleges of higher education: Students who want to be teachers first get a Diploma in Higher Education, then they take a teacher training course leading either to a Bachelor of Education or a Teacher's Certificate.

Teachers with a degree are called graduate teachers (graduates), and teachers with a Teacher's Certificate are called certified teachers or non-graduate teachers (non-graduates).

Teacher training at any of the above-mentioned establishments includes subject studies, education studies and school-based experience or teaching practice. Education studies include lectures and seminars on educational history, theory, and psychology, as well as classes and seminars on teaching methods.

Teaching practice, usually at colleges of education, is divided into an "observation period" for junior students and "block-teaching" practice for senior students. Junior students watch experienced teachers at work, observing demonstration lessons, and help with the extra-curricular activities. Senior students usually spend fifteen weeks on teaching practice. They observe and give lessons, discussing them with a supervisor (tutor) on school practice, and learn the use of different educational aids and audiovisual equipment.

### ***Comprehension***

**Answer the questions using the information from the text.**

1. What kind of educational institutions train teachers in Great Britain?
2. What department trains teachers at Universities?
3. What qualifications should a university student obtain to become a school teacher?
4. What degree is awarded to a student of a college of education after the completion of a degree course?
5. What is the difference between graduate teachers and certified teachers?
6. What are the three core components of the teacher training curriculum in Great Britain?
7. What are lessons given by experienced teachers to set a model for intending teachers called?
8. What kinds of teaching practice do junior and senior students have?
9. What do senior students do at school during their block-teaching practice?



## Vocabulary Exercises

### 1 Give the Russian equivalents.

schoolchildren *школьники*  
pupils *ученики*  
a boy in my form *мальчик в моем классе*  
to go up into the third form  
streaming  
an oral test  
a written test  
a grammar test  
an end-of-term test  
a test in Literature  
to attend classes  
to stay away from classes  
to play truant from school  
to skip lectures  
to mark smb absent  
to read up to page 20 for home-work

to take examinations in 4 subjects  
to fail in Psychology  
a form register/a form record book  
an end-of-term school report  
to get one's Bachelor's degree from some University  
graduate teachers  
non-graduate (certified) teachers  
teaching methods for French (English, maths, etc.)  
to have six weeks teaching practice in the 4th year  
to do one's teaching practice  
to be on teaching practice  
to teach the first year  
at the beginning of the school year  
to do well in English  
to attend to one's studies in earnest  
to award a prize scholarship to smb

### 2 Give the English equivalents.

первоклассник  
учиться во втором классе  
остаться на второй год  
учебный год  
каникулы (в школе)  
каникулы (в вузе)  
учебная нагрузка  
включить что-то в расписание  
исключить (снять) что-то из расписания  
вставить что-то в расписание  
урок  
сдвоенный урок («пара»)

классный час  
классный журнал  
табель успеваемости  
школьный учитель  
преподаватель вуза  
преподавательский состав (в школе)  
быть в штате  
Ливерпульская грамматическая школа  
грамматическая школа имени Джорджа Диксона  
Оксфордский университет  
Московский университет

**3** Match the Russian terms of education given on the left and their English equivalents on the right.

- |  |   |
|--|---|
| a) 1. детский сад :                                | a) technical college  |
| 2. начальная школа                                 | b) pedagogical school/college   |
| 3. средняя школа                                   | c) to be at college   |
| 4. специальная (английская, немецкая и т.д.) школа | d) specialised secondary education (– further education)  |
| 5. школа с математическим уклоном                  | e) higher education(al) institution/establishment   |
| 6. школа-интернат                                  | f) boarding school (weekly boarding school)   |
| 7. высшее учебное заведение (вуз)                  | g) a school specialising in English (an English language school)  |
| 8. среднее специальное образование                 | h) primary school   |
| 9. институт  | i) nursery school or kindergarten   |
| 10. учиться в институте                            | j) secondary school (common school)   |
| 11. педагогический университет                     | k) a school which specialises in mathematics  |
| 12. педагогическое училище                         | l) college  |
| 13. профессионально-техническое училище            | m) pedagogical university   |
| 14. техникум                                       | n) school 103   |
| 15. школа № 103                                    | o) vocational (technical) school (≈ junior technical college, senior technical school, technical high school) |
| <br>   |   |
| b) 1. директор школы                               | a) (the) head of (the) department   |
| 2. завуч   | b) to teach in the English Department   |
| 3. ректор (вуза)                                   | c) Department of English (Language)/ English (Language) Department  |
| 4. проректор                                       | d) assistant dean (sub-dean)  |
| 5. ученый совет (вуза)                             | e) faculty academic council (faculty board)   |
| 6. факультет                                       | f) faculty  |
| 7. факультет иностранных языков                    | g) pro-rector (vice-rector)   |
| 8. ученый совет факультета                         | h) deputy headteacher or senior master/mistress   |
| 9. декан   |   |
| 10. зам. декана                                    |   |
| 11. кафедра, отделение в вузе                      |   |
| 12. кафедра английского языка                      |   |

- |  |   |
|--|---|
| 13. работать на кафедре английского языка          | i) headteacher or headmaster/headmistress or head                               |
| 14. заседание кафедры                              | j) (the) rector, the vice-chancellor ( <i>BrE</i> )                             |
| 15. заведующий кафедрой                            | k) academic council, the Senate ( <i>BrE</i> )                                  |
|  | l) faculty of foreign/modern languages  |
|  | m) dean   |
|  | n) department   |
|  | o) meeting of the department (departmental meeting)                             |
|  |   |
| c) 1. учиться на английском отделении              | a) school-leaving certificate   |
| 2. окончить английское отделение                   | b) head of the ... year (to be responsible for/to be in charge of the ... year) |
| 3. дневное отделение                               | c) junior/assistant lecturer teacher/instructor                                 |
| 4. вечернее отделение                              | d) senior teacher   |
| 5. учительская                                     | e) reader (principal reader, » associate professor)                             |
| 6. канцелярия                                      | f) (full) professor   |
| 7. деканат   | g) the academic/teaching staff  |
| 8. воспитательница                                 | h) staff meeting  |
| 9. классный руководитель                           | i) nursery school teacher   |
| 10. педсовет                                       | j) class/form teacher   |
| 11. профессорско-преподавательский состав (в вузе) | k) the dean's office (the faculty office)                                       |
| 12. профессор                                      | l) the office   |
| 13. доцент   | m) the staff room   |
| 14. старший преподаватель                          | n) part-time department (evening department)                                    |
| 15. ассистент                                      | o) full-time department/day department  |
| 16. куратор курса                                  | p) to take an English degree (to get a degree in English)                       |
| 17. аттестат зрелости                              | q) to study in the English department   |
| 18. выпускные экзамены (в средней школе)           |   |

**4** Give all the possible derivatives, compounds and word combinations with the following words:

teacher, book, examination, test, mistake

**5** Give the words and word combinations synonymous to the given ones.

1. to arrange an examination
2. to read for an examination
3. to conduct an examination
4. to copy or to crib in an examination
5. an examination candidate
6. a howler (*coll.*)
7. to take an examination
8. a lined exercise book
9. to take the examination again
10. an unlined exercise book
11. to give smb a pass
12. a neat book
13. I just scraped through
14. a class teacher

**5** Fill in the blanks with prepositions and adverbs.

The University (1) \_\_\_\_\_ Cambridge Certificate (2) \_\_\_\_\_ Advanced English will be (3) \_\_\_\_\_ great importance (4) \_\_\_\_\_ those who require an advanced qualification (5) \_\_\_\_\_ academic or professional purposes. It demands very sound knowledge (6) \_\_\_\_\_ the structure and usage (7) \_\_\_\_\_ the language, and high levels (8) \_\_\_\_\_ accuracy, fluency and power (9) \_\_\_\_\_ expression.

This course concentrates (10) \_\_\_\_\_ the development (11) \_\_\_\_\_ the knowledge and skills, required (12) \_\_\_\_\_ the reading, writing, use (13) \_\_\_\_\_ English, listening comprehension and speaking sections (14) \_\_\_\_\_ the examination.

The Cambridge Proficiency Examination sets an even higher standard, confirming that your English is (15) \_\_\_\_\_ (16) \_\_\_\_\_ the level required (17) \_\_\_\_\_ entry (18) \_\_\_\_\_ English-speaking universities and colleges (19) \_\_\_\_\_ higher education. It is also one (20) \_\_\_\_\_ the best qualifications for advancement (21) \_\_\_\_\_ the commercial and academic world.

The examination (22) \_\_\_\_\_ the Certificate (23) \_\_\_\_\_ English (24) \_\_\_\_\_ International Business and Trade demands a sound command (25) \_\_\_\_\_ the language (26) \_\_\_\_\_ the modern office (27) \_\_\_\_\_ an English-speaking environment. It is based, therefore, (28) \_\_\_\_\_ authentic tasks regularly encountered (29) \_\_\_\_\_ the work-place. The two components (30) \_\_\_\_\_ this course ensure the best possible combination (31) \_\_\_\_\_ intensive language development, examination preparation, and tuition and practice (32) \_\_\_\_\_ Business English.

**7** What do we call the following?

1. A person who is studying for a first degree in Great Britain.
2. A person who has graduated with a first degree in Great Britain.

3. A person who having taken a first degree is continuing his studies at a more advanced level often for a higher degree.
4. A person in his second year at university/college.
5. A person in his first year of research at some graduate school.
6. The vacation after the second term or the Hilary/Lent term in British universities: Jan 10–Mar 20.
7. A book in which all the form's marks, subject by subject, are entered, with a record of the material covered, lesson by lesson, on the opposite page.
8. A sheet of paper with the pupil's terminal examination marks and general term marks.
9. At Oxford, a member of staff who supervises students' work individually.
10. A tutor at Cambridge.
11. A sum of money given by the government to students to support them while they are studying.
12. A grant awarded for a special purpose or in special circumstances given by an individual or in memory of him.
13. An obligatory subject.
14. A subject which may be chosen.
15. A numerical or alphabetical symbol to indicate an award in an examination or for a written paper.
16. A college, training teachers.
17. A university department training graduates as teachers.

**8** Supply full word combinations for the following initial abbreviations.

- |         |         |
|---------|---------|
| 1. DES  | 6. BEd  |
| 2. LEAs | 7. MEd  |
| 3. GCSE | 8. MSc  |
| 4. UCCA | 9. MBA  |
| 5. BA   | 10. PhD |

**9** Study the use of the verbs *teach*, *study*, *learn* in the following collocations: *to teach smth*, *to teach smb*, *to teach smb smth*, *to study smth at school, university, etc.*, *to study to be a doctor, etc.*, *to study for a test/diploma/an examination*, *to learn smth*, *to learn to do smth*, *to learn how to do smth*, *to learn smth by heart*. Fill in the blanks with the right verb (*teach*, *study*, *learn*) in the correct form.

My mother (1) \_\_\_\_\_ at the local high school. She got a job (2) \_\_\_\_\_ Spanish. You remember Mr. White – he used (3) \_\_\_\_\_ us mathematics. It was my grandmother that (4) \_\_\_\_\_ me how to cook. He (5) \_\_\_\_\_ French for three years now. Tom is at business school, (6) \_\_\_\_\_ to be an accountant. Ann (7) \_\_\_\_\_ to be a lawyer. Young children (8) \_\_\_\_\_ much more easily than adults. His son (9) \_\_\_\_\_ to drive. Mary (10) \_\_\_\_\_ to read when she was five. On this course, you (11) \_\_\_\_\_ how to deal with communication problems. He (12) \_\_\_\_\_

art at Berkley College in Boston. "Is George coming with us?" "He can't – he (13) \_\_\_\_\_ for his exams." We had (14) \_\_\_\_\_ a lot of poetry by heart when we were children.

**10** Fill in the blanks with suitable words and phrases from box.

education	subject	training	university	postgraduate
secondary-school	theoretical	educational	term	teaching
tutorials	demonstration	teaching aids	teaching methods	lectures

A student at a College of Education in Britain studies (1) \_\_\_\_\_ parallel to his special subject courses. An English (2) \_\_\_\_\_ student, who wishes to take up schoolteaching, first of all studies his (3) \_\_\_\_\_ and having obtained a first degree, usually the B. A. or B. Sc., takes a (4) \_\_\_\_\_ diploma course at a university Department of Education. This course is exclusively concerned with (5) \_\_\_\_\_ him as a teacher, usually as a (6) \_\_\_\_\_ teacher.

The first six weeks of (7) \_\_\_\_\_ are chiefly taken up with lectures and (8) \_\_\_\_\_ on the theory of education, (9) \_\_\_\_\_ psychology, the history and sociology of English education, and (10) \_\_\_\_\_. The students are also given a course on the use of (11) \_\_\_\_\_. They are also able to watch (12) \_\_\_\_\_ lessons in various schools. Then their first full-time (13) \_\_\_\_\_ practice begins. Next term is also divided between (14) \_\_\_\_\_ and practical work. In the summer term there are a few weeks of (15) \_\_\_\_\_ and tutorials, followed by examinations in May.

**11** Translate into Russian.

**Colleges of Education in New Zealand**

There are five autonomous, state-funded Colleges of Education in New Zealand and one School of Education which is part of the University of Waikato. These six institutions have the note of training teachers for primary and secondary schools, early childhood education centres and special educational institutions. They also provide continuing education courses for practising teachers who wish to gain advanced qualifications and in-service courses to up-date teachers when curriculum changes are made. The aim of the Colleges is to maintain and improve the quality of teaching in schools and institutions at all levels.

The major qualifications provided by Colleges of Education are a three-year Diploma of Education and a four-year Bachelor of Education degree, awarded jointly by the local university and the College of Education. In the case of secondary teacher training, a one-year postgraduate diploma is awarded. A Higher Diploma of Teaching and an Advanced Diploma of Teaching are available for practising teachers.

Various specialist courses and qualifications are offered in some of the Colleges. These include postgraduate certificates, diplomas in special education (for teaching children with physical, visual, hearing or intellectual impairments), reading recovery, educational management, librarianship, information technology, guidance, teaching English as a second language, social work and bilingual education.

Conjoint programmes leading to the Bachelor of Education degree and Diploma of Teaching are available at several universities in association with their local colleges of education.

## **12** Translate into English.

Билл и Кейт учатся в старшем шестом классе классической средней школы-гимназии. Они всегда хорошо успевали, и их будущее совершенно ясно. Они будут поступать в университет, если им удастся сдать школьные выпускные экзамены продвинутого уровня (уровня «А») с достаточно высокими оценками. Им также надо будет пройти собеседование (интервью) в университете, до того как их зачислят. В форме Центрального совета по приему в университеты Билл собирается первым в списке предпочтительных университетов указать Бирмингемский университет, Кейт — Лондонский университет.

Через четыре года они закончат курс обучения и после успешной сдачи выпускных экзаменов им будет присуждена степень бакалавра либо в области гуманитарных наук, либо в области точных и естественных наук. Но степень сама по себе не обеспечивает выпускника университета работой по специальности. Вероятно, после окончания университета Биллу и Кейт придется пройти специальную подготовку в выбранной профессиональной сфере.

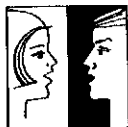
Кейт, возможно, продолжит образование на педагогическом факультете университета, для того чтобы стать учителем средней школы. Чтобы получить диплом в области образования в дополнение к степени бакалавра по какому-либо предмету, ей придется в течение года изучать педагогическую теорию: историю образования, психологию, методику и т.п. Важная составная подготовки будущих учителей — школьная практика. Студенты на практике посещают открытые уроки опытных учителей. Они сами проводят уроки и обсуждают их с руководителем школьной практики. Они также организуют внеклассную работу как классные руководители.

Так как Кейт собирается изучать иностранные языки и лингвистику в университете, то, возможно, в будущем она захочет стать переводчиком в международной компании. Еще одна возможность — это продолжить изучение лингвистики в магистратуре и получить степень магистра. В дальнейшем она может вести научную работу и получить степень доктора философии.

**13** There are British and American terms on education here. Point out the American equivalents of the following Russian words and word combinations.

- |   |   |
|---|---|
| 1. государственные школы  | 1) state schools<br>2) public schools   |
| 2. министерство образования<br>(и науки)  | 1) the Department of Education<br>and Science<br>2) the Federal Department of Education                                       |
| 3. министр образования (и науки)  | 1) the Secretary of Education<br>2) the Secretary of State for Education and Science  |
| 4. местные органы образования   | 1) the Local Education Authorities (LEAs)<br>2) the State Education Department, the district school board                     |
| 5. руководитель местных органов образования   | 1) the chief state school officer or the school superintendent<br>2) the chief education officer or the director of education |
| 6. директор школы   | 1) headmaster, headmistress<br>2) principal   |
| 7. детские ясли   | 1) day nursery<br>2) nursery school   |
| 8. детский сад  | 1) nursery school<br>2) kindergarten  |
| 9. начальная школа  | 1) elementary school<br>2) primary school   |
| 10. средняя школа   | 1) secondary school<br>2) high school   |
| 11. класс (ступень обучения)  | 1) grade<br>2) class/year/form  |
| 12. общеобразовательная общедоступная средняя школа   | 1) comprehensive school<br>2) comprehensive high school, common school  |
| 13. колледж, готовящий к поступлению в вуз (обычно двухгодичный) или колледж начального высшего образования | 1) community/junior college<br>2) sixth-form/tertiary college   |

- |   |  |
|---|--|
| 14. частные школы   | 1) public/independent schools<br>2) private/independent schools                              |
| 15. заочный колледж, готовящий к поступлению в вуз              | 1) correspondence college (leading to the Open University)<br>2) state correspondence school |
| 16. деление на потоки   | 1) streaming<br>2) tracking  |
| 17. оценка  | 1) mark<br>2) grade  |
| 18. диплом (свидетельство, аттестат) об окончании средней школы | 1) the General Certificate of Secondary Education<br>2) High School Diploma                  |



## Dialogs

Read the dialogs. Practice them.

### 1. TAKING CLASSES

- A.: Katie, I'm so glad you have some time to give me some pointers for beginning my first semester here.
- B.: Oh, it's no problem at all. I know just what it's like, moving from a small town into a big city, like this. And **starting college** is a real change.
- A.: I don't really know what I want to **major in**, but I saw a huge line in the Union for undecided majors, so I just **picked something for the record**. The lines were much shorter in the English department.
- B.: So what **classes are you taking** this semester?
- A.: I have a biology class that sounds real interesting – it's called ecology, society and evolution.
- B.: Yeah, I took that. I think everyone takes those introbiology classes – it's the easiest way to get you two semesters of the same science.
- A.: That's good to know.
- B.: So what else are you taking?
- A.: Some Greek civilization class, German and American history.
- B.: So you're **taking 12 hours**, then?
- A.: Yeah, but I **placed out of freshman English**, so I'll get credit for taking 15 hours.
- B.: Sounds like you're **on the right track**.

## 2. A ROUGH WEEK

- A.: You don't know how ready I am for the weekend. This has been a rough week.  
B.: You're not kidding — it must be midterms week for everyone. I don't know why all the teachers give exams the same week.  
A.: At least it's over. I'm gonna party all weekend.  
B.: Sounds great, man.

## 3. REGISTERING FOR A COURSE

- A.: I saw in the course catalog that the university is offering a batik class this semester. Is it still open?  
B.: Do you have the course number?  
A.: Three-oh-nine.  
B.: Yes, it's open. It meets Monday, Wednesday, and Friday at nine o'clock.  
A.: Do you know if it can be used to meet undergraduate course requirements for art majors?  
B.: Yes. It fulfills course requirements for both art and home-economics majors.  
A.: Good. I'd like to register for it, please.

## 4. THE STUDENT SERVICE CENTER

- A.: I'm having a terrible time in my Russian class. The mid-term test scores have been posted, and I failed dismally.  
B.: Oh, I could help you in math or chemistry, but not in foreign languages.  
A.: I'm just at my wits' end.  
B.: Why don't you get a tutor?  
A.: A tutor?  
B.: Yeah, in the Student Service Center, they have lists of people who are willing to teach subjects they understand very well.  
A.: Do you think there would be anyone who could help me with my Russian?  
B.: Why not? There might be a Russian exchange student or a graduate student in the Russian department who needs spare cash.  
A.: Is it very expensive?  
B.: It doesn't cost at all.  
A.: But you just said that a student who needs money..  
B.: I mean it doesn't cost you anything at all. The Student Service Center pays their tutors from some grant they get.  
A.: Wow! Maybe there's hope for me after all. Thanks for the information.

## 5. SUMMER COURSES

- A.: What are you going to do this summer?  
B.: I'm signing up for Geology 306.

- A.: You mean you're taking summer classes?
- B.: Yeah. I don't carry a heavy load during the year so that I can hold down a part-time job. Then I take a summer class or two to make up for it.
- A.: Sounds good, but I don't think I could stand taking classes year round.
- B.: Hmm. I'm looking forward to my geology class. We're taking a two-week field trip out to Copper Mountain where we'll be collecting fossils and mapping the strata. Then we'll return to campus to do lab work on our finds.
- A.: That sounds fascinating.
- B.: It is. Unfortunately, the department can't hold such classes during the year because students wouldn't be able to miss two weeks of their other classes to go on the field trips.
- A.: What other classes have you taken during the summer sessions?
- B.: Well, I got university credit for digging on an archaeological site last year.
- A.: Where was that? In Egypt?
- B.: No. In Colorado. It was a buffalo-kill site. You know, one where the early Americans drove the animals off a cliff.
- A.: What did you find of interest?
- B.: Lots of broken stone tools used for butchering the buffalo.
- A.: Gosh. I think I might consider taking some summer classes.

## 6. CHANGING THE MAJOR

- A.: Dr. Williams, I need to talk with you about changing my major.
- B.: Oh, hello, Sarah. Come on in.
- A.: Thanks.
- B.: Let me look at your file. Have you declared your major yet? Officially, I mean?
- A.: Yes, I'm majoring in chemical engineering.
- B.: Oh yes, here's the form. And what do you want to change to?
- A.: Business. It's not because engineering is hard, though, Dr. Williams. I've finished all the math courses already. I just like the business courses I'm taking.
- B.: Well, you have eighteen hours in engineering, Sarah, and only six hours in business. And the problem is you don't need any more electives, so the eighteen hours in engineering will be extra work for you on your program. I just don't have any place to put them except under additional electives.
- A.: I see. So how much longer will it take me to graduate if I change to business?
- B.: One semester, full time. You'll have to take twelve hours of business courses that term including accounting.
- A.: That's okay. I really want to do this.

## 7. REQUIREMENTS FOR THE COURSE

- A.: Dr. Anderson, could you please clarify the requirements for this course? Some of us are a little bit confused about the final examination.

- B.: Oh? Well, you have two options in this course. You can either take a final examination or you can write a research paper instead.
- C.: Excuse me, Dr. Anderson. That's the point I need you to clarify. What kind of research paper did you have in mind? An original study? A report? A book review, perhaps?
- B.: A report. A summary really, based upon current research in the field.
- C.: How long should the reports be?
- B.: Length is really not important. I should think that it would take at least ten pages in order to develop the topic, however.
- C.: And should we check the topic with you before we begin writing?
- B.: You may, if you wish. But the only requirement is that it relate to current trends in United States foreign policy. Are you considering writing a paper, Jane?
- A.: I'm not sure. I think that I'd like to know a little bit more about the examination.
- B.: All right. One hundred multiple-choice questions covering both the lectures and the outside readings.
- A.: Didn't you say that you would give us one hour for the examination?
- B.: Yes, I did.
- A.: I'm going to do the paper, then.
- C.: Me too.

### Conversation Practice

#### 1 Practice the dialogs using the given substitutes.

1. A.: I saw in the course catalog that the university is offering a batik<sup>1</sup> class this semester. Is it still open?

B.: Yes, it's open. It meets Tuesday and Friday at 10 o'clock.

A.: Do you know if it can be used to meet undergraduate requirements for art<sup>2</sup> majors?

B.: Yes. It fulfills course requirements for both art<sup>3</sup> and home-economics<sup>4</sup> majors.

1	2	3	4
<i>American romantics</i>	<i>American history</i>	<i>history</i>	<i>English</i>
<i>Integral calculus</i>	<i>business</i>	<i>business</i>	<i>economics</i>
<i>Applicable mathematics</i>	<i>social science</i>	<i>social science</i>	<i>home economics</i>

2. A.: What class are you taking this semester?

B.: I have a biology<sup>1</sup> class that sounds real interesting – it's called ecology, society<sup>2</sup> and evolution.

A.: What else are you taking?

B.: Some <sup>3</sup>Greek civilization class, <sup>4</sup>German and American history.

<sup>1</sup>  
*psychology class*  
*business class*  
*linguistics class*

<sup>2</sup>  
*psychological foundation of education*  
*legal environment of business*  
*mathematical linguistics*

<sup>3</sup>  
*psycholinguistics*  
*international business operations*  
*phonetics*

<sup>4</sup>  
*second language acquisition*  
*instructional leadership*  
*marketing*  
*finance*  
*historical linguistics*  
*semantics*

3. A.: Dr. Weidman, I need to talk with you about changing my major.

B.: Let me look at your file. Have you declared your major yet? Officially, I mean?

A.: Yes. I'm majoring in <sup>1</sup>chemical engineering.

B.: And what do you want to change to?

A.: <sup>2</sup>Business. It's not because engineering is hard. I've finished all the <sup>3</sup>math courses already. I just like the <sup>2</sup>business courses I'm taking.

B.: Well, you'll have to take twelve hours of <sup>2</sup>business courses that term including <sup>4</sup>accounting.

<sup>1</sup>  
*sociology*  
*history*  
*political science*

<sup>2</sup>  
*psychology*  
*art history*  
*history*

<sup>3</sup>  
*statistics course*  
*history courses*  
*government courses*

<sup>4</sup>  
*intro psychology*  
*biopsychology*  
*visual arts*  
*Western civilization*

4. A.: Could you please clarify the requirements for this course? Some of us are a little bit confused about the final examination.

B.: All right. **One hundred multiple-choice questions covering both the lectures and the outside readings.**

*a listening comprehension test and an oral interview covering the topics studied*  
*two questions covering the theory of second language acquisition and a report based on your recent elementary school teaching experience*  
*fifty multiple-choice questions covering cross-cultural issues*

**2** Practice your own dialogs on the similar situations using the given dialogs as a model. Try to use the words and phrases in bold type in your conversation.



### 3 Role-play the following situations.

1. A freshman is discussing the classes he/she is taking his/her first semester at the University with a sophomore who is eager to give some useful advice.
2. Two students are discussing a "rough" week and their plans for the weekend.
3. A student majoring in Linguistics is registering for a course in Spanish. He/she wonders whether it meets the requirements for Linguistics majors.
4. You are having a terrible time in your Japanese class. Your friend can help you in Spanish but not in Japanese. He/she advises that you get a tutor through the Student Service Center. Besides it won't cost you anything at all.
5. You have never taken summer school, but your fellow student is all for it. It helps him/her hold a part-time job during the year and go on field trips in summer. You start considering taking some summer classes.
6. You are discussing the reasons for and the possibility of changing your major with your academic faculty adviser.
7. You want to know the requirements for the course in History of Education. You find out that there are two options in the course: to take a final examination or write a research paper. After clarifying a few details you make up your mind to do the paper.
8. A Russian student exchanges information about admission procedures in Russian and American university with his American friend.



## Communicative Activities

- 1 Study the admissions information of the university of Toledo. Make up the information bulletin about the work of your University Admissions office using the text as a model.

Welcome to the University of Toledo... and thank you for visiting us!

### Admissions Information

Persons interested in attending the University of Toledo may obtain information from the office of Admissions on the second floor of Stranahan Hall. The office is open weekdays from 8:15 a.m. to 5 p.m. and on Saturday morning from 9 to noon during the regular school year. Telephone (419) 537-2696 for information or write the office of Admissions. The University of Toledo, Toledo, Ohio 43606-3398.

- 2** a) Study the following passage about special “honors” given to graduating university students for academic excellence in the USA.

Special “honors” are given to graduating students who maintain exceptionally high grades throughout their undergraduate program. These honors usually are recognized in the form of Latin words on the student’s diploma:

**cum laude** (with honors),  
**magna cum laude** (with high honors),  
or **summa cum laude** (with highest honors).

Many colleges and universities require that students be enrolled in certain special honors courses or programs to earn such honors designations. These honors programs usually require an extensive research paper or project. Outstanding students who elect not to take honors courses may graduate “with distinction” or with some other recognition of academic excellence.

- b** Read the dialog and answer Annie’s question about Carl’s university diploma.

“Carl?” Annie asked.  
“Now what?” he groaned.  
“What does **Maggie-come-louder** mean?”  
“What does what mean?”  
“Oh, you heard me, Carl.”  
“You mean **magna cum laude**?”  
“That’s what I just said. What does it mean?”  
“I’ll tell you tomorrow.”

- 3** Study the arrangement of school terms and holidays in British schools and compare them with the term division and holidays in Russian schools.

### Great Britain

the first term/the autumn term	Sept 5 – Dec 20 – Christmas Holidays
the second term/the winter term	Jan 5 – Mar 25 (or later, depending on the date of Easter) – Easter Holidays
the third term/the summer term	Apr 15 (or later) – Jul 20 – Summer Holidays

### Russia

the first term	the November holidays
the second term	the winter/New Year holidays
the third term	the spring holidays
the fourth term	the summer holidays

**4** Compare the admission procedures to universities in Russia, the USA and UK.

**5** a) Carol Brown graduated from the University of Bradfield (the UK) last summer, receiving the degree of Bachelor of Arts (B.A.) and in October began a one-year training course leading to the Diploma of Education which will qualify her to teach in any kind of school. She is on her first teaching practice now. Imagine you have come to Britain on a study tour and met Carol.

You are interested in teacher training in Britain. Prepare your questionnaire.

b) Have a talk with Carol using your questionnaire.



**6** Role-play the following situations.

**Situation 1:** Lucy Grant and Marian Webb are mothers of 5-year-old boys. They are discussing the types of schools to which they may send their sons. Mrs. Webb would hate to send her little son away to a private boarding school. She finds it cruel. Mrs. Grant thinks it not only cruel but rather expensive too. Though she can't but admit that the quality of education is undoubtedly high in public schools in the UK. Some people also say that a boarding school education teaches children to have confidence in themselves, to be more independent. Mrs. Webb doesn't like the new state comprehensive schools either. She wants her son to get a good education, she wishes people wouldn't pay so much for public school education.

**Situation 2:** Daniel is in his second year in the sixth form and he wants to go to university. The time has come to apply for admission before he takes his advanced level examinations. He has already written to the Universities Central Council on Admissions (UCCA) and received a form to complete. On the form, he has to write the names of six universities in order of preference. Daniel is discussing the possibilities with his parents. Daniel's father who is a computer consultant wants him to become a research professor in mathematics. In this case, the best place to go to is Oxford. His mother would prefer her son to stay at home and to study law at the University of London. Daniel himself would rather choose computer programming at one of modern universities: Essex or Lancaster. He is, certainly, not against Oxbridge but he doubts whether the results of his "A" levels will satisfy their matriculation requirements. His parents also admit that the tuition fee is very high there.

**Situation 3:** British school leavers are discussing the possibilities available for 16-year-olds.

A. Bob and Jane are 16. They have just left school with rather poor results in their GCSE ("O" level) exams. Bob is looking for a job. He hopes to get a job with a firm which gives him some training within the company. Another possibility for him is to take one of the job-related courses or a course of pre-vocational education, both of which offer the chance to gain skills and have some practical work experience in a wide range of job areas.

B. Jane who is in the similar position is undecided about her future. She is eager to try her luck within the Youth Training Scheme, a two-year program which offers the chance to experience different types of work in a work place.

C. Alice has six GCSEs. At 16 she could go into the sixth form of her school but she prefers to leave. She is a practical person so she decides to go to a College of Further Education and take an intensive one-year secretarial course. At the end of the course she will take Royal Society of Arts exams in typing and shorthand.

D. Mary has passed four GCSE exams. She wants to train to be a nurse but her qualifications are not good enough. She decides to attend her local College of Further Education and to take a vocational course to be trained to be a social worker. Mary will take a course examination at the end of a year.

E. Michael is a very bright student. He has passed all his GCSE exams with excellent grades. He has always done well at school. His future is fairly clear. He will go to a university. That is why he chooses to go to the sixth form in his school, leading to the GCE "A" level exam which qualifies students for all kinds of higher education. He will probably take Geography, History and Economics.

**7** a) Compare the systems of education in the UK and the US using the table given below.

### EDUCATION IN BRITAIN AND THE USA

year	school	age	school	grade, year
DAY NURSERY				
NURSERY SCHOOL		3	NURSERY SCHOOL (optional)	
PLAYGROUND OR KINDERGARTEN (optional)		4		
reception class		5	KINDERGARTEN	
year 1	1) INFANT SCHOOL	6	ELEMENTARY SCHOOL	first grade
year 2	2) JUNIOR PRIMARY	7		second grade
year 3	SCHOOL SCHOOL	8		third grade
year 4		9		fourth grade
year 5		10		fifth grade
year 6		11		sixth grade
year 7	SECONDARY SCHOOL	12	JUNIOR HIGH SCHOOL	seventh grade
year 8		13	SENIOR HIGH SCHOOL	eighth grade
year 9		14		ninth grade
year 10		15		(freshman)
year 11	16	tenth grade		
year 12	SIXTH FORM	17		(sophomore)
year 13	COLLEGE	18		eleventh grade
first (fresher) year	UNIVERSITY OR	19	COLLEGE/ UNIVERSITY	(junior)
second year	POLYTECHNIC	20		twelfth grade
third/final year		21		(senior)
postgraduate	UNIVERSITY	22	GRADUATE SCHOOL	freshman
		23		sophomore
				junior
				senior

- b) Your friend is going abroad as an international student. Tell him about the systems of higher education in the UK and the USA. Answer his questions as he is eager to learn as much as possible about it.



## Listening Comprehension

### 1. The University of Texas at Austin

- 1** Listen to the text describing one of the major universities in the USA. Focus on the figures used in the text. Choose the correct variant of the following statements based on the information of the text.

1. The University of Texas at Austin has grown from a small campus of **40/14** acres near the State Capitol.
2. UT Austin has come far from its beginning in **1883/1885** when it had only one building, eight teachers, **2/3** departments and **221/212** students.
3. Today, it has a main campus of 357 acres and **120/130** buildings that are home to more than **39,000/49,000** students.
4. About **5,200/4,200** students live in UT Austin's **11/10** residence halls on campus.
5. A single Texas student at UT Austin typically spends about **\$8,020/\$8,030** during a nine-month, two-semester school year.
6. The University is engaged in a special fund-raising campaign designed to add at least **\$95/\$105** million in new endowments for undergraduate and graduate students by the beginning of the new century.
7. On its main campus in central Austin, the University maintains more than 100 buildings representing about **10,5/9,5** million square feet of space.
8. Balcones is a research site for **21/19** UT Austin sciences, engineering and archaeology laboratories.

- 2** Answer the questions.

1. When was the University of Texas at Austin founded?
2. How old is it now?
3. What is the University of Texas at Austin nationally known for?
4. Is it a private or state-supported institution?
5. What public services does the University offer?
6. What are the two major assets of UT Austin that have ranked the University among the country's best values in higher education?
7. What forms of financial assistance do students receive?
8. How is research funded?
9. What prize winners does the UT Austin faculty include?

## 2. College Students Leaving School with Heavy Debt

Listen to the text dealing with the impact of indebtedness of college borrowers on their life after graduation. Mark the following statements as true or false.

1. Hillary Wicai has her dream job as a television reporter. T F
2. Hillary can afford the clothes that make her look professional on the air. T F
3. Hillary is trying to pay off "an enormous debt, probably \$25,000 or \$26,000" for the year at Northwestern University's Medill School of Journalism that helped her land the job. T F
4. "All my clothes are gifts," says Wicai. "Every single thing I have for work was given to me." T F
5. Today's students can follow Polonius' advice to his son Laertes, "Neither a borrower nor a lender be." T F
6. The borrowers' debt can't influence the course of their lives. T F
7. 12.5 million college borrowers month after month pay off their loans after they get out. T F
8. Many of the college borrowers are still in hock ten years after graduation. T F
9. As there are more loan programs available — more students are leaving school in debt. T F
10. In many schools, 50 percent of the student body must borrow. T F

## 3. TAAS Tutoring Offered

Listen to the following piece of information for high school seniors in Texas, USA. Answer the following questions.

1. How many high school seniors haven't passed the state's exit-level achievement test, which is required for graduation?
2. When will the classes for them begin?
3. What does TAAS mean?
4. How many chances do students have to pass TAAS?
5. What do students say about the level of difficulty of the test?
6. How long is the course offered by the Austin Independent School District's Community Education Department for those who have failed the test?
7. How long will each class last?
8. How often will the classes meet?
9. When will the next TAAS be given?

10. What parts does the test consist of?
11. What time will the morning tutoring classes begin?
12. What time will the afternoon classes begin?
13. Where is the school district's Evening High School based?
14. How can students register or receive more information?

## 4. The University of London

Listen to the text. Choose the variant that can best complete the statements.

1. "University College" was founded \_\_\_\_\_  
 A. only for Church of England members  
 B. as a non-denominational college
2. The rival institution – King's College – was established \_\_\_\_\_  
 A. by Sir Robert Peel, the Archbishop of Canterbury  
 B. by the Duke of Wellington, the Prime Minister
3. University College and King's College joined forces \_\_\_\_\_  
 A. in 1836  
 B. in 1849
4. The University of London was created in 1836 \_\_\_\_\_  
 A. to provide teaching and research  
 B. to conduct the examination of, and to confer degrees upon, their students
5. The University of London was the first \_\_\_\_\_  
 A. to abolish religious tests, to admit women for degrees, to grant degrees without residence  
 B. to provide all kinds of facilities for the purpose both of teaching and research



## Newspaper Reading

A

On the following pages you will find six passages from newspaper articles and the headlines which appear with them. Scan the passages and match them and the headlines.

1. Clinton wants high school students computer-literate.
2. Global survey: US students rank at bottom.
3. Education financing changing.

4. Career centers help students with employment search.
5. Job market troubles liberal arts students.
6. Teachers try to solve age-old problem.

1. American high school graduates are so ill-prepared in mathematics that they rank at the bottom among 14 countries where college teachers were surveyed. American instructors questioned in the international study, conducted by the Carnegie Foundation for the Advancement of Teaching, also had a low rating for their students' writing and speaking skills.

2. The role of career centers has greatly expanded with the help of new technologies and the demands made by students. Some career centers now have some of on-line job databases. These databases include the name of companies and the qualifications for the posted positions.

Now a company in New York can post a position. Then the company can check the listing of students interested and find someone who has the qualification.

3. Michigan, like the rest of the country, has relied for more than a century on local property taxes to pay for schools. But this system has come under attack because it often means wealthy suburbs can afford more teachers, classes and books than poorer areas.

4. According to a recent "Chronicle of Higher Education", liberal arts students nationwide are dumping their majors for more job-specific degrees in order to ensure employment after graduation and have the ability to pay off student loans.

5. "We shouldn't let a child graduate from middle school any more without knowing how to use new technologies to learn," the president said. Ten states already have such a requirement for high school graduation, but Clinton said the same standard should be applied for younger children.

He offered the state modest help to promote high-tech literacy. His proposal would provide each middle school with \$20,000 over three years to train teacher-technology experts. That would cost the federal government \$180 million between fiscal 2000 and fiscal 2002.

6. Representatives of the brightest minds in teaching will gather in Flagstaff this week to put their heads together and focus on solutions to an age-old problem: how to catch the kid who slips through the cracks. This year's theme, "No Throwaway Kids", brings to the surface issues that have been nagging at education for years, including kids who may not speak English proficiently, let alone fluently, and kids from different socioeconomic backgrounds.

## B

Look at the headline of the article and say what the article is going to be about.

### **University Community Commemorates Joyful Past, Anticipates Changes of Next Centennial**

*By Amber Chavez  
Center Spread Editor*

The Homecoming coronation, the jingling of car keys at sporting events, the standard push-ups by Louie, the mascot, for each point at football games and the welcome week for new students are some of NAU's traditions.

As the NAU campus celebrates its centennial and the next 100 years to come, traditions will be continued. These past 100 years were filled with events that would eventually turn into tradition.

Homecoming 1924 was the first year students held a bonfire. It was modest compared to the bonfires to come. In the 1930s, '40s and '50s the students set outhouses on fire. The students searched Flagstaff to find as many outhouses as possible to burn.

In 1927, 13 students started the popular Chain Gang, an organization which still exists today. The Chain Gang is made up of NAU students who want to continue school traditions. The students are responsible for displaying the Lumberjack Axe at football and basketball games. Also, they are on charge of raising scholarship funds and teaching traditions to incoming students.

NAU has always had a small rivalry with neighboring ASU. The dispute started when ASU students sneaked into the school in November 1933. They stole the Lumberjack Axe, which had been constructed recently for the school. After students and officials realized what happened, local law enforcement officers set up road blocks to capture the thieves. The perpetrators were found and brought in front of the student government. The six returned home with no hair and covered in blue and gold paint.

Another memorable moment that has not been forgotten happened on the way to a football game. In 1934 the NAU Marching Band rode in a cattle truck to a football game in Tucson after the only school bus was reserved for the players, leaving the band with no ride. The band instructor made arrangements with a local rancher for the group to use one of his cattle trucks. The only catch was that the students had to clean out the manure in the truck.

Although the traditions of the past few years may not be as smelly, Louie can always be counted on to attend the sporting events. Bonfires may not be fueled with outhouses, but welcome week will carry on. NAU will continue to shake keys, paint faces and continue the traditions.

**2** Read the article. Match the word from the article and the definitions given below.

1. an inherited, established or customary pattern of thought, action, or behavior
2. a person, animal, or object adopted by a group as a symbolic figure esp. to bring them good luck
3. a 100th anniversary or its celebration
4. a large fire built in the open air
5. the act of rivaling; the state of being a rival; competition

**3** Complete the following phrases.

1. to jingle car \_\_\_\_\_
2. to raise scholarship \_\_\_\_\_
3. to continue \_\_\_\_\_
4. to capture the \_\_\_\_\_
5. to hold a \_\_\_\_\_
6. to be brought in front of the \_\_\_\_\_
7. to set \_\_\_\_\_ on fire
8. to ride in a cattle \_\_\_\_\_
9. to display the Lumberjack \_\_\_\_\_
10. to attend the sporting \_\_\_\_\_

**4** Answer the questions.

1. What are some of Northern Arizona University's (NAU's) traditions?
2. When did the tradition to hold a bonfire start?
3. How did the tradition of holding a bonfire to celebrate homecoming develop in the 1930s, '40s and '50s?
4. When did the Chain Gang start?
5. How many students start the Chain Gang?
6. Who can become a member of the Chain Gang?
7. What are the responsibilities of the Chain Gang members?
8. When and how did the dispute between NAU and neighboring ASU start?
9. How were the perpetrators from ASU punished by the students government?
10. How did the NAU Marching Band manage to get to a football game in Tucson in 1934?
11. What NAU old traditions are still alive?

**5** What do you think?

1. Is it good to hold traditions?
2. What traditions does your university have?

## Unit 2

# JOBS AND CAREERS



## Culture Commentary

**Interviews:** there is a lot of evidence to suggest that interviewers arrive at their judgments towards the start of an interview. This is why it is important to get interviewees to think about the impression they create. They also need the confidence to tackle those “easy to answer” questions about their interest, background, learning experience, etc. Because of the intense competition for jobs and university places, many schools in Britain and the United States offer advice and training on how to survive and succeed in interviews.



**A full-time job:** jobs which require 35 or more hours a week are usually considered full-time. Wages offered with a job often vary according to whether the job is full-time or part-time.

**Chairman or chairwoman?** Many occupations end in -man or -woman/maid, for example, “policeman”, “policewoman”, “salesman”, “saleswoman”, etc. At present women in the US are equal with men, esp. in the areas of jobs and pay. They occupy positions and take up jobs previously held entirely by men. Many people think that the new roles of women should find their expression in the language and consider it more acceptable not to

show what sex the person is when speaking of his/her occupation. That is why it is common to use "person", "officer", "keeper", etc. in words denoting occupations, for example, "salesperson", "police officer", "housekeeper", "firefighter".



## Vocabulary

### career/job/trade/occupation/vocation/work

**a career** – a job or profession a person has been trained for and intends to do for several years

*e.g.* We can learn a lot by reading about the careers of famous people.  
Should all careers be open to women?

- a career (*attr.*) diplomat – a professional diplomat

**a job** – a piece of work either to be done or completed; employment

- a job hunter/seeker
- a full-time/part-time/rewarding job
- to apply for a job
- to be satisfied/dissatisfied with one's job
- to do the most vital job of all
- to quit a job
- to be guaranteed a job upon graduation
- to be devoted to one's job
- a competitive job market
- to change jobs
- a good job (*coll.*) – a fortunate state of affairs
- to give smth/smb up as a bad job – decide that smb/smith is hopeless
- to be/have a (hard) job doing smth – be/have a difficult task
- out of a job – unemployed
- job center – employment exchange
- just the job (*coll.*) – just what is wanted

**occupation** – an activity in which one is engaged, that occupies one's time

*e.g.* Look for an occupation suited to your abilities.

- useful occupation for long winter evenings

**profession** – is an occupation for which special education or training is required, as the profession of an architect.

*e.g.* Medicine, law, and architecture are professions.

**trade** – a skilled occupation, handicraft

*e.g.* He is a tailor/weaver/carpenter/blacksmith by trade.

**vocation** – feeling that one is called to (and qualified for) a certain kind of work (esp. social or religious), special aptitude (for)

e.g. The nursing of the sick is a vocation as well as a profession.

He has little (or no vocation) for teaching.

**work** – what a person does to earn one's living

e.g. It is difficult to find work during a depression.

- at work – at one's place of employment
- to be in (*BrE*)/out of work – having/not having employment

## OCCUPATIONS

- administrator
- advertising executive
- agent (real estate/travel agent)
- architect
- body guard
- chef
- civil servant
- designer (graphic/interior/theatrical/fashion designer)
- engineer (civil/electrical/mechanical engineer)
- executive (advertising/chief/senior executive)
- forester
- lecturer
- manager (financial/marketing/office/personnel/sales manager)
- officer (public relations/safety officer)
- pharmacist
- photographer
- physicist
- researcher (market researcher)
- speech therapist
- window dresser
- worker (construction/farm/office/skilled/social/unskilled)

## earnings, pay, salary, wages

**earnings** (usually in the plural) money earned

e.g. He has spent all his earnings.

**pay** – money paid for regular work or services, is used in the Navy, Army and Air Force instead of wages and salary

**salary** – (usually paid monthly) payment for regular employment on a yearly basis

**wages** – (usually plural) payment made or received (usually weekly) for work or services

e.g. He takes his wages home to his wife every Friday.

- to earn/make good money

## Word Combinations

- to accept the responsibilities
- to have confidence in one's abilities
- awareness and learning
- to identify a good teacher/worker
- application, an application form
- to keep a sense of wonder in smb

- applicant
- to lead down the path of success
- to fill out an application form
- to hire
- a letter of application
- list of reference
- to be highly/well paid
- to make/create an impression
- to be well suited for the job
- to make contacts
- to be life-time learners
- to make one's choice/to have a lot of choice
- to be promoted
- to make a living out of smth (a hobby)
- to be suited to one's abilities
- to master the necessary skills
- to be in teaching
- to move ahead
- to be competent at work
- pay off/pay day
- breadwinner
- to present a positive image
- to consider teaching as a career
- to recognize smb's qualities
- to do smth to the best of one's ability
- résumé ['rezjumer]
- to explore new ways of using knowledge
- to resign/retire
- (extremely) valuable skill
- sick pay
- to employ, employment, an employer, employee
- to score points by being critical of smb
- to shape one's future
- to face challenges (such as budget cuts)
- to take steps to do smth
- to feel married to one's job
- to take advantage of smth
- to fill a vacancy
- there is no chance for advancement
- to focus on smth
- to want to change one's position
- to get an increase in pay
- to work for a firm
- to get valuable experience and training
- to work to the best of one's ability
- to get on very well with smb
- good (bad) working conditions



## Text 1

### Planning a Career

Having a job and having a career are two very different things. A job is something you do to make money. You may enjoy the job, work hard at it and do well, but you are primarily doing it for the money to satisfy your other interests outside of the work environment. A career is something that integrates your desires and interests so that it gives you satisfaction above and beyond the money you make. To have a career means commitment and development but first of all planning. This process can begin at any age. For

some people it starts when they are a small child and visit mom or dad at their place of work. For others it can come later through the inspiration of a teacher or exposure to a wider range of fields.

It is up to each individual to decide whether a job or career is best for them. People may share the same talent and interest but other aspects of their personality will dictate which direction to go with that interest. For example, one guitar player may decide to plan a career as a professional musician. Another may decide that the financial insecurity is too much for him, get a regular job and satisfy his musical interests in his free time.

Whether you decide to get a job or plan a career, the job market today is quite different from that of your parents (and even probably from your elder sibling). In the Soviet system, under *raspredeleniye*, young people were guaranteed a job upon graduation. Now, not only are there no guarantees after university, institute or school, but available jobs are scarce and difficult to secure. The young person in today's Russia faces a very competitive job market.

What do the new dynamics of the Russian job market mean for young people? First, if they have decided they want a career, they must start early in their academic life to plan and take steps to develop their professional careers. Second, in addition to a suitable background for a desired career, creativity, self-promotion and preparation are absolutely vital for any sort of success in the job search. Last, students must develop confidence in themselves and recognize the power that each of them has to take control of their future and shape it in a way that is best for them.

### Comprehension

**1** Read the text and say if you agree or disagree with the following statements.

1. Having a job and having a career are two very different things.
2. Planning a career can begin at any age.
3. The choice of a career doesn't only depend on a person's talents and interests.
4. To face a competitive job market is to have no guarantees for getting a job.
5. To take control of the future and to be well-prepared for the challenges of the job market, one should take several very important steps.

**2** Match the words from the text and the definitions given below.

- |  |                                    |
|--|------------------------------------|
| 1. To combine desires and interests.                   | 6. The changes of the job market.  |
| 2. Obligation.   | 7. Education environment.          |
| 3. Older brothers or sisters.                          | 8. Self-encouragement.             |
| 4. Jobs that may be obtained.                          | 9. Progress through life (career). |
| 5. A situation in which you have to compete for a job. |                                    |



## Text 2

# Why People Work

Have you ever asked yourself what you are working for? If you have ever had the time to consider this question, or put it to others, you might well have heard some or all of the following. "It's the money of course," some say with a smile, as if explaining something to a small child. Or it's the satisfaction of a job well done, the sense of achievement behind the clinching of an important deal. I worked as a bus conductor once, and I can't say I felt the same as I staggered along the swaying aisle trying to sell tickets without falling into someone's lap. It's the company of other people perhaps, but if that is the case, what about farmers? Is it the conversation in the farmyard that keeps them captivated by the job? "Work is power and a sense of status," say those who have either attained these elusive goals, or feel distressed that nobody has yet recognized their leadership qualities. Or we can blame it all on someone else, the family or the taxman. I suspect, and I say this under my breath, that most of us work rather as Mr. Micawber<sup>1</sup> lived, hoping for something to turn up. We'll win the lottery, and tell the boss what we really think. We'll scrape together the money and open that little shop we always dreamed of, or go around the world, or spend more time in the garden. One day we'll get that promotion we deserve, but until then at least we have something to do. And we are so busy doing it that we won't have time to wonder why.

### Comprehension

#### 1 Answer the questions.

1. Why do you think people don't usually ask themselves about their reasons for work?
2. What reasons for working are given in the passage? Do you think they are serious?
3. Who can say that work is power?
4. Does the author of the passage agree with the opinions he presents in the passage? Why?
5. What other reasons for working can you think of? (extrinsic and intrinsic)

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<sup>1</sup> Mr. Micawber is a character in Charles Dickens' novel *David Copperfield*. He is a gay, charming and sociable person, but is very impractical and thoughtless in his relations with the family and is finally imprisoned for his debts.

2 Give the English equivalents of the following word combinations.

запрещенный вопрос, завершение важной сделки, быть увлеченным работой, осознание своего положения, достигать призрачные цели, признавать чье-то лидерство, огорчаться, говорить очень тихо, подвернуться, выиграть в тотализаторе, наскребать, получить повышение по службе



### Text 3

## Make Your Job Work for You

Your job can be a step in the direction of the rest of your life. How you feel about it, what you learn from it, what you do with it or what it does to you helps you to decide where you go from there. If you want to get the most out of it, if you want it to lead you down the path of success, there are certain things you should do. Here are some suggestions:

*Don't let the salary be your main reason for taking the job.* Sometimes a lower paying job with the right company and the right contacts can do a lot more for you than a higher salary. Decide what is the lowest pay with which you can be satisfied. Then decide what other things can be important. How much training and/or experience can you get on this job? Some companies give their new employees priceless training. On-the-job experience can be very valuable to you when you apply for your next job. It gives you the practical experience that no school can offer. This can lead to a much higher salary later. What chances are there for advancement within the company? Sometimes accepting a lower paying job gives you a chance to show your boss how capable you are and how valuable you can be to the company. This will pay off later.

*Another very important item for you to think about when you apply for the job is the type of contacts you can make.* Just as a smart student chooses professors rather than just courses, a smart employee tries to meet and become friendly with the people who help him or her move ahead, either in this company or on the next job. Even if you can't do that, however, just having the opportunity to meet and develop a relationship with different kinds of personalities can help you develop skills that may move you ahead much faster on your next job. Learning about the job from other people, or learning what it takes to move ahead in a company by observing other people, is an extremely valuable skill.

OK, so now you have the job and you want to make an impression — you want people to notice you. What can you do to become a valuable employee? *Do a little bit more and do it well.* It really isn't that hard to be successful in

your life. It's too bad, but many people try to do as little as they can on the job. Take advantage of that — do just a little bit more. This is not to suggest that you should allow anyone to take advantage of you. However, it is suggested that you do your work faithfully and competently and to the best of your ability at all times. There is a saying: "Build a better mousetrap and the world will beat a path to your door." One way to be noticed in a company is to suggest little things that can improve the routine way that things are done. You must be careful here, however. Sometimes a way of doing things has been established that has been carefully thought through and has advantages that you don't realize. The wrong suggestion can hurt you as much as the right suggestion can help you.

*Do remember that other employees can be helpful to you.* You should at least try not to score points by being critical of a fellow employee who is also doing his or her best job. Ambition, jealousy, and personality differences are encountered on any job, but the more friends you make and the fewer enemies, the better position you are in. There are times when you will need the help of your fellow employees. It is then that your prior actions can result in the kind of back-stabbing that hurts.

There is another important point to be made. Sometimes you may realize that you made a mistake by taking this job. *Don't feel married to it.* If it will help your career, quit it and look for another. This is the time when the friends you have made, the reputation you have earned on the job, and the experience and training you have gotten will be most helpful. No job is ever a waste of time because if you have given it your best, you have learned something from it. Take all this with you to your next job and continue to move up from there.

First, of course, you have to get the job. When you do, though, it's up to you to become a valuable employee. Good luck!

## Comprehension

### 1 Explain in English.

to get the most out of the job, a job with the right company, priceless training, on-the-job experience, chances for advancement, a capable employee, to move ahead, valuable skills, to feel married to the job, fellow employees

### 2 Answer the questions.

1. What may the reasons for taking a lower paying job be?
2. How can the contacts you make in the company help you move ahead?
3. What should you do to be a more important employee?

4. How do you understand: "Build a better mousetrap and the world will beat a path to your door"?
5. How can your fellow employees be helpful to you?
6. When do you think you should quit the job?
7. Why is it said that no job can be a waste of time?

**3** Circle T if the sentence is true, circle F if the sentence is false.

- |  |   |   |
|--|---|---|
| 1. The best reason for taking a job is a good salary.                                | T | F |
| 2. A low salary is not very important if you are making the right contacts.          | T | F |
| 3. You will waste your time if you can't get promoted on a job.                      | T | F |
| 4. You should do your work competently and faithfully to become a valuable employee. | T | F |
| 5. Stick to any job you take even if you don't get much experience.                  | T | F |
| 6. Good relationships with your fellow employees can help you move ahead faster.     | T | F |



## Text 4

### The Job Interview

How you dress and act during an interview can be as important in creating an impression as what you have to say. Every employee becomes an individual representative of the organization. That's why employers prefer to hire men and women whose appearance and overall behavior present a positive image.

*Dress in good taste.* While many employers encourage individuality, let basic good taste determine how you dress for an interview. For men, this might mean a suit with complementary – rather than contrasting – accessories. Women should select fashions appropriate to the occasion, wear accessories in quiet good taste, and use cosmetics sparingly. Head-to-foot cleanliness and neatness will also help to create a good first impression.

*Don't worry about being nervous.* That's normal, and the interviewer will expect it. But you might wish to dry a damp brow or clammy hand just before you meet your interviewer. Once inside the room, try to relax – but don't slouch. Don't smoke unless invited to do so – or, if it relaxes you, ask permission. Don't chew gum!

*Know your interviewer's name.* Greet your interviewer by name when you meet, and when you take your leave after the interview. If the name looks difficult, ask an office staff member how to pronounce it.

*Be yourself.* Remember that the interviewer wants to get to know something about you, not hear a memorized speech. Answer questions as fully as you wish; don't just respond with a yes or no.

*Emphasize your goals and strong points.* This may alert an interviewer to an attribute that didn't show up on your résumé.

*Be honest.* Any effort to cover up or withhold the full truth probably will be discovered. Furthermore, you may only be kidding yourself. If you aren't interested in an employer's line of work or don't like something else about the organization, you might as well say so from the start. You probably wouldn't be happy working there even if you got the job.

*Be ready for a few unexpected questions.* Some interviewers have a "favorite" or two they like to spring. Something like, "What can I do for you?", or "Why are you interested in working for us?"

*Don't be afraid to ask questions.* You might wish to prepare one or two in advance. These shouldn't deal with basic facts about the employer, because you should have checked them out beforehand. But a good question can indicate interest in the organization. You might wish to ask a question that stresses one of your strong points, like: "Would you like to hear about my extracurricular activities?", or "... my summer jobs?"

*Be prepared!* There are ways you can prepare yourself for interviewing. Your college placement office is experienced in acquainting students with basic interviewing techniques and may have audiovisual aids that will assist you. Discussing your experience with friends can be helpful, but watch out! They're not you.

As you prepare for the interview process, remember one thing. The purpose of an interview is not to intimidate you or to put you through an uncomfortable ordeal. It's to find a man or woman who has something to offer an organization, and to interest that person in working for that employer.

The interview is the most efficient way — in a relatively short time — for you and the representative of an employer to get to know each other. Interviewers wouldn't be meeting with you if they weren't interested in the possibility of hiring you.

Like everyone else, you have attributes that will make you a valuable employee. Evaluate yourself honestly. Have confidence in your abilities, and you may be surprised to learn that an interview can be a valuable — and enjoyable — experience.

## Comprehension

### 1 Explain in English.

an attribute, to present a positive image, to encourage individuality, a suit with complementary, to slouch, a memorized speech, to spring a "favorite", to do (prepare) in advance, strong points, extracurricular activities, to put through uncomfortable ordeal

**2** Answer the questions.

1. Why is it important to know all about the company for which you want to work before you go for an interview?
2. What is the purpose of the interview?
3. How should you dress to present a positive image?
4. What is "to act properly in an interview"?
5. Are the interviewers usually interested in the possibility of hiring you?
6. Why is it important to emphasize your strong points and goals?
7. Is an interview a big day in your life?

**3** Make a list of things you should do before you come to the interview and a list of things you shouldn't do during the interview.

**4** Comment on the statements.

1. The more prepared for the interview you are the better, because being ready will help you overcome any feeling of panic and anxiety that may develop.
2. The purpose of the interview is to find the right person to the job and to make him or her interested in working for the employer.
3. Job hunting is a serious business, though sometimes it is like playing a game which you can't play without knowing its rules.



## Text 5

### Career Choices: Interview with Mr. Watson

- Interviewer:** What is your position now? Where do you work?
- Mr. Watson:** Right now I am an electrical engineer for the Power Company in the city of Colorado Springs.
- Interviewer:** Is it considered to be a rather prestigious profession?
- Mr. Watson:** No, I wouldn't say it's a prestigious profession.
- Interviewer:** But it's certainly... But well-paid...?
- Mr. Watson:** Certainly, a well-paid profession. It's not a profession that... that kids early on think they wanna do when they grow up.
- Interviewer:** That's right. You think your parents also influenced your decision to go to engineering school?
- Mr. Watson:** No, not at all! In fact, my father was very uninclined when it came to engineering, physics. He... he was a Spanish teacher. So he didn't have the same concepts that I... I did and my mother was also a teacher in a grade school early in her career. No, I would say neither of them had too much influence on my decision.

- Interviewer:** So when you finished college you were awarded the degree of B.A.?
- Mr. Watson:** No, my degree was a B.S., Bachelor of Science, in electrical engineering.
- Interviewer:** All right. And do you have any other, advanced, degree?
- Mr. Watson:** Yes, after I started working for Arizona Public Service, another Power Company in Arizona had a program that they would pay for your continuing education. So I decided to pursue a Master's Degree in Business Administration.
- Interviewer:** How does this degree help you now?
- Mr. Watson:** Well, in my current position, it gives me a better feeling for how the business's operated and how things should be budgeted. And how money needs to be spent and project's funded. Directly, I don't manage people. But if I was in a position of management it would directly help in that.
- Interviewer:** Do you believe that the system of education has become better since you were in college? Or do you think there's still a lot of space for improvement?
- Mr. Watson:** Well, of course, there's space for improvement. I think it's a good quality education. Ah... the system, as I know it, really... Really puts the responsibility on a student. The students can excel as far as they want or they can kick back and do the minimum just to get by and receive their college education.
- Interviewer:** Let me ask you the very last question. As far as the choice of professions and the level of prestige and perhaps the level of payment... what would you put... how would you categorize the available choice, selection of all professions?
- Mr. Watson:** Oh, I would say it's almost infinite. In fact, many schools will let you custom design your program to fit the emphasis that you want. So if you wanna specialize in a specific field of electrical engineering you can pick all of the elective courses to gear you towards that and still take the basics towards an electrical engineering degree. And the same applies to many other fields. So if there's a field out there there's a college program some place in the United States that will teach that.
- Interviewer:** And so the profession... (number 1)... would be considered number 1..., in your view, ... it's that profession number 1... It's not a good way to put this question but perhaps... what is the highly esteemed, if you will, approved profession in the United States? Perhaps highly paid?
- Mr. Watson:** I would say probably in... in technical fields, something along the lines of nuclear engineering, chemical engineering perhaps. In the ah... medical area - biomedical engineering or to become a doctor, a medical doctor is a very prestigious field. Ah... teaching is

not a prestigious field until you... until you reach a point where... you have your Ph.D. or your Doctorate of Education.

**Interviewer:** Thank you very much. It was fantastic and very informative.

**Mr. Watson:** You're welcome. My pleasure.

## Comprehension

Answer the questions.

1. Is what Joe Watson is doing now a very prestigious job?
2. What degrees does Mr. Watson have?
3. How does the system of education help one get by?
4. What are, in Mr. Watson's opinion, the most highly esteemed professions in his country now?
5. How flexible are the college programs in the US?
6. Was the parents' influence any factor in Mr. Watson's career choice? Why?



## Vocabulary Exercises

**1** Say what these people do at work. Take turns naming these occupations.

e. g. **Student A:** Mailman. What does a mailman do at work?

**Student B:** A mailman delivers mail. Travel agent. What does a travel agent do at work?

**2** Match the occupation in column A with the job description in column B.

A

1. a lawyer
2. a meteorologist
3. a waiter
4. a bartender
5. a professor
6. a mayor
7. a cardiologist
8. a newscaster
9. a janitor
10. a surgeon
11. a governor
12. a mechanic
13. a detective

B

- a) serves people in a restaurant
- b) prepares drinks in a bar
- c) defends people in trouble
- d) studies weather patterns
- e) teaches in a university
- f) treats heart patients
- g) runs a city government
- h) cleans buildings
- i) fixes cars
- j) runs the state government
- k) investigates crimes
- l) performs operations
- m) reports the news

**3** Translate the following sentences into Russian paying attention to the words in bold type.

- a)
1. All **work** and no play makes Jack a dull boy.
  2. He's been out of **work** for a month but now he's found a very good job in New York.
  3. A doctor, a teacher, a journalist, and an architect are very good **professions**.
  4. He comes from a **professional** family.
  5. He took up journalism as his **career**.
  6. A **job** is something you do to make money but **career** comprises your interests, abilities and ambitions.
  7. I could never do an ordinary nine-to-five **job**.
  8. It's important to find a **job** that offers good career prospects.
  9. Nursing is hard work and often low paid but for many people it is a **vocation**.
  10. Medicine has always been a male-dominated **profession**.
- b)
1. The car industry is one of the biggest **employers**.
  2. The number of people in **employment** has fallen.
  3. The new contact will enable us **to employ** about 50 extra people.
  4. I wrote five **applications** for **jobs** but didn't get a single reply.
  5. Anyone under 30 need not **apply**.
  6. He's **earning a fortune** as a consultant engineer.
  7. What are your **take-home earnings** after tax and deductions?
  8. They both work, but he is **the main breadwinner**.
  9. They are negotiating for a **pay increase**.
  10. Have you any income apart from your **pay**?
  11. Bob is on a very good **salary** now.
  12. We've had two **retirements** in our office this year.
  13. He **resigned his post** because he had been offered a better **job**.
  14. In Britain women **retire at 60** and men **retire at 65** as this is when they are allowed to receive **the state retirement pension**.
  15. What will you do to pass your time during **your retirement**?
  16. Her teaching **experience** gave her a **big advantage** over the other **applicants** for the job.
  17. The young army officer was **promoted** to captain.
  18. We will need **to have references** from your **former employers**.
  19. We still have **vacancies** for drivers but all the other positions have been **filled**.
  20. She supplements her regular **income** by doing a bit of teaching in the evenings.

**4** Translate into Russian. Consult the dictionary if necessary.

- |                                    |  |
|------------------------------------|--|
| 1. a popular psychiatrist          | 10. a shrewd marketing manager         |
| 2. a considerate health visitor    | 11. a wise realtor                     |
| 3. a hard-working social worker    | 12. an inventive advertising executive |
| 4. an experienced speech therapist | 13. a thorough market researcher       |
| 5. a highly-qualified lecturer     | 14. a serious personnel manager        |
| 6. a well-read teacher             | 15. a neat company secretary           |
| 7. a stern prison-officer          | 16. a committed librarian              |
| 8. a brave security guard          | 17. a helpful solicitor                |
| 9. an energetic traveling salesman | 18. a discreet archivist               |

**5** Fill in the blanks with the words:

a) *career, job, work, profession, trade, vocation*

1. Should all \_\_\_\_\_ be open to women?
2. It's a hard \_\_\_\_\_ for a poor man to keep his wife and children clothed and fed.
3. What time do you get to your \_\_\_\_\_ ?
4. He's a lawyer by \_\_\_\_\_ .
5. Shoemaking is a useful \_\_\_\_\_ .
6. He lost his \_\_\_\_\_ .
7. It's difficult to find \_\_\_\_\_ during a depression.
8. Your new Bentley car is a nice \_\_\_\_\_ .
9. He has little or no \_\_\_\_\_ for teaching \_\_\_\_\_ .
10. The college teaches many useful \_\_\_\_\_ .
11. As a speech therapist she feels she has finally found her \_\_\_\_\_ .
12. I want to find out more about \_\_\_\_\_ in journalism.
13. Please fill in the details of your present \_\_\_\_\_ .
14. Fewer young people are entering the legal \_\_\_\_\_ nowadays.
15. Women often return to \_\_\_\_\_ after they have had children.
16. The boys were sent to a special college where they would all be taught a \_\_\_\_\_ .
17. At the age of 37 Mike suddenly found himself out of \_\_\_\_\_ and without much hope of finding a \_\_\_\_\_ .
18. These days there are more and more \_\_\_\_\_ opportunities for women.
19. Men in manual \_\_\_\_\_ are less prone to stress-related illnesses.
20. Teaching is a \_\_\_\_\_ that requires total commitment.

b) *earnings, pay, salary, wages*

1. She is moving to a new job with better \_\_\_\_\_ .
2. I spent a whole month's \_\_\_\_\_ on my vacation.

3. Part-time teachers have different working conditions than teachers on a \_\_\_\_\_.
4. The basic \_\_\_\_\_ is poor, but with overtime the average \_\_\_\_\_ are nearly \$190 per week.
5. He was on sick \_\_\_\_\_ for the two weeks he spent in the hospital.
6. He receives a fantastic \_\_\_\_\_ as chairman of the company.
7. He has a very comfortable income from his lawyer's \_\_\_\_\_ and various investments.
8. My dad's take-home \_\_\_\_\_ was 40 dollars a week.
9. We usually get our \_\_\_\_\_ on Thursday afternoon.

**6** Which qualities best describe people who want to succeed in work or study?

dependable	ambitious	critical
truthful	accurate	responsible
independent	decisive	quiet
patient	broad-minded	reserved
indifferent	enthusiastic	conscientious
generous	reliable	diligent
frank	persistent	straightforward
strong-willed	careful/careless	quick-minded
intro/extroverted	self-centered	

**7** In your opinion, what qualities do you need for the jobs?

secretary, doctor, carpenter, driver, plumber, officer, artist, business executive, bank clerk, TV star

*Qualities:* patience, courage, determination, goodwill, charm, stamina, reliability, loyalty, energy, experience, commitment, talent, creativity, intelligence, training

**8** Say if these are professions or trades.

lawyer	librarian	firefighter
dentist	child-minder	janitor
hairdresser	police officer	tailor/dressmaker
mechanic	bookkeeper	designer
architect	engineer	builder
priest	scientist	carpenter
farmer	chef	plumber
vet		

**9** Give as many word combinations of names of occupations as possible with the following adjectives.

responsible, famous, talented, flexible, efficient, popular, capable, sociable, conscientious

**10** Complete each sentence with one of the words or word combinations from the box.

junior clerk	chairman	employee
solicitor	hired killer	consultant
private detective	commercial traveler	factory managers
	writer	

1. Allen works for a firm which manufactures and sells different kinds of industrial glue, he is a successful \_\_\_\_\_.
2. A company should make every \_\_\_\_\_ feel important.
3. They appointed him \_\_\_\_\_.
4. Paul was engaged as a \_\_\_\_\_ at a very low wage.
5. She decided to hire a \_\_\_\_\_ to find out who was blackmailing her.
6. The police thought he was shot by a \_\_\_\_\_.
7. There are several opportunities for an experienced \_\_\_\_\_.
8. He's changed his job and is working now as a \_\_\_\_\_ for a German firm.
9. Before becoming \_\_\_\_\_, Schwarts had been a clerk, a cab driver and a door-to-door salesman.
10. Most of \_\_\_\_\_ he meets seem to be interested in talking about work and golf.

**11** Fill in the blanks with prepositions if necessary.

1. I'm sorry \_\_\_\_\_ Tom. He has worked as used car dealer \_\_\_\_\_ Brown and Company \_\_\_\_\_ ten years and now the firm has been taken \_\_\_\_\_ by Jones Ltd, and they are going to dismiss him.
2. I see \_\_\_\_\_ today's paper that you need a secretary \_\_\_\_\_ a knowledge of French, I would like to apply \_\_\_\_\_ the post.
3. I was \_\_\_\_\_ the impression that I had paid you \_\_\_\_\_ the work you did \_\_\_\_\_ me.
4. I thought he would offer Ann the job, but he offered it \_\_\_\_\_ me.
5. He advised the strikers to go back \_\_\_\_\_ work.
6. I'm certainly not married \_\_\_\_\_ my job.
7. The key \_\_\_\_\_ my success is determination, motivation, hard work and luck. It's luck to be \_\_\_\_\_ the right place at the right time.
8. I'm thinking \_\_\_\_\_ changing my job because there are few prospects \_\_\_\_\_ promotion.
9. Ruth is looking \_\_\_\_\_ a new appointment \_\_\_\_\_ the moment.

10. I'm well-qualified and have completed a course \_\_\_\_\_ graphic design.
11. I'm starting next week \_\_\_\_\_ a trainee chef \_\_\_\_\_ a large hotel.
12. He got a job \_\_\_\_\_ the south and spent the next years doing the work he really enjoyed.

**12** Complete each sentence with a derivative formed from the word in capitals.

e.g. \_\_\_\_\_ injures and even deaths are quite common in the coal mining industry. **Occupational** injures and even deaths are quite common in the coal mining industry.

1. It's often difficult for people who are in work \_\_\_\_\_ to appreciate the problems of the employment **OCCUPY**
2. Janet says she'd like to go into teaching after she finishes college. **EMPLOY**
3. She makes a little money by working as a cleaner for some people from the neighborhood **TEACH**
4. Teaching is a profession that requires total commitment **NEIGHBOR**
5. Witherhoe was the first woman pilot to be employed by a commercial airline. **COMMIT**
6. The jobless feel excluded from many things that we take for granted. **COMMERCE JOB**
7. Because of his ability he has put a good deal of effort into the simplest tasks. **ABLE**
8. Like a lot of people who want to be promoted he's pushing himself too hard. **PROMOTE**
9. We are all overworked and underpaid. **OVERWORK**
10. The position of a sales \_\_\_\_\_ is the only position offered by some companies. **PRESENT**

**13** Read the article and fill in the blanks with the suitable word from the box.

officers 4	equality 12	employment 11
psychologist 8	pay 1	boundaries 3
impression 11	inquiries 5	capacities 9
jobs 6	professions 10	terms 12

In early seventies, when the Department of Employment said the answer to women's low (1) \_\_\_\_\_ – and perhaps to poverty in general – was for women to break through the ring-fence of special women's (2) \_\_\_\_\_, it seemed improbable this social transformation would ever be achieved.

Events since have demonstrated the untruth of these (3)\_\_\_\_\_. Women of all types have blazed trails in new areas, so that in a matter of a few years the impossible has happened. There are women piloting airliners, women as navigating and radio (4)\_\_\_\_\_ on ships, women detective superintendents leading murder (5)\_\_\_\_\_; women military officers performing strenuous training exercises – all on equal (6)\_\_\_\_\_.

The change has not been one of revolutionary speed but it has spread through a wide range of jobs. It is no longer only university graduates and the like who are breaking the (7)\_\_\_\_\_ of tradition.

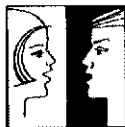
One of the problems for women, according to an industrial (8)\_\_\_\_\_, is that “they consistently undervalue themselves”. There are an awful lot of girls in jobs below their (9)\_\_\_\_\_ simply because of the way they think about themselves.

It is evident that women can, and are adapting themselves to male (10)\_\_\_\_\_. But for true equality, why can there not be further stage – valuing women’s (11)\_\_\_\_\_ properly. Why should not a nurse or a home help be considered as valuable and paid as well as a carpenter or plumber? When this equation is solved, (12)\_\_\_\_\_ will be here.

#### 14 Translate into English.

- a)
1. Профессия учителя требует полной самоотдачи.
  2. Она чувствует, что работа с детьми – ее призвание.
  3. Как и отец, Александр выбрал профессию военного.
  4. Ваши шансы быть принятым на работу во многом зависят от четкости и информативности резюме.
  5. Недостаточное знание английского языка не мешает вам работать, но может помешать найти работу.
  6. Работу, не требующую квалификации, на условиях полного или неполного рабочего дня можно найти практически во всех сферах деятельности.
  7. Сколько платят за эту работу? Каковы перспективы повышения зарплаты, продвижения по службе на этой должности?
  8. В поисках работы вам могут помочь друзья, добровольные агентства штатов по трудоустройству (бесплатно), частные агентства по трудоустройству (за плату). Информация о трудоустройстве печатается на последних страницах местных ежедневных газет под рубриками «Требуется помощь» (“Help Wanted”) или «Возможности трудоустройства» (“Employment Opportunities”). Эти разделы обычно перечисляют в алфавитном порядке требуемые профессии, описание работы и предлагаемый оклад. Сообщаются также номер телефона и адрес работодателя.

9. Объявления о рабочих местах для рабочих, клерков, секретарей и т.п. обычно озаглавливаются "Situations Vacant" или "Situations Wanted". Работа для врачей, инженеров, менеджеров, учителей и т.д. предлагается в объявлениях под заголовком "Appointments" или "Help Wanted".
  10. Даже если работа, предлагаемая сейчас, вам не подходит, желательнее все равно написать заявление в расчете на появление в будущем какой-нибудь другой вакансии.
  11. Нет ничего совершенного в мире, не является совершенной и ваша работа. Будьте реалистичны и ищите положительные стороны в вашей работе.
- b)** На рынке труда сегодня прослеживаются две тенденции: с одной стороны, растет безработица, с другой — увеличивается спрос на квалифицированный труд. Важно, но очень непросто найти хорошую и интересную работу. Грамотно составленное резюме играет у нас не меньшую роль, чем на Западе. Оно должно быть лаконичным, ясным и ориентированным на конкретную должность. Важный этап — собеседование при приеме на работу. Именно после беседы с кандидатом окончательно решается — принять или отвергнуть его. Это своего рода «презентация» себя, и необходимо хорошо подготовиться: например, стоит побольше узнать о фирме, в которой вы хотите работать. Не стесняйтесь обсуждать вопросы зарплаты, медицинской страховки, дополнительных льгот, оплаты сверхурочных и отпуска. Знайте свои сильные стороны, подчеркивайте их (образование, опыт, знание местных условий). При этом не скрывайте, но и особо не выделяйте слабые стороны.
- c)** Профессия переводчика, особенно устного (conference interpreter), является престижной, высокооплачиваемой и весьма социально значимой: без перевода невозможно понимание и тем более общение в нашем многоязычном мире. Профессия устного переводчика — одна из самых интересных. Знание языка открывает ему новые горизонты знаний, он посещает различные страны, причем не в качестве путешественника, но познает их как бы изнутри, знакомясь с тем, чего не видно из окна туристического автобуса. Но переводчик — это работник сферы обслуживания. Профессиональная карьера переводчика почти неизбежно предполагает две вещи, которые не всем могут быть по душе: встречи — проводы — чемоданы и перевод в любое время дня и ночи.



## Dialogs

Read the dialogs. Practice them.

1. **Personnel Manager:** What sort of job do you have in mind?  
**Applicant:** I was thinking of something in the hospital line.  
**Personnel Manager:** Does a nurse's job appeal to you?  
**Applicant:** Yes, I've done quite a bit of nursing.

2. *Two young men from Haiti are discussing job opportunities in Detroit, Michigan.*

**Yes:** I've been here for two weeks visiting my brother-in-law. He says the auto plants are hiring, but you have to belong to the union. Right now, I don't have enough money to join. I'm broke.

**Henry:** That's why I'm headed for the Sunbelt. Sure, there are jobs up here, but if you don't belong to a union, you can't get anywhere.

**Yes:** Experience must count for something.

**Henry:** For some jobs, it does, but that doesn't change the union card requirement.

**Yes:** That must be true everywhere.

**Henry:** Not where I'm going. Look at this. (*He shows him a "help wanted" ad.*)

**Yes:** (*Reading*) "No experience necessary. Will train. Good benefits. Right-to-work state."

**Henry:** See what I mean? That's why I'm heading south.

3. *Peter Blake is a friend of Tony's. He is telling Tony about his job in Texas.*

**Peter:** Texas is a long way away, of course, but the job is really very good. There aren't many like it here in England. In fact, I don't think there are any at all.

