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(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ)

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# *English is Easy to Learn*

*Рекомендовано УМО «Ядерные физика и технологии»  
в качестве учебного пособия  
для студентов высших учебных заведений*

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Учебное пособие, написанное в соответствии с программой по иностранным языкам для неязыковых вузов, основано на современной концепции образовательного процесса, пересматривающей отношения между тремя его главными компонентами: преподавателем, учебником и студентами, смещая акцент с усвоения студентами готовых знаний на их самостоятельную, познавательную деятельность. Учебное пособие представляет собой сборник оригинальных английских текстов, разработанных для обсуждения в парах и минигруппах. Тексты снабжены лексическими и грамматическими упражнениями и пояснениями. Основная цель учебного пособия – внести вклад в расширение кругозора студента МИФИ, в какой-то степени восполнить гуманитарный пробел образования, предлагаемого техническим вузом.

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# **Introduction**

## **Some notes that may come handy to the teacher**

Teaching a language is not putting “a.b.c.” rules into the learners’ heads and giving them a test to check how well they memorized them. Teaching a language is developing the student’s imagination and creativity, logical reasoning and response, compassion and responsibility. How to organize the teaching process to achieve it? Let’s consider the main components of the teaching process. They involve the teacher, the text-book and the learners.

## **Some words about the text-book**

It so happened that the text-book has proved to be the main element in the traditional system of teaching languages. Since it is the main tool of the teacher, it has to be carefully selected. In the global informational environment which offers a great variety of text-books by Russian and foreign authors it is not easy to choose the book which will suit your goals and meet the criteria of your preferences. When I was in Britain on an exchange programme I asked my English teacher how they solved their text-book problem and was taken aback by her answer: “I don’t like using a book”, she said, “I gave it up long ago. A variety of materials is what is needed.”

Time passed. I have gained experience. I don’t use a book any longer, either. I am a firm believer that every teacher teaches in his own unique way. I strongly suspect that the text-book stunts the teacher’s creativity. Now I have different texts for different purposes, developing different skills. I select the texts which are interesting for me, informative and thought provoking and my students enjoy reading them.

I offer you a variety of materials. Depending on the time you have at your disposal and your goals and preferences you can make your own selection.

## **Some words about the teacher and the learners**

What is the function of the teacher expected to be in present day society when most of the language learning is done independently of the teacher, outside the classroom? How to organize the teaching process to meet the expectations of the students?

The traditional system of education centred around the teacher is becoming obsolete. The world has developed a new education paradigm, which turns upside down the situation in teaching. The modern conception of education revises the proportions of its main components: the teacher, the text-book and the students, putting new emphasis on the independent cognitive activity of the learner. The new paradigm implies a shift from “teacher-centred learning” to “student-centred learning”. The teacher is no longer pictured as the dominant figure, towering above the students holding tightly the text-book or sitting at the desk at the front with the text-book in front. Now he directs rather than commands, instructs or dominates. The postulate: “Languages are learnt, they are not taught” is gaining momentum. It is the individual who learns, the teacher only helps, assists, trains learners to be more responsible, motivates, involves everybody into the learning process, encourages them to speak, and promotes discussion.

The new paradigm implies an interaction between equals when the teacher means: “I am not going to dominate you. I am one of you”. You have to negotiate with students when the learner and the knower agree to language learning.

I hope you will find the texts enjoyable.

## Phonetic Drill

**Before you start reading the texts make sure you know how to pronounce these words:**

C [S] before e, i, y

an exception – исключение

to accept – принимать

an accident – несчастный случай

to succeed – превосходить

vice – зло

a facility – устройство

a source – источник

a circus – цирк

fascinating – удивительный

a circle – круг

ci, ti [S] before a vowel (гласная)

commercial – торговый, промышленный

ancient – древний

species – вид, разновидность

initiative – инициатива

a politician – политик

to appreciate – высоко оценивать

ambitious – целеустремленный

essential – основной

artificial – искусственный

but: society – общество

**Let's play a word game. You are groups of four. One of you chooses a word above and keeps it in mind. (e.g. your choice is to accept). Someone asks you, e.g. "Is it to succeed?"**

**– "No, it isn't to succeed – you say. The winner is the one who guesses the word you have in mind. "Yes". you say" it is to accept.**

**Pronounce each word distinctly. Otherwise, the game will lose its meaning. Ask questions in turn.**

g [dʒ] before e, i, y

hydrogen – водород

a digit – число

huge – огромный

aging – старение

magic – волшебный

to suggest – предлагать

but: a target – цель

a triangle – треугольник

to gamble – играть в азартные игры

ou, ow [au]

a crown – венец

outer – внешний

an amount – количество

a pound – фунт

but: a rainbow [ou] – радуга

au, aw [ɔ]

to launch – запускать

to exhaust – исчерпывать

eu, ew [ju:]

a crew – экипаж

a neurosurgeon – нейрохирург

qu [kw]

equipment – оборудование

an inquiry – расследование

a sequence – последовательность

an equation – уравнение

a square – квадрат

but: technique [tek'ni:k] – метод, технология

gu [g]

a guide – гид

guilty – виновный

a guess – догадка

## Let's play a word game

tu – ture [tʌ]

actual – действительный

a virtue – достоинство

natural – естественный

an adventure – приключение

ea [i:]

to feature – показывать

a createare – создание

but: ea [e] before d, th, lth

steeady – постоянный

deead – мертвый

instead – вместо чего-то

to spreead – распространяться

a heead – голова

weealth – изобилие

leeather – кожа

gn [n]

a sign – знак

foregn – иностранный

to design – конструировать

ous [ʊs]

