



**Современный
Гуманитарный
Университет**

Дистанционное образование

Рабочий учебник

Фамилия, имя, отчество _____

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Номер контракта _____

**ПРАКТИЧЕСКИЙ КУРС ВТОРОГО
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
БАЗОВЫЙ КУРС**

ЮНИТА 7

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учебных заведений

ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА

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Рассматриваются следующие темы: компьютеры, закон и порядок, политика и другие. Сопровождается грамматическим комментарием.

Для студентов факультета лингвистики СГУ

Юнита соответствуют образовательной профессиональной программе №1

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* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ТЕМАТИЧЕСКИЙ ПЛАН

Компьютеры. Телефонная беседа. Звонок в справочную службу.
Международные звонки. Деловая беседа. Заказ услуг по телефону.
Закон и порядок. Полиция. Нарушение закона.
Суд. Наказание. Преступление и преступники.
Политика. Выборы. Успех, провал и трудности.

Грамматический комментарий

Придаточные предложения условия второго типа. Придаточные предложения условия третьего типа. Нереальные ситуации. The Present Perfect Continuous Tense. Past Perfect Continuous Tense.

ЛИТЕРАТУРА

Базовая литература

1. Soars, J., Soars, L. *Headway. Student's Book. Pre-Intermediate*. Oxford, 1996.
2. Soars, J., Soars, L. *Headway. Teacher's Book, Pre-Intermediate*. Oxford, 1995.
3. Soars, J., Soars, L. *Headway. Workbook. Elementary*. Oxford, 1994.
4. Soars, J., Soars, L. *Headway. Workbook. Intermediate*. Oxford, 1994.
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Дополнительная литература

1. Выборова Г. Е., Махмуриян К. С., Мельчина О. П., *Easy English*. М., 1994.
2. Diana Z. Fried-Booth. *Preliminary English Test*. Harlow, 1997.
3. *English Vocabulary in Use*. Cambridge, 1997.
4. Hartley, B., Viney, P., *Streamline English*. Oxford, 1996.
5. Hashemi, L., Thomas, B., *Cambridge Practice Tests for PET*. Cambridge, 1997.
6. O'Connor, J. D., Fletcher, C. *Sound English*. Harlow, 1994.

Примечание. Знаком (*) отмечены работы, на основе которых составлен научный обзор.

ПЕРЕЧЕНЬ УМЕНИЙ

№ п/п	Наименование	Содержание
1	Образование существительных, обозначающих людей, от абстрактных существительных, указывающих на политические убеждения, при помощи суффикса –ist	<ol style="list-style-type: none"> 1.Переведите существительное на русский язык. 2.Определите суффикс абстрактного существительного. 3.Замените суффикс абстрактного существительного на суффикс -ist и образуйте новое существительное. 4.Переведите новое существительное на русский язык.
2	Произношение телефонного номера на английском языке	<ol style="list-style-type: none"> 1.Определите, из каких цифр состоит телефонный номер. 2.Определите, как произносится каждая цифра, обратите внимание, что 0 произносится как [əʊ], а две одинаковые цифры, стоящие рядом, произносятся как 'double – цифра'. Составьте транскрипции цифр. 3.Произнесите телефонный номер, называя одну цифру за другой, но не забывайте про 0 и двойные цифры. Напишите транскрипцию телефонного номера.
3	Употребление глаголов в предложении условия второго типа	<ol style="list-style-type: none"> 1.Определите главное и придаточное предложения. 2.Определите сказуемые главного и придаточного предложений. 3.Поставьте сказуемое главного предложения в форму would + инфинитив смыслового глагола без частицы to. 4.Поставьте сказуемое придаточного предложения в форму Past Simple (если сказуемым является вспомогательный глагол to be, то вместо was используется were). 5.Употребите глаголы в соответствующих формах в предложении.

п/ п	Наименование	Содержание
4	Образование формы Present Perfect Continuous глагола в предложении	1. Определите подлежащее и сказуемое предложения. 2. Определите, является ли подлежащее местоимением или существительным. 3. Определите число существительного, число и лицо местоимения. 4. Образуйте форму Present Perfect глагола to be, соответствующую форме подлежащего (have/has + been). 5. Образуйте причастие настоящего времени от сказуемого при помощи суффикса –ing. 6. Образуйте форму Present Perfect Continuous, прибавив причастие настоящего времени смыслового глагола к соответствующей форме Present Perfect глагола to be. 7. Употребите глагол в форме Present Perfect Continuous в предложении.

ПРИМЕРЫ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ НА УМЕНИЯ

1. *Образуйте существительное, обозначающее человека, от абстрактного существительного communism (socialism, fascism) при помощи суффикса -ist.*

1. Коммунизм (социализм, фашизм)
2. Суффикс -ism
3. Communist (socialist, fascist)
4. Коммунист (социалист, фашист)

2. *Произнесите телефонный номер: 103-35-71*

1. Номер состоит из следующих цифр: 1, 0, 3, 5 и 7.

2. 1 – [wʌn]

0 – [əʊ]

3 – [θri:]

5 – [faɪv]

7 – [sevən]

33 – [dʌbl θri:]

3. [wʌn – əʊ – dʌbl θri: – faɪv – sevən – wʌn]

3. *Употребите глаголы в скобках в правильных формах в предложении: If Ann (live) in the country, she (buy) a little cottage.*

1. Главное предложение: she (buy) a little cottage
Придаточное предложение: If Ann (live) in the country.
2. Сказуемое главного предложения: buy
Сказуемое придаточного предложения: live
3. would buy
4. lived
5. If Ann lived in the country, she would buy a little cottage.

4. *Образуйте форму Present Perfect Continuous глагола в скобках в предложении: The boy (ride) horses since he was three.*

1. Подлежащее – the boy , сказуемое – ride
2. The boy – существительное
3. The boy – существительное, ед. число
4. Has been
5. Riding
6. Has been riding
7. The boy has been riding horses since he was three.

Essential Vocabulary / Глоссарий

to achieve	достигать
achievement [ə'tʃi:vmənt]	достижение
to benefit ['benɪfɪt]	приносить пользу, прибыль
by-product	побочный продукт
to conquer ['kɒŋkə]	завоевать, покорить
curiosity [kjʊəri'ɒsɪtɪ]	любопытство
curious ['kjʊəriəs]	любопытный
deliberate [dɪ'lɪbəreɪt]	намеренный, намеренный
desire [dɪ'zaɪə]	желание
to deteriorate [dɪ'tɪəriəreɪt]	разрушаться, портиться
to direct [dɪ'rekt]	направлять
the earth	Земля (как планета)
to exist	существовать
to float	парить
the globe [gləʊb]	земной шар
gravity ['grævɪtɪ]	гравитация
hard-headed ['hɑ:d'hedɪd]	практичный
to head	возглавлять
to house	давать пристанище, приютить
human ['hju:mən]	человеческий
luxury ['lʌkʃəri]	роскошь, предмет роскоши
mad [mæd]	сумасшедший
to drive smb mad	свести кого-либо с ума
mankind	человечество
the moon [mu:n]	Луна
necessity [nɪ'sesɪtɪ]	необходимость, предмет необходимости
orbit ['ɔ:bɪt]	орбита
to orbit	двигаться по орбите
output ['aʊtpʊt]	продукция, производительность
pasture ['pɑ:stʃə]	пастбище
permanent	постоянный
priority [praɪ'ɒrɪtɪ]	приоритет
proof [pru:f]	доказательство
to provide [prə'vaɪd]	обеспечивать
to reflect [rɪ'flekt]	отражать
to restrict [rɪ'strɪkt]	ограничивать

restricted [rɪ'strɪktɪd]	ограниченный
rotation [rəʊ'teɪʃn]	вращение
to rotate [rəʊ'teɪt]	вращаться
satellite ['sætələɪt]	сущ. спутник, прил. спутниковый
sensible ['sensəbl]	разумный, здравомыслящий
to settle ['setl]	поселиться
settlement ['setlmənt]	поселение
settler ['setlə]	поселенец
solar ['səʊlə]	солнечный
space	космос
to spin	вращаться
to summon	созывать
terrestrial	земной
tiny	крошечный
transparent	прозрачный
tube	труба, тоннель
the universe	вселенная
wheel	колесо

VOCABULARY WORK / РАБОТА СО СЛОВАРЕМ COMPUTERS / КОМПЬЮТЕРЫ

Exercise 1. *Memorise the following words and expressions.
Запомните следующие слова и выражения.*

A. Hardware and Software / Части компьютера (техническое обеспечение) и программное обеспечение

VDU (video display unit) = monitor	монитор
screen	экран
central processing unit	процессор
laser printer	лазерный принтер
mouse	мышь
keyboard	клавиатура
laptop	компьютер ноутбук
software	программное обеспечение
hard disc	жесткий диск
floppy disc	дискета
disc drive	дисковод
CD-ROM (Compact Disc Read Only Memory)	CD-ром
word processor	текстовый редактор
word processing	работа с текстами

spreadsheet	программа для работы с цифрами и финансовой информацией
database	база данных
graphic	1. графический редактор; 2. график, иллюстрация

B. Operating a Computer / Работа на компьютере

to plug in	подключить питание
to unplug	отключить питание
to switch on	включить
to switch off	выключить
to insert a floppy disc into the disc drive	вставить дискету в дисковод
to click on icons	щелкать (мышью) по картинкам (пиктограммам)
to open a document	открыть документ
to save the data	сохранить данные
to print	печатать
to cut	вырезать
to copy	копировать

C. Important Vocabulary / Важные слова

Computer-literate	обладающий компьютерной грамотностью
USER-friendly	легкий в обращении, использовании
the internet	интернет
network	сеть
e-mail (electronic mail)	электронная почта
fax machine	факс
memory	память
to go down	сломаться, перестать работать
bug = virus	компьютерный вирус
back-up copy	запасная копия на дискете

Exercise 2. *Add another word, abbreviation, or part of a word, to complete common 'computer' words and phrases.*

Допишите распространенные слова и выражения, связанные с компьютерами.

- | | |
|-----------------|---------------------|
| 1. soft ware | 7. a computer |
| 2. a word | 8.-ROM |

- | | |
|------------------|-----------------|
| 3. floppy | 9. laser |
| 4.-friendly | 10. lap..... |
| 5.-literate | 11. spread..... |
| 6. key..... | 12.-mail |

Exercise 3. Complete the text about using a computer for word processing.

Заполните пропуски в тексте об использовании компьютеров для работы с текстами.

back-up (x2), cut, graphics (x2), printed, computer, save (x2), down

I wrote a report on the (1) *computer* this morning. When I finished, I (2)_____ out two copies - one for me and one for my boss. Then, without any warning, the computer went (3)_____, and I lost the whole document. This is very unusual because normally I (4)_____ the data while I'm writing and then make a (5)_____ copy when I have finished; this morning I forgot.

Anyway, I gave the report to my boss, hoping that she would not ask me to change it in any way. She did. She thought it was a bit long and said it would be better if I used more (6)_____ to illustrate some of the written information. She also thought it would make the report look more attractive.

I went back and rewrote most of the report when the computer was OK, only I (7)_____ part of the middle section which was rather repetitive, and I added extra (8)_____ as my boss advised. It did look better by the time I'd finished, and this time I remembered to (9)_____ it and make a (10)_____ copy.

EVERYDAY ENGLISH / ПОВСЕДНЕВНЫЙ АНГЛИЙСКИЙ TELEPHONING / ТЕЛЕФОННАЯ БЕСЕДА

Exercise 1. Saying telephone numbers. / Произношение телефонных номеров.

а) В английском языке телефонные номера произносятся по одной цифре.

Например: 71: seven one (**не** seventy-one)

“0” произносится [эʊ]

Две одинаковые цифры, например, 33 читаются «double three» (двойная тройка).

b) Прочтите следующие телефонные номера, делая паузы в речи, соответствующие паузам на письме.

Practise saying the following telephone numbers.

0719274863 092784098 633488 06144501277

What is *your* phone number?

c) Запомните следующие выражения и сферу их употребления.

52902 (**не** Here is 52902 или This is 52902)

В Британии часто принято называть свой номер телефона при ответе на звонок.

This is John. (**не** Here is John или I'm John).

Это Джон – собеседнику могут назвать свое имя во время телефонной беседы.

Could I speak to Ann Baker? Могу я поговорить с Энн Бейкер?

(**не** with Ann Baker)

Is that Mike?

Это Майк?

Примечание: О себе, своем номере телефона и т.д. следует говорить «this», о том, кто находится на другом конце провода: «that».

I'm afraid he's out.

Боюсь, его сейчас нет.

Can I take a message?

Что ему (ей) передать?

(дословно: могу я принять сообщение?)

Hold on.

Подождите, не вешайте трубку.

I'll connect you.

Сейчас я вас соединю.

I'm putting you through. }

Speaking.

Это я. (Когда вы просите подозвать кого-либо и этот человек оказывается у телефона.)

Exercise 2. a) Прочитайте и прослушайте диалоги.

Three Phone Calls

1) A: Hello. 52902.

B: Hello, Peter. This is John.

A: Hi, John. How are you?

B: Fine, thanks. And you?

A: All right. Did you have a nice weekend? You went away, didn't you?

B: Yes, we went to see some friends who lived in the country. It was lovely. We had a good time.

A: Ah, good.

B: Peter, could you do me a favour? I'm playing squash tonight, but my racket's broken. Could I borrow yours?

A: Sure, that's fine.

B: Thanks a lot. I'll come and get it in half an hour, if that's OK.

A: Yes. I'll be in.
B: OK. Bye.
A: Bye.

- 2) A: Hello. International School of English.
B: Hello. Could I speak to Ann Baker, please?
A: Hold on. I'll connect you.
C: Hello.
B: Hello. Can I speak to Ann Baker, please?
C: Speaking.
B: Ah, hello. I saw your advertisement about English classes in a magazine. Could you send me some information, please?
C: Certainly. Can I just take some details? Could you give me your name and address, please?
- 3) A: Hello. 755987.
B: Hello. Is that Mike?
A: No. I'm afraid he's out at the moment. Can I take a message?
B: Yes, please. Can you say that Jim phoned, and I'll try again later. Do you know what time he'll be back?
A: In about an hour, I think.
B: Thanks. Goodbye.
A: Goodbye.

b) *Ответьте на вопросы.*

You will hear three telephone conversations. Listen, and for each one say:

- who is speaking to who
- what about
- how well they know each other.

Exercise 3. Ролевая игра.

Разбейтесь на пары. Изучите информацию на своей карточке. Составьте диалог.

STUDENT A

Phone number: 322 4987

Information

You're at home. It's 7.00 in the evening. You're watching TV. You've already done your homework. It was the vocabulary exercise on page 108 of *Headway Pre-Intermediate*.

Decision

What are you doing for the rest of the evening? Going out? Staying in?

The phone call

Your friend B, who's in the same class as you, is going to phone. When the phone rings, pick it up and say your number.

STUDENT B

Information

You're at home. It's 7.00 in the evening. It's time to do tonight's English homework, but you have a problem. You've forgotten what it is, and you've left your copy of *Headway Pre-Intermediate* at school. You're going to phone your friend A, who's in the same class.

Decision

What are you doing for the rest of the evening? If you need to borrow a copy of *Headway Pre-intermediate*, could you go round to A's house? What time?

The phone call

Phone A. A will start the conversation. Ask *How are you?* and have a little chat before you ask about the homework. Say *I've forgotten what tonight's homework is. Do **you** know?*

Training / Тренинговые задания

Перед выполнением задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. Answer the questions. / Ответьте на вопросы.

- 1) Do you have a computer at home?

- 2) Do you use computers at school (university) work?

- 3) What do you use them for?

- 4) Are you computer-literate?

- 5) What software programmes are you familiar with?

- 6) Do you use e-mail?

- 7) Have you used CD-ROM?

- 8) What do you think of 'The Internet'? How can it help people to learn English?

Exercise 2. Which statements can you agree with? / С какими утверждениями вы можете согласиться?

- 1) I prefer working at the computer to reading. _____
- 2) It is possible to learn a language without a teacher if you have good educational software programmes. _____
- 3) Computers can drive people mad by killing their intellect. _____
- 4) Computers can be used in all jobs. _____

Exercise 3. a) Read the article. / Прочтите статью.

Life in Space

We haven't conquered space. Not yet. We have sent some 20 men on camping trips to the Moon, and the USA and the Soviet Union have sent people to spend restricted lives orbiting the Earth. During the next few weeks, for instance, the US Space Shuttle will take Spacelab into orbit, showing that ordinary (non-astronaut) scientists can live and work in space - for a few days only.

All these are marvellous technical and human achievements, but none of them involves living independently in space. The Russians need food and even oxygen sent up from Earth. And they haven't gone far into space. The residents of Sheffield are farther from London than those of the Shuttle or the Soviet's Salyut. It is only in fiction, and in space movies, that people spend long periods living more or less normally deep in space.

But in a couple of decades - by the year 2000, say - this could have changed. There could be settlements in space that would house adventurers leading more or less normal lives.

The picture on the next page shows where the settlers would live. It seems like science fiction - but it is not. It is based on plans produced by hard-headed people: engineers and scientists, headed by Gerard O'Neill of Princeton University, summoned to a conference by NASA. They are space enthusiasts, of course, but they are not dreamers.

The settlement is a gigantic wheel, a tube more than 400ft in diameter bent into a ring just over a mile across. The wheel spins gently once a minute. It is this gentle rotation that makes this settlement different from the Shuttle and Salyut, and infinitely different from the Lunar modules that took man for the first time to any non-terrestrial soil, because the spin produces a force that feels like gravity. Every space trip has shown that the human body needs gravity. If it isn't to deteriorate, and gravity also makes normal activities possible, nobody would want to live for long in a space settlement where everything - people and equipment and the eggs they were trying to fry - moved weightlessly around.

With gravity, life in space can be based on our experience on Earth. We can have farming and factories and houses and meeting-places that are not designed by guesswork.



The need for gravity is one of the reasons for building a space colony, rather than sending settlers to an existing location such as the Moon or the planets. The Moon is inhospitable. Its gravity is tiny - and any one place on the Moon has 14 days of sunlight followed by 14 of night, which makes agriculture impossible and means there is no using solar energy.