**Tony:** Yes, but Texas! What is there in Texas? Nothing!

**Peter:** You're forgetting that there's a lot of money there, money for people like me!

**Tony:** There's more in life than just money.

**Peter:** Oh? What, for instance?

**Tony:** Well... uh...

**Peter:** Besides, what you say simply isn't true! There are a lot of things besides oil wells and rich cowboys there.

**Tony:** There isn't any culture, is there?

- Peter:** There's a good symphony orchestra in Dallas, and there are two or three very good universities in the state.
- Tony:** There certainly isn't any tradition there now, is there?
- Peter:** Tradition? You can keep your tradition! A job with \$5,000 a year is enough for me!

#### 4. FILLING OUT A JOB APPLICATION

- Paule:** What are you doing, Dad?
- Mr. Johnson:** I'm filling out an application.
- Paule:** What for?
- Mr. Johnson:** For my new job.
- Paule:** Why do you have to fill out an application for it if you already have the job?
- Mr. Johnson:** Well, whenever a company hires someone new, they want to know all about him. They want to have all the important information about a person in their records. Do you know what I mean?
- Paule:** Not exactly. Do you mean height and weight, and things like that?
- Mr. Johnson:** Well, that's not all. They want to know your name, your date of birth, your place of birth, your children's names...
- Paule:** Do they want my name, too?
- Mr. Johnson:** Yes, and they want to know where you were born and how old you are.
- Paule:** That looks like a terribly long form. What else do you have to tell them?
- Mr. Johnson:** All about my education, and the jobs I've had, and what my hobbies and interests are.
- Paule:** What about Mom? Don't they want to know anything about her?
- Mr. Johnson:** Oh, yes. I have to fill in all the information about her, too.
- Paule:** It all seems pretty silly to me. Especially since they've already hired you. I sure hope I never have to fill out any applications.
- Mr. Johnson:** Oh, you will. Just wait until you grow up. When you're my age, you may feel you've spent most of your life filling out applications.

#### 5. MR. JOHNSON'S INTERVIEW

*Evelyn Jones, personnel manager of a large company, is interviewing Mr. Johnson.*

- Ms. Jones:** Come in, Mr. Johnson. Won't you sit down? I'm Evelyn Jones, personnel manager.
- Mr. Johnson:** How do you do, Ms. Jones? I'm very glad to meet you.
- Ms. Jones:** We've been hearing some very fine things about you, Mr. Johnson. You've been doing some fine work in Wisconsin. I've read your records, and you certainly have had excellent experience. If

you don't mind, I'd like to know a little more about why you want to change your position.

**Mr. Johnson:** Well, there are several reasons. The main one is that there is no chance for advancement where I am. The company I'm working for is quite small, as you know. In the last couple of years the work has become rather dull. I feel that your larger company can offer me a challenge in research. I've read about a lot of exciting new plans you are making.

**Ms. Jones:** It's true that we're expanding, and we need some new people with new ideas. What are your other reasons?

**Mr. Johnson:** Your location here, for one. I've been wanting to move to California for a number of years. I'm getting tired of cold weather in the winter.

**Ms. Jones:** It's true. California does have a pleasant climate. Lots of people are coming here to enjoy it.

**Mr. Johnson:** Also there's the matter of money. This position will give me a raise in salary. My children will be getting old enough to go to college soon, and a college education is very expensive these days.

**Ms. Jones:** Let's see, you have two children, don't you? A boy and a girl?

**Mr. Johnson:** That's right.

**Ms. Jones:** Very good. Well, if you just follow me, Mr. Johnson, I'll introduce you to the president of the company. And I hope you'll be joining us soon.

6. *An Egyptian businessman is visiting a government trade official in Washington, D. C.*

**Malek:** Thank you for showing me your offices, Mr. Becker. I can see why Washington bureaucrats enjoy their jobs.

**Becker:** Why do you say that?

**Malek:** The city is beautiful, the offices are modern and comfortable, and the work is so interesting.

**Becker:** Many people work for the federal government all their adult lives. Government service can be a rewarding and secure career.

**Malek:** Do you mean financially rewarding?

**Becker:** Well, many positions pay salaries that are comparable to those in private industry.

**Malek:** I've always thought that most bureaucrats are lazy.

**Becker:** Sometimes that's true, but not usually. Most feds are honest, hard-working professionals. It's hard to keep highly trained people, so the pay and working conditions have to be attractive.

**Malek:** How much do you make?

**Becker:** I'm a GS-15. That's high on the scale of workers, but even a GS-1 is paid a living wage.

## Conversation Practice

### 1 Practice the dialogs using the given substitutes.

1. A.: What sort of <sup>1</sup>job do you have in mind?  
 B.: I was thinking of something in the <sup>2</sup>hotel line.  
 A.: Does a <sup>3</sup>cleaner's job appeal to you?  
 B.: Yes, I've done quite a bit of <sup>4</sup>cleaning.

1	2	3	4
<i>occupation</i>	<i>restaurant</i>	<i>waiter's</i>	<i>waiting</i>
<i>position</i>	<i>domestic</i>	<i>baby-sitter's</i>	<i>baby-sitting</i>
<i>post</i>	<i>catering</i>	<i>chef's</i>	<i>cooking</i>
<i>employment</i>	<i>marketing</i>	<i>market researcher's</i>	<i>market research</i>

2. A.: What is there in <sup>1</sup>Texas? Nothing!  
 B.: You're forgetting that there's a <sup>2</sup>lot of money, money for people like me!  
 A.: There's more in life than just <sup>3</sup>money.

1	2	3
<i>California</i>	<i>a very pleasant climate</i>	<i>warm climate</i>
<i>Fox Engineering</i>	<i>brilliant prospects for promotion</i>	<i>career</i>
<i>the University</i>	<i>a lot of opportunities for research</i>	<i>science</i>
<i>the library</i>	<i>comfortable working conditions</i>	<i>comfort</i>

3. A.: They say that <sup>1</sup>auto plants are hiring, but you have to <sup>2</sup>belong to the union.  
 B.: Sure, there are jobs there, but if you don't <sup>3</sup>belong to a union, you can't get anywhere.

1	2
<i>the University International Center</i>	<i>know Japanese</i>
<i>AT&amp;T</i>	<i>have a bachelor's degree</i>
<i>Taco Bells</i>	<i>get a permission from the Immigration and Naturalization Service</i>
3	
<i>know foreign languages</i>	
<i>have a university education</i>	
<i>have a written permission from the INS</i>	

**2** Complete the conversations and practice them with a partner.

1. A.: Your new job starts soon, doesn't it?  
B.: \_\_\_\_\_  
A.: You really wanted that job. Why would you do that?  
B.: \_\_\_\_\_
2. A.: You'd better get going now. Your interview is in an hour, isn't it?  
B.: \_\_\_\_\_  
A.: Good luck! Don't worry. You'll get the job. Just be yourself.
3. A.: I've looked at your form and I'm glad to see that you're interested in quite a lot of things. Do you already know what you're going to do?  
B.: \_\_\_\_\_  
A.: There are many possibilities, I think.  
B.: \_\_\_\_\_
4. A.: Have you ever thought of becoming a teacher?  
B.: \_\_\_\_\_  
A.: That depends, of course. I think I'd better give you some material to read before we meet again.  
B.: \_\_\_\_\_
5. A.: If you don't mind, I'd like to know a little more about why you want to change your position.  
B.: \_\_\_\_\_  
A.: What are your other reasons?  
B.: \_\_\_\_\_
6. A.: Do you think government service can be a rewarding and secure career?  
B.: \_\_\_\_\_  
A.: I guess it's hard to keep highly trained people, so the pay and working conditions have to be attractive.  
B.: \_\_\_\_\_



**3** Role-play the following situations.

1. A college graduate is having his/her first job interview. He/She has very good credentials and hopes that 4/5 years of education were not in vain. The interviewer is asking all sorts of questions. Here is a list of possible questions:
  1. Tell me about yourself.
  2. What are your weaknesses?

3. What do you think of your former boss or company?
  4. Why didn't you do better in college?
  5. What do you expect for a salary?
  6. Where do you expect to be in five years?
  7. Why do you want to work for us?
  8. What were your outstanding achievements on your previous job?
  9. What makes you different from the other applicants?
  10. Are you creative? Give examples.
  11. Are you a natural leader? Give examples.
  12. Are you a good planner? Give examples.
2. You are a student applying for a part-time job. Read the advertisements on pp. 100–102 and call. Practice the telephone interview with the employer.
  3. Two graduates have just got their first jobs: one – with a big international company, the other is going to work at a state-owned plant. They compare their working conditions, salaries, holidays, responsibilities, etc.
  4. Father/mother and son/daughter are discussing his/her future career. The child is willing to become a teacher, the parent is trying to talk him out of it. Both are giving pros and cons of the teaching career.
  5. Two people are discussing the problem of women's employment. One is convinced that women and men are equal at work and that women are often better managers than men. The other supports a traditional view that women should take specifically female jobs such as secretary, nurse or salesgirl or stay at home and be a homemaker.



## Communicative Activities

- 1** Match a line from column A with a line from column B to form an English proverb. Say what the proverbs mean.

### A

1. A bad beginning
2. Every man is the architect
3. He works best
4. It is the first step
5. Lost time
6. Things done
7. Where there's a will
8. Who will not keep a penny

### B

- a) who knows his trades.
- b) is half done.
- c) makes a bad ending.
- d) of his own fortune.
- e) cannot be undone.
- f) never shall have any.
- g) till you try.
- h) there's a way.

9. You never know what you can do      i) that costs.  
 10. Well begun                                      j) is never found again.

**2** Complete the following sentences to the best of your ability. Put a check (✓) against the items that interest you. Explain your choice.

*I would be happy in a job where I could...*

- |  |   |
|--|---|
| 1. continue my education               | 12. work nights                           |
| 2. deal with people                    | 13. work with statistics                  |
| 3. do the same things all the time     | 14. work with machines or use instruments |
| 4. do things my way                    | 15. work flexible hours                   |
| 5. enjoy being challenged by new tasks | 16. work on my own                        |
| 6. get up very early                   | 17. work as part of a team                |
| 7. meet the public                     | 18. work outside                          |
| 8. sell things in a shop               | 19. work indoors                          |
| 9. wear a uniform                      | 20. work in an office                     |
| 10. work in a hospital                 | 21. work with young people                |
| 11. work in the public sector          | 22. work with animals                     |

**3** What is important to you in choosing a job? What offers the greatest/the least job satisfaction in your opinion? Consider the points below and put them in order of importance. Add anything else that is important to you. Explain your answers to the rest of the group.

- |                                    |  |
|------------------------------------|--|
| 1. Challenge.                      | 14. Being praised by your superiors. 1.5 |
| 2. Meeting people through work.    | 15. Being promoted. 2.0                  |
| 3. Security. 1.5                   | 16. Making money. 2.0                    |
| 4. The respect of colleagues.      | 17. Interesting work. 6.5                |
| 5. Comfortable working conditions. | 18. Flexible working hours. 2.0          |
| 6. Company car.                    | 19. Short working hours. 2.0             |
| 7. Status in your organization.    | 20. Supportive boss. 2.0                 |
| 8. Social status.                  | 21. Friendly colleagues. 2.0             |
| 9. Learning something new.         | 22. Proximity to your home. 2.0          |
| 10. Personal freedom.              | 23. Good holidays. 1.5                   |
| 11. Being part of a team.          | 24. Good pension. 1.5                    |
| 12. Exercising power.              | 25. Health insurance. 1.5                |
| 13. Helping other people.          | 26. Responsibility. 1.5                  |

**4** Give a description of some occupation: a profession or a trade without saying what it is. Point out the necessary qualities and qualifications. Let your group-mates guess its name.

e.g. This profession is for those who enjoy solving logical and psychological puzzles. A person in this profession should know how to use his "grey cells" as one of the outstanding representatives of this profession, created by A. Christie, used to say.

You should be well-educated, well-read and experienced in various spheres of life, observant and creative. It is also necessary that you keep fit, train in combat sports. You should also know how to use a gun because your job is to discover information that will result in catching criminals.

*Answer:* a detective.

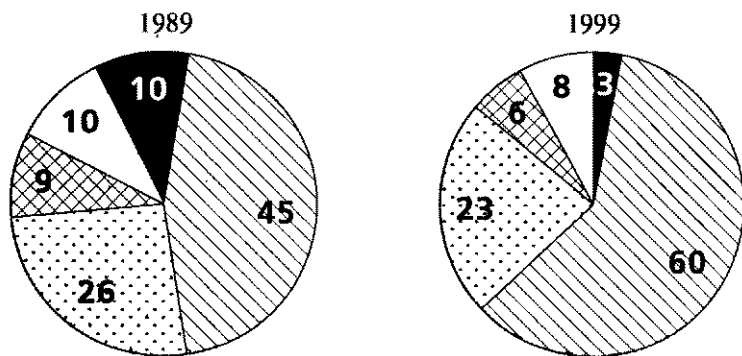
**5** American companies typically hire people to fill particular positions. The bosses of the companies know that Americans easily change jobs and move to different parts of the country. As a result, jobs and the skills needed to fill them are clearly defined. American firms hire and fire whenever they want. In many industries employees are often laid off in bad times and rehired when business improves. What can you say about Russia? Are the following statements about working situations in your country true?

1. Workers work for the same company for most of their working lives.
2. What a worker does for a company changes quite a lot as time passes.
3. People easily change jobs and move to different parts of the country.
4. If a company's business is bad, its workers will not be surprised to lose their jobs.
5. There are laws to protect workers from losing their jobs.
6. Business people think it is bad for their companies if workers are changed often.

**6** Study the results of the opinion poll in Russia. Comment on the people's opinions in 1989 and in 1999. How have they changed and why? Which of the answers would you choose and why?

You would prefer:

- To have a small income and a lot of free time
- To have your own business, to do everything at your own risk
- To have a small fixed income and confidence in tomorrow
- To work hard and enjoy a good salary without any guarantee in the future
- Difficult to say



**7**

Role-play the following situations.

1. **Student A:** You want to borrow \$10,000 to start a small business. Decide what the business is (a family hotel, a summer camp for teenagers, a private school, a translating office). Prepare to explain to the bank manager: your business experience, your experience in the business you want to start, the preparation you've already done, what the competition is, what exactly you want to do with the loan, how soon you can pay it back.

**Student B:** You are a bank manager. Student A is going to ask you for a loan of \$10,000 to start a small business. Prepare the questions you want to ask her/him about: business experience, what preparation has been done, the competitors, why he/she wants the loan, the problems involved. How soon do you want the loan repaid? Can you decide whether to give the loan at the end of the interview or do you need more time? In case your answer is positive, will you do anything to keep the business going?

2. You are having an interview with the university careers advisor. Use the ideas from exercise 2.

**8** Below are characteristics of a good teacher. Range them in order of importance. Explain your choice.

A Good Teacher:

1. keeps in contact with the parents of his students.
2. is able to maintain discipline in class.
3. lets the student share his or her own life with all its ups and downs.
4. works hard to remain up-to-date in his or her subjects.
5. openly admits when he or she has made a mistake or does not know something.
6. is interested in his students, tries to help where possible.
7. makes the student work hard and sets high standards.
8. is friendly and helpful to his colleagues.
9. uses a lot of equipment, different materials and teaching methods, and attempts to make the lesson interesting.
10. helps the children become independent and organize their own learning.

- 9** a) A student who wants to be a teacher should be aware of advantages or disadvantages of the teaching profession. Study the mind map. Comment on every advantage/disadvantage of teaching.

*Advantages*

Short working hours  
Challenged by new tasks  
Room for personal initiatives  
Long holidays  
Interested in how people learn  
Like the "school atmosphere"  
Like dealing with kids  
Personal freedom

*Disadvantages*

Low pay  
Many students in class  
Lots of homework  
Discipline problems  
Schools often in poor condition  
Low status  
Difficult to get promoted  
Have to do with the students' parents

- b)** Complete your mind map for the profession you have chosen (guide, translator, secretary, etc.).

- 10** Write 15 questions you'd like to ask your teacher about his/her career, life and interests.

- 11** Read the following ideas about teaching. Choose two or three you like best and comment on them.

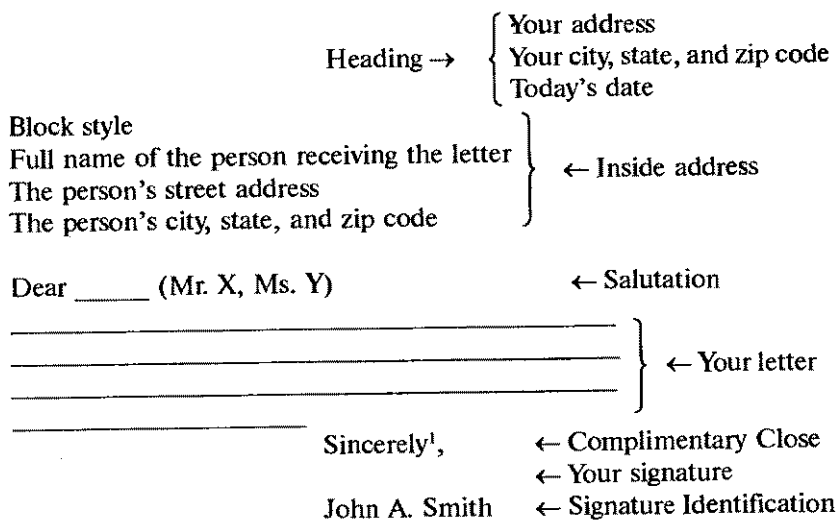
1. The art of teaching is the art of assisting discovery.
2. The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. (W. Ward)
3. Nothing improves a child's hearing more than praise.
4. If a doctor, lawyer or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of a classroom teacher's job.

- 12** What do the following abbreviations mean?

appt, asst, bfts, co, dept, ex (exc), exec, exp, F, F/T (ft), guar, hr (hrs), HS (hs), M, mech, M-F, mgr, nec, no, oppty, pref'd, P/T, ref, sal, supr, temp, vac, wk, yr (yrs)

- 13** Look at the job advertisements in Newspaper Reading. Choose three of them and decide what sort of person you think is most suited for each job. Consider factors such as age, marital status, educational background and qualifications, character, etc. Compare your choices and types of person. Which of the jobs would you be most suited for? Why?

**14** Read the advertisements in Newspaper Reading and write a letter of application accompanied by a résumé. Consider the information below and follow the model.



**Letters of application** may be the most important letters that you ever write. If you are applying for an award, for admission to a special program, or for a job, your letter may change your life.

**1. Make the letter appealing.** Courtesy and clearness are all you need for inquiries, orders, and complaints, but the application letter is essentially a sales letter.

a. Think first of the viewpoint of your prospective readers. They will be interested in what you may be able to contribute to the field, not in your purely personal considerations. You are "selling" your skills, not yourself. "Because of my long interest in popular music and because I have been taking piano lessons for the past three years, I believe I can be useful in your record store" is more likely to appeal to the store owner than "I want to work for you because I would like a discount on buying records" or "because my best friend works in the coffee shop across the street and can give me a ride".

b. Do not be too modest/too boastful. The door-to-door salesman who asked "You don't want to buy some magazines, do you?" may have gotten a few orders out of pity, but he didn't get fat on commissions. Never begin with such expressions as "I know nothing about your program". In an application letter, put your best foot foremost and keep the other safely out of sight.

At the same time a statement like "I have always outranked every other student in my class" may be perfectly true, but it is likely to antagonize. Leave

<sup>1</sup> other phrases to be written may be: (yours) faithfully, yours very truly

such information for others to supply in the letters of recommendation they write for you.

c. Do not sound superior to whatever you are applying for. No reader was ever won by such remarks as "I am willing to work in your program until I can find one that suits me better," "My experience has been in college with more prestige than yours", or "I am looking for a job only because of recent financial problem in my family".

d. Try to make your letter stand out favorably from others. Your prospective readers may receive dozens or even hundreds of letters from qualified persons, and you must try to make them notice yours. But do not mistake mere freakishness for individuality. Your letter of application should be serious and dignified, without any of the extra devices often used in other types of sales letters.

**2. The content of your letter of application** will normally fall into five main sections: introduction, personal data, qualifications, list of references, and conclusion.

a. Your introduction will depend on your particular situation. If you are answering an advertisement or announcement, begin with a reference to it. If you learned indirectly of the award, program, or job opening, mention how you learned of it. If you have no definite knowledge of an opening but are hopeful that one may develop, begin with some mention of your reasons for applying to the particular awards committee, college, or firm to whom you are writing.

b. Give the personal data relevant to the situation — a list of objective facts about yourself, such as your age, sex, marital status, and any other items, such as health, citizenship, or religion, that may be pertinent.

c. Give the qualifications that fit you for whatever you are applying for: your education, experience interest, aptitudes.

d. List your references — the names, official positions, and addresses of the people best qualified to recommend you, as to both character and ability. Experience and references from previous employers are always important. Since you are a student, your education, with specific references to relevant courses, and recommendation from faculty members who know you well will probably be your chief assets.

e. Conclude your letter of application with something to ensure a reply: a request for an interview; a reminder that you have enclosed a stamped, self-addressed envelope for your reader's convenience; an indication that you hope for an early reply.

**3. Compose a résumé.** This is a separate unit listing the objective, or factual, information (personal data, qualifications, references). Here the information can be neatly and clearly arranged under suitable headings and sub-headings that readers can consult easily and quickly. A big advantage of the résumé is that you can photocopy it, thus saving time.



The first is an answer to a newspaper advertisement with only a box number to which to reply; "Wanted – a sales manager. Box 142, Sheldon Post."

*To whom it may concern:*

*I'm writing this in answer to your advertisement in Saturday's Post for a sales manager, I would like to be considered for the position.*

*I have had nine years' experience in the sales departments of two large organizations, training as a trainee and progressing to my present position of assistant sales manager. In the last four years I have had the opportunity of carrying out independent experimental work in market research as well as helping with the development of successful techniques for selling different kinds of industrial glue. I believe that I am now ready to assume the responsibilities of complete sales management.*

*I'm available for an interview at your convenience. Thank you for your time and consideration.*

*My telephone number is 538-9882.*

*Sincerely,  
Shirley Peall*

The second letter is written in the hope of an opening in a company for which the student particularly wants to work, as her letter indicates. She addresses it to the manager, whose name she learned by telephoning the company's head office, and includes a résumé on a separate sheet of paper.

*Dear Mr. Bradley:*

*My greatest desire has always been to become a food and nutrition researcher. I would like to work for your firm because my special interest has always been food poisoning. Since your main interests are in Latin America, and since I speak fairly good Spanish and some Portuguese too, I think I can be useful to your company.*

*At present I am a senior at NAU college of Health Professions, where I'm majoring in Food and Nutrition. Also, I have always been interested in health care, and I'm doing some part-time work at the Sedona Assisted Living. Community serving elderly adults who want assistance in caring for their daily needs.*

*The accompanying résumé will give you more details on my preparation and experience and includes a list of references. I don't know whether you accept beginners for the research carried out by your company, but I shall be happy to come for an interview any time convenient to you. Please keep my application on file in case you have no openings at present but anticipate some in the future.*

*Sincerely,  
Ann Bronson*

**15** Here is a letter of application for a job. There are no grammatical mistakes, but there are mistakes of other kinds.

- the punctuation is wrong
- the style is too informal
- some of the information is irrelevant
- conventions are broken, e.g. of address, salutation, position of sender's name

In pairs, study it carefully and discuss the mistakes. Then rewrite the letter correctly.

*Alan Simpson  
West Thomas rd, 1303  
Arizona 85013, Phoenix*

*National Marketing Director  
Michael Grant  
NAU Publishing  
West Kibbie Lane, 2130  
Flagstaff, Arizona 86001*

*Dear M. Grant*

*My friend Roger showed me your advertisement for a college student to sell yellow pages advertising in the official student campus telephone directory. As far as I remember, it was an August edition of NAU weekly. The moment I thought it would be great to have a job like that.*

*I have already had a similar experience. While I was in high school, I delivered mail in the neighborhood. Now I am a sophomore at NAU majoring in sociology. I guess this job will be kind of practicing in social work and gaining some valuable business experience too.*

*As a car is required, I am eager to use my Toyota. Though I share it with Roger, I don't think he will be against it.*

*I wish I could work full-time but my classes leave me free only in the afternoon. My faculty advisor has said that he is willing to give me a reference.*

*I'd be happy to come for an interview any time since it is still an orientation period and I'm not very busy at the moment.*

*Please call Alan 528-9329*

*Yours A. Simpson*



## Listening Comprehension

### 1. Career Centers Help Students

**1** Listen to the text. Choose the best variant to complete the sentence.

1. A few years ago most graduates looked for \_\_\_\_\_  
A. a well-paid job  
B. the salary of \$18,000 a year
2. Now the new aim of most graduates is \_\_\_\_\_  
A. a new Beamer  
B. to find a job
3. Many companies are introducing \_\_\_\_\_  
A. on-campus recruiting  
B. on-campus career centers
4. Success at finding a good job depends on \_\_\_\_\_  
A. one's major  
B. individual effort
5. Internship has become a primary source for \_\_\_\_\_  
A. hiring permanent employees  
B. finding more potential employers

**2** Read the sentences. One word in each sentence is not correct. Cross out the word and write the correct answer above it.

1. Some companies offer only the positions of interns to business graduates.
2. Some career centers now have on-line college databases.
3. These databases include the names of students.
4. The role of career centers has expanded with the help of new employees.
5. On-line databases help students gain access to more qualifications.
6. Some years ago business graduates hesitated about paying for a job of a sales representative.

### 2. Graduation Blues...

**1** Listen to the text. Find out what the following words mean.

blues, twice-weekly, city daily, 7-Eleven

**2** Read the choices. Choose the correct variant.

1. The author is going to graduate from the university \_\_\_\_\_
  - A. in one or two days
  - B. in one or two months
  - C. in one month and two days
2. He started college in \_\_\_\_\_
  - A. Washington, D. C.
  - B. the state of Washington
  - C. in a small city to the west of Washington, D. C.
3. He decided to apply to another university because \_\_\_\_\_
  - A. West Washington University did not have high academic standards
  - B. he began working for a big newspaper
  - C. he wanted to have better career prospects
4. The author applied to \_\_\_\_\_
  - A. the University of Texas and the University of Florida
  - B. the University of Texas and the University of Maryland
  - C. all mentioned above
5. Two years ago he \_\_\_\_\_
  - A. started college in Austin
  - B. got a summer internship
  - C. got a job in a Texan newspaper with two readers
6. The author is determined to \_\_\_\_\_
  - A. go back home to his parents
  - B. keep looking for a full-time job
  - C. take a part-time job at the city newspaper

**3** What do you think?

1. Why is the story called *Graduation Blues*?
2. What does it take a university graduate to find a job in journalism in Russia?

### 3. Job Market Troubles Liberal Arts Students

Listen to the text. Read the statements. Choose the correct variant.

1. Liberal arts students in the US \_\_\_\_\_
  - A. give up their studies and start work without getting a degree
  - B. change their majors in order to get a job after graduation
  - C. have a lot of debts
2. Barbara Euresti is \_\_\_\_\_
  - A. director of Liberal Arts Career Services
  - B. *Chronicle of Higher Education* reporter
  - C. a history sophomore

3. Success in getting a job depends on \_\_\_\_\_
  - A. a marketable major
  - B. academic results and good communication skills
  - C. a good résumé and smart career advisor
4. It is not difficult for \_\_\_\_\_ to find a job
  - A. students majoring in accounting
  - B. students on financial aid
  - C. liberal arts students
5. Todd Lee \_\_\_\_\_
  - A. is going to change his major because he is worried about the job market
  - B. is going to work for a magazine
  - C. is optimistic about his career options



## Newspaper Reading

### A

- 1** Here is a story from a university daily about a girl who has hunted for a job, but the passages of the story have been mixed up.

First read the passages quickly, then put them in the right order.

## Talk the Talk, Walk the Walk

### Interviewing for that dream job

1. Unlike most graduates, I was unaware that job-hunting was a rough, horrible thing. I thought I'd pick the place I wanted to work and get a job there. Silly me.

Two weeks after graduation I moved back home. Not a good idea. I sent out more résumés and began to pray again.

2. At first I thought I was imagining it. Surely, employers weren't really fishing about my personal life and the ramifications it could have for my job.

After my third interview, I was getting frustrated. I talked to a group of male friends and asked them how they responded to the question.

None of them had been asked the question before.

3. It's been two years since the dreaded day of graduation.

I overslept and didn't even attend my own graduation ceremonies. That should have been a sign of things to come.

Before graduation I sent out several résumés to all of my dream job sites. I was sure someone was going to jump at the chance to employ me.

Then the letters started coming. One place wanted more experience. One didn't have any openings right now. One just thanked me for my interest.

But not one offered me a job.

4. I was in trouble, but there was little I could do. I simply learned how to avoid that question, and began warning other women.

Eventually, I did get a job in New York City, but I quit and came back to Texas two weeks later only to face more interviews.

Interviewing for a job is the most terrifying thing I have ever done. I've learned a lot since my first interview, but I still get nervous when I switch jobs.

5. After a month of nothing, I decided to pack my bags and head to the city – New York City.

I sent résumés ahead of me and had several job interviews lined up.

At least I was starting to get interviews. But I was not very smart when I was interviewing and it cost me several positions.

6. Remember when you interview to be completely confident in yourself.

Employers can see self-doubt very quickly.

Find out everything you can about the business and the person you are interviewing with before the interview.

Call everyone and anyone. Don't be afraid. The more you know about the interviewer, the more relaxed you can be.

Don't be afraid to do small talk. Don't tell the interviewers every little detail about your sex life, but do let them know who you are and what you are about.

7. Interviewing makes you sick. At times, having a job makes you sick. But there are some great rewards. Most people get jobs eventually.

Then you can pay your bills. You don't have to live at home.

And maybe you can afford a beer or two.

8. Who knows? Maybe you both like the Beatles. You need every advantage in today's market.

Ask them questions. Find out all you can about the job, the work-place and your potential co-workers.

9. One of the questions that kept popping up was "Where do you think you'll be in five to ten years?"

I said I wanted to be higher on the old corporate ladder and that I wanted a family.

Fatal blow.

The interviewer (always male) always had the same look – dead pan stare. Thanks, but no thanks.

Companies are not looking for young women who are planning on starting a family because then you need maternity leave, sick leave, a life... the list goes on.

**2** Complete the following phrases with the words from the text.

1. send out \_\_\_\_\_
2. jump at \_\_\_\_\_ to employ me
3. job hunting was a \_\_\_\_\_
4. switch \_\_\_\_\_
5. be completely confident \_\_\_\_\_
6. \_\_\_\_\_ small talk
7. need \_\_\_\_\_ in today's market

## B

**1** Read the article and choose the heading which suits the article best.

1. Academics in favor of glittering social theories.
2. Dumb is a dangerous thing to be.
3. A shallow teacher teaches shallowness.

There has been a lot of comments on the incredibly low level of knowledge revealed by a recent test of applicants for jobs as teachers in Massachusetts. However, what is even more important than what these applicants lack intellectually is how dangerous such people are in our classrooms.

Why are dumb<sup>1</sup> teachers dangerous? Because nature abhors a vacuum. If teachers' minds are not filled with knowledge and understanding, they will be filled with other things — the kinds of things that appeal to shallow minds.

That is why our schools are so full of fads, psychobabble and amateurish attempts at social engineering. Much of this stuff is just silly but much of it is also dangerous to the students and to the whole society.

There is probably no more dangerous period of life than adolescence. All the dedicated efforts that have gone into raising a child to that point and the deepest hopes that these efforts will pay off in future years can be destroyed overnight in adolescence by an unwanted pregnancy, drugs or any of the many other ill-advised adventures that adolescents have gotten into. Yet here are our taxpayer-supported schools teaching adolescents to rely on similarly inexperienced teenagers around them for guidance and to emancipate themselves from the knowledge and experience that their parents and other adults have acquired — often painfully — before them.

Shallow teachers, who are the least likely to grasp the huge dangers in promoting such attitudes, are also the most likely to be attracted to such nonacademic novelties.

The systematic undermining of morality that used to be called "values clarification" is still going on in our public schools under other labels, now

<sup>1</sup> dumb (*AmE, coll.*) — stupid, dull

that parents and critics have caught on to what “values clarification” really means. It means reducing moral principles to mere subjective feelings, as if there were no social or intellectual processes through which experience tests notions against realities.

The “nonjudgmental” nature of much of the classroom social engineering that goes on is consistent with this emphasis on feelings, on diaries and on other devices that put personal feelings on the same plane as tested knowledge and tested moral principles that enable a society to function.

It is hardly surprising that a steady diet of this kind of mush leads many children to think that cheating is all right, as a recent survey showed, or leads some children to think it is OK to start shooting people they don't like, whether at school or at home, as tragic events at schools around the country have shown.

However surprising the Massachusetts test results may have been to some people, what should be even more revealing is that this was the first time such a test had been used to screen applicants for jobs as teachers in that state. In other words, these incompetents would have sailed right through in previous years and spent a lifetime in Massachusetts classrooms, spreading their ignorance and confusion to children.

In many other states, tests for teachers have existed longer than in Massachusetts but often these tests are so easy to pass that they are meaningless. The political clout of teachers' unions ensures that these tests will remain easy.

We hear a lot of talk about “artificial intelligence” being created by computers but a far more important issue is artificial stupidity being created and spread to students by teachers who abandon academics in favor of glittering social theories.

The neglect of hard knowledge and the failure to develop intellectual qualities in students is just part of the high price of allowing shallow people to set the norms in our public schools. Dumbness is dangerous. And tenured dumbness is doubly dangerous.

## **2** Answer the questions.

1. What were the results of the test for teachers' jobs held in Massachusetts?
2. Why is adolescence a dangerous period of life?
3. What are the dangers of “nonjudgmental” classroom social engineering?
4. Should tests for teachers be easy or difficult to pass?
5. Why do teachers' unions claim tests for teachers be easy?
6. Why are dumb teachers dangerous?

## C

Read the advertisements on the following pages. Answer the questions.

1. Name the job openings that require experience.
2. Under the "non-smoking secretary" — what skills do you need to apply for this job?
3. Name the job openings that require the bachelor's degree.
4. What does "a couponer" do? What does a "real estate assistant" do?
5. To answer the ad for "artistic director" you (a) telephone, (b) apply in person, (c) send a résumé.
6. To answer the ad for "hair stylist" you (a) telephone, (b) apply in person, (c) send a résumé.
7. Name the jobs for which you need a car.
8. What job would you like to apply for?
9. Do you need special skills for the job you want? What are they?
10. Name the advertisements for employment and for part-time jobs.

### Employment

1. Music network Division is accepting applications for a temporary position as ARTISTIC DIRECTOR.

**Minimum entry requirements:**

Bachelor's degree in Radio, Television and Film; Communications, Liberal Arts or related field plus three (3) years work experience in music, TV related programming, production and promotion work.

*Applications/résumés must be received in the Employment Office no later than 10 p.m. on February 11 at the following address: Human Resources Department, P. O. Box 1088, Austin, Texas 78767 Attn.: Chris U.Sales.*

2. We are looking for a person between the age of 30–35 who is enthusiastic and who has the following qualifications: typing degree, shorthand, word-processing. Very comfortable and convenient working conditions. Hours of work are negotiable (flexitime). Salary is dependent on qualifications but will be reviewed after a six-month period. Prospects for promotion are very good.

*If you feel you have the necessary experience and enthusiasm for this job, please, contact: the Manager, International Language School, tel.: 416-1940.*

3. HAIR STYLIST, NATL. Tech Space available for lease. Clean, professional atmosphere.

*The Stand Salon, 472-1112,  
459-1436, Beverly.*

4. Experienced secretary in large and expanding business, full-time hours, flexible, paid holiday prospects good.

*Call 477-7476.*

### **Part-Time**

5. EXPERIENCED Russian Male Teacher (private tutor of 25-30 for a boy of 10). Good living conditions, boarding, wages negotiable. Good references absolutely necessary.

*Call A.S.A.P. 370-4723*

6. READERS NEEDED TO evaluate student writing. Temporary positions, approximately seven weeks, beginning March 17. We provide training. Two shifts are available. Day shift: 8:30 a.m.-3.45 p.m. M-F. Evening Shift: 5:00 p.m. - 10:15 p.m. M-F. Hours are not flexible. Bachelor's degree required: prefer English language arts, education or related fields. During interview, demonstration of writing ability required. Pay rate \$7.00 per hour.

*Call measurement Incorporated for further information  
and application: 835-6091.*

7. ORIGINAL FLOWER PEOPLE has positions available for selling flowers. Secure your location for Valentine's Day.

*Please call 326-9067*

8. EARN HIGH INCOME (\$7,000-\$8,000+) and Gain VALUABLE BUSINESS EXPERIENCE selling yellow pages advertising in your official student campus telephone directory. A car is required.

*Call National Marketing Director  
COLLEGE REO PUBLISHING  
at 1-800-466-2221*

9. PART-TIME ASSISTANT  
Dorontoron law firm Word  
Perfect and previous office  
experience preferred. Excellent  
organization skills. Manage  
filing, corresponding. Variety  
of Tasks. Part-time, weekdays.  
Send résumé to

*Box # 70-1, Austin  
TX 787 13-8907*

10. Wait and kitchen positions  
available. Good working  
conditions and central location.  
Apply in person.

11. PART-TIME RECEPTIONIST need-  
ed for optometrist office down-  
town. Morning only from 9-1.

*Call 444-7200*

12. NON-SMOKING SECRETARY  
wanted for law office.  
20 hrs/wk. \$6/hr. General  
office work + light book keeping.  
45 wprn Microsoft Word 5.5.

*Call 477-7476*

13. REAL ESTATE assistant needed.  
Flexible Schedule. Must have  
a car. *Please call Peggy*

*478-67-72*

14. HIRING COUPONERS. Earn up  
to \$8/hr. Flexible hours apply in  
person between 2-5 p.m., M-S.

*Rockett Food Service,  
28268, Rio Grande*

## Unit 3

# HEALTH AND MEDICAL CARE



## Culture Commentary

**Checkup:** many Americans go to the doctor once a year for a checkup. At that time, the doctor listens to any complaints about their health, answers questions, and performs a routine examination. In addition to visiting the doctor, many Americans go to the dentist for a routine checkup every six months. Children must have a checkup before they can begin school, and they are required to have proof that they have been immunized against measles, tetanus, diphtheria, and other diseases. They must continue to have checkups during the course of their school years. Health care in the United States is very expensive. Most Americans have health insurance through their place of employment, or they buy it on their own.



**Medicaid:** a system in the US by which the government helps to pay the medical costs of people on incomes.

**Medicare:** a system of medical care in the US provided by the government, especially for old people over 65.

**Fahrenheit thermometer:** is used in the US to take a temperature. A normal temperature on a Fahrenheit thermometer is 98.6. To convert Fahrenheit to Centigrade use the formula:

$$C = (F - 32) \times 5 : 9.$$

To convert Centigrade to Fahrenheit use the formula:

$$F = C \times (9 : 5) + 32.$$



## Vocabulary

### Health problems

**illness/disease/ailment/sickness/condition**

**illness (BrE)** – a health problem that you are suffering from, which makes you feel ill

e.g. 80% of patients now recover completely from this illness and are able to lead perfectly normal lives.

**disease** – a particular kind of sickness or disorder; it has a name and symptoms

e.g. Measles, mumps and influenza are common diseases.

- childhood/contagious/communicable/curable/incurable disease

**ailment** – an illness that is not very serious

e.g. The medicine was supposed to cure all kinds of ailments, ranging from colds to back pains.

**sickness (AmE)** – a state of being sick (contrasted with health)

e.g. The doctor diagnosed the sickness as tuberculosis.

**condition** – a problem which affects someone's health permanently

### Names of health problems

AIDS (acquired immune deficiency syndrome), appendicitis, allergy, anemia, cancer, chickenpox, cholera, cold, constipation, diabetes, diphtheria, diarrhea, food poisoning, gout, a heart attack, hepatitis, high blood pressure, HIV (the human immune deficiency virus), influenza (flu), insomnia, indigestion, measles, nausea, pneumonia, polio, rheumatism, scarlet fever, smallpox, stroke, tonsillitis, tuberculosis, tumor, typhoid fever, ulcer, upset stomach

### People

- general practitioner (GP) (BrE) – a doctor who is trained in general medicine and whose job is to treat the people in a particular area
- physician (AmE)/doctor (BrE)
- pharmacist (AmE)/druggist (AmE)/chemist (BrE)
- nurse
- patient

### Names of specialists

allergist, cardiologist, chiropodist, dentist, dermatologist, family doctor, hematologist, neurologist, obstetrician, ophthalmologist, oral surgeon, orthodontist, orthopedist, pediatrician, psychiatrist, radiologist, surgeon

## WHAT ARE YOUR SYMPTOMS?

### ache/pain

**ache** — a continuous, not sharp or sudden pain, usually used in compounds: headache, earache, backache, toothache, stomachache

*e.g.* After three days the ache in his shoulder had almost disappeared.

- to have a backache/an earache/a stomachache/a toothache (*AmE*)/backache/earache/stomachache/toothache (*BrE*)

**pain** — suffering of mind or body, localized kind of bodily suffering

*e.g.* I suddenly got a stabbing pain across heart and collapsed to the floor.

- pains — pain that we feel repeatedly inside part of our body
- to be in pain
- to cry with pain
- to feel some/no/not much/a great deal of pain
- pain-killer
- pain-relief
- painful
- a pain in the knee

### to ache/to pain/to hurt

**to ache** — to have a steady or continuous pain

*e.g.* I went to an aerobics class on Tuesday and I've been aching ever since.

**to pain** — to have or give pain

*e.g.* My foot is still paining me.

**to hurt** — to cause bodily injury or pain to; to damage

*e.g.* Put the stick down, Terry, you might hurt someone with it.

- to be/get sick (*AmE*)/to be/fall ill (*BrE*)
- to be laid up with an ulcer/a virus/a bug
- to be down with (pneumonia)
- to break one's wrist/leg
- to feel out of sorts
- to have a (bad, awful) cold/a cough/a stuffy (running) nose/a heart trouble/a sore throat/a fever/a stomachache/chest pains/an earache/a pain in one's side/a rash on one's chest/spots/a bruise on one's leg/a black eye/a lump on one's arm/indigestion/diarrhea/painful joints/blisters/sunburn
- to get worse
- to itch (about skin)
- to lose one's appetite/voice
- to sprain one's ankle
- to feel sick/dizzy/breathless/shivery/particularly bad at night
- to be depressed/constipated/tired all the time
- to have a cavity in one's tooth/a bad tooth
- the tooth is sensitive to cold and heat

## WHAT DO DOCTORS DO?

### to cure/to treat/to heal/to ease/to relieve/to get over

**to cure** – to make someone who has a sickness completely well again, especially by means of medical treatment

*e.g.* The drug is used to cure heart diseases.

- to cure smb of smth

**to treat** – to give someone the treatment that cures a particular sickness or medical problem, especially when this is the usual way of curing

*e.g.* Some US hospitals refuse to treat people who don't have medical insurance.

**to heal** – to make completely better, restore to health

*e.g.* This cream is used for healing cuts and bruises.

**to ease** – to give medicine, for example, to try to make symptoms go away

*e.g.* If I can ease one life the aching, ... I shall not live in vain.

**to relieve** – to free from pain

*e.g.* The passengers swallow to relieve the pressure on their eardrums.

**to get over** – to become better with or without help from a doctor or from medicine

*e.g.* She's just got over mumps.

- to carry out/conduct/perform surgery
- to examine the patient
- to feel smb's pulse
- to listen to smb's chest (lungs, heart)
- to look in smb's ears
- to make a diagnosis
- to measure smb
- to prescribe some medicine
- to take smb's temperature/blood pressure/a blood sample for a test
- to weigh smb
- to clean a cavity
- to fill/stop smb's tooth
- to extract/pull out smb's tooth

### What does the doctor prescribe or advise?

- to be on sick leave
- to be operated on for (appendicitis)
- to be tested for the AIDS antibody
- to bring down the fever
- to fit smb in for an operation
- to put a bandage on
- to follow/keep to a diet/stay on a diet
- to follow the directions
- to have smb's leg put in a cast
- to take one pill three times a day after meals
- to rub on (a little ointment)
- to stay in bed
- to take a teaspoonful of medicine
- to have some shots (*AmE*)/injections (*BrE*)
- to have one's blood (blood pressure) tested

- to have the prescription prepared (*AmE*)/made up (*BrE*)
- to have smb's chest/lungs X-rayed
- to have total bed rest

### What might the doctor ask you?

- Are you taking any medication?
- Do you have health insurance?
- Do you have any allergies?
- Have you ever had any operations?

### Places

- hospital
- in/to/from the hospital (*AmE*)/in/to/from/hospital (*BrE*)
- to be admitted to (the) hospital
- psychiatric hospital (*AmE*)/mental hospital (*BrE*)
- clinic (*AmE*)/surgery (*BrE*) – a building, often part of a hospital where people come for special treatment or advice  
e.g. family planning clinic
- emergency department/room
- hospice
- health center (*AmE*)/health centre (*BrE*) – a building where doctors have their offices and various medical services are provided for people who come for treatment or advice
- medical center (*AmE*) – a very large building that contains a hospital, doctors' offices, and other medical services
- unit – a part of a hospital where one particular type of medical problem is treated
- coronary/burns/intensive care unit
- ward
- drugstore (*AmE*)/chemist's shop (*BrE*)
- all night drugstore

### Equipment and remedies many people keep in their homes

- adhesive tape
- aspirin
- antacid
- baking soda
- Band-Aids
- boric acid
- cough medicine
- thermometer
- iodine
- milk of magnesia
- nasal drops/spray
- petroleum jelly
- rubbing alcohol
- sterile gauze
- heating pad

### Word combinations

- baby-boomers
- birth (death) rate
- to die of lung cancer/a heart attack
- medical insurance policy
- medical history
- to make an appointment with the doctor
- to nurse



## Text 1

# Health and the Body

**Pre-reading.** Find out how to pronounce the following words and word combinations:

*vitamin pills, teetotaler, squash, sprained ankle, obsession*

Keeping fit and staying healthy have, not surprisingly, become a growing industry. Quite apart from the amount of money spent each year on doctors' prescriptions and medical treatment, huge sums are now spent on health foods and drugs of various kinds, from vitamin pills to mineral water, not to mention health clubs and books and videos about keeping fit. We are more concerned than ever, it seems, about the water we drink and the air we breathe, and are smoking less, though not yet drinking less alcohol. This does not appear to mean that coughs and sneezes have been banished, or that we can all expect to live to a hundred. To give a personal example, one of my friends, who is a keeping-fit fanatic, a non-smoker (and teetotaler), and who is very particular about what he eats, is at present lying in bed with a wrist in a cast and a badly sprained ankle. Part of his healthy lifestyle is to play squash every day after work, and that accounts for the ankle. He also cycles everywhere, and if you have ever tried to cycle through rush-hour traffic with a sprained ankle, you will understand how he acquired the broken wrist. For health, it seems, is not just a matter of a good diet and plenty of exercise. Too much exercise can be harmful, as many joggers have discovered. Eating the right food can easily become an obsession, as can overworking, which you might have to do to be able to afford your membership in the squash club, your mountain bike, your health food, and a few holidays in peaceful and healthy places.

### Comprehension

**Answer the questions.**

1. What is "to keep fit"?
2. What does "to become a growing industry" mean?
3. Why has keeping fit become a "growing industry"?
4. What do people do to keep fit and stay healthy?
5. Do all the efforts people make to keep fit help them stay healthy?
6. Is the author's attitude to the problems raised in the text serious or ironic?



## Text 2

# Medical Care in Great Britain and the United States

In Britain, there is a National Health Service (the NHS), which is paid for by taxes and national insurance, and in general people do not have to pay for medical treatment. Every person is registered with a doctor in their local area, known as a general practitioner or GP. This means that their name is on the GP's list, and they may make an appointment to see the doctor or may call the doctor out to visit them if they are sick. People do sometimes have to pay part of the cost of drugs that the doctor prescribes. GPs are trained in general medicine but are not specialists in any particular subject. If a patient needs to see a specialist doctor, they must first go to their GP and then the GP will make an appointment for the patient to see a specialist at a hospital or clinic.

Although everyone in Britain can have free treatment under the NHS, it is also possible to have treatment done privately, for which one has to pay. Some people have private health insurance to help them pay for private treatment. Under the NHS, people who need to go to the hospital (e.g. for an operation) may have to wait a long time on a waiting list for their treatment. If they pay for the treatment, they will probably get it more quickly.

Anyone who is very sick can call an ambulance and get taken to the hospital for free urgent medical treatment. Ambulances are a free service in Britain.

American hospitals are in general well-equipped and efficient, and doctors earn incomes far above the general average. For anyone who is sick, the cost of treatment is very high. There is a strong prejudice against "socialized medicine" (particularly among doctors), and there are only two federal health programs. Medicare provides nearly free treatment for the elderly, Medicaid for the poor — though, with an extremely complex system of admissible charges through Medicare, elderly people do not recover the full cost of some types of expensive treatment. Even so, the cost of Medicare to federal funds rose to seventy billion dollars in 1985, or more than two thousand dollars for each of the thirty million participants. Medicaid, for the poor, varies from one state to another because the states are heavily involved in it and some contribute more generously than others.

Working people and their families are normally insured through private plans against the cost of treatment and against possible loss of earnings if they are sick. The plans are often operated by deductions from one's salary. They too are enormously expensive, and the cost is rising. No single insurance system is absolutely comprehensive; some people have more than one policy and yet remain liable to bear some costs themselves. Among ordinary people anxiety about the possibility of illness is accentuated by fears about its cost. These

fears are reflected in some resentment against the medical profession, and this resentment is not alleviated by doctors' reluctance to visit patients in their homes.

When people are sick, they usually go first to an internist. Unlike in Britain, however, people sometimes go straight to a specialist, without seeing their general practitioner first. Children are usually taken to a pediatrician. As in Britain, if a patient needs to see a specialist, their general doctor will usually give them the name of one. Doctors do not go to people's homes when they are sick. People always make appointments to see the doctor in the doctor's office. In emergencies, people call an ambulance. Hospitals must treat all emergency patients, even if the patient does not have medical insurance. The government would then help pay for some of the cost of the medical care.

### Comprehension

#### 1 Answer the questions.

1. Do people in Great Britain have to pay for medical treatment?
2. What is the NHS?
3. What does being on the GPs list mean to a person?
4. Are GPs trained in any particular subject?
5. How can a person make an appointment with a specialist doctor in the UK/the US?
6. What are Medicaid and Medicare?
7. Why do people buy private health insurance in Great Britain/the US?
8. Can a patient call a doctor out to visit him in Great Britain/the US?
9. What happens to emergency patients without medical insurance in the US?

#### 2 Circle T if the statement is true, and circle F if the statement is false.

- |   |   |   |
|---|---|---|
| 1. There are special national health services both in Great Britain and the US.                     | T | F |
| 2. Unlike Britain, most people in the US have medical insurance.                                    | T | F |
| 3. GPs in Great Britain make an appointment with a specialist doctor if a patient needs to see one. | T | F |
| 4. Americans do not call GPs out to visit them.   | T | F |
| 5. People in Great Britain pay for the NHS only by taxes.   | T | F |
| 6. Being on the GP's list means you can visit him any time you need to.                             | T | F |
| 7. Under the NHS, people have to pay the whole cost of the drugs the doctor prescribes.             | T | F |
| 8. You don't have to pay for an ambulance in Great Britain.   | T | F |



## Text 3

# The National Health Service

*The text is taken from a British Council booklet for overseas students called "How to Live in Britain". It is important to know how to register yourself under the NHS and to know what treatment is free and what is not free.*

Medical treatment, except for statutory charges towards the cost of medicines, dental services and glasses, under the National Health Service is free to persons who are ordinarily resident in Britain.

As an overseas student residing in this country you may receive medical treatment under the National Health Service during your stay. (If you are here on a short-term basis this is generally limited to any necessary treatment for conditions occurring after your arrival in Britain but you may be permitted emergency treatment for conditions you were suffering from before arriving but only if treatment cannot await your return home.) As soon as you have found somewhere to live you should register with a doctor practicing under the National Health Service so that he can attend you if you get sick. If you need advice about registering ask the manager of the hostel, or your landlady, or the local National Health Service Family Practitioner Committee, whose address can be obtained from the local post office. If you live far away from your college it is better to register with a doctor near where you live. If your college has its own Student Health Service you could register at the college instead of with a local doctor.

If the doctor you contact has room on his list and is willing to accept you he will give you a card to complete which he will then forward to the National Health Service Family Practitioner Committee. They will send you a medical card bearing your registration number and the doctor's name and address. Keep this card in a safe place since you will be asked to produce it and give your registration number if you have treatment. There are statutory charges payable towards the cost of prescriptions, dental services and glasses. You will, for example, if you are 21 years old or over have to pay a proportionate part of the cost of dental treatment up to a maximum charge of £10 and, at present, the pharmacist will generally charge 20p for each item on the doctor's prescription for medicines and other necessary items. While vision testing is free, the charges for spectacles broadly cover their cost.

The National Health Service will provide you with advice and treatment for illnesses that occur or recur in aggravated form after your arrival in this country. If, as a student here on a short-term basis, you seek treatment for a condition (including pregnancy) which existed before your arrival, you will be regarded as a private patient and expected to pay all expenses. A bed in a hospital can cost over £100 a week and you may have to pay specialist fees. It

is important for you to find out from the doctor or hospital providing the treatment whether they regard you as a private patient or are treating you under the National Health Service. There is no way in which fees paid as private patients can be refunded and if your situation is such that you may be treated under the National Health Service (as explained above) and you do not specifically want to be treated privately, you should make this clear at the start. It will be in your interest to have a complete medical check-up and X-ray before you leave home to ensure that you are in good health.

In Northern Ireland students at recognized places of study receive general medical and dental services under the National Health Service, but they usually have to pay hospital charges. In Northern Ireland also the families of married students are not eligible for health service benefits.

## *Comprehension*

Answer the questions.

1. Do you pay the complete cost of medicines, dental services and glasses under the NHS?
2. Will an overseas student normally receive NHS treatment for an illness that began before he came to Britain?
3. Where can you get the address of the local NHS Family Practitioner Committee?
4. Are doctors obliged to accept anyone who wants to be placed on their lists?
5. When you first go to the doctor, what must you do if you are accepted?
6. What will the doctor do?
7. What will the NHS Family Practitioner Committee do?
8. If the total cost of NHS dental treatment you receive is J12, how much must you pay?
9. If a doctor prescribes one bottle of tablets and some sleeping pills, how much will that normally cost?
10. Who do you pay for prescriptions?
11. Is vision testing free?
12. Are glasses free?
13. In what circumstances will an overseas student receive NHS advice and treatment for an illness that began before he came to Britain?
14. What will normally happen if an overseas student wants treatment in Britain for an illness he first began to suffer from in his own country?
15. Why is it particularly important to know whether you are being treated as a private patient or an NHS patient?
16. What should you do before coming to Britain?
17. In what two ways are students treated differently in Northern Ireland?



## Text 4

### Russian Medical Care

Americans have always judged other countries on the basis of American life. The press in the United States of America is no exception, and recently they have been analysing the dire situation that Russian hospitals find themselves in at this present time. However, the press in the United States does tend to overexaggerate these problems, and they tend to shed a very dreary light upon the present state of Russian medicine.

To say that Russian medicine does not have any problems would be to falsify information. In actuality, Russian medicine does have many problems. For example, Russian hospitals are in the very difficult position of having absolutely no money. This much-needed capital is needed to pay doctors' salaries, to buy medicines, needles, etc. Without this money, Russian hospitals have to scramble to find ways of merely surviving in this quickly changing world.

How are many Russian hospitals able to survive? Many doctors are not paid for several months at a time. They continue to work merely because they cannot abandon the profession that they have chosen. Many of them argue that they chose to become doctors in order to help people, and they cannot leave it now just because of the mere fact that they are not getting paid.

However, medicine seems to be an even bigger problem. After all, how can a patient hope to be cured without the healing effects of medications that hospitals are supposed to supply? Medicines are very expensive, and Russian hospitals just cannot afford to supply them. Here again, a temporary answer has been reached. The patient must supply his or her own medicine. However, the stay in the hospital continues to be free. Thus patients are able to stay in hospital rooms for as long as they need to, as long as they are able to supply the medication that they need.

As for the facilities of Russian hospitals, they are in bad need of repair. Buildings are beginning to fall apart, and there is no money to repair them. This casts an eerie glow upon the Russian hospitals when half of the lights in the hospitals do not work. However, this is a much less serious problem than the previous ones, but nonetheless one that needs to be addressed.

The strength of Russian medicine seems to lie in the people who remain devoted to their given professions. The quality of care that doctors can give considering the circumstances that they are faced with is truly astounding. They are able to work and care for patients as well if not better than the doctors who have all the amenities that Western countries usually possess in their hospitals. Despite this lack of medicine, Russian doctors have obviously not forgotten their Hippocratic Oath, and continue to work to help people in the best way that they can.

In conclusion, it would be unfair to say that Russian medicine is in a horrible state. The fact is that it does need monetary help, but the level of competence of Russian medicine is on the same level as any other sophisticated country. If Russia were able to finance all of its hospitals and supply them with adequate medicines as well as pay their doctors salaries on time, Russian medicine would certainly be one of the best examples of modern health-care in the world.

### **Comprehension**

#### **1 Find factual mistakes.**

Russian hospitals are in a dire situation these days as they are short of money. But many doctors continue to work because they can't find a different job. One of the most serious problems is absence of good medicine. The patients have to supply their own medication because hospitals are unwilling to provide them with expensive medicine.

A more serious problem is that of repairing the hospitals. But for the money Russian medicine would be one of the best examples of modern health care in the world.

#### **2 Answer the questions.**

1. According to the text, what are the problems of Russian medicine?
2. Why are Russian hospitals able to survive?
3. What does the strength of Russian medicine lie in?
4. Why would it be unfair to say that Russian medicine is in a horrible situation?



### **Text 5**

## **Interview with Joe Watson: Healthcare System**

**Interviewer:** First of all, people, of course, would be concerned about their personal health, their relatives', the people they love and each country obviously has its own system of how healthcare is provided. Speaking of the United States, if one gets ill what does a person do in order to recover?

**Mr. Watson:** Well, I guess it depends on whether they have insurance. Most Americans have insurance through their employers and what that would entail is what's called a co-pay. Every time you see

a doctor or need to have a hospital visit, you have to make a payment in addition to what your employer would pay or what your insurance would pay. Usually, it's very minimal and it's probably, well, in my case, it's \$10. But some are \$20, some are \$50. I think it's designed to keep people from running to the hospital for every single little thing because they know they have to pay a small amount, too, which is a very fair system. If you don't have insurance, one of two things could happen. If you... if you go to a private hospital some hospitals might accept you as an indigent person. They have plans that are intended to pay for your care. Otherwise, you'd go to a state hospital and the service there is pretty minimal. You don't get the best care you can get, but you get, for the most part, adequate care. I'm only speaking for my experience, and I've lived in small and medium size cities. I suppose if you lived in a very large city like New York or Los Angeles and didn't have insurance, it might be more difficult to get healthcare from a state hospital.

**Interviewer:** You mentioned that the employer pays part of the health insurance expense. How's it designed? How's it arranged?

**Mr. Watson:** Well for myself, my employer is the city of Colorado Springs. And the city of Colorado Springs has a contract with an insurance agent. And in this particular case with Memorial Hospital. The city pays a certain amount for my insurance, and out every paycheck that I get I pay a certain amount. It depends on whether you're single or whether you have a wife and whether you have children. In my case, I have a wife. So I pay about \$30 to \$40 per paycheck towards insurance. The city pays \$30 to \$40 per paycheck and then each time I see a doctor... then. I have to pay the co-pay of \$10.

**Interviewer:** So does your wife?

**Mr. Watson:** So does my wife.

**Interviewer:** When you have children will your insurance extend to cover them as well?

**Mr. Watson:** Yes, in fact, actually, there are only two options on my plan. One is to be an individual and the other is to have a family plan. So I have a family plan to cover, my wife, and my children will automatically be covered under that plan.

**Interviewer:** I know your wife is expecting a child. How's her hospital stay going to be covered by the insurance?

**Mr. Watson:** Again, each time she goes to see the doctor she'll pay \$10. And when the baby is finally ready to be borne she will pay \$10 and be admitted to the hospital. And if there's any kind of emergency or anything else there's no extra payment. That's, that's

that... So if there's a one-day stay that's what she'll have... If she needs a one-week stay she'll have that... There won't be any extra fee. It'll all be covered under the insurance.

**Interviewer:** On average, how long do women stay in the hospital when they have babies?

**Mr. Watson:** Well, being that this is my first baby, I'm not really sure. But I think, on average, probably, one day. And on most plans women can go home the very same day they have the baby. But I believe it's their option if they wish to stay at least one day and if there are any complications she can stay longer. Unfortunately, with the expense of medical care, it's in the hospital's best interest to have the woman leave as early as possible to free up the bed for another patient. So they sometimes might rush the patient's discharge from the hospital.

**Interviewer:** Do you have a choice what doctor you pick for yourself?

**Mr. Watson:** Under most plans, I believe you do. We picked one doctor and ended up not liking that doctor. So we switched to another doctor that we're much happier with.

**Interviewer:** Does it affect the health insurance people or the doctor or...?

**Mr. Watson:** No, well... it affects the doctor that you stop seeing because they no longer receive payment. They receive payment from the insurance. If you don't have insurance, they receive the payment from you. So it's a way of casting a consumer's vote, so to speak, that you don't see a doctor that you aren't happy with. Then they'll hopefully get the message that they need to change the way they practice.

**Interviewer:** Let's take a look at a very simple scenario. A person gets ill, gets a cold or the flu. What does she or he do first?

**Mr. Watson:** Well, if somebody has a cold or the flu, that's a fairly common illness. Generally they'll just take a day off from work and stay home and wait till it passes. There are very few drugs out there that are going to eliminate a cold or the flu. Usually it's something that you just have to... to get through. But if it's something a little bit more serious, generally you can call up and make an appointment to go and see a doctor. If it's something very serious you just go right to the hospital and get admitted immediately.

**Interviewer:** Can you call an ambulance as well?

**Mr. Watson:** Yes, if there's an emergency, you just dial 911 and that reaches the police dispatch. And if there's any kind of medical emergency they'll immediately get an ambulance on the way. Otherwise, for instance, if you're giving birth or something and it looks a little serious you could call the hospital directly. And they can dispatch an ambulance.

**Interviewer:** Do you think the United States' health care system is pretty efficient?

**Mr. Watson:** Well, my personal view is that yes it is. I think it's one of the best health care systems in the world. A lot of people complain that it's too expensive and that it's not accessible to everybody. But I'd say, for the most part, it's pretty much accessible to everybody. And if you have money, you can pay for the extra service that maybe shouldn't be given to everybody. But certainly everybody deserves a minimum. And I think everybody has that minimum in the United States in a relatively reasonable amount of time. I've heard stories about Canada of needing some kind of surgery and having to schedule several months away because their health care system is free. I don't know if that's such a good thing.

**Interviewer:** As far as dental care is concerned, is it pretty much similar to regular health care?

**Mr. Watson:** Very similar. You can belong to a Dental Maintenance Organisation where you pay a fee and almost everything is covered. The plan that we belong to is very similar to medical insurance in that we pay a co-pay each time we see the dentist. And for certain things like crowns, dentures there's a fixed schedule of fees that you have to pay also in addition to your regular insurance. But what's covered completely are our dental visits twice a year, and I think probably the single most important thing you can do for your teeth anyhow is to see your dentist twice a year, have your teeth cleaned and checked, and have any fixed immediately. And that avoids future problems.

**Interviewer:** And one more question. It's kind of... out of your personal experience. Have you had any kind of emergency or unusual situations that you had to deal with?

**Mr. Watson:** Yes, once I did. When I was living by myself I developed an extremely bad eye infection. And unfortunately it reached its worst peak during the night. And I debated whether to call an ambulance. I ended up calling a friend of mine who came over and took me to the emergency center. On emergency visits the co-pay is generally higher. So I had to pay \$50. But I was able to see a doctor immediately that night and given some medication to go home. In a case a while ago was a case with my father and he was very ill and on several occasions we had to call an ambulance and have him taken to the hospital immediately for some severe intestinal and heart problems. And I would say in his case I saw the insurance and medical system work at its best. His healthcare cost probably would've run into hundreds of thousands of dollars. And I believe he ended up paying maybe \$300 of that.

- Interviewer:** Do you know any cases when people not having health insurance have been given a proper treatment?
- Mr. Watson:** Yes, I do. Ah... and I had a friend whose father was visiting from Russia, in fact, and then he developed a very serious case of pneumonia and I'd say he was probably near death. We decided... we were concerned because he didn't have insurance. So we took him to an emergency clinic that we knew wouldn't be very expensive. And as soon as they saw him they immediately recommended that we go to the hospital directly. So we took him to the hospital and they immediately treated him and gave him every necessary treatment that he needed and he was in the hospital for three weeks. That was the case of the indigent care that ended up being paid for by the hospital out of their plan because they knew he didn't have any money.
- Interviewer:** That's very, very actually generous of the hospital. Very interesting. Thank you very much.
- Mr. Watson:** You are welcome.

### *Comprehension*

**Answer the questions.**

1. What are the types of insurance Americans can have?
2. What can happen if you have no insurance?
3. How is health insurance actually arranged?
4. How long does an American woman usually stay in the hospital when she has a baby?
5. How are doctors paid?
6. What is Mr. Watson's opinion of the state of health care in his country?
7. Is the dental care different from regular health care?
8. How are emergency situations dealt with in the US?



### **Vocabulary Exercises**

**1** Which doctor do you choose?

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. if you are sad and depressed   | 6. if you can't see very well    |
| 2. if you are pregnant            | 7. if you have a sick baby       |
| 3. if you are tired and feel sick | 8. if you have a heart condition |
| 4. if you ache all over           | 9. if you have a foot problem    |
| 5. if you break your leg          | 10. if you have a skin problem   |

- |   |  |
|---|--|
| 11. if you have food poisoning            | 16. if you need an operation                     |
| 12. if you have a burn                    | 17. if you need an X-ray                         |
| 13. if you have a pain in the back        | 18. if you need a blood test                     |
| 14. if you have painful joints            | 19. if you sneeze a lot every spring<br>and fall |
| 15. if you have a cavity in your<br>tooth | 20. if your eyes itch                            |

**2** Look through the list of health problems in the Vocabulary. Which problems are serious and which are usually not serious? Explain the reason for your answer.

**3** Choose the right word and fill in the blanks.

a) *disease/illness/condition*

- Small pox is an infectious (catching) \_\_\_\_\_ marked by fever and small red spots on the body. It often leaves permanent marks.
- The doctor diagnosed the \_\_\_\_\_ as tuberculosis.
- The business of doctors is to prevent and cure \_\_\_\_\_.
- There hasn't been much \_\_\_\_\_ in the village this winter.
- Measles, mumps and influenza are common \_\_\_\_\_.
- An infectious \_\_\_\_\_ can be spread by means of bacteria carried in the atmosphere in winter.
- After the treatment I felt quite cured of all my \_\_\_\_\_.
- Children's \_\_\_\_\_ are treated by a pediatrician, specializing in pediatrics.
- Smoking is a major cause of heart \_\_\_\_\_.
- The most common symptoms of the \_\_\_\_\_ are a high temperature and pain in the chest.
- She died yesterday after a long \_\_\_\_\_.
- Travelers to Africa are advised to get vaccinated against infectious \_\_\_\_\_ such as typhoid and malaria.
- People with your \_\_\_\_\_ should not smoke.
- You are allowed time off work only in cases of serious \_\_\_\_\_.
- Several children are away from school because of \_\_\_\_\_.
- Should doctors always tell patients that they have terminal \_\_\_\_\_ such as cancer?
- She suffers from a rare \_\_\_\_\_ of the central nervous system.
- Childhood \_\_\_\_\_ such as measles and chickenpox are highly contagious.
- As yet there's no known cure for this \_\_\_\_\_.
- After a course of treatment the patient's \_\_\_\_\_ began to improve.

b) *ache/pain/to ache/to hurt/to pain*

- We've given him an anaesthetic so that he won't feel any \_\_\_\_\_.
- These pills should help to ease the \_\_\_\_\_.

3. My hand suddenly started to \_\_\_\_\_, with a dull \_\_\_\_\_ which soon spread into my wrist.
4. Don't worry, the injection won't \_\_\_\_\_ at all.
5. Can't we stop for a while? We've been walking for hours and my feet are \_\_\_\_\_.
6. I \_\_\_\_\_ all over after climbing the rock.

**c) to cure/to treat/to heal**

1. After scarlet fever complications developed, and they had to be \_\_\_\_\_ for a month before the patient was completely \_\_\_\_\_.
2. The open air life on the farm \_\_\_\_\_ him of his headaches.
3. The doctor said that if I followed his instructions, I should soon be \_\_\_\_\_ of the disease.
4. Pam's foot is \_\_\_\_\_ quickly, but it's still a little painful and she can't walk on it.
5. Doctors began \_\_\_\_\_ AIDS patients with drug AZT in the mid 80s.
6. My Dad is in the hospital where he is being \_\_\_\_\_ for a heart condition.
7. Many cancer patients can be \_\_\_\_\_ if the disease is detected early enough.
8. The seawater is now so polluted that it would infect rather than \_\_\_\_\_.
9. There are many diseases which doctors still cannot \_\_\_\_\_.
10. This drug is used to \_\_\_\_\_ heart disease.

**4** Choose the words from the list that can go with the following: *sickness, pain, measures, medicine, disease, words, condition, throat, ailment, operation, health.*

curable, slight, mild, serious, bad, communicable, painful, dangerous, dull, growing, constant, annoying, sudden, delicate, urgent, sore, bitter

**5** Give as many word combinations as you can with the verbs and the nouns from the columns.

e.g. to treat – a person/a serious sickness/a minor sickness/symptoms/a pain/an infection.

**A**

to cure  
to treat  
to ease  
to relieve  
to avoid  
to catch  
to get

**B**

AIDS  
a cold  
operation  
allergies  
a person  
a serious sickness  
a minor sickness

to have  
to prepare  
an infection  
a prescription

symptoms  
a pain  
a blood test

**6** Translate the following sentences from English into Russian. Pay attention to the words in bold type.

- a)
1. You can **avoid** getting fat if you don't eat too much and you exercise often.
  2. If you **catch a cold** on Monday, you will still have the cold on Tuesday.
  3. The **sickness spread** throughout the town. Many people became sick.
  4. You may get the **virus** if you are with people who already have it.
  5. Children are **exposed** to more cold viruses in a classroom than they are at home.
  6. If one child at school has **the sickness**, it can **infect** many other children. Then, they too will have to go to the doctor.
  7. Take some aspirin. It will help **ease** the pain.
  8. **A sore throat and a running nose** are **symptoms** of a cold.
  9. When you **get over** a cold, you feel fine.
  10. There is no **cure for the disease** yet, but scientists are looking for one.
  11. However, **a doctor** can give you something to help you **feel a little better**.
- b)
1. I've got **a bit of an ache** in my back.
  2. Take no notice of him complaining – he's always full of **little aches and pains**.
  3. Chocolate gives me **a toothache**.
  4. She often **gets stomach aches**.
  5. Is that tight shoe **hurting** your foot?
  6. Dave put on his sunglasses to stop the sun from **hurting** his eyes.
  7. This **won't hurt**. Just sit still and I'll remove **the dressing**.
  8. Your knee is inflamed, Susan. Is it **painful** when I touch it?
  9. It was agony having **my tooth removed** – the dentist definitely didn't **give me enough anaesthetic**.
  10. Because of **the blisters** on her hands, Ann found simple manual tasks very **painful**.
- c)
1. Professor Grum is one of the world's leading **specialists in lung cancer**.
  2. A famous **brain surgeon** came up from Boston and **operated on him** for three hours.
  3. If you are aged over so and are **in good health**, it's safe to **take the medicine prescribed**.
  4. It may take him a while **to recover from the operation**.
  5. He's been told that unless he stops drinking, soon he will **die of a liver disease**.

6. After three **operations** on my leg, I could walk perfectly again.
7. Several years ago she was **diagnosed** as having **diabetes**.
8. **An ambulance** rushed her to the **hospital**.
9. He said he **felt feverish** and complained of **pains in his chest**.
10. The best **medicine** for you right now would be a good holiday.

**7** Write the opposites of the words in italics. There can be more than one correct answer.

1. a *curable* disease: \_\_\_\_\_
2. a *painful* operation: \_\_\_\_\_
3. a *terrible* pain in the left side: \_\_\_\_\_
4. a *slight* headache: \_\_\_\_\_
5. a *breathless* body: \_\_\_\_\_
6. a *slight* cold: \_\_\_\_\_
7. a *terrible* headache: \_\_\_\_\_
8. a *serious* illness: \_\_\_\_\_
9. an *awful* cold: \_\_\_\_\_
10. a *mild* pain: \_\_\_\_\_

**8** Match each idiom in column A and a similar expression in column B.

A

1. to throw up
2. to have a throat culture
3. to be run down
4. to have the runs
5. to take care of oneself
6. to make an appointment

B

- a) to grow the bacteria from someone's throat
- b) to have diarrhea
- c) to eat a good diet, get enough rest and exercise
- d) to schedule a time
- e) to vomit
- f) to be in poor health

**9** Complete the following table.

<i>noun</i>	<i>adjective</i>	<i>verb</i>
_____	infectious	_____
_____	burned	_____
_____	prepared	_____
_____	shivery	_____
treatment	_____	_____
_____	swollen	_____
cure	_____	_____
_____	_____	to expose
_____	_____	to faint
_____	_____	to spread

**10** Number the following events in the order in which they usually happen.

- a) You are cured of sickness. \_\_\_\_\_  
 b) You ease the pain caused by a sickness. \_\_\_\_\_  
 c) You get a sickness. 1  
 d) You get over a sickness. \_\_\_\_\_  
 e) You have a sickness. \_\_\_\_\_  
 f) You treat a sickness. \_\_\_\_\_

**11** Match the words in column A with the explanations in column B.

- | A                 | B  |
|-------------------|--|
| 1. cavity         | a) a special hospital where people who are dying are looked after                            |
| 2. operating room | b) a permission to be absent from work   |
| 3. hospice        | c) someone who is sick and is looked after by doctors  |
| 4. sick-leave     | d) an American word meaning a doctor   |
| 5. surgery        | e) the place where a surgeon works   |
| 6. physician      | f) a drug put into someone's body with a needle for medical reason                           |
| 7. ward           | g) a person who prepares medicines   |
| 8. shot           | h) where you visit a doctor  |
| 9. patient        | i) a large room in a hospital where patients with similar medical conditions have their beds |
| 10. druggist      | j) an empty space in a tooth that needs filling  |

**12** Fill in the blanks with a suitable word from the box.

state-	guilt-	benefit	promote	relationship-
health-	outlet-	optimistic	anxious-	dominate.

- A study of family relationship conducted in California comes to some interesting conclusions.
- For a family to remain healthy the benefit between a husband and wife plays a major role.
- What promote the health of the husband doesn't necessarily promote the health of the wife.
- Giving an outlet to feelings is healthy.
- There may be dominate for one party but not for the other.
- If the wife gives her husband a feeling of guilt, he is likely to become depressed.
- If the wife lets her husband state on the argument, her mental state will suffer.
- When men dominate in the domestic arguments, their wives become anxious and depressed.

9. A person's mental health is closely linked to his physical state.  
10. A healthy family is optimistic church-going and led by a male.

**13** In this text there are some unnecessary words which do not fit the sense of the text. Find these words in the numbered sentences and cross them out.

### Get the Smile You Have Always Wanted

If you are not happy with your smile, why not change it? According to a recent survey on almost half of American adults would like to improve of the appearance of their teeth and now, because of an amazing advances in dental science, they can. (1) New techniques were developed in only the last ten years, can do wonders for problem teeth, whether they are yellow, broken, gapped, missing or crooked or even if they are too little short, or full of obvious black fillings. (2) Today, cosmetic treatment is being the fastest-growing area in dentistry. (3) Unlike with a generation ago, people are keeping their teeth as they grow older and, no matter of their age, they are determined to stay fit, healthy and attractive. (4) Having good-looking teeth and an appealing smile is a big part of it. If your teeth don't please to you, talk to your dentist about improving the way they did look. (5) Costs for these procedures are vary widely – from as low as several hundred to several thousand dollars – depending on from the condition of the teeth, how complicated and extensive the individual procedure is and other variables either. (6) Time was when only kids wore braces. But in today it is not unusual for adults to turn to orthodontia to have their teeth repositioned or straightened. (7) Options, especially very suited to people who are reluctant to walk around with a mouthful of metal, include “invisible” braces with brackets are made from clear acrylic, “removable” braces for repositioning of only one or two teeth, and “lingual” braces that are worn on the inside of the teeth. (8) Tooth-colored veneers or blanding can also to be used to raconteur crooked or crowded teeth. (9)

**14** There are British and American terms on Health and Medical Care. Point out the American equivalents of the following Russian words and word combinations.

- |             |                         |
|-------------|-------------------------|
| 1. аптекарь | 1) pharmacist           |
|             | 2) chemist              |
| 2. аптека   | 1) chemist's            |
|             | 2) pharmacy             |
| 3. укол     | 1) injection            |
|             | 2) shot                 |
| 4. болезнь  | 1) sickness             |
|             | 2) illness              |
| 5. доктор   | 1) general practitioner |
|             | 2) physician            |

- |  |  |
|--|--|
| 6. БЫТЬ БОЛЬНЫМ                        | 1) to be ill<br>2) to be sick  |
| 7. заболеть                            | 1) to get sick<br>2) to fall ill   |
| 8. психиатрическая больница            | 1) psychiatric hospital<br>2) mental hospital                                    |
| 9. ощущать боль в спине<br>(в желудке) | 1) to have a backache<br>(a stomachache)<br>2) to have backache<br>(stomachache) |
| 10. заказать лекарство                 | 1) to have the prescription<br>prepared<br>2) to have a prescription made up     |

**15** Fill in the blanks with prepositions and adverbs if necessary.

- Who cured him \_\_\_\_\_ the disease?
- I've been suffering \_\_\_\_\_ bad headaches lately.
- Looks like he'll have to be operated \_\_\_\_\_ appendicitis.
- I met Bill \_\_\_\_\_ the pharmacy.
- We took him \_\_\_\_\_ an emergency clinic that we knew wouldn't be very expensive.
- Dental care is very much similar \_\_\_\_\_ regular health care.
- In the US what a person does when he gets sick depends \_\_\_\_\_ whether he gets insurance.
- If you provide care \_\_\_\_\_ an alzheimer's patient you can never relax.
- Could your parents benefit \_\_\_\_\_ a healthier diet or eating habits?
- The boy was shivering \_\_\_\_\_ cold.
- There is nothing really the matter \_\_\_\_\_ me, I just feel \_\_\_\_\_ sorts.
- After Barbara had had some shots \_\_\_\_\_ tonic, she felt quite cured \_\_\_\_\_ all her ailments.
- If you have lost or severely broken a tooth or two, you can have them replaced \_\_\_\_\_ crowns and bridges.
- Cancer is hard to detect \_\_\_\_\_ its early stage.
- He was treated \_\_\_\_\_ scarlet fever.
- Assisted living is a special combination \_\_\_\_\_ housing and personalized care designed \_\_\_\_\_ respond \_\_\_\_\_ the needs \_\_\_\_\_ those who need help \_\_\_\_\_ activities of daily reading.
- Could they use assistance \_\_\_\_\_ taking their medications \_\_\_\_\_ the proper amounts and \_\_\_\_\_ the proper times.
- What are you complaining \_\_\_\_\_?
- Peter cut himself badly \_\_\_\_\_ the throat while shaving.
- Ann needs a holiday. She has been \_\_\_\_\_ a lot of stress lately.