dangerous – опасный

marvellous – чудесный

numerous – многочисленный

poisonous – ядовитый

tremendous – огромный, впечатляющий

obvious – очевидный

mysterious – таинственный

wr [r]

wreckage – обломки

wretted – испорченный



## Let's play a word game

### gh [-]

through gh [θru] – через, сквозь

(al) though gh [θou] – хотя

thorough gh [θʌrʊ] – тщательный

### ch [k] in technical literature

a character – характер, знак, символ

techchnology – техника

chemistry – химия

a mechchanism

### sure [Zɹ] after a vowel

pleasure – удовольствие

to measure – мерить

leisure – свободное время

### sure [Sɹ] after a consonant (согласная)

pressure – давление

### fy [fai] as a V suffix

to identiffy – определять

to terriffy – устрашать

### ize [aiz] as a V suffix

to criticize – критиковать

to specialize – специализироваться

**l, r are semivowels (полугласные), the vowel in the stressed syllable (ударный слог) has an alphabetical pronunciation.**

a metre

a cyclope – циклоп

a cyclone – циклон

**Let's play a word game. Pronounce each word distinctly.**

**Make sure you know stress rules.**

**N** – существительное, **V** – глагол, **A** – прилагательное.

**A vowel makes a syllable, final e does not make a syllable.**

a) in a two syllabled N the 1<sup>st</sup> syllable is stressed

an engine – двигатель

a desert – пустыня

a balance – равновесие

an output – выход, продукция

a record – запись

an issue [iʃju:] – тема, вопрос

a product – товар, результат, произведение

b) in a two – syllabled V the 2<sup>nd</sup> syllable is stressed

to occur – иметь место, происходить

to control – управлять

to supply – снабжать

to prefer – предпочитать

to possess – обладать

to reveal – вскрывать

to deserve – заслуживать

to present – представлять

to affect – влиять на

to produce – производить

to prevent – мешать, препятствовать

but: to offer – предлагать

**a. Let's play a verb game.**

**b. Parade of verbs. Without looking say what verbs you remember.**

**c. Work in pairs.**

**1. Cover the Russian meaning and ask your partner to translate some of the verbs.**

**2. Leave only Russian uncovered and ask the partner to give the English verb.**

c) in a three – syllabled word the 1<sup>st</sup> syllable is stressed

a habitat – место обитания  
opposite – противоположный  
a predator – хищник  
sensitive – чувствительный  
an evidence – доказательство  
a canopy – оболочка воздушного шара  
relatively – относительно  
an intellect – разум  
confident – уверенный  
gradual – постепенный

d) in a word which has more than three syllables the 3<sup>rd</sup> syllable from the end is stressed

to experience – испытывать  
a variety – разнообразие  
a fatality – смертельный исход  
an opportunity – возможность  
perpetual – постоянный  
a community – сообщество, район  
inheritance – наследие  
visibility – видимость  
a mathematician – математик

**Let's play a word game.**

**Prefixes in, im, in, il, dis, un, have a negative meaning. Suffix less has a negative meaning.**

illogical	inexhaustible
illegal	unnatural
invisible	distaste
impossible	unacceptable
unreasonable	inexperienced
unnecessary	passionless
defenceless	unhealthy
insensitive	preferable
	endless

### Complete the table

<b>Infinitive</b>	<b>Past Simple</b>	<b>Participle II</b>	<b>Rus</b>
to buy			
to find			
to forget			
to give			
to get			
to grow			
to hear			
to lose			
to put			
to see			
to sell			
to send			
to speak			
to take			
to win			
to choose			

## Underwater Adventure

The oceans of the world are our inheritance –  
it is for us to preserve and protect them for all time.

*Jacques Cousteau*

**Before you read the text make sure you know**

<b>Of</b>	из
<b>a few</b>	несколько
<b>to form</b>	образовывать, создавать
<b>to provide</b>	давать, создавать
<b>at all costs</b>	обязательно
<b>the deeper...the darker</b>	чем глубже...тем темнее
<b>no longer</b>	больше не
<b>may (might)</b>	возможно
<b>numerous</b>	многочисленный
<b>actually</b>	действительно
<b>the same</b>	тот же самый
<b>to be like</b>	быть похожим, как
<b>to identify</b>	определять, опознавать
<b>because of</b>	из-за
<b>so</b>	поэтому
<b>each time</b>	каждый раз
<b>worst of all</b>	хуже всего

**Anne Collins, an experienced sports English diver, shares her impressions of her diving experience.**

**Cut each paragraph down to the topical sentence and write a summary.**

One of the most **marvellous** diving areas in the world is the Red Sea coral reef. Of all the different **habitats** of the sea, the coral reefs provide the greatest beauty and **variety** of life. In northern seas, **visibility** is often only a few feet, but the water in the coral seas can be completely transparent, and this makes it ideal for diving and underwater photography.

From the beaches of the west coast of Saudi Arabia, the sea **extends smooth** and pale green for about 300 metres, to a thin, exciting line of dark blue which shows where the reef begins. We put on our diving equipment on the beach and walk through the shallow water until it is deep enough to swim. Suddenly the reef falls away before our eyes to a depth of 30 metres and we sink down, down beneath the waves into a world which is strange, beautiful and fascinating.

We are now in the middle of underwater cities and rock gardens. Fantastic shapes of coral form strange towers and **pinnacles**, fairy castles and mushroom shapes. The colours are **amazing** – red, blue, **purple**, yellow and green – but if you take coral from the sea it will quickly lose its lovely colour and begin to smell unpleasantly. Some corals are dangerous. We must **avoid** the Fire Coral at all costs – it grows thin and yellow in the shape of flames and will sting and burn us if we touch it.