In the settlement, which floats in permanent sunlight, the day-length is controlled. A gigantic mirror about a mile in diameter floats weightlessly above the ring of the settlement. It reflects sunlight on to smaller mirrors that direct it into the ring, through shutters that fix the day length.

The sunlight is constant during the 'daytime', so farming is productive to an extent which can be reached on Earth only occasionally. The aim is to provide a diet similar to that on Earth, but with less fresh meat.

The farms will be arranged in terraces with fish ponds and rice paddies in transparent tanks on the top layer; wheat below; vegetables, soya, and maize below that.

The population of the settlement is fixed at about 10,000 people: farm output can be accurately planned. Research reports suggest that about 44 square metres of vegetables will be needed for each person, and just over five square metres of pastures.

The picture here shows where the people will live. It doesn't look very different from modern small towns on Earth, and this is deliberate. Science — fiction films feature vast glass tower blocks and subterranean warrens, but real-life space settlers won't want these. Throughout history, settlers have tried to put up buildings like the ones they left behind, because these are familiar: space settlers will do the same.

And where would the settlement be? 'Why', say the experts, 'at L5, of course.' This reference describes a point on the Moon's orbit around the Earth, equidistant from Moon and Earth, where the gravitational forces of the two bodies balance. (The L stands for Lagrange, a French mathematician who listed a number of 'balance' points.) Those who intend to settle in space have formed an L5 Society. The members are not all impractical eccentrics: that is, they are not all impractical.

b) *Answer the questions. / Ответьте на вопросы.*

1. The article refers to the flights to the Moon in the 1970s as 'camping trips'. What does this mean?

2. Sheffield is about 150 miles from London. How high above the Earth does the Shuttle orbit?

3. Who produced these plans for a space settlement?

4. Why would gravity be so important?

5. Why is the Moon unsuitable for a settlement?

6. How and why would sunlight be controlled?

7. Why would the settlement look similar to modern small towns on Earth?

8. What is L5?

9. 'There could be settlements in space that would house adventurers leading more or less normal lives.' What elements of living in space would be normal? What would be unusual?

c) *What do you think? / Как вы думаете?*

1. The article does not say what would occupy people's time in space. What do you think they could do?

2. No reasons are given why there should be settlements in space. What reasons can you think of?

3. Does the article make living in space sound attractive? What would appeal to you?

4. Do you think the expense of such space programmes is justified?

Exercise 4. a) *Read the dialogue. / Прочитайте диалог.*

When you participate in a conversation the problem for you is to EXPRESS YOUR OPINION. Read the dialogue and identify the sentences in which the opinions are expressed. Note down these expressions.

James: I say, Margaret, the newsreader has just said that the big question, being asked all over the world is: will the manned space mission demonstrate that life exists, once existed or could exist on Mars.

Margaret: Oh, yes, I've heard him saying: "the sample of soil now being analysed, should, in the opinion of the scientists, provide us with the answer."

James: And for me too. I think the excitement of space research is already — what shall I say — a thing of the past. Mm ... You remember — you will, Margaret — remember the time we sat up all night to see the first man launched into ...

Margaret: Yes, ... you're right, but ...

James: Outer space. Not many of us would do it now.

Margaret: True, James. But, there's quite a difference, isn't there, between a man and a machine.

James: Oh, come off it! The whole.

Margaret: There would be more interest — at least this is my way of looking at it — if it were a man up there ... up there on Mars ... and not just a machine.

James: I should hope so, yet the whole thing's a complete waste of money.

Margaret: Oh, surely not, you wouldn't think so, James. It gives us all sorts of knowledge and new technology. I think it goes further than that ... In my view it's not just that people are losing interest

... getting used to what... well ... what once seemed impossible and wonderful.

James: Just a minute ... What right have the people to spend huge sums of money on research of this kind. Just think ... If that money was spent on cancer research for example ... what progress they could make ... how that would benefit mankind. Well, you see what I mean.

Margaret: That's one way of looking at it. But simplistic. You don't always solve problems by concentrating on them. Solutions often come ... er ... How shall I say? — Incidentally.

James: As by-products?

Margaret: Yes, if you like ... as by-products of other discoveries. I mean can you imagine ... Think a bit ... Can you imagine how many problems have been solved as by-products of space research? New materials .. new concentrated nourishing foods .. Many of these have already found their way into our homes .. well ... little do we realise their origin.

James: You may be right, Margaret. All the same ...

b) Read the dialogue again and write down the sentences which express opinions.

Прочтите диалог еще раз и выпишите предложения, которые выражают мнение.

c) Make two short reports on the opinions of the speakers.

Составьте два коротких отчета о мнениях собеседников.

Useful phrases / Полезные выражения

He thinks / feel / believes that ...	Он думает /чувствует /считает, что ...
In his view ...	С его точки зрения ...
In her opinion ...	По ее мнению ...
It seems to her that ...	Ей кажется, что ...

Exercise 5. Discussion.

Read the text, arguments and counter-arguments. Choose the point of view you would like to support, and make a speech.

Прочитайте текст, аргументы и контраргументы. Выберите точку зрения, которую вы поддерживаете и подготовьте выступление.

The Space Race Is the World's Biggest Money Waster

Almost every day we see something in the papers about the latest exciting developments in the space race. Photographs are regularly flashed to the earth from thousands and even millions of miles away. They are printed in our newspapers and shown on our television screens as a visible proof of man's newest achievements. The photographs neatly sum up the results of these massive efforts to 'conquer space' and at the same time they expose the absurdity of the undertaking. All we can see is an indistinguishable blob which is supposed to represent a planet seen from several thousand miles away. We are going to end up with a little moon-dust and a few stones which will be put behind glass in some museum. This is hardly value for money when you think that our own earth can provide countless sights which are infinitely more exciting and spectacular.

The space race is not simply the objective search for knowledge it is often made out to be. It is just an extension of the race for power on earth. Only the wealthiest nations can compete and they do so in the name of pure scientific research. But in reality, all they are interested in is power and prestige. They want to impress us, their spectators, with a magnificent show of strength. Man has played the power game ever since he appeared on earth. Now he is playing it as it has never been played before. The space race is just another aspect of the age-old argument that 'might is right'.

We are often told that technological know-how, acquired in attempting to get us into orbit, will be utilised to make life better on earth. But what has the space race done to relieve the suffering of the earth's starving millions? In what way has it raised the standard of living of any one of us? As far as the layman is concerned, the practical results of all this expenditure of money and effort are negligible. Thanks to space research, we can now see television pictures transmitted live half-way across the

globe and the housewife can use non-stick frying-pans in the kitchen. The whole thing becomes utterly absurd when you think that no matter what problems man overcomes, it is unlikely that he will ever be able to travel even to the nearest star.

Poverty, hunger, disease and war are man's greatest enemies and the world would be an infinitely better place if the powerful nations devoted half as much money and effort to these problems as they do to the space race. For the first time in his history, man has the overwhelming technological resources to combat human suffering, yet he squanders them on meaningless pursuits.

If a man deprived himself and his family of food in order to buy and run a car, we would consider him mad. Individuals with limited budgets usually get their priorities right: they provide themselves with necessities before trying to obtain luxuries. Why can't great nations act in the same sensible way? Let us put our house in order first and let space look after itself.

The Argument: Key Words

1. Space race achievements, always in news.
2. Photographs regularly in newspapers, on TV.
3. Visible proof of man's achievements.
4. Photographs sum up massive efforts to conquer space: absurd undertaking.
5. We see indistinguishable blob: a planet.
6. End up with moon-dust in museum; earth: more spectacular sights.
7. Space race: not objective search for knowledge but power race.
8. Wealthiest nations only: power and prestige.
9. Playing age-old power game as never before: 'might is right'.
10. We are told: technological know-how: improves life on earth.
11. Space race done nothing for starving millions.
12. Has not raised anyone's living standards.
13. Practical results negligible: TV, non-stick frying-pans.
14. Impossible ever to reach nearest star.
15. Greatest enemies: poverty, hunger, disease, war.
16. Money should be spent preventing these, not wasted on space race.
17. Individuals get their priorities right: e.g., car.
18. Necessities before luxuries.
19. Great nations: put our house in order first.

The Counter-Argument: Key Words

1. We cannot impose restrictions on man's desire for knowledge.
2. If we did: no progress.
3. E.g., progress in communications, travel, automation: all results of man's desire for knowledge.
4. Man ready technologically for space research, cannot do otherwise.
5. Man's intense curiosity: world fully explored; space is next logical step.
6. Even desire for prestige has its value: added incentive, greater efforts.
7. There are other ways of putting our house in order; no reason to give up space research.
8. Technology is already solving practical problems: e.g., protein obtained from oil and coal.
9. Space research fires imagination; very exciting achievements.
10. Satellites, Telstar, Moon, Venus, Mars.
11. Radio telescopes, satellite tracking, quasars.
12. There is no such thing as useless knowledge.
13. Increasing understanding of universe, earth, our origins.
14. Unforeseeable practical results.
15. Mass-emigration from overpopulated earth, a possibility?
16. Most exciting possibility of all: communication with other beings.

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юнити

Exercise 1. *Раскройте скобки, употребив глаголы в нужной форме. В предложениях встречаются примеры условных предложений нулевого, первого и второго типов.*

Put the verb in brackets into the correct tense for a clause of condition or result. There are examples of the first, second, and zero conditionals.

1. If you go (go) away, please write to me.
2. If my wife _____ (be) as violent as yours, I _____ (leave) her.
3. If it _____ (rain) this weekend, we _____ (not able) to play tennis.
4. If I _____ (see) Peter this afternoon, I _____ (tell) him the news.

5. I _____ (not like) meat if it _____ (be) undercooked. I prefer it well done.
6. Please start your meal. If you _____ (not have) your soup now, it _____ (go) cold.
7. I have to work about 80 hours a week. If I _____ (have) more time, I _____ (take up) a sport like tennis.
8. If he _____ (be) taller, he _____ (can) be a policeman, but he's too short.

Exercise 2. Составьте предложения, используя составляющие из колонки А и колонки В.

Complete the sentence by matching a line from column A with a line from column B.

A

- a. If I were Minister of the Environment,
- b. If I were Minister of Defence,
- c. If I were Minister of Trade,
- d. If I were in charge of the Home Office,
- e. If I were Minister of Finance,

B

1. I'd ban the import of foreign cars.
2. I'd increase tax on people with very high incomes.
3. I'd stop factories letting harmful chemicals into the atmosphere.
4. I'd bring back the death penalty.
5. I'd build up conventional weapons and get rid of nuclear

weapons.

What changes would you make if you were Minister of various departments? What would be the results of these changes?

If I were in charge of the Home Office, I'd reduce the number of prisoners, because if there were fewer prisoners, we wouldn't need so many prisons.

Finance _____

Trade _____

Defence _____

Are there any other areas where changes would be desirable?

Exercise 3. *Джимми в тюрьме. Прочтите предложения о его жизни там, затем закончите предложения о его мечтах.*

Dreams and Reality

Jimmy is in prison. Read about his life in prison, then complete the sentences that express his dreams.

Reality

He's in prison. He...

- gets up at 5.00
- wears a prison uniform
- has cold toast for breakfast
- works in a factory
- exercises in a yard
- watches TV every evening
- goes to bed at 9.00.

Dream

If he weren't in prison, ...he'd get up at 7.30.

- a. he _____ a suit.
- b. he _____ coffee and croissants.
- c. he _____ in an office.
- d. he _____ squash.
- e. he _____ to night clubs.
- f. he _____ at midnight.

Exercise 4.

Прочтите предложения о жизни Лоры и ее мечтах, раскрывая скобки и употребляя глаголы в нужной форме.

Look at the pictures of Laura's reality and dream, and complete the sentences. There are examples of the Present Simple and the Second Conditional.

Example:

Laura **lives**

(live) in a big city.

If she **lived** (live)

in the country, she would have (have) a dog.

Laura (a) _____ (share) a flat with three other girls, but if it (b) _____ (be) possible, she (c) _____ (live) on her own. If she (d) _____ (live) in the country, she (e) _____ (buy) a little cottage, and she (f) _____ (grow) her own flowers and vegetables.

In town, she (g) _____ (travel) by Underground and (h) _____ (go) shopping in big department stores, but she (i) _____ (not like) this at all. If she (j) _____ (be) in the country, she (k) _____ (ride) her bike, and she (l)



_____ (buy) things in the little village shop. She (m) _____ (love) walking, and often (n) _____ (go) for a walk in town, but the streets are noisy. In the country, she (o) _____ (walk) across the fields with her dog.

Exercise 5. *Задайте вопросы о Джимми из упражнения 3.*

Ask questions about Jimmy in exercise 3.

Example

'If Jimmy weren't in prison, ...

what time would he get up?'

'At 7.30'

a. '_____?'

'A suit.'

b. '_____?'

'Coffee and croissants.'

c. '___?_____?'

'In an office.'

d. '_____?'

'To night clubs.'

e. '_____?'

'At midnight.'

Exercise 6. *Ответьте на вопросы о Лоре из упражнения 4. Дайте краткие ответы.*

Answer the questions about Laura. Use short answers.

Example

If Laura lived in the country, would she live on her own ?

Yes, she would.

a. *'Would she live in a flat?'*

b. *'Would she have a dog?'*

c. *'Would she go shopping in department stores?'*

d. *'Would she ride her bike?'*

e. *'Would she grow vegetables?'*

Exercise 7. *Перепишите предложения, используя форму Second Conditional.*

Rewrite the following sentences using a Second Conditional.

Example

I'm not rich. I don't live in a big house.

If I were rich, I'd live in a big house.

a. He works in the evening. He has no time to play with his children.

b. She buys a lot of clothes. She has no money.

c. I haven't got a car. I can't give you a lift.

d. I go to bed late. In the morning I'm tired.

f. She hasn't got a watch. She's always late.

Exercise 8. *Что бы вы сделали в этих ситуациях? Выберите одну из ситуаций и напишите небольшое (около 120 слов) сочинение.*

What would you do in the following situations? Say why.

1. If you were offered two jobs, one which was interesting but badly paid, and one which was boring but well paid, which one would you accept?
2. If you won £5,000, would you give any of it away?
How much of it would you spend and how much would you save?
3. If you found a wallet in the street with £1,000 in it, and the name (but not the address) of the person who had lost it, what would you do?
4. If you had a son or daughter who wanted to marry someone of a different nationality, colour or religion, what would you do?
5. What would you do if you saw someone shoplifting, for example, stealing food from a supermarket?
6. If you saw a fight in the street what would you do?
7. If you came home and found someone burgling your house, what would you do?

Exercise 9. *Переведите предложения с русского на английский.*

1. Если бы привидения существовали, я не хотела бы увидеть их.

2. Кто стал бы обеспечивать тебя, если бы ты бросила работу?

3. Что бы ты стал делать, если бы застрял в лифте?

4. Если бы я выиграл много денег, я путешествовал бы вокруг света.

5. На твоём месте я сделал бы две запасных копии отчёта.

6. Если у меня кончатся деньги, я займу немного у друзей.

7. Я останусь дома, если в выходные пойдёт дождь.

8. По моему мнению, космическая гонка – пустая трата денег.

9. Боюсь, я не могу согласиться с тобой. Это великое человеческое достижение.

10. Выключи радио. Эта музыка сводит меня с ума.

11. Если бы это поселение было основано на Луне, там ничего бы не росло.

12. Если бы я жил в космическом поселении, я скучал бы по Земле, земным растениям и животным.

13. Хорошее знание английского языка – это необходимость.

14. Как ты думаешь, кто возглавил бы делегацию, если мистер Смизер отказался бы сделать это.

15. Если мне не нужно было бы ходить на работу, у меня было бы больше времени для развлечений.

LESSON 2

УРОК 2

Essential Vocabulary / Глоссарий

alert

arm lock

awkward ['ɔ:kwəd]

to batter ['bætə]

to bemuse [bi'mju:z]

to clutch [klʌtʃ]

cosh [coʃ]

to cosset ['kosit]

crowbar

бдительный

захват (в борьбе)

неловкий, неуклюжий

избивать

ошеломить

вцепиться

дубинка

баловать, ласкать

лом

to cuddle ['kʌdl]	обнимать
to deter	отпугнуть, удержать (от ч.-л.)
deterrent	сдерживающее средство
to digest	переваривать (пищу)
to dishearten [dis'ha:tn]	приводить в уныние
to escape	убежать, скрыться
evil	зло
to flee [fli:]	спасаться бегством
fragile ['frædʒaɪl]	хрупкий
foregone [fɔ:'gon]	заранее известный
foregone conclusion	заранее известное решение,
	вывод, результат
gang ['gæŋ]	банда
getaway ['getəweɪ]	побег, способ выйти сухим из
	воды
to get away	выйти сухим из воды
to glorify ['glɔ:rɪfaɪ]	прославлять
to grab [græb]	схватить
harsh [hɑ:ʃ]	грубый, жесткий, суровый
hold-up ['həʊldʌp]	налет, ограбление
hostage ['hɒstɪdʒ]	заложник
to take smb hostage	взять к.-л. в заложники
to launch [lɔ:ntʃ]	начинать, предпринимать
meagre ['mi:ɡə]	скудный, небольшой
misfit ['misfɪt]	неудачник; человек плохо
	приспособленный к окружающим
	условиям
mugger ['mʌɡə]	грабитель (часто: на улице)
mugging ['mʌɡɪŋ]	нападение
peckish ['pekɪʃ]	голодный
plea [pli:]	мольба, просьба
to report [rɪ'pɔ:t]	сообщать
to report a crime to the police	сообщить полиции о
	преступлении
revolving	вращающийся
to spring	прыгать
to suspend [səs'pend]	приостанавливать, временно
	прекращать
suspension [səs'penʃn]	приостановка, прекращение
thug [θʌɡ]	головорез, убийца
to trap [træp]	поймать в ловушку
trigger ['trɪɡə]	курок
victim ['vɪktɪm]	жертва

villain ['vɪlən]
wicked ['wɪkɪd]
youth [ju:θ]

преступник, злодей
злой, жестокий
молодой человек

VOCABULARY WORK / РАБОТА СО СЛОВАРЕМ

1. Law and Order / Закон и порядок

Exercise 1. *Memorise the following words and expressions.*

Запомните слова и выражения.