**16** Translate into English.

1. Врач сделал все возможное, чтобы спасти пациента.
2. Кто вылечил вас от этой болезни?
3. Я записался на прием к доктору Смиту на два часа предварительно.
4. Пожалуйста, закажите по рецепту лекарство.
5. Доктор выписал мне рецепт, не осматривая меня.
6. Это был трудный случай, и доктор сомневался, что больной поправится.
7. Мы почувствовали облегчение, услышав, что больной вне опасности.
8. Эта болезнь неизлечима. Но если вы будете постоянно советоваться с врачом и следовать его советам, вы сможете долго и плодотворно работать.
9. Она выглядела так, будто вот-вот упадет в обморок.
10. У тебя жар. Тебе бы лучше измерить температуру и принять таблетку аспирина.
11. У меня все болит, мне больно глотать, у меня, наверное, грипп.
12. Принимайте это тонизирующее средство три раза в день по столовой ложке.
13. Он жалуется, что у него болит позвоночник. Пора бы ему обратиться к врачу.
14. У нее опухла щека и ужасно болит зуб.
15. Больного положили в больницу, так как за ним некому было ухаживать.
16. Если бы я сомневался, что доктор Мэнсон сможет вылечить меня, я бы к нему никогда не обратился. После эффективного лечения я чувствую себя отлично.
17. Его лечат уже несколько лет.
18. Избегайте простуд! Для вас они опасны серьезными осложнениями.
19. Вы ходите в поликлинику или вызываете врача на дом?
20. Его прооперировали по поводу аппендицита, его скоро выпишут из больницы.

**17** Translate into English. Use the expressions:

- |   |   |
|---|---|
| 1. болезнь кишечника                        | bowel disease                                     |
| 2. «Я ни о чем не жалею» из песни Эдит Пиаф | Edith Piaf's sentiment <i>Je ne regrette rien</i> |
| 3. после шести месяцев ухудшения здоровья   | after six months of deteriorating health          |
| 4. самоотверженное искусство врачей         | the dedicated skill of the doctors                |

## БЕЛ МУНИ: Я НЕ СОБИРАЮСЬ СТАРЕТЬ

Год назад приятельница спросила меня, на сколько лет я себя ощущаю. «На тридцать», — не колеблясь ответила я. Во мне жила вечно молодая, игривая бунтарка. Потом, в один суматошный день, я поймала свое отражение в зеркале в магазине. «Что это за старая карга вырядилась в мое платье?» — с ужасом подумала я.

Стареть никогда не входило в мои планы. Мое поколение, продукт послевоенного всплеска рождаемости, было последним, которое в детстве не одуревало от телевизора и помнит, как полки в библиотеках ломились от книг, а не видеокассет. Как-то приятельница сказала мне: «Мы наслаждались жизнью. Мы задавали вопросы и находили ответы. Мы на самом деле правили миром».

Из детей мы превратились в тинейджеров в начале 60-х, как раз вовремя, чтобы пережить революцию стиля, политики и поведения. Я поехала на концерт «Ролинг Стоунз» автостопом.

Но в 1968, едва мне стукнуло 21, я вышла замуж за Джонатана и в 27 родила своего первенца, Дэниэла. Моя дочь Китти родилась с редкой болезнью кишечника, что повлекло за собой 16 лет лечения и операций. Были у нас и другие семейные проблемы. 50-й год своей жизни я встретила, изворачиваясь особенно яростно и с мыслью: *Все идет не так, как мне хотелось.*

Когда мне было 30 лет, я восторгалась фразой «Я ни о чем не жалею» из песни Эдит Пиаф и воображала, что в более зрелом возрасте буду выкрикивать ее миру. Теперь я о многом жалею. Но признаться, что у тебя нет ответов, — первый шаг к тому, чтобы задуматься: а те ли вопросы ты задавала?

28 августа прошлого года, после шести месяцев ухудшения здоровья, Китти перенесла восьмичасовую операцию. Долгие недели до операции я словно плутала во тьме, уверенная, что она не выживет. Ранним утром 29 августа в отделении интенсивной терапии она открыла глаза, протянула ко мне исколотую руку и сказала: «Мамочка, я не умерла — и я поправлюсь».

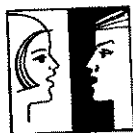
Я смогла лишь выговорить «Да», но подумала: пусть на понимание того, что ничто больше не имеет значения, у меня ушло 50 лет, я безмерно рада, что наконец прозрела.

Там, в больнице, мне довелось наблюдать беззаветную любовь родителей всех возрастов, цветов кожи и социальных слоев, участливое понимание и компетентность медсестер, самоотверженное искусство врачей. Разве можно не восхищаться миром, в котором живут такие люди? Я получила ответ еще на один вопрос. Мысли и поступки людей ничто, если они не пропитаны любовью.

Солнечные лучи заполняют кухню, мне исполняется 50, и я поднимаю бокал за то, что что-то изменилось, а что-то осталось неизменным.

За семью и друзей, без которых я не смогла бы жить. За мужа, с которым мы почти 29 лет вместе и чьи шуточки я люблю. За то, что наш сын помолвлен с девушкой, прекрасной во всех отношениях, и я могу наконец признать, что больше всего на свете хочу стать бабушкой. За тот день, когда Китти наконец покинет больницу навсегда. *Ничто больше не имеет значения.*

Не то чтобы мне больше не хочется на праздник – просто теперь он у меня дома. Снова 30? Нет, я не хочу мои 30 лет теперь, когда огонь горит у меня внутри.



## Dialogs

Read the dialogs. Practice them.

- A.: I have a sore throat.  
B.: How bad is it?  
A.: Pretty bad. It's a burning feeling.  
B.: How long have you felt this way?  
A.: For a few days. I've been sick since Monday morning.
- A.: I've got a stomachache.  
B.: Is it a sharp pain or a dull ache?  
A.: It's more like a dull ache.  
B.: When did you first notice this pain?  
A.: It didn't bother me until Sunday afternoon.
- A.: There are so many vitamins. Which one should I take?  
B.: Take these Daily Multiple Vitamins. They got everything you need.  
A.: What about these Super Vitamins?  
B.: I don't think you need those. They are just a waste of money.
- A.: Hello?  
B.: Carmen? Is that you? Are you OK?  
A.: Uh-uh, I caught a terrible cold.  
B.: You too? Well, I have news for you. We're in the same boat. Ahchoo!  
A.: Bless you.  
B.: Thanks.  
A.: Why don't you come over and keep me company? I haven't talked to anyone all day long.  
B.: I'd like to, but I can't stop sneezing. Ahchoo! And I have a sore throat. I just want to go to bed.

A.: I know what you mean. Do you have a fever?

B.: I don't know for sure but I think so. I was going to take my temperature, but I dropped the thermometer and it broke.

A.: It sounds like you should just... ahchoo! Excuse me. You should just take two aspirins and go to bed. Chances are you'll feel better in the morning.

B.: I hope so. And I hope you'll get over your cold soon. Are you going to school tomorrow?

A.: I don't think so. I'm in really bad shape. I may have to be absent for a few more days.

B.: Listen to us! We feel sorry for ourselves today, don't we?

5. A.: Dr. Norman's office.

B.: Hi, this is Bob Franklin. I'm a patient of Dr. Norman.

A.: Oh, yes, Mr. Franklin.

B.: I'm calling to make an appointment with the doctor. It's not an emergency. I just need a recent physical in order to get enrolled in a new insurance plan at school.

A.: I see. Well, the doctor has several openings on June third.

B.: Hmnn. Anything sooner than that? I have to turn in the application on the first.

A.: Yes. He has May twenty-ninth at two o'clock or May thirtieth at four-thirty.

B.: Oh, good. I'll take the twenty-ninth at two o'clock.

A.: All right. I have you down. Since it's for a physical, you will need to come in a week before the appointment to get a blood work-up.

B.: Oh.

A.: You can do that without an appointment. Just come into the office before May twenty-second, and the nurse will take care of you. That way, the doctor will have the results of the tests when he sees you.

B.: Okay.

6. A.: I hate to go to the doctor.

B.: Yeah, but you're running a high fever. It's 103° F.

A.: I know. But if I go she's going to take blood and ask me to give her a specimen. Then she'll tell me to take two aspirins and call her in the morning. And it will probably cost me 50 bucks.

B.: Well, I'm going to make an appointment anyway. You need a throat culture.

A.: You're probably right. My throat really hurts. I've had the runs for two days, and I threw up twice this morning. Go ahead.

B.: You know, Don, you really have let yourself get run down. You should take better care of yourself.

7. A.: What seems to be the problem?  
 B.: I feel lousy. I've got a fever, and I break out in a cold sweat three or four times a day. I can't keep food down either.  
 A.: I see. Have you passed out?  
 B.: No. Sometimes I feel like I am going to faint, but I don't.  
 A.: Take a deep breath and hold it. I see from your chart that your blood pressure is 170 over 90. That's a bit high.  
 B.: I take good care of myself. I watch my diet, and I exercise regularly.  
 A.: How long has this illness been going on?  
 B.: Two or three days.  
 A.: Any trouble moving your bowels?  
 B.: No. In fact, I have the runs.  
 A.: Well, diarrhea and fever; as well as a sore throat lead me to conclude that you have a bad case of the flu. It will take another three or four days to run its course. Fill this prescription; it will control the diarrhea and help you to feel better. You should be in the pink in three or four days.
8. A.: Here's a prescription for your allergy. This antihistamine will help your sneezing and itching eyes.  
 B.: How often should I take it?  
 A.: Take one tablet every four hours. The directions will be on the label.  
 B.: I'm still taking the other medicine you gave me. Is it safe keep taking it with this new medicine?  
 A.: Yes, it's safe.  
 B.: Thank you, doctor. I'll go to the drugstore as soon as possible.
9. A.: What do you recommend for an upset stomach?  
 B.: There are a number of antacids you could use.  
 A.: Which one is the best?  
 B.: I can't really say which is the best but Malena has worked well for me.  
 A.: Malena? Where do you keep it?  
 B.: On the bottom shelf in front of the cash register.

### **Conversation Practice**

#### **1** Practice the dialogs using the given substitutes.

1. A.: I am calling to make an appointment with the doctor. Could the doctor see me before <sup>1</sup> 10:00 tomorrow?  
 B.: I'm afraid not. The doctor won't have any <sup>2</sup> openings until Friday.  
 A.: Could I possibly make it <sup>3</sup> early on Friday?  
 B.: Yes, he is free at <sup>4</sup> 10:00 a.m. on Friday.

1

*fit me in tomorrow before noon  
see me early on Monday  
be able to see me at 4:45 today*

2

*won't have any openings until noon, unless there's a cancellation  
doesn't have any openings until Wednesday  
won't be available until tomorrow*

3

*at 12:30 tomorrow  
early on Wednesday  
before lunch tomorrow*

4

*just a second, let me check  
sorry, but he is busy then too  
yes, the doctor will have an opening at 10:30*

2. A.: Can you recommend something for a <sup>1</sup>stuffy nose?

B.: AFRO <sup>2</sup>nasal spray is pretty good.

1

*a persistent cough  
itchy skin  
upset stomach  
earache*

2

*Mickald sugar drops  
Moleskin ointment  
Movlux mixture  
Lancar eardrops*

3. A.: What seems to be the problem?

B.: I feel <sup>1</sup>lousy. I've got a fever and I can't <sup>2</sup>stop sneezing.

A.: How long <sup>3</sup>have you felt this way?

B.: About 2 days.

1

*be in bad shape  
feel sick  
feel awful  
feel out of sorts*

2

*a sore throat and my chest hurts  
red itchy spots on my chest  
the chills and a real bad cough  
a temperature and a sharp pain in my left side*

3

*have you had it  
have you got that rash  
have you been like this  
have you been in pain*

4. A.: Here's a prescription for your <sup>1</sup>allergy. This <sup>2</sup>antihistamine will help  
your <sup>3</sup>sneezing and itching eyes.

B.: How often should I take it?

A.: Take <sup>4</sup>one tablet every four hours. The directions will be on the label.

1  
your tonsillitis  
your backache  
your cold

2  
mixture  
cream  
antibiotic

3  
your sore throat  
your pulled muscles and bruises  
your running nose and bring down the fever

4  
take a tablespoonful four times a day  
rub it in twice a day  
take one tablet three times a day

**2** Complete the following dialogs.

1. A.: I hate to go to the dentist.

B.: \_\_\_\_\_

A.: I know. But if I go he'll give me a shot, start cleaning the cavities and filling the tooth and he'll probably say I need to have my tooth extracted. It'll hurt.

B.: \_\_\_\_\_

2. A.: What's the matter with you, Mr. Walker?

B.: \_\_\_\_\_

A.: Have you vomited?

B.: \_\_\_\_\_

A.: You seem to be generally run-down. You'd better stay in bed for some days. Keep to a diet of vegetables and fruit. Get this prescription filled and take a tablet three times a day.

B.: \_\_\_\_\_

3. A.: \_\_\_\_\_

B.: I'd like to make an appointment with the doctor.

A.: \_\_\_\_\_

B.: My name is John Robinson.

A.: \_\_\_\_\_

B.: Well, I work during the day. Does the doctor have some openings in the evening?

A.: \_\_\_\_\_

B.: Two weeks? I can't wait that long.

A.: \_\_\_\_\_

B.: Thank you. That sounds fine.

4. A.: \_\_\_\_\_

B.: I fell off my bike. I can't move my leg very well.

A.: \_\_\_\_\_

B.: Yes, it really hurts.

A.: \_\_\_\_\_

B.: No. The pain is very sharp.

A.: \_\_\_\_\_

**3** Read the dialogs below and say which patient has which problem.

headaches	bronchitis	back trouble	appendicitis
a pulled muscle	hay fever	tonsillitis	

- D.: Where does it hurt?  
P.: Just here, doctor.  
D.: Mm. And is that all the time?  
P.: No. Only when I walk, or when I'm going downstairs. Sometimes when I carry things.  
D.: When you carry things. Big things?  
P.: Yes.  
D.: I see. Now I want you to stand up...
- D.: How often do you get them?  
P.: Oh, three or four times a week.  
D.: Three or four times a week. I see. Are they very bad?  
P.: Oh, yes. They stop me driving. Sometimes I can hardly see, you know.  
D.: Yes. Do you often get cold?
- P.: It's a really bad cough. It's really bad.  
D.: Does it hurt when you talk?  
P.: If I talk a lot, yes.  
D.: I see. Well, I'll just have a look at your chest. Do you drink?
- P.: It's a really bad pain, doctor. Right here.  
D.: Which side?  
P.: Left side.  
D.: How long has this been going on? When did it start?  
P.: This morning, doctor. I thought perhaps it was indigestion, but it's too bad for that.  
D.: I see. Now just lie down here. That's right. Now where exactly does it hurt? Is it here?  
P.: Ooh! Yes!
- D.: Good morning, Mr. Palmer. What's the problem?  
P.: Well, I've got a sore throat, actually.  
D.: I see. How long have you had it?  
P.: Oh, about two days. It's really very painful. It's difficult to swallow.
- P.: It's every spring about the same time, doctor. Stuffed-up nose, my eyes itch, and I feel sort of sneezing the whole time.  
D.: Does it happen when you're inside or outside?  
P.: When I'm in the street.
- P.: I get this pain when I bend my knee, doctor. Just here.  
D.: I see. Take your trousers off.



**4** Role-play the following situations.

1. You have a bad cold. Your friend and you are discussing your sickness and what you should do about it.
2. You are an exchange student in the US. One day you get sick and have to go to the doctor. Ask one of the family where you are staying how it can be arranged.
3. You are calling the doctor's office to make an appointment with him or her.
4. You are at the doctor's office. The doctor listens to your complaints, examines you, and recommends the medicines that should be taken.
5. You have an appointment with a dentist. He examines your teeth and finds two bad teeth: one is too far-gone and needs to be taken out, the other can be filled.
6. You are an exchange student in Great Britain. Ask your advisor/friend how you can make use of the British National Health Service.
7. You're an American exchange student at a Russian University. You've got a cold. You have had a bad cough for two weeks. The Russian doctor says you may have pneumonia and insists on your going to hospital. You refuse saying that the conditions in Russian hospitals are bad.



## Communicative Activities

**1** Name the symptoms of a cold, flu, an allergy. How are they the same? How are they different?

**2** How much do you know about colds? Circle T if statement is true, circle F if the statement is false.

- |   |   |   |
|---|---|---|
| 1. To avoid colds, stay inside as much as possible during cold weather. | T | F |
| 2. When you sneeze, cover your nose and mouth with your hand.           | T | F |
| 3. Chicken soup helps you feel better when you have a cold.             | T | F |
| 4. It's better to sneeze into a tissue and then throw the tissue away.  | T | F |
| 5. Cold weather causes colds.   | T | F |

**3** Do you know how to deal with common ailments and injuries? Read the following suggestions and say whether you find them helpful. Why or why not?

1. "You have a sharp pain in your abdomen, don't you? Put a heating pad on the painful area."
2. "Are you worried about your insomnia? Well, have a cup of hot milk before going to bed. And don't watch TV too long in the evening."
3. "Oh, poor thing! Burnt your finger? Let me put some olive oil on the burn. It'll ease the pain."
4. "Your cold will go away if you take some aspirin."
5. "You'll stop sneezing and coughing if you take a warm bath."
6. "Your sore throat will feel better if you have a lot of hot tea."

**4** Complete the following sentences. When you have finished, compare them with other students' answers.

1. In my country, one of the ways people avoid catching colds is to \_\_\_\_\_
2. In my country, people think the best way to get over a cold is to \_\_\_\_\_
3. The last time I caught a cold was \_\_\_\_\_
4. The AIDS virus is not spread by \_\_\_\_\_
5. Children should not be exposed to \_\_\_\_\_
6. To ease the pain caused by a backache, I \_\_\_\_\_
7. A dog can infect you if \_\_\_\_\_
8. You can get food poisoning from eating undercooked chicken. One of the symptoms of food poisoning is \_\_\_\_\_
9. I hope that one day there will be a cure for \_\_\_\_\_

**5** Think what home remedies are used in Russia for different health problems.

What do people do for...

- |          |               |
|----------|---------------|
| a fever  | a toothache   |
| a cough  | a back pain   |
| diarrhea | a cold        |
| burns    | a sore throat |

**6** How often do people in Russia have a dental checkup? How about you? Have you ever had a toothache? Have you ever had a tooth filled/extracted/x-rayed? Did you ever wear braces? Do you remember your latest visit to the dentist? Share your experience with your fellow students.

**7** Imagine you have to inform American exchange students about Russian National Health Service. Come out with a short presentation to cover the following issues.

1. What does an insurance policy in Russia cover (doctor services, laboratory work, room and board in the hospital, etc.)?
2. Where do people get/buy their insurance policies?

3. How much should one pay for the insurance policy?
4. How can one pick up a doctor? Is it easy to make an appointment with a doctor?
5. Do doctors make house calls?
6. Is ambulance service free?

**8** Read the labels.

- a) Talk to the person who has a headache. Suggest that he take this medicine.

**MAGIC ASPIRIN**

**ADULT DOSE:** 1 or 2 tablets with water every 4 hours, as necessary, up to 12 tablets a day.

**CHILD DOSE:** half the adult dosage. For children under 2 years of age, consult your physician.

**WARNING:** Keep this and all medicines out of children's reach. In case of accidental overdose, contact a physician at once.

**EXP. DATE** 8/00

A.: I have a headache. What should I take for it?

B.: \_\_\_\_\_

A.: How much should I take?

B.: \_\_\_\_\_

A.: How often can I take them?

B.: \_\_\_\_\_

A.: Sounds OK. What should I be careful of?

B.: \_\_\_\_\_

A.: Is the aspirin still good?

B.: \_\_\_\_\_

A.: Thanks for the advice.

- b) Your friend has a burned finger. Suggest using this medicine. Tell how to use it. Tell him about any warnings.

**DREAM CREAM**

For temporary relief of minor skin irritations, itching and rashes due to minor burns, insect bites, poison ivy, soaps.

**DIRECTIONS:** For adults and children 2 years of age and older -- apply to affected area not more than 3-4 times daily.

**WARNING:** For external use only. Avoid contact with eyes. If condition worsens or if symptoms persist for more than 7 days, discontinue use of this product and call physician. Keep this and all drugs out of the reach of children.

c) Answer the following questions. Underline the correct answer.

e.g. Which medicine might help a headache?

- a. Magic Aspirin      b. Dream Cream      c. Nasal Spray

1. What is the largest amount of Magic Aspirin an adult should take in a day?  
a. 2 tablets      b. 4 tablets      c. 12 tablets
2. What is the largest amount of Magic Aspirin a child should take in a day?  
a. 2 tablets      b. 4 tablets      c. 12 tablets
3. Should you talk to your doctor before you give Magic Aspirin to a baby?  
a. yes      b. no
4. What is the last date that Magic Aspirin is effective?  
a. December 12, 1995      b. August, 2003      c. not given on label
5. How many tablets of Magic Aspirin can an adult take in eight hours?  
a. 4 tablets      b. 6 tablets      c. 8 tablets
6. Will Dream Cream help if you have a sore throat?  
a. yes      b. no
7. Should you use Dream Cream on a baby who has diaper rash?  
a. yes      b. no
8. Should you put Dream Cream on your lips?  
a. yes      b. no
9. How many times a day can you use Dream Cream?  
a. 4      b. 7      c. 12
10. Is it dangerous to swallow Dream Cream?  
a. yes      b. no

**9** Read the stories from American newspapers dealing with AIDS issues.

The number of US new AIDS cases unexpectedly more than doubled last year under a broader definition of the disease and boosted by a sharp increase in the number of infections among heterosexuals.

The federal Centers for Disease Control had projected 1993 AIDS cases would jump 75 percent in the first year of the new definition. It actually increased by 111 percent, from 49,016 in 1992 to 103,500 in 1993, the agency reported Thursday.

Last year, the CDC expanded its definition to include those infected with HIV who also have a severely suppressed immune system, tuberculosis, recurrent pneumonia or invasive cervical cancer.

Most of the AIDS cases under the new definition were reported in the first three months of the year. The surge had dropped off by the end of 1993, and the CDC expects the number of 1994 cases to drop below last year's figure.

The groups most affected by the expanded definition were women, blacks, heterosexual intravenous drug users and hemophiliacs.

The increase was greater among women (151 percent) than among men (105 percent), and greater among blacks and Hispanics than whites.

The largest increases reported were among teens and young adults, mostly from heterosexual transmission.

The slight benefits of taking AZT, the commonly used AIDS medicine, are often canceled by the drug's side effects, a study concludes.

The report casts even more doubt on the routine use of this drug, which is often given to people who are HIV-positive, but not yet sick.

Studies last year showed that contrary to widespread belief, this use of AZT does not help people live longer, even though it delays the start of AIDS symptoms.

The study concludes that Americans are getting infected with HIV at younger ages.

Dr. Philip Rosenberg and others from the National Cancer Institute calculated that the average age of infection was 30 in the early 1980s. But this age dropped to 25 during the period from 1987 to 1991.

They also estimated that 50,000 to 61,000 new AIDS infections are occurring annually.

**a) Discuss the following questions.**

1. Do you know AIDS statistics in your country? Is AIDS a serious problem in Russia?
2. Do you believe that only high-risk groups are susceptible to the disease? Or is it a growing threat to everyone?
3. Are AIDS patient discriminated against in Russia? If so, in what ways? How would you react if someone you knew were AIDS-infected? Would you be afraid to continue to have contact with him/her?



**b) Role-play the following situations in small groups. You are discussing how best to solve the situation with the spread of AIDS in Russia.**

1. You are a leading researcher from the National Aids Center. You know the AIDS statistics and insist that the government allocate more financial resources to find cure for AIDS.

2. You are a journalist. You believe that the spread of AIDS can be prevented by a wide-range educational campaign in mass media and high schools. Come up with some ideas.
3. You are the public school principal. You consider AIDS a moral issue, not a medical one. You think the government should take strict measures to keep high-risk groups under control. It can help protect teenagers from being infected with AIDS.
4. You are a high school student. You think that the alarming AIDS data are aimed at brainwashing the public. You don't think you are threatened with AIDS as you do not belong to any high-risk group.

**10** Read the article "Should I Add Fish to My Diet?" In the Newspaper Reading. Role-play the following situation. What is your idea of a balanced diet? Is it a low-fat, low-calorie diet? Discuss the diet one should eat to stay healthy.

1. You are Dr. E. Blonz. Express your point of view on nutrition (see the article).
2. You are a top model. You are a vegetarian and you insist that your diet helps you keep fit. You consider meat, fish and dairy products poisonous. You work 10-12 hours a day and never get tired.
3. You are an overweight person. You have tried several diets and diet products but failed to reduce your weight. Whenever you lost several pounds you felt giddy and couldn't concentrate on work. Now you eat everything you like and feel happy.
4. You are a sales representative of "Wonderherbs Company". You feel sure that no food can provide the right balance of vitamins and minerals which is an essential part of a healthy diet. It is the "Wonderherbs" liquid diet products that can give you balanced meals.

**11** Read the text.

a) Give the text a headline, explain your choice.

I often think what my life would be like if I hadn't gone to the beach that afternoon when I was 14. I was walking along the sand in a beautiful new bathing suit, relaxing after a swim, when a well-dressed man stopped me. "Excuse me, Miss," he said. "I think you could be a model." And he handed me a business card.

"Wow! Thanks!" I said.

Later, I showed my mother the card. "He was joking," she said.

*You're wrong*, I thought. I was already five-foot nine and had long blond hair, perfect teeth and a good figure. I sneaked out and called the number on the card.

It turned out to be a real modeling agency, and they hired me. Within three years I hit the big time -- live network TV. Oh, was it exciting! I'd

wear a blue evening gown. The announcer would take a puff on a cigarette and declare, "Chesterfield leaves no unpleasant aftertaste." Then I'd kiss him and say in my smooth-as-silk voice, "You know, and he is right." Also I became a Lucky Strike cover girl, smiling from a million magazines. There I was on a snowy mountain, holding skis and a cigarette as the wind blew my golden hair, urging people to "smoke a Lucky to feel your level best". Of course, the mountain was just a painted backdrop, and I couldn't ski. I didn't even smoke.

But during this same photo session, a tobacco executive drew me aside. "It would be good if you learnt to smoke," he said earnestly, "so you'll know how to hold a cigarette." He didn't pressure, but at 17, I was eager to be a grown woman. It wasn't long before I bought a pack.

The first drag was awful – like sucking on a burning rope. But I was determined to master this proof of sophistication, and each time I tried I found it a little easier.

What I didn't understand was that I was creating an artificial need for nicotine in my body, so that when I smoked I felt a great relief – which I interpreted as pleasure. Soon, I was smoking more than a pack a day. Eventually I quit modeling to raise a family. But I didn't stop smoking. Every time I tried, I'd say, "Well, maybe tomorrow."

In 1983, now 51 and the mother of four, I began having a terrible ear-ache. Finally the doctors found the cause: throat cancer. "We might not have to remove the entire larynx," they assured me.

When I woke up after surgery, I was shivering and desperately needed a blanket. I opened my mouth to call the nurse. No sound came out. My voice was gone.

Now I laugh soundlessly, and when I cry I shed silent tears. My breathing is different too. Once, when I answered the phone, the caller said, "What are you, some kind of robot?"

I thought I had paid an awful price for smoking, but at least I was alive – and completely off cigarettes.

In the hospital I wondered, *Why me?* And I thought, *Maybe it's punishment for the modeling. Think how many it convinced to smoke.* I promised that if I survived, I would begin speaking *against* smoking.

One night recently, I met three teenage girls waiting for a bus. Their cigarettes glowed like fireflies. "Ladies," I said, "let me introduce myself." My hoarse voice terrified them.

"I smoked at your age," I said. "Maybe you don't care what's going to happen when you're 40. I know I didn't. I just wanted to be cool and glamorous, like the women in the ads. But those ads are only meant to manipulate you. I know – I used to make them."

I told them about my modeling career, and the cancer and left them saucer-eyed. I don't know if they understood or not. Young people have to make up their own minds. I just hope it doesn't take them as long as it took me.

b) Work in small groups. Discuss all the dangers and risks of smoking and advertising tobacco.

**12** Arrange the following in the order: risky – riskier – the riskiest. Explain your ranking.

- alcohol drinking
- starting smoking at the age of 13
- parachute jumping
- crossing the road in front of the car running at a speed of 120 kmh
- being drug-addicted
- being a firefighter
- overeating

**13** Read the passage about Austin's new smoking ordinance.

Austinites will now be guaranteed clean air, at least in the morning and early afternoon.

The new ordinance lays out separate regulations for 13 different types of establishments. A predominant feature of the ordinance is that no establishment may allow smoking in dining areas from the hours of 6 a.m. to 2 p.m. In addition, restaurants must have separate air filtering equipment in smoking areas.

a) Say if you think the measures effective.

b) Discuss in small groups other measures that should be taken to reduce smoking in public places.

c) Teenagers begin to smoke because they think it's cool and glamorous and because they look grown up. For them the cigarette is a symbol of defiance and attack on authority. Read the facts about tobacco addiction which is plaguing children and in small groups discuss what must be done to protect children.

- Smoking kills 420,000 people a year in the US.
- The US tobacco industry is spending \$4 billion a year on advertising and promotion, much of it targeted at kids.
- Overall, some 2 million new smokers are needed each year to replace those who quit or die prematurely.
- Selling cigarettes to minors is unlawful in 46 states of US. Sales to children account for illegal sales of \$1.26 billion and profits of \$221 million to the industry.
- The average age of a new smoker is 13, making tobacco addiction an early childhood disease. More than half the high school seniors who smoke are unable to quit.
- Studies find that only a small percentage of youngsters believe smoking is a health threat. One reason is the way tobacco company ad-

vertising associates smoking with glamor and trendiness. But the way the media tend to sensationalize risks – even those that aren't a threat to health – contributes to wide misunderstanding and unwarranted fear.

**14 Act out an interview.**

You are Tom Harper, a research psychologist who is sure that protecting kids from smoking ought to be the first priority of the nation's health policy, particularly when cigarette smoking has been singled out as the most preventable source of death and disease.

Your interviewer is Elizabeth Whelan, who has a teenage daughter and who wants tobacco companies to be held accountable for the damage caused by their product. She also wants to make sure families and children have enough information to make informed decisions about their life style, including preventive health.

**15 Read the article below.**

**Avoid the Freshmen 15 – Eat Good Foods and Workout**

When you first come to the University, everything looks intimidating. You've heard the horror stories – huge classes, tons of reading and the inevitable Freshman 15. The huge classes and tons of reading are no lie. It happens. Study.

But the Freshmen 15 doesn't have to be. (By the way, if you are confused by the phrase "Freshmen 15", it refers to the 15 pounds that most freshmen gain their first year.) Just because mom isn't around, doesn't mean you should have cookies and ice cream for every meal.

If you are living in a dorm and are on the meal plan, you could face the Freshman 50. The dorm cafeterias are buffet style, and it's eat-all-you-handle. It gets scary.

Rarely do the cafeterias have many low-fat items. Usually, it's fried stuff with a bunch of cheese. It tastes good going down, but then it stays there – right around your middle.

Several incoming freshmen avoid the Freshmen 15 by either not eating at all or bingeing and vomiting. Don't do this. The Student Health Center has a great counseling program for students with eating disorders. You need food, just make it good food.

Tip one for avoiding the dreaded Freshman 15 – buy a little refrigerator for your dorm. You can fill it full of fruits and vegetables.

There are several great places to shop for healthy food items around campus. If you are without a car, you are limited somewhat.

Tip two for avoiding the dreaded Freshmen 15 – workout. The University has a great Recreational Sports Center next to the stadium. The Rec Center opens at 6 a.m. If you go early, you can usually avoid a wait.

The center also offers aerobic classes. Get the schedule for those classes in the fall when you come back to the University.

If you want to get a little exercise away from the University, go to Town Lake. The lake has a trail around it for runners or walkers. It's a great view as you work off those extra fat grams.

**a) Work in small groups of 3 or 4. Discuss the following issues.**

1. What is your idea of healthy lifestyle?
2. What is your idea of a healthy diet? Is it a low-fat/sugar-free/meat-free/sodium-free diet? Is food in your university cafeteria healthy? Why or why not?
3. What can be the best kind of relaxation for a student? What sports and recreational facilities are available for students in your city?

**b) Develop a list of tips for university students who want to keep fit and stay healthy. Discuss your list with the whole group.**

**16** Give your opinion about the following issue. Mercy Killing or euthanasia means the painless killing of people who are incurably sick or very old. In Britain and the US euthanasia is illegal.

**a) Divide into small groups, discuss the following questions, and formulate a list of the problems associated with this moral dilemma.**

1. Can euthanasia be a moral good? If so, who decides when a comatose patient has the right to die?
2. Is it fair to ask someone else to make the decision on whether to continue your life?
3. Do doctors have a right (or even an obligation) to help patients die? Can the family make such a decision? What should be the state's role in deciding this issue?
4. How does your religion view on terminating medical treatment?
5. Under what, if any, conditions do you think human life can be ended?

**b) After the discussion, each group will report what it considers to be the best ethical compromise.**



## Listening Comprehension

### Homebirth vs. Hospital

**1** Listen to the text. Complete the sentences choosing the correct variant.

- Susan had her first daughter \_\_\_\_\_
  - at home in Boston
  - at home in Vermont
  - in a hospital in Boston
- When Sarah was born \_\_\_\_\_
  - Susan's husband was allowed to enter the room
  - Susan felt very lonely
  - Susan had some medical problems
- The nurses in the hospital \_\_\_\_\_
  - were rude to Susan and didn't understand her feelings
  - were busy and sympathetic
  - taught Susan childbirth classes
- Susan wasn't alone during Emma's birth because \_\_\_\_\_
  - she slept with her daughter that night
  - her family were with her
  - there were her best friends present

**2** Read the sentences. One word in each sentence is not correct. Cross out the word and write the correct answer above it.

- Susan had her second daughter at home, in Boston.
- Susan hated many things about the hospital.
- Susan didn't like having her baby with the nurses.
- Susan and her husband David went to the hospital.
- Many parents prefer childbirth in a hospital because it is cheaper.
- Susan didn't know anybody in class when Sarah was born.

### 2. Hollywood Stars Quit Smoking

**1** Listen to the text. Read the sentences. Circle T if the sentence is true. Circle F if the sentence is false.

- Kirk Douglas used to carry a cigarette in his pocket. T F
- Peggy Lee tried to quit smoking many times. T F

- |  |   |   |
|--|---|---|
| 3. She died of lung cancer.                                      | T | F |
| 4. Kirk Douglas's father once said: "It's easy to quit smoking." | T | F |
| 5. Twenty-five percent of all smokers managed to quit smoking.   | T | F |

**2** Listen to the text. Complete the following sentences.

- Kirk Douglas likes to tell \_\_\_\_\_
- Kirk Douglas's father took a cigarette out of his pocket and said: "\_\_\_\_\_"
- Peggy Lee tells a story \_\_\_\_\_
- She tried to quit smoking many times, but \_\_\_\_\_
- Peggy Lee's doctors gave her two choices, \_\_\_\_\_
- Mark Twain once said: \_\_\_\_\_
- Seventy-five percent of all smokers in the US tried to quit smoking, but \_\_\_\_\_

### 3. The Handicapped – Second-class Citizens?

Listen to the text about the second-class citizens and answer the questions after it.

- Approximately how many Americans are handicapped?
- What changes do many handicapped people require?
- Why is education important for them?
- What do the handicapped want people to change?

### 4. Lifestyle Habits Boost CVD Rate in Hispanics

Listen to the information describing the risk factors for coronary heart disease. Focus on the figures used in the text and answer the questions.

- How many Hispanics died of cardiovascular diseases in 1988?
- How many American men smoke?
- How many American women smoke?
- How many American men and women are overweight?
- How many Americans die of heart disease and stroke annually?
- What is the recommended daily total fat intake?
- What is the recommended daily total cholesterol intake?
- What is the recommended daily total sodium intake?



## Newspaper Reading

A

**1** Read the article and say what the abbreviation EFAs means.

### Should I Add Fish to My Diet?

DEAR DR. BLONZ: I keep reading that I should be eating more fish. The problem is that I don't like the taste. Is there something unique to fish that I cannot get elsewhere in my diet? Finally, what is an epidemiology study?

S.F., Arlington, III.

DEAR S.F.: I will answer your second question first. Epidemiology is the science that investigates the connection between specific events, such as the occurrence of a disease, and a particular behavior pattern, such as diet or exercise. Epidemiological research can help suggest what's going on, but it cannot really tell you what's causing what with any precision. Occasionally the conclusions are on target: at other times, the findings are only coincidental.

One study found that inner-city children suffering from iron-deficiency anemia were more likely to have lead poisoning. The study showed that the two were connected, but it couldn't say what was causing what. Scientists then had to perform additional studies to uncover the mechanism at work. In this case, it was eventually discovered that low blood iron (anemia) causes the body to absorb more lead. Inner-city kids often have a greater exposure to lead, which is present in lead-based paints that may be peeling off the walls.

Now on to your fish question. Too bad that you don't have a taste for fish, because it has been found to be an asset in the fight against heart disease. The connection between fish and heart disease has more going for it than epidemiology. The first studies describing the low incidence of heart disease in fish-eating populations appeared over two decades ago. Since then, scientists have come a long way toward unraveling the mechanism by which fish does its job. The evidence keeps pointing to omega-3 oils in fish as the source of this unique property.

Omega-3 oils are a type of polyunsaturated oil that is manufactured by plants that grow in the sea and a few that grow on land. The fish that eat these sea plants (as well as the fish that eat those fish) accumulate these essential fatty acids, or EFAs, in their bodies. These are mainly the varieties of fish found in cold water. Those fish that contain a high level of omega-3 EFAs include mackerel, sardines, salmon, tuna, herring, yellow-tail and trout.

There are non-fish options, too, because on land, there's a generous supply of omega-3 oils in flaxseed (linseed) oil, and smaller amounts in walnut, soybean, and canola oils, as well as wheat germ.

Studies have shown how the omega-3s get inside our platelets, the fraction of the blood that plays a key role in blood clotting. The omega-3s actually compete with other fats for positioning. Fish-oil fats can slow down the rate at which clots occur, which can be a definite plus for those at risk for heart disease.

At present there is a great deal of epidemiological evidence to support the healthfulness of fish. In addition to this, we have some basic research outlining cause and effect behind the epidemiology. As with most research, the story continues to unfold. The most significant benefit from fish may be for those who already show signs of, or are at high risk to develop, heart disease. One study, which looked at 2,033 male survivors of heart attacks, found that a diet high in omega-3 fats reduced overall mortality by 29 percent, and mortality from heart disease by one-third.

In the end, though, fish should not be thought of as a magic bullet against heart disease. What fish represent is good food and a convenient source of essential fats.

**2** Read the choices. Choose the best variant.

- Epidemiological research cannot give answers to the question \_\_\_\_\_
  - what causes what
  - of the occurrence of a disease
  - of the mechanism at work
- Epidemiology is the science that investigates the connection between \_\_\_\_\_
  - mortality and healthy diets
  - ecology and overall mortality
  - the occurrence of a disease and a particular behavior pattern
- Fish has been found to be an asset in the fight against \_\_\_\_\_
  - heart disease
  - iron-deficiency anemia
  - lead poisoning
- The fish containing high level of omega-3 oil are \_\_\_\_\_
  - pike, herring, perch, trout and herring
  - salmon, sardines, tuna, yellowtail, trout, mackerel and herring
  - whale, flat-fish, mackerel and salmon
- There are a smaller amounts of omega-3 oil in \_\_\_\_\_
  - walnut, soybeans, wheat, rye
  - walnut, soybeans, wheat germs and canola oils
  - canola oils, soybeans, peas, walnuts and flaxseed

6. The most significant benefit from fish may be for those who \_\_\_\_\_
- A. show signs of heart disease
  - B. are dying of heart disease
  - C. are becoming fat

**3** Translate into Russian.

the occurrence of a disease, behavior pattern, inner-city children, iron-deficiency anemia, lead poisoning, lead-based paints, to have a taste for fish, to be asset in the fight against heart-disease, the low incidence of heart disease, fish-eating population, to reduce mortality from heart disease by one-third

**4** In some sentences sum up the benefits from eating fish.

**B**

Read the passages, match them and the headlines.

*Headlines:*

1. Pharmacist Works in Two Worlds.
2. The Right to Cheaper Medicine.
3. Hospitals Still Suffering From Medicare Cuts.
4. Growing Pains. Hospitals Seeking to Expand Face Wary Lenders, Rising Rates.
5. How to Love Your HMO.
6. Baby Boomer Cancer Rates Increase.
7. Why Can't a Taxpayer Afford a New Wonderful Drug?

1. Despite legislation passed in 1999 to restore a portion of the Medicare reductions imposed by the 1997 Balanced Budget Act, hospitals are still in perilous financial condition according to a new report.

While the 1997 law did shore up Medicare's finances, "it may have eroded the foundation of the health care delivery system," said John Morrow, senior vice president of HCIA-Sachs, which did the study of 1999 hospital margins along with Ernst & Young.

2. With patients pouring in the doors and revenue plummeting, hospitals and community health centers hoping to borrow enough money to build new facilities or buy the latest technology are facing other obstacles: scared lenders and sharply rising interest rates.

Hospitals and health centers have borrowed \$163 million so far in this fiscal year ending in June, a dramatic drop-off from the \$1 billion in debt they took on last year, according to the Massachusetts Health & Educational Facilities Authority.

3. Managed care companies work hard to be despised, and they're succeeding. They've offended the public, lost its trust, and recently landed themselves in the Supreme Court. In February, the justices heard the case of Cindy Herdrich, who went to her HMO complaining of abdominal pain. The examining physician found hints of an inflamed appendix. Yet, instead of sending Herdrich for an immediate, full-price ultrasound at the local hospital, the doctor told her to wait eight days until an appointment became available at an ultrasound facility that offered the HMO a discount. During the wait Herdrich's appendix ruptured, threatening her life. She's already sued the doctor for negligence and won.

4. Many people assumed managed care would stunt the development of more effective or more humane treatments by driving all medical services toward whatever is cheapest. That has not happened; expensive procedures continue to proliferate. Two decades ago, for example, artificial joints were a rarity; now almost all insurers pay for hip-replacement surgery. Heart bypass surgery is much more frequent than it was a decade ago — extending life, with vigor, even for those who have the operation in their seventies. Traumatic invasive procedures have been replaced by laparoscopic surgeries, done routinely on an outpatient basis with short recovery times. Not that long ago, a middle-aged adult experiencing chronic knee pain would have been informed that joints begin to ache with age, given ibuprofen, and told to live with it. Today, anything from laparoscopic surgery to an artificial knee is likely to be approved by almost any managed care plan, with the result that the pain is removed.

5. For the last 20 years, the federal government has failed to exercise its right to get price breaks for US agencies purchasing prescription drugs that benefited from public research money. It has dropped the ball on this for two reasons: It gets bulk discounts anyway for drugs purchased by the Veterans Administration and other agencies; and it has never bothered to track the trail of research money to a final drug product. As for the drug industry, its attitude has been that the public gets its reward when taxpayer-financed research helps bring a wonderful new medicine to pharmacy shelves.

But what if taxpayers, who have subsidized the highly profitable pharmaceutical industry all these years, cannot afford that wonderful new drug?

6. Some people look for health cures in the alternative world, trying herbs and crystals to find a balance and help the body heal itself.

Other folks look to the world of conventional allopathic medicine, in which doctors prescribe medicines that fight against the illness, stopping the symptoms.

Michael Vacovsky works in both worlds, and wants to help people find the best way to get healed.

7. CHICAGO – White men born during the middle of the baby boom are three times as likely to get cancers unrelated to smoking as their grandfathers were, a study says.

And white women born during the same years – 1948 through 1957 – are 30 percent more likely to develop cancers unrelated to smoking than were their grandmothers, the researches reported in Wednesday's issue of *The Journal of the American Medical Association*.

During a 15-year period ending in 1987, death rates from heart disease dropped 42 percent in people up to age 55 and 33 percent among 55- to 84-year-olds, the study found.

## Unit 4

# TRAVELING



## Culture Commentary

**Amtrak:** the company which runs passenger trains in the US.

**Greyhound Bus:** one of the buses which travel usually long distances, owned by a private national company. Greyhound buses travel all over the US, and many tourists use them because they are cheaper than hiring a car.



**Interstate Highway:** a road in the US going from one state to another, of four or more lanes, marked by red and blue signs and numbered. Some of the roads are tollways, others are free.

**Tollway/turnpike:** a road with at least two lanes for traffic in each direction, and without any traffic lights, so that the driver may travel on it without stopping, usually stretching all the way across a state. The driver must pay to use it. **Expressway** is the same kind of road, but it is free.



# Vocabulary

## journey/travel/trip/voyage/tour/ride

**journey** – an act of traveling from one place to another, especially to a place that is far away

*e.g.* We have a very long train journey ahead of us.

**travel** – the act or process of traveling

*e.g.* New computer technology has been made air travel considerably safer.

**trip** – the act of traveling to a place and coming back especially when you only stay in the place for a short time. In AmE often used instead of **journey**.

*e.g.* Did you have a good trip?

**voyage** – a long journey in a boat or ship. Cf. **cruise** – a sea voyage for pleasure lasting for several days or weeks. **Crossing** – a short journey aboard a boat or ship which goes from one side of a sea, lake or other area of water to the other side.

*e.g.* She didn't like long voyages because she suffered from seasickness.

**tour** – a planned journey, especially one made for pleasure

*e.g.* We have had a request to include Lhasa as one of the cities visited on our tour.

**ride** – a short journey in a vehicle such as a car, or on a bicycle or a horse

*e.g.* He pretended to be asleep for the entire two-hour ride.

### journey

- to make a journey to
- a journey on foot
- voyage
- a voyage of discovery
- "Bon voyage!"

### trip

- a pleasant trip
- a business trip
- a day trip
- a trip to town
- boat/car/plane trip
- to go on a trip to
- to take a trip

### travel

- air/road/space travel
- to travel by land/air/sea/boat/plane/train
- to travel abroad/the world/around Europe
- to travel light
- travel agent
- traveler's tales
- travel expenses

### tour

- a circle tour (*AmE*)/a round tour (*BrE*)
- a day's/week's tour
- to tour Russia
- to be on tour

## TRAVELING BY TRAIN

### Vehicles and parts of a vehicle

- passenger
- (freight, local, express, direct) train
- sleeping (restaurant, buffet, club, coach) car
- compartment
- upper/lower berth
- luggage rack

### People

- engineer
- ticket collector
- guard
- passenger
- porter

### Kinds of tickets

- club car
- coach
- one-way (*AmE*)/single (*BrE*)
- round-trip (*AmE*)/return (*BrE*)

- open-return
- monthly (*AmE*)/season (*BrE*) ticket

### Places and facilities

- information office
- left luggage (*AmE*)/baggage (*BrE*) office
- ticket (*AmE*)/booking (*BrE*) office
- platform
- station
- waiting room

### Word Combinations

- to get on a train
- to get off a train
- to catch a train
- to miss a train
- to change trains
- to run on time/according to schedule
- to be due in

## TRAVELING BY AIR

### Vehicles and parts of a vehicle

- airplane
- jet
- helicopter
- supersonic aircraft
- cockpit
- fuselage
- joystick
- landing gear
- smoking/non-smoking section
- aisle/window seat
- luggage compartment

### People

- crew
- pilot
- ground staff
- flight attendant
- immigration officer
- customs officer

### Kinds of tickets

- first class/business class/club
- economy/coach
- one-way (*AmE*)/single (*BrE*)
- round trip (*AmE*)/return (*BrE*)
- boarding pass/card

### Places and facilities

- air terminal
- check-in desk/counter
- security check area
- departure lounge
- baggage claim area
- conveyor belt
- gate
- runway
- duty-free shop

### Word Combinations

- to get on a plane/board a plane
- to get off a plane (*AmE*)

- to reserve (*AmE*)/book (*BrE*) a flight to...
- non-stop flight
- connecting flight
- take off (*n., v.*)
- to land
- landing
- to be delayed
- carry-on baggage (*AmE*)/hand luggage (*BrE*)
- to cancel the flight
- to fasten seat-belts
- check-in (*n., v.*)
- to pass/go through customs/security check/passport control

## TRAVELING BY SEA

### Vehicles and parts of a vehicle

- ship
- liner
- hovercraft
- hydrofoil
- ferry
- rowboat (*AmE*)/rowing-boat (*BrE*)
- yacht
- deck
- cabin
- engine-room
- plank
- companion-way

- quay
- lighthouse
- life buoy
- buoy
- People
- crew
- captain
- skipper
- steward

### Word Combinations

- to sail (on)
- to dock
- to disembark
- to call at
- to get seasick (*AmE*)/fall seasick (*BrE*)
- to be a good/poor sailor

### Places and facilities

- port
- docks

## TRAVELING BY ROAD

### Vehicles and parts of a vehicle

- sports/estate car
- bus
- coach

- van
- truck (*AmE*)/lorry (*BrE*)
- trunk (*AmE*)/boot (*BrE*)
- engine

- gears
- gearshift
- wheel
- steering wheel
- clutch
- hood (*AmE*)/bonnet (*BrE*)
- headlights
- tail-light (*AmE*)/rear light (*BrE*)
- license (*AmE*)/number (*BrE*) plate
- windshield (*AmE*)/windscreen (*BrE*)
- tire (*AmE*)/tyre (*BrE*)
- dashboard
- brake pedal
- front/rear seat

#### People

- bus driver
- mechanic
- chauffeur
- bus-conductor

#### Places and facilities

- garage
- service station
- gas (*AmE*)/petrol (*BrE*) station
- parking lot (*AmE*)/car park (*BrE*)
- highway (*AmE*)/motorway (*BrE*)

#### Word Combinations

- to drive a car
- to start a car
- to keep to the speed limit
- to stop for speeding
- to slow down
- to overtake
- to shift (*AmE*)/change (*BrE*) gear
- to go \_\_\_\_\_ miles per gallon (*AmE*)/do \_\_\_\_\_ km to the litre (*BrE*)
- to fill up with unleaded/regular/premium gas (*AmE*)/petrol (*BrE*)



### Text 1

## Traveling and Transportation in the USA

The average American employee usually has three or four weeks of paid vacation during the summer, but this varies considerably. Some American families spend their vacations at home. Others might own or rent a cottage near a lake or in the mountains. Locations where swimming, fishing and other water sports are available are especially popular. A great many Americans take to the road to "see America first". Every year more than 60 million Americans visit their National Parks, which give Americans opportunities "to get away from it all", to escape from the worries of the urban world. Camping and hiking, which have become extremely popular throughout the country, also afford a chance to travel on a limited budget. Some Americans take a trip to Europe or Africa, tour Asia or South America, and have a good time trav-

eling. Often it is cheaper to fly than to go by car, bus or train. Travelers can simply step aboard planes, which leave every hour from Boston, New York, and Washington, without advance reservations, and without luggage check-in.

The airplane has virtually eliminated the railroad as a means of carrying passengers on inter-city links. The few long-distance trains that still survive are run by Amtrak (the name of the National Railroad Passenger Corporation subsidized by federal funds). Today, Amtrak's system links over 500 cities in 47 states. Most trains run along the northeast corridor — Boston — New York — Philadelphia — Washington. But outside the northeast corridor travel is almost all by car, air or bus, and the passenger train has not much more of a part in the modern world than the old stagecoach.

The most extensive — and one of the least expensive — means of transportation in America is the bus. Bus companies, public and private, operating between some 15,000 cities and towns, largely provide both inner city traffic and outer city transportation. Two major bus operators, Greyhound Lines and Trailways, cover the whole nation, with hundreds of convenient and inter-connecting services, including branch routes from the main trunk centers. America's inter-city buses transport more passengers every year than Amtrak and all airlines combined. This cheap way to cover long distances in the US is used by many American and foreign travelers.

American culture is often referred to as a *Car Culture*. Mass ownership of automobiles has been a major factor in determining the nation's way of living, in particular the growth of suburbs. The ability to move around, to choose where to go has become an accepted element in the people's heritage. Today in America there are more cars in relation to people than in any other country: about six cars for every ten people.

Standard size cars are very big and comfortable and cost less than similar cars in Europe. But several new factors have upset the old self-confidence of the car industry. Big cars tend to be "gas-eaters". In the late 1970s a new nationwide speed limit of 90 km per hour was imposed and new cars are required to be built to economize the use of fuel.

Although cheap gas and the availability of space have always favored the *Car Culture* in the USA, Americans started relatively early giving thought to problems caused by cars. Some cities banned cars from their central shopping areas. Many universities forbade students to have cars on campus, unless, of course, they were handicapped.

Programs such as car pooling or "share the ride" and "pack-'n-ride" are also common approaches that are now put into practice elsewhere outside the United States.

The strict US pollution and exhaust regulations for cars and trucks are now well-known outside the US. Along with introduction of unleaded gas and catalytic converters in 1975, these measures are now often taken as international standards and goals.

Film and television make it seem that Americans are fascinated by speed, but in real life aggressive driving is unusual. The death rate due to car accidents is the lowest in the world.

Drivers obey the rules, though most exceed the speed limit a little. Americans who drive cars in Europe are horrified by the behavior of the local drivers there.

## Comprehension

Answer the questions.

1. What opportunities are available for recreational activities in the USA?
2. What are the most popular places to spend vacation time?
3. What is the motto of American travelers?
4. What is Amtrak?
5. What is the least expensive means of transportation in America?
6. What are the two major bus companies?
7. Why is American culture often described as a *Car Culture*?
8. What is the national speed limit in the United States? When was it introduced?
9. What measures are taken to reduce the harmful effect of the exhaust gases on the environment?



## Text 2

### Traveling Experience: Interview with Mr. Watson

**Interviewer:** Hello, Joe. It's nice to see you again. This time I'd like to ask you a few questions about your traveling experience. Where did you travel last time?

**Mr. Watson:** Well, last time I took a trip to New England with my wife.

**Interviewer:** Could you possibly describe this area of the United States?

**Mr. Watson:** Well, New England is in the very northeast part of United States and it consists of the original settlements, basically, the original states of Maine, Massachusetts, Connecticut, Rhode Island, New Hampshire and Vermont.

**Interviewer:** How did you think of this trip? Why did you decide to go to that area?

**Mr. Watson:** Well, I was born and raised in the southwest part, in the desert, and I've never been to that part of the United States. And I heard

that during the fall time, which is when we went, that the colors there were just magnificent, ... and burning in the brightness.

**Interviewer:** What were the arrangements for the trip?

**Mr. Watson:** Unfortunately, we had to fly separately. I had *Air Miles* on America West Airlines, so I had to fly from Colorado Springs to Phoenix and then back to Boston. My wife had a voucher that allowed her to fly on Delta, so she flew from Colorado Springs to Atlanta, Georgia and then up to Boston. We left at about the same time from Colorado Springs and we arrived in Boston at about the same time.

**Interviewer:** You mentioned *Air Miles*. Could you possibly explain what that notion means?

**Mr. Watson:** Well, most airlines in the United States and in around the world, I believe, offer a program called *Air Miles* and its offer's to entice people to fly that airline more: the more you fly, the more air miles you get, and once you reach a certain level, and with the case of America West it's 20,000 miles, ... once you reach 20,000 miles, then you can take a free trip anywhere in the United States. If you save miles beyond that to 40 or 60 or 80 thousand miles, you can take trips around the world and to different locations.

**Interviewer:** All right. So you flew... to what city as it goes?

**Mr. Watson:** We flew into Boston, Massachusetts.

**Interviewer:** How did you find Boston?

**Mr. Watson:** Boston was a very big city. I was glad we wouldn't stay in there at first, in the beginning. We decided just to rent a car and to drive out into the countryside and to find a place to stay there.

**Interviewer:** To rent a car... was it expensive?

**Mr. Watson:** No, relatively not. It was about \$130 for the entire week. And it was for unlimited mileage. We could drive the car as much as we wanted and not get charged an extra fee. The only thing we had to pay for was the gas.

**Interviewer:** Is it pretty common in the United States to rent a car and travel where you want to?

**Mr. Watson:** Very common. Everywhere you go you can rent a car to some place;

**Interviewer:** There're a lot of companies that deal with the business?

**Mr. Watson:** There's about five or six main companies that I know that offer that, ... but I know several other smaller companies that are local in that city. There're chains that throughout the United States can offer car rentals.

**Interviewer:** So, you rented a car and afterwards you... where did you go?

**Mr. Watson:** Well, the first night like I said we drove out into the countryside and we found a hostel which is like a hotel but it's basically one or two rooms and bathrooms. It's run usually by a family or a

small company or something like that. It's not as big as a hotel and the first night we stayed... the hostel was operated by an elderly couple in their seventies that was just wonderful to visit with... And they had a farm house that was built in the eighteen hundreds. And we stayed in the attic of their farm house.

**Interviewer:** And where else did your trip take you to?

**Mr. Watson:** Well, from Webster, Massachusetts, where we stayed we went and visited another friend in Massachusetts, more in the western part of the state. And we drove north into Vermont and we stayed in a town called Stow.

**Interviewer:** What was the most memorable impression of the whole trip?

**Mr. Watson:** Well, the most memorable impression was probably towards the end of the trip. From Vermont we went to New Hampshire and then went into Maine, we went to the Atlantic coast and for me it was the most beautiful part of the trip – see the ocean and the cold stormy climate in that part of the country.

**Interviewer:** If you were to do a trip like that again to the same area, would you do that?

**Mr. Watson:** Absolutely. It was a beautiful time. I would like to see full colors in the fall that we... kind of missed, because of the snow, and also because it was a drier summer and apparently when the summer was dry the colors just don't stay as long as they normally do.

**Interviewer:** Thank you very much. It was very interesting.

**Mr. Watson:** You're welcome.

## Comprehension

**1** Take a minute and think about the style of Mr. Watson's speech patterns.

Would you describe them as formal, semi-formal or informal? Consider pauses, hedges (or hesitations), interruptions, abbreviated forms and provide some arguments to prove your point of view. Please share the observations you have made while listening to the interview with your classmates.

**2** Answer the questions.

1. What region of the United States is called New England? What states are included in it?
2. When did Joe Watson and his wife go to New England? Why?
3. Why did the Watsons have to fly separately?
4. What does *Air Miles* program mean? Do airlines in Russia offer such programs?
5. How much did the Watsons pay for the rented car?
6. What does "unlimited mileage" mean?
7. What is a hostel? Is it cheaper than a hotel?



## Text 3

# Traveling and Transportation in Britain

It is known that Great Britain is a member of European Union and contributes much to its development. Without efficient transport networks, two of the European Union's basic principles – the free movement of goods and of people – would not function. In preparation for the single market, the Union has adopted a series of laws liberalizing the main modes of transport: road, rail, air, sea and inland waterway.

The quickest and probably the most reliable way of traveling to Britain is by air. If you come to Britain by air you'll see Heathrow, one of the world's greatest airports. It tops the list of both international flights and international passengers. In 1999, it handled 455,000 flights and over 44 million passengers with 63 million items of luggage. It has grown into a city in its own right, employing 53,000 people full-time.

Like all the great airports, it dates back only to the last days of the Second World War. The first runway was built on that land near the village of Staines in 1944. It was a place of historic interest. One of the most important Anglo-Saxon temples is buried under Terminal Two, and the village of Heathrow is now under the main car park. Heathrow has been operating as an international airport since 1 January 1976, when a British South American Airways Lancastrian took off into the morning mists on a flight to Buenos Aires. In February 1952, the Queen arrived from Entebbe to set foot on British soil for the first time as a monarch.

Since those days, constant building has been necessary to deal with the growth of air traffic and the demands of air travelers. However, Heathrow shares the same problems as all big airports – too many people, too many planes, and too much crime. Sometimes it is called "Thiefrow".

Gatwick is London's second airport after Heathrow. Over 21 million passengers pass through the airport every year, and in summer about 700 flights land and take off there every day.

Stansted is London's third airport. It was opened in 1942 as a base for the American Air Force during World War II. In 1966 Stansted became a passenger airport. It takes over 3 million passengers a year, many of them holiday-makers.

One can reach the British Isles by sea. There are more than ten major ports in Britain. International sea passengers can use roll-on-roll-off ferries, hovercrafts, hydrofoils and high-speed catamarans.

In 1994 the railway underwater tunnel, the Channel Tunnel, was opened. It takes only 35 minutes to travel by train from Britain to France. Now a traveler does not depend on weather. He can take a train from two interna-

tional railway stations in London — Waterloo and St. Pancras. He can also drive his car to the station and together with his car take the Euroshuttle train near Folkstone. In 35 minutes he and his car will be in Calais. Eurotunnel runs passenger shuttle service every 15 minutes.

Railway travel in Britain is not only a way of traveling, but it is also a very popular and favorite form of travel.

The first rail service in Britain started in 1812 to carry coal. Passengers were carried for the first time in 1825, from Stocton to Dashington. Railways were run by private companies until 1948 when the system was nationalized and named British Rail (BR).

Travel by British Rail is fast, comfortable and easy. Air-conditioned Inter-City-125 services (traveling at speeds up to 125 miles or 201 kilometers per hour) link London with South and West Wales, the West of England, the Midlands, the North-East of England and Scotland. You can reach Cardiff, Leeds and York, each in less than two hours.

New Inter-City-225 services link London with far-off parts of Britain in record time.

There are two classes of carriages in these trains: first and standard. First class carriages are more comfortable and the tickets are more expensive.

Inter-City trains usually have a restaurant and/or buffet cars, where hot meals or light snacks and drinks are served.

Railway travel in Britain is expensive. But British Rail offers discounts to certain groups of travelers (old age pensioners, young people under 24, disabled people) enabling them to travel at half-price. Such groups of travelers have to buy Railcard which is valid for one year.

A Travel card is a special ticket issued at a reduced rate by British Railway for travel on a single day within the Greater London area by any train (including those of the Underground) and some buses.

### **Comprehension**

**1** Read the sentences. Circle T if the statement is true, circle F if the statement is false.

- |  |   |   |
|--|---|---|
| 1. Heathrow has more international flights now than any international airport. | T | F |
| 2. Heathrow was built in 1944.   | T | F |
| 3. It became an international airport in 1952.                                 | T | F |
| 4. Heathrow was the name of the most important Anglo-Saxon temple.             | T | F |
| 5. The first international flight from Heathrow was to Argentina.              | T | F |
| 6. Heathrow has problems because it is not big enough.                         | T | F |
| 7. Gatwick and Stansted used to be military bases.                             | T | F |

- |  |   |   |
|--|---|---|
| 8. The Channel Tunnel started operating in 1994.                                   | T | F |
| 9. It takes only 35 minutes to travel from London to Paris.                        | T | F |
| 10. There are two classes of carriages on Euroshuttle trains – first and standard. | T | F |
| 11. The first passenger trains appear in Great Britain in 1825.                    | T | F |
| 12. British Rail is the name of the biggest railway company in Great Britain.      | T | F |
| 13. It takes one about two hours to get from London to Wales by train now.         | T | F |
| 14. Trains in Great Britain travel at speeds of 200–350 km per hour now.           | T | F |
| 15. Everyone who buys a Railcard can travel at a discount.                         | T | F |

**2 Find the words in the text that are similar to the following definitions.**

- Complex system of railways, rivers, canals, etc. transport network
- Of sound or consistent character or quality \_\_\_\_\_
- Edifice dedicated to accommodation or service of good (s) \_\_\_\_\_
- Be controlled or determined by \_\_\_\_\_
- Cripple, deprive of or reduce power of acting \_\_\_\_\_
- Legally acceptable \_\_\_\_\_



## Text 4

### Traveling by Air. Passport Control. Customs

**Pre-reading.** Learn how to pronounce the following words:

*allowance, fasten, imprisonment, vaccination, weigh*

In 30 years, international travel has completely changed, and the world has become a global village. Crossing the world is as easy as (sometimes easier than) getting from one side of a city to another. The world of the travel has developed into a huge industry.

People who go on business trips usually travel by air, as it is the fastest means of traveling. Here are a few hints about air travel that may be helpful.

Passengers are requested to arrive at the airport two hours before departure time on international flights and an hour early on domestic flights, as there must be enough time to complete the necessary check-in formalities.

Passengers must register their tickets and weigh and check in their luggage. Most airlines have at least two classes of travel, first class and economy

class, which is cheaper. Each passenger of more than two years of age has a free luggage allowance. Generally this limit is 20 kg for economy class and 30 kg for first class passengers. Excess luggage must be paid for except for some articles that can be carried on free of charge.

Each passenger is given a boarding pass to be shown at the departure gate and again to the flight attendant when boarding the plane.

Watch the flashing electric signs when you are on board. When the "Fasten Seat Belts" sign goes on, do it promptly, and also obey the "No Smoking" signal. Do not forget your personal effects when leaving the plane.

Landing formalities and customs regulations are more or less the same in all countries.

While still on board the plane, passengers are given an arrival card to fill in.

After the passenger has disembarked, officials will check his passport and visa. In some countries, they will check the passenger's certificate of vaccination. The traveler is also requested to have an AIDS test within ten or fourteen days of his/her arrival in some countries. If the traveler fails to do so, strict measures could be taken by the authorities, including imprisonment (in some countries) or payment of a considerable penalty.

When these formalities have been completed, the passenger goes to Customs for an examination of his luggage.

As a rule, personal belongings may be brought in duty-free. If the traveler has nothing to declare, he may just go through the "green" section of Customs.

In some cases, the Customs inspector may ask you to open your bags for inspection. It sometimes happens that a passenger's luggage is carefully gone through in order to prevent smuggling. After you are through with all of the customs formalities, the inspector will put a stamp on each piece of luggage or chalk it off. You can then take your luggage and enter the country.

## **Comprehension**

**Answer the questions.**

1. How long before departure time is it advisable to arrive at the airport?
2. What airport formalities is the passenger requested to complete before he boards the plane?
3. What do you do if you have excess luggage?
4. What can you carry to the cabin free of charge?
5. What electric signs must the passenger obey?
6. What are the usual landing formalities and customs regulations?
7. Is the passenger's vaccination certificate always checked? Why?
8. What do you do if you have nothing to declare?
9. Some passengers' luggage may be gone through carefully. Is that a regular occurrence? Why is it done?



## Text 5

### Take a Hike

**Pre-reading.** Learn how to pronounce the following words:

*designated, entertaining, gear, physical, precautions, valuable, wilderness*

If you have never been hiking, your impression of this activity may not be accurate. Perhaps you think hiking involves investing in a great deal of equipment and having a high level of physical fitness or specialized knowledge. Actually, nearly anyone — of any age — can enjoy this outdoor sport. Of course, proper planning and a little common sense help make it safe and enjoyable.

Hiking is also a great family activity, educational and entertaining at the same time. Nature trails in particular provide a fun learning environment and a chance to teach valuable lessons about Mother Nature and her special gifts. One of the first decisions you will need to make is where to go hiking. This may be your toughest decision because there are many hiking and backpacking trails in National Forests, National Parks and State Parks.

The term *hiking* refers to one activity, but there are different types of trails to hike. For example, a designated trail refers to a marked path that has been prepared for a specific recreational function. A nature trail is a designated trail that provides an opportunity to observe nature. A hiking trail is a designated trail that requires some preparation, such as carrying a backpack, and is usually less than one day; for longer hikes, it is necessary to bring equipment for overnight camping.

The different types of terrain, the length of the hike and your personal desire will determine the type of equipment you need. For example, you may want to combine hiking with an overnight camping trip. It's always important to have the proper equipment, no matter what type of hiking trip you go out on.

One very good idea to consider if you've never participated in this sort of activity is to enroll in a hiking class or read a good instruction book.

One organization where you can learn more about hiking and enjoy various excursions is the Sierra Club. In 1892, naturalist John Muir founded the Sierra Club to preserve the Sierra Nevada mountain range. Today, there are over 500,000 members nationwide, making this organization America's premier grass roots environmental organization. Their purpose is to explore, enjoy and protect wilderness areas.

The Sierra Club is organized into state chapters and local groups. They offer classes in hiking/backpacking, provide educational programs, participate in beach cleanups, plant trees, participate in and, of course, offer hiking/backpacking outings.

**Preparing for Hiking.** Before you venture down any trail, remember that proper equipment is essential. Let's take a look at the basic gear you'll need.

**Boots:** There are three types: light weight, medium weight and heavy weight. It's very important to get the right fit, and especially important to make sure they are big enough. Don't wear boots that haven't been properly broken in.

**Socks:** You should wear two layers of socks: a wool pair on the outside and a polypropylene pair on the inside. You should also take precautions to prevent blisters — keep your feet dry.

**Clothing:** Layering is the key — T-shirt, sweater, outerwear. Polypropylene is good because it keeps moisture away from your body and offers warmth even when wet. Always bring raingear and cold weather gear (hat, mittens, etc.) in case it gets cold.

**Miscellaneous Equipment:** Day pack, first aid kit, compass, whistle, hat, sunscreen, water bottle, equipment to filter water if you are going on a long hike, flashlight, pocket knife, hiking stick (only necessary for mountainous terrain). Also, you may want to include a small guide book to identify flowers, trees and birds.

## **Comprehension**

**1** Find the words in the text that are similar to the following definitions.

1. A path across rough country made by the passing of people.
2. Outfit, tools, apparatus, necessary for expedition.
3. Serving as a name or distinctive mark.
4. Pleasure trip of a number of persons.
5. Keep safe, undisturbed for private use.
6. Extending over whole nation.
7. Water or other liquid diffused in small quantity as vapor, within solid, condensed on surface.

**2** Answer the questions.

1. Does hiking require a high level of physical fitness and a lot of expensive equipment?
2. Does hiking always mean carrying a backpack and camping?
3. Why is hiking considered a great educational activity?
4. What organization in the USA provides classes in hiking?
5. What kind of boots should one wear for a hike?
6. What clothing should one wear for a hike?
7. What equipment is necessary for a hike?



## Vocabulary Exercises

**1** Translate the following sentences from English into Russian. Pay attention to the words in bold type.

- a)
1. He came home after years of **foreign travel**.
  2. Snow and high winds have disrupted **travel** in many parts of Britain.
  3. We **traveled** 100 miles on our first days.
  4. The **trip** lasts a week, but two days of that will be spent **traveling**.
  5. When Sally came out of hospital, her husband suggested **taking a trip** together.
  6. Every year he was supposed to go, and every year he could think of excuses for not **making the journey**.
  7. The job involves a certain amount of **traveling**.
  8. In the book she tells how she **traveled round the world** taking only a backpack.
  9. He went into the **travel agent's** on impulse and **booked a week in France**.
  10. We have a very long **train journey** ahead of us.
  11. We couldn't afford a vacation but made a few **day trips** into San Francisco.
  12. Eighty thousand **air travelers** pass through **the terminal** every day.
  13. My father was a **well-traveled man** who used to entertain us with stories about his **journeys abroad**.
  14. Due to the large amounts of **business travel** included in the job the boss thinks you should receive an increase in salary.
  15. For our summer vacation this year we're **touring Spain** in a camper.
- b)
1. They hijacked a **British Airways flight** and threatened to blow the **plane** up if their government did not release its political prisoners.
  2. After we'd **flown to Melbourne**, we thought we'd visit the family before **carrying on** to Adelaide.
  3. Even when you get to Vancouver, there's still a **90-minute flight** up to the islands.
  4. At the frontier you will be asked **your destination** and how long you plan to stay.
  5. There is no **bus service** to our village.
  6. We **drove to the airport** but couldn't find any place to **park**.
  7. With all the **airlines** on strike I had no choice but to take my way overland.
  8. He lost all his money in a casino in Vegas and had to **hitchhike back** to San Francisco.

9. **The car** is in good condition and has done only 15,000 miles.
  10. It was dark when the **Southbound international express** finally passed by.
  11. He looked around the train at the other **commuters**, all as bored with their jobs as he was.
  12. They turned left at the **gas station** into the busy main road.
  13. The **speed limit** on **British motorways** is 70 miles an hour.
  14. There's a police mobile phone somewhere on **Highway 61**.
  15. She **backed the car** into the **drive** and parked in front of the house.
  16. She **steered the car** carefully through a narrow gap.
  17. We hitched a **ride** in a truck.
- c)
1. The **voyage** from England to America used to take more than a month.
  2. They always chose to go **by sea** after a **near fatal plane crash** over the Atlantic.
  3. At the age of 20 I went **overseas**.
  4. The **voyage from Europe** was a hazardous undertaking, with heavy seas and strong winds.
  5. We **sail** once a week, and as Malta is our first **point of call**, the **voyage** takes about six days.
  6. There are special **ferries** which can carry a whole train or **several loaded lorries** so that cargo doesn't have to be loaded, unloaded and reloaded **at ports**.
  7. Please let us know whether you wish to have the goods sent by the **train-ferry** or by **ship** to Roan and thence by **lighter**.
  8. The Paris-London line will have a **vessel sailing from the port of London** on April 23.

**2** Fill in the blanks with the words: *journey, voyage, trip, tour, travel*.

1. \_\_\_\_\_ broadens the mind.
2. Londoners often go on a day \_\_\_\_\_ to Brighton.
3. The organization of \_\_\_\_\_ has become big business.
4. A boatsman was persuading people to go for a pleasure \_\_\_\_\_ round the island.
5. He makes the same \_\_\_\_\_ every day, from London to Brighton and back.
6. You can buy a pack of tickets for twelve \_\_\_\_\_.
7. Foreign \_\_\_\_\_ is enjoyable, but rather expensive.
8. All cases not wanted on the \_\_\_\_\_ should be marked as such.
9. My companion suggested that we made a \_\_\_\_\_ of Amsterdam.
10. How long does the \_\_\_\_\_ take by car?
11. They went on a sentimental \_\_\_\_\_ back to their honeymoon resort.

**3** Read the text. Complete the sentences using the words from the box:

bus station	landmarks	traveling	traffic	drive
driver	tourist	traveler	way	airport
signs	bus	had been delayed	plane	police car

### THE WORST TOURIST

The least successful (1) \_\_\_\_\_ on record is Mr. Nicholas Scotti of San Francisco. In 1977 he flew from America to his native Italy to visit relatives.

On the way the plane made a one-hour fuel stop at Kennedy Airport. Thinking that he had arrived, Mr. Scotti got out and spent two days in New York believing he was in Rome. When his nephews were not there to meet him, Mr. Scotti assumed they (2) \_\_\_\_\_ in the heavy Roman (3) \_\_\_\_\_ mentioned in their letters. While tracking down their address, the great (4) \_\_\_\_\_ could not help noticing that modernization had brushed aside most, if not all, of the ancient city's (5) \_\_\_\_\_.

He also noticed that many people spoke English with a distinct American accent. Furthermore, he assumed it was for his benefit that so many street (6) \_\_\_\_\_ were written in English.

Mr. Scotti spoke very little English himself and next asked a policeman (in Italian) the (7) \_\_\_\_\_ to the (8) \_\_\_\_\_. As chance would have it, the policeman came from Naples and replied fluently in the same tongue.

After twelve hours (9) \_\_\_\_\_ round on a (10) \_\_\_\_\_, the (11) \_\_\_\_\_ handed him over to a second policeman. There followed a brief argument in which Mr. Scotti expressed amazement at the Rome police force employing someone who did not speak his own language.

Scotti's brilliance is seen in the fact that even when told he was in New York, he refused to believe it.

To get him on a (12) \_\_\_\_\_ back to San Francisco, he was raced to the (13) \_\_\_\_\_ in a (14) \_\_\_\_\_ with sirens screaming. "See," said Scotti to his interpreter, "I know I'm in Italy. That's how they (15) \_\_\_\_\_."

**4** Fill in the blanks with the words from your active vocabulary.

- a) One day my friend was supposed to take a (1) \_\_\_\_\_ from London to Paris. He got to the (2) \_\_\_\_\_, checked in quite early and then went straight to the (3) \_\_\_\_\_ to read a newspaper while he waited. Soon he heard an announcement: "All flights to and from Paris are (4) \_\_\_\_\_ because of heavy snowfall

last night". "If only I had decided to go by (5) \_\_\_\_\_," my friend thought. "It would have been quicker in the end and even if I sometimes feel sick on the (6) \_\_\_\_\_ across the Channel, it can be quite pleasant sitting in a (7) \_\_\_\_\_ on the (8) \_\_\_\_\_, watching the seagulls flying above.

b) On Friday afternoon Jean went to the (1) \_\_\_\_\_ to pick up a suitcase she had left there earlier in the morning. Then she went to the (2) \_\_\_\_\_ and asked for a second-class (3) \_\_\_\_\_ to Littleton. A few minutes later she checked the (4) \_\_\_\_\_ to see where her train was about to leave. It was (5) \_\_\_\_\_ 12. When she reached the platform, the (6) \_\_\_\_\_ were almost full. She was lucky to find a (7) \_\_\_\_\_ seat. It was also a (8) \_\_\_\_\_ compartment since Jean was a non-smoker. She wanted to have a bite, but there was no (9) \_\_\_\_\_ on the train.

c) Sandra went to Heathrow as she was going to Athens for the weekend. She had only one suitcase to (1) \_\_\_\_\_, her handbag went as a (2) \_\_\_\_\_. She gave her (3) \_\_\_\_\_ to the check-in clerk and asked if she could have an (4) \_\_\_\_\_ seat. The clerk gave her a (5) \_\_\_\_\_ and asked her to go to the (6) \_\_\_\_\_ lounge. But before Sandra got there, she had to pass through a (7) \_\_\_\_\_. The plane (8) \_\_\_\_\_ on time and an hour and a half later (9) \_\_\_\_\_ in Athens. Sandra took her handbag from the (10) \_\_\_\_\_ and went to pick up her suitcase. Finally she passed through the (11) \_\_\_\_\_ and took a taxi get to the hotel.

**5** Underline two of the words on the right which are associated with this or that kind of transport(ation).

Air	garage, flight, light-house, runway, express
Car	driver, port, skipper, tire, compartment
Railroad	jet, porter, steward, cockpit, ticket-office
Bus	coach, dining-car, departure-lounge, customs, conductor
Sea	guard, steering-wheel, cabin, crew, gate

**6** Fill in the blanks with prepositions.

a) I flew Emirates (1) \_\_\_\_\_ the Maldives. It was good fun. The stewards (2) \_\_\_\_\_ Club all look like young Omar Sharif and you get dates and strong Arab coffee (3) \_\_\_\_\_ you even take (4) \_\_\_\_\_. (5) \_\_\_\_\_ every point (6) \_\_\_\_\_ the journey a personal video screen records air speed, altitude, distance (7) \_\_\_\_\_ destination, time (8) \_\_\_\_\_ destination and exactly where you are.