The deeper we go, the darker and grayer are the colours because the light from the sun cannot penetrate so far down. I cut myself on the surface, but at 18 metres down my blood is no longer red but dark blue, almost black. You might imagine that the underwater world is silent. Just the opposite – the fish make all kinds of strange noises. A big black shadow passes overhead and I look up in alarm – was it a shark? Because yes, I am afraid of the numerous sharks in this area, even after so many dives. But the shadow disappears – perhaps it was only a **hovercraft** on the surface.

Landing on the bottom of the sea-bed at 30 metres feels like landing on the moon. But we cannot see much here because it is so dark. Also it is cold and I want to return nearer the surface where **the wealth** of fish-life is **tremendous**.

Back now at 10 metres, I find myself caught in the middle of a **huge** cloud of astonishingly bright blue small fish, all playing round the coral. They pass by and almost immediately I bump into a large **stupid** looking puffer fish, so called because he **puffs** himself **up** when threatened by an enemy. Both of us retreat, equally surprised.

How can I describe the fish of the coral reef? They are like hundreds of moving **jewels**, rainbows or brightly coloured sweets. Some fish actually eat the coral; others use it as a hiding place from enemies. Their bright colours act as identifying signals for other fish of the same type. Many coral fish **camouflage** themselves by changing colour!

Traditionally we think of the shark as the most dangerous underwater enemy to man, but in fact some of the beautiful little fish are just as deadly. The chicken-fish, so-called because of its “feathers”, is very **common** in these parts. It is most beautiful and most poisonous. The sting of the ugly stonefish can be fatal to man. Divers must also watch out for the barracuda – a long silver fish which swims just below the surface and which can be more **fierce** than the shark. It is attracted by shining objects underwater so we must always remember to remove our jewellery.

You can easily see how many common reef fish got their names from land creatures; the parrot-fish because of its brilliant colours and its “beak”; the leopard-fish because of its spots; the long thin, shining needle-fish; the clown-fish with its funny-sad face; the **delicate** little butterfly fish. All the fish have the ability to move extremely quickly, because the reef is full of **predators**.

A coral reef is an exciting playground for the sports diver because each time there is something different to see. If you are lucky you can meet a turtle swimming along, or see an octopus. The octopus is a master of **camouflage**; it hides in caves and if disturbed, will emit a cloud of black ink to confuse its enemies.

But a coral reef is also highly **sensitive** to **disturbance**. Coral will die from changes in light or temperature but worst of all is pollution. The waste from a large factory can destroy a coral reef. It is terrible to consider what Jacques Cousteau has said – that our grandchildren will never see a coral reef if we do not change our attitude to the sea as **the dustbin** of the world.

*Anne E. Collins*

### **Vocabulary**

<b>marvellous</b>	wonderful
<b>habitat</b>	a place where animals and plants live in a natural state
<b>variety</b>	different kinds
<b>visible</b>	clearly seen
<b>to extend</b>	to stretch
<b>smooth</b>	calm – ant – stormy
<b>a pinnacle</b>	a cone-shaped rock
<b>amazing</b>	surprising
<b>purple</b>	red and blue

<b>to avoid smth</b>	to make an effort not to do it
<b>a hovercraft</b>	a vehicle which rides on a cushion of air
<b>wealth (here)</b>	variety
<b>tremendous</b>	very large, impressive
<b>huge</b>	very large
<b>stupid</b>	foolish
<b>to puff up</b>	to expand in size
<b>a jewel</b>	a precious stone like a diamond or ruby
<b>common</b>	usual
<b>fierce</b>	aggressive
<b>delicate</b>	graceful
<b>a predator</b>	an animal that eats other animals
<b>to camouflage</b>	to make itself look similar to its surroundings
<b>to be sensitive to smth</b>	to be easily affected by smth
<b>to disturb</b>	to have an effect on
<b>a dustbin</b>	a container

### **Translate the sentences**

Fantastic shapes of coral form strange towers.

The deeper we go, the darker and grayer are the colours.

Landing on the bottom of the sea-bed at 30 metres feels like landing on the moon.

## **COMPREHENSION**

### **1. Work in pairs.**

1. Why is the Red sea coral reef habitat considered to be the most marvellous diving area in the world?
2. What makes the coral reef habitat ideal for diving and underwater photography?
3. Why does the coral reef habitat provide a tremendous variety of life?
4. What is the difference between Northern seas and Southern seas?
5. What does the underwater city look like?
6. What are the predominate colours in the underwater city of the coral reef habitat?
7. What happens when you take corals from the sea?
8. Why is it dark and cold on the bottom of the sea-bed?



9. What does Anne compare landing on the bottom of the sea-bed with? Do you agree? What are the similarities?

10. Is it as dark and cold on the surface of the Moon as it is on the bottom of the sea-bed?

11. How deep is the sea in the Red Sea coral reef habitat?

12. How do fish use the coral reef?

13. Why are fish brightly coloured?

**2. You are a beginner diver. You would like to ask an experienced diver these questions. Formulate them.**

1. Coral smells unpleasantly when you take it from the sea. (How? Why?)

2. Some corals are dangerous. (What corals?)

3. The deeper we go, the darker and greyer are the colours. (Why?)

4. The underwater world is silent. (general question)

5. I am afraid of sharks. (general question)

6. The fish of the coral reef are like jewels, rainbows and brightly coloured sweets. (What...like?)

7. Some fish eat coral. (general question; What fish?)

8. Many coral fish camouflage themselves by changing colour. (How? What...for?)

9. The chicken fish is common in these parts of the sea. (general question)

10. There are sharks in this area. (general question)

11. Divers must remember to remove jewellery. (Why?)

**3. Work in groups. Two of you are experienced divers, the others are beginners, who ask the divers the above questions.**