A. Police / Полиция

police	полиция
to investigate	расследовать, проводить расследование
to arrest smb	арестовывать к.-л.
to charge smb with the crime	обвинить к.-л. в совершении преступления
police station	полицейский участок

B. Breaking the Law / Нарушение закона

to commit a crime	совершить преступление
to break the law	нарушить закон
to do something { illegal against the law	совершить ч.-л. противозаконное
to be responsible for the crime	нести ответственность за преступление

C. The Court / Суд

to go to court	предстать перед судом
trial	судебный процесс
defendant	подзащитный
accused	обвиняемый
to prove that a person is innocent	доказать, что человек невиновный
guilty	виновный
judge	судья
witness	свидетель
jury	жюри присяжных
barrister (BrE) } attorney (AmE) }	адвокат
evidence (неисчисл.)	1. свидетельские показания; 2. улики

D. Punishment / Наказание

to convict smb of the crime	вынести к.-л. обвинительный приговор
to find smb guilty	признать к.-л. виновным
sentence	приговор
to sentence	выносить приговор
prison	тюрьма
prisoner	заключенный
cell	тюремная камера
minor offence	незначительное нарушение закона
fine	штраф
to fine	штрафовать

Exercise 2. *Put this story in the correct order. / Расставьте предложения в нужном порядке.*

1. they found both men guilty.
2. and charged them with the robbery.
3. £10,000 was stolen from a bank in the High Street.
4. After the jury had listened to all the evidence
5. They were sent to prison for seven years.
6. The trial took place two months later.
7. and they finally arrested two men.
8. They questioned them at the police station.
9. The police questioned a number of people about the crime.

Exercise 3. *Answer the questions. / Ответьте на вопросы.*

1. Who investigates crimes?

2. Who sentences people?

3. Who lives
in cells?

4. Who decides if someone is innocent or guilty?

5. Who defends people and present evidence?

6. Who commits crimes?

Exercise 4. *Fill the gaps with suitable words. / Заполните пропуски подходящими словами.*

1. I have never *broken* the law and a crime.
2. In Britain it is the law to drive a car without insurance.
3. If you park illegally you will have to pay a
4. The police were fairly sure the man committed the crime, but they knew it would be difficult to it in court.
5. The jury must decide if the accused is innocent or
6. In order to reach their decision, the jury must listen carefully to the
7. If the accused is of murder, the may be at least ten years in prison.
8. He has been in trouble with the police once before, but it was only a minor

2. Crimes and Criminals / Преступления и преступники

Exercise 5. *Memorise the following words and expressions. Запомните слова и выражения.*

to steal	украсть
to rob	огрابت
to murder	намеренно убить
to burgle / to break in to	огрابت со взломом, ворваться куда-либо с целью ограбления
to shoplift	красть из магазина в часы его работы
to rape	изнасиловать

Exercise 6. *Learn the word families for different crimes. / Запомните однокоренные слова, описывающие преступления.*

Crimes		
<i>Crime</i>	<i>Criminal</i> (= person)	<i>Verb</i>
theft (= general word for stealing)	thief	steal (also take)
robbery (= steal from people or places)	robber	rob
burglary (= break into a shop/house and steal things)	burglar	burgle/break into
shoplifting (= steal from shops when open)	shoplifter	shoplift
murder (= kill someone by intention)	murderer	murder
manslaughter (= kill someone by accident)	–	–
rape (= force someone to have sex)	rapist	rape

Exercise 7. *a) Read about what governments and individuals can do to fight crime.*

Прочитайте о том, что могут сделать правительства и отдельные люди для борьбы с преступностью.

Crime Prevention

What can governments do to fight crime (= take action to stop crime)? These things happen in some countries, although many people may think they are not a good idea.

Police carry (= have) guns.

Police are allowed to (= are permitted to) stop anyone in the street and question them.

The courts give tougher punishments for crimes committed than in the past (e.g. bigger fine or longer prison sentences than in the past).

There is capital punishment (= death, e.g., by electric chair or hanging) for some crimes.

What can individuals do to prevent a crime from happening (= stop a crime happening)?

Here are things some people do to protect themselves and their property (= home and land) although you may not think they are all a good idea.

Don't walk along dark streets late at night (e.g., midnight) on your own (= alone).

Lock all doors and windows when you go out.

Don't wear expensive jewellery.

Leave lights on at home when you go out.

Fit (= install) a burglar alarm (= a machine which makes a noise if

someone enters your home).

Make sure your money is safe, e.g., wear a money belt.

Carry a mace spray. (This is a chemical and if you spray it in someone’s face, it is very unpleasant. In some countries you are allowed to carry this type of spray.)

Put money and valuables (= valuable possessions) in a safe (= a strong metal box, which is very difficult to open or break).

Keep a gun in your house for self-defence (= to protect yourself if someone attacks you).

b) Memorise the following words and expressions. / Выучите следующие слова и выражения.

to fight crime	бороться с преступностью
to prevent a crime	предотвратить преступление
to carry guns	носить оружие
to be allowed	to do smth иметь разрешение делать что-либо
permitted	
tough punishment	суровое наказание
capital punishment	смертная казнь
to protect smb	защищать к.-л.
to lock	запирать
to fit a burglar alarm	установить сигнализацию
money belt	поясная сумка
mace spray	газовый баллончик
valuables	ценности
property	собственность
self-defence	самозащита

Exercise 8. Organise the words into three groups: crimes, people, places. / Разбейте слова на 3 группы: преступления, люди, места.

murder	thief	prison	barrister	robbery
burglar	cell	criminal court	rape	shoplifting
manslaughter	judge	prisoner	jury	police station

Crimes	People	Places
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Exercise 9. a) *Fill in the gaps with a suitable word. / Заполните пропуски подходящими словами.*

1. Do you think the police should *carry* guns?
2. Do you think the police should be to stop and question people without a special reason?
3. Do you agree with capital..... for certain crimes such as murder?
4. Do you think it should be legal for people to carry a mace?
5. Do you think people should be allowed to use a gun or knife in self-.....?
6. Do you think tougher punishments will help to crime?

b) *Answer the questions. Discuss your answers with a partner. / Ответьте на вопросы и обсудите свои ответы с партнером.*

Exercise 10. *Decide what kind of crime the people are talking about. Complete the sentences.*

Определите, о каких преступлениях говорят эти люди, и закончите предложения.

1. A: He broke into the house, didn't he?
B: Yes, he's been charged with *burglary*.
2. A: He killed his wife?
B: Yes, he's been charged
3. A: She stole clothes and jewellery from that department store, didn't she?
B: Yes, and she's been
4. A: The man on the motorbike didn't mean to kill the boy.
B: No, but he's been charged
5. A: He took the money from her bag?
B: Yes, but they caught him and he's been

EVERYDAY ENGLISH / ПОВСЕДНЕВНЫЙ АНГЛИЙСКИЙ TELEPHONING / БЕСЕДЫ ПО ТЕЛЕФОНУ CALLING DIRECTORY ENQUIRIES / ЗВОНОК В СПРАВОЧНУЮ СЛУЖБУ

Exercise 1. Memorise the words. / Запомните слова.

STD subscriber trunk dialing	международный звонок за счет звонящего
STD code	телефонный код города
to dial	звонить по телефону, набирать номер
to dial direct	делать звонок без помощи оператора, со своего телефона

Например, телефонный код Боримута: 0202. Чтобы позвонить из Лондона по Боримутскому номеру 27414, вы набираете 0202 27414.

Если вы не знаете кода города, можно позвонить в справочную телефонную службу.

Exercise 2. Прочитайте и прослушайте диалог.

O: Hello. Directory Enquiries.

Can I help you?

P: Yes. Can I dial direct to Zurich?

O: Yes sir, you can.

P: What's the S.T.D. code number, please?

O: It's 010411.

P: Thank you.

Exercise 3. Составьте аналогичные диалоги для следующих городов:

City	S.T.D. code number
Zurich	010411
Paris	010331
Rome	010396
Chicago	0101312
Teheran	0109821

Exercise 4. Write the dialogue. /
Допишите недостающие строки диалога.

A: Hello, Directory Enquiries. Can I help you?

B:

A: Yes, you can.

B:

A: It's 010 396.

B:



Traning / Тренинговые задания

Exercise 1. a) Answer the questions, yes or no. Add up your score. /
Ответьте да или нет на следующие вопросы и подсчитайте набранные баллы.

- | | | |
|--|---------|--------|
| 1. Do you often walk in areas which are not very safe? | yes = 1 | no = 0 |
| 2. Do you often walk on your own in these areas late at night? | yes = 2 | no = 0 |
| 3. Do you wear a money belt when you go out? | yes = 0 | no = 1 |
| 4. Do you wear an expensive watch or expensive jewellery? | yes = 1 | no = 0 |
| 5. Do you check doors and windows before you go out when your home is empty? | yes = 0 | no = 2 |
| 6. Do you have a burglar alarm? | yes = 0 | no = 1 |
| 7. Do you leave lights on when you go out? | yes = 0 | no = 1 |
| 8. Is there someone who protects the building while you are out? | yes = 0 | no = 2 |
| 9. Do you have a safe in your home? | yes = 0 | no = 1 |

Now add up your score: less than 3 = very, very safe; 3-5 = quite safe; 6-8 = you could take a lot more care; more than 8 = you are a dangerous person to know!

b) Do you agree with the result? / Согласны ли вы с полученным результатом?

c) Now compare your result with your fellow students. Which groups do they belong to?

Теперь сравните свой результат с результатами других студентов. К каким группам они принадлежат?

Exercise 2. Read this short story, then write down your response to the questions below, based on your knowledge of the law in your own country.

Прочтите заметку и ответьте на вопросы, основываясь на знании законов вашей страны.

Two fifteen-year-old boys broke into a house in the middle of the day when the owner was out, and took money and jewellery worth about £900. The owner reported the crime to the police when she returned home at 6 p.m.

1. Will the police investigate this crime?

2. How will they investigate? What will they do?

3. Do you think the police will catch the two boys?

4. If they do, what crime will they be charged with?

5. Can the boys be sent to prison?

6. What do you think the sentence would be? Do you think this is the correct sentence?

Exercise 3. 🇷🇺 a) Read and listen to the dialogue. / Прочтите и прослушайте диалог.

Old Lady: Help me somebody please! Oh policeman, stop that man!

Policeman: I...

Old Lady: He stole my handbag!

Policeman: I think it's too late, madam.

Old Lady: But...



Policeman: He's escaped.

Old Lady: Mm ...

Policeman: Now tell me ...

Old Lady: Yes...

Policeman: What did he look like?

Old Lady: Ah well... He ... He was medium height and err... quite ... er ... well built and he had short dark hair. Oh I know he looked like that actor man, that David Starr. You know um ... the actor, well yes he did but he was taller than that.

b) *Answer the questions. / Ответьте на вопросы.*

1) What happened to the old lady?

2) Did the policeman help her?

3) What did he ask her about?

4) What did the criminal look like?

c) *Choose one of the situations and make a similar dialogue. / Выберите одну из ситуаций и составьте аналогичный диалог.*

1) You see that your car has been robbed. You call the police and tell them that you suspect your neighbour's son who was seen near your house last night.

2) You see two boys stealing things from a shop. Speak to the shop detective and describe the thieves.

3) There was a bank robbery in your street yesterday. You were having tea in a tea shop opposite the bank and could see the criminals. Speak to the policeman.

Exercise 4. a) *Read the following extracts from the Book of Heroic Failures.*

Прочтите следующие отрывки из «Книги героических провалов».

The Least Successful Mugging

In 1978 Sussex police launched a hunt for a “six-foot, dark-haired youth of about 20” who failed to mug a five-foot, 74-year-old grandmother.

The youth sprang upon Mrs Ethel West while she was walking through Chichester Cathedral cloisters. The result should have been a foregone conclusion. Surprisingly, however, when Mrs West grabbed the mugger’s wrist, he cried, “Oh God! Oh no! Stop!”

Encouraged by these pleas, she put him in an arm lock at which the mugger cried, “Oh no. Oh Christ!” and ran away.

“If I hadn’t been carrying my shopping, I would really have put him on his back,” said Mrs West who took a course in judo when younger.

“Before my husband died I used to practise throwing him at Christmas,” she explained.

The Worst Bank Robbers

In August 1975 three men were on their way in to rob the Royal Bank of Scotland at Rothesay, when they got stuck in the revolving doors. They had to be helped free by the staff and, after thanking everyone, sheepishly left the building.

A few minutes later they returned and announced their intention of robbing the bank, but none of the staff believed them. When, at first, they demanded £5,000, the head cashier laughed at them, convinced that it was a practical joke.

Considerably disheartened by this, the gang leader reduced his demand first to £500 then to £50 and ultimately to 50 pence. By this stage the cashier could barely control herself for laughter.

Then one of the men jumped over the counter and fell awkwardly on the floor, clutching at his ankle. The other two made their getaway, but got trapped in the revolving doors for a second time, desperately pushing the wrong way.

The Least Successful Bank Robber

Not wishing to attract attention to himself, a bank robber in 1969 at Portland, Oregon, wrote all his instructions on a piece of paper rather than shout.

“This is a hold-up and I’ve got a gun,” he wrote and then held the paper up for the cashier to read.

The bemused bank official waited while he wrote out, “Put all the money in a paper bag.”

This message was pushed through the grille. The cashier read it and then wrote on the bottom, "I don't have a paper bag," and passed it back. The robber fled.

The Least Alert Burglar

A Parisian villain broke into a house at the village of Lachelle in 1964. Once inside he began to feel decidedly peckish and so went in search of the icebox. There he found his favourite cheese which it would have been a shame not to try.

He then found some Bath Oliver biscuits and three bottles of champagne.

After a while he began to feel sleepy and decided that he would lie down and digest his meal in comfort. He was arrested next morning fast asleep upstairs in the spare bedroom.

The Worst Hijacker

We shall never know the identity of the man who in 1976 made the most unsuccessful hijack attempt ever. On a flight across America, he rose from his seat, drew a gun and took the stewardess hostage.

"Take me to Detroit," he said.

"We're already going to Detroit," she replied.

"Oh . . . good," he said, and sat down again.

b) *Choose one extract and discuss it with your partner. / Выберите один из отрывков и обсудите его с партнером.*

1) What was the criminal's mistake?

2) How did the victim of the crime behave?

3) What was the criminal like? (Try to describe both his appearance and his character).

4) What would you do if this happened to you?

Exercise 5. Discussion.

Read the text, the arguments and counter-arguments. Choose the point of view you would like to support, and make a speech.

Прочитайте текст, аргументы и контраргументы. Выберите точку зрения, которую вы поддерживаете и подготовьте выступление.

Capital Punishment Is the Only Way to Deter Criminals

Perhaps all criminals should be required to carry cards which read: Fragile: Handle With Care. It will never do, these days, to go around referring to criminals as violent thugs. You must refer to them politely as 'social misfits'. The professional killer who wouldn't think twice about using his cosh or crowbar to batter some harmless old lady to death in order to rob her of her meagre life-savings must never be given a dose of his own medicine. He is in need of 'hospital treatment'. According to his misguided defenders, society is to blame. A wicked society breeds evil - or so the argument goes. When you listen to this kind of talk, it makes you wonder why we aren't all criminals. We have done away with the absurdly harsh laws of the nineteenth century and this is only right. But surely enough is enough. The most senseless piece of criminal legislation in Britain and a number of other countries has been the suspension of capital punishment.

The violent criminal has become a kind of hero-figure in our time. He is glorified on the screen; he is pursued by the press and paid vast sums of money for his 'memoirs'. Newspapers which specialise in crime-reporting enjoy enormous circulations and the publishers of trashy cops and robbers stories or 'murder mysteries' have never had it so good. When you read about the achievements of the great train robbers, it makes you wonder whether you are reading about some glorious resistance movement. The hardened criminal is cuddled and cosseted by the sociologists on the one hand and adored as a hero by the masses on the other. It's no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.

Capital punishment used to be a major deterrent. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to ponder about while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being moved down while pursuing their duty by killers armed with automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally get away with murder. We all know that 'life sentence' does not mean what it says. After ten years or so of 'good conduct', the most desperate villain is free to return to society where he will live very comfortably, thank you, on the proceeds of his crime, or he will go on committing offences until he is caught again. People are always willing to hold liberal views at the expense of others. It's always fashionable to pose as the defender of the under-dog, so long as you, personally, remain unaffected. Did the defenders of crime, one wonders, in their desire for fair-play, consult the victims before they suspended capital punishment? Hardly. You see, they couldn't, because all the victims were dead.

The Argument: Key Words

1. Criminals should carry cards: Fragile: Handle With Care.
2. We mustn't refer to them as thugs, but as social misfits.
3. Killer who murders old lady for savings needs 'hospital treatment'.
4. 'Society is to blame' argument - why aren't we all criminals?
5. We have done away with absurdly harsh laws: that's enough.
6. Suspension of capital punishment: senseless. '
7. Violent criminal: a hero figure.
8. Glorified on screen and by press.
9. Great demand for crime stories.
10. Train robbers: a glorious resistance movement?
11. Cuddled by sociologists, adored by masses, the criminal is a privileged person.
12. He expects and receives VIP treatment.
13. Capital punishment was once a major deterrent: the robber, the poisoner.
14. It protected unarmed policemen, young children.
15. Now the criminal can get away with murder.
16. 'Life sentence': ten years 'good conduct' and then freedom to live on the proceeds of crime.
17. People hold liberal views at the expense of others.
18. Were victims consulted before suspension of capital punishment?
No: they were dead.

The Counter-Argument: Key Words

1. We shouldn't be blinded by emotional arguments: glorification of criminal on screen, etc., irrelevant.
2. What are the facts? E.g. in Britain capital crime has *not* increased since suspension of capital punishment.
3. This has been proved many times in the past: relaxation of harsh laws has never led to increase in crime.
4. Therefore the 'deterrent' argument is absurd: capital punishment never protected anyone.
5. Those in favour of capital punishment are motivated only by desire for revenge and retaliation.
6. There has been a marked trend in society towards the humane treatment of less fortunate members.
7. E.g. compare the treatment of the insane in the past with today.
8. This same attitude characterises our approach to crime.
9. Hanging, electric chairs, garotting, etc., are barbaric practices, unworthy of human beings.