(9) \_\_\_\_\_ First or Club Class you also get a chauffeured Range Rover (10) \_\_\_\_\_ home (11) \_\_\_\_\_ the airport and (12) \_\_\_\_\_ airport (13) \_\_\_\_\_ home (14) \_\_\_\_\_ your return. But waiting time (15) \_\_\_\_\_ nearly four hours (16) \_\_\_\_\_ Dubai for connection is a downer.

I always travel (17) \_\_\_\_\_ Elegant Resorts because they are simply the best specialist (18) \_\_\_\_\_ luxury tailor-made holidays. They offer seven nights (19) \_\_\_\_\_ the Banyan Tree from J1,505 pp. including all meals. Seven night (20) \_\_\_\_\_ Soneva Fushi from J1,285 pp. including breakfast. Prices include return flight (21) \_\_\_\_\_ London by Emirates and inter-island transfers (22) \_\_\_\_\_ boat or helicopter.

- b) 1. How much do you charge \_\_\_\_\_ the luggage excess?  
 2. Can I check in here \_\_\_\_\_ the Air France flight \_\_\_\_\_ Paris?  
 3. Please make a written declaration \_\_\_\_\_ the goods you bought abroad.  
 4. Our cabin is \_\_\_\_\_ a lower deck.  
 5. The voyage \_\_\_\_\_ England \_\_\_\_\_ Australia used to take several months.  
 6. We're thinking \_\_\_\_\_ taking a trip \_\_\_\_\_ the mountains now that winter's here.  
 7. They're going \_\_\_\_\_ a trip \_\_\_\_\_ Australia to show the baby \_\_\_\_\_ their relatives.  
 8. I sailed \_\_\_\_\_ Bombay \_\_\_\_\_ November 11, arriving a month later \_\_\_\_\_ England.  
 9. I used to hitch myself, so now I always pick \_\_\_\_\_ people \_\_\_\_\_ the side \_\_\_\_\_ the road.  
 10. It's a grueling 12-hour journey \_\_\_\_\_ Lhasa \_\_\_\_\_ road.  
 11. Our flight was delayed, so we were stuck \_\_\_\_\_ the airport all night.  
 12. Christie did not like long voyages because she suffered \_\_\_\_\_ seasickness.  
 13. \_\_\_\_\_ the car ride \_\_\_\_\_ the airport he told her all about the trip.  
 14. The airport was jammed \_\_\_\_\_ thousands \_\_\_\_\_ passengers from delayed or canceled flights.  
 15. I was \_\_\_\_\_ four-lane highway, finally free \_\_\_\_\_ the downtown traffic.

**7** There are British and American terms on traveling and transportation here. Point out the American equivalents of the following Russian words and word combinations.

- |                    |             |
|--------------------|-------------|
| 1. железная дорога | 1) railroad |
|                    | 2) railway  |
| 2. шоссе           | 1) motorway |
|                    | 2) highway  |

3. грузовик	1) lorry 2) truck
4. билет в оба конца	1) round-trip ticket 2) return ticket
5. заправочная станция, бензоколонка	1) gas station 2) petrol station
6. номерной знак	1) number plate 2) license plate
7. шина	1) tyre 2) tire
8. билетная касса	1) ticket office 2) booking office
9. ручная кладь	1) hand luggage 2) carry-on baggage
10. автомобильная стоянка	1) car park 2) parking lot

### 8 Translate into English.

- a)
- Во время службы в военно-морском флоте Пол путешествовал по всему миру.
  - У тебя новая машина? — Да, хочешь прокатиться?
  - Ралли Париж-Даккар — это путешествие на легковых и грузовых машинах по Сахаре.
  - Многие известные путешественники XIX века написали замечательные воспоминания (accounts) о своих путешествиях, которые интересно читать и сейчас.
  - В начале своего путешествия Колумб и не предполагал, что откроет новый континент.
  - Мы подумываем о том, чтобы отправиться в горы на выходные.
  - Вы заезжали в Афины во время ваших путешествий?
  - Я влюбился в русскую архитектуру, когда впервые путешествовал по Золотому кольцу в 1983 году. С тех пор я три раза ездил в Россию и посетил Новгород, Псков и другие северные города.
  - Мы в течение трех часов будем осматривать город, а потом встретимся у автобуса.
  - В начале XX века люди не могли и мечтать о воздушных путешествиях, а в конце столетия и путешествие в космос не было чем-то необычным.
- b)
- Я встретил старого друга в поезде.
  - Извините, в поезде есть вагон-ресторан? — Разумеется. Через два вагона по направлению к голове поезда.
  - Позвони, когда узнаешь точное время обратного рейса. Я тебя встречу в аэропорту.

4. Билетов в купейный вагон не было, мне пришлось взять в общий. — Какой ужас! Шесть часов в душном, переполненном вагоне. — Ничего, мы в молодости на товарняках ездили.
  5. Угонщики сели в самолет в Хитроу.
  6. Извини, что я опоздал. Я попал в пробку на пересечении 22 Западной улицы и Рио-Гранде. — Ничего. Нам некуда спешить. Нам надо еще зарегистрироваться и получить посадочные талоны, а также пройти через спецконтроль.
  7. Вот ваш билет и посадочный талон. Посадка на самолет через выход № 10.
  8. Прибытие рейса 222 М Аэрофлота задерживается из-за бури над Атлантикой.
  9. Речные и морские круизы — довольно дорогой вид отдыха, но они пользуются огромной популярностью.
  10. «Селебрити» отплывает из Сан-Хуана 10 сентября в полдень.
  11. Хотя Евротуннель сокращает время путешествия от Англии до континента до 40 минут, многие путешественники продолжают пользоваться паромными переправами, так как они намного дешевле.
  12. За ночь вода поднялась, и нечего было и думать о том, чтобы переправиться через реку на лодке.
  13. В большинство горных сел автобусы не ходят, так как там нет шоссейных дорог. Добраться туда можно либо на вертолете, либо на лошадях.
  14. Так как меня никто не провожал, я ушел в свою каюту, чтобы не видеть, как стоящие на палубе люди махали и кричали что-то друзьям и родственникам на пирсе.
  15. Чтобы развивать туризм в этом регионе, необходимо построить хорошие дороги, станции техобслуживания, открыть автотолки, гостиницы и рестораны.
- с) Готовясь к путешествию, следует иметь в виду, что самой дорогой частью вашего вояжа может оказаться дорога до места отдыха. Если вы хотите сэкономить, то лучше всего, скажем, в Германию, Италию, отправиться автобусом, что обойдется вам значительно дешевле поездки поездом или самолетом. Так, автобусом до Берлина можно доехать за 35 долларов. В самой Германии на любом вокзале вы купите за 20 долларов карточку («EURO 26»), которая дает скидку (иногда до 50%) в гостиницах, музеях, дискотеках и на транспорте в 28 странах мира — от Андорры до Эстонии. Центральное бюро «EURO 26» находится в Амстердаме. Стоимость скидки зависит не только от расстояния, но и от того, сколько человек едет вместе, и даже — в какой день недели.

Самые дорогие билеты — персональные. Если же приобретается групповой билет, допустим на пять взрослых и двух детей, то полную цену должен заплатить только один взрослый, остальные — половину, а ребенок — четверть цены. Выгодно ездить ночью. Если вы садитесь в поезд после 19 часов и выходите из него до 2 часов ночи, вы платите за любую поездку с приличной скидкой. Зато в пятницу, субботу и воскресенье ночной билет становится несколько дороже.



## Dialogs

Read the dialogs. Practice them.

### Traveling by Air

#### 1. MAKING AIRLINE RESERVATIONS

- A.: May I help you?  
B.: Yes. I'd like to make a round-trip reservation to New York on Tuesday.  
A.: All right. What time would you like to leave Los Angeles?  
B.: Do you have any flights around 2 p.m.?  
A.: Yes, there's a flight departing at 2:10.  
B.: That'll be fine. I'd like a return flight on June 28. In the late evening.  
A.: All right. I have you booked on Flight 67 departing Los Angeles on June 23 at 2:00 p.m. and arriving in New York at 11 p.m., New York time. Your return flight is Flight 292 departing New York on June 28 at 10:05 p.m. and arriving in Los Angeles at midnight.  
B.: Thank you.

#### 2. BUYING AIRPLANE TICKETS

- A.: I want to go to Chicago on Tuesday, the 1.  
B.: Let me see what's available.  
A.: I want to go coach, and I'd prefer a morning flight.  
B.: TWA<sup>1</sup> has a flight leaving at 10:25.  
A.: That's fine. What time should I check in?  
B.: Check-in time is 9:35.

<sup>1</sup> TWA — Trans World Airlines

### 3. BUYING AIRPLANE TICKETS

- A.: When do you have flights for Las Vegas on Saturday?  
B.: We have flights at 9:30 a.m. and 3:40 p.m.  
A.: When do they arrive in Las Vegas?  
B.: 10:30 a.m. and 4:40 p.m.  
A.: How much is the fare?  
B.: One way is \$65.50 plus tax. Round trip is \$108.25.

### 4. AT A CHECK-IN DESK

- A.: Good afternoon. Can I check here for the Delta flight to London, please?  
B.: Yes, madam. May I see your ticket and passport, please?  
A.: Yes, here you are.  
B.: Would you put your baggage on the scales, please?  
A.: Yes, sure. I hope I haven't got any excess.  
B.: No, it's all right. Any carry-on baggage?  
A.: Just this purse.

### 5. AT THE AIRPORT

- A.: Which gate does my plane leave from?  
B.: It leaves from Gate 22.  
A.: Is that this way or that way?  
B.: It's to your left. Past the security check area. You'd better hurry. They are boarding right now.

### 6. AT THE GATE

- A.: Do you prefer a window or an aisle seat?  
B.: Window seat, please.  
A.: And would you like to be in the smoking or non-smoking section?  
B.: Non-smoking, please.  
A.: Seat 17D. Please show this boarding pass to the flight attendant. Have a nice flight.

### 7. AT THE INFORMATION OFFICE

- A.: Excuse me. Is the 5:50 flight from Denver on time?  
B.: No, ma'am. It's been delayed.  
A.: Delayed? For how long?  
B.: For at least an hour. There's been a bad snow storm in Denver.

## 8. PASSING THROUGH CUSTOMS

- A.: Would you mind coming over here, sir?  
B.: Yes, what is it?  
A.: Do you have anything to declare?  
B.: What?  
A.: Alcohol, cigarettes, fresh fruit, plants?  
B.: No. Only for personal needs.  
A.: Would you open your bags, please?  
B.: Certainly.  
A.: Any gifts?  
B.: Only one bottle of vodka.  
A.: O.K. It's duty free. As you probably know, it's forbidden to bring more than two bottles of alcohol and two cartons of cigarettes to England. And no limitations as to currency. Here's your form. Thank you. Have a nice day!

## Traveling by Road

### 1. LONG DISTANCE BUSES

- A.: How much is the fare to San Francisco via Los Angeles?  
B.: It's 55 dollars.  
A.: Can I get off in L.A. for a few days?  
B.: Sure. Your ticket is good for three weeks.

### 2. CAR RENTING

- A.: I'd like to rent a car for a day.  
B.: Fine, ma'am. We have Buicks, Toyotas and Mercuries.  
A.: Let's see. Which is the cheapest? The Toyota?  
B.: That's right. It's twenty-three dollars a day, plus ten cents for a mile.

## Traveling by Train

### 1. LOOKING AT THE SCHEDULE

- A.: Shall we take the 9:15 train? It'll leave in a quarter of an hour.  
B.: Oh, no. It's a slow train.  
A.: Yes, that'll be much too slow. We'd better take the 10:20. That's a fast train. It starts about an hour later, but arrives a couple of hours earlier than the 9:15 one.  
B.: So that's settled.

## 2. BUYING A TRAIN TICKET

- A.: What time does the train to Boston leave?  
B.: 10:35 on Track 12.  
A.: When does it arrive?  
B.: It should be there at 14:35, but it may be a little late.  
A.: How much is a one-way ticket?  
B.: It's \$35.00 coach and \$55.00 club car.

## 3. ON THE TRAIN

- A.: Would you like to have a window seat, Tom?  
B.: No, I really don't care.  
A.: Shall I put these on the rack?  
B.: Yes, but be careful, please.  
A.: How long does it take to get to Boston?  
B.: Exactly an hour. It's a non-stop.

## At the Travel Agency

1. Mr. Mayfield: Morrison Travel Agency.  
Mrs. Rose: I saw your ad in the paper about Caribbean cruises this morning.  
Mr. Mayfield: Yes?  
Mrs. Rose: And wanted to get some more information.  
Mr. Mayfield: Yes, of course. I'd be glad to help you.  
Mrs. Rose: Well, do you have some kind of folder or brochure that tells about the ships, the prices of the different staterooms, etc.?  
Mr. Mayfield: Yes, we do. I'll put one in the mail to you today. Now if you give me your name and address, please.  
Mrs. Rose: Mrs. H.B. Rose, 914 Riverside Drive.  
Mr. Mayfield: Fine. And please don't hesitate to call or stop by if we can be of any help.
2. Mrs. Joy: Are there sightseeing tours in all these ports?  
Mr. Morrison: Yes, there are regularly scheduled tours for all members of the tour group.  
Mrs. Joy: Do I have to go on those?  
Mr. Morrison: Oh, my, no. Of course not. You never have to leave the ship if you don't want to. Or you can sightsee on your own.  
Mrs. Joy: Well, then I'd like to make a reservation for the tour leaving Saturday, September 10.  
Mr. Morrison: Very well.

3. Mrs. Niles: Do you have tours that go to the Greek islands?  
 Mr. Mayfield: Yes, we have several excellent tours. You can either fly to Greece and start your cruise there, or you can board ship in New York.
- Mrs. Niles: Could you send me some information about prices, the cruise ships, the tour dates...  
 Mr. Mayfield: Yes, yes, of course. I'd be glad to. Your name...
4. Miss Forest: My roommate and I have been thinking of going on a Caribbean cruise.  
 Mr. Morrison: Fine. We'll be glad to help you.  
 Miss Forest: Your ad in the paper says they cost \$425.  
 Mr. Morrison: Yes, they range in price from \$425 to \$675.  
 Miss Forest: What determines the price?  
 Mr. Morrison: Well, generally speaking, this depends on the size and location of the cabin. The bigger the cabin, the higher the price.
- Miss Forest: Are the cheaper ones big enough for two girls?  
 Mr. Morrison: Oh, my, yes. All the staterooms are comfortable. May I suggest that you and your friend stop by our office on Grand Avenue. We have a model of the ship, photographs, and a great deal more information about the tours. Please drop by anytime.
- Miss Forest: Thank you. We'll try to come by this afternoon.

### Conversation Practice

1 Practice the dialogs using the given substitutes.

1. A.: Which flight would get me to <sup>1</sup>Washington, D.C. by <sup>2</sup>7:00 p.m.?

B.: Eastern Airlines Flight 254 leaves at <sup>3</sup>5:30 and arrives at <sup>4</sup>6:30 <sup>5</sup>.

1	2	3	4	5
Philadelphia	midnight	United Flight 871	10:30	11:30
Atlanta	5:00 p.m.	Delta Flight 243	2:00	4:00
Houston	noon	Pan American Flight 512	7:30	11:45

2. A.: I want to go to <sup>1</sup>Phoenix on Monday 28.

B.: Just a minute and I'll see if there are any flights.

A.: I'd like a <sup>2</sup>morning flight.

B.: Delta has a flight leaving at <sup>3</sup>9:25 <sup>4</sup>.

A.: What's the first-class fare?<sup>5</sup>

B.: It's \$435.00 one way.<sup>6</sup>

	1		2	
<i>L.A. on January 10</i>			<i>non-stop flight</i>	
<i>Washington, D.C. on March 1</i>			<i>an economy ticket with an open return</i>	
<i>Paris next Sunday</i>			<i>to go coach</i>	
	3	4	5	6
<i>Pan American</i>	<i>noon</i>		<i>economy class fare</i>	<i>\$375.00 one way</i>
<i>TWA</i>	<i>1:25 p.m.</i>		<i>round trip fare</i>	<i>\$186.00</i>
<i>Air France</i>	<i>7:00 a.m.</i>			<i>\$845.00 one way</i>

3. A.: I'd like two tickets for the 7<sup>1</sup> o'clock train to Glasgow.

B.: Here you are.

1  
*three round-trip tickets for the express to Washington*  
*a round-trip coach ticket for the through train to Miami*  
*a reserved-seat ticket for the fast train to Oklahoma*  
*a single ticket for the 9:30 Inter-City-125 to Cardiff*

4. A.: What time does the train to Boston<sup>1</sup> leave?

B.: 9:25 on Track 12.

A.: When does it arrive?<sup>2</sup>

B.: It should be there at 11:45.<sup>3</sup>

A.: How much is a one-way ticket?<sup>4</sup>

B.: It's \$32.00 coach<sup>5</sup> and \$50:00 club car.<sup>6</sup>

	1	2	3	
<i>the next train to Washington</i>		<i>it get there</i>	<i>is scheduled to arrive at 11:50</i>	
<i>the Metroliner</i>		<i>it get in</i>	<i>gets in around midnight</i>	
<i>the train to New Orleans</i>			<i>is due in at noon</i>	
	4	5	6	
<i>the fare</i>		<i>one way</i>	<i>round trip</i>	
<i>the round-trip ticket</i>		<i>each way</i>	<i>a weekend excursion</i>	
<i>the lowest fare</i>				

5. A.: Can I help you?

B.: Could you please give me \$15 worth of regular unleaded?<sup>1</sup>

A.: Sure. Do you want me to check the oil?<sup>2</sup>

B.: Yes, please.

1

*\$25 worth of premium unleaded**\$21 worth of regular**\$32 worth of premium*

2

*check under the hood**check the battery and wash the windows**check the oil and water***2** Complete the dialogs. Practice them.

1. A.: Two reserved-seat sleepers for the 10:20 to Boston, please.

B.: \_\_\_\_\_

A.: No, one way, please.

B.: \_\_\_\_\_

A.: Here you are.

B.: \_\_\_\_\_

A.: Thanks.

2. A.: Smoking or non-smoking?

B.: \_\_\_\_\_

A.: Window or aisle seat?

B.: \_\_\_\_\_

A.: Your seat is 17D.

B.: \_\_\_\_\_

3. A.: I'd like to make a reservation to Rome early in the morning on July 31.

B.: \_\_\_\_\_

A.: What time do I have to leave London to get to Rome before 8:00 a.m.?

B.: \_\_\_\_\_

A.: OK. I'd like to travel first class.

B.: \_\_\_\_\_

A.: Single, please.

B.: \_\_\_\_\_

4. A.: Mayflower Travel Agency, Susan Brown speaking.

B.: \_\_\_\_\_

A.: Yes, we have several excellent tours. You can go on seven-, ten-, fourteen-day Mexico, Caribbean, Mediterranean cruises.

B.: \_\_\_\_\_

A.: They range in price from \$699 to \$1599.

B.: \_\_\_\_\_

A.: It includes a comfortable cabin, three meals, full sightseeing program. Air is not included.

B.: \_\_\_\_\_

A.: Yes, we do. I'll put one in the mail to you today. Your name and address, please?

5. A.: Would you put your baggage on the scales?

B.: \_\_\_\_\_

A.: I'm sorry, but you have 3 kilos overweight.

B.: \_\_\_\_\_

A.: 30 kilos for first-class passengers and 20 kilos for economy class passengers.

B.: \_\_\_\_\_

A.: No, you needn't.

6. A.: \_\_\_\_\_

B.: That's right. Shall I open it?

A.: \_\_\_\_\_

B.: I don't think I have, though I have a box of cigarettes for my own use. Are they duty-free?

A.: \_\_\_\_\_



**3** Role-play the following situations.

- You are an exchange student at the University of Toledo. You want to go to Cleveland to watch a baseball match on Sunday. The match begins at noon. You plan to come back the same day. Read the timetable below and consult your American friend which bus to take.

**CLEVELAND – TOLEDO TIMETABLE**

115	Read down 62	29		Bus number	115	Readup 62	29
daily ▲ exc Sun	daily	Fri Sun only		Frequency	daily ▲ exc Sun	daily	Fri Sun only
			Mi	Type of service			
7 15 a ↓	8 30 a 9 10 a	5 00 p ↓	0 25	Cleveland Rocky River	6 00 p	11 00 a 10 20 a	9 25 p ↑
d 8 10 a	9 35 a		52	Cedar Point	r 5 05 p	9 55 a	
8 30 a	10 00 a	6 10 p	74	Elyria	4 45 p	9 30 a	8 02 p
8 35 a	10 15 a	6 25 p		Lakewood	4 40 p	9 15 a	7 52 p
	10 30 a	↓	89	Bay Village		9 00 a	↑
9 00 a	10 42 a		97	Fairview	4 15 p	8 48 a	
9 15 a	11 00 a	6 55 p	110	Toledo	4 00 p	8 30 a	7 30 p

**Explanation of Symbols and Letters**

a	a m (morning)	n	noon
ar	arrive	p	p m (afternoon)
d	stops to discharge passengers only	r	stops to receive passengers only
dp	depart	▲	bus will not operate Dec. 25 Jan. 1

2. You are an exchange student at the University of Texas, Austin. You think of visiting your friends in Washington, D.C. in Christmas Break. Ask your American friends about the cheapest way to get to Washington.
3. You are at the travel agency in Austin, TX, making reservations for a flight to Washington, D.C.
4. British and American students exchange opinions how to save money traveling in their countries.
5. You are a travel agent at the local travel agency. Advise a young American couple on tours of the Altai Mountains available for the season. Give information about the places to see, to stay, kinds of trails, prices, etc.
6. You are a travel agent. Advise a customer on the tours available for the season. (See Newspaper Reading pp. 185–190.) Your customers are: a) a young businessman going on a one-week vacation; b) a family with two kids aged 10 and 6; c) a newly married couple; d) a graduate student majoring in Russian literature.



## Communicative Activities

- 1** Make a list of advantages and disadvantages of different ways of traveling. Compare your lists with your groupmates'. Speak about advantages and disadvantages of different ways of traveling.

### Train

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
3. _____ etc.	3. _____ etc.

### Air

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
3. _____ etc.	3. _____ etc.

### Road

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
3. _____ etc.	3. _____ etc.

### Boat

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
3. _____ etc.	3. _____ etc.

### On Foot

Advantages	Disadvantages
1. _____	1. _____
2. _____	2. _____
3. _____ etc.	3. _____ etc.

- 2** Tell your groupmates about the trip you took last time.
- 3** Interview your groupmates. Ask them where and when they took their last trips, what means of transportation they used. Then sum up the answers and say how your groupmates prefer to travel.
- 4** Listen to the text "Fabulous Road Trip Tips for Traveling Students". Think of the road trip tips you could give to an American student traveling in Russia.
- 5** Think of the instructions you can give to a group of American/British exchange students going on a five-day trip to the Altai Mountains. The itinerary includes: a bus trip to the Katun Camp, via Byisk, a four-day stay at the camp, activities like horseback riding, rafting, hiking.



## Listening Comprehension

### 1. A Trip to Washington<sup>1</sup>

#### Part 1. MAKING RESERVATIONS

- 1** Listen to the conversation at the Mayflower Travel Agency. Read the following sentences. Circle T if the sentence is true, circle F if the sentence is false.
- |  |     |
|--|-----|
| 1. Helen Willoughby wants to leave on June 3.              | T F |
| 2. She wants an evening flight.                            | T F |
| 3. The Eastern flight departs at 6:13.                     | T F |
| 4. It arrives in Washington, D.C. at 9:20.                 | T F |
| 5. It's a non-stop flight.                                 | T F |
| 6. Economy class is \$279.                                 | T F |
| 7. The difference between first class and economy is \$55. | T F |
| 8. Helen decided to take a 7:00 flight.                    | T F |
| 9. Helen cannot get a window seat.                         | T F |
| 10. Helen's seat is 10B.                                   | T F |

#### Part 2. AT THE AIRPORT

- 2** Listen to the announcements. Read the given choices. Choose the correct variant.
1. TWA flight 840 to London \_\_\_\_\_
- A. makes a stop in New York
  - B. makes a stop in Philadelphia
  - C. is a non-stop flight

<sup>1</sup> from *Forum*, January 1988, No 1, V. XXVI

2. Flight 384 to Philadelphia is boarding \_\_\_\_\_  
 A. at Gate 7  
 B. at Gate 12  
 C. at Gate 3
3. Pan American flight is scheduled to depart at \_\_\_\_\_  
 A. 7:30  
 B. 8:15  
 C. 8:05
4. The flight to Washington is \_\_\_\_\_  
 A. delayed  
 B. boarding at Gate 12  
 C. boarding at Gate 7

## 2. Going to California<sup>1</sup>

**Characters:** Richard Miller  
 Louise Miller  
 Mary, Mrs. Miller's sister  
 Paul, her husband  
 Mrs. Bowman  
 Timmy  
 Waiter

*The Millers are planning to take a trip to California so they can spend the Christmas and New Year's holidays with Mrs. Miller's sister Mary and her husband Paul. If they went by plane, they could fly from Chicago to Los Angeles in about four hours, but they've decided this time to take the train rather than fly. They've just come home from work at the end of the day. Listen to their conversation.*

### Part 1. MAKING PLANS

Circle T if the sentence is true. Circle F if the sentence is false.

- |   |     |
|---|-----|
| 1. The train the Millers chose leaves Chicago at five in the evening.             | T F |
| 2. The Millers are going to leave on Sunday.                                      | T F |
| 3. The train gets to Kansas on Saturday morning.                                  | T F |
| 4. The Millers are going to travel through Mexico and Arizona Saturday afternoon. | T F |
| 5. The train gets to Pasadena at 7:30 Sunday morning.                             | T F |

<sup>1</sup> from *Forum*, January 1990, No 1, V. XXVIII

## Part 2. ON THE TRAIN

**1** Listen to the conversations. Answer the questions.

1. What is the Millers' compartment number?
2. When do they begin serving dinner on the train?
3. Who do they meet in the dining car?
4. Where is Mrs. Bowman going?
5. Is she traveling alone?
6. Where are the Bowmans going for Christmas?

**2** Choose the correct variant.

1. What is Louise going to have for dinner? \_\_\_\_\_  
A. soup, salad and dessert  
B. chicken and roast beef  
C. chicken and salad
2. What does Richard want for dinner? \_\_\_\_\_  
A. vegetable soup, apple pie and coffee  
B. roast beef, vegetable soup, apple pie and coffee  
C. vegetable soup, salad, apple pie and coffee
3. What kind of dressing do they have in the dining car? \_\_\_\_\_  
A. cheese, french, oil and vinegar  
B. thousand island, blue cheese, french, oil and vinegar  
C. thousand island, cheese, french, vegetable, oil and vinegar

## Part 3. A STOP IN ALBUQUERQUE

Answer the questions.

1. How long is the stop in Albuquerque?
2. When was Albuquerque founded?
3. Is it a ski resort?
4. Is it warm in Albuquerque?
5. What do the Millers want to buy for Cathy?
6. What does Richard want to buy for himself?

## Part 4. ARRIVAL IN PASADENA

Listen to the conversation and fill in the blanks with the suitable words.

1. The train will be stopping in Pasadena in about \_\_\_\_\_ minutes.
2. Go to the \_\_\_\_\_ door of car 10 or \_\_\_\_\_.
3. The train will stop at Pasadena for only \_\_\_\_\_ minutes.
4. See if you have all your \_\_\_\_\_ with you.
5. Welcome to \_\_\_\_\_ Southern California.
6. Let's put these bags in the \_\_\_\_\_.

### 3. Fabulous Road Trip Tips for Traveling Students

- 1** Listen to the conversation. Take the commentary of "the experienced traveler" with a pinch of humor. Find out what the following notions mean. Consult the Longman Dictionary of English Language and Culture.

beef jerky, convenience store, Dairy Queen, spring break, truth or dare (game)

- 2** Find in the text the English equivalents of the following words.

обочина; сумка-холодильник; то, что не испортится и не прольется; джинсовый; тапочки домашние; всякая всячина; запасное колесо; обезвоживать; глоток воды; бодрствовать всю ночь; за рулем

- 3** Answer the questions.

1. What can a driver do not to feel sleepy at the wheel?
2. What are the suggestions about the food one should take for a road trip?
3. What clothes should one take for a road trip?
4. What are the most suitable shoes to wear while driving?
5. What things are necessary for a road trip?
6. What is considered the best time to drive?
7. Do you find the road trip tips given in the conversation useful?



### Newspaper Reading

#### A

Read the short notes from *The Humor Section* of a monthly travel magazine. Choose the headlines from the list that can best match the stories.

- |                       |                       |
|-----------------------|-----------------------|
| 1. Fond Memories      | 7. Asking the Way     |
| 2. Traveling Smiths   | 8. The Clever Ad      |
| 3. Thirsty Bikers     | 9. Before Road Maps   |
| 4. The Trip Out       | 10. Camera Buff       |
| 5. Hospitality Lesson | 11. Horses vs. Snakes |
| 6. Traffic Signals    | 12. A Scenic View     |

1. I was trying to follow the car of my sister-in-law, Clara, when I lost sight of it in the swarming Phoenix traffic. I was several cars back at what seemed to be an unending red light when I noticed the man in the car ahead signaling me.

I rolled down my window and heard him shout, "Clara says to take a left at the light. Pass it on."

*Thomas LaMance  
Prewitt, NM*

2. Many years ago, we became hopelessly lost while driving the dirt roads on the extremely remote Arizona Strip northwest of the Grand Canyon. Finally my Dad stopped the car when he saw a bearded old prospector plodding along on an ancient horse and leading a heavily laden burro.

Dad pointed to a narrow rutted road hardly more than a trail and asked, "Can we take this road to Fredonia?" The old man looked us over, spat, and prodded his mount into motion again. "Don't give a damn what road you take," he said.

*Morris F. Baughman  
Dallas, TX*

3. When Sam, my friend from Oregon, was visiting, he wanted to ride a horse so my sister and I took him riding in the desert. After a while, Sam's horse was frightened by a rattlesnake and he fell off. He was uninjured, but didn't want to ride any more either.

Later, when we were taking him to the airport to return home, my sister asked Sam what he'd remember about Arizona. "I'll remember rattlesnakes," he said, "and how hard the ground is."

*Jayne Clark  
Thatcher*

4. On the first night of my honeymoon with my second wife, who was 20 years younger than I, I signed the register at a Scottsdale hotel and started to walk to the elevator.

"Mr. Smith," the desk clerk called. I turned to ask if there was a problem.

"I wonder if you would mind making that Jones," he said. "I already have 13 Tom Smiths tonight."

*Thomas M. Smith  
Pocatello, ID*

5. A determined tourist from the East, eager to experience every Arizona adventure, rose early one morning to take the mule trip down the Bright Angel Trail into the Grand Canyon. But she found the trip a little more strenuous than she expected, so after a leisurely picnic lunch, she approached the guide and asked where she could get the stage back to the Canyon rim.

"What stage, lady?" the guide asked.

"The one advertised on the poster," she replied. "It said Easy Stages on the Way Up."

*Helen James  
Ontario  
Canada*

6. I'm real camera bug so when my husband and I visited the Grand Canyon several years ago, I became caught up in filming with a video camera. I got closer and closer to the edge. Suddenly I realized I was too close and jumped back. But I lost my balance, slipped, and landed on my bottom.

My husband looked at me sprawled on the ground and said, "If you go over the edge, Hon, keep the camera rolling."

*Betty Buchanan  
St. Francisville, IL*

7. My friend Phil and I, vacationing in Tucson, had embarked on a long bike ride. After we'd ridden several miles Phil became thirsty, so when we passed by a house with a hose running in the yard, he stopped to get a drink.

After satisfying his thirst, Phil started to get on his bike to leave, but changed his mind and decided to tell the homeowner that his hose was running.

"Excuse me, sir, but I think you left water running," Phil said. The man replied, "Oh, don't worry about it, son. I'm just emptying my swimming pool."

*Alexandra Heibron  
Toronto, Ontario  
Canada*

**B**

Study the advertisements from *The Washington Post* and answer the following questions:

1. What ads offer the shortest tours?
2. Which packages do not include air fares?
3. How many ads offer tours abroad?
4. Which ads offer discounts?
5. Are sightseeing tour included in the cruise package in ad. 4?
6. What is Walt Disney World? What state is it located in?
7. Where is Shenandoah National Park located?
8. What does "double occupancy" ("avail", "unlimited dine-around") mean?
9. Which tour package would you like to buy? Why?

**1**

## Our Mountains Are Lower in the Spring

In Shenandoah National Park.  
**\$209 "Blue Ridge Package"**

**Includes:**

- 2.Nights Lodging (double occupancy)
  - 2 Dinners for Two (package menu)
  - 2 Breakfast for Two
- Plus Mountain Entertainment Nightly  
 Skyland or Big Meadows Lodge

Sunday-Thursday (only)  
 Taxes and Gratuities Not Included.  
 Effective March-June, September, and  
 November.

**2**

**FEATURE  
 OF THE WEEK**      **All-inclusive  
 Buy One, Get One  
 FOR ONLY \$199**

**JAMAICA**  
**Wyndham Rose Hall**  
 ☆☆☆☆☆ LUXURY

Includes: Standard room, unlimited  
 dine-around, unlimited drinks (premi-  
 um-brands), unlimited watersports,  
 day & night tennis, unlimited greens  
 fees, fitness center, daily activities,  
 guest shops and much more.

7 Nights Air & Hotel  
 1<sup>st</sup> Person Pays.....\$1769  
 2<sup>nd</sup> Person Pays .....&199  
 Save Per Couple .....\$1570

**3**

## Panama Canal CRUISE

**SAVE up to 70%**

Companion SAVES up to 70% when  
 1<sup>st</sup> person pays full price.

***Includes Airfare!***

Ships of Liberian, British and Bahamian registry.  
 Prices do not include port charges of \$135-\$435  
 or US departure taxes of \$3-\$16.

4

## CRUISE the CARIBBEAN

7 Nts  
from

**\$ 749**

Sail aboard the  
***Sovereign of The Seas***

Visiting St. Thomas,  
San Juan & The Bahamas.

Why not stay a little longer? Ask us  
about pre- & post-cruise packages!  
You've Got Some

## ROYAL CARIBBEAN

Coming

Price is per person, cruise only. Low cost  
air add-on's available. Does not include  
port taxes of \$84 or US departure taxes  
of \$3-16. Ships of Liberian, Norwegian  
& Bahamian registry.

5

## ORLANDO

3 nights  
from **\$269**

**Quality Inn Plaza**

## WALT DISNEY WORLD® Resort

4 nights  
from **\$699**

**Disney's Dixie Landings  
Resort**

*Includes unlimited admission to all 7  
Disney theme parks!*

*Packages include RT Air, Hotel,  
& Rental Car!*

**DELTA AIRLINES  
DREAM VACATIONS**

6

## RUSSIA SPECIAL

**\$ 999**

8 days, 2 capitals (Moscow-St. Pete),  
includes airfare from Washington  
Dulles, hotels, 3 meals, city tours,  
Kremlin, Hermitage.

7

## VOLGA RIVER CRUISE \$ 1299

12 days package with cruise thru  
Golden Ring includes airfare Wash-  
ington Dulles, outside cabin and ho-  
tels, 3 meals, full sightseeing pro-  
gram. Avail. May 13-Sept. 16.

8

## WHITE NIGHTS CRUISE \$1599

16 days cruise package St. Pete-Moscow plus Kizhi, Valaam,  
Golden Ring includes airfare from Washington Dulles, outside  
cabin, 3 meals, full sightseeing program. Avail. June 4-July 30.

## **JUST FAR ENOUGH AWAY...**

To escape from it all without leaving luxury behind! Located in historic Easton, Maryland, just 1 hour from Washington and Baltimore. Outdoor garden pool. Golf, tennis, fishing, sailing, biking, and antiques nearby.

### **Romantic Getaway Weekend Package**

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and Conference Center

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**\$ 237**

#### **Per Couple**

Based Double Occupancy

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Package Expires 5/1/94

- 3 Days, 2 Nights
- Friday or Saturday Dinner for Two
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- Inquire about our Family Packages
- Easton, Maryland 21601

# **SPORTS AND GAMES**



## **Culture Commentary**

**Football/American football (BrE):** an American game, rather like rugby, played between two teams of 11 players using an oval ball that can be handled or kicked.

**Soccer:** an American name for “football”. Soccer now is the second most popular American sport behind basketball. The word “soccer” is derived from its British traditional name of “Association football”, so called to distinguish it from rugby football. The abbreviated version was just “assoc.”. Over time the prefix was dropped, and in British custom, *-er* was added to the end to form the word “soccer”.



**Baseball:** an American sport played by two teams on a diamond-shaped field. A small, white ball, about the size of an orange, is thrown by the pitcher on one team to the batter on the other team. When the batter hits the ball, he or she must run to first base. If the ball has been hit far, the batter may be able to run to second base, third base, or all around the bases and back to home.

Someone who runs around all of the bases, scores a home run. A batter who swings at a ball and misses three times is out, and the next player on the team comes to bat. After three batters strike out, the other team comes up to bat.



# Vocabulary

## Sport

- amateur/recreational sport
- professional sport
- spectator sport – a sport that attracts many spectators: football, basketball, baseball, etc.
- spectacular sport – thrilling, dramatic, making a very fine display or show
- sports equipment/shop/club/field
- sportsmanship

## Outdoor sports

archery, biathlon, car racing (*AmE*), field hockey (*AmE*)/hockey (*BrE*), modern pentathlon, motor racing (*AmE*)/motor cycling (*BrE*), shooting, track and field events (*AmE*) (hurdle racing, javelin throwing, jumping, running, vaulting)/athletics (*BrE*)

## Equestrian sports

horse racing, polo, steeplechase

## Water sports

canoeing, diving, rowing, sailing, surfboarding, swimming, water polo, water skiing, windsurfing, yachting

## Winter sports

bandy, bobsledding (*AmE*)/bobsleighbing (*BrE*), figure skating, ice hockey, luge (tobogganing), ski-jumping, skiing, slalom, speed skating

## Indoor sports

artistic gymnastics (calisthenics), boxing, fencing, gymnastics, weightlifting, wrestling

## Team sports

football (*AmE*)/American football (*BrE*), baseball, basketball, soccer (*AmE*)/football (*BrE*), handball, rugby (rugger – *coll.*), volleyball, cricket

## Individual games

badminton, billiards, bowling (*AmE*)/bowls (*BrE*), golf, table tennis, tennis

## Indoor games

checkers (*AmE*)/draughts (*BrE*), chess, squash

## Martial arts

judo, karate, taekwondo

Sports and games	Facilities	Equipment	People
• badminton	• court	• high net • racket, shuttle cock	• badminton player • umpire • judge
• baseball	• baseball stadium • diamond-shaped field (diamond) • base (home base)	• ball • bat • cup • glove	• batter • catcher • battery • umpire
• basketball	• court	• basket/net • ball	• basketball/ basketball player • referee
• boxing	• boxing rink/ring • ropes • corner	• boxing glove	• boxer • boxing champion • judge • referee (on the ring)
• cricket	• cricket pitch • grass • wickets • stump	• bat • ball	• batsman • bowler • fielder • wicket keeper • umpire
• soccer ( <i>AmE</i> )/ football ( <i>BrE</i> )	• football stadium • field ( <i>AmE</i> )/ pitch • goals • stands • center spot ( <i>AmE</i> )/ centre circle ( <i>BrE</i> )	• boots • shirt/jersey • shorts • football	• footballer • goalkeeper • referee • coach
• golf	• golf course ( <i>AmE</i> ) • golf links ( <i>BrE</i> ) • hole • green • rough • fairway • sand trap ( <i>AmE</i> )/ bunker ( <i>BrE</i> )	• club • ball • golf cart ( <i>AmE</i> )/ trolley	• golfer • referee

- *field hockey* (AmE)/  
hockey (BrE)
- *grass field*
- *stick*
- *ball*
- *pad*
- *player*
- *goalkeeper*
- hockey (AmE)/  
ice hockey (BrE)
- rink
- goal
- ice-skate
- hockey stick
- puck
- whistle
- ice hockey player
- referee
- judo
- judoka/judoist
- referee
- sumo
- round ring
- sumo wrestler
- referee
- swimming
- swimming pool
- lane
- swimmer
- judo
- (lawn) tennis
- tennis court
- net
- racket
- tennis ball
- tennis shoe
- tennis player
- judge
- umpire
- table tennis/  
ping-pong
- table tennis  
racket/bat
- table tennis ball
- volleyball
- (volleyball) court
- high net
- volleyball
- volleyball player
- linesman
- referee
- umpire

### contest/competition/game/match/meet/event/tournament/championship

**contest** — a formal game or match in which two or more people, teams, etc. compete and attempt to win

**competition** — 1) a contest in which a winner is selected from among two or more entrants

*e.g.* Are you thinking of entering the fishing competition?

2) a series of games, sports, events, etc.

*e.g.* qualification competition

**game** (AmE)/**match** (BrE) — 1) a contest with rules

*e.g.* Today's baseball game is very important.

2) a single period of play in a contest, sport, etc.

- 3) a single contest in a series, match  
*e.g.* cup/final/semi-final match
- 4) (*pl.*; *often capitalized*) an event consisting of various sporting contests, esp. in athletics  
*e.g.* Olympic Games, Highland Games

**meet (AmE)/meeting (BrE)** – a formal game or sports event in which people, teams, etc. compete to win

*e.g.* The all-American track meet is scheduled for Saturday.

- an exhibition meet, a boxing meet

**(sport) event** – any contest in a program of sporting or other contests

*e.g.* The high jump is his event.

- big/major event

**tournament** – 1) a sporting competition in which contestants play a series of games to determine an overall winner

*e.g.* Laura has never actually won a professional golf tournament but she still earns a good living by playing.

2) a meeting for athletic or other sporting contestants

*e.g.* an archery tournament, a chess tournament, a tennis tournament

**championship** – any of various contests held to determine a champion in a particular sport

*e.g.* Lendi was knocked out in the first round of the US Open tennis championship.

#### **bout/half/innings/period/round/run/set**

**bout** – a boxing or wrestling or sumo contest

**half** – (in soccer) either of two equal periods of time into which a sports game is divided

*e.g.* No goals were scored in the first half.

**innings** – 1) (in cricket) a time during which a team or single player is batting

*e.g.* England made 25 runs in their first innings.

2) (in baseball) a time during which one team is batting

*e.g.* After four innings the score remains 1-1.

**period** – (in boxing) a definite, timed part of a game

*e.g.* a rest between two periods

**round** – (in golf, boxing) a stage in a contest, competition

*e.g.* a qualified round, to play a round of golf

The fight lasted only five rounds. Norwich were knocked out in the third round of the Cup.

**run** – a point scored in cricket or baseball

*e.g.* He was in for twenty minutes before scoring his first run. Our team won by 87 runs.

**set** – (in a tennis match) a group of six or more games forming part of a match

*e.g.* She won the first set easily. A five-set match.

### Summer/Winter Olympics/Olympic Games

- Olympic events (sports)
- International Olympic Committee (IOC)
- opening (inauguration) ceremony
- Olympic motto – “Citius, altius, fortius”
- Olympic oath

### Participation

- athlete (*AmE*)/sportsman (woman) (*BrE*)
- fan/supporter/sport watcher
- cheerleader
- opponent (rival)
- sportslover
- team: national/junior team
- participant/competitor
- to enter/to take part in a competition
- to participate in a competition/the Olympic Games
- to participate *hors concours*
- to root (*AmE*)/support/shout for/be a fan of
- to compete against/with smb (in smth) for smth  
*e.g.* Not many teams are to compete in the championship against/with each other for the title/to win the title.
- to compete for the World Cup

### Coaching

- coach  
*e.g.* Many basketball coaches took up coaching after successful playing careers.
- to coach smth/in smth  
*e.g.* Martin coaches tennis after school.
- to coach smb  
*e.g.* He coached the 1987 United States Olympic basketball team which won the gold medal.
- trainer
- to train smb to do smth

## Winning and losing

- to beat smb in/at
- to beat smb in the last round/a match/game/competition/tournament
- to beat smb at + Noun (chess/football/tennis)
- to beat smb at + Gerund (swimming/running/playing golf)
- to beat/break a record
- to set up the record
- to come in first/last
- to win a prize/cup/game/match/meet/the victory
- to win a point
  - e.g. How many points have they won?
- to win the team/personal/national/world championship
- to win/lose by the points
- to win/lose by 2/3 goals/points
- to win with the score 4 to 0 in smb's favor
- winner/loser
- to tie (*AmE.*)/draw (*BrE.*)
  - e.g. I won the first competition and tied with Wilson in the second.
- to draw a game/match
- to tie/draw
  - e.g. If there is a tie, the prize money will be split.
- to end in a draw
  - e.g. If the final ends in a draw, the game will be decided on penalties.

## Scoring

- score
  - e.g. The score of the game was 6-4 (six to four). He scored 20 points. Neither side scored in the game.
- to keep the score
- to score a goal/point

## Word Combinations

- athletic training
- to abide by the rules
- to break/violate the rules
- to kick the ball
- to run a lap *2 laps*
- morning setting up exercises/morning push-ups (*coll.*)
- On your marks!/Ready! Get set!/Steady! Go!
- physical development/education/fitness/training
- in top physical condition
- to qualify for the finals/for the championship
- starting signal
- to stop watch
- to warm up
- to be scheduled for



## Text 1

# Sports and Games in the USA and Great Britain

**Pre-reading.** Learn how to pronounce the following words and word combinations:

physical prowess, endurance, ancient, lacrosse, jousting, temporarily, championship, tournament, steeplechasing, hurdle racing, obstacles, intercollegiate association (games), regatta, combative sports

Games and competitions involving physical strength, skill, and endurance have interested people from the earliest times. Competitions involving physical prowess or simulated combat date from prehistoric times and probably are as old as community life. Although most ancient peoples took part in such sports as boxing and wrestling, some developed organized sports. The American Indians, for example, played games resembling lacrosse, field hockey, and bowling and engaged in foot racing and horse racing. In the Middle Ages tournaments gained wide popularity. Jousting was a sport of the nobility; the sport of the common people in England was archery.

The British invented and developed many of the sports and games played throughout the world; interest and participation have increased as a result of improved facilities, more time and widespread coverage.

Association football, one of the most popular sports, was first codified and developed in England during the 19th century. Now all countries hope to compete for the World Cup.

There are two types of rugby football – the 15-a-side Rugby Union played by amateurs and the 13-a-side Rugby League played mainly in the North of England by professionals.

The modern form of hockey was started in the 19th century by the Hockey Association of England.

Cricket, a summer sport, is played with a small ball covered with leather, a bat, and wickets, by two teams of eleven players each. It is known to have been played as early as the 1550s and is popular in most of the countries which were once a part of the British Empire, and in the countries which were temporarily occupied by the British military. So, besides England, Australia and New Zealand, cricket matches are held, for example, in India, Pakistan, Sri Lanka, and West Indies.

Golf originated in Scotland and the headquarters of the game is at St. Andrews on the East coast. The British Open Golf Championship is one of the world's leading tournaments.

Modern lawn tennis originated in England in 1872 and the annual Wimbledon Championships, widely regarded as the most important of the world tennis events, were first held in 1877.

Boxing in its modern form dates from 1865 when the Marquess of Queensberry drew up a set of rules rewarding skill and eliminating much of the brutality that had characterized prize-fighting.

Administered by the Jockey Club, horse racing takes two forms – flat (from late March to early November) and steeplechasing or hurdle racing (from August to early June). In flat racing, the horses run on level or flat ground; in steeplechasing they jump over obstacles (fences).

Britain has a large number of sailing events, one of the world's principal regattas being held each year at Cowes in the Isle of Wight. The rowing calendar includes the Oxford and Cambridge University Boat Race, the Head of the River Race and the Henley Regatta, all held on the river Thames. Other important water sports include swimming and windsurfing.

Indoor games such as snooker, darts, squash and badminton are also popular.

In the middle of the 19th century the schools and colleges in England, followed by similar institutions in the United States, began a revival of athletics that continues today. Now athletics forms an important part of the educational system in the USA. There is a vivid distinction between amateur and professional sport in the US. Sportsmen (or athletes) engage in amateur athletics for fun, whereas participation in professional sports is generally done for money as well as pleasure. The Amateur Athletic Union of the United States and the Intercollegiate Association of Amateur Athletes of America control all amateur sports.

The principal amateur athletic sports in the US are college football and basketball. Other popular team sports include baseball, hockey and soccer. Among sports for individual competition are tennis, including table tennis, badminton and handball; combative sports, such as boxing, fencing and wrestling; water sports, including swimming, diving and rowing; winter sports, such as skiing and skating; golf and bowling. The chief professional sports are major-league baseball, basketball and football; others include boxing, wrestling, golf, tennis and hockey.

### ***Comprehension***

**1** Say whether the following statements are true or false. Find the lines in the text that support your answer.

1. In fact, such sports as lacrosse, field hockey, bowling and horse racing were invented by the American Indians.
2. Many different sports were developed in Britain in the 19th century.
3. The headquarters of golf is located in Great Britain.
4. Two types of rugby football differ from each other only in the number of players.

5. Before 1865, brutality was a characteristic feature of prize fighting.
6. Cricket is widely spread in the English-speaking countries.
7. Schools and colleges in England followed similar institutions in the US in the revival of sports.

**2** Choose the correct variant.

1. Competitions involving physical strength \_\_\_\_\_  
 A. have interested people since the 19th century  
 B. date from prehistoric times  
 C. were initiated by the American Indians
2. Interest in sports and games increased \_\_\_\_\_  
 A. as a result of greater participation in them  
 B. during the 19th century  
 C. due to the improvement of the facilities and wider coverage of the events
3. The phrase "Administered by Jockey Club" means: \_\_\_\_\_  
 A. the Jockey Club applies the rules  
 B. the Jockey Club grants the awards  
 C. the Jockey Club controls horse racing
4. Sailing events in Great Britain include: \_\_\_\_\_  
 A. regattas  
 B. rowing races  
 C. swimming and windsurfing
5. What is the idea of the second to last paragraph? \_\_\_\_\_  
 A. The revival of athletics in England and the US.  
 B. Professional and amateur sports in the US.  
 C. Sports as a part of the educational system in the US.
6. Which of the following is not true? \_\_\_\_\_  
 A. The chief professional sports in the US are baseball and American football.  
 B. The principal amateur sports in the US are college football and basketball.  
 C. Among amateur sports for individual competition are boxing, wrestling, golf, tennis and hockey.

**3** Look through the text and find the English equivalents of the following word combinations.

1. Требующие физической силы и выносливости.
2. Относиться к доисторическим временам.
3. Широкое освещение в средствах массовой информации.

4. Участвовать в соревнованиях на кубок мира.
5. Развивать командные виды спорта.
6. Возник в Шотландии (Англии).
7. Открытый чемпионат по гольфу.
8. Считается самым важным соревнованием по теннису в мире.
9. Установить правила.
10. Календарь соревнований по гребле.
11. Водные виды спорта.
12. Возрождение спорта.
13. Представлять важную часть образовательной системы.
14. Заниматься спортом для развлечения.
15. Основные любительские виды спорта.



## Text 2

# The Olympic Games

**Pre-reading.** Learn how to pronounce the following words and word combinations:

religious, Zeus, javelin, Olympiad, Hellenic calendar, controversies, enthusiast, inauguration, officiating

The Olympic Games were originally an ancient Greek religious festival in honor of Zeus, which was held in Olympia near Mount Olympus, the mythical home of the gods. The Games were first held in 776 BC. They were held every four years, in the middle of the summer. The festival was only held if there was peace throughout Greece. The ceremonies included contests in oratory, poetry, music and art, as well as in athletic skills like wrestling, throwing the javelin, and running.

The Olympic Games were an exclusively male festival. Women were not allowed to compete in the Olympic Games, or even to attend and watch them. The victors were traditionally crowned with olive leaves rather than with gold medals. Their importance in Greek life was so great that the Olympiad, the four-year interval between Games, was a main unit of the Hellenic calendar. To be a victor in the classical Olympic Games was a great honor not only for the athlete but also for his city.

The classical Games continued for over a thousand years. Factionalism and controversies over the status of competitors became so fierce and disruptive in later years that the Games were finally suppressed by the Roman Emperor Theodosius in AD 392 as a disturbance of Roman peace.

With growth of interest in sport in the 19th century, and the organization of annual and traditional sport competitions, especially between schools and

universities, the idea arose of reviving the Olympic Games in the modern world. A Frenchman, Baron Pierre de Coubertin, was the enthusiast whose personal drive and initiative brought about the inauguration of the modern Olympic Games in 1896 with the participation of 311 athletes from thirteen countries, competing in nine sports.

At first, the modern Games were limited to men. Women first competed in the Games in 1910, playing golf, but real women's participation only began in Paris in 1924 with the inclusion of women's athletics in the program.

Winter sports were brought into the Olympic program through the organization of special winter Games, first held in France at Chamonix in 1924, with competitions in ice-hockey, speed skating, figure-skating, and skiing. These are still the basic events of the winter program, with the addition of bobsled and toboggan races.

The most impressive event of the opening ceremony of the Games is the taking of the Olympic oaths. First a representative athlete from the host country, holding a corner of the Olympic flag, takes the following oath on behalf of all the participants:

"In the name of all competitors, I promise that we will take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams."

After the representative athlete, a judge from the host country takes an oath on behalf of all those judging and officiating in the Games.

The Olympic flag has a motif of five interlocking rings on a white background. The five rings represent five continents of the world and symbolize universal brotherhood. The six colors, the white of the background and the blue, yellow, black, green and red of the rings, represent the nations of the world, since every national flag contains at least one of these colors. The ceremonial embroidered flag, by the Olympic rules, must reside in the principal municipal building of the host city until the next Games.

The motto of the Games, "*Citius, altius, fortius*" (*Latin* – faster, higher, braver), puts the emphasis on personal winners – not team performance and achievements. Officially, there are individual and team winners but no winning countries; from the very beginning of the games, however, the press has made an unofficial count of the medals won by the sportsmen of each participating country and has kept an unofficial points score. Until the 1952 Olympics the United States teams dominated the Summer Games because of their strength in athletics, swimming and boxing. Since the Helsinki Games, when the USSR took part in them for the first time, competition in all events of the program has become keener, and one country has ceased to dominate: the US hold on first place was successfully challenged by the USSR and the German Democratic Republic.

Each Olympiad the size of the Olympic Games has been growing in the scale of competition, number of competitors and size of the audience watch-

ing them – live or on television. Huge stadiums accommodate tens of thousands of spectators, while television brings the scene directly to the homes of the whole world.

### Comprehension

**1** Read the text and answer the questions.

1. When were the first classical Games held?
2. How were the winners of the Games honored?
3. How many countries took part in the first modern Games?
4. What sports are included in the Winter Games?
5. What does the Olympic flag look like?

**2** Choose the best variant.

1. The main idea of the first paragraph is \_\_\_\_\_
  - A. Mount Olympus was a mythical home of the gods
  - B. the first Olympic Games were held in Greece
  - C. the Olympic Games were originally a religious festival
2. The Olympiad is \_\_\_\_\_
  - A. a period of peace throughout Greece
  - B. an annual and traditional sporting contest
  - C. a four-year period between the Games
3. Women didn't take part in the Games \_\_\_\_\_
  - A. until 1896
  - B. until 1910
  - C. until 1924
4. The first Winter Games were held \_\_\_\_\_ after the revival of the Olympic Games.
  - A. 30 years
  - B. 24 years
  - C. 28 years
5. The five rings on the Olympic flag represent \_\_\_\_\_
  - A. the true spirit of sportsmanship
  - B. five continents of the world
  - C. the host country
6. Which of the following sports was not mentioned among the basic events of the winter program? \_\_\_\_\_
  - A. bobsledding
  - B. figure skating
  - C. field hockey

7. Which of the following is not true? \_\_\_\_\_
- A. It's personal, not team performance, is emphasized in the Olympic Games.
  - B. All athletes from the host country take the oath on behalf of all the participants.
  - C. The winners were traditionally crowned with olive wreaths.
8. What conclusion can we draw about the ancient Greeks? \_\_\_\_\_
- A. They were good sportsmen.
  - B. They liked different ceremonies.
  - C. They couldn't count, so they used "Olympiads" for dates.



### **Text 3**

## **Unusual Sports and Games**

Curling is a popular sport in Canada. However, it probably started in Scotland or Holland around three hundred years ago. There are two teams with four people on each team in curling. The teams play on a sheet of ice that is 45 meters long and 4.3 meters wide.

Each player slides two heavy stones toward the "house" circle at the opposite end of the ice sheet. The stones weigh almost twenty kilos. Each stone is flat on the top and bottom and has a handle on the top. The player swings the stone off the ice and it curls as it slides along.

While one player throws the stone, his teammates sweep in front of the stone. This smoothes the ice. The players believe that the stone travels faster on smooth ice. The captain of the team yells "Sweep!" and the teammates start sweeping the ice.

Lacrosse is another popular sport in Canada. It is one of the oldest organized sports in America. It is also popular in Britain and Australia. It was invented by Indians in northern New York and southern Ontario. They used it to train for war before Columbus arrived in the New World.

People play lacrosse outdoors. The lacrosse field is 70 meters long. At each end of the field there is a goal. There are ten players on each team. Each player hits a ball that is 21 centimeters around and weighs 140 grams. They try to hit the ball into the net as many times as possible. Lacrosse is a very fast game because the players can catch and pass the ball at high speed with their sticks.

Sumo wrestling is the national sport in Japan. Every year there are six tournaments, and millions of Japanese watch them on television.

Sumo is almost as old as the nation of Japan itself. Stories say there was sumo wrestling over 2000 years ago.

Sumo wrestlers weigh from 100 to 160 kilos. One famous wrestler weighed 195 kilos. Sumo wrestlers do not look beautiful, and sumo wrestling is a very slow sport.

Sumo wrestlers start training when they are boys. They exercise to make their bodies strong. They also eat, eat, and eat.

Sumo wrestlers wrestle in a round ring with a sand floor. A wrestler loses the match if he leaves the ring or if any part of his body except his feet touches the floor. Each wrestler tries to push the other down on the floor or out of the ring.

People from other countries usually think sumo is very strange, but the Japanese love it.

The most recent unusual sport is the triathlon, which became popular in the US before spreading elsewhere. This most demanding sport came from a late-night discussion in a Honolulu bar in 1977 about which sport was the most exhausting: swimming, bicycle racing, or long-distance running. Someone suggested that they all be put together. The result was the first triathlon, the "Ironman", in 1978, with 15 participants. This contest was a 3.9 kilometer ocean swim, followed immediately by a 180 kilometer bicycle race, and ending with a 42 kilometer run. Five years later there were already 1,000 such competitions throughout the US, and the triathlon is becoming more and more popular in Europe, too.

### ***Comprehension***

**Answer the questions.**

1. Where is curling popular?
2. Who invented this game?
3. How many people play curling at one time?
4. Why is the game called curling?
5. How do the players slide the stones?
6. Who invented lacrosse?
7. What countries play lacrosse?
8. How many players are on each team?
9. In what countries is lacrosse played?
10. Where is sumo wrestling popular?
11. Is sumo an old sport?
12. How do sumo wrestlers train?
13. How are sumo wrestlers different from other athletes?
14. How does a sumo wrestler lose the match?

15. Why is triathlon referred to as "the most demanding sport"?
16. Where did it appear?
17. What country is triathlon most popular in?



## Vocabulary Exercises

### 1 What do you call a man who can:

wrestle, ski, skate, run, shoot, fence, box, climb, race, do weightlifting, swim, cycle, dive, play football/chess/draughts/volleyball/basketball/hockey/tennis, go boating/yachting/ gliding/parachuting

*e.g.* to ski – a skier, to play basketball – a basketballer, to play hockey – a hockey-player, to do parachuting/sky diving – a parachute-jumper/a sky diver, to go gliding – a glider-pilot, to go yachting – a yachtsman

### 2 a) Choose the adjectives from the box that can go with the following sports and games.

*e.g.* Basketball is a fast game (sport).

active	beautiful	dangerous	exciting	marvelous	popular
strenuous	violent	spectator	slow	fast	attractive
mass	rash	spectacular	bold	thrilling	

archery, athletics, badminton, baseball, basketball, bobsledding, bowling, cycling, boxing, golf, gymnastics, fencing, figure skating, judo, football, ice hockey, rugby, rowing, speed skating, skiing, slalom, ski-jumping, steeplechase, swimming, volleyball, wrestling, yachting

### b) Name sports from the list above that require:

strength, endurance, prudence, courage, quickness of reaction, resolution, team spirit, a good eye and a lot of concentration, calculation

### 3 Translate the following sentences from English into Russian, paying attention to the translation of the words in bold type.

1. Cricket is a **team game**.
2. The next **event** will be the 100 meters race.
3. Do I have to wear a suit to the dinner, or will a **sports jacket** be good enough?

4. All **sport-loving** nations wish to take part in the Olympic Games.
5. Chess and checkers (draughts – *BrE*) are **board games**.
6. The group campaigns against all **blood sports** (*BrE*), especially fox hunting.
7. She established **the British long-jump record**.
8. Who holds **the world record** for discus throwing?
9. Carl Lewis is a famous **track star**.
10. Roger Bannister was the first person to run a mile **under four minutes**.
11. During the **international skating meet** the young Russian dancing pair that were suited to each other to perfection were the sensation of the night.
12. The **annual rugby match** between British and French universities was cancelled because the British organization whose turn it was to **play host** couldn't raise enough money to **stage the event**.
13. The couple **qualified to skate for Britain** weren't **in the running for medals** but their performance was unforgettable.
14. Football is a thrilling **spectator game**.
15. Boxing is a dangerous **spectacular sport**.

**4** Fill in the following crossword puzzle.

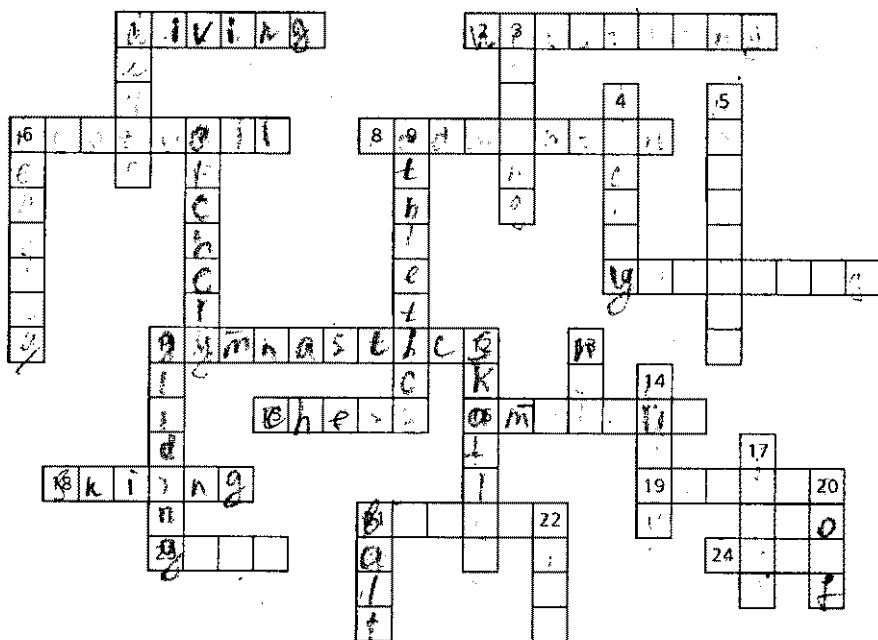
**Down**

1. English pub game.
3. Popular water sport.
4. Canada's national sport.
5. Long distance run.
6. Musketeers liked this kind of sport.
7. Robin Hood was the best in it.
9. Complex of sports events originated in Ancient Greece still very popular.
11. Kind of sports practiced by Daedalus and Icarus.
12. If you are not fond of skiing you are fond of ...
13. We use this word speaking of furniture and tennis.
14. Form of football named after a public school.

**Across**

1. Plunging headfirst into the water.
2. Fighting where blows with the closed fists are forbidden. You must throw or pin the opponent to the ground.
6. The most popular game.
8. Game similar to tennis.
10. Popular expensive water sport.
11. Ancient but still very popular kind of sport.
15. Board game in which each player has 16 pieces.
16. Not professional player.
18. Kind of sports enjoyed by grown-ups and children in winter.
19. Ancient kind of sports, dangerous and not for women.

17. Opponent (synonym).  
 20. Game played with clubs.  
 21. Playing many games we have it.  
 22. Japanese sport for huge people.
21. Players are dressed in white playing it.  
 23. One of the most popular sport terms.  
 24. Many games are played with the help of it.



- 5** Name sports and games a) popular with children under 7; b) popular with teenagers; c) you consider the most expensive; d) that are watched by most people on TV.
- 6** There are many words connected with sport. See if you know the meaning of the words in the list below, then complete the chart. When you have finished, compare your chart with another student's.

boat	trunks	stumps	stadium	clubs	net	horse	tracksuit
sticks	court	arrow	pool	cue	bikini	goggles	pitch
spikes	dartboard	course	mat	sea	bow	racket	darts
skis	saddle	bat	shorts	track	field	rink	ball
				hat	gloves		

Sport	Where you play	What you wear	Equipment
Swimming			
Tennis			net, racket, ball
Riding			
Archery			
Football			
Darts	pubs		
Golf			
Billiards			
Skiing			
Boxing		shorts, gloves	
Track and field			
Sailing			
Judo			
Cricket			

**7** Mark the parts the following games consist of.

	Period	Set	Bout	Round	Inning	Half	Runs
Football							
Volleyball							
Hockey							
Basketball							
Boxing							
Golf							
Baseball							
Cricket							
Tennis							
Table Tennis							
Badminton							
Sumo							

**8** Choose the correct word for each blank in the text from the list on the right.

I'm interested in (1) \_\_\_\_\_, especially (2) \_\_\_\_\_, and I run seven or eight kilometers every day.

I particularly enjoy (3) \_\_\_\_\_, where you have to run across fields, (4) \_\_\_\_\_ over streams and so on.

(5) \_\_\_\_\_ I'm running I think about all sorts of things, and at the end of a (6) \_\_\_\_\_ I'm sometimes surprised to find that I've managed to solve a problem that was on my mind.

Next year I'm going to try the London (7) \_\_\_\_\_.

It's a long, hard (8) \_\_\_\_\_ – 26 miles, or 42 kilometers – and you have to be (9) \_\_\_\_\_ to finish, but I very much want to do it. I (10) \_\_\_\_\_ a bit about getting old, and I'd like to prove to myself that I'm

still almost as (11) \_\_\_\_\_ as I was twenty years ago.

I'm interested in (12) \_\_\_\_\_ as well as (13) \_\_\_\_\_.

I'll never become an expert (14) \_\_\_\_\_, but I know what I'm doing in the mountains. I easily completed a course in snow and ice (15) \_\_\_\_\_ when I

was younger, and I've done a series of successful (16) \_\_\_\_\_ in the Alps during the last few years.

- a) cross country running
- b) while
- c) worry
- d) marathon
- e) mountaineering
- f) jump
- g) climbing
- h) athletics
- i) run
- j) tough
- k) fit
- l) climbing
- m) race
- n) climbs
- o) sport
- p) climber

**9** Underline two of the words on the right which are associated with the sport listed. The first one is done for you.

- 1. baseball
- 2. billiards
- 3. boxing
- 4. diving
- 5. football
- 6. gymnastics
- 7. golf
- 8. high-jumping
- 9. mountaineering
- 10. running
- 11. rowing
- 12. sailing
- 13. swimming
- 14. tennis

bat, puck, dish, goal, base  
cue, column, cushion, stick, stairs  
bridge, grip, ropes, gong, light  
roller, twist, hop, springboard, beam  
mole, corner, umpire, hornet, penalty  
bar, hammer, hurdle, rings, ropes  
tee, ground, stick, birdie, cod  
grip, crossbar, rotation, stayer, length  
ice, shin, rock spike, rope, deck  
box, net, relay-race, start, vault  
bell, cox, bowbell, bow, saddle  
line, mast, tent, tiller, shortstop  
breaststroke, flog, track, turn, lane  
baton, base, code, set, service

**10** Match each idiom on the left and a similar expression on the right.

- 1. "To hit below the belt"      a) to be overwhelmed
- 2. "See stars"                      b) to be in support of a person

3. "To be on the ropes" c) a stage of negotiations  
 4. "Round" d) to be weakened and in trouble  
 5. "To be saved by the bell" e) to be unfair  
 6. "To be in our corner" f) to have something happen at the last moment that prevents a potential disaster

**11** Fill in the blanks with the words: *sport, game, event, contest, match, competition.*

- The Olympic \_\_\_\_\_, an international festival of \_\_\_\_\_, are held at a four-year interval.
- The ceremonies of the ancient Olympic \_\_\_\_\_ included \_\_\_\_\_ in oratory, poetry, music and art, wrestling, long jumping, running, discus and javelin throwing.
- Football \_\_\_\_\_ attract numerous spectators all over the world. Track and field \_\_\_\_\_ are popular among college students, although basketball \_\_\_\_\_ attract more competitors.
- \_\_\_\_\_ may be of individual, team or individual-team kind.

**12** Fill in the blanks with the words: *championship, champion, competitor, contestant, final, round, tournament.*

- \_\_\_\_\_ is a series of games or contests that make up a single unit of a competition.
- \_\_\_\_\_ is the winner of the first place or first prize in competition by defeating the other \_\_\_\_\_ in his division in a contest or \_\_\_\_\_.
- The greatest \_\_\_\_\_ in sports are called the Olympic Games.
- The most common \_\_\_\_\_ is the single elimination \_\_\_\_\_ in which \_\_\_\_\_ are paired off for individual \_\_\_\_\_, with winners advancing to the next \_\_\_\_\_. Losers are eliminated until there is a single \_\_\_\_\_.
- European Cup consists of a qualifying \_\_\_\_\_ in three groups followed by a semifinal \_\_\_\_\_ and a six-nation \_\_\_\_\_. Each nation enters one \_\_\_\_\_ per event.

**13** Fill in the blanks using the words from the box.

a)

-the waist	-padded gloves	ringing	fighters	-the bell
a roped-off platform	the referee	the opponent	rounds	punching

### Boxing

Boxing is a sport in which two men wearing (1) \_\_\_\_\_ fight by (2) \_\_\_\_\_ each other. They may hit each other above (3) \_\_\_\_\_

only. The fight usually has 10 to 15 timed (4) \_\_\_\_\_ or periods. Each round begins and ends by the (5) \_\_\_\_\_ of a bell. (6) \_\_\_\_\_ start in their corner of (7) \_\_\_\_\_ and come out to fight at the sound of (8) \_\_\_\_\_. If a fighter falls to the ground from a punch and does not get up before (9) \_\_\_\_\_ counts to 10, then (10) \_\_\_\_\_ wins by a knockout.

b)

full range of food stands	innings choices	burgers catch	specialities refueling	pizza soothing
queues	rituals	announcer	gangways	closed-circuit
contract	fans	baseball	vendors	

### A Baseball Game

Every aspect of a professional (1) \_\_\_\_\_ game is enormous fun. For example, the (2) \_\_\_\_\_ – they just love eating. After two or three (3) \_\_\_\_\_ (each side plays nine) the (4) \_\_\_\_\_ begin to empty. This is in spite of the fact that throughout the game (5) \_\_\_\_\_ walk around calling “Get your hot dogs, they’re red-hot!”, or “Never fear, I got ice-cold beer!” These limited (6) \_\_\_\_\_ are not enough. To get the (7) \_\_\_\_\_, you have to go behind the seats to a vast covered market of fast food.

There are hot dogs and (8) \_\_\_\_\_, and sandwiches and (9) \_\_\_\_\_ and chilli, and candy and popcorn, and every kind of soda. There are also regional (10) \_\_\_\_\_.

By the fourth or fifth innings, halfway through the game, the (11) \_\_\_\_\_ at the stands snake round the stadium’s (12) \_\_\_\_\_. At most places you need to stand in a separate line for each different item, so you could spend the best part of the game merely (13) \_\_\_\_\_ yourself and your party. Luckily each concession has its own (14) \_\_\_\_\_ TV, so you don’t actually miss the game. Indeed you have all the comforts of home without ever leaving the stadium.

When a spectator makes a good (15) \_\_\_\_\_, the public (16) \_\_\_\_\_ will almost say, “Give that fan a (17) \_\_\_\_\_!” These small (18) \_\_\_\_\_ must have a (19) \_\_\_\_\_ effect. Certainly a baseball crowd seems cheerful, even when the home team has lost. May be they are full of too much food to care.

**14** Fill in the blanks with prepositions and adverbs.

#### a) Cricket

A bat-and-ball game involving two teams (1) of eleven players, competing (2) on a pitch (3) of 20 metres (22 yards) (4) at a wicket made (5) of three stumps (6) at each end and set (7) up a large

oval ground. The game is English (8) of origin, and has been known (9) in at least the 1550s. It became popular (10) in southern England (11) in the late 18th century; and rules were drawn (12) up in 1774 and modified following the formation of the Marylebone Cricket Club (MCC) in 1787. Gradually cricket was introduced (13) by the British Empire, while also remaining popular (14) in Britain itself - though (15) on a class-stratified and regionally-selective basis, being (16) for instance far more common in England than (17) in the rest of the British Isles.

(18) In the late twentieth century, cricket is probably more popular, and is played (19) as at least as much accomplishment, in countries other than Britain, especially countries formerly members (20) of the British Empire. Sometimes it is associated (21) with the perception (22) of a lost, earlier form of English life, made (23) of of village greens, warm beer, and presumed gentlemanly characteristics (24) of Englishness such as fair play, team spirit and individual excellence. Metaphorically, even, something deemed to be failing (25) to "English" standards can still be described as not cricket.

### b) What Is Golf?

Golf is a game that (1) in its simplest form requires the player to hit (2) with means of a specially designed club, a small solid ball (3) to one point (4) to another (5) in the fewest possible strokes. The playing area, called a course or link, is made (6) up of holes, usually nine or eighteen (7) in number.

Each hole includes a tee, the point (8) in which a golfer starts his play (9) on that part of the course, and a cup, (10) to which he must hit his ball.

(11) From the tee and the cup stretches a fairway, an avenue (12) of grass carefully cut. The cup is marked (13) by a flag, and is surrounded (14) by a putting green, usually an area (15) of a beautiful lawn. (16) In addition to natural obstacles, trees and water, especially prepared hazards, such as traps and bunkers, may be placed (17) along the fairway and (18) on the green.

The aim is to complete the hole (19) in the fewest possible strokes, and the player writes (20) down his score (21) for each hole, his final score being the total (22) for all holes played.

The gold ball is 1.62 in. (23) in diameter. The ball has a core (24) of rubber and an outer surface (25) of gum (26) from a gutta-percha tree. A maximum weight (27) of 1.62 oz. is permitted. A player may not use more than 14 different clubs. A set (28) of fourteen clubs will normally include four (29) of heads (30) of wood and ten (31) of heads (32) of iron. The shafts may be made (33) of either wood, steel or glass fiber.

### c) Rugby

There are two forms (1) of rugby football played in Britain, rugby union and rugby league. Rugby union is played (2) by amateurs. There are 15 players (3) in each team. Rugby union is played internationally (4) in many countries including Australia, Fiji, France, South Africa, Argentina, England, Ireland, Wales, Scotland and New Zealand. In Britain it is played especially (5) in public schools.

Rugby league is a professional game, played mainly (6) in the north of England (and in Australia). There are 13 players (7) in each team, and the rules are slightly different (8) from rugby union. It is thought to be a rough, hard game.

### d) Football

Football is played (1) on two teams (2) on a 100-yard field. Each team stands (3) on their side of the field. The object of the game is to carry the football, an oblong-shaped ball, (4) past the opponents and (5) at the end of their field to "score a touchdown".

**15** There are British and American terms on sport here. Point out the American equivalents of the following Russian words and word combinations.

- |                        |   |
|------------------------|---|
| 1. автомобильные гонки | 1) racing<br>2) car racing                |
| 2. гонки на мотоциклах | 1) motor cycling<br>2) motor racing       |
| 3. легкая атлетика     | 1) track and field events<br>2) athletics |
| 4. бобслей             | 1) bobsledding<br>2) bobsleighbing        |
| 5. американский футбол | 1) American football<br>2) football       |
| 6. европейский футбол  | 1) soccer<br>2) football                  |
| 7. кегельбан           | 1) bowling<br>2) bowls                    |
| 8. шашки               | 1) draughts<br>2) checkers                |
| 9. центр поля          | 1) centre circle<br>2) center spot        |
| 10. поле для гольфа    | 1) golf course<br>2) golf links           |

- |   |                                    |
|---|------------------------------------|
| 11. тележка для перевозки клюшек для игры в гольф | 1) golf cart<br>2) trolley         |
| 12. песчаная яма-ловушка (гольф)                  | 1) sand trap<br>2) bunker          |
| 13. хоккей на траве                               | 1) field hockey<br>2) hockey       |
| 14. хоккей на льду                                | 1) ice hockey<br>2) hockey         |
| 15. матч  | 1) game<br>2) match                |
| 16. спортивная встреча                            | 1) meeting<br>2) meet              |
| 17. спортсмен(ка)                                 | 1) sportsman (woman)<br>2) athlete |
| 18. болеть за команду                             | 1) to root<br>2) to shout for      |
| 19. сыграть вничью                                | 1) to draw<br>2) to tie            |

**16** Translate into English.

- a) 1. Я предпочитаю легкую атлетику боксу и борьбе.  
 2. Я мечтаю выиграть первенство страны по плаванию.  
 3. Люди во всем мире следят за Олимпийскими играми.  
 4. Я болею за футбольную команду «Спартак».  
 5. Наша игра закончилась вничью.  
 6. Вы занимаетесь легкой атлетикой?  
 7. Вы часто участвовали в эстафете?  
 8. Виндсерфинг требует от спортсмена очень развитого чувства равновесия.  
 9. Мальчик мечтает стать хоккеистом и просит купить ему клюшку и шайбу.  
 10. Сколько человек примут участие в институтском шахматном турнире?  
 11. Разве вы не хотите завоевать кубок в этом соревновании?  
 12. Кто первый забил гол?  
 13. Вы пойдете на этот матч?  
 14. Стрельба из лука была достаточно популярным видом спорта в Средние века.  
 15. Никто не ожидал, что они выиграют со счетом 2:0.  
 16. Мы не можем с вами соревноваться, у нас нет опыта участия в таких соревнованиях.

17. Вы собираетесь участвовать в соревнованиях по гребле? — Обязательно.
18. У нас прекрасный спортзал и все возможности для хорошей физической подготовки.
19. Кто выиграл кубок по футболу в последний раз? Кто был вторым?
20. Напрасно вы торопились. Соревнования не состоятся из-за плохой погоды.
21. Я едва мог поверить своим ушам, когда мне сказали, что наша команда выиграла со счетом 6:0.
22. Я, кажется, знаю этого человека. Он был когда-то отличным бегуном, а теперь он тренирует молодых спортсменов.
23. Кем был установлен последний мировой рекорд по прыжкам в высоту?
24. Он финишировал первым в забеге на 110 метров с барьерами, показав время 13,32 секунды.
25. В турнире принимают участие 24 национальных сборных.
26. На игру назначаются три судьи — один в поле и два на линии.
27. Как называется человек, который судит бейсбольную игру?
28. В футболе только вратарю разрешается прикасаться к мячу руками.