**4. Work in pairs. Match the left column nouns with the right one adjectives. e.g. The barracuda - fierce.**

1. a diving area

2. water

3. a sea

4. a castle

5. a colour

6. a coral reef

fairy

amazing

strange

marvellous

sensitive to disturbance

silent

7. an underwater world
8. a shark
9. chicken fish
10. a clown's face
11. butterfly fish
12. a cloud
13. stonefish
14. puffer fish
15. sweets
16. a stone

transparent  
smooth  
aggressive  
common in this habitat  
funny-sad  
delicate  
huge  
fascinating  
ugly  
stupid-looking  
brightly coloured  
precious

**5. Work in groups. Make up sentences using words from ex 4.**  
E.g.: The water is transparent.

**DISCUSSION:**

**One group of the students are ichthyologists. The other group are students who ask them the below questions. Make up questions and get ready to answer them.**

1. The chicken fish is called so because of its feathers. (Why...so?)
2. The sting of the chicken fish can be fatal to man. (general question)
3. The stone fish is ugly. (What...look like?)
4. The barracuda is a long silver fish. (What...look like?)
5. The barracuda is more fierce than the shark. (general question)
6. The barracuda swims just below the surface. (In what part of the sea?)
7. The parrot fish is called so because of its brilliant colours and its beak. (Why...so?)
8. The leopard fish is called so because of its spots. (Why...so?)
9. The needle fish is long, thin and shining. (What...look like?)
10. The clown fish has a funny, sad face. (What...look like?)
11. The butterfly fish is little and delicate. (What...look like?)

## Grammar.

a. The word order in the English sentence.

**S + V + what + where + when**

e.g. We put on our diving equipment on the beach.

The word order is usually fixed. If “when” is important you put it at the beginning of the sentence.

In impersonal sentences “**It**” acts as the subject.

**It** is dark.

**It** is interesting.

**It** is cold.

**It’s** deep enough to swim.

**It** is strange.

**It’s** terrible.

b. In “if” clauses you use **the present simple** to express future.

Our grandchildren will never see a coral reef if we **do not change** our attitude to the sea.

c. **May and might** express possibility. **Might** expresses a smaller probability than may. They both correspond to **возможно**.

You **might** imagine that the underwater world is silent.

## Words and expressions

- |                               |                         |
|-------------------------------|-------------------------|
| 1. to put on diving equipment | 10. to be afraid of     |
| 2. to avoid                   | 11. to describe         |
| 3. to touch                   | 12. identifying signals |
| 4. to penetrate               | 13. to be common        |
| 5. to imagine                 | 14. to be full of       |
| 6. just the opposite          | 15. to disturb          |
| 7. to find oneself            | 16. to destroy          |
| 8. to bump into               | 17. to be sensitive to  |
| 9. to be surprised            |                         |

**Make up short, logical sentences with the above expressions.**

**Follow the text.**

**Translate the sentences.**

1. На дне моря темно и холодно.
2. На дне моря также темно и холодно как на поверхности луны. (as...as)
3. Странно, но подводный мир не безмолвен. Как раз наоборот – рыбы создают самые разные шумы.
4. Темно. Я почти ничего не вижу.
5. Холодно и я хочу вернуться поближе к поверхности.

6. Если вам повезет, вы сможете встретить черепаху или увидеть осьминога.
7. Если осьминога побеспокоить, он испустит чернильное облако.
8. Рыба Петух – самая красивая и самая ядовитая.
9. Акула – не самый опасный подводный враг человека.
10. Барракуда – такая же хищная, как и акула. (as...as)
11. Рыба Бабочка – самая грациозная.
12. Удивительно интересно наблюдать подводный мир. (exciting)
13. Огненный коралл обожжет, если до него дотронуться.

**Write a paragraph.**

1. My diving experience.
2. Why does the underwater world seem so attractive and exciting to man?

## Head in the Clouds

### Our Correspondent Takes Off

Before you read make sure you know:

as – так как, когда, по мере того как

no longer – больше не

to develop – создавать, разрабатывать

from – на основании

as a result – в результате

as is more often the case – как бывает чаще

first...then – сначала... потом

actual – истинный

as if – как будто

both ... and – и ... и

in order to – для того, чтобы

to control – управлять

few – мало, немного

My first flight in a hot air balloon was on a **still**, cold, January afternoon. As the ground **receded**, the pilot and I watched my children **leaping** about and **waving**. Suddenly they **no longer** seemed real. They became tiny dolls in a toy village. We flew over many small towns and villages that afternoon but my lasting memory is of flying very low over Manningtree Marsh. As I **chatted** to some astonished fishermen I **was amazed** by the beauty of the balloon's reflection in the water. Reality returned with the landing which was hard and bruising. The **bruises** didn't matter. I knew from that afternoon that I wanted to spend as much time as I could with balloons.

**still** – ant – windy

**to recede** – to move away into the distance

**to leap** – to jump

**to wave** – to move your hand from side to side

**to chat** – to talk

**to be amazed** – to feel surprised

**a bruise** – a red and blue mark on the skin

### **The history of the hot air balloon**

The modern hot air balloon is made from multi-coloured, synthetic material. It is lifted into the sky by hot air provided by propane gas burners. All modern **craft** have been developed from a United States government project. This project proved that hot air ballooning is much cheaper than traditional hydrogen gas ballooning.

As a result of the project there was a rapid commercial development of the balloons. Now, thousands of men and women, of all ages and professions, have been **attracted** to the sport. It can be enjoyed at a high level of competition or as is more often the case, for **sheer pleasure**.