10. Suspension of capital punishment is enlightened and civilised.
11. Capital punishment creates, it does not solve problems.
12. Solution lies elsewhere: society is to blame.
13. Overcrowding, slums, poverty, broken homes: these are the factors that lead to crime.
14. Crime can only be drastically reduced by the elimination of social injustices - not by creating so-called 'deterrents' when the real problems remain unsolved.

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юнити.

Exercise 1. *Раскройте скобки, употребив глаголы в нужной форме.*

Put the verbs in brackets in the correct forms. There are examples of first, second and third conditionals, and the zero conditional as well.

1. If you _____ (go) away, you _____ (write) to me, won't you?
2. Unless house plants _____ (water) regularly, they _____ (die) quite quickly.
3. What noisy neighbours you've got! If mine _____ (be) as bad as yours, I _____ (go) crazy!
4. You're late again! If you _____ (be) late again tomorrow, your pay _____ (stop)!
5. The passengers at the front of the plane were all killed, but Alice, who was sitting at the back, survived. If she _____ (sit) nearer the front, she _____ (kill).
6. I eat meat once or twice a day, but I _____ (not like) it if it _____ (undercook).
7. Eat your soup. If you _____ (not hurry) up, it _____ (get) cold.
8. There are mice in your kitchen. If you _____ (have) a cat, the mice _____ (disappear) immediately.
9. The style of that dress is lovely, but I'm not so keen on the colour. If the blue _____ (be) a bit lighter, it _____ (look) better.
10. A: We're penniless. Did you know that?
B: It's because our holiday cost so much. You should have listened to me. If we _____ (go) where I wanted to go, it _____ (be) a lot cheaper. And we _____ (have) some money in the bank now.

11. She was badly hurt when the car in which she was a passenger hit another car. If she _____ (wear) her seat belt, she _____ (not hurt) so badly.
12. Give me that message for Peter. If I _____ (see) him this afternoon, I _____ (give) it to him.
13. Mmm! This meal's delicious! If I _____ (can) cook as well as this, I _____ (open) a restaurant.
14. My wife and I met on a cruise. I was on it because I was recovering from an illness, and she was the ship's doctor. Just think! If I _____ (not be) ill, and if she _____ (not be) the doctor, we _____ (not meet), we _____ (not get) married, and our children _____ (not be) born! What a thought!
15. If you _____ (be able) to do this exercise, you _____ (be) very clever!

Exercise 2. Раскройте скобки, употребив глаголы в нужной форме. Там, где глагол не указан (___), вставьте нужный вспомогательный глагол.

Put the verb in brackets in an appropriate tense or verb form. Where there is no verb, _____, insert an auxiliary verb. Sometimes more than one form is possible.

I met my wife while I was on a cruise. I fell ill, and she was the ship's doctor. Now we run a health food shop. Just think! If I (a) _____ (not go) on that cruise and (b) _____ (fall) ill, I (c) _____ (not marry) her, our children (d) _____ (not be born) and I (e) _____ still (work) as a teacher.

I haven't got a car, but if I (f) __ __ __, I (g) _____ (be able) to drive into the country at the weekend. I think I (h) _____ (try) to buy one as soon as I (i) _____ (can). It (j) _____ (be) so convenient.

Harry is a remarkable chap! He's sixty now, and (k) _____ (work) all his life as a designer. He (l) _____ (retire) next year. He has so much talent that he (m) _____ (make) a success of any job he (n) _____ (turn) his hand to, but he always says he is happy in what he (o) _____ (do). I think he (p) _____ (be) a very good administrator in something like the Civil Service. He (q) _____ (can) (rise) very high in it, maybe even to ministerial level. On the other hand, I don't think he (r) _____ (enjoy) it so much as being a designer, where he (s) _____ (be) his own boss.

Exercise 3. *Перепишите предложения, используя Second Conditional и Third Conditional.*

Write conditional sentences combining types 2 and 3 for the following situations. The first two have been started for you.

1. Anne and John are having a row because she borrowed his tennis racket and lost it.

They wouldn't _____

2. Jane is a very reliable journalist. That is why she was promoted to desk editor.

If she weren't _____

3. I'm afraid of travelling by air, so I had to go to America by boat.

4. She doesn't know anything about first aid, so she couldn't help him.

5. I didn't look after my teeth, and now I've got false ones.

6. There's a good programme on television tonight, but I've already said to Ben that I'd see him in the pub.

7. What a pity I couldn't watch that programme last night! What a pity I haven't got a video recorder.

8. You're so gullible! How could you believe the lies he told you?

9. I'm going out to the theatre tonight; so I couldn't accept Peter's invitation to go round for a meal.

Exercise 4. *Раскройте скобки, употребляя глаголы в нужной форме времени и залога.*

Put the verb in brackets in the correct form, active or passive, and also in the correct tense.

Last night a man *was arrested* (arrest) outside Buckingham Palace. Police *saw* (see) him climbing the walls.

A: Have you heard the news today?

B: No, why?

A: Well, the police (a) _____ (arrest) Ronald Bloggs.

B: Who's he?

A: He was one of the men who (b) _____ (rob) a train in Britain about thirty years ago.

B: Good Lord! I remember that. It was one of the biggest robberies ever. How much money (c) _____ (steal)?

- A:** Millions. And it (d) _____ (never find). Bloggs (e) _____ (send) to prison but he (f) _____ (escape). Anyway, he (g) _____ (arrest) _____ yesterday. He (h) _____ (live) in Brazil for the past fifteen years, and the British police have been trying all this time to bring him back, but they can't, because Britain doesn't have an extradition treaty with Brazil.
- B:** So who (i) _____ (arrest) him, the British police or the Brazilian police?
- A:** The Brazilian police. Apparently he (j) _____ (catch) shoplifting. He put something in his pocket, and he didn't know that a store detective (k) _____ (watch) him.
- B:** But why is this in all the press? It's not very important, is it?
- A:** Because now he will have a criminal record, and under Brazilian law he could (l) _____ (send) back to Britain. If that happened, he would (m) _____ (imprison) here to finish his sentence.

Exercise 5. Прочитайте историю Джо, неудачливого взломщика. Расставьте предложения в нужном порядке.

This is the story of Joe, an unsuccessful burglar. The sentences are not in the right order. There are probably some words that you don't know. Look them up in your dictionary, and put the sentences in the right order.

- a. He was arrested.
- b. He was found guilty.
- c. Joe broke into a shop.
- d. He came before the Magistrates' Court.
- e. He was taken to the police station.
- f. The police arrived to investigate.
- g. He was seen breaking in and the police were called.
- h. He was fined two hundred pounds and given a two-year suspended sentence.
- i. He was given bail.
- j. He was questioned.
- k. He was caught as he was escaping.
- l. He was charged with robbery.

Exercise 6. *Напишите газетную статью, изложив в ней историю Джо (упр. 5).*

Rewrite the story above as it might appear in a newspaper. You will need to make a lot of changes. Use your imagination to fill in details. Give the article a title.

In the Magistrates' Court yesterday, Joseph Bills, a 35-year-old unemployed builder, was found guilty of robbery.

Exercise 7. *Дайте описание какого-либо вида преступлений. Скажите, что и как в каждом случае пытается сделать преступник.*

Example:

A kidnapper takes a person, sometimes a child, to get money from the family. When the family pays the ransom, the person is set free.

Exercise 8. *Перепишите предложения, расставив слова в нужном порядке. / Re-arrange the following words to form third conditional sentences.*

- a. If/more/she/been/would/ confident/have/had/she/passed.
- b. If/she/nervous/been/hadn't/ would/let/the/remembered/handbrake/to/she/have/off.
- c. She/skidded/lost/have/control/ hadn't/wouldn't/if/she.

- d. If/names/had/she/the/number- plate/have/read/the/cars/
known/ could/she/of/the.
- e. The/put/wouldn't/brakes/ examiner/more/had/if/have/ been/
she/paying/on/attention/ the.

Exercise 9. *Переведите предложения с русского на английский.*

1. Если бы старушка не занималась дзюдо, она не применила бы захват и грабитель сбежал бы.
2. Французский взломщик не заснул бы в доме, если бы не был голодным и усталым.
3. Если бы свидетель не сообщил бы о преступлении в полицию, преступника бы не поймали.
4. Если бы Майк не был таким неловким, он не разбил бы мою вазу.
5. Если бы твоя ваза не была такой хрупкой, Майк не разбил бы ее.
6. Если бы подсудимый сказал правду, приговор не был бы таким суровым.
7. Вас не обвинили бы в убийстве, если бы вы не отказались дать показания.
8. Как вы думаете, кто ответственен за ограбление банка?
9. Преступника допросили в полицейском участке, и вскоре он предстанет перед судом.

10. В большинстве стран полицейским разрешено носить оружие.

11. Если бы у тебя был хороший защитник, он доказал бы, что ты не был виновен.

12. Я никогда не совершал ничего противозаконного.

13. Присяжные признали его виновным.

14. Моего брата Эда в прошлом году оштрафовали за превышение скорости.

15. Мы собираемся установить сигнализацию, потому что мы храним деньги и ценности дома.

LESSON 3

УРОК 3

Essential Vocabulary / Глоссарий

to abandon [ə'bændən]

to abolish [ə'bɒlɪʃ]

to acquire [ə'kwɪə]

to alter ['ɔ:lteɪ]

to attend [ə'tend]

bitter ['bɪtə]

brutal ['bru:təl]

campaign [kæm'peɪn]

cannon fodder

chairman ['tʃeəmən]

conscript ['kɒnskɪpt]

conscription [kən'skɪpʃn]

to consist of smth / smb [kən'sɪst]

to deprive smb of smth [drɪ'praɪv]

to disrupt [dɪs'rʌpt]

отказаться от ч.-л.

отменять, упразднять

приобретать

менять(ся)

посещать

горький, ожесточенный

жестокый, отвратительный

компания

пушечное мясо

председатель

призывник, новобранец

набор, призыв в армию

состоять из ч.-л. / к.-л.

лишать к.-л. ч.-л.

прерывать

dockyard	судостроительная верфь
exact [ɪg'zækt]	точный
to get rid of smb	избавиться от к.-л.
law-making	законопроизводство
military ['mɪlɪtəri]	военный
missile	реактивный снаряд, ракета
naval ['neɪvəl]	военно-морской
neutrality	нейтралитет
obvious ['ɒvɪəs]	очевидный
opposition [ɒpə'zɪʃn]	оппозиция
to order ['ɔ:də]	приказывать
poverty	нищета
prosperity [pros'perɪti]	достаток, благосостояние
redundancy [rɪ'dʌndənsɪ]	увольнение по сокращению штатов
to represent [reprɪ'zent]	представлять
skilled [skɪld]	умелый, обученный, квалифицированный
strike [straɪk]	забастовка
threat [θret]	угроза
turmoil	суматоха, беспорядок
war [wɔ:]	война
warfare	война, приемы ведения войны
warlike	воинственный

VOCABULARY WORK / РАБОТА СО СЛОВАРЕМ POLITICS / ПОЛИТИКА

Exercise 1. *Memorise the following words and expressions. / Выучите следующие слова и выражения.*

A. Types of Government / Формы правления

monarchy	монархия
monarch	монарх
ruler	правитель
to rule	править
republic	республика
republican	республиканец
representative	депутат, народный представитель
president	президент
democracy	демократия
democrat	демократ

dictatorship
dictator

диктатура
диктатор

B. Political Beliefs / Политические убеждения

conservatism	консерватизм
conservative	консерватор, консервативный
right-wing on the right	принадлежащий к правому крылу
socialism	социализм
socialist	социалист, социалистический
left-wing on the left	принадлежащий к левому крылу
social democracy	социальная демократия
social democrat	социал-демократ, социал-демократический
liberalism	либерализм
liberal	либерал, либеральный
communism	коммунизм
communist	коммунист, коммунистический
fascism	фашизм
fascist	фашист, фашистский

C. Elections / Выборы

vote	избирательный голос
to vote for smb	голосовать за к.-л.
to choose = to elect	избирать
political party	политическая партия
to form } to make }	the government формировать правительство
to hold an election	
an election takes place	проводить выборы выборы проводятся

D. Government / Правительство

majority	большинство
seat	место в парламенте
leader	лидер
statesman / stateswoman	политический деятель
Prime Minister	премьер-министр
policy	политика, программа партии
to be in power	быть у власти
to run } to manage }	country управлять страной
economic policy	
foreign policy	экономическая политика внешняя политика
MP = Member of Parliament	член парламента

chamber
cabinet
ministry
minister
mayor

палата парламента
кабинет министров
министерство
министр
мэр

Exercise 2. Заполните словообразовательную таблицу. / Complete this word-building table. Use a dictionary to help you if necessary.

Abstract noun	Person	Adjective
politics democracy dictatorship socialism conservatism liberalism		

Exercise 3. Find the words that match with the definitions. / Подберите слова, соответствующие определениям.

- 1) system of government run by a dictator *dictatorship*
- 2) a state ruled by a king or queen _____
- 3) a representative of the people in Parliament _____
- 4) to choose someone or something by voting _____
- 5) a department of state headed by a minister _____
- 6) 51% or more of votes in an election _____
- 7) people who believe in social democracy _____

Exercise 4. Fill the gaps with suitable words. / Заполните пропуски подходящими словами.

In the UK (1) *elections* are held every five years. (The (2) _____ Minister may decide to hold one after four years, but five years is the maximum.

Some countries have a system of proportional representation: this means in theory, that a political party with 30% of the (3) _____ should get 30% of the seats in (4) _____. In the UK, the political (5) _____ is different: here the winner takes all. This means that the person with the most votes in each political area (called a constituency) wins the Seat; and the political (6) _____ which wins a (7) _____ of the seats will (8) _____ the government on their own. As a result of this system, it is possible for a party to be in (9) _____ with only 40% of the total vote. Some people think this system is unfair.

What do you think? What possible reasons could there be to justify (= support) this system? Think about your answer, then compare it with the ideas of your fellow students.

EVERYDAY ENGLISH / ПОВСЕДНЕВНЫЙ АНГЛИЙСКИЙ TELEPHONING / БЕСЕДЫ ПО ТЕЛЕФОНУ INTERNATIONAL CALLS / МЕЖДУНАРОДНЫЕ ЗВОНКИ

Exercise 1. *Чтобы позвонить в Британию из другой страны, нужно набрать:*

- a) access code код доступа к международным звонкам
- b) country code код страны (Британия 44)
- c) area code код населенного пункта
- d) number номер вызываемого абонента

Например, чтобы позвонить в Брисбейн (Австралия) по местному телефону, нужно набрать:

Access Code	Country Code	Area Code	Number
010	61	7	12345

Exercise 2. *Напишите номер, который нужно набрать, чтобы позвонить из Британии вам домой.*

Exercise 3.  *Прочитайте и прослушайте диалог.*

- S:** Hello. International Service. Madrid 654321
Can I help you? Lisbon 974483
- T:** Yes, please. I'd like to make a Athens 107233
three-minute call to Madrid. Vienna 449505
- S:** What's the number, please?
- T:** Madrid 65.43.21.
- S:** What's your number, please?
- T:** Oxford 56767.
- S:** Please put £1.56 in the box and I'll call you back.
- T:** Thank you.

Exercise 4. *Вы пытаетесь позвонить другу. Номер в Брюсселе 04-72-83. Заполните пропуски в диалоге. / You are trying to telephone a friend. Her number is Brussels 04-72-83.*

A: International Service. Can I help you?

B:

A: What's the number, please?

B:

A: And what's your number?

B:

A: Right. Please put £1.90 in the box. I'll call you back in a moment.

B:



Traning / Тренинговые задания

Exercise 1. *Answer the questions about your country. / Ответьте на вопросы о вашей стране.*

1. Which party is in power at the moment?

2. When were they elected?

3. Who is the leader of this party?

4. Is this person the President or Prime Minister of your country?

5. Do you agree with most of their policies?

6. Would you describe yourself as left-wing, right-wing, or in the centre?

7. Do you think your political views have changed much during your lifetime?

8. How many major (= important) political parties are there?

9. Who did you vote for in the last election?

10. Do you think this party will win the next election? Will you vote for them again?
-

Exercise 2. *Buy 3 Russian newspapers, and find the same political story in each one. Read the articles and underline any words that appear in all of them. Use a bilingual dictionary and translate the underlined words into English.*

Купите три газеты на русском языке и найдите в них политические статьи, подчеркивая слова, которые встречаются во всех трех текстах. С помощью словаря переведите подчеркнутые слова на английский язык.

Exercise 3. *Ответьте на вопросы политического квиза. / Try this political quiz.*

1. Name three monarchies.

2. Which is the oldest parliament in the world?

3. Name the President and the Vice-President of the USA.

4. Who is the Mayor of the place where you live?

5. What politicians represent you in local and national government?

6. What are the main political parties in the country where you are now?

Exercise 4. *a) Read the text about the British Parliament and the Electoral system. / Прочитайте текст о парламенте и системе выборов в Великобритании.*

The British Parliament and the Electoral System

The Law-Making House of Parliament • MPs¹ • Candidates in Elections • Cabinet of Ministers • “Shadow Cabinet”²

The British Parliament consists of the House of Lords and the House of Commons and the Queen as its head.

The House of Commons plays the major role in law-making. It consists of Members of Parliament (called MPs for short), each of whom represents an area in England, Scotland, Wales or Northern Ireland. MPs are elected

either at a general election³, or at a by-election⁴ following the death or retirement of an MP.

Parliamentary elections must be held every five years, but the Prime Minister can decide on the exact date within those five years. The minimum voting age is 18, and the voting is taken by secret ballot⁵.

The election campaign lasts about three weeks. The election is decided on a simple majority — the candidate with most votes wins. An MP who wins by a small number of votes may have more votes against him (that is, for the other candidates) than for him. Many people think that it is unfair because the wishes of those who voted for the unsuccessful candidates are not represented at all. The British parliamentary system depends on political parties. The political parties choose candidates in elections. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and “Shadow Cabinet”. Leader of the Opposition⁶ is a recognised post in the House of Commons.