### **b) Спорт и отдых в Великобритании**

1. В Британии появилось много видов спорта, которые популярны во всем мире — футбол, регби, гольф, хоккей на траве, теннис. Все эти виды спорта привлекают многочисленных участников и зрителей в Англии. Особенно футбол имеет огромное количество поклонников. 25 миллионов болельщиков посещают матчи во время футбольного сезона. Много зрителей смотрят футбол и другие спортивные соревнования по телевизору.

Идея спорта привлекательна для англичан, однако само количество англичан, активно занимающихся спортом, невелико. В целом, жители Великобритании предпочитают толстеть, чем сбрасывать вес при помощи спорта.

Итак, самый популярный и зрелищный вид спорта — футбол. Футбольный матч проводится утром в субботу в большинстве городов Англии, и поклонники и болельщики каждой команды следуют за ней из одного конца страны в другой, чтобы посетить матч любимой команды.

Много других видов спорта культивируется в Великобритании, в том числе и гольф, в котором нужно попасть мячиком в лунку, а

также крокет, когда вам нужно протолкнуть мяч через несколько небольших ворот, а в баскетболе вы пытаетесь попасть мячом в кольцо с сеткой. Играя в теннис, вы пытаетесь так ударить по мячу, чтобы соперник не смог его отбить, и, наконец, крикет, где тоже играют мячом, но понять всё это практически невозможно. Из всего этого видно, что если бы не изобрели мяч, то спорта как такового не было бы.

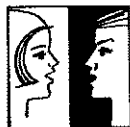
На самом деле это не совсем так. В легкой атлетике, а также на скачках мяч не используется. Возможно, это и объясняет, почему они не столь популярны, как футбол.

2. Из-за длинной береговой линии и множества озер и рек в Англии пользуются популярностью водные виды спорта. Особенно популярен парусный вид спорта и Королевская ассоциация яхтсменов имеет более 1500 яхтклубов по всей стране. Другими популярными видами водного спорта являются гребля на каноэ, классическая гребля, катание на водных лыжах и серфинг.

3. В Англии существует давний и постоянный интерес к большинству видов легкой атлетики, и поэтому сотни клубов легкой атлетики разбросаны по всей стране. Также популярны бокс, борьба, поднятие тяжестей, гимнастика и более новые виды спорта, такие, как карате и дзюдо. Плавание обычно преподается в школах, и миллионы англичан получают наслаждение от этого вида спорта. Прыжки в воду, подводное плавание, водное поло также очень популярны. Скачки и другие разновидности конного спорта все еще традиционно любимы в Англии. В Шотландии и кое-где в горах появились центры зимних видов спорта.

### с) Олимпийские игры

Существуют Летние Олимпийские игры, возобновившиеся в Греции в 1896 году, и Зимние Олимпийские игры, впервые состоявшиеся в 1924 году. Они проводятся зимой накануне Летних Олимпийских игр. Олимпийскими видами спорта обычно являются стрельба из лука, баскетбол, бокс, гребля на байдарке, велосипедные гонки, конные виды спорта, фехтование, хоккей на траве, гимнастика, дзюдо, современное пятиборье, гребля, парусный спорт, стрельба, футбол, плавание, прыжки в воду, ручной мяч, легкая атлетика, волейбол, водное поло, штанга и борьба. В программу Зимних Олимпийских игр входят биатлон, бобслей, бег на коньках, бег на лыжах, прыжки с трамплина, саночный спорт, гигантский слалом, фигурное катание, хоккей на льду.



## Dialogs

Read the dialogs and practice them.

### 1. WINNING AND LOSING

*Eric and Pam are walking home. Pam had a swimming race this afternoon in her gym class.*

**Eric:** How did the race go?

**Pam:** Awful! I came in last.

**Eric:** Last? You came in first last month, what happened?

**Pam:** I guess I'm out of shape. Even Gino can beat me. We had a race last night, and he won.

**Eric:** Well, you haven't had any exercise for weeks. You've just sat home and studied.

**Pam:** That's true. From now on I'm going to exercise as much as possible. Did Larry's team win their football game last Saturday?

**Eric:** No, they lost three to nothing to Gainesville. Larry was really disappointed. Gainesville beat them three to nothing the last time too.

**Pam:** Let's face it. Larry's not a great football player.

**Eric:** That's true, but he's a pretty good swimmer.

**Pam:** I know. I'm glad I don't have a race with him for a month or two!

### 2. MY FAVORITE GAME

**Interviewer:** So, Joe, what sport do you play?

**Joe:** I play football, volleyball, tennis and table tennis, but volleyball is my favorite game as it's a team game and you can play it with your friends, and enjoy it as a team.

**Interviewer:** Is it quite a fast game as well?

**Joe:** Yeah. It's fast and that's another reason I enjoy it.

**Interviewer:** Where do you play?

**Joe:** I play at local sports centers during the winter and sort of play in tournaments around England.

**Interviewer:** What sort of equipment do you need?

**Joe:** Well, first of all you need a ball and a net, and obviously a court. But you may also need knee pads and your volleyball kit.

**Interviewer:** So, how often do you play volleyball, Joe?

**Joe:** Well, during the season, which is from September to June, I play twice a week. One time is practice, and the other is a match. During the summer, I play beach volleyball, but that's only once a week.

### 3. SUNDAY FOOTBALL

*Jorge Gutierrez, from Argentina, is visiting his friend Howard Sloan in Washington, D.C. It is early in December.*

- Howard:** Jorge, since this is Sunday, I hope you don't mind if we watch a football game on TV.
- Jorge:** Not at all, Howie. I've been looking forward to watching one of your football games. As you know, football is an entirely different sport in my country.
- Howard:** Soccer! I know. More and more North Americans are learning to play soccer. It's fast, rough, and very exciting.
- Jorge:** You'll have to explain the rules of football to me. I want to be able to follow the game.
- Howard:** I'll do my best. Pass me the sports section of the newspaper, will you? The *Post* should have the time the game starts. I don't want to miss the kickoff.<sup>1</sup>
- Jorge:** Let me see if I can find it. Here it is, on the second page. It says "Washington versus Dallas, 1 P.M. on Channel 9." Does that sound right?
- Howard:** Yes. Games usually start at 1 or 4 o'clock Sunday afternoon. Of course, that's in the East. On the West Coast, the times are three hours earlier.
- Jorge:** So in California they have to watch the 1 o'clock game at 10 o'clock in the morning.
- Howard:** Diehard<sup>2</sup> football fans will watch at any hour. Well, we'd better go to the store to get some snacks. We want to be ready to see the Cow-boys and the Redskins fight it out.

### 4. THE TIGERS VS THE SABRES

- Pam:** I want to see a game with the Tigers. When do they play?
- Steve:** Let me check the schedule. On Saturday they play versus the Sabres.
- Pam:** Oh, that'll be a fantastic game! They've been rivals for years and the teams are evenly matched. The Sabres are a triple champion, while the Tigers have won the championship four times.
- Steve:** But this year, I think, the Tigers stand a better chance. Now they have Eddie Jackson, who played for the Wolves. Along with Charles Moor and Joe Adams, they make a wonderful team.
- Pam:** That's right! They are winners now. They've played 20 games so far. They won 13, lost 3 at the start of the season, and tied 5. But the Sabres have only 7 wins, 7 ties, and 6 losses. They are in the 5th place.

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<sup>1</sup> kickoff — the start of a North American football game, when one team kicks the ball to the other

<sup>2</sup> diehard — very enthusiastic and loyal

**Steve:** The Sabres have a weak goalie, but their forwards are very experienced and aggressive. It's bad luck that their leading goalie is seriously injured and won't be in good shape soon. There's a rumor they want Rodney Brown to sign a contract with them to strengthen the defense.

**Pam:** Rodney, you say? That'll help them a lot!

## 5. SPORTS SOUVENIRS

**J Diana:** Say, Steve. I've got two tickets for the Tigers and Sabres game.

**Steve:** That's great! You know, I have a shirt with Eddie Jackson's number.

**Diana:** I'm jealous. So, you collect Tigers' things. Well, then you must visit our sports club. There's a cafe there, where we like to meet. They have a lot of interesting things there. You may be lucky enough to get an autograph of a football or hockey star there.

**Steve:** I collect newspaper and magazine articles about them and besides I have a lot of posters and photos of the players. I even have a puck from last year's championship game. Jackie Edwards scored the final goal with it.

**Diana:** Do you play hockey?

**Steve:** Not now. I used to play for the university. Now I prefer tennis.

**Diana:** Our club has good tennis courts. I can recommend you for membership. The guys are good there and the coaches are, too. We must keep ourselves in shape.

**Steve:** Great! I'm new here, you know. And to make good friends here in practically no time is fabulous. When can I see you at your club?

**Diana:** On Sunday, I think. I'll call you.

**Steve:** Great! I'll look forward to it.

## Conversation Practice

**1** Practice the dialogs using the given substitutes.

1. A.: Did Larry's <sup>1</sup>team win their <sup>2</sup>football match last Saturday?

B.: No, they <sup>3</sup>lost three to nothing to Gainseville.

1	2	3	4
Leeds	football match	lose two to one	Liverpool
the Suns	basketball game	lose 74 to 68	the Hawks
the Rockets	ice-hockey match	draw five to five	he Wings

2. A.: How was your <sup>1</sup>race?

B.: Awful! I came in <sup>2</sup>last. <sup>3</sup>

<sup>1</sup>  
race  
game

<sup>2</sup>  
great  
not so good  
very disappointing

<sup>3</sup>  
come in first  
draw 15 to 15  
lose 4 to 6

3. A.: Larry's not a <sup>1</sup>great football player.

B.: That's true. But he's a <sup>2</sup>pretty good swimmer.

<sup>1</sup>  
outstanding skier  
successful baseball player  
splendid pilot  
brilliant cyclist

<sup>2</sup>  
terribly good skater  
real good coach  
exceptionally good team manager  
awfully good gymnast

4. A.: Is <sup>1</sup>beach volleyball different from the <sup>2</sup>volleyball you play in the centers?

B.: Yes, it is a very different game. Instead of <sup>3</sup>six players on a team,  
<sup>4</sup>it's only two players.

<sup>1</sup>  
European football  
polowater polo →  
tennistable tennis →

<sup>2</sup>  
American football

<sup>3</sup>  
a round ball  
two teams of players on horse-back  
rackets and a soft ball

<sup>4</sup>  
an oval ball  
two teams of swimmers  
bats and a plastic ball

5. A.: Alex, since this is Sunday, I hope you don't mind if we watch a <sup>1</sup>football game on TV.

B.: Not at all, Bruce. I've been looking forward to watching one of  
your <sup>2</sup>football games. As you know, <sup>3</sup>football is not played in my  
country.

<sup>1</sup>  
cricket game  
baseball game  
golf tournament

<sup>2</sup>  
cricket games  
baseball games  
golf championships

<sup>3</sup>  
cricket  
baseball  
golf

**2** Complete the following dialogs. .

1. A.: I guess, Frank is out of shape. Even Brian can beat him.

B.: \_\_\_\_\_

A.: That's true. He says he is going to exercise as much as possible.

B.: \_\_\_\_\_

2. A.: Did the Cowboys win their baseball match last Sunday?

B.: \_\_\_\_\_

A.: Let's face it. The team is not in great shape now.

3. A.: So, Shirley, what sport do you play?

B.: \_\_\_\_\_

A.: Is it quite an exciting game?

B.: \_\_\_\_\_

A.: What sort of equipment do you need?

B.: \_\_\_\_\_

4. A.: Do you play volleyball?

B.: \_\_\_\_\_

A.: Our university has good basketball courts. I can recommend you for the team. We must keep ourselves in shape.

B.: \_\_\_\_\_

A.: On Saturday afternoon, I think. Say at 3 p.m.

B.: \_\_\_\_\_



**3** Role-play the following situations.

1. Two friends are discussing the football/basketball/volleyball game. One has taken part in it. His team has lost the game. He is upset. His friend tries to reassure and encourage him.
2. Two friends cannot come to an agreement about what to watch on TV. One insists on watching a boxing competition while there is a world figure-skating championship on another channel. His/her friend wouldn't like to miss it.
3. The father and mother of a seven-year-old boy are discussing what sport their son should take up. Each gives arguments for his/her favorite sport. The father wants their son to take up skiing or running as there are a lot of sports facilities and coaches in the city. But the mother would like their son to do tennis or basketball.
4. The mother/father of a seven-year-old girl tries to persuade a tennis coach that his/her daughter is keen on tennis and is determined to

be a tennis star. The coach warns the parent against the pressures of professional sport.

5. Two students on teaching practice at school are discussing how to have the fifth-graders interested in sport. One of the friends suggests making a presentation about the Olympic Games. They discuss the details.
6. A Russian exchange student asks his/her American friend to give him/her some tips about recreation and sport at his/her host university. The Russian student used to do sport in his home country and would like to know if there are any sports facilities at the host university, what the registration procedures and fees are.
7. One of the roommates is an ardent athlete; another is a true "couch potato". The athlete tries to persuade his roommate to take up sport. But the latter doesn't like the idea of getting up at dawn, going to the swimming-pool or spending the weekend in the gym. His opponent tries to make him do at least his morning exercises.



## Communicative Activities

**1** You are fond of sports and you want to organize a sports festival in your city. A sports tournament, championship or competition. In order to attract attention to your project you want to start an advertising campaign to gain benevolent attitude and rich sponsors. You invite your friends and people who are interested in sports to discuss the problem and solve it, to start organizing activities. You do not forget that people are patriots of their city and their country and you know how to stir and surprise them. That's why you begin with global problems:

1. How important is it to you that your country succeeds in the Olympics? How do you feel when your country wins a gold medal?
2. Would your city support a bid to bring the Olympics to your city? Why or why not?
3. What other international events draw attention as the Olympic Games and may be held in your city?
4. You ask what else they think must be discussed at the meeting and taken into consideration to be used in the future.
5. According to the ideas, proposals and initiatives you elect the organizing committee and make a plan of your future activities.

- 2**
- a) Read the Student Program.
  - b) Decide what class or workshop you would like to participate in. Why?
  - c) Discuss your choice with your classmates.

## CLASSES, WORKSHOPS AND CLINICS

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>* Aerobic Conditioning</li> <li>* Golf</li> <li>* Personal Empowerment</li> <li>* Aquaerobics</li> <li>* Swimming</li> <li>* Muscle Conditioning</li> <li>* Martial Arts</li> </ul> | <ul style="list-style-type: none"> <li>* Nutrition</li> <li>* Squash</li> <li>* Stress Management</li> <li>* Tennis</li> <li>* Weight Training</li> <li>* Yoga</li> </ul> |
|--|---|

Increase your physical or wellness – related knowledge in a variety of fitness, sport skill, strength conditioning or wellness classes.

From a one time class to eight weeks of multiple sessions, offered on varied fitness and skill levels, you can personalize and define your own wellness program during the year.

Each semester a course schedule including registration information is available in Gregory Gym 30.

For more information call ...

- 3** Look through the Calendar of the outdoor activities at the University of Texas (UT) and make up your mind what activity you would like to join. Discuss it with your classmates.

Outdoor Adventures Spring Calendar			
Date	Activity	Fee UT/non UT	Rating <sup>1</sup>
<b>February</b>			
2/16, 20, 23, 26	Kayak Beginning Workshop	60/80	Beginner/Moderate
2/17	Rockclimb Basics	5/8	Beginner/Easy
2/19	Hike Pedernales Fall	10/17	Beginner/Moderate
2/19, 23, 26	Bike Repair Workshop	18/25	Beginner/Easy
2/20, 22, 24, 27	Effective Canoeing Workshop	40/50	Beginner/Moderate
2/23, 26	Rockclimb Intermediate	40/47	Intermediate/Strenuous
2/26–27	Coastal Bend Nature Weekend	60/74	Beginner/Easy
2/27	Open Kayak Roll	7/10	Intermediate/Easy
2/28	Backpacking/Camping 101	5/8	Beginner/Easy
<b>Spring Break</b>			
3/4–6	Canoe Big Thicket	50/64	Beginner/Moderate
3/5	Morning Horseback	21/24	Beginner/Easy
3/6	Cycle Country Roads, Williamson Co.	7/10	Beginner/Moderate
3/6	Rockclimb I	30/37	Beginner/Moderate

<sup>1</sup> Trip rating scale tells the skill level or experience needed by the participant and the level of physical exertion/fitness required for an activity.

**4** Create a one-page advertisement for a recreational sport class (think of sports and games popular in Russia or some unusual sports) you want to organize at an American university. Use colorful words to describe the rules of the game and the benefits it can have for a person's health. You can also include a drawing.

**5** Study a lazy man's motto and say what life you prefer.

"If you run several times a day you may live long — but you will always be in pain. I'll take the painless life and... walk."

**5** A new Sports Center. Your University has won the grant of \$1,000,000 from the National Sports Foundation to build sports facilities. Decide what sports (for winter or summer sports) should be built within the allotted sum. Work in small groups of four. After a 5-minute discussion you must decide what facilities you wish to include in the center. Try and come with a decision that every one approves of. The following information about how much various facilities cost will help you.

Gymnasium and equipment	\$1,000,000
25-meter swimming-pool	\$500,000
Skating rink (indoor)	\$500,000
Hockey rink (indoor)	\$500,000
Cafeteria	\$100,000
Weightlifting room and equipment	\$100,000
Changing room (20 people)	\$80,000
Tennis court (indoor)	\$80,000
Badminton court (indoor)	\$60,000
Climbing wall	\$60,000
Sauna	\$40,000
Table-tennis room	\$40,000
Showers	\$30,000

**7** Should boxing be banned? Many sports, such as boxing, are violent and dangerous. Some people propose that such sports be banned and made illegal. Others argue that violent sports should be allowed to continue.

a) In small groups of 3–4 make two lists of reasons, one for and the other against a ban on boxing.

e.g. Arguments for

Arguments against

1. Sometimes boxers are killed in boxing matches. If boxing is banned, many serious injuries and deaths will be avoided.

1. Violence is a part of human nature.

2. \_\_\_\_\_
3. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_

b) Share your lists of reasons with the other groups. Summarize your arguments for and against a ban on boxing. Draw a conclusion whether boxing should or shouldn't be banned.

- 8** Give your predictions of the future of such sports as boxing, wrestling, rugby, ice hockey, weightlifting and American football in the next 10 or 20 years.

*e.g.* I bet that soccer will become more popular because...

- 9** Read the article "Who are the Athletes that Youngsters Most Admire?" in Newspaper Reading. Arrange an opinion poll.

- Preparation for the poll. Look through Soviet/Russian sports magazines of the 60–90s. Make a list of 50 most prominent Soviet/Russian athletes of the past and present. Discuss your list with your groupmates. Come out with a list that everyone approves of.
- Study the opinion of your relatives and friends aged 13–20. Ask them rank the athletes on the list according to their popularity.
- Discussing the results. Share the results you've got with your group. Compare the results you've got with those of your groupmates. Make a list of the 20 most esteemed Soviet/Russian athletes of the present and the past. Say what sport they do (did), if they are still competing or not.



## Listening Comprehension

### 1. Basketball

- 1** Listen to the text and fill in the blanks with suitable words.

- There were \_\_\_\_\_ men in each team.
- They used a \_\_\_\_\_ ball.
- The goal or purpose of the game was to \_\_\_\_\_ the ball in the basket.
- Luckily, only \_\_\_\_\_ man got the ball into the basket in the first game.
- Basketball is a very \_\_\_\_\_ game.
- Players must run up down the basketball \_\_\_\_\_ or \_\_\_\_\_ floor the whole game.

- 2** Answer the questions.

- What sport terms connected with basketball did you get from the text?
- What are the main facts mentioned in the text?
- When was basketball invented and played for the first time?
- What can you tell about Naismith?
- Why was basketball invented?
- Why was the game called basketball?
- What can you say about Barney Sedran, one of basketball's great players?
- What is the most popular basketball association in America and why?

## 2. Baseball

### 1 Listen to the text and fill in the blanks with suitable words.

1. Players must hit a ball with a \_\_\_\_\_.
2. People believe that a man named \_\_\_\_\_ invented the game.
3. \_\_\_\_\_ teams from New York played a game following the rules.
4. Businessmen saw that they could make money with \_\_\_\_\_ baseball teams.
5. The teams in the National League \_\_\_\_\_ one another.

### 2 Answer the questions.

1. What sport terms connected with baseball did you get from the text?
2. How many teams and players are there in a baseball game?
3. When can players run around four bases?
4. What team wins the game?
5. What are the two versions of the origin of baseball?
6. When was baseball invented?
7. When and by who were the first real rules of baseball written?
8. How can you prove that the early baseball teams were not professional?
9. When was the first professional team started?
10. What can you say about the first professional league in the USA?
11. What new professional baseball league was founded in 1901?
12. Why did the two leagues decide to have their first-place teams play each other? And how was the event called?

## 3. Cheerleaders

### 1 Listen to the text and fill in the blanks with suitable words.

1. Cheerleaders are \_\_\_\_\_ and female.
2. They dress in the \_\_\_\_\_ of their team.
3. For thirty-two years cheerleaders were \_\_\_\_\_ only.
4. Often the women work \_\_\_\_\_ from the men.
5. They \_\_\_\_\_ and dance too.
6. The best teams make new, faster and more \_\_\_\_\_ shows to be the best.

### 2 Answer the questions.

1. When can we see cheerleaders?
2. What do cheerleaders do?
3. What is the job of cheerleaders?
4. Who was the first cheerleader?

5. How do cheerleaders work today?
6. When are cheerleaders most exciting?
7. What contests for cheerleaders are held every year in the USA?

## 4. The Millennium Games

### 1 Listen to the text and choose the correct variant.

1. The Millennium Games will be held in \_\_\_\_\_  
 A. Brisbane                      B. Melbourne                      C. Sydney  
 D. Canberra                      E. Adelaide
  
2. The games will also present some sports for the first time, such as \_\_\_\_\_  
 A. karate                      B. taekwondo                      C. judo  
 D. trampolining                      E. sumo                      F. triathlon
  
3. Over \_\_\_\_\_ percent of all Australians supported the effort to bring the Olympics to Australia.  
 A. 65                      B. 50                      C. 70  
 D. 75                      E. 85                      F. 90
  
4. The first Paralympic Games were held in (1) \_\_\_\_\_ in (2) \_\_\_\_\_  
 (1) A. Madrid                      B. London                      C. Rome  
 (2) A. in 1956                      B. in 1960                      C. in 1966  
 D. in 1970                      E. in 1980                      F. in 1986

### 2 Complete the sentences.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Australia looks forward to _____ in the year 2000.</li> <li>2. The Millennium Games in Sydney will include _____.</li> <li>3. In the Olympic village the athletes will create _____.</li> <li>4. "Aussies", as they are called, have _____.</li> <li>5. The Olympic Games in 2000 promise to be _____.</li> <li>6. In addition to the Olympic Games, Sydney will host _____.</li> <li>7. This special event is the world's elite sporting competition for _____.</li> </ol> | <ol style="list-style-type: none"> <li>a) a reputation for their hospitality</li> <li>b) a harmonious global community</li> <li>c) the longest list of sporting events</li> <li>d) a series of arts festivals</li> <li>e) athletes with disabilities</li> <li>f) the most environmentally friendly</li> <li>g) hosting the Olympic Games</li> </ol> |
|---|---|

**3** Answer the questions.

1. How many tickets will be sold to people hoping to experience the event in person?
2. What will be the total number of sports included in the Games?
3. What other Olympic sports will be included in the Games?
4. How many countries will be represented at the Millennium Games in Australia?
5. How do the Australians call themselves?
6. In what way will the diversity of Australian culture be presented at the Games? What will be included in the celebration?
7. What does the word "paralympic" mean?



## Newspaper Reading

### A

**1** Look very quickly through the articles below. In two minutes decide which of the articles is about:

1. the Olympics
2. tennis
3. soccer
4. basketball
5. horse racing

**2** Study the articles for five minutes and find the answers to the following questions.

1. Which team has won the football match?
2. What spoiled the impression of the game?
3. How many races has Holly Bull won with Smith?
4. How long did the game last?
5. How many times has Steffi Graf been a Wimbledon champion?
6. How many athletes will take part in the coming Olympics?
7. In how many sports will they compete?
8. What cities are the basketball teams from?
9. How many times have the Utah Jazz beaten the Spurs this season?

1. In a FIFA-sanctioned match marked by 31 fouls, the Texas men's soccer team was defeated 7-0 by Naberezhnye Chelny Kamaz, a Russian premiere division team, Saturday at House Park Stadium.

Using a short, controlled passing attack, Kamaz dictated the tempo throughout the game. Kamaz outshot the Longhorns 26-4 and outnumbered Texas on corner kicks, 12-3. The game also featured 20 fouls by Kamaz and 11 by Texas, including two Kamaz yellow cards and one Texas yellow card.

2. With Smith, Holly Bull has six wins in seven races, including victories in the Blue Grass, Florida Derby and the Futurity. He's the 8-5 favorite in a Derby field of 15. Overall, Holly Bull is 7-for-8, his first coming with Louis Rivera aboard. Just a year ago, Smith was aboard another Derby favorite — Prairie Bayou, who ran a game second after going six wide.

3. Wimbledon, England. — Lori McNeil punched shots with unrelenting precision at Steffi Graf's backhand, attacking her single flaw, breaking her down methodically, and dethroning a reigning Wimbledon women's champion in the opening round for the first time in history. When McNeil slapped a forehand volley into an open court to end the match 7-5, 7-6 Tuesday evening, she put a memorable touch on one of the greatest upsets ever in tennis and closed out a riveting five-hour drama.

"It doesn't hurt to lose my crown — it hurts to lose," said Graf, who lost three straight Wimbledon titles.

4. So much of these Olympics will seem so familiar. The faces. The accent. The time slot. So much will be different. More women competing. Former Soviet athletes dispersed to new teams. Beach volleyball. No boycotting nations.

Not one nation extended an invitation by the IOC turned it down. That means a record 197 nations will be on hand, competing in 271 events in 26 sports.

To represent the new teams and old ones, there will be 10,800 athletes, about 3,800 of whom are women — a 40 percent increase over the number competing four years ago.

5. SALT LAKE CITY. — Karl Malone scored 34 points, including a 20-footer with 42 seconds to play, and the Utah Jazz held off a late San Antonio rally to win 95-90 Thursday night, eliminating the Spurs from the NBA playoffs.

The Spurs trailed 91-84 before Wale Ellis scored and missed a free throw that Dennis Rodman tipped in, making the score 91-88. Malone then hit a jumper to rebuild the Jazz lead back to five. In their 3-1 series win, Utah beat the Spurs for the seventh time in eight games this season.

## B

**1** Study the article very quickly and answer the following questions:

1. Who ranked as most popular athlete among American adolescents?
2. How many current athletes are there on the list?
3. What positive traits of the popular athletes do the adolescents most admire?
4. How many adolescents took part in the study?
5. What sports did the most popular athletes do?

## Who Are the Athletes that Youngsters Most Admire?

Hank Aaron, long retired but not forgotten even by kids who never saw him play, ranks right behind Michael Jordan as the most esteemed athlete among American adolescents.

Kids 12 to 17 show genuine respect for past stars and utter indifference for some of today's most hyped athletes, according to ratings from a national study released by the Sports Marketing Group of Dallas.

O.J. Simpson also made the list, based equally on popularity and perceptions of character, and was tied for No. 5 among all Americans 12 and over in the study, conducted last year.

Kareem Abdul-Jabbar, Mary Lou Retton, Julius Erving, Willie Mys, Scott Hamilton, Babe Ruth, Mickey Mantle and Dorothy Hamill all made the adolescents' top 20 list.

Only five athletes on the list are still competing: Jordan, Scottie Pippen, Joe Montana, Jackie Joyner-Kersey and Kristi Yamaguchi, who skipped the last Olympics but is preparing to come back.

The rest retired recently after distinguished careers: Magic Johnson, Larry Bird, George Foreman, Nolan Ryan and Evander Holyfield.

These athletes are some of the true models for America's young people, the ones kids look up to as much for their accomplishments as for a belief in their integrity. Though Aaron retired as baseball's home run king in 1976, and Ruth died in 1948, their deeds live on, nurtured by admiring tales from parents and grandparents.

And what of young stars like Shaquille O'Neal, Andre Agassi, Barry Bonds and Deion Sanders? They didn't even come close.

"Popularity and respect take years to develop," Sports Marketing Group chairman Nye Lavalley said. "There's really no such thing as an overnight success in America. It takes a long time to build your reputation and your status."

Among boys, some athletes, who died before the boys were born had three to five times higher ratings than current players.

"I'm not sure if that's because the legends of these athletes were passed down so strongly by the kids' parents, or because the kids just haven't developed that kind of respect yet for the athletes of their own generation," Lavalley said.

Based on a study of 1,479 Americans age 12 and over conducted last year, the ratings weighed perceptions of four positive traits — sportsmanship, intelligence, trustworthiness and three negative traits — greediness, cockiness and arrogance — among 809 athletes and sports celebrities.

Lavalley used a formula to produce a rating system that could be as high as 100 if an athlete were popular with all respondents and perceived by everyone as having all the positive traits and none of the negative ones.

Conversely, an athlete could have a rating below zero if he or she were immensely unpopular and viewed as possessing more negative traits than positive ones.

Jordan, with a rating of 53, clearly was regarded with higher esteem among the adolescents than all other athletes. Aaron had a rating of 49, Abdul-Jabbar 48.

In contrast, Charles Barkley had a rating of only 25, Agassi 23, O'Neal 22, Sanders 21, Bonds 14 and Bobby Bonilla 9.

The top 20 list confirmed the immense popularity of basketball among adolescents, with NBA stars accounting for six of the top eight spots. Five baseball players made the list.

Among other things, the study showed that when it comes to sports, race is not an issue with kids. Six of the top seven, and 11 of the top 20, are black.

The link among all the admired and respected athletes is that their careers were long and successful and their characters stood the test of time. Many of them are quiet and are thought to possess humility and a certain grace.

"These are people who are not perceived as having huge egos," Lavelle said. "They have a lot of positives going for them and not many negatives. People like them and admire them. In general, these athletes were pretty nice, decent people off the field, besides being great in their sports."

"Kids 12 to 17 are more impressionable, without a doubt, than adults because some of the kids don't have the skills to decipher fact from fiction yet. But they see through a lot of hype and make pretty good judgments about people."

The top 20 among adolescents varied from the top 20 most esteemed athletes among all Americans age 12 and up, which showed even more regard for retired athletes.

Hamill and Peggy Fleming led that list, followed by Aaron, Retton, Simpson, Mays, Mantle, Joe DiMaggio, Bird, Yogi Berra, Chris Evert and Jesse Owens.

"Those are people who most folks would want as their next-door neighbors," Lavelle said. "For the most part these people are either legendary in their status, or they are perceived as having excellent characters in comparison to other athletes. The traits Americans admire most in athletes totally debunks the Madison Avenue myth. It's not the handsome, hot star with the good looking body who people admire most. They're looking for honesty and trustworthiness in athletes, a sense that they're genuinely good people."

Very few athletes are "megastars" with national appeal for advertisers, Lavelle said.

"Where the athletes have the most popularity and the most influence is in their own communities," he said. "While Troy Aikman has a rating of only 14 among kids across the U.S., in Dallas and in the surrounding area in Texas he might be four or five times that. It's the same thing for Warren Moon in Houston or Frank Thomas in Chicago. Each community has its own heroes."

The top 20 list for the general population was dominated by athletes who performed either in New York or the Olympics.

"The New York media influence, and the exposure of the Olympics, give them a national boost," Lavelle said. "When athletes are in New York or in the Olympics, people all over the country learn more about them."

**2** Do you know what sports the athletes mentioned in the article did? Think and fill in the chart below.

Athlete	Sport
1. Babe Ruth	baseball
2. Michael Jordan	
3. Kareem Abdul-Jabbar	
4. Jackie Joyner-Kersey	
5. Kristi Yamaguchi	
6. Scott Hamilton	
7. Joe Montana	
8. Shaquille O'Neal	
9. Andre Agassi	
10. O.J. Simpson	

## THEATRE



## Culture Commentary

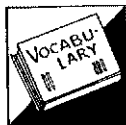
**Broadway:** a street in New York City where there are many theatres and which has given its name to that city's theatre industry.

**American National Theatre and Academy (ANTA):** an organization formed in 1835 by an Act of Congress permitting the establishment of a tax-exempt national theatre. Since 1945, when it began practical operation, it has functioned principally as an aid to resident theatres outside New York, providing them with guidance and personnel, and as a representative of the United States at international theatre events.

**American Shakespeare Festival Theatre and Academy:** a theatre organization producing Shakespearean drama, and drama school in Stratford, Connecticut. It began operation in 1955. Each summer since that date it has staged a series of Shakespearean works in repertory, occasionally employing famous stars.

**Provincetown Players:** a theatrical group founded in Provincetown, Massachusetts, in the summer of 1915 by Eugene O'Neill and others. They staged plays first in a private house and then in the rather primitive Wharf Theatre. They staged O'Neill's plays: *Bound East for Cardiff*, *Thirst*, *Before Breakfast*, and *Fog*. Although they mounted plays by other authors, their permanent contribution was to offer O'Neill's plays.





# Vocabulary

## Theatre

- theatre (theater, *AmE*) –
  - 1) dramatic art, drama  
*e.g.* She prefers the theatre to opera and ballet. He is interested in the theatre.
  - 2) a special building or place where plays are performed.  
*e.g.* Broadway theatres, Moscow theatres, the theatre district, the theatre seats ... people.  
They are building an open air theatre in this park.  
Let's meet outside the theatre at 6.30.  
Our theatre seats more than 500 people.
  - 3) the work or activity of people who write plays or act in plays. Sometimes *theatre* denotes both the building and the people who work there.  
*e.g.* Modern American theatre, the centre of theatre.  
The Maly Theatre is considered to be one of the best in Moscow.
- state/government-supported (*AmE*)/subsidized (*BrE*) theatre – a publicly owned and supported from public funds theatre. It usually has a permanent *company* (actors, directors, designers, etc.), and is run according to the *repertory* system, i.e. staging each season several productions presented in *repertory*, in rotation  
*e.g.* Subsidized theatres are usually repertory theatres.  
Most regional theatres in Russia are subsidized repertory theatres.  
“Rep” is an abbreviation often used for a repertory theatre company.  
He began his career in rep.
- commercial/commercially run/self-financing theatre – a theatre which receives no subsidy and is run on a commercial basis. One production is presented every evening as long as it is commercially profitable, i.e. has a successful run  
*e.g.* Most of the London theatres are commercial theatres situated in the West End.

## Types of theatre

- musical theatre
- puppet theatre
- young people's theatre
- theatre for children/children's theatre
- opera house

## Types of plays

- tragedy
- comedy
- tragi-comedy
- farce
- drama/straight play (*non-formal*)
- historical play/drama
- musical
- thriller

## Theatre building

- lobby (*AmE*)/foyer
- box office
- cloakroom
- bar
- auditorium/house
- dressing room

## Parts of the auditorium

- boxes
- orchestra seats, front/rear orchestra (*AmE*)
- stalls, front/back stalls (*BrE*)
- orchestra pit
- dress-circle/director's/president's circle
- balcony/uppercircle
- gallery/gods (*BrE coll.*)  
e.g. to sit in the gallery/in the gods
- rows (*usu.* marked with Latin letters)
- seats
- stage
- on-stage, off-stage
- backstage
- footlights
- curtain
- wings, in the wings

## Buying tickets

- to buy tickets at the box office/at a ticket agency
- to buy/reserve tickets in advance
- to reserve tickets by phone
- to line (*AmE*)/queue (*BrE*) for returns
- windows: ADVANCE BOOKING  
TONIGHT'S PERFORMANCE
- standing ticket/room
- complimentary tickets – free tickets given, for example, to theatre critics of newspapers
- house seats – the seats kept for leading actors to invite anyone they wish
- to buy tickets for the theatre
- to get tickets for *King Lear*
- to get tickets for Sunday  
e.g. I've got two tickets for *Carmen* for tomorrow.

## People in the theatre

- company (*syn.* troupe, *rare*) – a group of actors, opera singers, dancers, also directors, designers, etc. who work together

e.g. It's the first time a Russian company has put on a play by this playwright.

There are many well-known actors in the Sovremennik company. The company is on tour, so the theatre is closed.

The Royal Shakespeare Company are divided between the country and the capital, playing concurrently at two theatres for most of the year – the Royal Shakespeare Theatre in Stratford-on-Avon and the Aldwych Theatre in London.

- cast – a group of actors appearing in a particular performance

e.g. There are many famous actors in the cast today.

It's a strong cast. It was an all-star cast that night.

I saw *Macbeth*, but with a different cast.

The cast has been rehearsing all summer.

- to cast – to choose actors for the parts

e.g. They are casting for *Othello* next week.

The play is well cast.

- playwright/dramatist – someone who writes plays

e.g. Arthur Miller is a prominent American dramatist.

- director – the person who stages or produces a play, the person who is in charge of a play, and who tells the actors what to do

- manager/producer – the person responsible for the whole financial side of a theatrical production

e.g. a general manager, a box-office manager, a house manager, a stage manager

- actor/actress

- star

- stage designer, costume designer

- technical crew

### to act/to appear/to be in/to perform/to play

to act – to perform in a play, especially as a job

e.g. He had always wanted to act.

Julia always enjoyed acting.

to appear in/to be in – to act in a particular play

e.g. This young star will be appearing in a new play this autumn.

Who is in the new play at the National Theatre?

to perform a play/a pantomime, etc. – to act in it for people to watch

e.g. The children perform a Christmas pantomime every year.

A group of actors performed a series of medieval plays.

to play – to act as a particular character in a play

e.g. V.Vysotsky played Hamlet in the Taganka production of the play.

She played the part of Stella in *A Streetcar Named Desire*.

**to star/to co-star/to play the lead (the leading/title role)** – to be the main actor in a play

e.g. Can you name the actor who starred in *Hamlet*?

Bob Hoskins stars as a private detective.

He was given the chance to play the lead when Michael became ill.

Linda Evans is now playing the lead in a new romantic drama.

Steve Isaacs plays the title role of the pinball messiah.

**to star smb/to co-star smb/to feature smb**

**to star smb** – if a play or film stars someone, they are the most important actors in it

e.g. It's a drama starring Robert de Niro.

The 1944 production of *Henry V* starred Lawrence Olivier as the heroic young king.

**to co-star smb** – if a play or film stars someone, they are equally important actors in it

e.g. A Broadway production of *Miss Saigon* co-starring Jonatan Pryce and Lea Salonge opens tonight.

**to feature smb** – if a play or film features someone, he/she is an important actor in it but not the most important actor (compare: to star smb)

e.g. The play features two promising young actresses.

### People watching the production

- audience (*countable AmE, uncountable BrE*)

e.g. The audience was enthusiastically responsive.

By that time audiences at all levels had lost the habit of theatre going.

- a member of the audience (*formal*)/one of the audience (*less formal*)/somebody in the audience, one person in the audience (*non-formal*), some people in the audience, a lot of people in the audience

e.g. Somebody in the audience started coughing.

- critic

e.g. The new production was given an enthusiastic reception by the critics.

- theatre-goer, theatre-enthusiast, theatre-lover

e.g. Moscow theatres offer a wide repertoire for passionate theatre-lovers.

### What is performed in the theatre

#### play/production/performance

**play** – a story that is written to be performed by actors in a theatre

e.g. His new play was a success.

*Romeo and Juliet* is one of Shakespeare's best-known plays.

**production** – that version of the play which the director creates for presentation on the stage

*e.g.* This theatre is known for its imaginative productions.

**performance** – a single enactment, an act of performing a play, a piece of music, etc. in the presence of the public

*e.g.* The evening performance begins at 8 p.m.

There are two performances every day, one in the afternoon and one in the evening.

After the performance he went backstage to see Julia.

- first performance/first night/premiere (*AmE*)
- evening performance, matinee

### act/scene

**act** – one of the parts that a long play is divided into, which is further subdivided into scenes.

*e.g.* The main character appears only in the second act.

In Act 1 the heroine decides to leave home.

**scene** – a part of a play (an act) in which there is no change in time or place

*e.g.* During the last scene the key to the mystery is found at last.

The scene of their parting is very moving.

The scene is set in New York.

The opening and closing scenes are set in the garden.

### to stage/to put on/to present/to direct/to do a play

**to stage/to put on a play** – to arrange and perform a play or show, especially one that needs a lot of planning and costs a lot of money, it is used with reference to the artistic side including the administrative and financial side

*e.g.* Michael staged several plays by young authors at the Siddons Theatre.

It costs a lot of money to put on a musical.

A special show was put on to raise money for hunger victims.

**to present a play** – to provide money and arrange for a play, show, etc. to be performed. It is used with reference to the company and the management

*e.g.* The National Theatre is presenting *King Lear* later this month.

**to direct a play** – to be in charge of a theatrical production, casting, rehearsing actors and ordering movement on the stage

*e.g.* Peter Hall directed the production of *A Midsummer Night's Dream*.

**to produce a play** – is wider in its application than *to direct* referring to the organization and/or financing of a production

*e.g.* The Sovremennik company have always tended to produce modern plays.

**to do a play** – an informal verb meaning to arrange and perform a play, show or concert

*e.g.* They've been doing *The Merchant of Venice* at the local theatre for two weeks.

### Objects, clothes, etc. used in the theatre

- scenery (*uncountable*)/sets (*countable*)  
*e.g.* The scenery also contributed to the success of the play.  
The sets were designed by a famous stage designer.
- lighting (effects)
- sound effects  
*e.g.* The stage lighting is an important part of the production.  
My elder brother was responsible for the lighting and sound effects in our amateur production.
- billboard

### Effects of the theatre

- to be a (box-office) success
- to be a complete failure
- to be a hit
- to be a flop
- to burst into applause
- to cause irritation
- to evoke a feeling of admiration, surprise, etc.
- to feel like walking out
- to have a powerful impact on
- to have a successful run
- to have an enormous appeal
- to have a good/poor reception
- to give an enthusiastic/warm reception
- to leave smb indifferent
- to leave a lasting impression with smb



## Text 1

### The American Theatre: History

**Pre-reading:** Learn how to pronounce the following words:

*decadence, folk, enthusiast, hostile, routine, theme*

The American theatre is over two hundred years old, but a distinctly native drama has been slow in developing. There was from the beginning a steady and growing concern with specifically American subjects and characters, as may be seen from the Indian and Yankee plays, plays dealing with the American Revolution and later with the Civil War.

The American theatre reflects the variety of American scene: it ranges from folk elements to decadence, from the description of almost primitive conditions to the height of sophistication. O'Neill's characters have grown on American soil; Arthur

Miller's salesman is a typical American Phenomenon; Wilder represents the life of an American family; Tennessee Williams' characters are genuine Southerners.

Modern American drama was born in Provincetown (a resort town at the tip of Cape Code, in South East Massachusetts), where, in 1915, there gathered a small group of theatre enthusiasts. In an abandoned building on the waterfront and later in Greenwich Village they put on dramatic pieces by young American playwrights (O'Neill among them) and also staged plays by European writers. O'Neill found support and encouragement within the group.

America's principal contribution to theatre art is the development of the musical show; so the *musical* is of truly American origin. The musical is a play with spoken lines, songs, and dances. It was not until the 1940s and the production of *Oklahoma* (1943) that musical began to change in style and content. Although the basic plot of *Oklahoma* presented an uncomplicated love story, the characters of the play seemed more like real people, and, instead of the routine dancing, ballet was introduced. Since *Oklahoma* many successful musical plays have appeared on the American stage. No longer just light and amusing, they often deal with serious themes, accompanied by sophisticated music and dancing. One example is *West Side Story*, a modern version of Shakespeare's *Romeo and Juliet*, the story of young lovers who die tragically. Set in New York City, it portrays tense and hostile relationships between Puerto Ricans and native New Yorkers. The interest in psychology is perhaps the most important phenomenon of contemporary American drama, and it reflects the intellectual confusion of the last decades.

America's most important playwrights are considered to be Eugene O'Neill, Clifford Odets, Thornton Wilder and William Saroyan. O'Neill wrote deep and sensitive analyses of human relationships. He received the Nobel Prize for Literature in 1936, and he was the only dramatist to win the Pulitzer Prize in drama four times. Among O'Neill's best known plays are *Anna Christie*, *Strange Interlude*, and *Long Day's Journey into Night*.

Of the younger dramatists, Tennessee Williams and Arthur Miller are considered the most prominent. Tennessee Williams – the pen name of Thomas Lanier Williams, wrote the plays: *A Streetcar Named Desire*, *Summer and Smoke*, *The Rose Tattoo*, etc. Arthur Miller won both the Drama Critic's award and the Pulitzer Prize for the *Death of a Salesman*. To many readers and theatre goers these two dramatists have proved that there is no longer any doubt that the American theatre has come of age.

### Comprehension

**1** Find the English equivalents of the following words and word combinations in the text.

национальная драма, разнообразие американской жизни, народные мотивы, утонченность, типичное явление, истинный, одобрение, главный вклад, незамысловатая любовная история, враждебные отношения, смятение в умах, псевдоним

**2** Choose the variant that can best complete the sentence.

1. The American theatre \_\_\_\_\_
  - A. has staged plays dealing with the American Revolution and the Civil War for 200 years
  - B. began with a group of enthusiasts in Provincetown
  - C. has always combined folk elements with sophisticated approaches
2. The company in Provincetown \_\_\_\_\_
  - A. staged the plays by Eugene O'Neill
  - B. gave birth to the modern American drama
  - C. put on plays by American playwrights only
3. The musical \_\_\_\_\_
  - A. first appeared in the 1940s
  - B. was born in 1943 when *Oklahoma* was staged
  - C. is the principal American contribution to theatre art
4. Eugene O'Neill \_\_\_\_\_
  - A. was the only dramatist to win the Pulitzer Prize in drama
  - B. wrote serious nonmusical plays
  - C. was the founder of modern American theatre

**3** Find the Russian equivalents of the following titles. Have you ever read or seen these plays?

- |   |                                   |
|---|-----------------------------------|
| 1. <i>West Side Story</i>               | 5. <i>Summer and Smoke</i>        |
| 2. <i>Strange Interlude</i>             | 6. <i>The Rose Tattoo</i>         |
| 3. <i>Long Day's Journey into Night</i> | 7. <i>The Death of a Salesman</i> |
| 4. <i>A Streetcar Named Desire</i>      |                                   |



## Text 2

### Theatre and Music in the United States: The Present

The United States is an international center of culture. Its major cities (like New York, Boston, Washington, Chicago, San Francisco, and Los Angeles) regularly host many concerts, art exhibitions, lectures, and theatrical performances. And on a smaller scale, the same is true of smaller cities. Some of the world's greatest museums, orchestras, theatres, and concert halls are located in the United States. Performances and exhibitions are usually very well attended. Tickets can be hard to get, despite their high prices! Many cities also have large communities of artists, actors, dancers, and musicians.

Theatre in America is especially healthy in the hundreds of regional and university groups around the country. But it is Broadway with its some 40 major professional stages and the over 350 off-Broadway experimental theatres that bring to mind American playwrights such as O'Neill, Miller, Saroyan, Williams, Inge, Albee, Jones, Simon, and Shephard. There are over 15,000 professional actors in New York alone, and another 20,000 or so in the state of California. Over 16,000 professional musicians and composers live in New York, and almost 23,000 more in California. The competition is intense.

The theatre in the United States, is not state-supported (is not nationally subsidized). It does not survive because it is financed by cities or states. Many Americans tend to see culture and the arts as areas that the government should not interfere with. They do not see government as the patron of the arts. In addition, people who like jazz, for example, do not see why their tax money should be used to support the pleasures of those who prefer classical music (or vice versa). And those who like rhythm and blues aren't very impressed by the argument that opera will make us all more civilized. Americans feel that each person should be willing to support and help pay for his or her own favorite cultural activity, whatever it may be.

The Metropolitan Opera Association, the Met is a good example. The 14-acre Lincoln Center -- whose buildings also house the New York Philharmonic and the equally famous Juilliard School of Music -- was paid for largely through gifts and donations from thousands of individuals, private groups, corporations, and non-profit foundations. Of the Met's annual budget of around \$75 million, only 5 percent comes from governmental sources, whether city, state, or federal. The other 95 percent is made up by individual contributions, ticket sales, and so on.

Each year brings a new scare ("Will the Met Go Broke?"), and each year this in turn brings in just enough dimes and dollars from private citizens to continue. One result is that the Met cannot compete internationally with many government-supported opera houses in attracting highly paid international stars. But still, the international status gained by a singer being able to say "I sang at the Met" is great enough to attract all but the most greedy to New York. Another result of the Met's precarious financial resources is that it has fiercely loyal supporters who feel that it is very much their opera. Still, a night at the Met is often less expensive than at comparable operas. Much the same situation can be seen with dance and ballet. The fame attached to American modern dance does not depend upon government backing and money. Rather, it comes from the originality and quality of individuals such as Graham and Cunningham, Joffrey and Tharp, and their students now teaching and dancing throughout the world.

Perhaps nowhere are New York's extreme contrasts more obvious than in the Times Square area, around 42nd Street and Broadway. Beneath the bright neon signs of Times Square, you'll find some of New York's most elegant theatres and some of its sleaziest "adult" shows and shops.

Times Square is named after the *New York Times*, which for years has had its headquarters there. The *New York Times* is considered among the best newspapers in the country.

Times Square is the beginning of the theatre district — the area where Broadway plays are performed. Most “Broadway” theatres are located east or west of Broadway on streets in the 40s and 50s. Broadway has long been the center of theatre in the United States. Many plays open in other cities with the hope of eventually making it to Broadway. Thirty of New York’s theatres are on the side streets running east and west of Broadway, with the largest contingent in 45th Street. It is here, in smallish, unassuming buildings, where the famous plays and musicals are staged, and contrary to popular belief, it is rare for stars to have their names up in lights. Usually there is a billboard with a floodlight on it, announcing the play and its cast.

To put on a Broadway show, whether it is a musical or a straight play, costs an enormous amount of money at least four times more than in London. Showgoers in Greater New York are absolutely guided by the newspaper critics, whose reports they follow pretty slavishly. Very few New Yorkers will go near a theatre carrying a play or musical that has been “banned” by the majority of critics.

The first night audience is a glittering one, but the most important persons are the critics, a small number of men (and occasionally a woman or two) with inscrutable faces watched hopefully or sardonically by everybody present.

Success on Broadway is the sweetest thing that can happen to a name in show business. They say there is no success like it. It is one of the strange things about Broadway that a first night audience will clap and cause a number of curtain calls with little regard to the quality of the play and their own feelings. Normally, the cast, producer, and other keenly interested in the play folk gather after a first in Sardi’s, a smart, traditional restaurant on New York’s 44th Street after supper.

A definite disadvantage of Broadway plays is the price of tickets. The hit play or the hit musical is in such demand that tickets change hands “under the counter” for more than 50 dollars. You can, however, get half-price tickets if you go to the TKTS booth in Times Square on the day of the play. Or, perhaps, you’d prefer to go backstage. There are tours of the stage of current Broadway plays, led by the stage managers, directors, and even famous actors!

In addition to Broadway there are Off-Broadway and Off-Off-Broadway theatres. Most of these theatres are in the Village and the East Village. (The category that theatre falls into actually depends on its size — with Off-Off being the smallest — not on its location.) They are found throughout the city in buildings once used as garages, offices and stores. Sometimes there is no raised stage. Then the cast performs in the center of the room, surrounded on all sides by the audience. This arrangement is known as “theatre-in-the-round”.

Plays at these other theatres tend to deal with a wider range of subjects and to be more experimental — some say more interesting — than plays on

Broadway. They may involve audience participation — that is, the audience becomes part of the play. And at some Off-Off Broadway play, you feel like you're part of the play because the theatre is in someone's living room!

While New York is almost overpowering in its cultural offerings it is just the major, not the only, cultural center in the United States. Many theatre groups are active outside New York. There are professional companies in almost every major city. Some of them follow repertory schedules. Different plays are performed several times by the same group of actors within a period of a few weeks or months. There are also traveling acting companies that tour throughout the country. In addition, there are nonprofessional university and community theatre groups.

### **Comprehension**

**1** Explain in English the meaning of the following word combinations:

to be state-supported, professional stage (actor, musician, company), to host a concert (theatrical performance, etc.), to be very well attended, an experimental theatre, the competition is intense, the patron of the arts, individual contribution, international status, government backing, to be overpowering in its cultural offerings, repertory schedules, Off-Off-Broadway theatre, theatre-in-the-round, audience participation

**2** Give the English equivalents for the following Russian word combinations:

состав действующих лиц, афиша, поставить спектакль, премьеры, вызывать на бис, зрители, аплодировать, сцена, играть (в спектакле), билеты за полцены, популярная пьеса, пойти за кулисы

**3** Circle T if the statement is true, circle F if the statement is false.

- |  |   |   |
|--|---|---|
| 1. Americans are lovers of the arts, they attend the numerous concert halls, museums, theatres, exhibitions.   | T | F |
| 2. To be subsidized is to be supported by individuals, private groups, etc.  | T | F |
| 3. The Metropolitan Opera Association is a good example of a state-supported cultural center.  | T | F |
| 4. American theatres are not state-supported because many Americans would not like to see government interfere with the repertory, casting, financial resources. | T | F |
| 5. There are all sorts of amateur and professional theatres in the US.   | T | F |
| 6. To be an Off-Broadway or an Off-Off-Broadway theatre depends on the location of the theatre.  | T | F |
| 7. New York is undoubtedly the most important cultural center in the US.   | T | F |

**4** Answer the questions.

1. What does "healthy" mean in the sentence: "Theatre in America is especially healthy in the hundreds of regional groups"?
2. What American playwrights do you know?
3. Why doesn't The Met go broke?
4. What kinds of theatre companies are there in the US?
5. What is Broadway?
6. On what does the failure or success of the play depend on Broadway?
7. How is the production announced on Broadway?
8. How can one get a ticket for a Broadway show?



### Text 3

## Royal Ballet Stages New *Sleeping Beauty*

The Royal Ballet is once again touring the United States. The five-week tour opened on April 6 at the Kennedy Center Opera House in Washington with artistic director Anthony Dowell's new production of the Royal's signature piece, *The Sleeping Beauty*.

Anthony Russell-Roberts, administrative director of England's prestigious Royal Ballet said, "We didn't premiere it in England, we did a world premiere production at the Kennedy Center, which for us is quite a risk to do it on the road. It really is an absolutely brand new production and so you're on the first circuit.

The Royal Ballet's history with *The Sleeping Beauty* goes back to more than 50 years. In 1939 the dance company's founder, Ninette de Valois helped bring *The Sleeping Beauty* from Russia to England.

When the Royal Ballet first visited the United States in 1949, principal dancers Margot Fonteyn and Robert Helpmann danced the roles of Aurora and the prince.

Anthony Dowell's new *Beauty* will not stray too far from the original production by Russian composer Pyotr Tchaikovsky and choreographer Marius Petipa. The principal roles will be played by Darcy Bussell and Joltan Solmosi.

Designed by Maria Bjornson, *Beauty* is updated for a modern audience, with embellishments described by Russell-Roberts as slightly surreal.

"When you see the production, there are four major stage settings and they are very different," Russell-Roberts said, "We think each scene has its own qualities and the whole evening builds towards the final pas de deux."

The Royal Ballet will visit six cities in the United States. In addition to *The Sleeping Beauty*, the Royal will perform a stunning triple bill consisting of *The Dream*, *A Month in the Country* and *Tombeaux*. Two of them are by Frederic Ashton, who was the founder choreographer of the company.

*The Dream* is based on Shakespeare's *A Midsummer Night's Dream*. With the famous music by Mendelssohn the performance is an absolute masterpiece.

"There is a lot of beauty and magic in it as well as humor," Russel-Roberts said. "It is a wonderful illustration of love and its various assets."

The Royal Ballet's ambitions are to be one of the very great companies of the world. They have different styles from the Russian companies and the New York City Ballet. Their greatest strength is that they produce their own repertoire. Through Frederick Ashton, the English style of ballet, which is quite a lyrical style, was born.

"Dance is a very exacting art form that is not easy to achieve," Russel-Roberts said. "We would like to think that we've got a wonderful sense of ensemble -- our dancers are technically accomplished, but they are also good actors and actresses."

Russel-Roberts hopes that a diverse audience consisting of ballet connoisseurs as well as those who have attended ballet before will view the performances in the United States.

"It's wonderful the way in which economical gestures and movement convey enormous feeling and meaning," he said. "I do believe that appreciation of ballet, as with most art forms, is intuitive. If somebody has never seen the ballet before, they can come to an evening and they can instantly like it."

## Comprehension

### 1 Match the words from the text and their definitions given below.

1. Having or showing good reputation derived from past achievements, associations, etc.
2. First performance of a play or film.
3. Conspicuously or completely new.
4. First in ranks or importance, main.
5. Ardent desire for distinction; aspiration.
6. Expert judge in matters of taste, especially in the fine arts.

### 2 Circle T if the sentence is true, circle F if the sentence is false.

1. The Royal Ballet began its US fine-week tour in New York. T F
2. The Royal Ballet Company is going to visit five cities in Texas. T F
3. The Royal Ballet didn't premiere *The Sleeping Beauty* in Great Britain. T F
4. *The Sleeping Beauty* was first staged by the Royal Ballet in 1949. T F
5. Russell-Roberts is an artistic director of the new production. T F
6. The Royal Ballet brought three more productions to the US. T F



## Text 4

### British Drama

Britain is one of the world's major centres for theatre, and has a long and rich dramatic tradition. There are many companies based in London and other cities and towns, as well as numerous touring companies which visit theatres, festivals and other venues, including arts and sports centres and social clubs. There are 66 companies in receipt of subsidies from the Arts Council.

Contemporary British playwrights who have received international recognition include: Harold Pinter – *The Caretaker*, *The Homecoming*; Tom Stoppard – *Rosencrantz and Guildenstern Are Dead*, *Jumper*; Caryl Churchill – *Serious Money*, *Top Girls*; and Peter Shaffer – *Equus*, *Amadeus*.

The musicals of Sir Andrew Lloyd Webber have been highly successful in Britain and overseas; well known examples include *Jesus Christ Superstar*, *Evita* and *Cats*.

Among the best-known directors are Sir Peter Hall, Trevor Nunn, Jonathan Miller, Terry Hands, while the many British performers who enjoy international reputations include Sir John Gielgud, Sir Alec Guinness, Vanessa Redgrave, Sir Ian McKellen, Derek Jacobi, Albert Finney, Dame Judi Dench, Brian Cox, Dame Maggie Smith.

Britain has about 300 theatres intended for professional use which can seat between 200 and 2,300 people. Some are privately owned, but most are owned either municipally or by non-profit-distributing organizations. In summer there are also open air theatres, including one in London's Regent's Park and the Minack Theatre, which is on an open cliffside near Land's End in Cornwall.

Fifteen of many London's theatres are permanently occupied by subsidized companies. These include: the Royal National Theatre, which stages a wide choice of modern and classical plays; the Royal Shakespeare Company, which presents plays mainly by Shakespeare and his contemporaries as well as some modern works; the English Stage Company at the Royal Court Theatre in Sloane Square, London, which stages the works of many talented new playwrights.

Most theatres are commercially run and self-financing, relying on popular shows and musicals to be profitable. By contrast there is the Royal Academy of Dramatic Art, the Central School of Speech and Drama, the London Academy of Music and Dramatic Art, and the Drama Centre (all in London); the Bristol Old Vic School, the Royal Scottish Academy of Music and Drama (Glasgow) and the Welsh College of Music and Drama (Cardiff). Theatre design courses, often based in art schools, are available for people wanting to train as stage designers. A number of universities and colleges offer degree courses in drama.

## Comprehension

- 1** Look through the text and find the English equivalents of the following word combinations.

быть одним из мировых театральных центров, иметь давние и богатые театральные традиции, находиться (базироваться) в, многочисленные гастролирующие театральные труппы, получающие субсидии от Совета по искусству, современные драматурги Великобритании, получить международное признание, пользоваться большим успехом, в Британии и за ее пределами, предназначаться для профессионального использования, принадлежать местным властям или благотворительным организациям, содержаться на коммерческой основе, быть выгодным, приносить сборы, быть доступным для желающих, обучаться ремеслу театральных художников, выпускать дипломированных театральных работников (специалистов)

- 2** Circle T if the statement is true, circle F if the statement is false.

- |  |   |   |
|--|---|---|
| 1. Britain is one of the world's major centres for theatre, and has a long and rich dramatic tradition.  | T | F |
| 2. There are practically few companies based in London and other cities and towns, as well as some touring companies which visit theatres, festivals and other venues, including arts and sports centres and social clubs. | T | F |
| 3. Britain has about 200 theatres intended for professional use which can seat between 500 and 1,500 people.   | T | F |
| 4. Most of the theatres in Britain are privately owned and not many are owned either municipally or by non-profit-distributing organizations.  | T | F |
| 5. In summer and late autumn there are also open air theatres, including one in London's Regent's Park and the Minack Theatre, which is on an open cliffside near Land's End in Cornwall.                                  | T | F |
| 6. 25 of many London's theatres are permanently occupied by subsidized companies.  | T | F |
| 7. Most of the theatres are commercially run and self-financing, relying on popular shows and musicals to be profitable.   | T | F |
| 8. Theatre design courses, often based in sports centres, are available for people wanting to train as stage designers and stage hands.  | T | F |
| 9. A number of universities and colleges offer degree courses in drama.  | T | F |
| 10. There are 45 companies in receipt of subsidies from the Arts Council.  | T | F |

**3** Choose the best variant.

1. Contemporary British playwrights who have received international recognition include: \_\_\_\_\_
  - A. Harold Pinter with his *The Caretaker*, *Rosencrantz and Guildenstern Are Dead*, *The Homecoming*
  - B. Caryl Churchill with *Serious Money*, *Top Girls*
  - C. Tom Stoppard with *Equus*, *Amadeus*
2. Among the best-known directors are: \_\_\_\_\_
  - A. Sir John Gielgud
  - B. Sir Alec Guinness
  - C. Sir Peter Hall
3. The many British performers who enjoy international reputations include: \_\_\_\_\_
  - A. Vanessa Redgrave
  - B. Trevor Nunn
  - C. Terry Hands
4. The Royal National Theatre stages \_\_\_\_\_
  - A. the works of many talented new playwrights
  - B. a wide choice of modern and classical plays
  - C. plays mainly by Shakespeare and his contemporaries
5. The Royal Academy of Dramatic Art, the Central School of Speech and Drama and the Drama Centre are situated in \_\_\_\_\_
  - A. Glasgow
  - B. Cardiff
  - C. London

**4** Answer the questions.

1. Why is London considered to be one of the world's major centres for theatre?
2. What kinds of theatrical companies are based in London and other cities and towns?
3. How many companies are in receipt of subsidies from the Arts Council?
4. What contemporary British playwrights, who have received international recognition are known to you? What are their famous works?
5. Whose musicals have been highly successful in Britain and overseas? What are his well-known examples?
6. Who are the best-known directors in Britain?
7. Can you give the names of the famous British performers who enjoy international reputations?
8. On what bases are theatres rented or owned in Britain?

9. What are the most famous subsidized companies which occupy 15 theatres? What do they stage?
10. How do many commercially run and self-financing theatres make themselves profitable and successful with the public?
11. Where are people wanting to start their theatrical careers trained in England, Wales and Scotland? What are they trained for?



## Vocabulary Exercises

**1** Fill in the blanks with a suitable word.

a) *company, cast, to cast*

1. The Royal Shakespeare \_\_\_\_\_ are divided between the country and the capital, playing concurrently at two theatres for most of the year.
2. There are many famous actors in the \_\_\_\_\_ today.
3. Paul Scofield \_\_\_\_\_ for the part of Macbeth.
4. The \_\_\_\_\_ is on tour, so the theatre is closed.
5. — *The Mousetrap* has been running for over twenty years.  
— What? With the same \_\_\_\_\_?
6. The essential of a repertory \_\_\_\_\_ strictly speaking is that it should have several productions — a repertory of productions in fact — ready at the same time.

b) *play, production, performance*

1. The \_\_\_\_\_ begins at 7.30.
2. No doubt, the \_\_\_\_\_ must enter the repertoire of the twentieth century classics.
3. I've seen that \_\_\_\_\_ several times, and I think tonight's \_\_\_\_\_ is the best.
4. Judy Dench gave a brilliant \_\_\_\_\_ as Beatrice (in *Much Ado About Nothing*), but the \_\_\_\_\_ as a whole is very second rate.
5. We are going to see a new \_\_\_\_\_ at the Pushkin Theatre tonight.
6. I've never seen a better \_\_\_\_\_ of *Othello*.
7. The Cottesloe Theater is a very small theatre with movable seats for experimental \_\_\_\_\_.
8. I didn't like the \_\_\_\_\_ but I was impressed by the acting.
9. He's been in a lot of interesting \_\_\_\_\_.

- 2** Choose the adjectives from the list that can go with the following nouns: *acting, part, play, company, performance, production, audience, reviews*

main, supporting, walking on, leading, male/female, favorable, thought-provoking, tragic, witty, convincing, natural, realistic, splendid, dull, mystical, original, scary, serious, sophisticated, startling, second-rate, new, successful, interesting, good, poor, unfavorable, terrible (*coll.*), well-established, permanent, resident, touring, brilliant, mediocre, amateurish, responsive, irresponsive, enthusiastic, young, recently-formed, experienced, enthusiastically (poorly) received, well-received, cheerful, complex, contemplative, light, lively, melancholy, lovely

- 3** Translate into Russian.

- a) 1. His **performance** on the **first night** of the **play** was spoilt by nerves.  
2. The first **performance** of the opera *Tosca* was on September 7.  
3. His **award-winning play** was **performed** by Mark Crowshow.  
4. He will **star** in the Los Angeles **production** of *Phantom of the Opera* this year.  
5. The **play** will be recorded as a new **production** especially made for television.  
6. In this **production** Lady Macbeth is portrayed as a stray-willed evil woman.  
7. Jarry's **playing** Hamlet in a local **production** of the **youth theatre**.  
8. The audience applauded loudly at the end of the **performance**.  
9. The college **drama society** are going to **put on** a modern **play**.  
10. I've never seen *Othello* **performed** so brightly.
- b) 1. The ghost appears in the **first scene**.  
2. Los Angeles is full of out-of-work **actors**.  
3. I don't think the **actor** who **played** Macbeth was particularly good.  
4. **The part** of the policeman was **played** by Bob Brewiss.  
5. Douson is now **producing** a **stage version** of the story with a cast of young actors from New York.  
6. The entire **cast of the play** deserves praise for this **performance**.  
7. You shouldn't take up **acting** as a career. It's a very risky business.  
8. After the war David **went on the stage** and often appeared in **Shakespearean roles**.  
9. After **starring** in several successful **plays**, the actor made his first Hollywood film.

10. Linda Evans is now **playing the lead** in a new romantic drama.
11. The girl's father is **played by** Fonda's **co-star**, Donald Sutherland.

**4** Translate into Russian. Make a list of expressions that can describe favorable and unfavorable impressions.

1. There had been great applause after each act and at the end a dozen curtain calls.
2. Julia, pleased, excited and happy, went to her dressing room.
3. She had never acted with greater brilliance, variety and resource. Julia played the scene with miraculous virtuosity.
4. With the modulation of her beautiful voice, with her command of emotions, she succeeded (by miracle of technique) in making it a thrilling almost spectacular climax to the play.
5. The whole cast had been excellent.
6. Praise is always grateful to the artist.
7. The audience fascinated could not take their eyes from the red rag.
8. She was curiously listless. She showed no sign of joy when her eyes rested on Romeo. The few words she had to speak ... were spoken in a thoroughly artificial manner.
9. The voice was exquisite, but from the point of view of tone it was absolutely false. It was wrong in color. It made the passion unreal.
10. The staginess of her acting was unbearable, and grew worse as she went on ... She over-emphasized everything that she had to say. Her gestures became absolutely artificial.
11. Even the common, uneducated audience in the pit and gallery lost their interest in the play. They got restless and began to talk loudly and whistle.
12. The last act was played to almost empty benches.

**5** Complete the sentences using the words from the box.

a)

to carry	auditorium	presentation	audiences	productions	ran
influence	supported	attempt	plays	contribution	

In the United States the artistic puppet revival was largely inspired by Ellen Van Volkenburg at the Chicago Little Theatre with (1) \_\_\_\_\_ that included *A Midsummer Night's Dream* in 1916. She later directed (2) \_\_\_\_\_ for Tony Sarg, who became the most important (3) \_\_\_\_\_ in American puppetry, with such large-scale marionette plays as *Rip Van Win-*

kle, *The Rose and the Ring*, and *Alice in Wonderland*. A small group, the Yale Puppeteers, created a theatre in Hollywood, the Turnabout Theatre, that combined human and puppet stages at opposite ends of the (4) \_\_\_\_\_ and attracted fashionable (5) \_\_\_\_\_ for its songs and sketches from 1941 to 1956. Bill Baird (6) \_\_\_\_\_ a puppet theatre in Greenwich Village, New York City, for some years from 1967 and made a great (7) \_\_\_\_\_ to every aspect of puppetry. Professional puppetry there has developed in the main ways: in large, commercially (8) \_\_\_\_\_ productions for television; in socially involved, such as the Bread and Puppet Theatre, which uses giant puppets (9) \_\_\_\_\_ a political or idealistic message; and at the other end of the scale as a medium for intimate tabletop (10) \_\_\_\_\_ by artist such as Bruce Schwartz, who makes no (11) \_\_\_\_\_ to conceal himself as he handles a single figure with great delicacy.

b)

luxury performance	staging attraction	plays unprofitable	rank public
-----------------------	-----------------------	-----------------------	----------------

The theatre in America is less popular than the cinema. With the popularity of television, the theatre lost a great deal of its (1) \_\_\_\_\_. Besides, theatre tickets are so expensive that the theatre is a (2) \_\_\_\_\_.

Many theatres risk (3) \_\_\_\_\_ serious intellectual plays. Producers avoid them as (4) \_\_\_\_\_. They are sure the (5) \_\_\_\_\_ won't like them as one goes to the theatre to relax. They think that if people don't expect to be entertained and amused at the theatre, they would rather stay at home.

Most of new (6) \_\_\_\_\_ are presented first on Broadway. Plays shown off Broadway, though modestly staged in small theatres, (7) \_\_\_\_\_ with the best Broadway (8) \_\_\_\_\_ in professional skill.

**6** Fill in the blanks with prepositions and adverbs if necessary.

- a) 1. The same is true \_\_\_\_\_ his other performances.
2. Many Americans think the government shouldn't interfere \_\_\_\_\_ culture and arts.
3. The Lincoln Center was paid \_\_\_\_\_ largely \_\_\_\_\_ gifts and donations.
4. Her brilliant singing attracted a lot of people \_\_\_\_\_ New York.
5. You can get half price tickets \_\_\_\_\_ the day of the play.

6. London is considered to be one of the world's major center \_\_\_\_\_ theatres.
  7. \_\_\_\_\_ what bases are theatres rented or owned \_\_\_\_\_ Britain?
  8. This theatre has made itself profitable and successful \_\_\_\_\_ the public.
  9. The musical is \_\_\_\_\_ truly American origin.
  10. A great number of new plays have appeared \_\_\_\_\_ the stage.
- b) The Charles Playhouse, Boston's most active Off-Broadway Theatre space, has had a long and varied history (1) \_\_\_\_\_ Boston's entertainment district (2) \_\_\_\_\_ its beginning (3) \_\_\_\_\_ 1959. The Charles Playhouse was originally designed and built in 1839 (4) \_\_\_\_\_ the Fifth Universalist Church. Then it became the first synagogue in Boston and in the 1970s was converted (5) \_\_\_\_\_ a fashionable night club. When the Charles Playhouse opened (6) \_\_\_\_\_ a theatre in 1958, Boston drama critic Elliot Norton wrote that its rich history gave it "the proper sinned in atmosphere to become a great theatre".

The Charles Playhouse was started (7) \_\_\_\_\_ The Actors Company, a group (8) \_\_\_\_\_ Boston University graduates. They presented many classic theatre works that season including *No Exit* (9) \_\_\_\_\_ Jean Paul Sartre, *The Importance of Being Earnest* (10) \_\_\_\_\_ Oscar Wilde, *A View From the Bridge* (11) \_\_\_\_\_ Arthur Miller and others.

(12) \_\_\_\_\_ a solid place in theatrical history The Charles Playhouse will continue to be a vital and innovative part (13) \_\_\_\_\_ Boston's Theatre scene (14) \_\_\_\_\_ many years to come.

**7** Match each person with one of the descriptions.

acrobat	clown	conductor	juggler	understudy
ballerina	vocalist	director	stuntman	

1. Someone who makes people laugh at the circus.
2. Someone who tells actors what to do.
3. Someone who sings.
4. Someone who entertains others by throwing and catching things.
5. Someone who entertains others by performing gymnastics.
6. Someone who takes an actor's place in an emergency.
7. Someone who tells an orchestra what to do.
8. Someone who performs dangerous actions in place of an actor.
9. Someone who dances gracefully in a leading role.

- 8** In this text there are some unnecessary words which do not fit the sense of the text. Find these words in the numbered sentences and cross them out.

Young people are not just a nation's future. They in need the arts, just like their parents. (1) But because of young people see the world in special ways that change as they grow up year by year, they have special needs too. (2) A professional theatre company working for young people has a great opportunities, for the audience doesn't yet never know what it likes. (3) But it has great responsibilities, because lack of experience puts young people at risk. A professional theatre company working for young people has to be as so creative, and responsive, as any working for adults. (4) And then something more... Merseyside Young people's Theatre Company takes abandon plays of a high professional standard into schools. (5) They perform in a daylight, on the floor of the school hall. What is always present with, at the heart of their theatre experience, is an adventure in imagination. (6) Only by taking their theatre into schools can they reach to a whole generation in the community with an exciting experience of the live time performing arts. (7) Later in life, like their parents before them, the audiences will choose between whether or not to become regular theatre-goers. (8) But first they must to know what they are missing... (9)

- 9** Translate into Russian.

For decades Moscow has had a reputation as a city of theatres. The birth-place of the historic Bolshoi, Maly and Moscow Art theatres, the city has been and still is a center for the development of bold, exploratory, modern ideas in dramatic art renowned for its great number of highly-gifted, interesting directors, actors, playwrights and artists.

Every evening the doors of Moscow's thirty-two theatres open to streams of theatregoers. This interest in the theatre is growing every year, thanks to the original conceptions, unique styles of presentation and serious aims of the programs offered, to the solidarity and common goals of the artists of the capital's repertory and non-repertory companies, and to the depth of the problems raised by their productions.

The best Moscow theatres devote themselves to developing the principles of directing and acting laid down by Stanislavsky, Meyerhold, Nemirovich-Danchenko, Vakhtangov, Okhlopkov and Tairov. The discoveries and successes of Moscow's theatres today, full of youthful vigor, can be attributed to the creative assimilation of the experience and triumphs of preceding generations.

- 10** Translate into English.

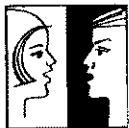
а) Барбикан

С открытием в 1984 году одного из самых крупных центров в Европе Барбикана (The Barbican Center) культурная жизнь британской сто-

лицы стала богаче и разнообразней. Лондонское Сити финансировало строительство удивительного комплекса 25 лет. Барбикан включает два театральные зала Королевской Шекспировской труппы и концертный зал на 2000 мест, отданный Лондонскому симфоническому оркестру. Кроме того, в Барбикане есть картинная галерея, площадка для выставок скульптуры, Школа музыки и драмы, публичная библиотека, три кинотеатра, пять конференц-залов, два зала для торговых выставок, два ресторана и множество баров. Из фойе, которое простирается на пять этажей вниз, можно легко попасть в театральные и концертные залы, а также на открытую террасу с видом на искусственное озеро. В главном зале театра (The Barbican Theatre – 1200 мест) ярусы тянутся к потолку и окружают сцену, но ни одно из мест не удалено от сцены более чем на 19 метров. Под главным зрительным залом расположен театр «Пит» (the Pit Theatre), предназначенный для студийных постановок. Еще ниже – самый большой из трех кинотеатров (280 мест). Основа деятельности Барбикана – согласованность всех культурных программ, каждый вид искусства освещает общую тему по-своему. Барбикан, безусловно, пользуется успехом благодаря впечатляющему диапазону мероприятий.

в) Джуди Денч с ее бессмертным талантом может стать подлинной наследницей леди британского театра Пегги Эшкрофт. Джуди Денч – яркая индивидуальность, смелая личность, и эти качества она перенесла через свои роли – грандиозные по разнообразию и числу: она играла в классических пьесах Шекспира, Чехова (Ирину в «Трех сестрах») и Аню в «Вишневом саде», в пьесах Ибсена, Шоу, Мольера и др. Несмотря на амплу трагической актрисы Джуди Денч для многих завязатых театралов связывается в памяти с жанром условной комедии. У актрисы резкий, несколько хриловатый голос, ее отличает быстрый ум и убийственное остроумие. Но когда ей дали одну из самых больших ролей английского театра – Беатриче в «Много шума из ничего», она удивила своих поклонников трагическим восприятием образа своей героини, она заставляла зрительный зал почувствовать скрывающуюся за взрывами веселья боль. В 1980 году газета «Evening Standard» провозгласила Джуди Денч лучшей актрисой года за роль главной героини в пьесе Шона О'Кейси «Джуно и Павлин». В пьесе она смогла подняться до высот трагической борьбы эмоций, заключенных в характере героини, ее игра потрясла своим реализмом, отсутствием сентиментальности и театральности. Но лучшая роль Джуди Денч, несомненно, – леди Макбет в пьесе Шекспира в экспериментальной постановке режиссера Тревора Нанна. Спектакль шел почти на пустой сцене с костюмами, подразумевающими, что время действия – не XVII век, а скорее, XX. Джуди Денч производила впечатление такого напряжения и тревоги,

что зрительный зал цепенел. Талант Джуди Денч неиссякаем. В 1999 году Джуди Денч была удостоена премии Оскара за лучшую роль второго плана в фильме «Влюбленный Шекспир».



## Dialogs

Read the dialogs. Practice them.

### 1. INVITING TO THE THEATRE

- A.: **Have you got anything special** on Sunday?  
B.: No, nothing special. Why?  
A.: **Would you like** to go and see the *Cherry Orchard* with me at the Moscow Art Theatre?  
B.: Thank you. **That would be** very nice. They say it's a very good **production** with an entirely new **cast**. I've been looking forward to seeing it. Do you think we'll manage **to get tickets**?  
A.: **I've already booked** two seats by phone. They are in the front stalls.  
B.: Oh, that's wonderful. We'll **have a good view of the stage** from there.  
A.: You are right, but I'd rather take opera glasses to be on the safe side.  
B.: That's a good idea. **Where shall we meet**?  
A.: Let's meet outside the theatre at 7 sharp. Is that all right with you?  
B.: **It suits me perfectly**. I'll be there.
2. A.: I'd like to book two seats for tomorrow.  
B.: Would you like something in the front stalls?  
A.: I suppose there's nothing further back, is there?  
B.: Not unless you come to the matinee.
3. A.: Can I still get tickets for tonight's show?  
B.: The front row of the dress circle is fairly free.  
A.: Are there any boxes?  
B.: No, I'm afraid that's all there is.
4. A.: Are there any seats left for Saturday night?  
B.: A-11 and B-14 are all that's left.  
A.: Haven't you got anything cheaper?  
B.: Only if somebody cancels.
5. **Paula:** Where's *It's My Life* playing?  
**Tony:** At the Broadway Playhouse. Have you ever been there?