**craft** – air ships (here) balloons

**to attract** – to interest

**sheer pleasure** – enjoyment

### **The Launching**

**Launching the balloon** can be great **fun**, with a team of helpers working under the instructions of the pilot. The launch **site** need not be very special – it is usually a field – but it should not be near any **power lines** and should be **well-sheltered** from strong winds. First **the rigging wires** are **attached** to the basket and the helpers are correctly placed. Then there is a moment of pure magic as first cold air then hot air are blown into the balloon **canopy**. It expands into a beautiful, natural shape and rises from the ground, held steady above the basket. At the moment of **take-off** there is no actual feeling of lift. It is as if the ground **drops smoothly away**.

**to launch** – to send into the air

**fun** – pleasure

**a site** – an area

**well – sheltered** – well protected

**rigging wires** – fixing thin long pieces of metal

**to attach** – to join

**a canopy** – a cover

**to take off** – ant – to land

**to drop away** – to go down

**smoothly** – gradually

## The Flight

The flight experience is not all **stillness** and quiet. The propane burners are blasting hot air into the canopy every twenty seconds and, like all sports, there is an element of danger in both competition and pleasure flying. The competition pilot will take calculated risks in order to drop the craft **precisely** on **target**. The less experienced **leisure pilot** might be caught up in unexpected weather conditions which make the balloon difficult to control. All balloonists know the risks and try to prepare for them. In the United Kingdom there have been few accidents and only one fatality.

**stillness** – silence

**precisely** – accurately

**target** – (here) place of landing

**a leisure pilot** – the one who flies for pleasure

## The Landing

Everyone **gains** something different from the **experience** of flying in a hot air balloon. As we packed the balloon away after my first flight we were helped by many people who had followed our flight across the country in their cars. They too had been affected by the beauty of the experience and wanted to be near the balloon. Perhaps they knew that they were **touching** magic.

*Alan Edwards*

**experience** – practice

**to gain** – to get

**to touch** – to put a hand on smth to feel it

## Grammar

1. ..., **with a team** of helpers **working** under the instructions of the pilot.

..., **with + S + V ing** = **при этом**

### Translate the sentences

2. Launching the balloon can be great fun.

3. ... we were helped by many people ...

They too had been affected by the beauty of the experience.

**I. Work in groups. Interview Alan. Change parts.**

1. Are you married?
2. How many children do you have?
3. What do you do?
4. Is it your first experience of flying in a hot air balloon?
5. What is your most lasting memory? What were you amazed by?
6. You said that the bruises didn't matter. Why don't they matter to you?
7. What is the best weather for ballooning? What makes the balloon difficult to control?
8. What do people look like when viewed from the air?
9. What do towns and villages look like when viewed from the air?
10. Is the Earth a beautiful sight when viewed from the air?
11. Who does ballooning? It is an expensive sport, isn't it?
12. What are the stages of ballooning?
13. How many towns and villages did you flow over?

**II. Explain in a descriptive way.**

the hot air balloon

the hydrogen gas balloon

**Which of them is cheaper?**

a propane gas burner

**What is the function of propane gas?**

the competition pilot

the leisure pilot

**Which of them is more experienced? Which one is less experienced?**

**III. You are the pilot of the balloon. Describe the launching stage step by step.**

- 1.
2. Helpers take their places.
- 3.
- 4.
- 5.
- 6.



**IV. Work in pairs. Read your notes to each other and discuss them.**

**V. You are a journalist. Make up questions you would like to ask a balloon pilot.**

1. There is an element of danger in the balloon flying (general question).
2. It's not easy to control the balloon when a strong wind starts blowing. (tag question)
3. There have been few accidents in the United Kingdom. (How many accidents?)
4. There has been only one fatality. (How many fatalities?)
5. Ballooning has a lot of fans (admirers). (general question)
6. People are affected by the beauty of the balloon in flight. (What...by?)

**VI. Work in pairs. One of you is a balloon pilot, the other is a journalist.**

**VII. Get ready for an interview with an expert who participated in the government project.**

1. All modern craft have been developed from a United States government project. (From what project?)
2. This project **proved** that hot air ballooning is much cheaper than traditional hydrogen gas ballooning. (What?)
3. The modern hot air balloon is made from multi-coloured synthetic material. (What material ... from?)
4. It is lifted into the sky by hot air. (What ... by?)
5. Hot air is provided by propane gas burners. (What ... by?)
6. The propane burners blast hot air into the canopy every 20 seconds. (How often?)

**VIII. Work in groups. Two of you are experts who took part in the government project, the others are BBC correspondents, who ask the experts the above questions.**

## Expressions

**to fly (flew, flown) in a balloon**  
**to have a ballooning experience**  
**to attract**  
**to amaze**  
**to enjoy + Ving**  
**to matter – It does not matter**  
**for sheer pleasure**  
**to launch a balloon**  
**Ving is great fun**  
**to take a risk**

**IX. Make up short, logical sentences with the above expressions.**

**X. Translate the dialogue.**

– Вы когда-нибудь летали на воздушном шаре?

– Нет, но мне хотелось бы полетать.

– Что привлекает вас в этом виде спорта?

– Возможность (a chance) увидеть землю и людей сверху.

Говорят, что люди, которые летали на воздушном шаре, меняют свое отношение к жизни. Они видят жизнь по-новому.

– Интересно, (I wonder what ...) как выглядит земля и люди сверху.

– Я думаю, что это – необычное и неожиданное зрелище (sight).

– Этот вид спорта популярен в России?

– Это – очень дорогой вид спорта. Только очень богатые люди могут позволить себе (can afford to) летать на воздушных шарах.