References

1. MP [em'pi:] *сокр. от* Member of Parliament — член парламента
2. “Shadow Cabinet” — “теневого кабинета” министров
3. general election ['dʒenərəl ɪ'lekʃn] — всеобщие выборы
4. by-election ['baɪ ɪlekʃn] — дополнительные выборы
5. secret ballot ['sɪːkrɪt 'bælət] — тайное голосование
6. Leader of the Opposition [ɒpə'zɪʃn] — лидер оппозиции

b) *Являются ли верными следующие утверждения? / Are these statements true or false?*

- 1) The Queen is the head of the Parliament. TRUE
- 2) The House of Lords plays the major role in law-making. _____
- 3) The minimum voting age in Britain is 16. _____
- 4) The election is decided on a simple majority. _____
- 5) The leader of the winning party becomes Prime Minister. _____
- 6) The second largest party has some representatives in the Cabinet of Ministers. _____

c) *Напишите небольшое сообщение о Российском парламенте и системе выборов. / Write a short paragraph about the Russian Parliament and electoral system.*

Exercise 5. а) Прочтите статью о забастовке судостроителей. /

Read the article about the shipbuilders' strike.


**SHIPBUILDERS'
STRIKE CONTINUES**

Government takes action

The bitter strike over pay and redundancies has now lasted over 8 weeks. Shipbuilders have told their leaders to 'fight to the end' to stop dockyards from closing and 2,000 of their men losing their jobs.

Sir Albert Pringle, chairman of British Shipbuilders, has asked Peter Arkwright, the president of the Shipbuilders' Union, to attend a meeting next Thursday.

Meanwhile, the Government has ordered Sir Albert to give important naval contracts to the Japanese.

б)  Прослушайте речи сэра Альберта Прингла и Питера Аркрайта, где они выражают свою точку зрения на забастовку. Запишите наиболее

важные моменты их выступлений и передайте их слова. / Listen to sir Albert Pringle and Peter Arkwright giving their views of the strike. Put down the most important parts of their speeches and report them.

Например: Sir Albert Pringle thought the strike was a waste of time.



Exercise 6. Discussion.

Read the text, the arguments and counter-arguments. Choose the point of view you would like to support, and make a speech.

Прочитайте текст, аргументы и контраргументы. Выберите точку зрения, которую вы поддерживаете, и подготовьте выступление.

Compulsory Military Service Should Be Abolished in All Countries

Believe it or not, the Swiss were once a warlike people. There is still evidence of this. To this day, the guards at the Vatican are Swiss. But the Swiss discovered long ago that constant warfare brought them nothing but suffering and poverty. They adopted a policy of neutrality, and while the rest of the world seethed in turmoil, Switzerland, a country with hardly any natural resources, enjoyed peace and prosperity. The rest of the world is still not ready to accept this simple and obvious solution. Most countries not only maintain permanent armies but require all their young men to do a period of compulsory military service. Everybody has a lot to say about the desirability of peace, but no one does anything about it. An obvious thing to do would be to abolish conscription everywhere. This would be the first step towards universal peace.

Some countries, like Britain, have already abandoned peace-time conscription. Unfortunately, they haven't done so for idealistic reasons, but from a simple recognition of the fact that modern warfare is a highly professional business. In the old days, large armies were essential. There was strength in numbers; ordinary soldiers were cannon fodder. But in these days of inter-continental ballistic missiles, of push-button warfare and escalation, unskilled manpower has become redundant. In a mere two years or so, you can't hope to train conscripts in the requirements and conditions of modern warfare. So why bother? Leave it to the professionals!

There are also pressing personal reasons to abolish conscription. It is most unpleasant in times of peace for young men to grow up with the threat of military service looming over their heads. They are deprived of two of the best and most formative years of their lives. Their careers and studies are disrupted and sometimes the whole course of their lives is altered. They spend at least two years in the armed forces engaged in activities which do not provide them with any useful experience with regard to their future work. It can't even be argued that what they learn might prove valuable in a national emergency. When they leave the services, young men quickly forget all the unnecessary information about warfare which they were made to acquire. It is shocking to think that skilled

and unskilled men are often nothing more than a source of cheap labour for the military.

Some people argue that military service 'does you good'. 'Two years in the army,' you hear people say, 'will knock some sense into him.' The opposite is usually the case. Anyone would resent being pushed about and bullied for two years, all in the name of 'discipline'. The military mind requires uniformity and conformity. People who do not quite fit into this brutal pattern suffer terribly and may even emerge with serious personality disorders. There are many wonderful ways of spending two years. Serving in the armed forces is not one of them!

The Argument: Key Words

1. The Swiss: once a warlike people: Swiss guards, Vatican.
2. The Swiss discovered constant warfare: suffering, poverty.
3. Neutral policy: peace and prosperity.
4. Rest of world hasn't accepted this.
5. Most countries: permanent armies, compulsory military service.
6. First steps to peace: abolish conscription.
7. Some countries (e.g. Britain): abandoned conscription.
8. Not for idealistic reasons: recognition modern warfare is highly professional.
9. No strength in numbers; no need for cannon fodder.
10. Push-button warfare: unskilled manpower redundant.
11. Two years not enough to train conscripts. Leave it to professionals.
12. Personal reasons to abolish conscription.
13. Young men grow up with threat of two years' service; best, most formative years.
14. Careers, studies disrupted; even course of lives altered.
15. Useless experience: not valuable even in national emergency. Men forget what they learnt.
16. Skilled and unskilled men: source of cheap labour.
17. 'Does you good' argument: not true.
18. Young men pushed about, bullied; discipline. Uniformity and conformity.
19. Many suffer terribly; some: personality disorders.
20. Many wonderful ways of spending two years; armed forces not one of them.

The Counter-Argument: Key Words

1. Aim of peacetime conscription: national defence.
2. Insistence on conventional (not nuclear) warfare.
3. Therefore possibility of nuclear warfare is reduced.
4. Many examples of conventional warfare in recent times.
5. Two years in armed forces provide valuable experience of men; help a young man to grow up.
6. Valuable character training: stress on physical fitness, initiative, etc. A man can discover his abilities and limitations.
7. Helps with careers: many opportunities to study.
8. Helps qualified men to gain first experience in their careers (e.g. doctors, teachers, etc.).
9. Helps unskilled men to acquire skills (e.g. driving, vehicle maintenance, building, etc.).
10. Old-fashioned disciplinary measures not essential in modern armed services.
11. Great spirit of comradeship: morale high.
12. Many facilities available to servicemen for recreation, sports, etc.
13. Opportunities to travel overseas (e.g. UN peace-keeping forces, etc.).
14. Present-day defence arrangements are international: irresponsible for individual nations to opt out.

Homework Assignment/ Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. *Для каждой ситуации напишите предложение, начинающееся с "I wish ..."* / *Write a sentence using "I wish ..."* for each of the following situations.

We've come on holiday to Westby and I'm hating it.
I wish we hadn't come here.

1. The weather's horrible. We can't go swimming.

2. Last night we went to the Ritz restaurant, and I was ill all night.

3. There's nothing to do in the evening.

4. We haven't got a television in our hotel room.

5. I wanted to go to Spain.

6. But the rest of my family persuaded me to come to Westby.

7. The children keep asking me for money.

8. My wife says it's her holiday too, and she won't help with the children.

9. In the hotel, we have to get up for breakfast at 7.00 in the morning.

Exercise 2. Прочитайте текст и напишите предложения, начинающиеся с "He wishes ..." и "He should have ...", используя Second Conditional и Third Conditional.

Read the text. Write sentences based on the text, using "He wishes ..." "He should have ..." and the second and third conditionals.

'I live in a squalid flat. I'm out of work and on the dole. I didn't have a good education; in fact I left school at fifteen without any qualifications. I wrote about fifty job applications and didn't get a single job. I went for a lot of interviews, but I don't really know how to behave at interviews, I can't answer their questions very well.

I sit about at home every day, watching TV, and smoking. I get through about forty cigarettes a day, so I don't have enough money to go to football matches any more. A friend of mine from school has got a job at a travel agent's. He travels all over the world for his holidays, and he's always telling me about wonderful trips to Spain and Greece. I've never been abroad! I'm so depressed. I think the worst thing is having nothing to look forward to. I'm nineteen, and I have a lifetime of nothing in front of me.'

He wishes he lived somewhere nicer.

He should have stayed at school.

If he had a job, he'd be happier.

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Exercise 3. Закончите предложения. / Complete the following sentences in an appropriate way, using either *might* or *could* + an infinitive (present or past).

1. If I don't have too much work tonight, I *could go for a walk*.
2. My car's being repaired at the moment. Sorry. If I had it, I _____

3. If I earned more money, I _____

4. Four people died in a fire at their home. If they had had a smoke detector, they _____

5. If you were more understanding of other people, _____

6. If it's a nice day on Sunday, we _____

7. I've got terrible toothache. If the dentist decides I've got a bad tooth, _____

8. The ship had no life boats, and twenty-five people drowned. If _____

9. I started writing poetry after I'd met a famous poet at a cocktail party. He encouraged me to start. If _____

10. It's a lovely day, and the sea's beautifully warm. What a pity we didn't bring our swimming costumes! If _____

Exercise 4. *Перепишите предложения, используя готовые начала фраз. / Respond to the following facts with a wish.*

1. My eldest son isn't very bright.
I wish he *were bright*.
2. You worry too much.
I wish you _____
3. I overslept this morning and I was late for work.
If only _____
4. She's desperately shy.
If only _____
5. I don't want you to drive so far in one day.
I'd rather _____
6. I've been given the sack!
If only _____
7. I want you to settle down and get a decent job.
It's time _____
8. He won't apologise for breaking it.
I wish _____
9. She drank too much at the party.
She wishes _____
10. I really want to give up smoking.
If only _____
11. My father didn't want me to marry Jim.
He'd rather _____
12. I had to lie to her.
If only _____

13. Everybody except us has a word processor these days.
It's about time _____
14. He couldn't complete it on time.
He wishes _____
15. She had her hair cut really short.
She wishes _____

Exercise 5. Закончите предложения сообщением о реальном положении вещей. / Complete the following hypothetical statements with a short factual comment.

Example

I wish I weren't hard-up all the time but I am.

1. I wish I earned more but _____
2. If only I had listened but _____
3. If only I had a better typewriter but _____
4. If only I hadn't been made redundant but _____
5. I wish he wouldn't criticise me all the time but _____
6. I wish we'd left earlier but _____
7. I wish he would leave but _____
8. If only you'd been more thorough but _____
9. If only she'd had more time but _____
10. She wishes he would remember their anniversary but _____
11. If only she loved me but _____
12. They wish they knew the answer but _____

Exercise 6. Перепишите предложения, используя "I wish ..."

The following sentences express some of Jack Higgins' regrets about his past and present life. Rewrite them using 'I wish'.

Example

I listened to other people's advice.

I wish I hadn't listened to other people's advice.

1. My parents made me get a safe job.

2. I didn't try to become a professional actor.

3. I wasn't encouraged to be a writer.

4. I had to do National Service.

5. I'm a workaholic.

6. I find life disappointing.

7. I don't have any hobbies.

8. I can't be a member of Mensa.

Exercise 7. Для каждой ситуации напишите два предложения: одно с "I wish ...", другое с "I should have ...". / Write one sentence with I wish and one sentence with should/ shouldn't have for the following situations.

Example

I've got no job and no qualifications.

I wish I had a job.

I should have worked harder at school.

1. I've got a terrible hangover this morning.

2. And I crashed the car last night.

3. I've got to go to court next week because I forgot to pay a parking fine.

4. My wife has left me.

5. And I'm late for work.

Выберите одну ситуацию и напишите небольшое сочинение. / What would you have done in the following situations?

Yesterday a man came home to find a burglar in his house. He attacked the burglar, who hit him over the head and fractured his skull.

I'd have let him go.

I wouldn't. I'd have made a noise to frighten him.

I'd have phoned the police and tried to lock him in the house.

1. A man found a wallet with £1,000 in it in the back of a taxi. He put it all on a horse and lost.
2. A mother found drugs in her son's pockets. She told the police, who arrested the son. The son was sent to prison.
3. A boy died in a fire at his home, as he tried to rescue his pet dog.
4. A man was served in a restaurant by a very rude waiter, but he didn't complain. He just didn't leave a tip.
5. A fifty-year old man was made redundant. He tried for six months to find another job, but he couldn't. He felt so ashamed that he committed suicide.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Exercise 9. *Переведите предложения с русского на английский.*

1. Жаль, что Джима уволили по сокращению.

2. Если бы только ее не лишили состояния, она была бы сейчас достаточно богатой.

3. Я бы предпочла, чтобы мой муж не присоединялся к оппозиции.

4. Жаль, что ты такой воинственный.

5. Если бы только председатель настоял на своем проекте!

6. Я бы предпочел, чтобы нашу партию в правительстве представлял мистер Фостер.

7. Угроза нищеты была такой реальной, что ему пришлось начать искать работу.

8. Мы ищем квалифицированного художника по интерьеру (interior designer).

9. Британский парламент состоит из Палаты Общин и Палаты Лордов.

10. Фабрика закрыта, потому что рабочие бастуют.

11. Президент приказал начать переговоры.

12. Избирательная компания началась 2 недели назад.

13. Мой отец был демократом. Он верил в людей и требовал отменить смертную казнь.

14. Его политические взгляды не изменились с тех пор, когда он был студентом.

15. Очевидно, что мой начальник пытается отделаться от меня.

Essential Vocabulary /Глоссарий

accessible	доступный
to ask	действовать
to approach	подходить, обращаться
block letters	печатные буквы
bluff [blʌf]	блеф
border ['bɔ:də]	граница
capability	возможность, способность
capital ['kæpɪtl]	заглавная буква
to contain	содержать в себе
contents ['kɒntənts]	содержание, содержимое
delay [di'leɪ]	задержка
to disclose [dɪs'kləʊz]	открывать, обнародовать
dossier ['dosɪə]	досье
faulty ['fɔ:ltɪ]	бракованный, дефектный
fee [fi:]	плата за что-либо
file	файл, досье
to hide [haɪd]	прятать, скрывать
inaccurate	неточный, неправильный, ошибочный
issue	вопрос, проблема
to issue	выпускать, выдавать
to label ['leɪbl]	клеить, наклеивать ярлык (в том числе в переносном смысле)
legitimate	законный, легитимный
link [lɪŋk]	связь
linkage	связь, объединение
mortgage	ипотека
occupation	род занятий, профессия
overseas	прил. иностранный нареч. за границу, за границей
parcel ['pɑ:sl]	посылка
party ['pɑ:tɪ]	сторона в каком-либо деле
third parties	третьи стороны, третьи лица
to post	отправлять по почте
post code	индекс
prospective	будущий, предполагаемый
psychiatrist	психиатр
purchase	покупка

purpose
record
to be on record
request [rɪ'kwest]
to retrieve [rɪ'tri:v]

sacking ['sækɪŋ]
to store [stɔ:]
surveillance
suspicious [səs'pɪʃəs]
to tick [tɪk]
trace [treɪs]
to track down

to turn smb down for smth
to underline
would-be

цель
запись
быть записанным
просьба
восстанавливать,
воспроизводить
увольнение
хранить
слежка, надзор
подозрительный
отмечать галочкой
след
проследить, установить,
обнаружить
отказать кому-либо в чем-либо
подчеркивать
предполагаемый,
потенциальный

VOCABULARY WORK / РАБОТА СО СЛОВАРЕМ **BUREAUCRACY / БЮРОКРАТИЯ**

Exercise 1. *Memorise the following words and expressions. /*
Запомните следующие слова и выражения.

A. People and Documents / Люди и документы

official	официальное лицо, чиновник
bureaucrat	бюрократ
to obtain } to get }	a document
to check a document	получить документ
to show a document	проверить документ
identification	предъявить документ
identity card	удостоверение личности
driving license	водительские права
visa	виза
to get } to obtain }	a visa
	получить визу

to renew { a visa
a passport
a membership card

certificate
birth certificate
exam certificate
marriage certificate
to run out = to expire

продлить { визу
паспорт
членский билет

удостоверение, свидетельство
свидетельство о рождении
свидетельство о сдаче экзамена
свидетельство о браке
закончиться (о сроке действия
документа, например, визы)

B. Forms / Бланки документов

to fill in
to complete } a form
landing card }

enrolment form
application form
to sign a form
to write one's signature
queue
to queue
to stamp a document

заполнять бланк
документ, заполняемый по
прибытии в иностранное
государство
заявление о приеме на учебу
заявление о приеме на работу
подписать документ
расписаться
очередь
стоять в очереди
поставить печать на документ

Exercise 2. Write down the words which can be used before these nouns. / Запишите слова, которые можно использовать перед этими существительными.

1.
..... card
2.
..... certificate

3.
..... license
4.
..... form

Exercise 3. Here are some formal written expressions and their spoken English meanings. Give their Russian equivalents. / Дайте перевод следующих выражений:

Written _____	Spoken _____
date of birth _____	= When were you born? _____
country of origin _____	= Where do you come from? _____
marital status _____	= Are you single or married? _____
date of arrival _____	= When did you arrive? _____
date of departure _____	= When are you leaving? (or when did you leave?) _____

EVERYDAY ENGLISH / ПОВСЕДНЕВНЫЙ АНГЛИЙСКИЙ

TELEPHONING / БЕСЕДА ПО ТЕЛЕФОНУ

BUSINESS CALLS / ДЕЛОВАЯ БЕСЕДА

Exercise 1. *Read the dialogues. / Прочитайте диалоги.*

a) **Receptionist:** Acme Bikes. Hello.

Businessman: Hello. Could I speak to Mr. Green, please?

Receptionist: Hold on. I'm putting you through.

Secretary: Mr. Green's office. Hello.

Businessman: Could I speak to Mr. Green, please? This is Stephen Brookes from Lenited Motors.

Secretary: I'm afraid he's out at the moment. He's attending a conference.

Businessman: I see. What time will he be back?

Secretary: I'm not sure. Can I take a message?

Businessman: Yes, please. Tell Mr. Green that Stephen Brookes phoned. I wanted to find out when we could meet and discuss the contract.

Secretary: Anything else, Mr. Brookes?

Businessman: No, thank you. That's all.

Secretary: Thank you for calling, Mr. Brookes. Good-bye.

Businessman: Good-bye.

b) **Secretary:** Acme Bikes. Can I help you?