**Paula:** No, but I've always wanted to go. They have excellent plays. Who's in *It's My Life*?

**Tony:** Edward Bright and Maria Small.

**Paula:** I think Edward Bright's a fantastic actor.

**Tony:** I do too. Did you see him in *The Long Winter*?

**Paula:** Yeah. I thought he was terrific.

## 6. AFTER A PLAY

**A.:** That was fun!

**B.:** Yeah! And the lead man was fantastic.

**A.:** And good-looking, too. I could look at him any time!

**B.:** Me, too, and the sets were amazing — so realistic.

**A.:** Uh-huh. They did a really good job of them. They made you feel like you were right there — like it was a real place.

**B.:** I was surprised at the ending though.

**A.:** Me, too. I certainly didn't expect that to happen.

**B.:** Well, we'll have to do this again sometime.

**A.:** Yes. Let's. See you!

**B.:** Bye.

## 7. AFTER THE PERFORMANCE

**Ann:** Well, how did you find the performance?

**Jane:** Fantastic! The cast was excellent!

**Ann:** No wonder, with so many stars in it. You can call it an all-star cast.

**Jane:** I'm fascinated by N.'s acting. He is always very good, to my mind, but today he was at his best. Don't you think so?

**Ann:** I am with you here. I greatly enjoyed the last scene of the second act when he finds out the truth about his brother. From any point of view his acting was very convincing.

**Jane:** It seems to me that the actress who played his wife was not bad either, was she?

**Ann:** I believe, she might have been a bit more natural. There was something stilted about her acting.

**Jane:** Was there? I'm afraid, I can't agree with you. And did you like the scenery?

**Ann:** It was splendid. It contributed much to the success of the play.

**Jane:** I'm very thankful to you for this lovely evening. After all, it was your idea to see this play.

**Ann:** Nothing to speak of.

## Conversation Practice

### 1 Practice the dialogs using the given substitutes.

1. A.: I'd like to book two seats for tomorrow.  
 B.: Would you like something in the <sup>1</sup>front stalls?  
 A.: I suppose there's nothing <sup>2</sup>further back, is there?  
 B.: No, I'm afraid that's all there is.

1	2
<i>rear stalls</i>	<i>closer to the stage</i>
<i>box</i>	<i>cheaper</i>
<i>rear balcony</i>	<i>in the stalls</i>

2. A.: Where's <sup>1</sup>*It's My Life* playing?  
 B.: At the <sup>2</sup>Broadway Playhouse. Have you ever been there?  
 A.: No, but I've always wanted to go. Who's in <sup>1</sup>*It's My Life*?  
 B.: Edward Bright and Maria Small.  
 A.: I think Edward Bright's a <sup>3</sup>fantastic actor.

1	2	3
<i>The City of Angels</i>	<i>Paramount Theatre</i>	<i>great</i>
<i>Sheer Madness</i>	<i>Folly</i>	<i>terrific</i>
<i>Fiddler on the Roof</i>	<i>Only Theatre</i>	<i>marvelous</i>

3. A.: Hey, Kate, <sup>1</sup>what about going to the theatre with us tonight? We've got an extra ticket for <sup>2</sup>*Blood Brothers*.  
 B.: Sorry, <sup>3</sup>I can't. I've got an exam tomorrow.

1	2	3
<i>d'you fancy going</i>	<i>The Snow Queen</i>	<i>I'd love to but</i>
<i>why don't you go</i>	<i>The Seagull</i>	<i>Oh, what a shame! I'm busy tonight.</i>

4. A.: We should be <sup>1</sup>very pleased, Mr. Reed, if you could go to the <sup>2</sup>Bolshoi Opera House with us tonight. <sup>3</sup>*Carmen* is on.  
 B.: That's <sup>4</sup>very kind of you. But much as I should like to, I'm afraid I can't. I have a previous engagement. However, thank you for inviting me.

1	2	3	4
<i>delighted</i>	<i>the Taganka Theatre</i>	<i>Hamlet</i>	<i>extremely kind</i>
<i>extremely pleased</i>	<i>the Pushkin Theatre</i>	<i>Don Juan</i>	<i>really most kind</i>

**2** Practice your own dialog using the dialog "Inviting to the Theatre" as a model. Try to use the words and phrases in bold type in your conversation.

**3** Complete the conversation using the suitable phrases from the box.

be sold out	be on sale	go on sale	first-come,	stand in line
get it	let someone know	figure (someone) out	first-served	stay up
kill time	get into	have time to kill	waste	

**Dan:** How was the concert?

**Jeff:** We didn't (1) \_\_\_\_\_.

**Dan:** You're kidding! I thought you (2) \_\_\_\_\_ for ten hours.

**Jeff:** We did, but the tickets (3) \_\_\_\_\_ before we got to the front of the line. It was awful. We (4) \_\_\_\_\_ ten hours standing in line.

**Dan:** Standing?

**Jeff:** Well, we did sit down for awhile. We (5) \_\_\_\_\_ by listening to music and sleeping.

**Dan:** Sleeping?

**Jeff:** Well, you know it was the middle of the night when we got there. I couldn't (6) \_\_\_\_\_.

**Dan:** Did you have a sleeping bag?

**Jeff:** Yes. Luckily, I had just bought a really good one that (7) \_\_\_\_\_ for only \$35.

**Dan:** That was lucky! Are you going to try to (8) \_\_\_\_\_ the next concert?

**Jeff:** Of course! Tickets will (9) \_\_\_\_\_ on Saturday at 10:00 a.m., and I'm planning to be there starting Friday morning.

**Dan:** I can't (10) \_\_\_\_\_. You're crazy!

**Jeff:** Maybe I am. But I love that music. And it's vacation now, so I (11) \_\_\_\_\_.

**Dan:** Are you sure you'll get tickets?

**Jeff:** I'd better! Tickets are sold (12) \_\_\_\_\_, and I plan to be the first one in line! Do you want to come to that concert with me?

**Dan:** Sure, if you stand in line for me.

**Jeff:** You have to stand in line with me. Come on! It's fun!

**Dan:** I'm not sure right now. I'll (13) \_\_\_\_\_.

**4** Complete the conversations and practice them with a partner.

e.g. **Student A:** I suppose there's nothing in the circle, is there?

**Student B:** I'm afraid not. Everything's booked except the front orchestra.

1. A.: \_\_\_\_\_ front row, \_\_\_\_\_?  
B.: \_\_\_\_\_ upper circle.
2. A.: \_\_\_\_\_ front orchestra \_\_\_\_\_?  
B.: \_\_\_\_\_ four boxes.
3. A.: \_\_\_\_\_ third row, \_\_\_\_\_?  
B.: \_\_\_\_\_ royal box.
4. A.: \_\_\_\_\_ front balcony, \_\_\_\_\_?  
B.: \_\_\_\_\_ back row.
5. A.: \_\_\_\_\_ upper circle, \_\_\_\_\_?  
B.: \_\_\_\_\_ rear orchestra.
6. A.: \_\_\_\_\_ balcony, \_\_\_\_\_?  
B.: \_\_\_\_\_ mezzanine.



**5** Role-play the following situation.

Your Russian friend/partner went to the theatre last night. Ask him about the performance, the theatre he/she went to, the seats he/she had, etc. Use the information given in the theatre ticket.

<b>5 COA23A</b> event code <b>\$ 16.00</b> price & all taxes incl	<b>BALCR</b> section / aisle <b>BALC</b>	<b>U 2</b> row / box seat <b>RIGHT</b>	<b>ADULT</b> All Taxes Incl if Applicable <b>ADM \$ 16.00</b>
** ** ** ** ** ** ** ** ** **			
<b>THE PARAMOUNT THEATRE</b> PRESENTS <b>"CITY OF ANGELS"</b>  <b>SUN., JAN.23, 2002 - 3:30 PM</b> <b>713 CONGRESS AVE.</b>			
<b>BALK R</b> section / aisle <b>CA 42 X</b> <b>U 2</b> row / box seat <b>PAR 1540</b> <b>A23JAN4</b>			



## Communicative Activities

- 1** Do you know the parts of the auditorium? Explain in English: *the stage, the foot-lights, the orchestra, the orchestra seats, the rear orchestra, the balcony, the president's circle, the curtain, the wings.*

Answer the questions.

1. Why are the tickets for the orchestra more expensive than for the gallery?
2. Do you like to sit in the front orchestra?
3. What seats do you like best of all?
4. Are the seats in the dress circle very expensive? Why?
5. Can you have a good view of the stage from the balcony? From the upper circle? From the rear orchestra?

- 2** Match the play in column A and the name of the playwright in column B.

A

B

- |   |                        |
|---|------------------------|
| 1. <i>The Importance of Being Earnest</i> | a) Br. Harold Pinter   |
| 2. <i>The Tempest</i>                     | b) William Shakespeare |
| 3. <i>Mr. President</i>                   | c) Clifford Odets      |
| 4. <i>You Can't Take It With You</i>      | d) G.B. Shaw           |
| 5. <i>Buried Child</i>                    | e) Oscar Wilde         |
| 6. <i>Pygmalion</i>                       | f) Russel Crouse       |
| 7. <i>Golden Boy</i>                      | g) George S. Kaufman   |
| 8. <i>The Homecoming</i>                  | h) Sam Shepard         |

- 3** Theatregoers may enjoy a great variety of opportunities as there are different types of the theatre. Work out the repertoire for the following types of theatre.

opera house, musical comedy, drama, puppet theatre, variety theatre

- 4** Make up a situation using the ideas given below.

**Title:** Six Short Weeks.

**Introduction:** A new play called *The World Tomorrow* is to be shown. Highly advertised – public interest – cast of famous actors.

**Development:** First night – play not well received – supposed to be funny – nobody laughed – people walked out – bad reviews.

**Conclusion:** The play ran for six weeks – last performance – small audience – actors struggled through – the audience found the last line of the play very funny: "Our six short weeks have hastened to the end." Even the actors laughed.

- 5** If you were the director of a play, what rules would you follow to avoid the failure of your production and ensure its success?
- 6** You went to see the new production of *The Snow Queen* at the Kennedy Center yesterday. Study the program and who's who information and tell your classmates about the performance.

THEATRE LAB  
 November 21 – December 31  
 The Kennedy Center  
 presents

## The Snow Queen

*Adapted from Hans Christian Andersen by Sandra Deer  
 with*

Anthony T. Bryan <sup>1</sup> Maia DeSanti <sup>1</sup>	Carol Monda <sup>1</sup> D'Monroe <sup>1</sup>	
<i>Costume and          Set Design by</i> Suzanne Jackson	<i>Music Composed/          Designed by</i> David Maddox	<i>Lighting          Designed by</i> Martha Mountain
<i>Stage Management by</i> Paul Douglas Michnewicz <sup>1</sup>		<i>Casting by</i> Benita Hofstetter

*Directed by*  
 Phyllis S.K. Look

Kennedy Center Education Programs receive major support from the U.S. Department of Education, The Kennedy Center Fund, the national Committee for the Performing Arts, and the Morris and Gwendolyn Cafritz Foundation.

<sup>1</sup>*The Snow Queen* is a professional production employing members of Actors' Equity Association.

### WHO IS WHO

**Anthony T. Bryan** (*The Gardener*) hails from the "glorious city" of Washington, DC. Prior to *The Snow Queen* Mr. Bryan has been in a variety of productions in which he has played a multitude of roles – from the mule that carried Mary, the mother of Jesus, into Nazareth, to the very Devil himself in the form of a serpent, who tempts Eve in the garden of Eden. The latter was from Howard University's production of *God's Trombones*, for which Mr. Bryan garnered a Helen Hayes Award nomination for Best Supporting Actor.

in a Musical. Other recent productions include *Holiday Heart*, *Bessie's Blues*, *Transitions*, *Calibanana*, and *Don't Bother Me I Can't Cope*.

**Maia DeSanti** (*Gerda*) is delighted to be performing at the Kennedy Center. Locally she has worked at the Theatre of the First Amendment, Horizons Theatre, Chamber Theatre, Wolf Trap, and Source Theatre Co., where she was last seen as Bernice Braintwain in *Dr. Jekyll and Mr. Hyde*. Other credits include a season with the Empire State Institute for Performing Arts, with which she traveled to Moscow in a production of *Peter Pan*; *Cloud Nine* on the Conservatory Stage; and a national tour of *Romeo and Juliet*. Ms. DeSanti is a graduate of the National Shakespeare Conservatory.

*The Snow Queen* marks **D'Monroe's** (*Kay*) first appearance at the Kennedy Center, and he is pleased to be a part of this project. In addition to being an actor, this Hampton University graduate is a singer, songwriter, and music producer. D'Monroe was last seen as Blood in Studio Theatre's box office smash musical *Bessie's Blues*. Other roles include Cinnamon in the acclaimed *I Am a Man* at Arena Stage and Paul in *Six Degrees of Separation* at Rep Stage. D'Monroe has gone several local commercials and played the role of Jerome Sinclair in the television series "Homicide". Currently, he is involved with several musical projects, some of which are due out this year.

**Phyllis S. K. Look** (*Director*) is the former resident director at Berkeley Repertory Theatre, where she commissioned and directed Laurence Yep's stage adaptation of *Dragonwings*. Her production was subsequently seen at Syracuse Stage, Alliance Theatre, Seattle Children's Theatre, Lincoln Center Institute, and the Kennedy Center. For Berkeley Rep she has also directed Alice Tuan's *Last of the Suns* (world premiere), David Saar's *The Yellow Boat*, and *Wolf Child* by Edward Mast. As a freelance director her work has been produced at Young Playwrights Festival, Magic Theatre, Mixed Blood Theatre, Asian American Theatre Company, and Honolulu Theatre for Youth, among others. Ms. Look is the past recipient of a TCG NEA Director Fellowship and is a graduate of Yale School of Drama. She is on the United States board of ASSITEL, the International Association of Theatre for Children and Young People. She is a second-generation Chinese American and was born in Honolulu, Hawaii. Her work on *The Snow Queen* is for Ariel and Amy.

**Carol Monda** (*Grandmother/Snow Queen/Robber Girl/Old Woman/Fish-erwoman*) makes her second appearance at the Kennedy Center. This spring she played Limer in *Morticians in Love* at New York's Perry Street Theatre. Other New York credits include work at the Houseman, Lamb's Theatre, and New York Theatre Workshop. Regionally, she has been seen at Arena Stage, Ford's Theatre, Olney Theatre Center, and Center Stage. She has worked with various DC companies such as Round House Theatre, Washington Stage Guild, and Consenting Adults Theatre Company. Ms. Monda is an ensemble

member of Washington Shakespeare Company and of the Everyman Theatre Company in Baltimore. She can be seen later this spring in MetroStage's production of *Earhart*. Mr. Monda dedicates her performance to her grandmother Olga.

**7** Mr. Wayne Watkins, artistic director of Grand Canyon Shakespeare Festival (Flagstaff, 1998), wrote: "Had Shakespeare never written a word, I think, the world might be a little less colorful, less full, less grand. The greatest actors would have gone undiscovered, the finest films would have gone unmade."

Do you agree with the opinion? What would the world be like, if Shakespeare had never set pen on paper?

**8** Which of Shakespeare's plays can the description be referred to? (*The Tempest*, *Twelfth Night*, *Macbeth*).

a) It's about evil and acts of evil, that are very difficult for most of us to understand. We read about evil, hear about it, and sometime are a witness to it. What are the conditions, circumstances, or motives of those who choose to do evil? At times it seems as if the heavens or goodness close their doors, shut their eyes, while evil, like a malignancy, grows, eating everything in its path until it finally turns on itself, weakens and dies or is destroyed.

The same question is always asked about Stalin, Hitler, Pol Pot, and a hundred other tyrants great and small – how could this have happened? Evil is always present. Temptation is always around us. We don't always recognize it, but sometimes we must confront it. To do good or to do evil is a choice. When God spoke to Cain before the murder of Abel, he told him, "Thou mayest do well". A choice. Cain's choice. Like all of us, he was given free will.

b) It's debatably Shakespeare's last play. Many scholars think it was his farewell to the stage, and just as many will say it was not. One thing about the play that is only under partial debate is that it is his only original storyline. One fact is that after writing several tragedies, Shakespeare chose to return to comedy for one of his last plays.

The main theme of the play was, in its time, one of the hottest debates going: Natural man (as represented by the aboriginal population of the Americans) versus civilization (as represented by Elizabethan England). Prospero versus Caliban. It is a theme that has followed mankind since the invention of the wheel.

c) The events that come to pass in the play seem to play themselves out in a society that has nothing to do but revel. Madness in its many forms – the madness of drunkenness, of new love discovered, of unfulfilled passion, the madness that new love will drive you to, the madness that ensues when everyone else claims you're mad – are all at work in this play, a play in which the royals, the well-borns, and the under classes sport both separately and together.

**9** Answer the questions.

1. To what groups of the society is theatre directed today?
2. What, do you think, the characteristic features of today's Russian theatre are?
3. Do you find any advantages of theatre over TV?
4. How has TV affected theatre?
5. What makes theatre attractive to people of different generations and different times?
6. Is theatre only an entertainment or does it play a more serious role in people's lives?



**10** Role-play the following situations. Divide into groups of three. Two of you should discuss which Broadway play you would like to see. Decide where you would like to go. Have a second choice in mind, just in case your first pick is sold out. When you have made these decisions, call the theatre box office for tickets. The third person in the group is the ticket agent.

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\$25-\$60;

200 discounted tickets are available at the box office for students and senior citizens. (3 hrs. 15 min.)



# Listening Comprehension

## 1. British Theatre Today

### 1 Listen to the text and choose the correct variant.

- The usual lifespan of modern productions in British theatres is \_\_\_\_\_  
A. four weeks  
B. forty-six weeks  
C. four to six weeks
- Kenneth Branagh is considered \_\_\_\_\_  
A. Britain's most celebrated twentieth-century actor  
B. the most famous young star of the 1980s  
C. the most gifted director of Shakespearean plays
- Most British theatres \_\_\_\_\_  
A. operate without government support  
B. have closed when the government subsidy stopped  
C. are subsidized by the government
- Fringe and pub theatres \_\_\_\_\_  
A. doubled in size during the 1980s  
B. produce Shakespearean plays  
C. are located in the West End
- Fringe and pub theatres \_\_\_\_\_  
A. are most popular in Britain now  
B. stage most of the best innovative British drama today  
C. operate for the audience of 50 or 70 people

### 2 Answer the questions.

- What are the main features of British drama today?
- What companies stage Shakespeare in today's Britain?
- What is Kenneth Branagh famous for?
- How do the Shakespearean productions of the Royal Shakespeare Company differ from those of touring companies?
- What productions do fringe and pub theatres stage?
- Why do many British actors work in drama for little or no money?

### 3 What do you know about...

- Lawrence Olivier?
- The Royal Shakespeare Company?

## 2. By Heart

**1** Explain the meaning of the following words and phrases as they are used in the text: *run, on end, are required, repeating, falter, role, hand, in full.*

**2** Answer the questions.

1. Why are actors in successful plays in many ways unfortunate?
2. In which act of the play was the aristocrat given a letter to read?
3. Why did the gaoler decide to play a joke on the aristocrat?
4. What did the aristocrat always expect to receive from the gaoler?
5. Why did the gaoler get his glasses?

## 3. King Lear Interrupted

**1** Listen to the story about the famous British actor David Garrick (1717–1779). Fill out the blanks with prepositions.

Garrick (1) \_\_\_\_\_ the part of King Lear, to be hot (2) \_\_\_\_\_ the wig, to rise (3) \_\_\_\_\_ his hind legs, (4) \_\_\_\_\_ due gravity, to ring (5) \_\_\_\_\_ applause, to spring (6) \_\_\_\_\_ the wig, to go on (7) \_\_\_\_\_ the scene, the dropping (8) \_\_\_\_\_ the curtain, the play was acted out (9) \_\_\_\_\_ the end.

**2** Circle T if the statement is true, circle F if the statement is false.

- |   |   |   |
|---|---|---|
| 1. Two hundred years ago wigs were worn by almost everybody.  | T | F |
| 2. On one occasion, a stout butcher wearing a wig and accompanied by his large dog went to the theatre to hear Garrick, the famous actor, in the part of Othello. | T | F |
| 3. The butcher managed to get only a back seat, in the pit.   | T | F |
| 4. Soon the butcher felt very hot in his wig and placed it on the head of his dog lying by his side.  | T | F |
| 5. Some time later the dog rose on its hind legs, put its four paws on the orchestra rail and watched Garrick from beneath the wig.                               | T | F |
| 6. When Garrick saw the dog with the wig, he burst out laughing.  | T | F |
| 7. The house rang with applause because the audience thought that this was a new way of reading the passage.  | T | F |
| 8. The butcher was the first to understand what made Garrick laugh.   | T | F |
| 9. At length the actors and the audience saw the dog and burst out laughing.  | T | F |
| 10. In order to stop the fun a gentleman pushed the butcher into the orchestra pit.   | T | F |

11. The dog sprang after the wig into the orchestra pit and frightened the musicians who ran away. T F
12. The play was interrupted and was never acted out to the end. T F

**3** Reproduce the story in your own words.

## 4. William Shakespeare

There exist a lot of suppositions about William Shakespeare's life. Listen to the text and pick out the verb-forms with modal verbs expressing supposition and doubt. Fill out the blanks with suitable verb-forms from your list.

Shakespeare (1) \_\_\_\_\_ (to have) a very unusual life. He (2) \_\_\_\_\_ (to attend) the local grammar school, which (3) \_\_\_\_\_ a good one. He (4) \_\_\_\_\_ (to visit) the performances of at least 23 touring companies of strolling actors that came to play later on, between 1573 and 1587.

In London he (5) \_\_\_\_\_ (to work) for some time as a schoolmaster. He (6) \_\_\_\_\_ (to go) to sea or he (7) \_\_\_\_\_ (to be) a soldier. It is equally possible he (8) \_\_\_\_\_ (to tour) for some years abroad with a theatre company.

He (9) \_\_\_\_\_ (to receive) his great knowledge of human nature from reading as well, not only from his own experience. He (10) \_\_\_\_\_ (to retire) in 1611 and died in 1616.

It is a pity that his works had not been published when he was alive, it (11) \_\_\_\_\_ (to spare) different legends that those works (12) \_\_\_\_\_ (not to be written) by a man who was not of high position at the Court. The people who knew Shakespeare (13) \_\_\_\_\_ (to leave) some memoirs revealing the life and character of one of the greatest writers in the world.



## Newspaper Reading

A

**1** Scan the newspaper article for two minutes and answer the questions.

1. Who has created the script of *Deathtrap*?
2. Who does the play center around?
3. Who sends Bruhl a script entitled *Deathtrap* in the play?
4. Who has directed the production of *Deathtrap*?
5. Who plays Sidney Bruhl?

## Pure Excitement

### *Deathtrap a Winner*

By Mike Levil

A great evening of theatre begins with a great script. Ira Levil has created a masterwork with *Deathtrap* that, indeed, goes within the ranks of classic thrillers such as *Sleuth*, *Dial M for Murder*, and *Mousetrap*.

Theatrikos' latest offering will have you on the edge of your seat, questioning what is real and what is not. The play centers around Sidney Bruhl, a playwright who had a couple of hits and is in a long-running dry spell. A young playwright, Clifford Anderson, has attended a seminar of Bruhl's and sends Bruhl a script entitled *Deathtrap*. Therein begins a script of perfect blend of twists, turns, humor, and intrigue.

The play has a "what's around the corner" appeal. Just when you think you understand what's going on — or think you have guessed what may be going on — you haven't any idea. I found myself more than usual watching the characters who weren't speaking, to try to see what they were thinking. And this is a sign of true acting because whether acting, reacting, or listening, all the actors on stage were in the moment. I also enjoyed watching the audience as revelations were made; their reactions — both group and individually — were extremely funny.

Director Dewey Douglas has done a magnificent job in having the actors stay true to the intention of the play and designing a beautiful set. The set was a character in itself with nooks and crannies which proved not only aesthetically pleasing, but functional.

Dan Ruch has done a convincing job in the fight choreography. Enough so to get gasps from a few members of the audience during the combat scenes.

Delightful performances were turned in by all the actors. They do justice to the script in not over- or under-acting, but hitting their characters and lines right on the mark. I did need to sink into Vandewater's performance; she began as extremely "stagey". Also, Ward seemed to miss many of the funny moments of Ten Dorp by playing her as natural. Ten Dorp is written as an eccentric and Ward just didn't push her far enough for me.

Particular mention must go to David Allison and Merritt Corless, who play Bruhl and Anderson. Allison's aging playwright is quick, witty, and played extremely natural. I was thoroughly convinced with his quiet fabulous performance. Corless has showed a sweeping versatility in his last several shows and in *Deathtrap*, he gets to play more of his cards. He is an actor who is very exciting to watch. The two combined develop a relationship which gives the play momentum.

Theatrikos is having an amazing season, having produced the hits *Jake's Women* and *Norman, Is That You?* And now *Deathtrap*. The last several productions which I have attended have been sold out and it's so redeeming to see Flagstaff supporting great theatre. So, hats off to Jonathan Beller and the production companies of the season thus far.

*Deathtrap* runs Friday through Sunday, July 9-31 at Theatrikos. The curtain goes up at 8 p.m. with additional 2 p.m. matinees on July 17th and 24th. For information, call the box office at 774-1662.

- 2** In the article there are a lot of words and word combinations describing the success of the play. Make a list of such words and phrases. Compare it with those of your classmates. Use a dictionary to check the meaning of the unknown words.
- 3** Say what contributed to the success of the play. Make use of the items on your list.
- 4** Here are answers to some questions. Work out the questions. Work in pairs.

1. At Theatrikos.
2. The curtain goes up at 8 p.m.
3. Yes. There are additional 2 p.m. matinees on July 17th and 24th.
4. Sidney Bruhl and Clifford Anderson.
5. Because their reactions were extremely fun.
6. Dan Ruch is responsible for the fight choreography.
7. In hitting their characters and lines right on the mark.
8. Merritt Corless is an actor who is very exiting to watch.
9. *Jake's Women, Norman, Is That You?* And now *Deathtrap*.

**5** Answer the following questions:

1. What classic thrillers are mentioned in the article?
2. What does the author of the article think about the script of *Deathtrap*?
3. What is Sidney Bruhl's occupation?
4. What appeal does the play have?
5. Why does the author of the article call Director Dewey Douglas' job magnificent?
6. Are the combat scenes convincing?
7. Who played the leads?
8. What is the author's opinion of their performances?
9. Whose performances caused the author's criticism?
10. What can the success of *Deathtrap* with the public prove?

**6** What do you think?

1. Do you like thrillers?
2. What makes thrillers attractive?

**B**

- 1** Study the title of the article and comment on the meaning of the word *bard* in it.

## The Bard in Space

Theatre Works Presents *Comedy of Errors*

By Peggí Simmons

An entirely new production of what many scholars believe to be Shakespeare's first play brings the hilarity of

*The Comedy of Errors* into the future, setting the play on the planet Ephesus Prime, located (naturally) in a galaxy far

away. Arizona Theatre Works (ATW) presents the Bard's hilarious comedy of mistaken identities July 16 to Aug. 7.

"There's a wonderful trend in some of the nation's top regional theatre companies today to take Shakespeare's classic words and place them in creative settings," say ATW Producing Artistic Director Wayne Watkins. "I guess one could say we've gone boldly where no Shakespeare production has gone before." One southern California theatre company presented the play set on a beach, complete with surfing dudes, while a Chicago theatre recently set the play during the Al Capone gangster era.

"Some Shakespeare purists will probably grumble," Watkins admits, "but we've been very true to the great playwright's script while making the play even more fun for today's audiences that may have seen *The Phantom Menace* the night before." Watkins was artistic director of last summer's Grand Canyon Shakespeare Festival and has appeared in numerous productions of the Bard's works. Many of the lead actors and actresses and production personnel were part of last summer's Shakespeare Festival at NAU as well.

*The Comedy of Errors* is actually an adaptation of *The Brothers Menaechmi* by Plautus, the Roman playwright, Watkins says. But, to add to the mayhem, Shakespeare added twin brother servants to the twins of the original version, thereby sprinkling in a whole new wacky dimension to the plot.

Many of the elements of *The Comedy of Errors* – reunions of lost parents, husbands and wives. Adventures and wanderings appear as well in his latter plays though, as Watkins notes, this plot

is as simple and fun as those plays are complex.

The play is about two sets of identical twins, one noble, the other common, with the common set brought up to serve the noble ones. The sets of twins are separated in infancy by a storm in space. Antipholus I and Dromio I are carried off by Antipholus' mother to the Planet Ephesus Prime, while Antipholus II and Dromio II are swept off to another planet with the noble father. Eventually, all get together on the Planet Ephesus to act out the wonderful *Comedy of Errors*.

Jeff Thompson, head of the Scenography program at Arizona State University, created the elaborate, futuristic set and lighting effects. Thompson's work was last seen in ATW's 1997 production of *Going To See The Elephant*. He designed the sets for last summer's Grand Canyon Shakespeare Festival productions of *Macbeth*, *The Tempest* and *Twelfth Night*. He also designs for Arizona Theatre Company, The Actors Theatre of Phoenix, Laguna Playhouse in California, Arkansas Repertory, the American Stage in Florida and The Mixed Blood Theatre in Minneapolis.

Watkins, a veteran Shakespearean actor and director in his own right, will direct the production. The futuristic original costumes are by Cari Miller, a senior costume design major at NAU and founder of the Vegabond Theatre in Phoenix. Watkins and Peter Schuyler, who also acts in the play, handle the sound.

As Shakespeare so eloquently writes in Act 3: "Small cheer and great welcome makes a merry feast." Watkins says that it "just about sums up the fun of the play."

**2** Read the article and find the words, which mean:

1. A story that is written to be performed by actors in a theatre, or on the television or radio.
2. A play that is intended to make you laugh.
3. Someone who writes plays.
4. The person who is in charge of a play, and who tells the actors what to do.
5. A play, opera, or show performed in a theatre, that version of the play which the director creates for presentation on the stage.
6. To act as one of the characters in a play.
7. The actor who plays the main part.
8. The art of designing costumes.

**3** Answer the questions.

1. What theatre company presents an entirely new version of *The Comedy of Errors* by W. Shakespeare?
2. Where does the new production set Shakespeare's play?
3. Who is the ATW Producing Artistic Director of the new production of *The Comedy of Errors*?
4. What is Wayne Watkins' opinion of the new trend of Shakespeare's productions?
5. Are there other examples of "creative" new settings for Shakespeare's plays mentioned in the article?
6. What experience has Watkins got in directing Shakespeare's plays and appearing in them?
7. What is Watkins' opinion of the plot of *The Comedy of Errors*?
8. What is the plot of the new production?
9. Who created the futuristic set and lighting effects for the new production?
10. Who is the costume designer for the new production?
11. How does Wayne Watkins hope to "make a merry feast"?

**4** What do you think?

1. Would you like to see the new production of *The Comedy of Errors* described in the article? Why?
2. What is your opinion of the new trend of "taking Shakespeare's classic words and placing them in creative setting"?
3. Do you belong to Shakespeare purists or not?

C

Read the advertisements in the Entertainment Section of the *Washington Post* and answer the following questions.

1. How many comedies are advertised? How do you know?
2. How many premieres are there among the advertised shows? Name them.

3. What plays by foreign authors are advertised?
4. Which productions are described as "hit" productions? Name them.
5. When do the evening performances generally begin? When do the matinees begin?
6. Which show is the most expensive? Which show is the cheapest?
7. Which advertisements offer discounts?
8. What additional information do you find in the ads?
9. What do the following abbreviations mean: *perf*, *add'l*, *resv*, *info*, *tkts*?

1

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3

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# GRAMMAR EXERCISES

## Tenses

### Present and Future Actions

**1** Choose the suitable tense form.

1. The next train *leaves/is leaving* at 7.15 in the morning.
2. They *leave/are leaving* for France in a week or so.
3. I always *leave/am leaving* home at 9.
4. Not many clerks *leave/are leaving* the office faster than you.
5. Why *does he leave/is he leaving* so early today.
6. Why *do so many people leave/are so many people leaving* litter behind?
7. You *always leave/are always leaving* things behind!
8. Nobody *leaves/is leaving* Motherland for fun.
9. What happens if you *leave/are leaving* your keys at home?
10. Mind you *don't leave/are not leaving* your umbrella on a bus.
11. Take care that he *doesn't leave/isn't leaving* the house.
12. Look, the policeman *leaves/is leaving* the court.
13. Who else *leaves/is leaving*?
14. I *leave/am leaving* a few letters, type them till 5 o'clock.
15. I *leave/am leaving* it with confidence in your hands, Emmanuel.

**2** Put in the verbs in the Present Simple or the Present Continuous. Alternatives are possible. Pay attention to the stative or dynamic meanings of the verbs.

- |  |              |
|--|--------------|
| 1. Why you _____ at me like that?  | look         |
| 2. Why he _____ in my direction?   | look         |
| 3. Why you _____ like that?  | look         |
| 4. You _____ great today!  | look         |
| 5. The children _____ very quickly. They _____ very like their father now. | grow<br>look |
| 6. The meat _____ awful.   | smell        |

- |  |               |
|--|---------------|
| 7. I _____ the meat to see if it is fresh.                                     | smell         |
| 8. I _____ something unpleasant. What is it?                                   | smell         |
| 9. It _____ bad in here.   | smell         |
| 10. What's the matter? – I _____ garlic in the salad. And you know I _____ it. | taste<br>hate |
| 11. What are you doing? – I _____ the pie.                                     | taste         |
| 12. You know, you _____ like an insurance salesman.                            | sound         |
| 13. The package _____ much.  | weigh         |
| 14. Is your scale in order? I _____ 75 kg!                                     | weigh         |
| 15. I _____ the fruit because I'm going to make jam.                           |               |

**3** Put the verbs in brackets into the Present Simple or the Present Continuous. Pay attention to the change of meaning of the verbs.

- I \_\_\_\_\_ (*to see*) what you are driving at.
- I \_\_\_\_\_ (*to see*) him tonight.
- I often \_\_\_\_\_ (*to try*) to read scientific articles in English, but I \_\_\_\_\_ (*not to understand*) very much.
- I \_\_\_\_\_ (*to work*) in a restaurant for the summer, but I \_\_\_\_\_ (*not to like*) it very much.
- I can \_\_\_\_\_ (*to hear*) something downstairs. It \_\_\_\_\_ (*to sound*) like a doorbell.
- I \_\_\_\_\_ (*to feel*) exhausted today.
- I \_\_\_\_\_ (*to feel*) she is wrong here.
- I \_\_\_\_\_ (*to think*) there is nothing to worry about.
- Are you busy? – I \_\_\_\_\_ (*to think*) about our project.
- I \_\_\_\_\_ (*to think*) of buying a new mowing-machine.
- I \_\_\_\_\_ (*to have*) no time for my hobby these days.
- I like it here and we \_\_\_\_\_ (*to have*) a good time.
- I \_\_\_\_\_ (*to have*) trouble with my washing machine. It isn't working today.
- They \_\_\_\_\_ (*to look*) at each other.
- It \_\_\_\_\_ (*to look*) like we're going to be late.
- Some people \_\_\_\_\_ (*to look*) at things one way, others \_\_\_\_\_ (*to look*) at them very differently.

**4** Put the beginnings and ends together.

- |                                |   |
|--------------------------------|---|
| 1. He is staying at the hotel  | a) if he has enough money.                  |
| 2. He stays at the hotel,      | b) this time he has quite enough money.     |
| 3. Richard works for IBM.      | a) He has worked there all his life.        |
| 4. Richard is working for IBM. | b) But he used to work for British Telecom. |

- |                                |   |
|--------------------------------|---|
| 5. He suffers a headache.      | a) Has he ever tried to be examined?        |
| 6. He is suffering a headache. | b) Give him this pill.                      |
| 7. She wears glasses.          | a) However, she usually wears contact lens. |
| 8. She is wearing glasses.     | b) She has a poor eyesight.                 |
| 9. He teaches English          | a) until he finds a job.                    |
| 10. He is teaching English     | b) and he likes his job.                    |

**5** Say what is happening to some of the following nowadays as the changing situation. Make use of the words: *at present, nowadays, currently, in these days.*

*e.g. fitness → Nowadays fitness is becoming a generally accepted principle of life.*

- |                                  |                    |
|----------------------------------|--------------------|
| • the population in this country | • older generation |
| • living conditions              | • unemployment     |
| • pollution                      | • prices           |
| • villages                       | • roads            |
| • teenagers                      |                    |

**6** Describe activities happening in your life around now or for a limited period around now.

*e.g. My English is getting better.*

*My mother is losing voice these days. She's been overworking lately.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**7** Match the questions and answers.

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1. Do you play tennis?            | a) In Boston.                         |
| 2. Are you playing tennis today?  | b) I'm a pianist.                     |
| 3. What do you do?                | c) It sounds like flute.              |
| 4. What are you doing?            | d) Not very often.                    |
| 5. What instrument does he play?  | e) No, cards.                         |
| 6. What instrument is he playing? | f) He adores French cuisine.          |
| 7. Where do you live?             | g) I'm afraid that's a tape-recorder. |

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 8. Where are you living?            | h) I want to fix the radio.         |
| 9. What restaurant does he go to?   | i) None, he is too lazy for it.     |
| 10. What restaurant is he going to? | j) At my aunt's this month.         |
| 11. What language does he speak?    | k) Actually two, he is from Canada. |
| 12. What language is he speaking?   | l) He is at Maxim's tonight.        |

**8** Choose the most suitable word or phrase.

1. People *continually/traditionally* decorate fur-trees at Christmas.
2. I'm glad that the baby eats well *now/recently*.
3. We *normally/these days* get in touch with our clients by phone.
4. Please be quiet! You are *continually/for long* interrupting.
5. Pay no attention to Charles. He is just being sarcastic *late/again*.
6. Your cake tastes good *now/usually*.
7. I'm feeling exhausted *late/at present*.
8. My car has broken down, so I'm coming to work by bus *all the time/all this month*.
9. I work at the railway station *all the time/all this year*.
10. Is she going out with Paul *for long/at the moment*?
11. The financial situation is bad but it is getting better *currently/now*.
12. Are you making much money *these days/so far this year*?
13. He always stays at work *since that time/until 5 o'clock*.
14. Babies *usually/traditionally* lose weight in the beginning.
15. They are *forever/presently* being knocked down by cars.
16. You are *generally/always* looking for faults.

**9** Show that some of your friend's actions irritate you as they are done more often than reasonable but some don't or you even approve of them.

e.g. Jack changes his mind too often. → *Jack is always (constantly) changing his mind.*

He leaves the dormitory early every time. → *He always leaves early.*

1. Jack tiptoes out of the room every time you are asleep.
2. He very often loses his keys.
3. Jack complains so much.
4. He plays tennis every weekend.
5. He listens to the latest news every morning.
6. He borrows money from you too often.
7. He washes up every time.
8. Jack gives pointless advice too often.
9. He regularly goes shopping.
10. He talks too much.
11. Jack argues more often than not.
12. He takes out the garbage every time before going to bed.

**10** Describe people you know who do some of the following things or other things too often.

e.g. My boss is always smoking in my presence.

- talk about their health
- lose temper
- look in the mirror
- gossip
- buy new clothes
- have colds
- forget things
- tease
- watch TV
- bite nails

**11** Complete the sentences with Present verb forms.

1. My neighbours \_\_\_\_\_ (to send) their daughter to dance classes. And I \_\_\_\_\_ (to hear) she \_\_\_\_\_ (to dance) well.
2. – What time is it now?  
– You always \_\_\_\_\_ (to ask) the time. When are you going to buy a new watch?
3. – I \_\_\_\_\_ (to consider) her a bad teacher.  
– You constantly \_\_\_\_\_ (to complain) about your teachers.
4. She \_\_\_\_\_ (to sound) weary, but not indifferent.
5. How many languages you \_\_\_\_\_ (to speak)?
6. I can't understand what language he \_\_\_\_\_ (to speak).
7. – How is your husband?  
– He just \_\_\_\_\_ (to recover) from the operation. At the moment he \_\_\_\_\_ (to learn) to move.
8. It \_\_\_\_\_ (to smell) good in here. You \_\_\_\_\_ (to make) a cake?
9. I'm glad I have come. It's a wonderful performance. I \_\_\_\_\_ (to enjoy) every minute of it.
10. – What are you going to do with this money?  
– I \_\_\_\_\_ (to think) of buying a new computer.
11. I \_\_\_\_\_ (to smell) the fruit to see if it is still good for eating.
12. – Why \_\_\_\_\_ (to look) at Jane?  
– She \_\_\_\_\_ (to smoke). She never \_\_\_\_\_ (to smoke) except when she is nervous.
13. – How much you \_\_\_\_\_ (to weigh)?  
– I usually \_\_\_\_\_ (to weigh) 70 kg but presently I \_\_\_\_\_ (to weigh) 75. And now my husband \_\_\_\_\_ (to weigh) himself on the floor scales. I'm afraid we \_\_\_\_\_ (to overeat).

## Future Actions

**12** Choose between the Present Simple and the Present Continuous to express a future action.

a) Decide which of the words from the list can be a substitute for *one* in the sentence.

We are having *one* in two days.

- |                  |                |
|------------------|----------------|
| guests           | a meeting      |
| a conference     | a thunderstorm |
| a garage sale    | a presentation |
| spring           | a fire         |
| a farewell party | an accident    |

b) Decide which of the words from the list can be a substitute for *it* in the sentence.

*It* begins in two days.

- |                |                     |
|----------------|---------------------|
| the chess game | the fall vacation   |
| the winter     | the quarrel         |
| the barbecue   | the driving test    |
| the fire       | thanksgiving recess |

**13** Translate the endings in brackets using the Present Simple, the Present Continuous or the Future Simple.

- a) 1. Ben isn't sure (*любит ли он Лиз*).  
2. Liz isn't sure (*сделает ли он ей предложение*).  
3. Liz wonders (*собирается ли он покупать ей машину*).  
4. Ben doesn't know (*купит ли он ей кольцо*).  
5. Liz would like to know (*когда они встретятся*).  
6. She wonders (*придет ли он сегодня вечером*).  
7. Ben doesn't know (*когда он придет*).  
8. Liz wonders (*позвонит ли он ей*).  
9. He isn't sure (*будут ли они счастливы*).  
10. So I'm eager to know (*женятся они или нет*).
- b) 1. I'll leave (*если они решат пожениться*).  
2. Liz will be glad (*если Бен сегодня придет с решением и тортом*).  
3. She will quit her work (*если они поженятся*).  
4. Ben will take up extra work (*если они поженятся*).  
5. Her parents will arrive (*как только Лиз и Бен сообщат*).  
6. Ben will make the decision (*когда его родители разрешат ему жениться*).
- c) 1. Let me know (*если вернешься пораньше*).  
2. Let me know (*будешь ли выступить на собрании*).  
3. I won't leave (*пока не найду ключи*).

4. I won't leave (*пока ты сдаешь экзамен*).
5. We won't leave (*пока все не покинут здание*).
6. He'll need your help (*когда он выйдет из больницы*).
7. Wait here, I'll find out (*когда он выйдет из больницы*).
8. I'll let you know (*когда уйду в отставку*).
9. I'll let you know about it (*когда уйду в отставку*).
10. Wait here (*пока я тебя не позову*).
11. I'll stay here (*пока ты будешь укладывать вещи*).
12. Read the message (*пока я буду звонить*).
13. Tell him about Bob's exam (*если увидишь его*).
14. I'll tell your parents (*если увижу тебя здесь опять*).
15. I'll let you know (*ходит ли она на свидание с ним и увидит ли его сегодня*).
16. I'll find out (*работает ли он и когда он придет на интервью*).
17. Take a map (*на случай, если потеряешься*).
18. Put down the telephone number (*на случай, если увидишь его*).
19. Put down his telephone number (*если увидишь его*).

**14** Translate the following into English concentrating on the use of the Present Simple after *to see (to)*, *to take care* and *to make (be) sure*.

1. Позаботься, чтобы он получил послание вовремя.
2. Не беспокойся. Я присмотрю, чтобы тормоза были в порядке.
3. Я проверю, чтобы в комнате никого не было.
4. Солнце светит ярко сегодня. Я прослежу, чтобы дети намазались защитным кремом (*to use sunblock*).
5. Позаботьтесь, чтобы ваш муж не ел жареную пищу.
6. Убедись, что он под пляжным зонтиком, и только после этого уходи с пляжа.
7. Хорошо, дорогая. Я прослежу, чтобы у тебя было клубничное и ванильное мороженое.
8. Перед отходом проверь, чтобы окна были закрыты.
9. Я присмотрю за тем, чтобы он не ходил туда опять.
10. Я позабочусь, чтобы она не ходила на свидание с ним.
11. Тебе нужно убедиться, что он поставит свою машину в гараж в 4 часа.
12. Все будет в порядке. Я присмотрю, чтобы Билл надел теплую шапку.

**15** You are going on business and ask your relatives to look after each other and the house.

*e.g. You know that your husband Henry must take pills on time. →  
Mother, make sure that Henry takes his pills on time; or  
Mother, please see to it that Henry doesn't forget to take his pills.*

1. You would like your husband not to smoke much.
2. You are concerned about Kate's coming home from discos too late.

3. Your little son shouldn't forget to brush his teeth before going to bed.
4. You'll be grateful if your parrot is properly fed.
5. You worry whether your pot flowers will be watered regularly.
6. You don't want your older son to sit up late.
7. You think your grandmother shouldn't drive fast.
8. You are against having a lot of guests on weekends while you are out.
9. You think it right that your daughter, Kitty, must be in bed before 10.
10. You find it necessary to have the doors locked for night.
11. You are sure that morning exercises are useful for your grandfather.
12. You would like your younger son Benny compete in the bicycle race on Saturday.

**16** You want to have a rest from your family for a week or two. Your husband doesn't mind it and assures you that everything will be all right.

e.g. Don't worry, darling, I'll see to it that everything is in order.

And of course, I'll take care that Kate doesn't come back late from dates.

Make use of the given phrases.

to air the room

to water the flowers

to cut the hedge

to see the dentist

to feed the parrot

Tom/to cut the hedge

the pressure cooker/not to explode

**17** Use the proper tense forms to express future actions in the following sentences.

1. See that the telephone \_\_\_\_\_ (*to be repaired*).
2. I want you to make sure that everything \_\_\_\_\_ (*to be*) in order.
3. The lift won't start until you \_\_\_\_\_ (*to press*) the button.
4. I'll take care that you \_\_\_\_\_ (*not to dance*) with James any more.
5. I don't care which train you \_\_\_\_\_ (*to take*).
6. OK, if we \_\_\_\_\_ (*not to go*) on a picnic, we'll stay in and watch a video.
7. Won't it be marvelous if they \_\_\_\_\_ (*to get married*)?
8. I've decided that I \_\_\_\_\_ (*not to play*) any more Deep Forest records.
9. I'll see to it that the rent \_\_\_\_\_ (*to be paid*).
10. They won't start the race if it \_\_\_\_\_ (*to begin*) to rain.
11. We'll have to wait until the shops \_\_\_\_\_ (*to close*).
12. Don't worry, if I miss the last train, I \_\_\_\_\_ (*to walk*).
13. I'll let you know about it when he \_\_\_\_\_ (*to come*).
14. I'll let you know when he \_\_\_\_\_ (*to come*). I'm sure you \_\_\_\_\_ (*to have*) time to meet him.
15. As soon as I \_\_\_\_\_ (*to hear*) from her I'll let you know.

16. Make sure that the brakes \_\_\_\_\_ (to be) in order before you \_\_\_\_\_ (to start).
17. I can't say whether the piano tuner \_\_\_\_\_ (to come) today or not.
18. I don't know when the strikers \_\_\_\_\_ (to return) to work.
19. See to it that the door \_\_\_\_\_ (not to slam).
20. Do you mind if we \_\_\_\_\_ (to buy) an alarm clock for her wedding present?

### WILL – BE GOING TO

**18** Complete the sentences using *be going to* to express intentions.

- e.g. Don't take the tea away. *I'm going to drink it up.*      drink up
1. – Have you read *The Firm* by J. Grisham?  
– Not yet, but \_\_\_\_\_ it on holiday.      enjoy
  2. I'm afraid, I'll be busy tomorrow. \_\_\_\_\_ my relatives.      visit
  3. The weather is so nice today. \_\_\_\_\_ indoors.      not stay
  4. Jane, turn off TV. \_\_\_\_\_ a meal now.      have
  5. I hear you are going to Carlo's birthday party. Which dress \_\_\_\_\_ at it?      wear
  6. – Have you decided on the present?  
– \_\_\_\_\_ him a watch chain.      buy
  7. We \_\_\_\_\_ a great picnic on Friday. Will you come?      have
  8. – Are you still dating with Richard?  
– Yes, and more than that \_\_\_\_\_ soon.      get married
  9. – Have you decided what to do when you leave school?  
– Yes, \_\_\_\_\_ psychology.      study
  10. I don't know how to make a cake yet, but \_\_\_\_\_ a book about home baking.      read
  11. We don't learn French this year but \_\_\_\_\_ it next year.      learn
  12. Sit still. I \_\_\_\_\_ a few pictures of you.      take

**19** Complete the sentences with *will* to show the decisions made at the moment of speaking or *be going to* to show the decisions or intentions made some time before the moment of speaking.

1. It's stuffy. I \_\_\_\_\_ (to open) the window.
2. Nick starts working for a chemical company in Arizona. – I'm sure he \_\_\_\_\_ (to enjoy) it.

3. What are your plans for the summer? \_\_\_\_\_ you (*to return*) home?
4. -- Let's go to Vienna for a holiday.  
-- Sounds brilliant. We \_\_\_\_\_ (*to have*) a great time.
5. We are on our way to the Wilsons. We \_\_\_\_\_ (*to have*) a great time. Will you join us?
6. -- I don't know how to use this solar watch.  
-- It's easy. I \_\_\_\_\_ (*to show*) you how it works.
7. -- Why have you taken the solar watch out of the box?  
-- I \_\_\_\_\_ (*to show*) how it works.
8. -- I wonder who can take me to the station. Can you, John?  
-- As far as I know Tim \_\_\_\_\_ (*to take*) you there.
9. -- I wonder who can take me to the station. Can you, John?  
-- OK. I \_\_\_\_\_ (*to do*) it. It's a pleasure.
10. -- What have you decided to do with the garden?  
-- We \_\_\_\_\_ (*to sell*) it.
11. -- Have you heard of the new exhibition?  
-- Yes, I know about it. I \_\_\_\_\_ (*to visit*) it next week.
12. -- Have you heard of the new exhibition?  
-- Not yet. But I \_\_\_\_\_ (*to visit*) it as soon as possible.
13. Don't take the newspapers away. I \_\_\_\_\_ (*to read*) them.
14. -- I've brought the newspapers for you.  
-- Thank you, dear. I \_\_\_\_\_ (*to read*) them a bit later.  
Now I \_\_\_\_\_ (*to have*) a short nap.
15. -- Did you pay the bill?  
-- Oh, I forgot. I \_\_\_\_\_ (*to do*) it now.
16. Why don't you pay the bill? -- I know. I \_\_\_\_\_ (*to do*) it now.

**20** Complete the sentences. Use *be going to* for predicting the future based on some evidences.

1. The kids are exhausted. They \_\_\_\_\_ faint
2. Look! The man has been lying in the sun for about two hours.  
He \_\_\_\_\_ sunstroke. get
3. The barn looks shabby. I'm afraid it \_\_\_\_\_ fall down
4. The sky is overcast. It \_\_\_\_\_ rain
5. The ladder isn't safe. You \_\_\_\_\_ fall down
6. Hurry up. We \_\_\_\_\_ be late
7. If you go on playing cards we \_\_\_\_\_ all our lose  
money.
8. Be careful! With the screwdriver you \_\_\_\_\_ yourself. cut
9. It's raining heavily. Go home otherwise you \_\_\_\_\_ catch  
a cold.
10. The wind is starting to blow. We \_\_\_\_\_ a storm. have
11. I'm not feeling well. I think I \_\_\_\_\_ sick. get

**21** Match the statements (on the left) with the predictions (on the right) which are based either on the general beliefs (*will*) or some evidences (*be going to*).

- |   |  |
|---|--|
| 1. The children get tired very easily.      | a) They'll probably fall asleep at once.                     |
| 2. The children are tired.                  | b) They are going to fall asleep.                            |
| 3. Brian has a good trainee.                | a) I'm glad he is going to win.                              |
| 4. Look at the results of other runners.    | b) I think he'll win easily.                                 |
| 5. Don't tease a dog.                       | a) It will bite you.   |
| 6. Can you see the dog's ears?              | b) It's going to bite you.                                   |
| 7. Don't overload the lift.                 | a) It will break down.                                       |
| 8. The lift is making some strange noises.  | b) It's going to fall down.                                  |
| 9. Look at these clouds.                    | a) The weather will probably change for the better tomorrow. |
| 10. Listen to the weather forecast tonight. | b) The weather is going to change for the better tomorrow.   |

**22** Complete the sentences. Choose the best form of the verb to express the future.

1. I \_\_\_\_\_ (*to have*) a meal with a few friends. \_\_\_\_\_ you (*to come*)?
2. Thank you, I \_\_\_\_\_ (*not to have*) any more drink. I \_\_\_\_\_ (*to drive*) a car.
3. Judging by the number of people entering Joe's flat, they \_\_\_\_\_ (*to have*) a party.
4. Don't get up. I \_\_\_\_\_ (*to answer*) the door.
5. – You know, your son Bill has been absent from classes for two days.  
– OK, I \_\_\_\_\_ (*to have*) a talk with him.
6. Don't put on that shirt. I \_\_\_\_\_ (*to wash*) it.
7. If you \_\_\_\_\_ (*to decide*) to contact Tracy, I \_\_\_\_\_ (*to give*) you her telephone number.
8. – Oh, I see you've got a ticket for the match.  
– Yes, I \_\_\_\_\_ (*to watch*) it on Saturday.
9. What \_\_\_\_\_ (*to do*) when you graduate? Have you made up your plans?
10. When \_\_\_\_\_ (*to have*) a medical check up?
11. – Can I have a glass of mineral water?  
– Sure, I \_\_\_\_\_ (*to get*) it for you.
12. – Why aren't you going home?  
– I \_\_\_\_\_ (*to look*) through his computer program.

13. – Are you going out? I need some cinnamon for the cake.  
– Sure, I \_\_\_\_\_ (to get) it on my way home.
14. Look out! You \_\_\_\_\_ (to spill) the milk.
15. Tom \_\_\_\_\_ probably (to come) with his girlfriend.
16. This summer we \_\_\_\_\_ (to visit) Disneyland park. And what are your plans?
17. \_\_\_\_\_ you please (to phone) the agency to tell them I \_\_\_\_\_ (to postpone) my trip?
18. Watch out! We \_\_\_\_\_ (to fall) off the bicycle.
19. I'm not sure that he \_\_\_\_\_ (to recognize) us.
20. – I don't think she \_\_\_\_\_ (to come) soon.  
– Never mind. I \_\_\_\_\_ (to wait).
21. I suppose you are right. I \_\_\_\_\_ (to type) this letter again.
22. – Have you cleaned the carpet?  
– Not yet. But I \_\_\_\_\_ (to do) it.
23. I wonder what she \_\_\_\_\_ (to do) with the hacksaw.
24. I \_\_\_\_\_ probably (to have) a steak.
25. – Why are you taking off that picture from the hall? You \_\_\_\_\_ (to give) it to me, yeah?  
– No, I \_\_\_\_\_ (to sell) it to you.
26. Hurry up, we \_\_\_\_\_ (to miss) the train.

## Future Continuous

- 23** A group of graduates are talking at the farewell party about what they will be doing at exactly this time five years from now.

shoot a film

*e.g. My friend and I will be shooting a film.*

live in England

\_\_\_\_\_

work as a top model

\_\_\_\_\_

teach children

\_\_\_\_\_

have a trip round Europe

\_\_\_\_\_

cook dinner for my family

\_\_\_\_\_

have a wedding party

\_\_\_\_\_

earn my fifth million dollars

\_\_\_\_\_

sail a yacht

\_\_\_\_\_

- 24** Ask about people's plans in a polite way. Find out if it is convenient for them to do something for you. Use the Future Continuous form of the verb.

*e.g. You need the telephone, but your roommate is speaking over it now. (to use)*  
*Will you be using it for long?*

1. You want your friend to give your best regards to his sister. (to write)
- \_\_\_\_\_

2. You'd like to buy your neighbor's garden. (*to sell*)

---

3. You want your brother to borrow a book from the library for you today. (*to go*)

---

4. You'd like your friend to give you a lift to the University tomorrow morning. (*to go in one's car*)

---

5. You want your sister to post your letter in a couple of hours. (*to leave home*)

---

6. You want your mother to buy some pills for your headache. (*to go somewhere near a chemist's*)

---

7. You need a few wine glasses for the housewarming party tomorrow. You ring up the Johnsons. (*to use*)

---

8. You want your friend to give you his camera tonight. (*to take photos*)

---

9. You want your friend to ask the dean about the conference today. (*to see*)

---

10. You want your colleague to give you the video course *The Family Album* for a few days. (*to watch*)

---

**25** Say that something will finish before a definite time in the future.

e.g. *I'm afraid I'll have divorced before I'm 25.*

By the end of the year *I'll have earned enough money for a trip.*

- \_\_\_\_\_ by this time next year  
 \_\_\_\_\_ by the age of ...  
 \_\_\_\_\_ when I'm 30  
 \_\_\_\_\_ in two weeks time  
 \_\_\_\_\_ before I retire  
 \_\_\_\_\_ by the time I'm old

**26** Complete the sentences either with the Future Perfect or the Future Perfect Continuous.

e.g. *I'm cleaning the house, darling.*

By the time you get home *I'll have cleaned the house from top to bottom.*

He started acting just after the end of World War II.

So by May *he will have been acting for more than half a century.*

1. We got married on the 9th of April, 1976.  
So this year \_\_\_\_\_.
2. I've been working at the University since 1969.  
So next year \_\_\_\_\_.
3. Look! Simon is still repairing his car.  
I hope by the time we come next year \_\_\_\_\_.
4. Hugh is still reading the book.  
But I hope by the end of the holiday \_\_\_\_\_.
5. We started writing the textbook in 1998.  
By November \_\_\_\_\_.
6. Ned's won 30 thousand dollars. But he is just wasting the money on trifles.  
I'm afraid by the end of the month \_\_\_\_\_.
7. I'm sneezing and coughing.  
I'm afraid by the end of the day \_\_\_\_\_.
8. Doctor, I'm losing my hair with great intensity.  
I'm afraid by the end of the year \_\_\_\_\_.
9. Tess is fond of Finnish. She started learning it in 1992.  
By the time she goes to Finland this year \_\_\_\_\_.
10. These are my last lessons before the driving test.  
I hope by the time you come to Flagstaff \_\_\_\_\_.
11. I still love living in this cottage, which we bought in 1990.  
By Christmas this year \_\_\_\_\_.
12. — Let's paper the walls in the hall. I hope to finish it before your mother comes.  
— OK, I'm sure by the time she arrives \_\_\_\_\_.

**27** Use the notes to write about Polly's watching TV at different moments in the future. Choose the best form of the verb correlating with the given time signals.

*e.g. Polly is going to watch TV*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- because she'd like to relax for a while
- perhaps
- by the time you come
- when she has time
- when you come
- at 5 o'clock
- tonight as usual
- tonight. That's my definite plan.
- for three hours by lunch time
- three films by 7 p.m.
- every day
- never, again
- if you find it necessary for my education
- if she has it fixed

**28** Translate into English using different verb forms to express future actions.

1. Полагаю, дети уже лягут спать к началу передачи.
2. Тедди уезжает первым поездом завтра.
3. Мы скоро будем женаты 25 лет.
4. Есть поезд, который уходит из Москвы в 10 часов завтра утром.
5. Я позвоню Джиму сегодня вечером и удостоверюсь, что он встретит тебя и присмотрит за тобой.
6. Как обычно мы будем пить чай после обеда.
7. Уже октябрь. Скоро пойдет снег.
8. Зайди ко мне около 9. Я уверена, дети уже уйдут в школу к этому времени.
9. Джейн чувствует, что-то может произойти, и это огорчает ее.
10. К тому времени, как ты освободишься, я закончу работу.
11. Я закончу работу не позже чем в пятницу.
12. (в поезде) В какое время мы прибываем в Барнаул?
13. Ты остаешься дома одна? — Иногда.
14. Ты остаешься дома одна сегодня? — Да.
15. Ты останешься дома одна? — Не хочу.
16. Я никогда не продам этот дом. Я люблю его. К июлю мы будем жить в нем уже 20 лет.
17. Мы будем скучать по тебе.
18. Что-то наш малыш не очень хорошо себя чувствует. Боюсь, что он заболел.
19. Не убирай лестницу, я собираюсь белить потолок.
20. Я возьму карту на случай, если мы заблудимся.
21. Я буду говорить об артиклях в моей следующей лекции.
22. К тому времени, когда мы получим деньги, цены уже поднимутся.
23. Отойди от окна. Я собираюсь закрыть его.
24. Холодно. Я закрою окно.
25. Поспешите, иначе мы опоздаем на лекцию.
26. Если ты позвонишь мне, я дам тебе ее адрес.
27. Перед отходом я проверю, чтобы телевизор был выключен.
28. Ты будешь покупать сегодня что-нибудь в супермаркете? Не могла бы ты купить мне бутылку минеральной воды?

## Past Actions

**29** Change these Present Perfect sentences into the Present Simple sentences with more or less similar meanings.

- e.g. She's learnt Spanish. → *She knows Spanish.*  
I've hurt my shoulder. → *I have a bad shoulder.*  
He's fixed the sink. → *The sink is all right now.*

1. He has repaired my bike. \_\_\_\_\_
2. Have you cooked dinner? \_\_\_\_\_
3. I've forgotten her telephone number. \_\_\_\_\_
4. She's left the office. \_\_\_\_\_
5. I've broken your vase. \_\_\_\_\_
6. The headmaster has died. \_\_\_\_\_
7. He's drunk all the milk from the jug. \_\_\_\_\_
8. The knocking at the door has stopped. \_\_\_\_\_
9. He's built a huge barn. \_\_\_\_\_
10. They've got married recently. \_\_\_\_\_
11. They've gone out. \_\_\_\_\_
12. She's heard the news. \_\_\_\_\_
13. I've brushed my shoes. \_\_\_\_\_
14. She's removed to Bristol. \_\_\_\_\_
15. I've bought a new video film. \_\_\_\_\_

**30** Complete these sentences in any way you like in accordance with the tense forms and time signals.

1. I've often \_\_\_\_\_
2. I've never \_\_\_\_\_
3. I've had \_\_\_\_\_ for \_\_\_\_\_
4. I've \_\_\_\_\_ times.
5. I \_\_\_\_\_ times last months.
6. I've been \_\_\_\_\_ since.
7. I've never been \_\_\_\_\_
8. I always \_\_\_\_\_ when \_\_\_\_\_
9. I've always \_\_\_\_\_
10. I \_\_\_\_\_ until was 15.
11. I've \_\_\_\_\_ for ages.
12. I never \_\_\_\_\_ when I was at school.
13. I \_\_\_\_\_ all this week.
14. I \_\_\_\_\_ all last week.
15. I haven't \_\_\_\_\_ yet.

**31** Put the beginnings and ends together.

- |                             |                                  |
|-----------------------------|----------------------------------|
| 1. I washed the car         | a) and it looks lovely.          |
| 2. I've washed the car      | b) but it is dirty again.        |
| 3. John has had a bad crash | a) He is in hospital.            |
| 4. John had a bad crash     | b) But he is OK now.             |
| 5. He hasn't come           | a) We are still waiting for him. |
| 6. He didn't come           | b) and we left without him.      |

7. He's written lots of funny stories. a) He was a good writer. I wish he were alive.  
 8. He wrote lots of funny stories. b) We hope he'll write more.
9. I haven't seen him this afternoon. a) (It's 6 p.m.)  
 10. I didn't see him this afternoon. b) (It's 3 p.m.)
11. He was in the army for a year a) but didn't take part in military actions.  
 12. He's been in the army for a year b) and is going to take up a military career.

**32** Put the following words and phrases into the proper sentences. Sometimes a phrase can enter more than one sentence.

5 years	5 years ago	he left school
2 months	2 months last year	2 o'clock
at the beginning of the term	Easter	1987
a long time	a long time and then he retired	this summer
before that	all through the day	
2 hours and got tired	Saturday nights	in the daytime
2 hours	Monday	

Bill has worked here for 5 years

\_\_\_\_\_

\_\_\_\_\_

Bill has worked here since 1987

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bill worked here in 1987

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**33** Answer the questions.

- a) 1. How many lessons have you been absent from this week?  
 2. What theatres have you been to this year?  
 3. How much money have you spent today?  
 4. How many people have you got acquainted with this year?  
 5. What has the weather been like this month?  
 6. How long have you lived here?  
 7. What new places have you been to this year?  
 8. Have you been abroad recently?

9. Have you lost anything recently?
10. Which of your relatives have you seen more than twice this month?
11. How many phone calls have you made since morning?
12. Have you been to the dean this week?
13. Have you been to a disco this month?

- b)
1. Did you have breakfast this morning?
  2. What did you have for breakfast?
  3. Did you sleep well tonight? How long did you sleep?
  4. How did you get to the University today?
  5. When did you speak on the phone last?
  6. Did you wear earrings at school?
  7. Did you belong to any society at school?
  8. Do you know the years when the group ABBA was popular?
  9. When were you at the disco last?
  10. Where did you date last?
  11. When did you fall in love first?
  12. When did you write a letter last?

**34** Complete the sentences with appropriate verbs. Use either the Present Perfect or the Past Simple.

1. Why \_\_\_\_\_ your coat? It's cold here.
2. Jean \_\_\_\_\_ the tickets. We'll have to go back for them.
3. I \_\_\_\_\_ for you outside the cinema for half an hour but he didn't come.
4. I \_\_\_\_\_ for him for half an hour. I'm losing my temper.
5. When we \_\_\_\_\_ the city center we couldn't find a parking space.
6. I \_\_\_\_\_ the room for weeks.
7. Katie is terribly upset. She \_\_\_\_\_ her engagement to Megan.
8. I \_\_\_\_\_ more money in my last job.
9. I \_\_\_\_\_ you in the cafe.
10. You \_\_\_\_\_ in. So I \_\_\_\_\_ a note under your door.
11. During our voyage I \_\_\_\_\_ a few photos of the cliffs.
12. My sister \_\_\_\_\_ so much weight that she can't borrow my clothes any more.
13. I \_\_\_\_\_ to play hockey since I broke my ankle.
14. Gary \_\_\_\_\_ rather gloomy recently. Anything wrong with him?

15. – Do you know that our teacher \_\_\_\_\_ the class to her house on Sunday?  
– Are you going there?
16. – Do you know that our teacher \_\_\_\_\_ the class to her house on Sunday?  
– Did you go there?

**35** Translate into English.

- a) 1. У нас большой сад с тех пор, как мы приехали сюда / как мы живем здесь.  
2. Я не сплю с тех пор, как они пришли / как они здесь.  
3. Они никогда не путешествовали с тех пор, как они поженились / как они женаты.  
4. Они не пошевелились с тех пор, как они пришли сюда / как они находятся здесь.  
5. С тех пор, как мы приехали / как мы живем здесь, стоит ужасная жара.  
6. С тех пор, как мы развелись / как я холостяк опять, я часто бываю голоден.  
7. С тех пор, как Тони заболел / как Тони болен, никто нас не навещает.  
8. С тех пор, как меня положили в больницу / как я в больнице, мне хуже.
- b) 1. Они друзья с тех пор, как учатся вместе.  
2. Сколько я работаю в этом университете, здесь вечные споры.  
3. Никто не жаловался с тех пор, как я работаю здесь учителем.  
4. Я совсем не встречался с Джейн с тех пор, как я женился на тебе.  
5. Сколько я работаю здесь, никогда не думала плохо о вас.  
6. Сколько я работаю здесь, вы никогда не сказали ни одного плохого слова обо мне.  
7. Я не сплю с тех пор, как узнала новость.  
8. Я младший клерк здесь все время, сколько работаю в этой компании.  
9. Я не видел Вилли с тех пор, как он уехал из страны.  
10. Мы не виделись с тех пор, как его нет в городе.

**35** Rewrite the sentences following the pattern *it is ... since*.

*It is ten years since I (last) met him; or  
It is ten years since I've met him.*

The difference between these two sentences, if any, is in the emphasis.

*It is ten years since I (last) met him = I last met him ten years ago.  
It is ten years since I've met him. = I haven't met him for ten years.*

e.g. We last spoke on the phone two weeks ago. → *It's two weeks since we (last) spoke on the phone.*

Pat hasn't written to me for ages. → *It's ages since she has written to me.*

1. I haven't been to an eye-specialist for three years. \_\_\_\_\_
2. I left school two years ago. \_\_\_\_\_
3. My father hasn't smoked for a month. \_\_\_\_\_
4. John Lennon was shot dead on December 8, 1980. \_\_\_\_\_
5. The company last made a profit in 1991. \_\_\_\_\_
6. I last had a cold in the autumn. \_\_\_\_\_
7. We haven't corresponded for more than eight years. \_\_\_\_\_
8. I haven't been to Irkutsk for thirty years. \_\_\_\_\_
9. My best friend last phoned me on Monday. \_\_\_\_\_
10. Alexander Bell invented his talking machine (telephone) in 1876.  
\_\_\_\_\_
11. He had his car accident a year ago. \_\_\_\_\_
12. I lost my job last month. \_\_\_\_\_
13. I've been out of work for a year. \_\_\_\_\_
14. We haven't heard from him for a fortnight. \_\_\_\_\_
15. She hasn't taken exams for 15 years. \_\_\_\_\_

**37** Read the passages and make up conclusions using the pattern *it is ... since*.

e.g. Americans love to eat peanut butter. It is a food that is truly "American". Peanut butter started in 1890 in St. Louis. A doctor gave peanut butter to patients who couldn't eat regular food. →

*It's more than a century since peanut butter has been a favorite of Americans.* or

*It's 112 years since a doctor gave peanut butter to his patients.*

1. Columbus arrived in America in 1492 and called the people with dark skin Indians. This was a mistake but the name stuck.
2. The people who came after Columbus from Europe did not understand the "native" Americans. For the next 400 years they fought with each other. The Native Americans lost their land and the U.S. government made them live on reservations.
3. In 1924 a law made the Indians U.S. citizens.
4. In 1620, the *Mayflower*, a boat with 102 men, woman and children on board, sailed across the Atlantic Ocean to settle in the New World.
5. In the autumn of 1621 rich crops were harvested. The colonists had much to be thankful for and they invited their Indian neighbors for the first Thanksgiving feast.

6. Thanksgiving became a national holiday many years later due to a woman named Sarah Hale. For 50 years she wrote to each president and asked for a holiday of Thanksgiving. At last she succeeded. In 1863, President Lincoln declared Thanksgiving a holiday.

**38** Put a check (✓) if the sentence is right and correct it if it is wrong.

1. It's a pity I didn't save anything for Christmas. The children will be disappointed.
2. This is the first time I've driven a car.
3. We have had dinner at the Festival Hall.
4. I've often wondered why she looks so young.
5. It has been a year since he earned any money.
6. Could you ride a horse? — I think so, though I didn't ride one since I left school.
7. The police have recaptured the prisoners who have escaped from the prison.
8. He didn't smoke for two weeks but then he began smoking again.
9. Then I graduated from the University and moved to Barnaul and have lived here ever since.
10. Henry Ford has used an assembly line method to produce cars.
11. Jazz was created by black Americans.
12. My best congratulations! They say, your daughter has made up a new method of learning languages.
13. Do you know how many roles Julia Roberts played?
14. I can't walk, I hurt my leg.
15. Good news! Linda's had a baby.
16. I've never enjoyed a party as much as this one.

**39** a) Read the letter of complaint sent to the editor of a woman's magazine and a reader's answer to the letter. Complete the letters with the given verbs in the correct tense aspect forms.

Sylvia, 50, and her husband, 55 \_\_\_\_\_ (lose) their home and everything they \_\_\_\_\_ (work) for due to a failed business and bad advice. Although they \_\_\_\_\_ (be) in good health, Sylvia \_\_\_\_\_ (be) worried that age \_\_\_\_\_ (be) against them. She \_\_\_\_\_ (ask) how other people \_\_\_\_\_ (cope) with similar situations.

*My husband and I \_\_\_\_\_ (have) a business for over 12 years. We both \_\_\_\_\_ (work) 24 hours a day, 7 days a week. Due to a crooked man we \_\_\_\_\_ (lose) everything. For 16 months we really \_\_\_\_\_ (suffer) trying to pay all accounts but to no avail. I \_\_\_\_\_ (have) a breakdown which, in turn, \_\_\_\_\_ (take) our marriage to the limits. Eventually we both \_\_\_\_\_ (get) jobs. We now \_\_\_\_\_ (work) seven hours a day.*

----- (have) weekends off, ----- (go) on holidays and -----  
(have) time to realize that we ----- (not to lose) everything because we  
still ----- (have) each other and our beautiful family. So put the past behind  
and get on with living.

**b) Put the scattered passages of the following reply to Sylvia's letter in order. Pay attention to the tense forms.**

- a. You **have** your husband, and that is half the battle, and you both have your health.
  - b. Sylvia, I know that at this stage it's hard to think of anything positive and that counseling can't help your problem, but give it a go.
  - c. While I was in hospital for five months, a "friend" took half of what I had left.
  - d. Don't be too proud to baby-sit if you have to (**I did**) and don't feel ashamed.
  - e. Eighteen months ago I was bankrupt, my husband had a heart attack and died and then I **had** a nervous breakdown.
  - f. Don't feel that your age is a barrier either. I am almost 50 myself.
  - g. It **has been** a hard road back, but with professional help and the support of the family and friends, I **have started** all over again.
- c) Imagine you have suffered similar circumstances. Now you try to reply to Sylvia. Your advice may help her feel more positive about the future. You can make use of the words and phrases below.**

My husband and I, in the same boat, in the same age group, it's now 10 months since, business of 30 years, collapse, swallow our pride, no easy answer, try for job after job, get a part-time cleaning job, wash floors, feel like a failure, lucky, good health, keep a positive attitude, reach your goals again.

**40 Choose the most appropriate endings.**

- |                                   |   |
|-----------------------------------|---|
| 1. I have visited Paris.          | a) three times.                                 |
| 2. I've been visiting Paris.      | b) since I started working.                     |
| 3. She's been cleaning the cellar | a) at last.                                     |
| 4. She has cleaned the cellar     | b) all day.                                     |
| 5. I've been learning             | a) English for years but I can't speak it well. |
| 6. I've learned                   | b) a few English poems.                         |
| 7. I've seen                      | a) the manager three times a week.              |
| 8. I've been seeing               | b) a lot of the manager lately.                 |
| 9. He's been painting             | a) two landscapes.                              |
| 10. He's painted.                 | b) for some time.                               |

- |  |                                    |
|--|------------------------------------|
| 11. He's driven                              | a) 60 miles.                       |
| 12. He's been driving                        | b) for three hours.                |
| 13. She's driven a car                       | a) all his life.                   |
| 14. She's been driving a car                 | b) for a few months.               |
| 15. The video has played for two hours       | a) so I don't think it will break. |
| 16. The video has been playing for two hours | b) you should turn it off.         |

**41** Translate into English.

- Что здесь делает эта книга?  
— Я ее просматривала.
- Откуда все это пустые бутылки?  
— Мы вычищали сервант.
- Посмотри, в каком беспорядке моя комната! Кто здесь жил?
- Почему мои туфли в таком беспорядке? Их кто-нибудь носил?
- Почему у тебя в руках фотоаппарат?  
— Я фотографировала.
- Я знаю, почему тебя мучают ночные кошмары. Ты смотришь слишком много фильмов ужасов в последнее время.
- Я не хочу, чтобы она поняла, что я плакала.
- Я не хочу, чтобы она поняла, что я плачу.
- Я думаю, мне нужно сделать перерыв. Я безостановочно работаю уже пять часов.
- С тех пор, как сменился директор ресторана, посетители жалуются на еду.
- Я стучала пять раз. Думаю, никого нет дома.
- Я стучала. Но думаю, что никого нет дома.
- Я высаживаю новые деревья с тех пор, как купила этот дом.
- Я посадила около 20 деревьев с тех пор, как купила этот дом.
- В нашей стране произошло много перемен за последнее время.

**42** Choose the best alternative: Present Continuous, Present Simple, Present Perfect, and Present Perfect Continuous.

- I *have been meaning/mean* to ask you a few questions since I heard your report.
- Who *is snoring/has been snoring* in the next room?
- How long *have you learnt/have you been learning* English?
- I *always find/have always been finding* it difficult to apply for a new job.
- Go out and get some fresh air! You *are sitting/have been sitting* here all morning.
- I *have visited/have been visiting* France for two years.

7. Oh, no! Sandy *has just broken/has just been breaking* the window!
8. Tom *has painted/has been painting* the fence. It should be finished soon.
9. What's that bruise on the cheek? *Have you had/Have you been having* a fight?
10. – Could you dance with me?  
– I'm afraid I can't. *I haven't danced/I am not dancing* for years.
11. During the last few months the company *works/has been working* hard at new technological programs.
12. Hi, Bob! What *are you doing/have you been doing* here in our lab?
13. *I have liked/have been liking* the Muppet Show since my childhood.
14. *I am typing/have been typing* letters of invitation since morning but I haven't finished yet.
15. *She's been complaining/has complained* about her son since they bought a video.
16. *I have/am having* a great time!
17. *I have applied/have been applying* for a job five times but I'm not sure I'll be successful.
18. Ever since we started going into space we *have been leaving/have left* behind bits of orbiting junk.