**XI. “I would like to have a ballooning experience”. Write a paragraph.**

## Impressions of London

### What is life really like for students living in London?

Before you read the interview make sure you know

as – так как

the rest of – остальная часть

the same – тот же самый

in some ways – в определенном смысле

a way – способ

too + Adj – слишком

concerned – данный

so – поэтому

although – хотя

particularly – особенно

in spite of – несмотря на

once – когда

in this way – таким образом

in comparison to – по сравнению

**Last month, we talked to Angelos Petridis, student from Salo- nika, Greece. Angelos is studying physics at the University of Lon- don. Our reporter, Hugh Corrigan, interviewed him at his home in London.**

**1. What questions would you like to ask Angelos?**

**2. Analyse the interviewer's questions.**

**3. Read the interview in pairs.**

**– How long have you been studying English?**

– I have studied English for about 5 years. I learned the fundamen- tals of English at school in Greece, but I had to have lessons when I came to England.

**– Could you speak English well when you came here?**

– Not really, just enough to find my way around.

**– Did you come to England to go to university?**

– Yes, I came here to take my place as a student at the University of London, to study physics. They did not give me a test in English but they did interview me. So my English was good enough for them!

**– Did you feel confident about your English when you started the course?**

– No, I wasn't very confident, but I could understand what I needed to. I think it was easier for me, as I was studying science, which uses the same symbols and concepts all over the world. If I had been study- ing economics, or law, or literature, I think it would have been more difficult for me. Science has almost international language of its own.

– **What do you think is the best way to learn English?**

– I think if you want to learn a language properly, you have to go to the country concerned. When you do, you are learning all the time – not just when you are in the classroom.

Lessons are a good thing, of course, although it depends very much on the teacher you have, if you have a good teacher he or she can make even a boring book enjoyable and interesting. I personally don't like language laboratories or studying on my own; I prefer to talk to someone – I find that's the best way for me to learn.

– **What do you like most about England and what do you not like?**

– There are some things I like about this country, others I don't. I think that Britain is well-organised in some ways; but the country is run too much by politicians and not enough by the people. I have always stayed in London. I find people in the city keep you at a distance; I don't know about the rest of the country. In smaller towns, I imagine the people are much friendlier. I think English education is too narrow. Young people should be given a broad education; they shouldn't specialize in certain subjects at the age of 16, as they do here. I find it very difficult to get used to English food. It is a bit plain. I like my meals to have more variety! From the point of view of work, I like being here. There are more facilities for a scientist and much more scientific information than in my country. But socially and culturally I belong to Greece and I expect I'll go back there to live one day.

– **What do you miss most about your country?**

– My family and friends, very much ... and also the beaches and the sunshine!

– **What advice would you offer a visitor coming to Britain?**

– My advice would be: Britain is an expensive country (particularly London), so be prepared to spend quite a lot of money once you are here!

**I. Prepare your own interview.**

I have studied English for about 5 years (How long?)

I learned the fundamentals of English at school in Greece (Where?)

I had to take lessons when I came to England (Why?)

I came to London to study physics (What science?)

I go to the University of London (What University?)  
I could understand what I needed to (general question)

**II. Work in pairs. One of you is Angelos. The other is a Russian student, whose ambition is to go to the University of London. He asks Angelos the above questions.**

**III. I like + Ving I don't like + Ving Make up sentences with**

to be here, to go to the University, to learn English, to stay in London, to study on my own, to spend money, to talk to someone, to walk along looking around.

**Grammar. Modal auxiliaries.**

Modal auxiliaries indicate the attitude of the speaker to the idea he expresses.

- I. can** indicates that **1.** it is possible for someone to do smth  
**2.** the action is possible.

Present	Past	Future
can	could	will be able to

1. I **can** speak English well now.
2. **Could** you speak English when you came to London?
3. I **could** understand what I needed to but I **couldn't** speak well enough to be understood.
4. There are a lot of flats in London which you can rent.

- II. have to** indicates that **1.** you must do it.  
**2.** you need to do it.

Present	Past	Future
have to he/she has to	had to	will have to

1. **Did you have to** take lessons?
2. If you want to learn a language properly you **have to go** to the country concerned.
3. I **didn't have to** go to England to learn English. I learned it in the class-room with a creative teacher.

**III.** You use **should** to give advice about what needs to be done.

1. Young people **should be given** a broad education.
2. They **shouldn't** specialize at the age of 16 in certain subjects.

### **Expressions**

to go to University

What University do you go to?

It's easy for me to V – I find it easy to V.

It's difficult for me to V – I find it difficult to V.

to bore – a boring book, a bored teacher. A bored teacher is a boring teacher.

I prefer to

to run a country

to keep smbd at a distance.

to specialize in certain subjects

to get used to smth

from the point of view of work

culturally and socially I belong to

I expect – I hope

to offer advice

to spend money on

**Make up sentences based on the text with the above expressions.**

### **IV. Sharing ideas. Work in groups.**

1. How long have you been studying English?
2. Where did you learn the fundamentals of English?
3. Do you feel confident about your English now?
4. What questions did Angelos ask to find his way around?
5. What is the main difference between a test and an interview?

6. Why is it easier for a science student to understand English?

7. Why does the knowledge of the fundamentals of Latin help a science student understand technical texts?

8. Can England be considered a democratic country from the point of view of Abraham Lincoln, American president (1861-1965), who said: “Democracy is the government of the people, by the people, for the people”?

## VI. What are the ways to learn English?

English people say: “English is easy to learn, but difficult to master”.

Angelos prefers talking to someone to any other activity. Is he right?

Frances Bacon, English philosopher (1561-1626), claims that “Reading makes a full man, conference (conversation) a ready man, and writing an exact man”.

What activities are to be involved into the learning process to master a language?

Which is the best way to learn English?