Man: I hope so. I'm having a little trouble. I'm afraid I have a complaint to make. I bought one of your bicycles six weeks ago, and it keeps coming apart.

Secretary: Oh, I'm sorry about that. Have you taken it back to the shop?

Man: Yes, they said it was nothing to do with them. They told me to complain to the manufacturer. That's you.

Secretary: I see. Well, you should really put your complaint in writing and send it back to us with the guarantee.

Man: OK, I'll do that. Goodbye.

Secretary: Goodbye.

Exercise 2. *Choose a situation and make up a dialogue. / Выберите ситуацию и составьте диалог.*

a) You bought an expensive jumper for a friend overseas. The shop assistant promised you to pack and post the jumper to you friend. But in the post the jumper was damaged because it hadn't been packed properly. Phone the manager of the shop and make a complaint.

- b) You want to meet your business partner to discuss the deliveries. Phone his office and find out when and where you could arrange the meeting.
- c) You have just seen an advertisement for an international English School. You are interested. Phone the Head Teacher to ask some questions about times, prices, teachers, etc.

Training / Тренинговые задания

Exercise 1. a) *How many of these documents do you have? / Какие из этих документов у вас есть?*

- | | |
|------------------------|--|
| a passport | an identity card |
| a driving licence | a TV license |
| a birth certificate | a degree certificate (from a university) |
| a marriage certificate | an exam certificate for an English exam, e.g. Cambridge, Oxford or ARELS |

Exercise 2. a) *The following are typical expressions found in forms. Match an expressions on the left with a question on the right.*

Следующие выражения часто встречаются в официальных бумагах. Подберите к каждому выражению из левой колонки соответствующий вопрос из правой колонки.

First name	Are you married or single?
Surname	What do you do in your free time?
Date of Birth	What's your phone number?
Place of Birth	What's your first name?
Permanent Address	What do you do?
Marital Status	Where were you born?
Occupation	When were you born?
Qualifications	What's your family name?
Hobbies/Interests	What degrees, diplomas, certificates, etc. do you have?
Tel. no.	Where do you live?

b) John Hall wants to find out more about the Linguaworld Method of learning languages because he wants to learn Italian. He has filled in the form (see p. 1), but he has not done it very well. There are a lot of mistakes. How many can you find?

Джон Холл хочет узнать больше о методике изучения иностранных языков «Linguaworld», т.к. он хочет выучить итальянский. Он заполнил анкету (см. рис. 1), но сделал это не совсем верно. Он допустил много ошибок. Сколько из них вы сможете найти?

c) Now decide which Language you want to speak and fill in the form (see p. 2) correctly. / Теперь решите, на каком языке вы хотите говорить, и правильно заполните анкету (см. рис. 2).

Exercise 3. Read what British people think about problems with bureaucracy. / Прочтите, что думают британцы о проблеме с бюрократическими процедурами.

I asked some English people what they felt about bureaucracy and also about problems they had had with bureaucracy. What about you? How do you feel? Have you had any problems? Write down your thoughts and problems, then compare them with the replies from British people in the answer key.

1. _____
2. _____
3. _____

Problems mentioned were:

1. long queues
2. waiting in one queue, then you discover you should be in another queue.
3. delays, e.g., in getting a new passport
4. officials putting the wrong information on documents, which then need to be changed, e.g., driving license



L I N G U A W O R L D

Which of these languages would you like to speak?

- | | |
|---|---|
| <input type="checkbox"/> AMERICAN ENGLISH | <input type="checkbox"/> PORTUGUESE |
| <input type="checkbox"/> ARABIC (MODERN) | <input type="checkbox"/> GREEK (MODERN) |
| <input type="checkbox"/> CHINESE (MANDARIN) | <input type="checkbox"/> INDONESIAN |
| <input type="checkbox"/> DUTCH | <input type="checkbox"/> ITALIAN |
| <input type="checkbox"/> FRENCH | <input type="checkbox"/> JAPANESE |
| <input type="checkbox"/> GERMAN | <input type="checkbox"/> RUSSIAN |
| <input type="checkbox"/> NORWEGIAN | <input type="checkbox"/> SPANISH |
| <input type="checkbox"/> SWEDISH | |

Tick (✓) the language or languages you would like to speak.

The **Linguaworld Method** teaches you to speak correctly and naturally in just six weeks.

For more information and a free cassette fill in the form and post to:

The **Linguaworld Method**, FREEPOST, London W1S 6PJ
(Write in BLOCK CAPITALS please)

Surname John

First name(s) Hall

Mr/Mrs/Miss/Ms Ms Nationality England

Address 16 Greystoke Road
Uxbridge UB2 2NP

Post code _____ Tel No Uxbridge

Age if under 18 41 36768

Reasons for learning:

Holidays Business ✓ Education

(Please underline)



L I N G U A W O R L D

Which of these languages would you like to speak?

- | | |
|---|---|
| <input type="checkbox"/> AMERICAN ENGLISH | <input type="checkbox"/> PORTUGUESE |
| <input type="checkbox"/> ARABIC (MODERN) | <input type="checkbox"/> GREEK (MODERN) |
| <input type="checkbox"/> CHINESE (MANDARIN) | <input type="checkbox"/> INDONESIAN |
| <input type="checkbox"/> DUTCH | <input type="checkbox"/> ITALIAN |
| <input type="checkbox"/> FRENCH | <input type="checkbox"/> JAPANESE |
| <input type="checkbox"/> GERMAN | <input type="checkbox"/> RUSSIAN |
| <input type="checkbox"/> NORWEGIAN | <input type="checkbox"/> SPANISH |
| <input type="checkbox"/> SWEDISH | |

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(Write in BLOCK CAPITALS please)

Surname _____

First name(s) _____

Mr/Mrs/Miss/Ms _____ Nationality _____

Address _____

Post code _____ Tel No _____

Age if under 18 _____

Reasons for learning:

Holidays Business Education

(Please underline)

5. officials losing information you have given them
6. being asked to explain the same information over and over again to different officials, especially over the telephone
7. spending a long time getting a document in one country, then you discover that nobody is interested in it when you arrive in another country
8. officials who act like policemen

Exercise 4. a) *The following sentences come from four conversations with officials. Who do you think is speaking and where do you think they are?*

Следующие предложения взяты из четырех разговоров с официальными лицами. Как вы думаете, кто говорит и где находятся эти люди?

- a. You have to fill in a customs form when you send a parcel overseas.

- b. I bought it last week and it's too small.

- c. Have you got a passport or a driving license?

- d. You have to give us the receipt. We can't change anything without a receipt.

- e. What's the purpose of your visit?

- f. You have to show identification with cheques over £100.

- g. Have you filled in a customs form?

- h. You have to give us an address. You can't enter the country without an address!

b) *Read the conversations and put the letter of the correct sentence into each gap.*

Прочитайте диалоги и вставьте буквы нужных предложений из упр. 4a в каждый пропуск.

1. **A:** Can I help you?
B: Yes. Can I change this jumper please? _____
A: Have you got the receipt?
B: No. I'm sorry, I've lost it.
A: Oh dear! _____
B: But...!

2. **A:** Can I send this parcel to Greece, please?
B: Yes, of course. That's £3.50. Thank you. _____
A: Customs form? What customs form?
B: _____
A: Can you give me a form then, please?
B: No, I don't have any. They're over there on that table
A: Sorry? Where?
B: Over there. They're the green forms.
3. **A:** That's £104⁵⁰ altogether. How do you want to pay?
B: Can I pay by cheque?
A: Yes, but have you got any identification? _____
B: Oh dear! Let me see. I've got a photo of me and my aunt at the seaside.
A: No, no, no. _____
B: No, I haven't.
A: Then I'm afraid we can't take your cheque.
B: But...!
4. **A:** _____
B: Oh, I'm going to study English and have a holiday.
A: And how long are you staying?
B: For a month.
A: And where are you going to stay? What's your address?
B: I'm not sure. The language school is going to find me somewhere to stay.
A: Mmm! _____
B: But ... !



c) *Listen and check. Прослушайте и проверьте.*

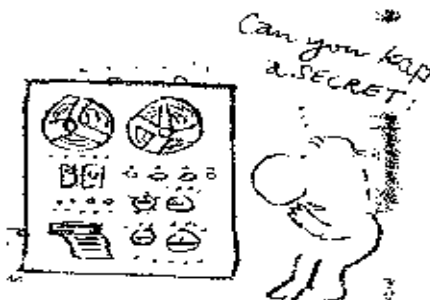
d) *Think of a problem you have had with officials. With a partners make up a dialogue and act it for the class.*

Подумайте, с какими бюрократическими проблемами сталкивались вы. Составьте диалог и разыграйте его в классе.

Exercise 5. a) *Read the article and write down the problems with officials mentioned in it. / Прочитайте статью и запишите упомянутые в ней проблемы с властями.*

Someone Somewhere Has You Taped

An American computer expert was approached recently by a British magazine asking her to track down details of all Lady Diana Spencer's credit card spendings in the period before the royal engagement. Though the magazine would not meet her asking fee, she said that technically the request was perfectly possible.



The contents of a file kept about you could stop you getting a job, a home, a loan. They could be unfair, or just plain inaccurate. But you'll never know, until something goes wrong in your life—you get turned down for a job, a mortgage, you are refused a credit card, and can't understand why—and only then, if you're lucky. Technology has made it possible to collect, store and retrieve almost limitless amounts of personal information about every aspect of our lives.

If you were ever in trouble at college or school; ever at the wrong end of a sacking (even if you knew it was an unfair one) or dealings with the police; ever failed to pay off a hire purchase agreement (even if it was because the goods were faulty); or have ever seen a psychiatrist—all this information is likely to be on record somewhere. On record, and, in our increasingly technological times, more accessible than ever to third parties who may use it as evidence against you.

But I've got nothing to hide ...

The fact that you've got nothing to hide doesn't mean you've got nothing to worry about, because the information on record about you could quite simply be wrong. As it was about Jan Martin, a young woman film-maker turned down for a job after wrong information on a police computer was disclosed to a would-be employer. She and her husband had been travelling innocently in Holland shortly after the time of a Baader-Meinhoff terrorist incident, when someone wrongly identified him as a member of the gang and reported their car, registered in her name. When her 'terrorist links' were disclosed to her prospective employers, they understandably shied away. It was only because her father was a former senior policeman that he was able to discover the reason.

Whose file is it anyway?

Apart from the files of credit reference agencies, you have no legal right to see files kept about you. Even when you have strong reason to believe a file contains wrong information, you have no right to check it.

Employers, often hiring private detectives, seem to find it extraordinarily easy to discover almost all they need to know about you. Helena Kennedy explains, 'Policemen who leave the force often become private detectives but still have friends in the force who can get them information.' *The Observer* newspaper recently showed how easy it is, given a suitable story and a smattering of jargon, to obtain information by bluff from police computers. Computer freaks, whose hobby is breaking into official systems, don't even need to use the phone.

Computers do not alter the fundamental issues. But they do multiply the risks. They allow more data to be collected on more aspects of our lives, and increase both its rapid retrievability and the likelihood of its unauthorised transfer from one agency which might have a legitimate interest in it, to another which does not. Modern computer capabilities also raise the issue of what is known in the jargon as 'total data linkage'— the ability, by pressing a few buttons and waiting as little as a minute, to collate all the information about us held on all the major government and business computers into an instant dossier on any aspect of our lives.

Machine-readable passports

A recent *New Scientist* article reported that within five years most Western countries will be issuing their citizens with a machine-readable passport that will carry with it the threat of global surveillance of innocent travellers. Says journalist Steve Connor, 'The new passport could mean that anyone (crossing a border) can be stopped and checked until a computer statement of 'No trace' allows them to go on about their business. The computerised passport allows the list of people who, for various reasons, are labelled as suspicious, to expand almost without limit.'

b) *Make arguments for and against keeping personal files about people. Then choose the point of view you would like to support and make a speech.* / Подберите аргументы за и против заведения личных досье. Затем выберите точку зрения, которую вы поддерживаете и подготовьте выступление.

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юнити.

Exercise 1. Составьте предложения, используя таблицу, объединив предложение из столбца A с предложением из столбца B
Match a line in A with a line in B.

A	B
Ann's been sunbathing. She's been shopping. She's been working in the garden. She's been reading for hours. She's been watching a sad film. She's been waiting for hours. She's been doing the housework. She's been decorating the bathroom. She's been cooking. She's been bathing the children.	She's furious. She's got paint in her hair. She's crying. Her back hurts. She hasn't got any money left. She's a bit burnt. She's soaking wet. The house smells of onions and garlic. Her eyes hurt. Everything's spotless.

Exercise 2. Раскройте скобки, поставив глаголы в форму *Present Perfect* или *Present Perfect Continuous*.

Put the verb in brackets in the correct tense, Present Perfect Simple or Present Perfect Continuous.

1. I'm exhausted. I've been working (work) all day, and I _____ (not finish) yet.
2. I _____ (visit) many countries in the last five years.
3. Someone _____ (take) my books. I _____ (look) for them for ages, but I can't find them anywhere.
4. I _____ (shop) all morning, but I _____ (not buy) anything yet. I haven't seen anything I've liked.
5. The best book I _____ ever _____ (read) is *One Hundred Years of Solitude* by Gabriel Marquez.
6. A You're filthy! What _____ you _____ (do)? B I _____ (work) in the garden. I _____ (plant) all the vegetables for next year.
7. I _____ (wait) for two hours, but nobody _____ (arrive) yet.

Exercise 3. Раскройте скобки, поставив глаголы в форму *Present Perfect*, *Present Perfect Continuous*, *Present Simple* или *Present Continuous*. / *Put the verb in the correct tense. Choose from the Present Perfect Simple or the Present Perfect Continuous; or the Present Simple or Present Continuous.*

Example:

I have been learning (learn) Italian for the past three years, but there's still a lot I don't understand (not understand).

1. **A:** Oh dear! Look out of the window. It _____ (rain).
B: Oh no. I _____ (not bring) my umbrella.
2. My uncle _____ (know) everything about roses. He _____ (grow) them for 35 years. Now he _____ (try) to produce a blue one.
3. I _____ (listen) to you for the past half an hour, but I'm afraid I _____ (not understand) a word.
4. **A:** What's the matter, Jane?
B: I _____ (read) in my room and the light isn't very good. I _____ (have) a headache. It's really hurting.

Exercise 4. Напишите к каждой ситуации по 2 предложения, отвечающих на вопрос: "What have these people been doing?" / Write two sentences about what these people have been doing.

Example:

My mother's coming to stay for a week.

I've been tidying the house.

I've been getting her bedroom ready.

1. They moved into their new house last week.

2. Tom is saving up to buy a new car.

3. I'm trying to lose weight.

Exercise 5. Поставьте к данным предложениям вопросы, начинающиеся с «How long ...» Используйте форму Present Perfect или Present Perfect Continuous. Если возможны оба варианта, укажите это.

Write a question with **How long** . . . ? for the following sentences. You need to decide whether to use the Present Perfect Simple or Continuous. If both are possible, use the Continuous.

1. I live in the country.

How long _____

2. I play a lot of tennis.

How long _____

3. I know Jack well.

How long _____

4. I work in Italy.

How long _____

5. I have an American car.

How long _____

Exercise 6. Ответьте на вопросы. / Answer the questions about yourself.

1. How long have you known your teacher?

2. How long have you been learning English?

3. Have you learned any other languages?

4. Have you seen any good films recently?

5. Have you bought a book this week?

6. How much money have you spent today?

7. What's the weather been like recently?

8. Have you been abroad recently?

Exercise 7. *Переведите предложения с русского на английский.*

1. Какова цель вашего визита?

2. На этой неделе я пыталась проследить за расходами своих детей.

3. Он изучает медицину 5 лет. Он хочет быть психиатром.

4. Мы обсуждали возможные контакты с нашими зарубежными клиентами.

5. Сколько французских слов ты подчеркнул?

6. Мортимер сильно изменился. Он никогда не был таким подозрительным.

7. Ты отправил мое письмо?

8. Мы отправляем посылки за границу уже тридцать лет, и ни одна из них никогда не была повреждена.

9. Наш рейс задержали из-за суровых погодных условий.