**43** Choose the correct variant.

1. For some time now, world leaders \_\_\_\_\_ the necessity for agreement on arm reduction.
 

a) have pointed out	b) have been pointing out
c) are pointing out	d) point out
2. The meat must be ready. It \_\_\_\_\_ for nearly an hour.
 

a) has cooked	b) is cooking
c) has been cooking	d) cooked
3. I can't stand him. He \_\_\_\_\_ about my clothes.
 

a) always argues	b) is always arguing
c) argued	d) has always been arguing
4. I love him. I \_\_\_\_\_ him. All my life.
 

a) always love	b) have been loving
c) loved	d) have always loved
5. How long have you known the truth? – I have only just found out, but I \_\_\_\_\_ a lot of other things just recently.
 

a) am finding out	b) find
c) found	d) have been finding
6. I \_\_\_\_\_ she is making a mistake.
 

a) feel	b) am feeling
c) have felt	d) have been feeling

7. I \_\_\_\_\_ a lot of money since we \_\_\_\_\_.
- a) have had .... marry      b) have .... are married  
c) have .... got married      d) have had .... have been married
8. I \_\_\_\_\_ five letters since breakfast.
- a) have typed      b) have been typing  
c) typed      d) am typing
9. I \_\_\_\_\_ letters since breakfast.
- a) have typed      b) have been typing  
c) typed      d) am typing
10. How long \_\_\_\_\_ for the interview?
- a) have you prepared      b) are you preparing  
c) have you been preparing      d) do you prepare

**44** Change the sentences to make them sound polite. Use the past tenses: the Past Continuous can make requests more polite; the Past Simple make questions less direct; the Present Continuous can sound casual and friendly in invitations.

e.g. I wonder if you can lend me your mixer. → *I was wondering if you could lend me your mixer.*

I wonder if you are busy tonight. → *I wondered if you were busy tonight.*

How much do you want to buy, sir? → *How much did you want to buy, sir?*

I hope you'll see us some day. → *I'm hoping you'll see us some day.*

1. How much money do you mean to spend?
2. How many days do you want to stay here?
3. Are you looking for anything extraordinary, madam?
4. I wonder if you could use your phone.
5. I look forward to hearing from you soon.
6. I wonder if I could ask you for a favour.
7. I think it will be a good idea to have a farewell party.
8. I hope you can lend me your bike.
9. We hope you'll come and see us on Sunday.
10. I wonder if I can have a talk with Mr. Gibbs.
11. I wonder if I can come over and talk with you.
12. I wonder if you are fixed next week.
13. I think it will be nice to invite Alice and Alec.
14. How much do you want to buy madam?
15. Can I help you? – I just want to buy a pair of walking shoes.
16. I look forward to seeing you again.
17. Do you want anything special, sir?
18. I hope you can lend me \$20.

**45** Describe activities that were happening at the same time as the events below.

e.g. I looked into the room. → *My wife was sitting in the armchair, but TV was not working. The dog was barking. The cat was mewling.*

1. I looked out of the window.
2. We went out of the yard.
3. I came across John in Main Street.
4. James entered the bank.
5. I visited her class yesterday.
6. I wasn't here on November 10.
7. It was deep night.
8. It was 8 a.m.
9. There were a few people in the room.
10. I couldn't be present at the lesson.
11. I found myself on a small station.
12. I heard a cry and turned round.

**45** Put the beginnings and ends together.

- |                                      |  |
|--------------------------------------|--|
| 1. He worked hard                    | a) all his life.                               |
| 2. He was working hard at McDonalds  | b) during the summer of 1999.                  |
| 3. I played the drums                | a) and didn't hear the noises in the attic.    |
| 4. I was playing the drums           | b) when I was a child.                         |
| 5. Her children were naughty.        | a) and I couldn't concentrate.                 |
| 6. Her children were being naughty   | b) It was hard to find a baby-sitter for them. |
| 7. They stayed with my parents       | a) for three days and then left for New York.  |
| 8. They were staying with my parents | b) at the time of the robbery.                 |
| 9. We went past her house            | a) when I heard her calling me.                |
| 10. We were going past her house     | b) every day.                                  |

**47** Translate into Russian. Concentrate on the use of tenses in time-clauses.

1. Our guests arrived *as I changed.*  
*as I was changing.*
2. *I was ordering a drink* when I saw Jane.  
*I ordered a drink*
3. *Just as I was getting into the bath* the alarm fire went off.  
*Just as I got into the bath*

4. When I came *she put her signature on the letter.*  
*she was putting her signature on the letter.*
5. When I got home *she read the letter.*  
*she was reading a letter.*
6. When the coffee was ready *I set two cups on the table.*  
*I was setting the cups on the table.*
7. When Sue arrived *we had lunch.*  
*we were having lunch.*
8. *She was shaking with anger* as she heard him.  
*She shook with anger*

**48** Translate the clauses in italics into English.

1. When the taxi arrived *я закрывала дверь.*  
*я закрыла дверь и спустилась вниз.*
2. When she heard the bell *она спустилась вниз.*  
*она спускалась вниз.*
3. I wonder *как люди жили в ту суровую зиму.*  
*как люди жили в такие суровые зимы раньше.*
4. She took the cake out of the oven *и ставила его на стол, когда он соскользнул.*  
*и поставила его на стол.*
5. Carl slipped away *когда полицейский посмотрел в другом направлении.*  
*когда полицейский смотрел в другом направлении.*
6. When the car started *я закрывала окно.*  
*я закрыла окно.*
7. I heard somebody calling me *когда переходила улицу.*  
*когда перешла улицу.*
8. When the alarm clock rang *я встал.*  
*я вставал.*

**49** Open the brackets using the correct tense form in *as-* and *while-*clauses.

1. Then, just as he \_\_\_\_\_ (*to reach*) the upper gate of the pasture, he \_\_\_\_\_ (*to meet*) Hammond's youngest boy running down the track.
2. She shook herself shifting in her seat and \_\_\_\_\_ (*to watch*) Don as he \_\_\_\_\_ (*to steer*) slowly forward.
3. Margaret \_\_\_\_\_ (*to open*) her eyes as Marianne \_\_\_\_\_ (*to come*) and \_\_\_\_\_ (*to stand*) beside them on the patio.
4. While I \_\_\_\_\_ (*to have*) a shower my wedding ring \_\_\_\_\_ (*to slip*) into the water.

5. The police \_\_\_\_\_ (to stop) her while she \_\_\_\_\_ (to cross) the street in the wrong place.
6. Carol \_\_\_\_\_ (to drop) her purse while she \_\_\_\_\_ (to get) on a bus.
7. I \_\_\_\_\_ (to work) in a travel agency while we \_\_\_\_\_ (to live) in London.
8. She \_\_\_\_\_ (to step) back in horror as four men \_\_\_\_\_ (to rush) in.
9. Just as I \_\_\_\_\_ (to fall) asleep the telephone \_\_\_\_\_ (to ring up).
10. I \_\_\_\_\_ (to break) my arm while I \_\_\_\_\_ (to ski) in the Alps.
11. Our guests were early. They \_\_\_\_\_ (to arrive) as I \_\_\_\_\_ (to lay) the table.
12. While I \_\_\_\_\_ (to talk) to you, someone \_\_\_\_\_ (to steal) my bicycle.
13. While they \_\_\_\_\_ (to wait) for the cake, McEnroe \_\_\_\_\_ (to ask) a few perfunctory questions about the farm.
14. As she \_\_\_\_\_ (to lay) with her eyes still shut, the roar of the crowd \_\_\_\_\_ (to rise) to a crescendo.
15. Arthur's eyes \_\_\_\_\_ (to narrow) as he \_\_\_\_\_ (to struggle) to remember.
16. I \_\_\_\_\_ (to examine) him from a distance as I \_\_\_\_\_ (to walk) to Mordicai's office to give him the news.

**50** Complete the sentences by giving reasons in the Past Perfect Continuous. Use the prompts on the right.

e.g. Her eyes were red.

*She had been reading till morning.*

to read

1. He looked exhausted.

to pack

2. The kids' lips were black all over.

bilberry

3. She was worried.

not to write

4. I saw paint on his arms.

to paint

5. When he arrived she was annoyed.

to wait for long

6. In twenty minutes he realized that.

the wrong direction

7. The partner left the office tired.

the terms of payment

8. She was happy to buy a new set of furniture.

to save money for...

9. The kitchen was empty but by the smell it was clear that

to fry fish

10. The telephone book was open.

**51** Translate into English concentrating on the use of the Past Perfect Continuous.

1. Кот, который сидел на подоконнике, соскочил и улегся в кресло.
2. Наконец-то она сказала «да». Он просил ее выйти замуж за него уже несколько лет.

3. При расследовании пилот сказал, что летает на самолете этого типа уже десять лет.
4. Когда я увидел, в каком беспорядке мои бумаги, стало очевидно, что кто-то их читал.
5. По ее мокрому передничку Джулия поняла, что Сью только что поливала цветы.
6. Пэт, которая играла в детской, появилась на пороге с большим медвежонком в руках.
7. Она отложила в сторону свитер, который вязала, и вышла на кухню.
8. — Она нашла сережку, когда подметала пол.  
— Я рада. Она искала ее несколько дней.
9. По запаху в комнате я понял, что здесь кто-то курил.
10. Мне нужен был отдых, потому что я работал слишком много в последнее время.

**52** Complete the sentences by giving reasons in the Past Perfect tense.

e.g. She got soaked to the skin *because she left her umbrella at home*; or *because she hadn't heard the weather forecast.*

1. Betsy couldn't open the door \_\_\_\_\_
2. Her husband came home angry \_\_\_\_\_
3. Nelly was distressed \_\_\_\_\_
4. He didn't come back \_\_\_\_\_
5. She didn't phone him \_\_\_\_\_
6. The burglar got in the house \_\_\_\_\_
7. I couldn't give back the camera to my father \_\_\_\_\_
8. I missed the train \_\_\_\_\_
9. My sister caught a cold yesterday \_\_\_\_\_
10. She didn't get to the Black Sea \_\_\_\_\_
11. I wasn't able to watch the program to the end \_\_\_\_\_
12. I didn't go to the party \_\_\_\_\_

**53** Complete the interview. Decide which is best for the context: Past Simple, Past Perfect or Present Perfect.

— My best match I \_\_\_\_\_ (to have) in my life \_\_\_\_\_ (to be) with Gibson. I \_\_\_\_\_ (to feel) great joy when I \_\_\_\_\_ (to realize) that the match (to finish) and I \_\_\_\_\_ (to be) a chess champion.

— And when you \_\_\_\_\_ (to beat) the partner how long you \_\_\_\_\_ (to play)?

— I \_\_\_\_\_ (to start) just before I \_\_\_\_\_ (to go) to school. So I \_\_\_\_\_ (to play) chess for twenty years by that time.

— And you \_\_\_\_\_ (to beat) even some very good men chess players.

— Yes, \_\_\_\_\_ (to take) part in all possible tournaments and \_\_\_\_\_ (to win) matches regularly before I \_\_\_\_\_ (to give) birth to my first child. Then my twins \_\_\_\_\_ (to be) born. So I \_\_\_\_\_ (to have to) give up playing chess. And now I'm just a housewife and \_\_\_\_\_ (not to take) part in matches for twelve years already.

**54** Most of the following sentences contain errors in tense forms. Find each error and correct it.

- |  |                         |
|--|-------------------------|
| 1. I have no problems since I had bought a dog.  | <u>have had, bought</u> |
| 2. I have washed the windows. They looked transparent.   | _____                   |
| 3. My neighbor started a house fire. He was smoking in bed.  | _____                   |
| 4. I could hear shouts from the yard. The children had been playing football.                                    | _____                   |
| 5. I had to go to the dentist on Monday. I had been having a terrible toothache since Friday.                    | _____                   |
| 6. Sorry, I'm late. Have you been waiting long?  | _____                   |
| 7. Betsy's shoes are dirty. She had been working in the garden.  | _____                   |
| 8. Mr. Forbes was painting the roof all afternoon and now he's been having a rest.                               | _____                   |
| 9. I've never felt happy since I've been here.   | _____                   |
| 10. I had played tennis so I wanted to have a shower.  | _____                   |
| 11. At last we arrived at the camp. We drove a day and needed a rest. We have driven 500 miles.                  | _____                   |
| 12. She had been reading three chapters by lunch-time.   | _____                   |
| 13. — I'm in the middle of washing my car.<br>— The car must be very dirty. You have been washing since morning. | _____                   |
| 14. He picked me up while I had been waiting for a bus.  | _____                   |
| 15. The police who expected trouble during the demonstration were surprised by the absence of violence.          | _____                   |

## Revision

Translate into English.

- 55** 1. Вечно ты жалуешься на своего мужа!  
2. Неужели ты не видишь, что они над тобой смеются? Тебе лучше уйти.

3. Теперь, когда у меня есть велосипед и машина, я богат.
4. — Как ты думаешь, что делает наш сынок?  
— Полагаю, разбирает твою швейную машину. Я его уже давно нигде не вижу.
5. «Мы там, бывало, обедали», — сказали мальчики.
6. Мы жили в Томске всего три года. Потом переехали в Барнаул и живем здесь уже десять лет.
7. Я видела Ирен вчера в магазине. Она мило болтала с мистером Боссини.
8. — Когда они уезжают?  
— Завтра. Поезд отправляется ровно в 2 часа.
9. Он выпил стакан сока и съел бутерброд, пока ждал обед.
10. В то время как мы пили кофе, она улыбнулась мне и спросила: «Тебе понравилась книга?»
11. — Ты давно его знаешь?  
— Да, мы вместе учились в школе.  
— Дружите все это время?  
— Нет, но были в школе в хороших отношениях.
12. Она пишет, что они позвонят, как только купят билеты.
13. — Вы думаете, здесь есть какая-то ошибка?  
— Почему вы меня спрашиваете?

56

1. — Долли, ты здесь?  
— Иду, я мыла посуду.
2. — Вы военный?  
— Нет.  
— А были когда-нибудь?  
— Да.  
— Как долго вы пробыли в армии?  
— Двадцать лет.  
— Когда вы пошли в армию?  
— В 1956 году.  
— Тогда вы принимали участие в Венгерских событиях, да?  
— Вы говорите странные вещи. Я никогда не был в Венгрии.
3. Стелла положила книгу на стул и сказала дрожащим голосом: «Я расторгла помолвку». «Да?» — сказал отец. — «Как это вышло?» (to come out) «Мейт и я ссорились», — теперь она говорила спокойно. «Хорошо, дорогая, я позабочусь, чтобы вы больше не встречались». Он поднялся с кресла и вышел из комнаты.
4. Экономическая ситуация уже довольно плохая, но становится еще хуже, и цены поднимаются каждый день на 0,2%. Я помню, что на этом месте был когда-то кинотеатр и я ходил туда дважды в неделю. А теперь совсем перестал ходить в кино.

5. Она потихоньку напевала, пока расчесывала волосы.
6. Всегда она со всеми ссорится! Нет в доме ни одного человека, с кем она не поссорилась хоть раз.
7. — Ты в Лондоне давно?  
— Да, и с тех пор как я здесь, холодно и пасмурно. Хотя когда мы прибыли в Лондон, светило солнце, погода была прекрасная, и мы не ожидали, что она изменится так быстро.
8. — Доктор, вас ждет девушка.  
— Как долго она ждет?  
— С полчаса. Она в приемной с тех пор, как вы уехали. Она говорит, что не уйдет, пока все-таки не переговорит с вами.

- 57**
1. Когда он вернулся домой, ему не пришлось упаковывать вещи, так как его жена уже сделала это за него. Ему не пришлось проверять окна, так как его жена всегда делала это прежде, чем уходила из дома. Все, что пришлось ему сделать, это решить, брать или не брать с собой пальто. В конце концов он решил не брать и захлопнул дверь за собой. Затем он поискал ключ в кармане, так как жена просила закрыть входную дверь на два оборота. Когда он обыскал все карманы и не нашел ключа, он вспомнил, где ключ, и побледнел в лице. Он забыл его в кармане пальто. И в довершение всего паспорт и билеты были тоже в пальто.
  2. Ни я, ни Ральф не обладаем хорошей памятью. Однажды мы старательно пытались вспомнить адрес одного нашего приятеля. «Я могу дать вам в долг его визитную карточку при условии, что вы не потеряете ее», — сказал нам его ассистент. Я положил карточку в одну из моих книг. Несмотря на это, позже мне потребовалось много времени, чтобы найти визитку, так как я забыл, в какую книгу я ее положил.
  3. Шум разбудил Джона, который спал в коляске у окна. Мария погладила его по голове и взяла на руки.
  4. Я понял, что он вышел со мной, чтобы обсудить то, что он обсуждал часами со своей сестрой.
  5. Не успел Фредди пробыть там и часа, как услышал, что зазвонил телефон. Они только что закончили еду и пили кофе. Мартин бросился к телефону. Как только он услышал голос Паулы, он понял, что что-то случилось.
  6. После того, как она отнесла котенка домой и покормила его, она не могла позволить ему убежать. Он оказался маленьким львенком. И с тех пор, как он у нас в доме, никто нас не посещает.

## Sequence of Tenses and Indirect Speech

### 58 Translate into Russian.

1. She explained that *she couldn't take the job until February.*  
*she hadn't been able to take the job.*
2. They were afraid that *Carol wouldn't lend them his car.*
3. She didn't know that *it was dangerous.*  
*it had been dangerous.*
4. He assured me that *the letter would be delivered on time.*  
*the letter had been delivered on time.*
5. He complained to the police that *his neighbors were noisy.*  
*his neighbors had been noisy.*
6. I asked if *he grew his own vegetables.*  
*he had grown his own vegetables.*  
*he had ever grown his own vegetables.*
7. I warned her that *Bill never paid his debts.*  
*Bill had never paid his debts.*
8. I wondered if *he drove a car.*  
*he had driven home.*  
*he had got into an accident.*  
*he was driving home.*  
*he had been driving home.*  
*he had been driving a car for just a month.*  
*he had been driving a car for so many years before.*
9. I wanted to know if *she was going home.*  
*she had gone home.*  
*she had been going home when I met her.*
10. Tracy asked if *there was a cafe nearby.*  
*there had been a cafe nearby.*

### 59 Translate into Russian. Pay attention to different tense forms. Observe the rules of Sequence of Tenses.

- a)
1. As far as I **understand** he *is looking* for a job.  
As far as I **understood** he *was looking* for a job.
  2. I **wonder** what he *will talk* about at the meeting.  
I **wondered** what he *would talk* about at the meeting.
  3. I **hope** he *is* at home.  
I **hoped** he *was* at home.
  4. She **knows** I *have seen* the manager.  
She **knew** I *had seen* the manager.
  5. She **is** sure he *escaped* by climbing over the prison wall.  
She **was** sure he *had escaped* by climbing over the prison wall.

6. She is sure he *is ringing* up the police.  
She was sure he *was ringing* up the police.
7. He *knows* she *is coming* at the end of the week.  
He *knew* she *was coming* at the end of the week.

- b)
1. I *think* he *was* right after all.  
I *thought* he *was* right after all.
  2. I'm *not sure* if he *was* crying.  
I *was not sure* if he *was* crying.
  3. Nobody *guesses* that she *was* a parachute jumper.  
Nobody *guessed* that she *was* a parachute jumper.
  4. I *wonder* what she *has bought* for my birthday.  
I *wondered* what she *had bought* for my birthday.
  5. I *don't know* how many years they *had lived* together before they parted.  
I *didn't know* how many years they *had lived* together before they parted.

**60** Translate into English.

- a)
1. Я не знаю, живет ли он здесь.  
Я не знала, живет ли он здесь.
  2. Я не знаю, живет ли он сейчас здесь.  
Я не знала, живет ли он сейчас здесь.
  3. Я не знаю, жил ли он здесь когда-либо.  
Я не знала, жил ли он здесь когда-либо.
  4. Я не знаю, жил ли он здесь несколько лет назад.  
Я не знала, жил ли он здесь несколько лет назад.
  5. Я не знаю, сколько времени он здесь живет.  
Я не знала, сколько времени он здесь живет.
  6. Я не знаю, сколько времени он прожил здесь до начала войны.  
Я не знала, сколько времени он прожил здесь до начала войны.
- b)
1. Я не знала, *где он живет.*  
*где он жил.*
  2. Он был уверен, *что я приду туда завтра.*  
*что я иду туда.*  
*что я прихожу туда каждый день.*  
*что я пришла туда.*
  3. Я объяснила, *что он здесь.*  
*что он был здесь.*  
*что он здесь уже пару часов.*  
*что он здесь на два дня.*
  4. Мне было интересно, *играет ли он в теннис.*  
*играет ли он в теннис сейчас.*

*играл ли он в теннис в два часа.  
долго ли он играет в теннис.  
долго ли он играл в теннис.  
играл ли он когда-нибудь в теннис.  
играл ли он в теннис вчера.*

5. Она осознавала, *что он приезжает через два дня.  
что он не видел внуков много лет.  
что он не знает о свадьбе старшего сына.  
что он не любит ездить на такси.  
что ей придется встретить его.*
- е) 1. Она подумала, что если пойдет снег вечером, она ни за что не выберется отсюда.  
2. Она не осознавала, что это опасно.  
3. Алан поднял вопрос о том, как будут собираться деньги.  
4. Он сказал, что узнал меня, и подивился, где мои усы.  
5. Мистер Кент утверждал, что он ушел из офиса раньше, чем деньги были украдены.  
6. Министр объяснил, что если поднимется зарплата, то поднимутся и налоговые расходы.  
7. Затем Рон начал рассказывать нам, что произошло и что он сожалеет, что они развелись.

**61** Put in the correct forms of *say, say to or tell*.

1. Bob \_\_\_\_\_ that he was hungry.
2. He \_\_\_\_\_ "hello".
3. I \_\_\_\_\_ him to stop talking.
4. She \_\_\_\_\_ me, "You ought to \_\_\_\_\_ the police."
5. Did she \_\_\_\_\_ good-bye?
6. Did she \_\_\_\_\_ you her address?
7. Mr. Brim \_\_\_\_\_ me, "Thank you. That was nice of you."
8. He \_\_\_\_\_, "I'll be sorry if I don't see you again."
9. Who \_\_\_\_\_ that?
10. Did they \_\_\_\_\_ anything to you?
11. \_\_\_\_\_ him not to smoke.
12. To \_\_\_\_\_ the truth he is a coward.
13. \_\_\_\_\_ that you will marry me.
14. \_\_\_\_\_ me that you will never forget me.
15. She couldn't \_\_\_\_\_ the time.

**62** Put the following statements into Indirect Speech.

e.g. "It's time we began training for our next game," the coach said to them. →

*The coach told them it was time they began training for their next game.*

1. "If you don't mind, I'd like to know a little more about why you want to change your position," the personnel manager said to Eric.
2. "I don't really know what I want to major in," Ann said.
3. The professor explained to the students, "You have two options in this course. You can either take a final examination or you can write a research paper instead."
4. "David has so many people in our room all time that I can't study," said Bill to the head resident.
5. "I'm sorry for being late," said Larry to the professor. "The traffic is really bad today."
6. "Here's a prescription for your allergy," said the doctor. "This medicine will help your sneezing and itching eyes."
7. "Generally speaking, the price of the cruise depends on the size and location of the cabin," Mr. Morrison said. "The bigger the cabin, the higher the price."
8. "The flight's been delayed for at least an hour," the girl said. "There's been a bad snow storm in Denver."
9. My brother-in-law said, "The auto plants are hiring but you have to belong to the union."
10. "Money isn't everything, of course, but I'd like to make enough to have a place of my own, a small car, and things like that," said Sarah.
11. "I've already booked two seats by phone. They are in the front stall," said my friend.
12. "When my dad realized that I was quite gifted, he paid for the lessons," said Martin.
13. "Their leading goalie is seriously injured and won't be in good shape soon," said Nick.

**63** Translate into English.

- a)
  1. Она никому не сказала, что уедет.
  2. Она никому не сказала, что уезжает.
  3. Она часто говорила, что знакома с ним.
  4. Она мне не сказала, что разговаривала с вами.
  5. Он сказал, что ему нужна помощь.
  6. Он мне говорил, что интересуется литературой.
  7. Она говорила, что не может понять, почему он переменял решение.
  8. Она говорила, что книга ей нравится.
  9. Мы сказали, что вернемся через час.
  10. Мы им сказали, что не будем их ждать.
- b)
  1. Она сказала, что не очень занята и пойдет в театр.
  2. Она сказала, что очень занята и у нее нет времени сходить в театр.

3. Она сказала, что очень занята последнее время и не может пойти в театр.
4. Она сказала, что очень занята последнее время и у нее не было времени пойти в театр.
5. Она сказала, что очень занята последнее время и давно не была в театре.
6. Она сказала, что очень занята, но хочет пойти в театр, так как давно там не была.
7. Она сказала, что была занята накануне и не смогла пойти в театр.

## Advice, Invitations, Requests, Suggestions, Demands

### 64 Choose the correct verbs.

1. I *suggested/offered* going to a new Chinese restaurant.
2. I *demanded/expected* the students to collect the hand-outs.
3. The company *promised/expected* to create a few more new jobs.
4. He *intended/proposed* that they should try to save money.
5. She *volunteered/promised* that she would type the letter for me.
6. She *volunteered/told* to tidy up the room.
7. She *demanded/ordered* to be paid for the damage.
8. We *expected/insisted* to receive the money back.
9. She *planned/reminded* him to buy some bread and milk after work.
10. I *agreed/offered* that I would travel there by car.
11. The police *suggested/forced* him to give himself up.
12. I *offered/suggested* to pay for the damage.

### 65 Report what your roommate Bill said. Use each of the verbs in the box below once.

beg	offer	apologize
agree	suggest	remind
advise	invite	warn
promise	demand	ask

1. You ought to see the dentist.
2. Will you have another glass of beer?
3. Why don't we go there in a taxi?
4. We could go to the new Chinese restaurant.
5. You must have your own key to the room.
6. OK. I'll wash the floor.
7. I'll definitely return the debt.
8. I'm sorry. I've taken your purse by mistake.

9. Don't switch on the gas stove. It's out of order.
10. Don't forget to switch off TV.
11. Please, don't tell anything to my father.
12. Would you mind turning the radio down?

**66** Write the sentences in Direct Speech.

1. He *gave* Miss Harrison instructions to lock the door on the outside and take the key with her.
2. He *refused* to sign the paper.
3. He *ordered* his clerks not to be late for work.
4. They *forced* her to open the large silver locket.
5. She *promised* to keep no more secrets.
6. She *reminded* him to bring along a candle.
7. I *offered* to type the letter, but he *refused*.
8. My mother *begged* me not to marry a teacher.
9. He *threatened* me with a knife for my handbag.
10. He *invited* them for a cup of tea.
11. I *suggested* that we should go hunting together and she *accepted* my suggestion.
12. I *advised* to take a porter and he *didn't object* to it.

**67** Put the following sentences into Indirect Speech using the required reported verbs.

- e.g. "I'm just at my wits end," said Tom. "Why don't you get a tutor?" suggested Alice. → Tom *complained* of being at his wits end *Alice suggested his getting a tutor*; or *Alice advised him to get a tutor*.  
 "Would you like a cup of coffee?" said Mr. Simon. → *Mr. Simon offered me a cup of coffee*.
1. "Would you mind coming over here, sir?" said the custom officer to the passenger.
  2. "May I suggest that you and your friend stop by our office on Grand Avenue?" said the travel agent. "Please drop by anytime."
  3. "Shall we take the 9:15 train?" said Peter. "Oh, no. It's a slow train," answered his aunt.
  4. "Would you like to go and see *The Cherry Orchard* with me at the Art Theatre?" asked Ron.
  5. "I've run out of gas," said the man. "Could you give me a ride to the city?"
  6. "Could I have your name and address, please?" said the travel agent.
  7. "Why don't we take a bus?" said Pam. "It's much cheaper."
  8. "Dr. Anderson, could you please clarify the requirements for the course?" said Tom. "Some of us are a bit confused about the final examination."

9. "Let me look at your file," said the police officer.
10. "Why not give up smoking?" said Jim. "You'll feel tons better if you do."
11. "How about a game of tennis?" said Nick. "Good idea! When are you free?" asked Ted.
12. "We'd better go to the store to get some snacks," said Howard.

**58** Translate into English.

1. Он попросил ее не закрывать дверь.
2. Мы ему сказали, чтобы он нас не ждал.
3. Она велела ему не звонить ей.
4. Она просила навестить ее как-нибудь.
5. Гид предложил им поехать туда на метро.
6. Она умоляла подождать ее.
7. Она посоветовала лететь самолетом.
8. Он приказал стоять смирно.
9. Он попросил нас, чтобы мы не выключали телевизор.
10. Она предложила ему подвезти его до станции.

## Questions

**60** Put the following questions into Indirect Speech.

- e.g. "How long have you been learning French?" asked the professor. →  
*The professor asked how long I had been learning French.*
1. "What classes are you taking this semester?" asked my friend.
  2. "What other classes have you taken this year?" asked the advisor.
  3. "Have you declared your major yet?" said Professor Evans.
  4. "What kind of research paper did you have in mind, professor?" asked the students. "An original study? A report?"
  5. "What kind of insurance do you have?" asked the nurse.
  6. "Have you ever been to Australia?" asked my neighbour.
  7. "Where does it hurt?" said the doctor to the patient.
  8. "Has she delivered a baby already?" asked the father.
  9. "Do I have to go on all sightseeing tours?" asked Mrs. Rose.
  10. "Did you see a grizzly bear?" asked the traveler. "Oh, no. Of course not," said the travel agent.
  11. "Did your team win their football game last Saturday?" asked Bob. "No, they lost three to nothing." I said.
  12. "Do you play hockey?" said Nick. "Not now. I used to play for the university. Now I prefer basketball," said Steve.
  13. "Have you seen the notice about the city marathon next Sunday?" asked my friend. "Yes," I answered.

14. "I'd like to book two seats for tomorrow," said the man. "Would you like something in the front stalls?" the girl in the box office asked.
15. "How did you find the performance?" asked Alice. "Fantastic!" said her friend.
16. "How long does it take to get to Boston?" said Mr. Lowell. "Exactly an hour," said his wife.

**70** Translate into English.

1. Мы спросили, где он купил эти вещи.
2. Он спросил меня, читал ли я эту книгу в оригинале или в переводе.
3. Она спросила меня, где я живу.
4. Я спросил сестру, почему она не хочет пойти со мной.
5. Он спросил меня, видела ли я когда-нибудь этот фильм.
6. Он спросил, где я работаю.
7. Она спросила, когда приходил врач.
8. Он спросил, люблю ли я ходить в кино.
9. Он спросил, видели ли мы его в кинотеатре.
10. Он спросил, кто потерял кошелек.

**71** Imagine you have been to a doctor. He asked you a few questions. Report what he asked you about.

- Have you ever been sick?
- When did you get sick last time?
- Do you have headaches?
- What do you take for your headaches?
- Do you go in for sports?
- What illnesses did you have in childhood?
- Are you allergic?
- Are you allergic to dust?
- Do you have health insurance?
- Are you suffering from anything now?
- Do you take regular exercises?
- How do you get to work?
- Can you come on Monday?

**72** Ask the flight attendant for information beginning with *Could you tell me...?, Do you know...?, I wonder..., I wonder if you could tell me..., I'd like to ask you...*

- Are we allowed to smoke on board the plane?
- Where can I have a smoke?
- How long does the flight last?
- Where are the toilets?

- Where can I keep my coat?
- Can I have another glass of water?
- Could I change my seat?
- Do you provide passengers with newspapers?
- Can I have a telephone call from board the plane?
- What time do we land?

**73** Do you remember your first trip on a train? Report what you asked the attendant.

**74** Mike and Martha were in Spain in the summer. Report what their friends Jack, Jill and Jane asked them about. Make use of the words *to ask, to wonder, to want to know, to be interested*.

- How did you get to Spain?
- Did you fly British Airways?
- How long did you stay in Spain?
- What was the weather like?
- Which airport did you fly from?
- Who booked the seats for you?
- What are your impressions of the trip?
- Will you ever go there again?

## Exclamations, Wishes, Greetings, Leave-Taking

**75** Put the following into Indirect Speech. Use the words and phrases from the box.

greet	wish good-bye	say with regret	say sadly	wish many
welcome	wish good night	say with sadness	say happily	happy returns
praise	thank	say with joy	say delightedly	of the day

e.g. Mr. Brown said to his colleagues, "How do you do!" →  
*Mr. Brown greeted his colleagues.*

1. Mike said to his father, "Good night" and left the room.
2. "I'm so sorry! Jack has divorced," my mother said.
3. "We are happy to see you in our city, Captain Still!" said the chairman.
4. "How nice! Betsy will look after our children while we are away!" said the landlady.
5. "I'm so glad you've entered the University," said my friend.
6. They cried out, "Happy birthday to you."
7. "Thanks, I don't know what I should've done without your help," I said to my companion.
8. "Our father has left us," she sighed. "And will never return."
9. "How clever of you to take long walks every morning," said the doctor.

10. – Good morning, Mrs. Stain. How are you?  
– Good morning, Mr. Rooker. I'm just fine. And how are you?

**76** Put the following conversations into Indirect Speech.

1

- Bill:** Mrs. Akbare, this is our new operator, Sam Brown.  
**Mrs. Akbare:** Nice to meet you, Sam.  
**Sam:** Nice to meet you, Mrs. Akbare.

2

- “Could I have a look at your paper for a moment?” said the man. “I just want to know when the game starts. I don't want to miss the kick-off.”  
“Here you are,” I said and gave him the paper.

3

- The patient asked: “How often should I take the medicine?”  
“Take one tablet every four hours,” said the doctor. “The directions will be on the label.”

4

- Man (on the phone):** Hi, this is Bob Sanders. I'm a patient of Dr. Norman.  
**The nurse:** Yes, Mr. Sanders.  
**Man:** I'm calling to make an appointment with the doctor.  
**The nurse:** I see. The doctor has several openings on June third.

5

- Guest:** We have had a nice dinner. Thank you very much.  
Good-bye.  
**Hostess:** You are welcome. Good-bye.

## Special Cases of Sequence of Tenses

**77** State the sentences in which the rules of Sequence of Tenses may not be observed.

1. I was wondering how much roses *are/were* nowadays.
2. I asked if he *would like/would have liked* a drink.
3. It pleased me to think that my mother *is getting/was getting* better.
4. The radio said this morning the rate of inflation *is rising/was rising* up.
5. I didn't know that she *met/had met* him on a bus.
6. I didn't think that fish *is/was* good for the brain. We should eat it more.
7. I'm glad to meet you here. You know, I waited to introduce you to my sister's colleague, Jack Taylor, who *works/worked* at the same laboratory with her.
8. Our teacher told us that Juliet *was/had been* 14 when she *fell/had fallen* in love with Romeo.

9. She said that she *didn't speak/hadn't spoken* to him before.
10. She said with relief that all *is/was* well that *ends/ended* well.
11. I read in a magazine that wild oats *were first found/had been first found* growing in Western Europe.
12. I couldn't remember where I *put/had put* my dictionary.

**78** Change into Indirect Speech. Pay attention that sometimes the rules of Sequence of Tenses are not observed.

1. We must not joke at him. → She said \_\_\_\_\_
2. Dinosaurs had small heads and huge bodies. → The lecturer explained \_\_\_\_\_
3. He worked hard at college. → She told the reporter \_\_\_\_\_
4. My children are ill. → She decided \_\_\_\_\_
5. You'd better tell the truth, boy. → The dean said \_\_\_\_\_
6. I hadn't heard the question. → I explained \_\_\_\_\_
7. Would you like a cup of tea? → The hostess asked me \_\_\_\_\_
8. Did the lawyer call back? → I wondered \_\_\_\_\_
9. Is the train on time? → We inquired \_\_\_\_\_
10. It's snowing. → Can't you hear? I told you \_\_\_\_\_
11. He is a selfish man. → See – I told you \_\_\_\_\_
12. She would love to go out. → He thought \_\_\_\_\_
13. Where does the Prime Minister live in England? → Don't be angry, I just wanted to know \_\_\_\_\_

**79** Translate into English. Sometimes the rules of Sequence of Tenses may be violated.

1. – Вы хотите купить дом?  
– Я просто хотел узнать, продается ли он.
2. Мне было интересно, что подумают мои друзья, если увидят меня на кухне с этим малышом.
3. Я еще не понимала, что отец тяжело болен.
4. Он объяснил, что заблудился.
5. Осторожно! Хозяин предупредил меня, что здесь нет одной ступеньки.
6. Хозяин машины был в гневе и сказал, что ремонт будет стоить 300 долларов. Мы можем это позволить?
7. Он сказал мне, что нам незачем беспокоиться.
8. Прогноз погоды сообщил, что погода меняется, и я взяла зонтик.
9. Прогноз погоды сообщил, что погода меняется. Возьми зонтик.
10. – Поспешите!  
– Я не думала, что нам нужно спешить.
11. «Ты знал, что Джим собирается опять жениться?» – спросила она. – «Для меня это большая новость».

12. Я не мог понять, что он говорит.
13. Она расстроилась, что молоко скисло (to turn sour).
14. Это была действительно хорошая новость, и я подумал, что мне нужно повидать моего друга Марка.
15. Он сказал мне, что позвонит, как только приедет, но так и не позвонил.

**80** Render in the Indirect Speech. Make use of the words from the box below. Change the direct speech by the words showing intentions of the speaker, his emotions, state, actions.

get surprised	praise	assure	offer
part	be interested	hand in	invite
seem	try to persuade	wonder	be sure
warn			

e.g. "A strange case". → *The case seemed strange.*

"No, it isn't." → *He didn't think so.* or *He disagreed to it.*

1. "It was a very simple case," said Holmes.
2. "Good-bye," said our visitor and hurried away.
3. "The date?" asked Holmes.
4. This morning I received a letter. "Here it is," she said.
5. "What about his age and hair?" asked Watson.
6. "I tell you again, all the birds that go to the "Alpha Inn" are from town," said the salesman.
7. "I'm sure my son will be silent. He will," said the woman.
8. "What a clever, quick-witted boy you have, Mrs. Stain," said the inspector.
9. "Really, now!" cried the inspector. "You have formed your opinion!"
10. "Please come to my birthday party," Alice said to him.
11. "It's undoubtedly the mark of his thumb," said the detective.
12. "And not a word to anybody," he said as he left the room.
13. "Shall I look for your pipe?" asked Holmes.

**81** Render the dialogue in Indirect Speech.

**Ш. Холмс:** Мне хотелось бы узнать, кто продал вам гусей, которых вы отправили в «Альфа Инн».

**Акбар:** Я вам не скажу. Вот так!

**Ш. Холмс:** Я не понимаю, почему вы так сердитесь.

**Акбар:** Вы знаете, сколько раз меня уже спрашивали об этих гусях? «Где гуси? Кому вы продали гусей? Что вы возьмете за гусей?» Я устал от этих вопросов.

**Ш. Холмс:** Ну, я не имею ничего общего с этими людьми, которые задают вам эти вопросы.

## Mixed Difficulties

**82** Use the verbs from the boxes to make indirect speech sentences. Observe the rules of Sequence of Tenses.

- |  |  |
|--|--|
| <p>1. <b>Bill:</b> I remember locking the door.<br/><i>Bill thought he remembered locking the door.</i></p> <p>2. <b>The travel agent:</b> The hotel is near the sea.<br/>The travel agent _____</p> <p>3. <b>The chairman:</b> In her career she visited lots of countries.<br/>The chairman _____</p> <p>4. <b>Jane:</b> My husband promised to give up smoking next month.<br/>Jane _____</p> <p>5. <b>Steve:</b> Why don't we go out for a meal?<br/>Steve _____</p>   | <p>say</p> <p>explain</p> <p>suggest</p> <p>hope</p> <p>think</p>      |
| <p>6. <b>The manager:</b> We will send you the papers immediately.<br/>The manager _____</p> <p>7. <b>His wife:</b> Don't forget to take the keys to the house.<br/>His wife _____</p> <p>8. <b>The woman:</b> Oh, please, don't kill me. Let me go.<br/>The woman _____</p> <p>9. <b>The attendant:</b> Shall I put your suitcase on the rack for you?<br/>The attendant _____</p> <p>10. <b>The Stones:</b> You must come and see us some day.<br/>The Stones _____</p>  | <p>beg</p> <p>invite</p> <p>promise</p> <p>remind</p> <p>offer</p>     |
| <p>11. <b>The salesman:</b> Have you ever driven this make of car before?<br/>The salesman _____</p> <p>12. <b>They:</b> What a pity. The last tickets had been sold before we got there.<br/>They _____</p> <p>13. <b>The witness:</b> The men escaped in a blue Volvo car.<br/>The witness _____</p> <p>14. <b>The postman:</b> The parcel will have been delivered by tomorrow.<br/>The postman _____</p> <p>15. <b>The principal:</b> I'll be working here for another five years.<br/>The principal _____</p> | <p>feel sorry</p> <p>state</p> <p>ask</p> <p>be sure</p> <p>assure</p> |

16. **My father:** I've never ridden a bicycle, you know.  
My father \_\_\_\_\_
17. **Our teacher:** The match takes place next week.  
Our teacher \_\_\_\_\_
18. **The landlady:** Your son has broken my window!  
The landlady \_\_\_\_\_
19. **The secretary:** The Director has fallen down with  
flu, so the meeting can't take place.  
The secretary \_\_\_\_\_
20. **Benjamin:** The love of money is the root of all  
evil. Benjamin \_\_\_\_\_

announce
confess
inform
think
be indignant

- 83** The critics and readers praised John Grisham's first book *The Firm*. Report what they said. You can make use of the reporting words from the box.

express the idea	announce	remark	observe
state	think	confess	claim
consider	believe	conclude	comment

e.g. The Booklists expressed the opinion that *The Firm* was like dynamite.

'Dynamite' – *Booklists*

'Wonderful!' – *Los Angeles Times*

'Reads like a whirlwind!' – *Chicago Tribune*

'Nail-biting suspense!' – *Cosmopolitan*

'...I couldn't tear myself away from the last chapter of 'The Firm' – *Cosmopolitan*

'...readers **will be totally hooked!**' – *Publishers Weekly*

'...the novel carries the authenticity of someone who has been there.' – *The Commercial Appeal (Memphis)*

'...Grisham describes law office procedures at the highest levels...' – *Publishers Weekly*

- 84** Turn into Indirect Speech.

1

**Dr. Watson:** I advise you to go to my friend Mr. Sherlock Holmes before you go to the police. Perhaps he'll be able to help you.

**Mr. Hatherly:** Oh, I have heard of that fellow. Will you give a letter of recommendation to him?

**Dr. Watson:** I'll do better. I'll take you to his place myself.

**Mr. Hatherly:** I'll be immensely obliged to you.

2

**Waitress:** What will you have, tea or coffee?

**Brian:** Coffee, please. And some cake as well.

**Waitress:** Certainly. Shall I also pour you out a glass of wine?  
**Brian:** No, thank you.

3

**David:** I must go to the shop for some cigarettes. The little news-agent's on the corner hasn't got the ones I smoke.  
**Steve:** I hear you've stopped smoking. When did you start smoking again?

**85 Find mistakes if any and correct them.**

1. I wonder if she had taken the medicine.
2. I asked when the last bus left.
3. She said to me that there was no food in the house.
4. She suggested that I had to have my hair cut.
5. I asked that she was really 50.
6. I wondered would I be ready in time.
7. He assured that the staff wouldn't work on Saturday.
8. We agreed to Sue that the decision should be final.
9. She told me when to come.
10. When I got there they said that he had left the country two years ago.
11. She advised me to tell the police.
12. You know I read in a newspaper that the date of World War II was known.
13. I told her, "What are you doing tonight?"
14. "I'll phone you tomorrow." She said she'd phone me next day.
15. Now I know that I was wrong when I thought that water boiled at 85?.

**86 Translate into English.**

Я очень удивился, когда мистер Джоунас Олдакр (Jonas Oldacre) вошел в мой офис в три часа. У него было несколько листов бумаги в руке, и он протянул их мне, сообщив, что это его завещание. Он хотел, чтобы я организовал все как положено, и сказал, что посидит здесь, пока я буду это делать.

Я начал снимать копию, и можете представить мое изумление, когда я обнаружил, что он оставил все свое состояние мне. Я едва верил своим глазам, читая завещание. Но он объяснил мне, что он холостяк и у него нет родственников, что он знал моих родителей в молодости и что он всегда слышал обо мне, как об очень хорошем молодом человеке. Конечно, я мог только поблагодарить его. Это завещание было должным образом завершено, подписано и засвидетельствовано моим клерком.

Затем мистер Джоунас Олдакр сказал мне, что есть целый ряд документов, которые бы он хотел, чтобы я просмотрел. Он сказал, что его душа не успокоится, пока все предприятие не будет улажено, и он умолял меня прийти к нему вечером домой в Норвурд, захватить завеща-

ние с собой и сделать все должным образом. Он также заставил меня пообещать не говорить ничего моим родителям и предложил сохранить это в качестве небольшого сюрприза для них.

**87** Restore the dialog between these two gentlemen: Mr. McFarlane and Mr. Jonas Oldacre.

**88** Write the following in Direct Speech.

At that moment the door opened and a tall man entered the room. Sherlock Holmes supposed it was Mr. Henry Backer. He greeted his visitor warmly. The visitor was eager to know what the matter was. Sherlock Holmes offered him a chair and asked if the hat on the hook was Mr. Backer's.

The visitor admitted that it was his. He looked around and wondered where his goose was. Sherlock Holmes confessed that they had had to eat it. Mr. Backer got indignant at it. Sherlock Holmes apologized and repeated that they had had to eat the goose otherwise it could spoil and he added that they had another goose which was about the same weight and quite fresh and that Mr. Backer was allowed to take it. Mr. Backer thanked him, with a sigh of relief. Sherlock Holmes also wanted to know where Mr. Backer had got the first goose. He had never seen a better one. The visitor said the owner of the "Alpha Inn" had founded a goose club. Mr. Backer explained that the members had paid a few pence every week and before Christmas he had received the goose from the owner of the club. He again expressed thanks for his hat and the goose, said good-bye, bowed to Mr. Holmes and left the room.

## Revision

Translate into English using the required tense forms and bearing in mind the rules of sequence of tenses.

- 89** 1. Со мной произошел несчастный случай в прошлом году. После того как я выехал из маленькой деревушки на юге Франции, я направился в следующий город. На пути туда молодой человек остановил меня и попросил подвезти. Как только он сел в машину, я сказал ему доброе утро по-французски, и он ответил мне на том же языке. Я не знал никаких других французских слов. Мы оба не разговаривали во время путешествия. Мы почти добрались до города, когда молодой человек вдруг сказал очень медленно: «Вы говорите по-английски?» Как я вскоре узнал, он был сам англичанином.
2. Я чувствовала себя весьма расстроенной после того, как Дейв сообщил мне о своей женитьбе, но пыталась не думать об этом слишком много.

3. Когда Роза разговаривала с детьми, она выглядела как учитель.
4. Она не знала, когда ее муж ушел и когда придет.
5. Стив взглянул на нее наконец-то. «В чем дело?» — «Мне просто было интересно, что ты будешь делать в эти выходные».
6. Он сидел у окна и говорил, что отдыхал на юге и сейчас едет домой.
7. Едва они прибыли в Рим, как Анна получила телеграмму, что Роберта посадили в тюрьму и он ждет их уже две недели.
8. На днях я читал, что собираются поднять пенсии участникам войны (war pensions).
9. Я стояла на кухне и разговаривала по телефону. Муж, который смотрел телевизор, пришел посмотреть (проверить), готовлю ли я обед.
10. Она вошла и села у камина. Если Рой войдет, он удивится, увидев ее.

**90**

1. Генри отложил в сторону газету, которую читал, и с удивлением обнаружил, что он в комнате один. Все ушли. Он подумал, что что-то случилось. Его еще не оставляли одного с тех пор, как он заболел.
2. — Когда, ты говорила, начинается показ мод?  
— Через час. Но все уже пришли и пока развлекаются в буфете.
3. Джордж сказал мне, что собирается навестить Билла Брауна. Уже два года, как они не виделись. Я согласился пойти с ним. Когда-то я играл с Биллом в теннис. Но не прошли мы и ста метров, как вдруг встретили нашего старого друга Билла. Он очень изменился. Он объяснил нам, что не работает, что он безработный с начала года и поэтому уезжает на днях в свою деревню, где он собирается работать на ферме.
4. Полицейский спросил девочку, где она живет. Но та только плакала. Затем она сказала, что ее родители расстались и сама она не была дома уже неделю.
5. Когда маленький мальчик пришел из школы домой, его мама спросила, был ли он хорошим мальчиком. Мальчик ответил: «Конечно, я был сегодня хорошим в школе» и добавил, что он не мог сделать много плохого, стоя в углу.

## Oblique Moods

**91** Say that you would do the same but something prevents you from doing it.

e.g. She is going to look for an office job. → *I'd look for it too but I cannot type.*

Mary went to the country for the weekend. → *I'd have gone there too but I was sick.*

1. I'll have a trip to Canada.
2. They got in touch with him.
3. Jack regularly plays tennis.
4. He reads articles in English.
5. They telephoned him very often.
6. I've bought a new video.
7. My colleague will take part in the conference.
8. I'm going to the disco tonight.
9. They gave us a lift.
10. He's staying at the Savoy in London.
11. He'll go abroad for a fortnight.
12. She looks well.

**92** Say that you would act otherwise.

e.g. I don't listen to the latest news. → *If I were you I would listen to the news regularly.*

I refused from a full-time job. → *If I were you I would've accepted it.*

1. I don't know what to wear for a party.
2. I forgot to inform him of the places to see in the town.
3. I gave Nell a bike as a wedding present.
4. I can't decide what to buy, a car or a yacht.
5. I haven't made up my mind where to go, to the Opera house or to the Drama Theatre.
6. I missed a lot of classes and couldn't pass the exam.
7. I have never been to Disney Land.
8. I don't know the traffic rules.
9. I am a farmer.
10. I can't find my watch.
11. I was late for work because the bus was very slow.
12. Bill has proposed to me.
13. I get up very late in the morning.

**93** Rearrange the following sentences saying that things could be (could have been) different.

e.g. He went to the pub and was late for work. → *If he hadn't gone to the pub he wouldn't have been late for work; or But for the pub he wouldn't have been late for work.*

1. He was an experienced driver and he gave us good advice.
2. We didn't reach the village because it began to rain.
3. It's a pity I was so busy and couldn't make a call.
4. I don't study Italian as I have no spare time.
5. The patient was sorry he hadn't consulted the doctor in time.

6. I have matchstick legs and can't wear short dresses.
7. I can't buy this leather bag because it is too expensive.
8. It often rained and I couldn't take many photos.
9. Nancy is a bit too old that's why she can't find a job.
10. I feel unhappy because I live far from my relatives.
11. The price of petrol rose and I sold the car.
12. I left the office late and didn't catch my usual train.

**94** Practice in using real and unreal conditional sentences.

- a) Note down which of the following possibilities are 1) fairly likely to happen or 2) not at all likely to happen.

e.g. the weather is fine tomorrow  
 you speak Italian and French

*Real*  
*Unreal*

- you wake up early tomorrow \_\_\_\_\_
- you decide to go to the cinema at the weekend \_\_\_\_\_
- you have some money to spend at the end of the month \_\_\_\_\_
- you go to London \_\_\_\_\_
- you are bored this evening \_\_\_\_\_
- you are able to take a holiday abroad next week \_\_\_\_\_
- you become Prime Minister of your country \_\_\_\_\_
- you are married \_\_\_\_\_
- you have some spare time this week \_\_\_\_\_
- your father is a millionaire \_\_\_\_\_

- b) Now use these possibilities to make either real or unreal conditional sentences.

e.g. If the weather is fine tomorrow, I'll go for a cycle ride.

If I spoke fluent Italian and French, I'd be able to get a very good job.

**95** Imagine that you are going to a desert island. You can take three things. What would you take, and why?

1. I would \_\_\_\_\_ because \_\_\_\_\_
2. I'd \_\_\_\_\_
3. \_\_\_\_\_

**96** You know, if I had a lot of money, I would take a long holiday. Write six things that you would do in your life.

1. If I had more spare time \_\_\_\_\_
2. I'd like \_\_\_\_\_
3. I would \_\_\_\_\_
4. If \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**97** What would you do

- if you woke in the midnight and you saw a burglar?
- if you got stuck in the elevator?
- if you were driving in your car and the brakes failed?
- if you heard about a plane crash the day before you were going to fly?
- if you won a lot of money?
- if your neighbors made a lot of noise?
- if it were different season now?
- if you were expelled from the University?
- if you had a bad headache?
- if you saw a ghost?
- if you were a perfect model?
- if you were in London now?
- if there were a fire in the building?
- if you were mugged?

**98** Answer the questions.

1. Where would you be if you were not having classes now?
2. Would you run off to catch a bus if it were on the point of leaving or would you wait for another one?
3. Would you be the first to call your friend if you had a quarrel with him/her?
4. Where would you go to see the typical countryside?
5. Which country would you visit if you had a chance?
6. What would you like to buy if you could afford it?
7. If you were a teacher, would you rather be a strict marker or a lenient marker?
8. What kind of dress would you wear for a job interview?
9. If you were me, which car would you buy?
10. If you were not here where would you like to be?

**99** Write your ideas on the following.

- ① Which would constitute a "perfect" evening for you?
2. If you knew there would be a nuclear war in a week, what would you do?
3. Would you be willing to become extremely ugly physically if it meant you would live for 1,000 years at any physical age you choose?
4. If you could spend one year in perfect happiness but afterwards would remember nothing of the experience, would you do so?
5. What if everybody in the world spoke one and the same language?
6. What if man could control the weather?
7. Which drug would you prefer: the one that causes you to forget everything that has happened to you or the one that causes you to remember everything that ever happened to you?

8. Which job would you choose: one is exactly what you have wanted all your life; however, it doesn't pay a lot of money; the other job pays a very good salary but it is not at all interesting to you.
9. If you had an alternative, where would you like to live: in a house of your own or in a block of flats?
10. Would you be satisfied/happy if science discovered a way to prolong life to 150 years?
11. Would you accept twenty years of extraordinary happiness and fulfillment if it meant you would die at the end of the period?
12. What would you do with the system of education if you had a right to change things/if you were Prime Minister?
13. If you could, what would you like to turn into: a bird, an animal, a fish, a reptile, etc.?
14. Who of the famous people would you like to dine with?

**100** a) Write questions using if-sentences which might produce the following answers.

e.g. What would you do if you won a car in lottery? – I'd probably take it.

1. \_\_\_\_\_? – I'd take the purse to the police.
2. \_\_\_\_\_? – I'd send him to prison.
3. \_\_\_\_\_? – We'd take a round Europe voyage.
4. \_\_\_\_\_? – An easy-to-park small car.
5. \_\_\_\_\_? – I'd ask my friend's advice about it.
6. \_\_\_\_\_? – No, I wouldn't marry him.
7. \_\_\_\_\_? – Yes, I'd love to.
8. \_\_\_\_\_? – I'd grab her/his arm and leave the party.
9. \_\_\_\_\_? – I'd watch a romantic comedy.
10. \_\_\_\_\_? – I'd buy another one.

b) Look at the questions you wrote for the exercise above and write your own answers.

e.g. What would you do if you won a car in a lottery?

*I'd sell it and buy a yacht.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**101 a) Read the following passages written by school leavers as part of a survey on "My Perfect School". Find mistakes in each passage.**

My perfect school would be a new school that would brightly decorate. I would like the school to let you do any subject that would gave you the right qualification to get the job you are seeking. Pupils would also be given more career information to prepare them more fully for going out into the world. They would also have been told that unemployment is a fact of life that they may have to live with. The teachers would able to treat us with more respect. There would be a better teacher-pupil relationship, especially between older teachers and pupils.

My school would starts at 10 a.m. because 8.00 a.m. is too early. You wouldn't have to wear a school uniform and you would be able to wear what you want. There would be longer break times. The rules in the school would be fair, not to strict.

My school would be much better the school I went to. My old school was so cold and dreary and you couldn't talk freely to the teachers about your school work. It was too old fashioned. You couldn't even come in with dyed hair or a short haircut.

My idea of a perfect school would be one that you are given an enjoyable, useful subjects which are relevant to the outside world. I think the teachers shouldn't give us subjects as like history, geography, science that may be quite interesting but not practical and not prepare you for life outside school. I would like go to a school where teachers treat students respectfully and intelligently and try to communicate with them. Discipline would be strict but punishment would be administered only in severe cases.

**b) Do you think a teacher would agree to each point? React as a teacher.**

*e.g.* If we had more money we could paint the school.

If there were more teachers in the school we could give students more career information.

**c) What would your perfect school be like? Express your opinion on the school building, school discipline, subject choice, etc. The following expressions may come in handy.**

to give a punishment

relevant punishment

lenient discipline

decent equipment

enjoyable subjects

to treat students respectfully

to be able to put oneself on the same level as

to be able to help students rather than order them

understanding teachers

sociability

pleasure in contact

tolerance

aggressive

pessimistic

sympathetic

determined

idealistic

energetic

**102** Combine the following sentences using mixed conditionals.

e.g. I guess he's a kind man. That's why she married him. →  
*If he were not a kind man she wouldn't have married him.*

1. Anne and John are having a row because she borrowed his tennis racket and lost it.  
*They wouldn't \_\_\_\_\_ if \_\_\_\_\_*
2. Jane is a very reliable journalist. That is why she was promoted to desk editor.  
*If she \_\_\_\_\_*
3. I'm afraid of traveling by air. So I had to go to America by boat.  
*If \_\_\_\_\_*
4. Justin's broke because he spent all his money on a music center.  
*\_\_\_\_\_*
5. She doesn't know anything about first aid, so she couldn't help him.  
*\_\_\_\_\_*
6. I didn't look after my teeth, and now I've got false ones.  
*\_\_\_\_\_*
7. There's a good program on television tonight, but I've already told Ben that I saw it in the pub. \_\_\_\_\_
8. What a pity I couldn't watch that program last night! What a pity I haven't got a video recorder. \_\_\_\_\_
9. You are so gullible. How could you believe the lies he told you?  
*\_\_\_\_\_*
10. I'm going out to the theater tonight so I couldn't accept Peter's invitation to go round for a meal. \_\_\_\_\_

**103** State what might not have happened if the people mentioned had been more careful.

a) Study the newspapers headlines.

e.g. Car CRASH *But for the high speed the car wouldn't have crashed; or  
If the car hadn't been driving at high speed, it wouldn't  
have crashed.*

*high speed*

Old lady  
**RUN OVER** –  
Traffic lights  
failed to work

Boy beaten  
to death –  
dog unchained

**HOUSE  
BURNT** –  
smoking in bed

The  
*Mary Celester*  
sinks –  
crew ignored  
the storm warning

**Cyclist killed –**  
No lights on bicycle

**DISCO FIRE –**  
5 killed, 18 injured  
emergency exit  
closed

**TWO SHIPS  
COLLIDE –**  
THICK FOG

**Jealous HUSBAND –**  
wife and two children *shot*

**Submarine crew DIED –**  
rescue not  
come in time

**b) Study the hospital report.**

e.g. Little Steve wouldn't have eaten a pack of vitamin pills if the pills had been in the cupboard.

***Brackanbridge Hospital***  
***AUSTIN, TX***

**Daily report**

Emergency department

10 October

Name	Age	Injury	Cause
Steve Boswell	2.5	ate a pack of vitamin pills	pills not in a cupboard
Ernest Stone	54	electric shock	bare wires near plug
Fred Brightmoon	3	drank vinegar	cupboard not locked
David Brook	8	severe burns	set fire – home alone
Diana Blake	85	bruises	fell off bicycle – first try, nobody holding her up
Jack Adams	18	broken ribs	car crash – thick fog
Ann Treefle	10 mths.	broken arm	fell out of pram – mother chattering with a friend
Mark Broun	6	deep cuts	knife left on the table
Jane Smith	82	scolded hands	pulled pan of boiling milk from cooker
Hugh Hunting	2	minor burns to hands	hot iron without a guard
David Green	25	broken neck	fell off roof – no barrier
Amanda Damon	35	pricked foot	stepped on hedgehog – poor eyesight

**104** Make up a police report and say what might not have happened.

e.g. Don wouldn't have lost his money if there hadn't been a fight in the cafe.

<i>Police Station</i> <i>PHOENIX, AZ</i>			
Daily report			
Crime department			11 October
Name	Accident	Place	Cause
Don Phillips	money lost	cafe	fight
Emma Shelley	bus crash		
Tony Brown			

**105** What would you say? Follow the example.

e.g. Your friend hasn't phoned you for a long time. → *It's time he phoned me.*

- You feel you must stop smoking.
- Your girlfriend should get her hair cut.
- Your father needs to cut the grass.
- You should wash that sweater.
- Your family ought to paint the kitchen.
- Your volleyball team hasn't won for ages.
- You haven't had a holiday for a long time.
- The train is 50 minutes late.
- You think there should be some changes in the company you work for.
- You are waiting for a friend of yours who hasn't come yet.
- You understand the wallpaper in your flat is out of date.
- You think the children should be in bed now.

**106** You have some ideas concerning your neighbors, Bob and Helen's family.**You see**

e.g. Jerry has been dating their daughter for a year.

- Bob's car is dirty.
- Their fridge is old.
- Their son isn't a tall boy.
- Bob smokes too much.

**You think**

*It's high time he proposed to her.*

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5. Helen's meal is tasteless. \_\_\_\_\_
6. They need a better computer. \_\_\_\_\_
7. Their son's hair is too long. \_\_\_\_\_
8. There is something wrong with Helen's teeth. \_\_\_\_\_
9. Their daughter is unemployed. \_\_\_\_\_
10. Bob and Helen haven't gone out for a long time. \_\_\_\_\_
11. They are tired. \_\_\_\_\_
12. They haven't invited you for ages. \_\_\_\_\_

**107** Complete the sentences with *as if* or *as though* and the correct mood form of one of the phrases from the box.

to see a ghost	to smoke	to have a secret to hide	to be up all night
to have a party	to be fed	to be an old woman	to be one's own son
to have a row	not to have a rest	to burst into tears	to grow on the trees
to own the place			

e.g. He spoke *as if he were an Englishman*.

1. When they thanked her and gave her the flowers, she looked \_\_\_\_\_
2. When I asked the boys where the money came from, they acted \_\_\_\_\_
3. This poor dog looks \_\_\_\_\_
4. From what I heard outside the door, the couple sounded \_\_\_\_\_
5. You look \_\_\_\_\_
6. Do you hear that music next door? It sounds \_\_\_\_\_
7. She is only 35, but she dresses \_\_\_\_\_
8. They love me and they have always treated me \_\_\_\_\_
9. I've just come back from holiday, but I feel tired and depressed \_\_\_\_\_
10. It smells \_\_\_\_\_ in here.
11. Pamela can be quite bossy. She sometimes behaves \_\_\_\_\_
12. Alec looks really awful. He looks \_\_\_\_\_
13. Fred spends his money \_\_\_\_\_

**108** You know, my friend David isn't very happy. He is never satisfied with anything. He is always grumbling.

1. David has a cat. But he wishes *he had a dog*. \_\_\_\_\_
2. He lives in a small country house. But he wishes \_\_\_\_\_
3. They have a gas cooker. But he wishes \_\_\_\_\_

4. David is bold. But he wishes \_\_\_\_\_
5. His wife is a secretary. But he wishes \_\_\_\_\_
6. His younger daughter is married to a sailor. But David wishes \_\_\_\_\_
7. His older daughter is single. But he wishes \_\_\_\_\_
8. David speaks only English. But he wishes \_\_\_\_\_
9. He has a second-hand motorbike. But he wishes \_\_\_\_\_
10. He plays chess. But he wishes \_\_\_\_\_
11. He is shortsighted. But he wishes \_\_\_\_\_
12. He gets up early for work. But he wishes \_\_\_\_\_
13. He gets to work by bus. But he wishes \_\_\_\_\_

**109** Respond to the sentences as in the model to express your regrets.

- e.g. – All the butter's melted.  
 – Yes, (we/not sell the fridge) → – Yes, *I wish we hadn't sold the fridge.*
1. – The car's stopped, you'll have to push it.  
 – (You/buy some petrol)
  2. – It's cold today.  
 – Yes, (I/bring my jacket)
  3. – It was my birthday yesterday.  
 – (You/tell me)
  4. – So you failed your driving test.  
 – (I/not knock down the examiner)
  5. – How are we going to get into the house?  
 – I don't know. (you/not lose the key)
  6. – So you couldn't see the film properly.  
 – No, (I/fetch my glasses)
  7. – You look awful.  
 – I feel awful. (I/not eat so much)
  8. – Did you enjoy your holiday at home?  
 – No, it was dreadful. (I/not go there)
  9. – This meat's raw.  
 – Yes, (I/cook it longer)
  10. – You look wet.  
 – Wet! I'm soaked! (I/bring a raincoat)
  11. – I don't think the floor looks nice.  
 – No, (I/not paint it blue)
  12. – Jill was badly injured in the crash.  
 – (she/wear a seat belt)

**110** Express your wishes and regrets about yourself and your family.

a)

e.g. You have no computer. → *Oh, if I had a computer!*

- |  |   |
|--|---|
| 1. Your father smokes a lot.                     | 8. You don't think you are good-looking.          |
| 2. He is bad at sport.                           | 9. You don't speak French.                        |
| 3. You can't type.                               | 10. Your parents work on Sundays.                 |
| 4. You ate too much at the restaurant yesterday. | 11. It's not summer now.                          |
| 5. Your parents divorced last month.             | 12. Your friend argues with you.                  |
| 6. You are not hard-working.                     | 13. Your boyfriend hasn't made a proposal to you. |
| 7. You haven't bought a video yet.               | 14. You have just had your hair cut.              |

b)

e.g. I can't type. → *I wish you could.*

1. You know, I worry too much. — *I wish* \_\_\_\_\_
2. I overslept this morning and was late for work. — \_\_\_\_\_
3. My friend isn't very bright. \_\_\_\_\_
4. And my brother is desperately shy. \_\_\_\_\_
5. My husband's broken my favorite vase. And I'm afraid he won't apologize for it. \_\_\_\_\_
6. Besides he drank too much at the party. \_\_\_\_\_
7. I really want him to give up smoking. \_\_\_\_\_
8. My father didn't want me to marry him. \_\_\_\_\_
9. Our son doesn't live in this city. \_\_\_\_\_
10. He is rather obstinate. \_\_\_\_\_

**111** Match a statement (1–11) with a wish (a–k) and write the wishes in full using the correct form of the verb in parentheses.

- |   |   |
|---|---|
| 1. Almost everybody is a stranger to me here. | a) If only ( <i>not to rain</i> ) all the time.       |
| 2. I feel so tired today.                     | b) Oh, if he ( <i>to give up</i> ) smoking.           |
| 3. The flat's so hot in summer.               | c) If only I knew more people.                        |
| 4. I hate buying shoes.                       | d) Now she wishes she ( <i>to go</i> ) to University. |
| 5. I don't like living here.                  | e) If only I ( <i>to look after</i> ) it better.      |
| 6. He smokes much.                            | f) I wish I ( <i>to be able</i> ) to sing.            |
| 7. My goldfish has died.                      | g) I wish I ( <i>to ask</i> ) for her consent.        |
| 8. I probably won't meet her again.           | h) I wish we ( <i>to have</i> ) a balcony.            |
| 9. They need another singer for the choir.    | i) If only I ( <i>not to have</i> ) such big feet.    |
| 10. My feet are killing me.                   | j) Oh, if ( <i>to wear</i> ) more comfortable shoes.  |
| 11. She has no higher education.              | k) I wish I ( <i>not to sit</i> ) up late last night  |

**112** What do the family wish?

e.g. *I wish my wife cooked the duck for dinner today.*



- 1) I \_\_\_\_\_ my wife \_\_\_\_\_ the duck for dinner today.
- 2) \_\_\_\_\_ my wife \_\_\_\_\_ as great as our neighbor Linda.



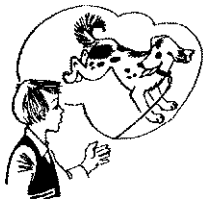
- 1) \_\_\_\_\_ my husband \_\_\_\_\_ so much. I'm afraid he doesn't realize that overworking is harmful at his age.
- 2) \_\_\_\_\_ I \_\_\_\_\_. If I were young I would go to discos every week.



- 1) \_\_\_\_\_ my husband \_\_\_\_\_ as rich as Linda's husband.
- 2) \_\_\_\_\_ they still \_\_\_\_\_ ducks at our shop.



- 1) \_\_\_\_\_ we \_\_\_\_\_. Cats are the best pets in the world.
- 2) \_\_\_\_\_ I \_\_\_\_\_ as well as my brother does. He is the best baseball player.



- 1) \_\_\_\_\_ we \_\_\_\_\_. Dogs are the best pets in the world.
- 2) \_\_\_\_\_ I \_\_\_\_\_ as well as my sister does. She dances perfectly.

**113** Contrast wishes with facts.

e.g. I wish I weren't so old **but** *I am*.

1. I wish I earned more \_\_\_\_\_
2. If only I had followed your advice \_\_\_\_\_
3. If only I had a better typewriter \_\_\_\_\_
4. I wish I were a film star \_\_\_\_\_
5. I wished I were a film star \_\_\_\_\_
6. I wish he had left earlier \_\_\_\_\_
7. I wish he it would rain tomorrow \_\_\_\_\_
8. I wish my husband didn't criticize me all the time \_\_\_\_\_
9. I wish I had long hair \_\_\_\_\_
10. If only she loved me \_\_\_\_\_
11. My parents wish I wouldn't marry Alex \_\_\_\_\_
12. If only she had had more time \_\_\_\_\_
13. I wish your aunt Daphne didn't come to visit so often \_\_\_\_\_
14. She wished he remembered their anniversary \_\_\_\_\_
15. If only the police had arrived in time \_\_\_\_\_
16. I wish I had been wearing my black suit at the party \_\_\_\_\_

**114** Make up situations to justify the use of the forms of Oblique Moods.

1. I wish I hadn't seen her.
2. She looks as if she had never heard it before.
3. It's high time she did it.
4. Oh, if it hadn't happened!
5. It would have been better if she hadn't done it.
6. I wish he were.
7. But for the weather he would have come.
8. If only she were here now.
9. Otherwise she would have found it.
10. She behaves as if she were a child.

**115** Express your wishes for the future. Use wish sentences with would-clauses for not very hopeful wishes.

e.g. You are going on a trip to France and you really want your classmates to join you: *I wish you would go on a trip to France with me.*

1. You don't like going to football matches alone. You want your best friend to go with you, though he may refuse as he is sitting up for his exams: \_\_\_\_\_
2. You are expecting a letter and you want the postman to come earlier today though you're not sure he will: \_\_\_\_\_

3. You think your father is looking too hard. You want to tell him to go to hospital although he probably won't listen to: \_\_\_\_\_
4. You have written a letter of complaint to the garage. You want them to give an answer as quick as possible, but they probably won't: \_\_\_\_\_
5. You are not very hopeful, but you want your older brother to join the party: \_\_\_\_\_
6. You would like to dine out today and you want your friend to come with you: \_\_\_\_\_
7. You are going to have a great sea voyage and you really want your classmates to accompany you: \_\_\_\_\_
8. You would like to take a jogging and you really want your husband to you join: \_\_\_\_\_
9. You think only Sarah can help you and you don't want her to leave you: \_\_\_\_\_
10. You want your sister to take better care of the pot-flower but you are afraid she won't: \_\_\_\_\_
11. You are fond of diving and you really want somebody to buy you an aqualung: \_\_\_\_\_

**116** Imagine you're very unhappy about your roommate. Complain about your roommate's bad habits using *wish* sentences with *would* or *wouldn't*.

e.g. He/she keeps coming in so late. →

*I wish she wouldn't come in so late.* or *I wish she would come in earlier.*  
or *I wish she would stop coming in so late.*

1. He/she is impolite to your friends. \_\_\_\_\_
2. He/she makes a lot of noise in the morning. \_\_\_\_\_
3. He/she uses up all the hot water in the shower. \_\_\_\_\_
4. He/she stays in the bathroom too long. \_\_\_\_\_
5. He/she doesn't write down phone messages. \_\_\_\_\_
6. He/she smokes cigarettes. \_\_\_\_\_
7. He/she leaves dirty clothes in the living room. \_\_\_\_\_
8. He/she doesn't clean up the kitchen. \_\_\_\_\_
9. He/she doesn't buy his/her own food. \_\_\_\_\_
10. He/she talks on the phone for hours. \_\_\_\_\_
11. He/she doesn't turn the lights off. \_\_\_\_\_
12. He/she argues all the time. \_\_\_\_\_
13. He/she asks silly questions. \_\_\_\_\_

**117** Say you wouldn't like to do what you are suggested as in the model.

e.g. — Let's go to the theatre tonight.

— *I'd rather we didn't.* or *I'd rather we watched a video film at home.*  
or *I'd rather we visited our parents.*

1. Let's play cards.
2. Let's dine out tonight.
3. Why not have a break now?
4. Let's go for a walk.
5. Why don't we stay in tonight?
6. I've got a rise today. We can buy new furniture.
7. What would you say to moving to a new house?
8. Shall we go to Mexico for our holiday?
9. Let's invite our neighbor to the party.
10. Let's buy him a cat.
11. What about staying at a motel?
12. Let's call on Alice.

**118** Sometimes Dick thinks his wife is not an ideal wife. He has some wishes, preferences and regrets about her. What does he say?

e.g. She speaks in a loud voice. → I'd rather *she didn't*.

1. My wife was late for work yesterday. — I wish \_\_\_\_\_
2. Emma told a lie to her boss. — If only \_\_\_\_\_
3. My wife was at the hairdresser's. — I wish \_\_\_\_\_
4. She has her hair cut really short. — I'd rather \_\_\_\_\_
5. In the evening she was at the party and ate too much. I wish \_\_\_\_\_
6. She is rather careless. — I wish \_\_\_\_\_
7. I want her to settle down. — It's time \_\_\_\_\_
8. I want her to get a decent work. — It's about time \_\_\_\_\_
9. She smokes much. — If only \_\_\_\_\_
10. I don't want her to drive so fast. — I'd rather \_\_\_\_\_
11. She spends much time with my brother. — I wish \_\_\_\_\_
12. She can't make cakes. — It's about time \_\_\_\_\_

**119** Below you have a list of regrets and desires of a woman who wastes her life on wasteful wishes. Write down what she is going to bore all her friends with this week. Begin with *I wish, Oh if, I'd rather, It's time, But for, If, etc.*

e.g. She isn't happy that it's not a real diamond in her ring. → *I wish I had a real diamond in my ring.*

She complains they had to stay at a bad hotel as her husband didn't want to drive a few more kilometers. → *If my husband had driven a few more kilometers we would have found a better hotel.*

1. She is sorry that she didn't marry Paul and go to Mexico with him.
2. She is sorry she sold her car and her wish is to buy a new one.
3. She regrets having moved to the country.
4. She would like her husband to stop whistling through his teeth.
5. She has a pug-dog but her desire is to have a Newfoundland.

6. Her wish is to sing and to do something creative.
7. She is very sorry she spent so much money on her new coat.
8. She regrets having gone to the restaurant yesterday. They had no octopus that day.
9. Her husband wants to hang the new picture in the study, but she prefers to see it in the hall.
10. She thinks her husband has worked long enough to get a rise.

**120** Find mistakes if any.

1. She was angry with him, otherwise she wouldn't say such offending words.
2. I would came at once if you were really ill.
3. Even if her things were packed she couldn't have been in time for the train.
4. But for Dick's bad manners he wouldn't have produced an unfavorable impression.
5. I need his help. Oh, that he had come soon.
6. Have a talk with a lawyer. He will help you. In your place I would've consulted him.
7. I'm so much obliged to your father. If it hadn't been he I'd never had caught up with the group.
8. Oh, if they had offer an extra ticket!
9. — Did he stay in bed?  
— Yes, he did. And what if he didn't?  
— He would've had complications now.
10. It's high time her ring me up.
11. Mary brought her little son to the picnic but I wish she didn't.
12. I'd rather you hadn't scold me.
13. It was such a nice pair of shoes. Oh, if I had money with me!
14. I wish there were more bananas here. Could you go and buy some?
15. You'd better not to wait here.
16. If it hadn't been the darkness he wouldn't have stumbled.
17. It looks as if he had worked for the whole day and is too tired now.
18. It was high time she knew his telephone number.
19. Did Jim learn to play a musical instrument? — No, but I wish he did.

**121** Complete the sentences and choose the correct mood form.

e.g. We demand that *they should raise* wages.

It's strange that he *should have got up* so early yesterday.

1. It's quite important that the dogs \_\_\_\_\_ (to feed) on time.
2. It's necessary that we \_\_\_\_\_ (to book) the tickets in advance.

3. I insist that you \_\_\_\_\_ (*not to take*) heavy hand luggage.
4. The manager thought it natural that the gallery \_\_\_\_\_ (*to reorganize*) and suggested that the most valuable works \_\_\_\_\_ (*to move*) for the safe keeping.
5. The detective finds it doubtful that the manager of the hotel \_\_\_\_\_ (*to be*) at the gunpoint last night.
6. Isn't it surprising that the police \_\_\_\_\_ (*to arrest*) the thieves?
7. It's curious that our nurse \_\_\_\_\_ (*to be*) in love with our doctor.
8. I consider it impossible that Mr. Warren \_\_\_\_\_ (*not to fill*) out his income tax form yet.
9. It's desirable that Gerald Stern \_\_\_\_\_ (*to be*) our business partner.
10. It's necessary that you \_\_\_\_\_ (*to pay*) a ten percent deposit.
11. I insist that you \_\_\_\_\_ (*not to leave*) your books around the room.
12. Mary's constant fear was lest she \_\_\_\_\_ (*to lose*) her work.

**122** Translate into English using the correct mood forms.

1. Удивительно, что в вашем офисе еще нет компьютера.
2. Сомнительно, что эксперимент провалился.
3. Естественно, что его первая попытка закончилась неудачей.
4. Я настаиваю на том, чтобы мне была сделана скидка.
5. Желательно чтобы вы подписали контракт, чем быстрее, тем лучше.
6. Я приказываю, чтобы вы надевали шлем, когда вы ездите на мотоцикле.
7. Просят, чтобы все пассажиры прошли через паспортный контроль.
8. Желательно, чтобы вы проверили расписание, прежде чем уйдете.
9. Странно, что наш директор не возражал против длительной автобусной поездки.
10. Вам не кажется удивительным, что она не оставила записки?
11. Диктант был довольно трудным. Боюсь, как бы она не надела-ла в нем много ошибок.
12. Меня беспокоило, не повредят ли утренние морозы виноградной лозе. (*vine*)

## Revision

Translate into English concentrating on the use of oblique moods and tenses.

- 123**
1. — Линда едет с вами?  
— Нет, не думаю. Она уже была в Альпах. Иначе она присоединилась бы к нам.
  2. — Она ездила с вами в Альпы?  
— Нет, она была там год назад. Иначе она присоединилась бы к нам.
  3. — Боб уехал во Францию на каникулы.  
— Да? На его месте я бы поехала в Англию.
  4. — Если бы не мое слабое зрение, я бы увидела сигнал и остановилась вовремя.
  5. Прогноз погоды оставляет желать лучшего. Было бы глупо оставаться в городе этим летом.
  6. Твоя работа слишком далеко. Я бы поискала что-нибудь поближе.
  7. Мне не нравится хозяйка. Доверять ей было бы опасно.
  8. — Давай останемся в городе в этом году.  
— А не будет это слишком скучно? Лучше было бы побывать за городом. Если бы не твоя любовь к комфорту, мы могли бы поехать в лагерь отдыха. Я думаю, было бы интересно подружиться с новыми людьми.
  9. Если бы не плохая погода, мы бы не остановились в отеле. Мы бы отправились путешествовать пешком. И кроме того, это было бы дешевле.
  10. У тебя слабое сердце. Я бы на твоём месте не пила так много кофе.
- 124**
1. — Ах, если бы я выиграла приз!  
— Ну что ж, будем надеяться на лучшее.
  2. — Если бы ты не пропустила первую половину фильма, ты бы поняла его.  
— А что произошло в начале фильма?
  3. — Боюсь, что Павел опоздает.  
— Хорошо, если я его увижу, то подвезу.
  4. С тех пор как мы здесь, стоит ужасный холод. Если бы только мы не приезжали сюда совсем!
  5. Так вы говорите, что едете в Алтайские горы? Тогда на вашем месте я бы принял участие в сплаве по Катунь.
  6. — Ну что, ты отправила посылку?  
— Нет, но я бы это сделала, если бы не потеряла деньги.