Fill in the table			
	ways	negative points	positive points
1	to go to the country concerned	too expensive. Not everybody can afford	provided you are active
2	to take lessons		
3	to learn English in the class-room		
4	to do computer programs		
5	to study English on your own		
6	to talk to someone		

## **Summarize the information in a paragraph, using**

I think, I don't think, I find(it difficult), in my opinion, from the point of view of, a native speaker, to be passive, a boring book, an enjoyable book, a boring teacher, a creative teacher, effective, ineffective, can't afford to, expensive, takes too much time, to choose a text-book, to prefer.

**VII. Angelos thinks that lessons are a good thing, although it depends very much on the teacher you have.**

**Do you also think that lessons depend very much on the teacher you have?**

**What makes a good teacher? Choose three most important points from your point of view and put them in the priority order.**

1. A good teacher is expected to be highly qualified.
2. A good teacher is expected to be in love with the subject he/she teaches, because a bored teacher is a boring teacher. He/she can't help students in learning languages.
3. A good teacher is expected to be logical to be able to explain difficult things in a simple way.
4. "The secret of education lies in respecting the pupil" – Emerson claims, so a good teacher is expected to be tactful and polite.
5. A good teacher is expected to involve everybody into the learning process.
6. A good teacher is expected to be artistic and creative so that he/she could make even a boring textbook enjoyable and interesting.

**Work in groups. Discuss your preferences.**

**VIII. According to Angelos young people should be given a broad education. They shouldn't specialize in certain subjects at the age of 16.**

**Discussion. What education would you like to get?**



1. How would you like to be educated? Would you like to get a narrow education or a broad education? What does a narrow education imply?

“A specialist is like a swollen cheek. He is one-sided” – said Kozma Prutkov. What do you think?

2. On one occasion Aristotle was asked how much educated men were superior to those uneducated.

“As much, said he “as the living are to the dead.

Does a person who was given a narrow education come up to this comparison?

3. What does broad humanistic training involve? Poetry? Painting? Music? Philosophy? Religion? History of science? History of arts?

4. What is the function of poetry? Educating the mind? Sharpening feelings? Developing moral principles: courage, duty, honesty, responsibility for what a man does or says, for what is going on around him?

5. What is the function of painting? Developing imagination and phantasy? Widening the scope of vision?

6. What does a professional musician feel that an ordinary person doesn't? The beat of the Universe? The rhythm of nature? Does he sense the structure, the arrangement, the proportions of the Universe?

7. “Without broad humanistic training a scientist may be irresponsible and shortsighted”.

Coheen, President of Princeton.

Does broad humanistic training widen the scope of vision, promote the ability to see, to discover, to interpret, to get into the essence of things and, finally, to cognize?

What is life in London like? a. Write down Angelos's impressions in two columns.

b. Make up logical questions.

Positive

Negative

a. e.g. Britain is well organized in some ways.

Young people specialize in certain subjects at the age of 16.

b. e.g. In what ways is Britain well organized?

At what age.....?

Read what some other students think about life in London and complete the columns.

I have been living in London for forty days only but this short time has been enough to let me know the difficulties of living in a big city. **In my personal opinion** one of the main problems is the housing. There are a lot of rooms and flats which you can rent but the rents are impossible for a student **to afford**.

In Italy the housing situation was becoming the same but, fortunately, the government did something about it. The rent of a flat is fixed by the government on the grounds of the condition of the flat. **In this way** the problem has been resolved in a short time. I know English people have been complaining for a long time about this problem but still nothing has been done. May I ask why?

*Franca Constantin*

I've been living in London for six months. I spend quite a lot of time in the markets here.

The markets are not only fascinating but they are also fairly cheap in comparison to shops in London. I **can afford to** visit the markets more often! In the centre of London in Soho, there's a market where you can buy clothes, leather articles and other things that come from India. If you're lucky and are not in a hurry you can negotiate with the stallholder to get a good price. Another market where you can buy clothes is near Liverpool Street station; it's called 'Petticoat Lane'.

Petticoat Lane is always open on Sundays. It's always very crowded; it is not only visited by tourists; English people like to go there.

The most fascinating market for me is in Portobello Road, near Notting Hill Gate tube station. You can find antiques, china, furniture, silver and crazy second-hand clothes. You can enjoy just walking along looking at everything in Portobello Road.

*Yours,  
Annette.*

Living in London: Franca Constantine...

When an Italian comes to England **for the first time**, the main thing which makes him realize he's staying in a foreign country is the cold-

ness of the people. Sitting in a train, **in spite of** the presence of a lot of people, he has the impression of being alone. Everyone **seems to be immersed** in his thoughts, or many are staring attentively at their newspapers or their books.

IX. Write out sentences with the Present Perfect and the Present Perfect Continuous. Analyse their use.

X. Translate the sentences.

1. В Лондоне много комнат и квартир, которые можно взять в аренду.

2. Обычный студент не может позволить себе снять квартиру, так как арендная плата слишком высока.

3. Арендная плата за квартиру должна устанавливаться правительством на основании состояния квартиры.

4. Правительство должно в короткое время разрешить жилищную проблему.

5. Я могу позволить себе довольно часто ходить на рынки, так как они довольно дешевые по сравнению с магазинами.

6. На каком рынке я могу купить одежду?

7. На каком рынке я могу купить изделия из кожи?

8. Если вы не торопитесь, вы можете поторговаться с продавцом, чтобы получить скидку.

XI. Write three paragraphs on “Life in London as seen by foreign students”. Begin each paragraph with the topical sentence.

## An American View of Russian Education

A University should be a place of light, of liberty and of learning.