10. А: Почему Кейт плачет?
Б: Ей отказали в работе.
-
-
11. Держи это в секрете. Третьи лица не должны знать об этом.
-
-
12. Содержание файла доступно каждому.
-
-
13. Я купил бракованный телевизор и собираюсь завтра его обменять.
-
-
14. Какой почтовый индекс в Блэкборне?
-
-
15. Воспроизвести эту информацию не составит труда.
-
-

LESSON 5

УРОК 5

Essential Vocabulary / Глоссарий

aristocracy [æris'tokrəsi]	аристократия
to attach [ə'tætʃ]	прикрепить, связать
belief [br'i:ɪf]	убеждение, верование
branch [brɑ:ntʃ]	филиал, отделение, ветвь
bunch [bʌntʃ]	букет, набор, охапка
to channel ['tʃænəl]	направлять
charitable ['tʃærɪtəbl]	благотворительный
charity ['tʃærɪti]	благотворительность
to concentrate ['kɒnsəntreɪt]	сосредоточиться
cooperation	сотрудничество
crop [krop]	урожай, с/х культура
deserving [dɪ'zɜ:vɪŋ]	достойный
discouraging	обескураживающий, огорчительный

to divide [dr'vaɪd]	разделять, делить
drought	засуха
elderly ['eldəli]	пожилой
famine ['fæmɪn]	голод (как стихийное бедствие)
to focus on smth ['fəʊkəs]	сосредоточиться на чем-либо,
	осветить, отметить что-либо
to frown upon smb [fraʊn]	неодобрительно смотреть
	на кого-либо
to grant [grɑ:nt]	предоставлять, дарить
guarantee	гарантия
handicap ['hændɪkæp]	недостаток, отставание
handicapped ['hændɪkæpt]	страдающий заболеванием,
	отсталый
hurtful	обидный
ignorance ['ɪgnərəns]	невежество
leeway ['li:weɪ]	свобода действий
to lessen ['lesn]	уменьшать(ся)
malnutrition	недоедание
mental ['mentl]	умственный, ментальный
nun [nʌn]	монахиня
obsession	навязчивая идея, одержимость
obstacle ['ɒbstəkl]	препятствие
phoney ['fəʊni]	притворный, ложный,
	неискренний
real estate	недвижимость
refugee	беженец
rigid ['rɪdʒɪd]	негибкий, косный
to rip smb apart [rɪpə'pɑ:t]	раскапывать
rivalry	соперничество
royalty ['rɔɪəltɪ]	члены королевской семьи
to satisfy ['sætɪsfai]	удовлетворять
to single out	выделять
slum [slʌm]	трущоба
to sponsor ['sponsə]	спонсировать
sponsorship ['sponsəʃɪp]	спонсорство
spur	стимул
torture ['tɔ:tʃə]	пытка
valid ['vælɪd]	веский, имеющий силу
value ['vælju:]	ценность (в т.ч. моральная)
to worship ['wɔ:ʃɪp]	боготворить

VOCABULARY WORK / РАБОТА СО СЛОВАРЕМ

SUCCESS, FAILURE AND DIFFICULTY / УСПЕХ, ПРОВАЛ И ТРУДНОСТИ

Exercise 1. *Memorise the following words and expressions. / Запомните следующие слова и выражения.*

A. Success / Успех

to manage smth		справиться с чем-либо
I cannot manage the whole work.		Я не могу справиться со всей работой.
to manage to do smth		суметь сделать что-либо
to succeed in doing smth		преуспеть в чем-либо
to achieve	} smth	достичь
to accomplish		добиться
to achieve one's	{ goals aims targets	осуществить свои
		цели
		дела
to come off		сработать (о плане)
to attain	} an ambition	осуществить честолюбивую мечту
to realise		
to fulfil		
to achieve		
to realise	} a dream	осуществить мечту
to fulfil		
to reach	} an agreement	достичь согласия, соглашения
to secure		
to fulfil an obligation		выполнить обязательство
to reach	} a target	достичь цели
to attain		
to achieve		
to reach	} a compromise	прийти к компромиссу
to achieve		

B. Failure / Провал

to go wrong	}	потерпеть неудачу
to misfire		
to fold		закрыться (о клубе, фирме и т. д.)
to falter		споткнуться, переживать падение (на фоне удач)
to come to nothing		ни к чему не привести

C. Difficulty / Сложности

to have difficulty in (doing) smth	}	испытывать сложности с чем-либо
to find it difficult to do smth		
It's {hard difficult} to do smth		трудно делать что-либо
to have trouble doing smth	}	иметь проблемы с чем-либо
to have a lot of bother with smth		
to cope with smth		справиться с чем-либо

Exercise 2. *Learn the contents of the word-building table. / Выучите словообразовательную таблицу.*

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
succeed	success	successful	successfully
accomplish	accomplishment	accomplished	—
achieve	achievement	achievable	—
attain	attainment	attainable	—
fulfil	fulfilment	fulfilling	—
—	—	hard	hard

Exercise 3. *Choose the suitable verb to fill the gaps. / Заполните пропуски подходящими словами.*

Using the collocation matrix, choose a suitable verb to fill the gap. If the exact word in the sentence is not in the vertical column of the matrix, look for something that is close in meaning.

Matrix for some typical collocations with 'succeeding' verbs

	reach	attain	secure	realise	fulfil	achieve
an ambition		+		+	+	+
a dream				+		+
an agreement	+		+			
an obligation					+	
a target	+	+				+
a compromise	+					+

1. The management have *reached* an agreement with the union which will guarantee no strikes for the next three years.
2. Now that I've all my responsibilities to my family, I feel I can retire and go round the world.

3. The church building-fund has failed to its target of £250,000.
4. I never thought I would my ambition, but now I have.
5. Very few people all their hopes and dreams in life, very few indeed, I can tell you.
6. We hope the two sides a compromise and avoid war.
7. I'm afraid that little scheme of mine didn't off.

Exercise 4. *Correct the mistakes in these sentences. / Исправьте ошибки в следующих предложениях.*

1. I find very difficult to understand English idioms.

2. She succeeded to rise to the top in her profession.

3. Do you ever have any trouble to use this photocopier? I always seem to.

4. I've accomplished to work quite hard this last month.

5. I'm amazed that you can cope all the work they give you.

Exercise 5. *What might happen if ... (What would you do if ...) / Что могло бы произойти, если ... (Что бы вы сделали, если ...)*

1. a plan misfired?
Abandon it. / Look for an alternative.
2. you were having a lot of bother with your car?

3. a club had only two members left out of fifty?

4. a student faltered in one exam out of six, but did well in all the rest?

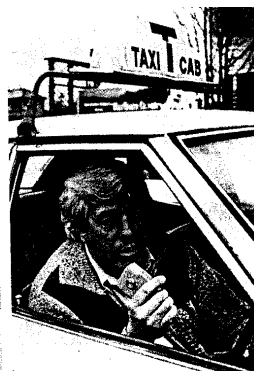
5. you started a small business but it came to nothing?

6. you couldn't cope with your English studies?

EVERYDAY ENGLISH / ПОВСЕДНЕВНЫЙ АНГЛИЙСКИЙ
TELEPHONING / БЕСЕДА ПО ТЕЛЕФОНУ
ARRANGEMENTS BY PHONE / ЗАКАЗ УСЛУГ ПО
ТЕЛЕФОНУ

Exercise 1. *Read the dialogues.* / Прочтите диалоги.

- a) **Q:** Hello. Radio Taxis.
R: I'd like a taxi, please.
Q: When do you want it?
R: As soon as possible.
Q: Where are you?
R: On the corner of London Road
and Strouden Street.
Q: Where do you want to go?
R: The station.
Q: What's the name?
R: Johnson. Mr. Johnson.
Q: O.K. Thank you.
- the station
the airport
the hospital
the bus station
the ABC cinema
Mr. Johnson
Mrs. Taylor
Miss Baker
Dr Steele



b)

- Receptionist:** Beck's nightclub ... Can I help you?
Mr. Hunt: Yes ... Can I book a table for dinner for ten fifteen (10.15) on Monday, the sixth (6th) July?
Receptionist: Just a minute, please. I'm sorry, but we aren't going to have any until ten forty-five (10.45). Is that all right?
Mr. Hunt: No. I'm sorry, but that's too late. Thank you.
Receptionist: Good-bye.

c)

Receptionist: Sam's Place. ... Can I help you?

Mr. Hunt: Yes. Can I book a table for dinner for ten fifteen (10.15) on Monday, the sixth (6th) of July

Receptionist: What's your name, please?

Mr. Hunt: Hunt ... Guy Hunt.

Receptionist: Thank you, Mr. Hunt.

Exercise 2. *Complete the conversation. / Впишите недостающие строчки.*

A: Good morning. Streamline Taxis.

B:

A: When?

B:

A: Where are you at the moment?

B:

A: And your name ... what's your name?

B:

A: Right. Thank you very much.

Exercise 3. *Choose a situation and make a dialogue. / Выберите ситуацию и составьте диалог.*

a) You are going to travel and want to reserve a hotel room for 3 nights. Phone the hotel and speak to the receptionist.

b) A new ballet is on at the local theatre. Phone the box-office and book three tickets for tomorrow. You want to have the tickets delivered to your place.

Traning / Тренинговые задания

Exercise 1. *Normally we like to surround ourselves with people of the same interests and opinions. This is how groups are formed.*

Обычно мы окружаем себя людьми с теми же интересами и взглядами, что у нас. Так формируются группы.

a) *What has brought these group of people together? / Что объединяет эти группы людей?*

- a trade union

- a football crowd

- the Hollywood Oscar ceremony

- freemasons

- scouts and guides

- members of a golf or tennis club

- prisoners

- members of anti-nuclear groups

- nuns

- members of the armed forces

- royalty

b) *Choose one of the groups and describe it. / Выберите одну из групп (упр. 1a) и опишите ее.*

a. what is normal, acceptable behaviour for this group.

b. some examples of what would be unacceptable to the other members of the group.

c) *To how many of these groups can you attach a certain social class? К каким из этих групп можно подобрать классовые соответствия?*

Example

People who belong to trade unions are traditionally working class, but many of them are also middle class.

d) *Answer the questions. / Ответьте на вопросы.*

How much of a class system is there in your country?

How does it show itself?

Is there an aristocracy?


Exercise 2. a) *Have you ever given money to charity or worked for a charity? Look at this list of charities and charitable causes.*

Which do you think are the most and least deserving?

Вы когда-нибудь жертвовали или собирали деньги на благотворительные цели?

Прочтите список благотворительных дел. Какие из них, по вашему мнению, наиболее и наименее достойны пожертвований?

- Help the Aged
- National Society for the Prevention of Cruelty to Children
- Royal Society for the Prevention of Cruelty to Animals
- Cancer research
- A group that protests against experiments on animals
- A local child who needs an expensive operation in America

b)  *Listen to these four charity appeals. Look at the pictures and answer the questions.*

Прослушайте четыре обращения с просьбой о пожертвованиях, посмотрите на картинки и ответьте на вопросы.

For each of the charities, say

- which people it tries to help

- why these people need help

- how the charity tries to help them

- the charity's successes and problems

c) Answer the questions. / Ответьте на вопросы.

What do you think:

If you had £1,000 that you wanted to give to charity, which of these four would you give to? How would you divide the money?

ActionAid

Change a child's world

Become a Sponsor



The symbol of Amnesty International is a lighted handle surrounded by barbed wire.

Exercise 3. a) Read Arnold Schwarzenegger's story about his dreams.

/ Прочтите рассказ Арнольда Шварценеггера о его мечтах.

Arnold Schwarzenegger

I was born in a little Austrian town, outside Graz. It was a 300-year-old house.

When I was ten years old, I had the dream of being the best in the world in something. When I was fifteen, I had a dream that I wanted to be the best body builder in the world and the most muscular man. It was not only a dream I dreamed at night.



Arnold Schwarzenegger

It was also a daydream. It was so much in my mind that I felt it had to become a reality. It took me five years of hard work. Five years later, I turned this dream into reality and became Mr. Universe, the best-built man in the world.

“Winning” is a very important word. There is one that achieves what he wanted to achieve and there are hundreds of thousands that failed. It singles you out: the winner.

I came out second three times, but that is not what I call losing. The bottom line for me was: Arnold has to be the winner. I have to win more often the Mr. Universe title than anybody else. I won it five times consecutively. I hold the record as Mr. Olympia, the top professional body-building championship. I won it six times. That’s why I retired. There was nobody even close to me. Everybody gave up competing against me. That’s what I call a winner.

When I was a small boy, my dream was not to be big physically, but big in way that everybody listens to me when I talk, that I’m a very important person, that people recognise me and see me as something special. I had a big need for being singled out. Also my dream was to end up in America. ...

It is the country where you can turn your dream into reality. Other countries don’t have those things. When I came over here to America, I felt I was in heaven. In America, we don’t have an obstacle. Nobody’s holding you back.

Number One in America pretty much takes care of the rest of the world. You kind of run through the rest of the world like nothing. I’m trying to make people in America aware that they should appreciate what they have here. You have the best tax advantages here and the best prices here and the best products here.

One of the things I always had was a business mind. When I was in high school, a majority of my classes were business classes: economics and accounting and mathematics. When I came over here to this country, I really didn’t speak English almost at all. I learned English and then started taking business courses, because that’s what America is best known for: business. Turning one dollar into a million dollars in a short period of time. Also when you make money, how do you keep it?

That’s one of the most important things when you have money in your hand, how can you keep it? Or make more out of it? Real estate is one of the best ways of doing that. I own apartment buildings, office buildings, and raw land. That’s my love, real estate.

I have emotions. But what you do, you keep them cold or you store them away for a time. You must control your emotions, you must have command over yourself.

Sport is one of those activities where you really have to concentrate. You must pay attention a hundred percent to the particular thing you're doing. There must be nothing else on your mind. Emotions must not interfere. Otherwise, you're thinking about your girlfriend. You're in love, your positive energies get channelled into another direction rather than going into your weight room or making money.

You have to choose at a very early date what you want: a normal life or to achieve things you want to achieve. I never wanted to win a popularity contest in doing things the way people want me to do it. I went the road I thought was best for me. A few people thought I was cold, selfish. Later they found out that's not the case. After I achieve my goal, I can be Mr. Nice Guy. You know what I mean?

California is to me a dreamland. It is the absolute combination of everything I was always looking for. It has all the money in the world there, show business there, wonderful weather there, beautiful country, ocean is there. Snow skiing in the winter, you can go in the desert the same day. You have beautiful-looking people there. They all have a tan.

I believe very strongly in the philosophy of staying hungry. If you have a dream and it becomes a reality, don't stay satisfied with it too long. Make up a new dream and hunt after that one and turn it into reality. When you have that dream achieved, make up a new dream.

I am a strong believer in Western philosophy, the philosophy of success, of progress, of getting rich. The Eastern philosophy is passive, which I believe in maybe three percent of the times, and the ninety-seven percent is Western, conquering and going on. It's a beautiful philosophy, and America should keep it up.

Exercise 4. a) *Read the following statements and determine to what extent you agree or disagree with them. / Прочитайте утверждения и определите, до какой степени вы согласны или несогласны с ними.*

strong agreement	полное согласие
agreement	согласие
undecided	отсутствие определенного мнения
disagreement	несогласие
strong disagreement	категорическое несогласие

1. All people are given equal opportunity in life. _____
2. Everybody has a chance to succeed if he or she only works hard enough. _____
3. Money and material wealth are what matters most in life. _____
4. Winning in competitions is one of the most important things in life. _____

5. Self-reliance is more important than concern for others. _____
6. Being popular is as important as material success. _____

b) *Compare your answers with those of your fellow-students. Which statements do the most people agree and disagree with? / Сравните свои ответы с ответами других студентов. С какими высказываниями согласно и несогласно большее количество людей?*

Exercise 5. *Read the discussion of American Beliefs and Values. / Прочитайте обсуждение американских убеждений и жизненных ценностей.*



A Discussion of American Beliefs and Values

a) *In the following interview four young Americans are asked what they think about their own country, how they feel about being Americans, and what their values are. As seniors at Casa Grande High School in Petaluma, California, they all take English literature as one of their college prep classes. The participants are Shannon Alexander (18), Mark and Andrew Ferguson (17), and Mike McKay (18).*

В этом интервью четырех молодых американцев спрашивали о том, что они думают о своей стране, как они ощущают себя американцами, какие у них жизненные ценности. В старших классах Каса Гранд – средней школы в Петалуме, штат Калифорния, они

проходят курс английской литературы в качестве подготовки к колледжу. Участники обсуждения: Шеннон Александер (18 лет), Марк и Эндрю Фергюсоны (17 лет) и Майк Мак Кей (18 лет).

Section 1

Interviewer: The traditional American value system has included preaching hard work and worshipping the dollar. It has been part of the American Dream that if you only work hard enough, you can make it. Do you think these values are still important? Andrew.

Andrew: I think they really are. I think they are really valid in America of nowadays because it's really coming back in on the media, TV, newspapers about people who are successes from hard work. And really that's all we are treated with all our life. And I think anyone, anyone at all, could make it really big, if they just tried really hard, no matter what. I don't think it really matters about their background. And I think that being a success is really what's important in America — that society really frowns upon people who don't make it. So, if you're not a success, if you're just a medium success, you feel — like you're failing. That's my feeling.

Interviewer: Mark, you agree with your brother?

Mark: No, not really. I feel that hard work still has its value in America but success, I think, has a different definition and money isn't really as valuable. I think that success has become more a measure of a person to himself rather than a person to society and that people don't look down on you if you're happy what you're doing. And actual money isn't really as important as it used to be. And people have found that less money can make you as happy as more money.

Interviewer: Do you agree, Andrew?

Andrew: No, I don't agree because how you feel about yourself is influenced by your society and society does encourage success and does look down on its people who are not successful as far as money goes, and whether or not they are happy with themselves doesn't matter.

Interviewer: Mark.

Mark: Although that what you are saying is true, I feel that society's importance to the individual has lessened, even with our generation, society's criticism isn't as important to people any more. It is more important to people to be happy.

Interviewer: Mike, you want to join in?

Mike: I kind of feel that the society ideal of success has really been kind of drifting out. It reached its height with the American yuppie. The yuppie, you know, is trying to achieve. Everybody is trying to be alike, and everybody wants to own a BMW and things like that.

Section 2

Interviewer: It is sometimes said that winning is an American passion. But in order to succeed you've got to compete. In other words, rivalry and not cooperation is the spur to achievement. Then, if this society is a society which encourages individualism, how do more social values fit in? Mike.

Mike: I definitely think that winning is an American obsession. You can just kind of look at what the Vietnam War did to us in the past 20 years. It really ripped apart American society. It divided some people. It divided American society. Many people felt we shouldn't have been in there first place, others felt that while we were there, we might as well win, others felt we really should be there trying to save Vietnam from itself or something to that effect. And it really ripped us apart, and it is because of the fact, you know, it was one of the first wars we really didn't win. And it was really tough on America.

Shannon: I wanted to say that winning is different things to different people. And while some people think winning would be becoming a president of a major corporation and running a whole bunch of financial situations, other people think winning is helping people around them. To the social workers it's the feeling that they want to help the poor and they want to help the elderly, and to them that's winning. And it's sort of everyone has their own ideals, and some like to help others and some people don't care about anyone but themselves.

Interviewer: What would be winning to you?

Shannon: Winning to me? Well, if I won, which would be becoming a famous actress, world-famous, that would be my ideal because I love to act and I always wanted to be famous, I guess. But I wouldn't forget the people around me and I would never do any dirty tricks to get ahead. I'd still be conscious of the society around me.

Interviewer: Andrew.

Andrew: I think most people are like that. And, they want to win without really hurting anyone else. However, I think that the bottom line is that there are winners and there are losers, and everybody would rather really be a winner and that somebody else be the loser. And, I guess that is the sort of attitude I have. But I'd never want to tread over anyone else, of course.

Section 3

Interviewer: One feature that has often been associated with the American dream is the desire to be well-liked. Do you still subscribe to this idea? Mark.

Mark: No, not very much, though, on a social level there are still many people who have to be well-liked. It's part of their personalities. And they like to form into different groups where they all dress the same and talk the same. But a lot of people like ourselves don't conform to this value at all. So we have much fewer friends but a much more honest relationship. And being well-liked is very important because it can be very hard to have people not like you or just think you're very strange or something. But it's more important to be more honest with yourself.