7. Если бы не ты, я бы не готовила и не мыла посуду всю жизнь. Как мне все это надоело! Ах, если бы я стала молодой опять!
8. — Ах, если бы я взял магнитофон у тебя вчера!  
— Даже если бы ты и попросил, я бы тебе его не дал. Он не работает с субботы.
9. Если бы вы мне сказали, что он не водил машину раньше, я бы никогда не поехала с ним.
10. Если бы у меня была возможность, я бы сейчас лежала где-нибудь на пляже и наслаждалась солнцем и морем.

- 125**
1. — Почему ты продал машину?  
— Если бы я не попал в аварию, я бы не продал ее.
  2. — Почему ты продаешь машину?  
— Если бы я не попал в аварию, я бы ее не продавал.
  3. — Как тяжело вставать!  
— Не удивительно. Если бы ты вчера не смотрела телевизор до полуночи, ты бы сейчас не жаловалась.
  4. Ах, ты опять проспал! Если бы ты завел будильник, ты бы не проспал и не спешил бы сейчас.
  5. Ты такой беззаботный! Если бы ты был более пунктуальным, ты бы не потерял работу.
  6. Если бы я не попал не в свой поезд, я бы не встретил Марию, и она не была бы сейчас моей женой.
  7. Если бы мы ему позвонили, он бы уже пришел.
  8. Если бы мы ему позвонили, он был бы уже здесь.
  9. Если бы я была красавицей, я бы вышла замуж еще в университете.
  10. Если бы я не любила иностранные языки, я бы не поступала в лингвистический университет и не была бы переводчиком сейчас.

- 125**
1. Ее руки дрожали, словно она еще не оправилась от сильного удара. (shock)
  2. — Пора ли тебе идти в университет?  
— Нет, еще только половина восьмого.
  3. — Почему ты такой хмурый, что случилось?  
— У меня болит зуб.  
— Я бы вырвал его, если бы это был мой.  
— Я бы тоже, если бы это был твой.
  4. — Ты никогда не делаешь то, что тебе велят, непослушный мальчишка. Если бы ты был хорошим, мои волосы не были бы седыми.

- Теперь я понимаю, что ты никогда не делала того, что тебе говорили, так как если бы ты была хорошая, дедушкина голова не поседела бы так сильно. (to turn gray)
- 5. Похоже, что дождь здесь идет уже несколько дней.
- 6. — Майкл уже приехал?  
— Нет, а что, если бы приехал?  
— Я бы попросил его встретиться на станции Бетти Смит, мою бывшую секретаршу.  
— Боюсь, что он не сделает этого, даже если придет сегодня. Он такой застенчивый.  
— Но ведь ему не 15 лет, а он ведет себя так, как будто он маленький ребенок. Пора бы вам подумать о своей будущей невестке. Я бы на вашем месте воспользовался случаем и заставил его познакомиться с такой хорошей девушкой. Ах, если бы вам это удалось!
- 7. — Поговори с Джоном, он что-нибудь придумает.  
— Нет, даже если бы задание было вдвое труднее, я бы не попросила совета.
- 8. Я очень благодарен ей. Если бы не ее вера в меня (faith in somebody), я бы никогда не стал артистом.

**127**

1. Зачем ты накрыла на стол? Я бы сделал это сам, дорогая.
2. — Пора бы ей уже быть здесь. Она обещала прийти к 7 часам.  
— Кити была бы не Кити, если бы она не опоздала хоть на четверть часа. Не волнуйся, она обязательно придет.
3. — Жаль, что у меня так мало денег.  
— А что, если бы взяла больше?  
— Я бы купила вот эту коллекцию бабочек.
4. — Ну что, ты ходила по магазинам?  
— Да, но жаль, что я взяла так мало денег.  
— А что, если бы ты взяла больше?  
— Я бы купила пару английских теннисных ракеток.
5. Утро было дождливым, и ему совсем не хотелось просыпаться. Внезапно он услышал шаги, он открыл глаза и увидел сестру, которую он не видел с тех пор, как уехал в Лондон. Она заговорила с ним, как будто они никогда не расставались.
6. Жаль, что я не рассказал ему всю правду сразу же. Его мнение обо мне было бы намного лучше сейчас.
7. Доведись вам побывать в художественном музее, попытайтесь посмотреть картину А. Дрилева «Исповедь». Это интересная работа. Он писал ее три года.
8. — Ты точно (уверен), не можешь приехать на Рождество?  
— Хотелось бы.

# Modal Verbs

## Ability, Possibility: Can, May

### *Can – will be able*

**128** Use *can* or *be able to* with reference to the future. Negative forms are also possible.

1. I \_\_\_\_\_ read a lot of books when my holidays come.
2. They \_\_\_\_\_ write correctly if they learn the new words.
3. They \_\_\_\_\_ speak fluently now but they \_\_\_\_\_ in two or three months.
4. She \_\_\_\_\_ finish the report tomorrow.
5. \_\_\_\_\_ you give the answer later?
6. Are you sure that he \_\_\_\_\_ work in three weeks? His injuries are so bad.
7. But we \_\_\_\_\_ listen to the tape next week.
8. One day he \_\_\_\_\_ finish the novel.
9. She \_\_\_\_\_ finish her homework on Sunday.
10. I promise that in six months you \_\_\_\_\_ play the violin.
11. I \_\_\_\_\_ use the tape recorder if you explain to me how to do it.
12. He \_\_\_\_\_ do the work if he doesn't try hard.
13. \_\_\_\_\_ you ring him up after classes?

**129** Complete the sentences to show the future abilities or possibilities.

*e.g. You'll be able to win if you train hard.*

1. \_\_\_\_\_ if you have learned two foreign languages.
2. \_\_\_\_\_ if the snow carries on like this.
3. \_\_\_\_\_ when I finish my speed-reading courses.
4. \_\_\_\_\_ when I've had a little more practice.
5. \_\_\_\_\_ in time for our next summer holidays?
6. \_\_\_\_\_ if he finishes his interpreters' courses.
7. \_\_\_\_\_ when he has been training for a few more months.
8. \_\_\_\_\_ when you've learnt this new form of attack?
9. \_\_\_\_\_ if I have a good sleep.
10. \_\_\_\_\_ in three months.
11. \_\_\_\_\_ some day.
12. \_\_\_\_\_ in time for dinner.
13. \_\_\_\_\_ before summer is over.

**130** Write an advertisement for your own courses of English (courses for computer users, sport clubs, etc.). Highlight that upon their completion your students will be able to do various things.

*e.g. When you finish our courses you'll be able to get a very good job. In two months you'll be able to speak two foreign languages.*

### *Could – was/were able to*

**131** Replace *was/were able* by *could* where possible.

1. I was able to drive a car when I was 16.
2. The night was clear and we were able to see the stars.
3. After a lot of hard work I was able to pass the exams.
4. I was able to finish my work by his arrival.
5. When I was a boy I was able to write with my left hand as easily as with my right hand.
6. After hard fighting the soldiers were able to drive the enemy out of town.
7. The firemen worked quickly but they were not able to put the fire out.
8. Were you able to take photos in the church?
9. Paul felt better on Sunday, and so he was able to play in the match.
10. It's a pity we weren't able to find your house.

**132** Put in *could* or *was/were able to/managed to*. Use a negative if necessary. Sometimes two different answers are possible.

1. I looked up. I \_\_\_\_\_ see a few sparkling stars in the sky.
2. It was noisy. I \_\_\_\_\_ hear a word.
3. The fence fell down in the storm. Luckily I \_\_\_\_\_ repair it myself.
4. I learnt to swim very early in life. I \_\_\_\_\_ swim when I was three.
5. Someone in the street was having a party last night. One \_\_\_\_\_ hear the music half a mile away.
6. We heard the siren and \_\_\_\_\_ go downstairs just in time.
7. The concert was sold out. I \_\_\_\_\_ get tickets.
8. The driver \_\_\_\_\_ stop just before he hit the wall.
9. Dave felt much better on Saturday and so he \_\_\_\_\_ play in the match which proved to be the best in the season.
10. As soon as Harriet opened the door, she \_\_\_\_\_ smell gas.
11. In those days we didn't have a car so we \_\_\_\_\_ travel very easily.
12. My son \_\_\_\_\_ do sums very well when he was four.

**133** Complete the story after choosing the best variant: *could, was/were able to, managed to* positive or negative.

I was walking along the street and suddenly I \_\_\_\_\_ hear people screaming and shouting. I turned round and luckily I \_\_\_\_\_ get away from \_\_\_\_\_. First I \_\_\_\_\_ under-

stand what was going on but then I \_\_\_\_\_ see

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### *Can -- have been able to*

**134** Make up dialogs using the dialogs below as models.

e.g. – Can you drive?

– Yes, I can.

– How long *have you been able to* drive?

– I've *been able to* drive for two years/since leaving school.

– Can you speak Dutch?

– No, I can't, I've *never been able to* speak Dutch. But I can speak German a little.

- |  |                                   |
|--|-----------------------------------|
| 1. Can you drive?                      | 7. Can you study/work at night?   |
| 2. Can you ride a horse/a bicycle?     | 8. Can your friend type?          |
| 3. Can you speak French?               | 9. Can you knit?                  |
| 4. Can your mother speak English?      | 10. Can you embroider?            |
| 5. Can you play the piano?             | 11. Can you work at the computer? |
| 6. Can your boyfriend play the guitar? | 12. Can you cook?                 |

**135** Express possibility or ability using *can (can't)* or its equivalents in the appropriate tense forms.

- Jane \_\_\_\_\_ play tennis when she studied at the college.
- We \_\_\_\_\_ speak English fluently now but we \_\_\_\_\_ do it in four years.
- Let's hurry up, otherwise Nigel \_\_\_\_\_ find us in if he comes on time.
- Judy \_\_\_\_\_ be very charming if she chooses.
- I said you \_\_\_\_\_ buy it at the butcher's.
- I wish the equipment hadn't been so bad. Otherwise we \_\_\_\_\_ take part in the expedition.
- Such animals \_\_\_\_\_ (not) be found in our forests.
- English-Russian dictionaries \_\_\_\_\_ be bought at second-hand bookshops.
- If things \_\_\_\_\_ be done twice all the world would be wise.
10. He hated himself for his mawkish behavior but \_\_\_\_\_ do nothing to alter it.

## Could – might

**136** Use *could* and *might* in the conditional sentences.

e.g. We haven't the right change so we can't get tickets from the machine. →

*If we had the right change we could get tickets from the machine.*

He smokes too much, perhaps that's why he can't get rid of his cough. →

*If he didn't smoke so much, he might get rid of his cough; or*

*If he smoked less he might be able to get rid of his cough.*

1. She quarreled with the director, *perhaps* that's why she didn't play the main part in the film.
2. We have no money, that's why we can't expand the business.
3. I don't have children *perhaps* that's why I can't understand you.
4. I had bad grades at school so I couldn't get a good job.
5. She didn't feel well, *perhaps* that's why she lost the match.
6. I don't know her telephone number, that's why I can't phone her.
7. I couldn't recognize him, *perhaps* because he shaved off his beard.
8. The police didn't inspect the car, that's why they couldn't find the evidence.
9. I can't drive car because I haven't got a drive license.
10. He doesn't help me about the house *possibly* because I don't ask him for.
11. We couldn't save his life because the ambulance didn't come in time.
12. He didn't answer *possibly* because he didn't understand the question.
13. He used to drink whiskey, *perhaps* that's why he lost his job.
14. It's very cold so we can't go out.

## Supposition: Can, May, Must

**137** Match the sentences with the comments.

- |                                   |   |
|-----------------------------------|---|
| 1. You haven't been working hard. | a) He can't be more distressed.                 |
| 2. She looks old.                 | b) I couldn't have been delighted with it more. |
| 3. She was absolutely upset.      | c) You can't be tired yet.                      |
| 4. Everything is OK.              | d) She can't be thirty.                         |
| 5. It's quite early.              | e) I can't feel worse.                          |
| 6. She was surprised.             | f) It can't be better.                          |
| 7. I liked the play.              | g) It couldn't be ten.                          |
| 8. I have a toothache.            | h) She couldn't enjoy the wedding party.        |
| 9. The raw was awful.             | i) It couldn't have been more disgusting.       |
| 10. She's got married.            | j) She couldn't have been more astonished.      |

**138** a) Express your disbelief on the rumors circulating in the village about Betsy and John.

e.g. They say John has emigrated from Germany. →  
*He can't have emigrated: he speaks English perfectly.*

1. They say Betsy has lost weight.
2. They say she was able to swim across the river.
3. They say John has bought a yacht.
4. They say she refused his proposal.
5. They say he is a drug addict.
6. They say he dived from a ten meter board.
7. They say he passed his exam in maths.
8. They say he has fallen ill with scarlet fever as he has red spots all over his face.
9. They say he is in the hospital.
10. They say she's going to leave for Canada.

**b) Express your disbelief on the following.**

e.g. Someone says, "I heard Maria speaking French." You know she doesn't speak French. → *She couldn't have been speaking French.*

1. Someone says, "I heard her speaking to Bill." You know he's out of town.
2. Your teacher says, "They were cheating at the exam." But they have no such habit.
3. The traffic policeman says, "You were doing 150 k.p.h." You know the maximum speed of your car is 120 k.p.h.
4. Someone says, "I saw Jack sitting in a cafe." You know he is on business trip now.
5. Someone says, "I saw Jane eating in the Steak House." You know she is a vegetarian.
6. Someone says, "Our Benny was reading Shakespeare when he was 3!"
7. Your friend says, "I saw him drinking coffee." But he can't bear it.
8. Someone says, "I saw Jenny smoking." You know she doesn't smoke.
9. Your mother says, "I saw her wearing a fur coat." You know she's never had such a coat.
10. Someone says, "I saw your friend kick boxing." You know he doesn't go in for sports.

**139** Answer the following questions with suitable suggestions using *may/might* and the words in parentheses.

- a) e.g. — When is Della coming to see us? (*next week*)  
— I'm not sure but *she may/might come next week.*
1. — When are you moving to a new flat? (*in a week*)  
— I haven't decided yet but \_\_\_\_\_

2. – What kind of dog are you going to have? (*an Irish setter*)  
– We haven't finally decided yet, but \_\_\_\_\_
3. – How long are you going to stay here? (*for two or three weeks*)  
– I don't know for sure but \_\_\_\_\_
4. – What kind of job is he going to have? (*ride a school bus*)  
– He hasn't decided yet but \_\_\_\_\_
5. – Are they going to sell their cottage? (*live in it for another couple of years*)  
– I'm not sure but \_\_\_\_\_
6. – Where are you going to stay when you come to Paris? (*at my friends'*)  
– I don't know yet but \_\_\_\_\_
7. – What are you doing this weekend? (*go to the country*)  
– I haven't decided yet but \_\_\_\_\_
8. – Is she going to marry Fred? (*David*)  
– I don't know for sure but \_\_\_\_\_
9. – What are you going to present him with? (*a parrot*)  
– I haven't made my mind yet but \_\_\_\_\_
10. – What is she going to do when she leaves school? (*enter the university*)  
– She hasn't decided yet but \_\_\_\_\_
11. – Where is your brother? (*at home*)  
– I don't know but \_\_\_\_\_
12. – Are you going out tonight? (*have an early night*)  
– I don't know yet but \_\_\_\_\_
13. – Where are they going to their honeymoon? (*to the Hawaii*)  
– I don't know for sure but \_\_\_\_\_

b) e.g. – Why is Sue wearing a warm coat? It's not cold.  
– (*be sick*) *She might be sick.*

e.g. – Where can I have put my tools?  
– (*leave in the garage*) *You might have left them in the garage.*

1. – Why isn't Garry in the office?  
– (*work in the lab*) \_\_\_\_\_
2. – Why does Tim look so gloomy?  
– (*have a row with his wife*) \_\_\_\_\_
3. – Where is my umbrella?  
– (*leave on the bus*) \_\_\_\_\_
4. – Who was the last to leave the classroom?  
– (*Terry*) \_\_\_\_\_
5. – Why didn't Paul go to the disco last night?  
– (*feel tired*) \_\_\_\_\_
6. – Where is Ella?  
– (*have a tea-break out in the yard*) \_\_\_\_\_
7. – Why is he so upset?  
– (*fail the exam*) \_\_\_\_\_

8. — Why did she come to the party without Jim?  
— (part) \_\_\_\_\_
9. — Why is she dressed up today?  
— (have a birthday) \_\_\_\_\_
10. — Why is he furious?  
— (have a talk with his boss) \_\_\_\_\_
11. — Why doesn't he get good marks?  
— (be lazy) \_\_\_\_\_
12. — Why is little Joe under the table?  
— (look for something) \_\_\_\_\_
13. — Why is he still in the room?  
— (wait for somebody) \_\_\_\_\_

**140** Make deductions.

e.g. My colleague has bought a new car again. → *He must be rich.*

1. My brother is arrested. \_\_\_\_\_
2. My mother eats a lot of candy. \_\_\_\_\_
3. My sister keeps crying. \_\_\_\_\_
4. My nephew always carries a French dictionary. \_\_\_\_\_
5. My sister-in-law wears a wedding ring on her left hand. \_\_\_\_\_
6. My husband keeps coming home late. \_\_\_\_\_
7. My girlfriend's name is Alyona. \_\_\_\_\_
8. My friend is poorly dressed. \_\_\_\_\_
9. My aunt weighs about 90 kilos. \_\_\_\_\_
10. My niece is losing weight. \_\_\_\_\_
11. My grandmother walks with a stick. \_\_\_\_\_
12. My cousin is never late for work. \_\_\_\_\_
13. Our house is full of paintings. \_\_\_\_\_
14. When my boss sees food, he goes wild and eats and eats. \_\_\_\_\_
15. My great-grandfather keeps saying he is a Pushkin. \_\_\_\_\_
16. My friend fell down out of the window. \_\_\_\_\_
17. My father collided with a bus. \_\_\_\_\_
18. I practice piano playing every day. \_\_\_\_\_

**141** Complete the conversation with a modal verb that expresses the appropriate degree of certainty.

e.g. A.: What's wrong with Kate?

B.: She *might* have failed her exam. (I don't think she's been working hard.)

C.: She *must* have failed her exam, (I saw her not long ago. She was crying.)

1. A.: What's up to Mary?

B.: Mary \_\_\_\_\_ have a problem. (She keeps crying.)

C.: Mary \_\_\_\_\_ have a problem. (Let's call on her and see if she needs help.)

2. A.: Do you think they've finished repairing your car by now?  
 B.: It \_\_\_\_\_ be ready now. (It's now 2:00 p.m., and they said it'd be ready at noon.)  
 C.: It's noon. It \_\_\_\_\_ be ready. (They said they would probably finish by noon.)
3. A.: Where is Don?  
 B.: He \_\_\_\_\_ have got stuck in a traffic jam. (He is a bad driver, as far as I know.)  
 C.: He \_\_\_\_\_ have got stuck in a traffic jam. (The traffic is heavy because today is Sunday.)
4. A.: Do you know where Mark left his car keys?  
 B.: He \_\_\_\_\_ have left them on the piano. (Sometimes he does it.)  
 C.: He \_\_\_\_\_ have left them on the piano. (It's the usual place for them.)
5. A.: Whose camera is it?  
 B.: It \_\_\_\_\_ be Ron's. (I saw him coming in with a camera in his hands.)  
 C.: It \_\_\_\_\_ be Ron's (He likes taking group photos at parties.)
6. A.: Why are the plates clean?  
 B.: Our father \_\_\_\_\_ have washed them. (He hates dirty plates.)  
 C.: Our father \_\_\_\_\_ have washed them. (Sometimes he helps our mother.)

**142** Identify the sentence with the highest degree of certainty for each situation.

- |   |   |
|---|---|
| 1. I think Ben will be late.<br>a) Yes, he can be late.<br>b) Yes, he could be late.<br>c) Yes, he might be late.                       | 6. Somebody is knocking.<br>a) It can't be Jim.<br>b) It might not be Jim.<br>c) It may not be Jim.   |
| 2. The remote is missing.<br>a) It may be on the table.<br>b) It must be on the table.<br>c) It can be on the table.                    | 7. She has refused him.<br>a) She might not like him.<br>b) She must dislike him.<br>c) She may dislike him.                                    |
| 3. Joe is coming up with a girl.<br>a) She might be his girlfriend.<br>b) She could be his girlfriend.<br>c) She may be his girlfriend. | 8. They have come in a taxi.<br>a) Can they have sold their car?<br>b) They might have sold their car.<br>c) They couldn't have sold their car. |
| 4. He looks pale.<br>a) He can be ill.<br>b) He could be ill.<br>c) He may be ill.  | 9. The answer is "B".<br>a) That must be wrong.<br>b) That may be wrong.<br>c) That might not be right.   |

5. The telephone is out of order.      10. Nobody answers the phone.
- a) It might not have broken.            a) They can be out.
- b) It may have broken.                    b) They may be out.
- c) It might have broken.                   c) They must be out.

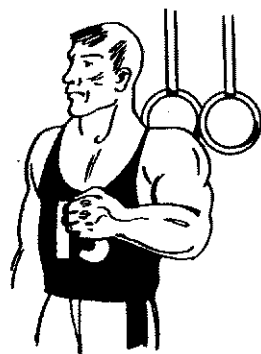
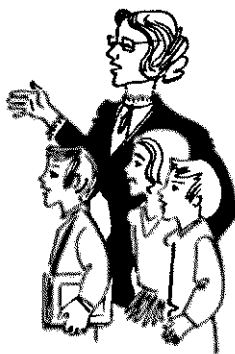
**143** Do some guess work.

“What are the kids’ names, Mrs. Stone?” asked the landlady.  
 “Try to guess. My elder son’s name starts with R. My second son’s name begins with B.  
 The first letter of my elder daughter’s name is C. And my younger daughter’s name has S as the first letter of it.”  
 “Your elder son’s name **must be Robert**. It’s a wide-spread name.”  
 “No, it isn’t.”  
 “Then it **may be Ron**. Or can it be Ramos?”

Now it’s your turn to have a try to guess the kids’ names.

**144** Make up your own assumptions about the following situations. Express different degrees of certainty.

- a) What are they in your opinion?



b) What do you think they are doing?



**145** Express your opinion on the following situations.

e.g. Kate is absent today →

- *She may be ill.*
- *She could be out of town.*
- *She must be late.*
- *She must have missed the train.*

1. Our TV set is out of order.
2. The fire alarm is ringing.
3. You see a man lying on the bench.
4. Your new neighbor never smiles.
5. Your friend hasn't been writing to you for several months.
6. I've been sneezing all morning.
7. The teacher looks angry.
8. I hear some noise in the next room.
9. He used to be a brilliant student. But he doesn't study well.
10. Our daughter has just received a dozen of long-stemmed roses with no card.
11. Every time I pick up the phone I hear a low, whining voice.
12. My neighbor's dog has been barking all morning.
13. It's midnight but my son isn't in yet.
14. They didn't get down the mountain.
15. Nobody answers the phone.
16. Where is Andrew? He should be here by now.

**146** Mother has hidden a present for her child. Try to guess where it is.



e.g. *It could be behind the armchair.*  
*Can it be in the armchair?*  
*It might be under the chair.*  
*It must be to the left of the chair.*

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**147 a)** Read the story of George Melly and try to think up reasonable explanations.

- who called him
- why he left the office earlier than usual
- who he met at the café
- why he had a heart attack
- why he decided to give up his career

Use *might/may, could, must* (positive and negative) for possibility in the past.

#### TURNING-POINT

George Melly was a successful businessman at the top of his profession. He had everything he wanted: a fulfilling career, a good salary, a comfortable house, a car.

On a Friday noon he had a telephone call. He seemed to be excited while speaking. After that he left the office in a hurry and in a quarter of an hour people saw him in a café talking to someone. He didn't come home that night. The next day George was found in a hospital with a heart attack. As soon as he got better he said that he had to move to his native settlement.

**b)** Rewrite the story of George Melly putting in some of the possible reasons for his actions.

*Obligation, Prohibition, Commands:*  
*should, ought to, must, have to, be to*

**148** React to the following situations giving the required advice.

e.g. – I'm terribly overweight. What do you think I should do?  
– *You should go on a diet. You shouldn't eat much bread.*

1. – Gary's late again. What do you think I should do?

– \_\_\_\_\_ wait any more. \_\_\_\_\_  
go without him.

2. — My microwave oven is getting worse. What do you think I should do?  
— \_\_\_\_\_ use it. It might be dangerous. \_\_\_\_\_  
\_\_\_\_\_ buy a new one.
3. — My husband is inattentive to me. What do you think I should do?  
— \_\_\_\_\_ gloomy all the time. \_\_\_\_\_  
the beauty parlor.
4. — Mary doesn't love me. What do you think I should do?  
— \_\_\_\_\_ dirty shirts. \_\_\_\_\_  
shave regularly.
5. — I'm tired. What do you think I should do?  
— \_\_\_\_\_ in despair. \_\_\_\_\_ an-  
other job.
6. — She seems to forget about her promise. What do you think I should do?  
— \_\_\_\_\_ remind her. \_\_\_\_\_ take  
offence.
7. — I don't know which dress to wear. What do you think I should do?  
— \_\_\_\_\_ the most fashionable. \_\_\_\_\_  
the one that becomes you most.
8. — I feel exhausted. What do you think I should do?  
— \_\_\_\_\_ more exercises. \_\_\_\_\_  
overwork.
9. — I'm on bad terms with my father. What do you think I should do  
about it?  
— \_\_\_\_\_ argue with him. \_\_\_\_\_  
obey him.
10. — I feel sick when my vacuum cleaner is working. What do you  
think I should do?  
— \_\_\_\_\_
11. — I've lost weight. What do you think I should do?  
— \_\_\_\_\_

**149** Give your advice on the following items.

e.g. I have a headache →

*You shouldn't drink much coffee.*

*You shouldn't sit up late.*

*You must take a pill.*

*You should consult a doctor.*

- |                                |  |
|--------------------------------|--|
| 1. I've cut my finger.         | 8. Paul's getting married on Saturday<br>but he hasn't bought a present for<br>Meggie. |
| 2. I am putting on weight.     | 9. My boss is not satisfied with my work.  |
| 3. I can't easily fall asleep. | 10. I can't speak English fluently.  |
| 4. I cannot shake off my cold. |  |
| 5. I'm worn out altogether.    |  |

- |  |                                  |
|--|----------------------------------|
| 6. Bob's spilt coffee on Jane's new dress. | 11. I've lost my umbrella again. |
| 7. I want to be an Olympic champion.       | 12. My son has failed his exam.  |
|  | 13. I want to stop smoking.      |

**150** Develop the following situation of complaints.

Daisy and Walt have just come back home from the party. Daisy is not quite satisfied with it. She thinks some things shouldn't have taken place.

e.g. They walked to the Robinson's. → *We should have gone there in a taxi.*

1. They were late for the party. \_\_\_\_\_
2. The music was too loud. \_\_\_\_\_
3. There were too many guests. \_\_\_\_\_
4. Daisy wore a long black dress. \_\_\_\_\_
5. She ate too much. \_\_\_\_\_
6. The hostess was too talkative. \_\_\_\_\_
7. The food was underdone. \_\_\_\_\_
8. Walt drank too much. \_\_\_\_\_
9. He shouted at the host. \_\_\_\_\_
10. He danced with Lily the whole evening. \_\_\_\_\_

**151** Say what you think about some of the following questions.

1. Should there be strict discipline at school?
2. Should teachers be paid more?
3. Should all education be free?
4. Should groups learning foreign languages be smaller?
5. What pupil-teacher relationship should there be at school?
6. Should children be given more freedom at school?
7. Should pupils be given more career information?
8. Should pupils wear school uniform?

**152** Give your advice to the people in the following situations:

1. Pet's parents find out their 17-year-old son has taken to smoking. What should they do about it?
2. Nelly is 15. She goes out one Sunday night and comes back only in the morning. What, if anything, her parents should do about it?
3. Benny is 10. He's fond of watching T.V. He spends a lot of time on watching T.V. His parents are against it, but they don't know what they should do in this situation.

**153** What do people *have to* do to be:

- a perfect teacher of English
- a surgeon who works miracles

- a successful businessman
- a champion in figure skating
- a world famous actor/actress

**154** Choose a job (*a salesperson, a secretary, an accountant, a computer operator, a bus driver, etc.*) and let your fellow students guess it through the questions of the following type.

e.g. *Do you have to wear a uniform?*  
*Do you have to type?*  
*Do you have to travel much?*

**155** Say that you *have had to* do something for a long time.

e.g. I'm a salesman and I *have had to sell* shoes for 20 years.

1. I am a teacher and I \_\_\_\_\_ as a teacher all my life.
2. My son was born in 1998 and I \_\_\_\_\_ from work all these years.
3. My mother fell ill two months ago and I \_\_\_\_\_ since that time.
4. I am a policeman and I \_\_\_\_\_ a uniform since 1980.
5. Ann \_\_\_\_\_ eyeglasses since she was eight years old.
6. The main road is covered with ice. We \_\_\_\_\_ another road for two weeks.
7. I \_\_\_\_\_ early for school since the 1st of September.
8. I \_\_\_\_\_ so slowly since I've been feeling pain in my knees.
9. He \_\_\_\_\_ English since he came here.
10. My doctor is concerned about my weight and I \_\_\_\_\_ on a diet since my visit to him.

**155** Complete the following sentences using *will have to*.

e.g. We must not miss the train, honey, *so you'll have to hurry up.*

1. Sorry he is out for a few minutes, so \_\_\_\_\_
2. Can you put bandages? There isn't a nurse, \_\_\_\_\_
3. We are expecting guests today but neither of us can cook, \_\_\_\_\_
4. The lift is out of order, so \_\_\_\_\_
5. I've lost my eyeglasses and I can't see the price, \_\_\_\_\_
6. I've cut my finger and I can't write, \_\_\_\_\_
7. As you're a bad sailor and can't go by sea, \_\_\_\_\_
8. My parents have fallen ill and can't work any more, so \_\_\_\_\_

9. We need an experienced driver, but you can't drive, \_\_\_\_\_
10. My relatives don't speak English, so \_\_\_\_\_
11. We have little bread, \_\_\_\_\_

**157** Fill out the blanks using *must* or *have to* in different tense forms.

e.g. I'm sorry, I *have to* leave you. I *must* see my father off.

1. I \_\_\_\_\_ give up smoking. I feel really bad.
2. I \_\_\_\_\_ give up smoking. My doctor insists on it.
3. How often you \_\_\_\_\_ check the tires?
4. You absolutely \_\_\_\_\_ check the tires before you leave the garage.
5. You are still making grammar mistakes. You \_\_\_\_\_ work at your grammar hard.
6. I \_\_\_\_\_ miss the match on Saturday because we are expecting guests on that day.
7. I've invited important guests, darling. So you \_\_\_\_\_ prepare a special dinner.
8. You \_\_\_\_\_ have a passport to visit a foreign country.
9. I hate eyeglasses, but I \_\_\_\_\_ wear them since I was 12 years old.
10. It was my day off, so I \_\_\_\_\_ get up early.
11. Something is wrong with your car. I think you \_\_\_\_\_ check the oil and water.
12. When you come to Moscow you \_\_\_\_\_ come and see us.
13. I \_\_\_\_\_ change trains because there was a through train.
14. I \_\_\_\_\_ phone my parents. I haven't heard from them for a long time.
15. I'm sure the government \_\_\_\_\_ do something about air pollution.
16. Sooner or later we all \_\_\_\_\_ pay for what we do.

**158** Complete the sentences with either *didn't need to* or *needn't have*.

1. I bought a new car last year but a month later I won a Volkswagen in a lottery. So I \_\_\_\_\_ (*to waste*) all that money.
2. My friends saw me off. I am glad I \_\_\_\_\_ (*to take*) a taxi.
3. You \_\_\_\_\_ (*to cook*) dinner. Jim and Bill have just phoned to say they can't come.
4. They brought a can of pure spring water, so we \_\_\_\_\_ (*to boil*) it.
5. Luckily, the cheque arrived before the bill, so we \_\_\_\_\_ (*to borrow money*).
6. You \_\_\_\_\_ (*to eat*) everything that was offered to you. It wasn't necessary. I wish you hadn't.
7. You \_\_\_\_\_ (*to worry*) about the photos. The X-rays at the airport didn't damage them.

**159** You are going to rent a flat. Your landlady is strict. She wants you to follow her instructions.

e.g. clean up the room → *You are to clean up the room.*

1. smoke in the room \_\_\_\_\_
2. invite friends after 11 p.m. \_\_\_\_\_
3. pay the rent regularly \_\_\_\_\_
4. come back late \_\_\_\_\_
5. make trunk calls \_\_\_\_\_
6. do piano practice in small hours \_\_\_\_\_
7. switch off the light on leaving \_\_\_\_\_

**160** a) Work in groups or pairs. Write ten laws of living together (with your room-mates) at the dormitory.

e.g. You are not to whistle in the room. You must turn the shower off after you have used it.

- |                         |           |
|-------------------------|-----------|
| 1. You must _____       | 6. _____  |
| 2. You must not _____   | 7. _____  |
| 3. You have to _____    | 8. _____  |
| 4. You are to _____     | 9. _____  |
| 5. You are not to _____ | 10. _____ |

b) Compare your "laws of living together" with other groups. Try to agree on the ten best laws.

*Requests, Offers, Suggestions*  
*can, could, will, would, shall, dare*

**161** What would you say in the following situations? Make requests. Use *Can you...? Could you...? Can I...? Could I...? Will you...?*

1. It's cold in the restaurant. Ask the waiter to shut the window.
2. You want the receptionist to turn the air-conditioning off in your room because you are cold.
3. There is only one towel in your room. You want another one.
4. You want breakfast in your room tomorrow morning.
5. You want to leave your passport and travelers checks in the hotel safe.
6. There is no hair-dryer in your room. You want to borrow one.
7. You want the receptionist to get a taxi for you.
8. You want the receptionist to send you a porter in two hours.

**162** Offer your help. Use *Shall I ... (for you)?*

e.g. I have no time to buy the tickets. → – *Shall I buy them for you?*

1. The phone is out of order. \_\_\_\_\_
2. I can't lock the suitcase. \_\_\_\_\_
3. I see your bag is heavy. \_\_\_\_\_
4. I've finished the letter. \_\_\_\_\_
5. My shoes are shabby. \_\_\_\_\_
6. I think the kitchen floor is dirty. \_\_\_\_\_
7. I can't hear what that man on TV is saying. \_\_\_\_\_
8. It's late. I must be off. \_\_\_\_\_
9. I can't get to the top of the shelf. \_\_\_\_\_
10. It's hot and stuffy in here. \_\_\_\_\_

**163** React to the following situations using different modal verbs. Make offers and suggestions.

*Shall I/Can I buy you a sandwich?  
I can/I could bring you a hot dog if you like.  
I'll fetch you a piece of cake if you like.  
Would you like to have lunch with me?  
Shall we have a bite?  
We can/could have a lunch break.*

e.g. I'm hungry →

1. I'm thirsty. \_\_\_\_\_
2. I'm afraid to walk home alone. \_\_\_\_\_
3. It's a bit cold in here. \_\_\_\_\_
4. It's very hot in here. \_\_\_\_\_
5. My eyes are not good. I can't read Jane's letter. \_\_\_\_\_
6. The dog needs some exercise. \_\_\_\_\_
7. I haven't gone out for a long time. \_\_\_\_\_
8. I can't open this packet of biscuits. \_\_\_\_\_
9. It's a lovely day. \_\_\_\_\_
10. I don't know what to buy him as a present. \_\_\_\_\_
11. I'm a bit tired. \_\_\_\_\_
12. She can't come. She doesn't know the address. \_\_\_\_\_

**164** Put in *could*, *shall* or *would* to express requests, offers and suggestions.

Sam: \_\_\_\_\_ we sit down to table now?

Mag: Yes, please. But \_\_\_\_\_ you cut the bread, please? Oh, and I've forgotten the cheese. It's in the fridge.

Sam: \_\_\_\_\_ I get it?

Mag: Thanks.

Sam: \_\_\_\_\_ you mind passing a piece of pizza?

Mag: Here you are. \_\_\_\_\_ you like some juice?

Sam: Yes, please.

**165** You have come into a car compartment. What conversation might take place between you? Make offers, suggestions and requests.

**166** Challenge your partner and see if he/she can do it.

*e.g.* Cross your eyes. — I dare you to cross your eyes.

1. recite the Russian alphabet backwards
2. recite the English alphabet backwards
3. pull one's thumb to the wrist
4. stand on one's head
5. circle one's tongue
6. wink one's eye
7. stand on one leg for a minute
8. write with one's left hand
9. go straight with one's eyes closed
10. wiggle one's nose
11. wiggle one's ears
12. whistle through one's teeth
13. raise one's eyebrow without raising the other

**167** Correct any mistakes in these sentences or put a check (✓) if they are already correct.

1. I like the way they treat to each other. They must have married long.
2. Whenever Arthur was angry, he would just walk out of the room.
3. A lot of people drop litter in the street. I wish they hadn't.
4. — Ann told not to wait for her if she is late. Let's go.  
— But I find it necessary that we should've waited a bit.
5. I don't know how the accident happened. The driver must have un-  
seen the red light.
6. Tom might not coming tomorrow.
7. — What's Jill going to do when she leave the school?  
— She hasn't decided yet but she might take a secretarial course.
8. I needn't to wear a suit to the work but I usually do.
9. I really forgot about it. We were to play the golf together.
10. I can't turn on the radio. The switch wouldn't work.
11. I missed the last train so I must have spent night at the station.
12. I told him, "When I was at school we needn't have called the mas-  
ters 'Sir'."
13. After hard fighting the soldiers could drive the enemy out of town.
14. He knew Marion Sharpe by the sight as he might knew everyone in  
Milford.
15. Has he to work hard at his office?
16. I broke my spectacles by mistake and then found I didn't really need them.
17. She maybe making a great progress in Spanish.
18. We can't but to discuss these informations.

1. You \_\_\_\_\_. Have a rest. You're too tired.
  - a) shouldn't drive
  - b) can't be driving
  - c) shouldn't have been driving
  - d) mustn't be driving
2. When \_\_\_\_\_?
  - a) must the plane land
  - b) is the plane to have landed
  - c) is the plane to land
  - d) should the plane land
3. Did they catch the burglar? – Yes, they \_\_\_\_\_ do it.
  - a) could
  - b) should
  - c) managed
  - d) were able to
4. Where are you going to hang that chandelier? – I don't know yet, but I \_\_\_\_\_ hang it in the bedroom.
  - a) can
  - b) am to
  - c) must
  - d) might
5. If he hadn't stopped the car in time it \_\_\_\_\_ into the bus.
  - a) may have bumped
  - b) could bump
  - c) might have bumped
  - d) can have bumped
6. It isn't possible that they have divorced.
  - a) They may not have divorced.
  - b) They must have divorced.
  - c) They can't have divorced.
  - d) They could divorce.
7. It's possible that she doesn't work here any longer.
  - a) She can't work here any longer.
  - b) Can she fail to work here any longer?
  - c) She mustn't work here any longer.
  - d) She mightn't work here any longer.
8. Could it be that they don't believe me?
  - a) They can't believe me.
  - b) Can they disbelieve me?
  - c) Could they have disbelieved me?
  - d) They might not believe me.
9. Brian is not at home. – He \_\_\_\_\_ be at the University. I saw him there an hour ago.
  - a) must
  - b) might
  - c) may
  - d) can
10. Mum! Sandy \_\_\_\_\_ let me switch on the TV. But I'd like to watch my favorite serial.
  - a) won't
  - b) doesn't
  - c) can't
  - d) shall not



9. Возьми теплый шарф с собой. К вечеру может похолодать, и вы можете простудиться.
10. Хорошо. Вы можете идти домой, если плохо себя чувствуете.

- 171**
1. Не спорь с бабушкой. Тебе следует уважительно относиться к ее возрасту.
  2. Ты, должно быть, принял Бориса за его брата. Они так похожи, что их трудно отличить друг от друга.
  3. Послать за доктором? — Нет, не нужно, я могу оказать помощь сама.
  4. И где же они могут быть? Не может быть, что они забыли о встрече. — Не волнуйся. Они, должно быть, опоздали на автобус и теперь вынуждены ждать другой. Возможно, они появятся через несколько минут.
  5. Неужели они отобрали его для участия в международном матче? Они, должно быть, не знают, что он перенес серьезную операцию.
  6. Мне очень жаль, но я должен идти. Я должен в шесть часов встретить Бетти у кинотеатра. Уже без четверти. Она уже, возможно, ждет меня. Мне придется взять такси.
  7. Тебе следует еще раз прочитать свое сочинение, там, возможно, есть ошибки.
  8. Уже 2 ровно, поезд должен был прийти полчаса тому назад. Не верится, что поезд опоздал из-за дождя. Пожалуйста, сходи в справочное бюро и узнай последние новости.

- 172**
1. Она, бывало, частенько проводила каникулы у тети в деревне. И в этом году она снова собирается туда. Я предлагала, чтобы она поехала со мной на море, но она и слушать не желала. Должно быть, отдыхать в деревне ей очень понравилось.
  2. На прошлой неделе должна была прибыть делегация учителей Великобритании. Но они, возможно, изменили свои планы.
  3. Я знала, что поезд должен отправиться в 10.00. У меня было мало времени и пришлось взять такси. Не успела я сесть в вагон, как поезд отправился. Я стояла у окна около десяти минут, когда ко мне подошел пассажир и заговорил со мной. Мне показалось, будто я встречала его раньше. Однако он сказал, что я, должно быть, ошибаюсь. Он никогда не жил в Омске, а сейчас он ехал в Москву. Я спросила его, когда мы прибудем. Он ответил, что поезд должен прибыть в столицу в 10 часов.
  4. — Мне вызывать врача?  
— Нет, незачем. Мне гораздо лучше.  
— Тебе следовало надеть теплую куртку вчера. Жаль, что я не настояла на этом.

5. Не может быть, что они еще не приехали. Я вчера звонила и мне сказали, что они должны приехать вечером.
6. Вам не нужно было делать пересадку. Вы бы могли добраться туда прямым поездом.
7. Вам не нужно было делать пересадку. Вы могли бы опоздать на начало переговоров.

- 173**
1. – Ден выкурил две пачки сигарет вчера.  
– Странно, что он курил так много. Вероятно, он нервничал.
  2. Вы не должны были разговаривать с ней таким тоном. Она не виновата.
  3. – Мне начинать расследование прямо сейчас?  
– Нет, незачем. Похоже, у нас есть 2–3 часа в запасе.
  4. Он мог бы подвезти вас. Он прекрасно знал, что вы едете в том же направлении.
  5. – Где Серовы?  
– Они, возможно, уехали в Германию.  
– Не может быть, что они иммигрировали туда, ведь они не знают немецкого.
  6. – Вам следует придерживаться диеты.  
– Чего ради я буду морить себя голодом? Я вполне довольна своим весом.
  7. Не может быть, что ей не понравилось путешествие. Программа была отличная, и им не пришлось много ходить.
  8. – Вам не нужно было делать ксерокс. У нас достаточное количество экземпляров.  
– Ты мог бы сказать об этом раньше. Я бы не истратил так много бумаги.
  9. – Пора бы нашим партнерам позвонить.  
– Может, они уже и звонили. Дело в том, что меня не было здесь во время перерыва.

## Prepositions

Insert prepositions in the following exercises.

- 174**
1. New York is \_\_\_\_\_ the Hudson river.
  2. We bought this suitcase \_\_\_\_\_ the way \_\_\_\_\_ home.
  3. At first I couldn't get used to driving \_\_\_\_\_ the left.
  4. There's a garage \_\_\_\_\_ the back of the house.
  5. Did you get the tickets \_\_\_\_\_ the theatre? – Yes, but we'll sit \_\_\_\_\_ the back.

6. Please, write your name \_\_\_\_\_ the back of the photograph.
7. He wasn't injured much because he was sitting \_\_\_\_\_ the back.
8. \_\_\_\_\_ my way home I saw an accident \_\_\_\_\_ the corner of my house.
9. Be careful \_\_\_\_\_ the traffic lights.
10. There's a curious article \_\_\_\_\_ page 3 of *The Times*.
11. I don't know the man \_\_\_\_\_ that photo. Who is he?
12. What floor do you live \_\_\_\_\_?
13. There were many people \_\_\_\_\_ bus stop.
14. Don't forget to write your name \_\_\_\_\_ the bottom of the page.
15. He sat \_\_\_\_\_ the armchair puffing sedately his cigar.

- 175**
1. I observed that he stood watching me \_\_\_\_\_ the far end of the house.
  2. I decided to go \_\_\_\_\_ the landlord who lived \_\_\_\_\_ the ground floor.
  3. There is a wide scar \_\_\_\_\_ his forehead.
  4. I'd like to spend my holiday \_\_\_\_\_ a small island.
  5. This morning I went to work as usual at ten o'clock, but the door was locked. \_\_\_\_\_ the door there was a short note.
  6. He sat down \_\_\_\_\_ his chair in considerable excitement.
  7. He's a bachelor and lives alone \_\_\_\_\_ London.
  8. The carriage stopped \_\_\_\_\_ a little inn.
  9. I live \_\_\_\_\_ Torrington Lodge with my parents. But last night I stayed \_\_\_\_\_ a hotel \_\_\_\_\_ Norwood.
  10. Does the bus stop \_\_\_\_\_ Oxford?
  11. We first met \_\_\_\_\_ the Robinson's.
  12. It was noisy and stuffy \_\_\_\_\_ the restaurant.
  13. They'll arrive \_\_\_\_\_ Los Angeles at seven-fifteen.
  14. George arrived \_\_\_\_\_ home with a friend of his.
  15. What did you do when you arrived \_\_\_\_\_ the house and parked the car?

- 176**
1. How did you get \_\_\_\_\_ home? — \_\_\_\_\_ the 5.45 train.
  2. Would you like to ride \_\_\_\_\_ my bike? — All right, I'll get \_\_\_\_\_ the bike in a minute.
  3. I prefer going there \_\_\_\_\_ taxi.
  4. I remember going there \_\_\_\_\_ a car.
  5. I look forward to spending my holiday \_\_\_\_\_ a big ship.
  6. — Why are you going \_\_\_\_\_ foot? Why have you got \_\_\_\_\_ your bike?  
— There's something wrong with the wheel.
  7. Do you know where Tim is? — I saw him \_\_\_\_\_ Tom's car.
  8. Usually I walk \_\_\_\_\_ work. But this time I'm going there \_\_\_\_\_ bus.
  9. We expected him to arrive \_\_\_\_\_ road. But he came \_\_\_\_\_ rail instead.
  10. I've been \_\_\_\_\_ Madrid three times. Each time I went there \_\_\_\_\_ boat. This year I'm going there \_\_\_\_\_ my car.

11. Quick! Get \_\_\_\_\_ the bus. That's our stop.
12. Get \_\_\_\_\_ the ship. It's ready to leave.
13. All of us got \_\_\_\_\_ the taxi and we drove off.
14. Maria walks \_\_\_\_\_ school every day and rides home \_\_\_\_\_ the bus.
15. In summer I go \_\_\_\_\_ work \_\_\_\_\_ my bike.
16. I've never been \_\_\_\_\_ Rome.
17. I've been \_\_\_\_\_ Rome since Monday.
18. Our headmaster flies \_\_\_\_\_ California every winter.
19. I sent a résumé of the information \_\_\_\_\_ the office.
20. I only wanted to ask you how to get from here \_\_\_\_\_ the Strand.

**177**

1. Where are my gloves? – Perhaps you left them \_\_\_\_\_ the bus.
2. Mary passed me \_\_\_\_\_ her bicycle.
3. Do you prefer to travel \_\_\_\_\_ air or \_\_\_\_\_ train?
4. They didn't come \_\_\_\_\_ their car. They came \_\_\_\_\_ a taxi.
5. Liz usually goes \_\_\_\_\_ work \_\_\_\_\_ bus and Betty gets there \_\_\_\_\_ foot.
6. I saw him \_\_\_\_\_ John's yesterday.
7. The kitchen \_\_\_\_\_ John's house is small but comfortable.
8. I decided not to go \_\_\_\_\_ car. I went \_\_\_\_\_ the Underground instead.
9. The cheapest way to get there is \_\_\_\_\_ tube.
10. There's nothing like traveling \_\_\_\_\_ foot.
11. We traveled \_\_\_\_\_ the 7.15 train.
12. We had our seats \_\_\_\_\_ the front row.
13. I got \_\_\_\_\_ the taxi and asked the driver to take me \_\_\_\_\_ Trafalgar Square.
14. Shall we travel \_\_\_\_\_ your car or mine?
15. It'll be quicker to go \_\_\_\_\_ the car.
16. Are you leaving \_\_\_\_\_ the night train?
17. It'll be easier if I go \_\_\_\_\_ the train.
18. We'll get \_\_\_\_\_ the next stop.
19. They decided to go \_\_\_\_\_ coach.
20. The family arrived \_\_\_\_\_ the guest house \_\_\_\_\_ a taxi.

**178**

1. We'll have to hurry if we want to be \_\_\_\_\_ time for the lecture.
2. Don't be late \_\_\_\_\_ the competition please. We must begin \_\_\_\_\_ time.
3. He arrived \_\_\_\_\_ the wedding just \_\_\_\_\_ time.
4. The train is to be \_\_\_\_\_ 7.35, if it's \_\_\_\_\_ time.
5. If we don't take off \_\_\_\_\_ time, we won't get to San Francisco \_\_\_\_\_ time \_\_\_\_\_ our connection.

6. Sorry I'm late. I missed the bus, so I had to come \_\_\_\_\_ foot.
7. I've never been \_\_\_\_\_ a football match in my life.
8. I guess the man got \_\_\_\_\_ the room through the window.
9. Don't wait outside. Come \_\_\_\_\_ the house.
10. What time did you get \_\_\_\_\_ home last night?
11. What time are you going \_\_\_\_\_ home?
12. The train from Warsaw arrives \_\_\_\_\_ platform 2.
13. I felt excited when I first arrived \_\_\_\_\_ a foreign country.
14. What time did she arrive \_\_\_\_\_ work, I wonder?
15. Is he arriving \_\_\_\_\_ Moscow \_\_\_\_\_ the beginning of April or \_\_\_\_\_ the end?
16. \_\_\_\_\_ the end we decided to go \_\_\_\_\_ John's car.
17. I was \_\_\_\_\_ the football match last Saturday.
18. It was very hot \_\_\_\_\_ the theatre.

**179**

1. What's the reason \_\_\_\_\_ staying in bed. I'm much better today.
2. We should know the cause \_\_\_\_\_ your temperature.
3. A trip down south is a good solution \_\_\_\_\_ your health problem.
4. They say he's negligent of his duties. What's your attitude \_\_\_\_\_ it?
5. What's the advantage \_\_\_\_\_ being a half-timer?
6. Alice showed me the photograph \_\_\_\_\_ her fiancé.
7. Do you still have a key \_\_\_\_\_ the apartment?
8. There has been a decrease \_\_\_\_\_ the number of well-paid jobs lately.
9. Mr. Collins is away. He's traveling \_\_\_\_\_ business.
10. Don't be noisy! I'm \_\_\_\_\_ the phone.
11. Would you mind my paying \_\_\_\_\_ credit card?
12. I've got a check \_\_\_\_\_ \$200. Will that do?
13. We're going \_\_\_\_\_ a coach tour of Europe this summer.
14. There's nothing to watch \_\_\_\_\_ TV today, I'm afraid.
15. We waited for long, and \_\_\_\_\_ the end the time to board was announced.
16. I heard it \_\_\_\_\_ the radio this morning.
17. Sorry, I can't go with you. I've got an invitation \_\_\_\_\_ the exhibition.
18. You can ring me up. We are \_\_\_\_\_ the phone now.
19. There's a great difference \_\_\_\_\_ Marks & Spencer and Harrod's.
20. Where are the Williams going \_\_\_\_\_ their holidays, I wonder?

**180**

1. One advantage \_\_\_\_\_ this bike is that it is very cheap.
2. They were very upset \_\_\_\_\_ what had happened.
3. Nancy was annoyed \_\_\_\_\_ herself \_\_\_\_\_ forgetting his birthday.
4. She was a little surprised, though not shocked \_\_\_\_\_ the revelation.
5. The police are very suspicious \_\_\_\_\_ this man.

6. I haven't found a solution \_\_\_\_\_ this problem yet.
7. She was pleased \_\_\_\_\_ her birthday gift.
8. They are very excited \_\_\_\_\_ the good news.
9. The Greens are proud \_\_\_\_\_ their son.
10. Her children are polite \_\_\_\_\_ their grandfather.
11. He's just furious \_\_\_\_\_ me \_\_\_\_\_ spending so much money.
12. I'm not good \_\_\_\_\_ judging ages.
13. She tries to make some connections \_\_\_\_\_ the evening and the day.
14. The damage \_\_\_\_\_ the car wasn't too bad. It could have been worse.
15. Ned couldn't leave him \_\_\_\_\_ the holiday.
16. I'm fed up \_\_\_\_\_ Tom. He is so jealous \_\_\_\_\_ me.
17. There are many advantages \_\_\_\_\_ living \_\_\_\_\_ a big town.
18. I'm conscious \_\_\_\_\_ getting my hands dirty.

- 181**
1. I feel a bit excited \_\_\_\_\_ the wedding.
  2. I left my wallet \_\_\_\_\_ home. – That was silly \_\_\_\_\_ you.
  3. I was delighted \_\_\_\_\_ the advice he gave me.
  4. It's stupid \_\_\_\_\_ you to get annoyed \_\_\_\_\_ little things.
  5. There are no buses today. The drivers are \_\_\_\_\_ strike.
  6. Where did you go \_\_\_\_\_ your holiday last summer?
  7. I suggested that we should go \_\_\_\_\_ a tour around the city.
  8. There are many advantages \_\_\_\_\_ being a doctor.
  9. I was not surprised \_\_\_\_\_ his reaction \_\_\_\_\_ the increase \_\_\_\_\_ pay.
  10. That was unreasonable \_\_\_\_\_ you to send her a check \_\_\_\_\_ \$300.
  11. Should I pay \_\_\_\_\_ cash or \_\_\_\_\_ credit card?
  12. Nobody could argue with him. He had a reason \_\_\_\_\_ everything.
  13. I'm worried \_\_\_\_\_ my daughter because she is married \_\_\_\_\_ a man who is cruel \_\_\_\_\_ animals.
  14. I'm quite aware \_\_\_\_\_ the fact that he is jealous \_\_\_\_\_ me, but I'm engaged \_\_\_\_\_ him and I will marry \_\_\_\_\_ him.
  15. I'm not angry \_\_\_\_\_ you \_\_\_\_\_ accusing him, but I'm ashamed \_\_\_\_\_ it.
  16. Don't you feel fed up \_\_\_\_\_ teaching children every day?
  17. I'm quite furious \_\_\_\_\_ you. You are not polite \_\_\_\_\_ my mother.
  18. I'll find a solution \_\_\_\_\_ this problem and phone \_\_\_\_\_ you. – I'm afraid you won't be able to do it. We are not \_\_\_\_\_ the phone.
  19. He is not satisfied \_\_\_\_\_ the experiment. His attitude \_\_\_\_\_ the work is negative.
  20. The other day I saw an accident \_\_\_\_\_ television. The car was \_\_\_\_\_ fire. I was shocked \_\_\_\_\_ the damage \_\_\_\_\_ it.

- 182**
1. He's full \_\_\_\_\_ energy today.
  2. I'm not sure I'm capable \_\_\_\_\_ passing the test.
  3. I can't help but feel sorry \_\_\_\_\_ him.

4. That man is famous \_\_\_\_\_ his wonderful paintings.
5. She reached for the purse which was similar to hers.
6. We are very sorry \_\_\_\_\_ our mistake.
7. He frequently complained \_\_\_\_\_ the weather and \_\_\_\_\_ his pains in the leg.
8. Would you care \_\_\_\_\_ dessert, honey?
9. I don't care \_\_\_\_\_ that dress at all. It's similar \_\_\_\_\_ Jane's.
10. Take good care \_\_\_\_\_ the car, will you?
11. He doesn't care \_\_\_\_\_ the price of the necklace. He is a well-to-do man.
12. Are you still interested \_\_\_\_\_ the same subject?
13. Betty is quite fond \_\_\_\_\_ chocolate candy.
14. I'm short \_\_\_\_\_ stamps. Could you lend me some?
15. My report consists \_\_\_\_\_ three parts. I'd like you to concentrate \_\_\_\_\_ the second part.
16. Now she depends \_\_\_\_\_ her parents \_\_\_\_\_ money, but she is going to apply \_\_\_\_\_ a job next week.
17. In summer our town is different \_\_\_\_\_ what it is in winter. It's crowded \_\_\_\_\_ tourists.
18. I'm tired \_\_\_\_\_ seeing the sights. I'm not keen \_\_\_\_\_ going out today.

183

1. They are living \_\_\_\_\_ a very small income right now.
2. They are laughing \_\_\_\_\_ his funny answer.
3. What sort of shoes are you looking \_\_\_\_\_ ?
4. They will probably rely \_\_\_\_\_ us for some assistance.
5. What's happened \_\_\_\_\_ you? What are you smiling \_\_\_\_\_ ? What are you thinking \_\_\_\_\_ ?
6. She still dreamt \_\_\_\_\_ him sometimes. After those dreams she'd wake to the sound of her own moaning.
7. How much are you going to pay \_\_\_\_\_ the house?
8. Mr. Mors pays \_\_\_\_\_ many bills every month.
9. Have you heard \_\_\_\_\_ this music and art fair they are having next weekend?
10. So you are Maggie! We've been hearing \_\_\_\_\_ you. Never seen you, though.
11. We haven't heard \_\_\_\_\_ him for a long time.
12. My son phones \_\_\_\_\_ me once a week.
13. When she entered \_\_\_\_\_ the shop, she thought \_\_\_\_\_ applying \_\_\_\_\_ a job there.
14. I've been suffering \_\_\_\_\_ all the illnesses imaginable.
15. They searched \_\_\_\_\_ the flat \_\_\_\_\_ drugs but didn't find anything.

16. I shouted \_\_\_\_\_ her because she hadn't kept her promise to look \_\_\_\_\_ the flowers.
17. What do you think \_\_\_\_\_ her husband? I don't think much \_\_\_\_\_ him.
18. Do you ever think \_\_\_\_\_ your former boyfriend? — I don't think \_\_\_\_\_ him much.

- 184**
1. For a week she lived \_\_\_\_\_ fruit and vegetables.
  2. I'd never deceive you. I wouldn't dream \_\_\_\_\_ it.
  3. I spent two hours \_\_\_\_\_ my lessons for the next day.
  4. My little brother died \_\_\_\_\_ diphtheria.
  5. Do you ever suffer \_\_\_\_\_ stomachaches?
  6. How much did you pay \_\_\_\_\_ the car?
  7. He depends \_\_\_\_\_ his sister \_\_\_\_\_ assistance.
  8. People think \_\_\_\_\_ computers as being devices that calculate.
  9. Everybody was surprised \_\_\_\_\_ our calm.
  10. If you think \_\_\_\_\_ anything else, ring up this number. It may help to catch the thief.
  11. Mary shouted \_\_\_\_\_ us to come in and make ourselves comfortable.
  12. Mason was deeply shocked \_\_\_\_\_ Mary's death.
  13. I hate being laughed \_\_\_\_\_.
  14. When I return home, I take care \_\_\_\_\_ many little things around the house.
  15. I half-believe \_\_\_\_\_ horoscopes.
  16. Which of these purses belong \_\_\_\_\_ Jane?
  17. I'm \_\_\_\_\_ contact \_\_\_\_\_ a number of libraries.
  18. We never thought she would fall \_\_\_\_\_ love \_\_\_\_\_ Hosmer Angel.

- 185**
1. Could you explain \_\_\_\_\_ me how to play golf?
  2. He left \_\_\_\_\_ work \_\_\_\_\_ home to borrow \$10 \_\_\_\_\_ his parents.
  3. I congratulated my friend \_\_\_\_\_ finishing the book.
  4. We spend most of the money \_\_\_\_\_ food.
  5. What! The police accused my boyfriend \_\_\_\_\_ the robbery! I must do something \_\_\_\_\_ it.
  6. I regard my dog \_\_\_\_\_ my best friend.
  7. I thanked Betsy \_\_\_\_\_ inviting me \_\_\_\_\_ her engagement.
  8. We were delighted \_\_\_\_\_ the hotel. They provided us \_\_\_\_\_ everything we needed.
  9. Mummy, Billy asks me \_\_\_\_\_ a loan. Could you explain the meaning of the word \_\_\_\_\_ me?
  10. I spend a lot of time \_\_\_\_\_ knitting.
  11. He is always asking \_\_\_\_\_ silly questions.
  12. I warned them \_\_\_\_\_ buying this drug.

13. You know I warned you \_\_\_\_\_ a possible failure.
14. His relatives blamed the accident \_\_\_\_\_ me.
15. He died \_\_\_\_\_ a heart attack and everybody blamed his wife \_\_\_\_\_ it.
16. He tried to cut the apple \_\_\_\_\_ five equal parts.
17. The secretary reminded her boss \_\_\_\_\_ the appointment at 9.15.
18. You remind me \_\_\_\_\_ my sister. She is also blond and wears her hair long.
19. I prefer vegetables \_\_\_\_\_ fruit.
20. I bought an alarm system this morning to protect the house \_\_\_\_\_ robbery.

- 185**
1. All the children in the asylum were divided \_\_\_\_\_ five age groups.
  2. I wouldn't like to borrow money \_\_\_\_\_ my friends.
  3. You'll have to ask someone \_\_\_\_\_ help.
  4. We blamed the railway company \_\_\_\_\_ the delay.
  5. He was charged \_\_\_\_\_ selling stolen goods and later was sentenced \_\_\_\_\_ 2 years' imprisonment.
  6. She always had her umbrella with her to protect her \_\_\_\_\_ the sun.
  7. Your flat looks shabby. You ought to do something \_\_\_\_\_ it.
  8. I'd like to congratulate you \_\_\_\_\_ our success.
  9. Don't point your gun \_\_\_\_\_ me. I'm not afraid \_\_\_\_\_ you.
  10. He liked the dog and he threw some meat and bones \_\_\_\_\_ it.
  11. He didn't like the dog and threw a stone \_\_\_\_\_ it.
  12. I never spend much money \_\_\_\_\_ clothes.
  13. Jennifer reminds me \_\_\_\_\_ a girl I was at school with.
  14. Can you explain the essence of this rule \_\_\_\_\_ me?
  15. I quite agree \_\_\_\_\_ you that television is to blame \_\_\_\_\_ the increase \_\_\_\_\_ violent crime.
  16. I blame \_\_\_\_\_ the economic situation in this country \_\_\_\_\_ the president.
  17. You can borrow such a book \_\_\_\_\_ our library.
  18. My wife always accuses me \_\_\_\_\_ being light-minded.
  19. Is it difficult to translate from Russian \_\_\_\_\_ English?
  20. I must warn you \_\_\_\_\_ going \_\_\_\_\_ New York \_\_\_\_\_ plane.

- 187**
1. I thought \_\_\_\_\_ being a sports reporter.
  2. I don't think much \_\_\_\_\_ his letter.
  3. Why do you always think the worst \_\_\_\_\_ me?
  4. Did you like the party? What did you think \_\_\_\_\_ it?
  5. What are you thinking \_\_\_\_\_? — I'm thinking \_\_\_\_\_ the play I saw last night.
  6. Have you thought \_\_\_\_\_ studying medicine?
  7. I must say I thought better \_\_\_\_\_ you.

8. I suppose it's obvious when you stop and think \_\_\_\_\_ it.
9. If you think \_\_\_\_\_ anything else, ask the lady here.
10. A new method, so far as he knew, had never been thought \_\_\_\_\_ before.
11. – Tom is thinking \_\_\_\_\_ emigrating. What do you think \_\_\_\_\_ the idea?  
– I think it's a stupid idea. He should stay where he is and think \_\_\_\_\_ his future career.
12. Do you think much \_\_\_\_\_ his performance?
13. I wish I had thought \_\_\_\_\_ it earlier.
14. I always think the best \_\_\_\_\_ everyone.
15. If you think \_\_\_\_\_ it, the article has the same drawbacks.
16. Come to think \_\_\_\_\_ it, I've been here before.

- 188**
1. I'm sorry \_\_\_\_\_ your husband.
  2. I'm sorry \_\_\_\_\_ forgetting the tickets.
  3. I'm sorry \_\_\_\_\_ the tickets.
  4. In my youth I dreamt \_\_\_\_\_ honors.
  5. What did you dream \_\_\_\_\_ last night?
  6. – You wouldn't go to the party without me, would you?  
– Of course not. I wouldn't dream \_\_\_\_\_ it.
  7. Thank you for the call. It's nice to hear \_\_\_\_\_ you again.
  8. Do you want to hear \_\_\_\_\_ my exams?
  9. Is it a small town? I've never heard \_\_\_\_\_ it.
  10. Are you thirsty? Would you care \_\_\_\_\_ something to drink?
  11. I don't care \_\_\_\_\_ your problems. I'm not interested.
  12. Lots of people care \_\_\_\_\_ elderly relatives.
  13. I didn't care \_\_\_\_\_ the film. I didn't like it at all.
  14. Did you like the play? What did you think \_\_\_\_\_ it?
  15. I'm thinking \_\_\_\_\_ going to university next year.
  16. She thought \_\_\_\_\_ Den simply as an old chum.
  17. You're so gloomy. Are you still thinking \_\_\_\_\_ Ann?

- 189**
1. I'd hate to get old without anyone to care \_\_\_\_\_ me.
  2. Would you like to pay \_\_\_\_\_ check or \_\_\_\_\_ cash?
  3. Where are you going \_\_\_\_\_ your holidays this year?
  4. What are you annoyed \_\_\_\_\_?
  5. You are very different \_\_\_\_\_ your brother.
  6. You must be pretty disappointed \_\_\_\_\_ your exam results.
  7. You are responsible \_\_\_\_\_ the order in the classroom.
  8. I'm hopeless \_\_\_\_\_ maths.
  9. I always dreamt \_\_\_\_\_ being famous when I was younger.
  10. What does it mean if you dream \_\_\_\_\_ a fire?

11. I ran \_\_\_\_\_ Lewis in Upper Street yesterday.
12. How can you blame the accident \_\_\_\_\_ the stewardess?
13. Linda had to remind Dave \_\_\_\_\_ the CD she gave him last month.
14. Jane isn't \_\_\_\_\_ work. She's \_\_\_\_\_ holiday.
15. Was the train late? – No, it was \_\_\_\_\_ time.
16. There's a drunkard \_\_\_\_\_ the bus stop. He is shouting \_\_\_\_\_ everybody. You should do something \_\_\_\_\_ it.

- 190**
1. Why were you so rude \_\_\_\_\_ the trustee?
  2. Are you afraid \_\_\_\_\_ spiders?
  3. I entirely agree \_\_\_\_\_ you. I'll have to go \_\_\_\_\_ a strict diet.
  4. The police were furious \_\_\_\_\_ me \_\_\_\_\_ telling them nothing \_\_\_\_\_ the connection \_\_\_\_\_ Mr. Hosmer Angel.
  5. I'm short \_\_\_\_\_ money and I can't pay \_\_\_\_\_ the bill.
  6. I'm sorry \_\_\_\_\_ the smell in this room. It's just been painted.
  7. I wasn't looking where I was going and bumped \_\_\_\_\_ a lamppost.
  8. One advantage \_\_\_\_\_ this car is that it is very cheap.
  9. She is scared \_\_\_\_\_ the dark.
  10. What! You've spent so much money \_\_\_\_\_ books!
  11. Are they blaming you \_\_\_\_\_ the accident?
  12. No one congratulated them \_\_\_\_\_ the great victory.
  13. Jane usually goes \_\_\_\_\_ work \_\_\_\_\_ her bike.
  14. What time did they arrive \_\_\_\_\_ work?
  15. My house is just \_\_\_\_\_ the end of the street.
  16. Have you phoned \_\_\_\_\_ your parents this month?

- 191**
1. We'll try to find somebody to take care \_\_\_\_\_ the children, while we are \_\_\_\_\_ work.
  2. \_\_\_\_\_ the end of the day we went \_\_\_\_\_ a cafe \_\_\_\_\_ a cup of coffee.
  3. You must pay \_\_\_\_\_ taxes \_\_\_\_\_ time.
  4. I'm excited \_\_\_\_\_ opening the presents \_\_\_\_\_ Christmas Day.
  5. My father never showed if he was disappointed \_\_\_\_\_ me.
  6. I'll agree \_\_\_\_\_ your proposal if you reduce the price.
  7. Do you believe \_\_\_\_\_ ghosts?
  8. They are very keen \_\_\_\_\_ golf.
  9. This man over there reminds me \_\_\_\_\_ someone I know.
  10. Can you see the sign warning drivers \_\_\_\_\_ the danger?
  11. I'm very sorry \_\_\_\_\_ shouting \_\_\_\_\_ you.
  12. I'm fed up \_\_\_\_\_ my job.
  13. She is usually late, but I hope she'll be \_\_\_\_\_ time this evening.
  14. Ann is very different \_\_\_\_\_ her sister.
  15. I was tired when we arrived \_\_\_\_\_ home.
  16. Turn left \_\_\_\_\_ the traffic lights.

1. They live \_\_\_\_\_ the tenth floor.
2. Now we are \_\_\_\_\_ the last page of the book.
3. The big white house \_\_\_\_\_ the corner is ours.
4. He borrows \_\_\_\_\_ absolutely everyone.
5. There was a potted geranium on the mantelpiece, and I threw this across the room \_\_\_\_\_ him.
6. Ethel's birthday came \_\_\_\_\_ the end of the month, and I forgot about it.
7. I considered taking the job but \_\_\_\_\_ the end I decided against it.
8. There was a lot of traffic but we managed to get \_\_\_\_\_ the airport \_\_\_\_\_ time.
9. He reminded me \_\_\_\_\_ posting the letter.
10. I can't think \_\_\_\_\_ an answer \_\_\_\_\_ him.
11. She was satisfied \_\_\_\_\_ her role in the family.
12. His daughter's never taken advantage \_\_\_\_\_ his kindness.
13. Who is to blame \_\_\_\_\_ their divorce?
14. It was a firm I had never heard \_\_\_\_\_.
15. They accuse me \_\_\_\_\_ making a noise \_\_\_\_\_ night.
16. He asked \_\_\_\_\_ us \_\_\_\_\_ a loan. But our bank couldn't provide him \_\_\_\_\_ it.
17. — We are to leave \_\_\_\_\_ London in a week but the money hasn't come yet.  
— Don't worry \_\_\_\_\_ it. It will arrive \_\_\_\_\_ time.
18. Now the open serenity of Martha's face contrasted \_\_\_\_\_ the expression she saw daily \_\_\_\_\_ the train.
19. That's O.K. You needn't apologize \_\_\_\_\_ me \_\_\_\_\_ your cat.
20. I'm very impressed \_\_\_\_\_ her acting.

1. He paid \_\_\_\_\_ his bills \_\_\_\_\_ cheque.
2. Our need \_\_\_\_\_ money has been rising since we got married.
3. He complains \_\_\_\_\_ me \_\_\_\_\_ the phone and asks me all the time: "Where is that girl? What in hell's going on?"
4. "You haven't asked me, Don," he said. Her breathing quickened. "I don't think \_\_\_\_\_ him much any more."
5. At least she didn't have to worry \_\_\_\_\_ her weight. Her husband didn't care \_\_\_\_\_ those things either.
6. She glanced \_\_\_\_\_ the rear-view mirror.
7. He stopped her \_\_\_\_\_ the corridor to congratulate her \_\_\_\_\_ winning the scholarship.
8. What do you think \_\_\_\_\_ his car? I don't think much \_\_\_\_\_ it.
9. He's excited \_\_\_\_\_ his new job.
10. Is she fond \_\_\_\_\_ French food?
11. He was quite pleased \_\_\_\_\_ the results.

12. How can you live \_\_\_\_\_ \$60 a month?
13. They were very polite \_\_\_\_\_ us \_\_\_\_\_ the meeting.
14. As the bus came round the corner, it collided \_\_\_\_\_ a van.
15. Why is Charles so upset \_\_\_\_\_ his holiday?
16. They arrived \_\_\_\_\_ the train station late.
17. They always depend \_\_\_\_\_ our assistance.
18. He's always tired \_\_\_\_\_ the end of the day.
19. Why are you so annoyed \_\_\_\_\_ me?
20. They came \_\_\_\_\_ New York \_\_\_\_\_ the 7:30 train.

**194**

1. John seldom comes to class \_\_\_\_\_ time.
2. Sometimes I do my lessons \_\_\_\_\_ the bus.
3. We sent the letter to them \_\_\_\_\_ airmail.
4. \_\_\_\_\_ the end, the police caught the thief.
5. I came \_\_\_\_\_ time for the second part of the movie.
6. They blamed the accident \_\_\_\_\_ me and I had to pay \_\_\_\_\_ the damage \_\_\_\_\_ the camera.
7. If you can't pay \_\_\_\_\_ cash, you can pay \_\_\_\_\_ credit card.
8. I don't mind going \_\_\_\_\_ car but I don't want to go \_\_\_\_\_ your car.
9. The train was late but nobody knew the reason \_\_\_\_\_ the delay.
10. What's the advantage \_\_\_\_\_ traveling by car?
11. I was surprised \_\_\_\_\_ the reaction \_\_\_\_\_ my suggestion.
12. She knew she still sounded grudging, even critical, and was annoyed \_\_\_\_\_ herself again.
13. She began to be ashamed \_\_\_\_\_ her thoughts.
14. She doesn't care \_\_\_\_\_ her parents except when she's broke.
15. We advertised it \_\_\_\_\_ the front page of *The Times*.
16. I can't think \_\_\_\_\_ an answer \_\_\_\_\_ you.
17. I think you'll be surprised \_\_\_\_\_ the warm welcome you will receive.
18. I was conscious \_\_\_\_\_ being watched.
19. I didn't dream \_\_\_\_\_ anything at all last night.
20. The past is dead. There's no more to be done \_\_\_\_\_ it.

**195**

1. In those days we had to wash our clothes \_\_\_\_\_ hand.
2. A number of people have complained \_\_\_\_\_ the noise this night.
3. Get out! You don't care \_\_\_\_\_ me. You men are a dime a dozen.
4. How many books do you read \_\_\_\_\_ holiday?
5. Don't ask stupid questions. I want to go to London. That's why I'm \_\_\_\_\_ this train.
6. Rick and Daisy blamed themselves \_\_\_\_\_ the collision.
7. Unfortunately, Rosie didn't get \_\_\_\_\_ the station \_\_\_\_\_ time.

8. He had to go to his friend's wedding and was a bit annoyed \_\_\_\_\_ wasting the concert tickets for the "Spice Girls".
9. \_\_\_\_\_ the tone she put into her last words they realized for the first time that she wasn't pleased \_\_\_\_\_ them.
10. She was surprised \_\_\_\_\_ the price of the dishes. She had heard \_\_\_\_\_ these things, but had never ordered them.
11. She had applied \_\_\_\_\_ the cheapest kind of places without success. She even applied for work \_\_\_\_\_ a waitress \_\_\_\_\_ a small restaurant, but they wanted an experienced girl.
12. Like most beautiful women she is jealous: she is even jealous \_\_\_\_\_ her own daughter.
13. The workman getting \_\_\_\_\_ the bus \_\_\_\_\_ the corner noticed a flock of birds and an old woman who seemed unconscious \_\_\_\_\_ them.
14. You are \_\_\_\_\_ the wrong train, sir.
15. It's not always easy to amuse oneself \_\_\_\_\_ holiday.
16. Unfortunately Rosie didn't get to the station \_\_\_\_\_ time.
17. When do I have to pay \_\_\_\_\_ the bill?
18. He doesn't seem to care \_\_\_\_\_ the impression.
19. He's the partner I've never heard \_\_\_\_\_.
20. I'm thinking \_\_\_\_\_ selling my car.

**196** Bulling often starts when people pick on something that's different \_\_\_\_\_ others. If somebody takes a dislike \_\_\_\_\_ you they make your life hell. They laugh \_\_\_\_\_ you, hit, kick, pinch and it doesn't matter if you're fat or thin, pretty or ugly.

A 14-year-old pupil, Kate, says that she feels capable \_\_\_\_\_ committing suicide. She doesn't know why she got bullied. Sometimes she was accused \_\_\_\_\_ listening \_\_\_\_\_ a different style of music. It was not just the same people bullying her all the time. When one group of friends got fed up \_\_\_\_\_ picking on her, another would start.

She suffered \_\_\_\_\_ it much. They made fun \_\_\_\_\_ her, they shouted \_\_\_\_\_ her, hit and beat. She was scared \_\_\_\_\_ them and felt capable \_\_\_\_\_ committing suicide. She felt no one cared \_\_\_\_\_ her and there was no point \_\_\_\_\_ living. But then she started thinking \_\_\_\_\_ her mum and dad and how they would feel if she died. Her parents were really worried \_\_\_\_\_ her.

Knowing what to do if you are a victim \_\_\_\_\_ bulling is difficult. Most victims feel very isolated. Finding a solution \_\_\_\_\_ the problem isn't easy. It's important to know the causes \_\_\_\_\_ becoming bullies, why people are cruel \_\_\_\_\_ others. Bullies are nearly always cowards. They get satisfaction \_\_\_\_\_ hurting people who are usually weaker than they are. They are often jealous \_\_\_\_\_ their victims or something the victim is good \_\_\_\_\_.

The golden rule if you are being bullied is to talk \_\_\_\_ someone you can trust \_\_\_\_\_. Keeping things secret is the bullies' biggest weapon \_\_\_\_ you.

Finally if you are being bullied you are not alone. Napoleon, Churchill, Madonna were all bullied while \_\_\_\_\_ school.

**197** Hanson thought that Carrie would be satisfied \_\_\_\_ her work. But there was an air \_\_\_\_ Carrie which showed that she was tired \_\_\_\_ the work and was disappointed \_\_\_\_ it. "What sort \_\_\_\_ work is it?" he asked Carrie before going \_\_\_\_ the bathroom.

"Running a machine," answered Carrie.

It was clear that he was interested \_\_\_\_ her work only \_\_\_\_ the practical side. She was surprised \_\_\_\_ his reaction \_\_\_\_ what she said. Now she began to be aware \_\_\_\_ the fact that she was expected to work on and say nothing. She knew she was to pay four dollars \_\_\_\_ her board and room and now she felt that it would be gloomy to live with these people.

She was very young and had some imagination. She could think \_\_\_\_ places she would like to visit. But no one here was keen \_\_\_\_ her thoughts and feelings.

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