Interviewer: Andrew.

Andrew: There are a lot of people at this school who are, I think, really fairly phoney. They do things they do not really want to. They dress in a way they do not really want to just because their group is doing it and they want to fit in. And none of us four really were ever like that. So we can't really get into that kind of mind.

Shannon: Um, I had two things to say, one about what they were speaking of. I did go through a phase, I guess, from 8th to 10th grade, where it was important for me to be well-liked and I did dress like my friends and talk like my friends. But then I just felt so out of place because I have my own ideas and I've been raised all my life to think the way I wanted to think. And now I live a different sort of life. I have people I act with and people that I talk with and I really enjoy my A.P. class because the people there really think. And that's the life I like to live. Not just, you know, have everyone like you for stupid reasons but because you respect each other. I think it's a goal that a lot of people have, to have a respect of other people, and that's the kind of liking that people want. They want people to respect them and to listen to what they have to say.

Interviewer: Mike.

Mike: Whether someone agrees with you or not isn't really necessarily the most important matter. The most important matter is respect.

Interviewer: Andrew.

Andrew: Respect is so important. I think I'd much rather be respected for my opinion to being myself than just being liked.

Section 4

Interviewer: The famous quote from the Declaration of Independence that this country grants equal opportunities for all — is that still valid? To what extent does a certain ethnic background or a certain family background help to predetermine future chances in life? Mark.

Mark: I feel that rich people have much more of an opportunity than the poor people. The poor people can succeed but they need luck and there is no guarantee that goes with it. The rich people, they have a lot more leeway in what goes in their lives. They start out a step up.

Shannon: A lot depends on the type of family background you have and the type of parents you have and if they promote thinking and if they bring different views to you. And I've known many friends that ... these views they have are so rigid and they refuse to think and they refuse to understand what other people have to say because their parents said well this is how it is, and this is the way we think. I feel lucky my parents have always told me the way many people thought and I was given opportunity to choose. And that's important too.

Interviewer: Mike.

Mike: Under the law there is equal opportunity in the United States, more than there ever was before.

Interviewer: Andrew.

Andrew: Yes, but in reality you also got to be aware of schooling. Many poor people, generally blacks in slum areas, go to schools and they have to work and drop out of school by 10th grade and they will never finish high school and without a high school diploma you cannot make it in America, at least it's almost impossible.

Interviewer: Mike.

Mike: It takes a lot more drive to succeed if you're black or if you're shall we say just kind of less advantaged.

yuppie: (young urban professional), a young person in a professional job with a high income, especially one who enjoys spending money and having a fashionable way of life.

A. P. class: advanced placement class, open to outstanding Seniors at an American high school, bringing students to a first year of college (Freshman) level of proficiency.

b) *Answer the questions. / Ответьте на вопросы.*

1. How does Mike think the Vietnam War affected America as a "nation of winners"?

2. Shannon thinks that, "winning is different things to different people." What examples does she give to support her opinion? What does "winning" mean to her?

3. How does Andrew view the concept of cooperation and rivalry in society?

c) *Make a list of the values discussed by these four young Americans. Are they important in Russia? Make a speech about your own values and beliefs.*

Составьте список ценностей, упомянутых этими четырьмя молодыми американцами. Важны ли они в России? Подготовьте выступление о ваших моральных ценностях и убеждениях.

	Andrew	Mark	Mike
1. By spreading the gospel of success, the media greatly influence the American value system.			
2. People who fail are not accepted.			
3. Society considers happiness to be as important as material success.			
4. Happiness is not a question of money.			
5. The yuppie's philosophy revives the traditional value of success.			

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юнити.

Exercise 1. *Прочитайте и переведите предложения. Объясните употребление времен. / Compare the use of tenses in the following pairs of sentences. Say which tense is used and why.*

1. When we got to the theatre, the play started.

When we got to the theatre, the play had started.

2. When she saw the photograph, she burst out laughing. When she had seen all the photographs, she went home.

3. She was tired. She had been writing all morning. She was tired. She had written three chapters of her book that morning.
-
-

Exercise 2. *Ответьте на вопросы, используя нужные временные формы глаголов. / Answer questions as in the model; pay particular attention to the tense-forms. Use these verbs.*

to read, to write, to discuss, to prepare, to look through

Example:

1. "What are you doing now?" "I am translating an article."
2. When did you begin translating it?

3. How long have you been translating it?

4. How much have you translated?

5. Were you translating it when your friend rang you up?

6. How long had you been translating it before your friend rang you up?

7. Did you say you had translated the whole article?

8. Will you still be translating it an hour from now?

9. Do you often translate articles of this kind?

Exercise 3. *Раскройте скобки, используя глаголы в форме подходящего времени и залога. / Put the verbs in brackets into the correct voice and tense forms.*

1. Don't let the boy stay out so long. He (to run about) _____ for three hours, and may catch cold. 2. That young singer has had a very good training. He (to sing) _____ for half an hour and never (to stop) _____ for a moment's rest. 3. It is unfair of you to be cross with the man. He (to be) _____ away for two weeks and you can't blame him for the few mistakes that (to make) _____ during his absence (отсутствие). 4. Our reply (to send) _____ to you as soon as all the dates (to fix) _____ finally. Some of them (to consider) _____

yet. 5. "I (not to see) _____ Ann lately. What she (to do) _____?" "She just (to take) _____ her finals and (to prepare) _____ to go away for a holiday." 6. "Why you (to wear) _____ that strange looking suit? You (to look) _____ quite a sight in it!" "Why, I (to wear) _____ it for a month and nobody (to say) _____ a word all this time." 7. It's no use calling for the documents now. They (to prepare) _____ when I (to leave) _____ the office, but I don't think they (to be) _____ ready yet. 8. There (to be) _____ considerable changes in this area in the last five years. The main part of it (to build up) _____ already, and several new factories (to set up) _____ now. In another three years it (to turn) _____ into a large industrial area. 9. Jesse (to be unemployed — быть безработным) _____ for five months when he (to manage) _____ to get hired as a driver at a small factory. 10. The travellers (to walk) _____ through the forest for several hours when they (to discover) _____ that they (to lose) _____ their way. 11. Last Sunday my friend, and I decided to go fishing. When I got to my friend's place at four in the morning, all his things (to pack) _____ and last minute preparations (to make) _____. My friend (to look) _____ cross and (to say) _____ he (to wait) _____ for me for half an hour.

Exercise 4. *Переведите предложения с русского на английский.*

1. Девочки объяснили, что они собирают деньги для благотворительности с Рождества.

2. Я не выношу ее притворного идеализма.

3. Его выбор был предопределен его происхождением: его отец и дяди занимались банковским делом с шестидесятых годов.

4. Я не думаю, что это достойное дело.

5. Моя первая учительница французского была монахиней.

6. Школьное соперничество иногда может быть очень обидным.

7. Инспектор полиции был неудовлетворен результатами расследования.

8. Многие африканские дети страдают от недоедания.

9. Попробуйте осветить биографию писателя и его частную жизнь.

10. Я не помню точно, какой цитатой он воспользовался.

11. Заранее благодарю вас за сотрудничество.

12. У пожилых людей бывают ценности и убеждения, которых не разделяют их дети.

13. Существуют специальные школы для умственно отсталых детей.

14. Когда ему было шестьдесят, он все еще боготворил свою жену, хотя они жили вместе тридцать лет.

15. Вы должны выделить основные детали и пересказать рассказ.

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 1

УРОК 1

SECOND CONDITIONAL / ПРИДАТОЧНЫЕ ПРЕДЛОЖЕНИЯ УСЛОВИЯ ВТОРОГО ТИПА

1. Придаточные предложения условия второго типа не основываются на реальных событиях. Они выражают нереальное условие с отношением к настоящему или будущему и его возможные результат:

*If I were taller, I'd join the
police force.*

*Если бы я был выше,
я поступил бы в полицию.*

2. В придаточном предложении используется форма, совпадающая с Past Simple, в главном предложении – форма, совпадающая с «Future-in-the-Past» (would + инфинитив).

*If you saw a ghost, what
would you do?*

*Если бы ты увидел
привидение, что бы ты сделал?*

При этом вместо формы **«was»** используется форма **«were»** даже с подлежащими в единственном числе.

3. Second Conditional также используется:

а) в вежливых предложениях и просьбах

*Would it be convenient if I
called this evening about
eight o'clock.*

*Было бы удобно, если бы я
позвонил сегодня вечером
около 8 часов?*

б) в советах, особенно в сочетании «if I were you ...» – «на вашем месте»

*If I were you, I would cook it
a little longer.*

*На вашем месте я готовил
бы это чуть подольше.*

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 2

УРОК 2

THIRD CONDITIONAL / ПРИДАТОЧНЫЕ ПРЕДЛОЖЕНИЯ УСЛОВИЯ ТРЕТЬЕГО ТИПА

1. Придаточные предложения условия третьего типа не основываются на реальной ситуации. Они выражают нереальное условие в прошлом и его вероятный результат.

*If I had known his background,
I would never have employed him.*

*Если бы я знал его прошлое,
я никогда бы его не нанял на
работу.*

2. В придаточном предложении условия используется форма, совпадающая с Past Perfect (had + причастие II), а в главном предложении используется форма, совпадающая с Future Perfect-in-the-Past (would have + причастие II).

*If I hadn't seen it with my own
eyes, I wouldn't have thought it
possible.*

*Если бы я не видел этого
своими глазами, я не подумал
бы, что это возможно.*

3. Смешанный тип придаточных условия (mixed Conditional)

В некоторых случаях части предложения имеют различную временную отнесенность, что приводит к образованию условных предложений смешанного типа.

*If we had brought a map with
us, we would know now where
we are.
If I didn't love her, I wouldn't
have married her.*

*Если бы мы взяли с собой
карту (раньше), мы бы знали
(теперь), где мы находимся.
Если бы я не любил ее
(раньше и сейчас), я не
женился бы на ней (раньше).*

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 3

УРОК 3

ОБСУЖДЕНИЕ НЕРЕАЛЬНОЙ СИТУАЦИИ

1. В английском языке существует ряд выражений, позволяющих обсуждать нереальные ситуации.

Например: "I wish ..." (жаль, что / мне хотелось бы, чтобы), "If only ..." (если бы только), «I'd rather ...» (я бы предпочел, чтобы).

2. Если нереальная ситуация относится к настоящему или будущему, используется форма, совпадающая с Past Simple, при этом вместо **«was»** употребляется **«were»**:

I wish you lived nearer.

Жаль, что ты не живешь поближе.

If only I had a car!

Если бы только у меня была машина!

I'd rather you kept this a secret.

Я предпочел бы, чтобы вы держали это в секрете.

3. Если нереальная ситуация относится к прошлому, используется форма, совпадающая с Past Perfect.

I wish he hadn't been so unkind.

Жаль, что он был таким недобрым.

If only we hadn't missed the plane!

Если бы только мы не опоздали на самолет!

I'd rather you hadn't said it.

Я предпочел бы, чтобы вы этого не говорили.

4. Конструкция **“should have + причастие II”** выражает сожаление о том, что произошло или не произошло в прошлом.

You shouldn't have hit him.

Вам не следовало бить его.

I should have worked harder.

Мне следовало бы работать усерднее.

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 4

УРОК 4

THE PRESENT PERFECT CONTINUOUS TENSE

Глагол в Present Perfect Continuous имеет следующие формы:

форма		форма			форма	
I have	been working. (‘ve been working).	Have I been working?			I have not been working. (haven't been working)	
He She It	has been working. (‘s been working)	Has	he she it	been working?	He She It	has not been working. (hasn't been working)
We You They	have been working. (‘ve been working)	Have	we you they	been working?	We You They	have not been working. (haven't been working)

Present Perfect Continuous употребляется для выражения действий, начавшихся в прошлом и продолжающихся до настоящего момента речи, как бы подводя итог их длительности, например:

*I'm afraid you **have been overworking** yourself lately.*

Боюсь, что ты очень переутомляешься на работе в последнее время.

*The boy **has been riding** horses since he was three.*

Мальчик ездит на лошадах с трехлетнего возраста.

Present Perfect Continuous обычно употребляется только с динамическими глаголами. С остальными глаголами такого рода действия выражаются с помощью Present Perfect.

С динамическими глаголами неопределенного характера возможно употребление как Present Perfect Continuous, так и Present Perfect без заметного различия в их значении, например:

*My mother **has been looking** /**has looked** after her old sister for many years now.*

Моя мать ухаживает за своей старой сестрой уже много лет.

***Have you been waiting/ have** you **waited** long?*

Ты давно ждешь?

В предложениях с Present Perfect Continuous, как правило, указывается период времени, в течение которого происходит действие. Он может быть обозначен тремя способами:

а) с помощью обстоятельственных выражений типа **all my life** (всю жизнь), **these three years** (эти три года), **all this week** (всю эту неделю), **all this year** (весь этот год), **lately** (в последнее время) и др., например:

***We have been staying** here all this week.*

Мы здесь гостим всю эту неделю.

б) с помощью предложных словосочетаний, обычно с предлогом **for**, например:

*They **have been working** for two hours trying to get the lorry out of the ditch.*

Они работают уже два часа, пытаются вытащить грузовик из канавы.

в) с помощью **since**, которое может быть наречием, предлогом или союзом, например:

*He came back at three o'clock, and he has been reading **since**.* Он вернулся в три часа и с тех пор читает.

*He has been reading **since three o'clock**.* Он читает с трех часов.

*He has been reading **since** he came back.* Он читает с тех пор, как вернулся.

Примечание. Если период времени, в течение которого происходит действие, не связан с моментом речи, а относится к прошедшему времени, то употребляется Past Indefinite.

Сравните:

*At school I **studied** French for four years.* Когда я учился в школе, я в течение четырех лет учил французский язык.

*I **have been studying** French for four years.* Я учу французский язык четыре года.

Аналогичное различие наблюдается и в специальных вопросах, начинающихся с **how long** (сколько времени).

Сравните:

*How long **did he study** French at school?* Сколько времени он учил французский язык в школе?
*How long **have you been studying** French?* Сколько времени ты учишь французский язык?

Иногда Present Perfect Continuous употребляется без указания на период времени, в который происходило действие. Сама форма дает тогда понять, что действие происходило в недавнем прошлом и служит объяснением положению вещей в момент речи, например:

— *The streets are wet* — На улице мокро.
— ***It has been raining.*** — Недавно был дождь.
— *You look hot, Tom. Go and change your clothes.* — Похоже, что тебе жарко, Том. Пойди и переоденься.
— *Oh, I'm not really hot. I've just **been running**.* — Мне на самом деле нежарко. Я просто бегал.

Такое употребление Present Perfect Continuous обладает большой выразительностью. Поэтому эта форма часто используется

для интенсификации действия или для придания ему эмоциональной окраски. В этом случае Present Perfect Continuous встречается даже с остальными глаголами, например:

*"Hello," she said. "I'm glad you're here. I've been **wanting** to talk to you."*

«Привет,—сказала она.— Я рада, что ты здесь. Я уже давно хочу с тобой поговорить».

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

LESSON 5

УРОК 5

THE PAST PERFECT CONTINUOUS TENSE

Глагол в Past Perfect Continuous имеет следующие формы:

Утвердительная форма		Вопросительная форма			Отрицательная форма	
I	had been	Had	I	been	I	had not been
He	working.		he	work-	He	working.
She	(<i>'d been work-</i>		she	ing?	She	(<i>hadn't been</i>
It	ing)		it		It	working)
We			we		We	
You			you		You	
They			they		They	

Past Perfect Continuous употребляется для выражения действий, начавшихся до указанного момента в прошлом и продолжавшихся до этого момента, как бы подводя итог их длительности, например:

*She suddenly realised that it was now completely dark and that she **had been walking** for a long time.*

Она вдруг поняла, что было уже совсем темно и что она уже очень давно гуляет.

*Alice put down the flowers she **had been holding** since she came into the room.*

Алиса положила цветы, которые она держала в руках с тех пор, как вошла в комнату.

Past Perfect Continuous обычно употребляется только с динамическими глаголами. С остальными глаголами, которые, как правило, не употребляются в форме Continuous, такого рода действия выражаются в Past Perfect.

С динамическими глаголами неопределенного характера возможно употребление как Past Perfect Continuous, так и Past Perfect без заметного различия в их значении, например:

*Roy mentioned that he **had been dining/had dined** at home since his return.*

Рой упомянул, что с момента своего возвращения он обедал дома.

*He was not aware how long he **had been sitting/had sat** there.*

Он не представлял себе, сколько времени он там просидел.

В предложениях с Past Perfect Continuous обычно указывается период времени, в течение которого происходит действие. Он может быть обозначен тремя способами:

а) с помощью обстоятельственных выражений типа **all his life, those two years, all that month, of late** и др., например:

*Jim said that he **had been writing** all day.*

Джим сказал, что он весь день писал.

б) с помощью предложных словосочетаний с **for**, например:

*I knew they **had been corresponding** for years.*

Я знал, что они уже много лет переписываются.

в) с помощью **since**, которое может быть наречием, предлогом или союзом, например:

*He said he **had returned** from abroad two years ago and **had been working** in a newspaper office **since**.*

Он сказал, что вернулся из-за границы два года назад и с тех пор работает в одной газете.

*He said he **had been working** in a newspaper office **since** his return from abroad.*

Он сказал, что работает в одной газете после возвращения из-за границы.

*He said he **had been working** in a newspaper office **since** he returned from abroad.*

Он сказал, что работает в одной газете с тех пор, как вернулся из-за границы.

Примечание. Обратите внимание на употребление Past Indefinite в придаточном предложении, вводимом союзом **since** (см. последний пример выше).

Иногда Past Perfect Continuous употребляется без указания на период времени, в который происходило действие. Сама форма дает тогда понять, что действие происходило незадолго до указанного момента в прошлом, например:

*She could see from the wet
look of their costumes*

*Она видела по их мокрым
костюмам, что они плавали.*

*that they **had been swimming**.*

**ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА
АНГЛИЙСКИЙ ЯЗЫК
БАЗОВЫЙ КУРС**

ЮНИТА 7

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