*Benjamin Desraeli (1804-81)*

### Before you read make sure you know

currently – в настоящее время	according to – в соответствие
however – однако	would – бы
the same – тот же самый	so – поэтому
available – то, что есть, имеется	such – такой
then – тогда	as – так как
close – близкий	N + that – который

The following is an interview with Professor James J. Hearn who **comes from** the USA. Mr. Hearn has worked around the world (the USA, South America, Belarus and other places) and he is currently a visiting professor at the Plekhanov Economic Academy and the Moscow International School of Business.

**I. a. What questions would you ask Prof. Hearn if he were your teacher?**

**b. Analyse the interviewer's questions.**

**c. Read the interview in pairs.**

**– What are the main differences in the systems of education between Russia and the USA?**

– There is one important difference. In America **I feel** that students have more opportunity to develop themselves. In Russia many students are intelligent, but they are passive. Russian students are trained not to take initiative. They are good listeners, but most of them are reserved. Last year I had a student, who always took initiative and gave responses to my presentations. And I really **appreciated** that.

Students must be more than just listeners. Education for me is when I present something and then students discuss the topic and share their ideas.

**– How can you characterize Russian students?**

– Many Russian students write and think well. For me, an average Russian student writes in English as well as American students do. For example, this year I asked my students to write a paper on the film “A Civic Action”. And many of them wrote some really sophisticated and interesting ones. Russian students are educated really well, but they miss the feeling of openness, as they are taught to study in a discipline.

**– Is a foreign professor in Russia restricted in what and how he teaches?**

– I feel no pressure here, I feel very free. Nobody has ever criticized me or told me how I should teach.

However, I know that I’m in another country, so I try to be tactful in presenting issues.

When I speak about my or your country, I try to be fair. I give articles to the students that express the reality from different points of views. Every country has its own understanding of some problems, so I try to be intercultural in discussing the issues with my students.

**– Mr. Hearn, in your opinion, have students changed since your days as a student?**

– Two things have changed: students today are more worldly – they use the Internet and they know a lot, and the second thing that changed, is that students today have lots of ambitions. Students today have a lot of opportunities that, for example, I didn’t have, when I was a student. IT systems are available now and the Internet is very helpful. Students are more global, they are more understanding of cultural differences.

**– Speaking about yourself, did your university unite students? Did you make a lot of friends then?**

– In America we make friends wherever we are. Classmates are not as close as they are in Russia. We study subjects by individual choice, so the groups always change. It’s not like in Russia, where students study together in the same group for a few years.

So I made relations with different people according to where I was: in Law School, in Oxford, (where I studied in summers), in California, in Washington, where I’ve lived for 45 years, and on different foreign internships.

**– Mr. Hearn, what reforms would you recommend for the Russian system of education?**

– I’ve been teaching Russian students for 4-5 years and I noticed that the students who have been overseas come back with a different

**attitude to life.** They become more open, **ambitious** and talkative. So the first thing I would recommend is to develop more democratic processes in classes. Russian students need to develop such **skills** that would help them to compete in their future life; they **have to** open their creativity up.

One Russian professor told me that Russian students don't know what is happening in the world as they are not getting **the updated information**. So the second thing I would recommend is to be more global, to give students more information about the world.

### **Vocabulary**

to appreciate ~ to evaluate	average – ordinary
civic – official	sophisticated – (here)
updated ~ modern	intelligent
to miss ~ to lack (not to have)	to restrict – to limit
fair ~ true, reasonable	as issue ~ a topic
an opportunity ~ a chance	a skill – an ability
	reserved-ant. – talkative
	an attitude – view

### **F.Y.I. (For Your Information):**

**ambition** is the desire to be successful, powerful, rich, or famous.

**openness** – readiness to accept new ideas.

**global** – concerning the whole world

**worldly** – experienced and knowledgeable about life; practical rather than very moral

## **II. Get prepared for an interview with Prof. J.Hearn.**

1. I come from the USA. (What country?)
2. I have worked around the world. (In what countries?)
3. I really appreciate that in students. (What?)
4. This year I asked my students to write a paper. (What paper?)
5. Russian students are educated really well. (How?)
6. I feel no pressure here. (General question)
7. I feel free in Russia. (General question)

8. Nobody has ever criticized me .(General question)
9. Nobody has ever told me how I should teach. (General question)
10. I give articles to students that express the reality from different points of view. (What kind of articles?)
11. Two things have changed since the days I was a student. (What things ...?)
12. IT systems are available now. (Were ...when ... a student?)
13. In the USA classmates are not as close as they are in Russia. (General question)
14. In the USA the group always change. (Why?)
15. I have lived in Washington for 45 years. (How long?)
16. I've been teaching Russian students for 4-5 years. (For how many years?)
17. Education for me is when I present something and then students discuss the topic and share their ideas. (What?)

**III. You are Prof. Hearn. Get ready to answer the above questions.**

**IV. Class activity. Student conference. One of you is Prof. Hearn, the others are students who ask him the above questions.**

**V. Complete the sentences. Follow the text.**

1. ..., so I try to be tactful in presenting issues.
2. ..., I try to be fair.
3. I give articles to students that ...
4. ..., so I try to be intercultural in discussing the issues with my students.
5. The first thing I would recommend ...
6. Russian students do not know what is happening in the world ...
7. The second thing I would recommend ...

**VI. Open the brackets using passive (to be done in writing).**

1. Russian students (train) not to take the initiative.
2. Russian students (educate) very well.
3. Russian students (teach) to study in a discipline.
4. In Russia a foreign professor (not/restrict) in what he teaches.

5. I (never/criticize) by anybody.
6. I (never/tell) by anybody how I should teach.

**VII. Work in pairs. Match the columns. Make up simple sentences and write some of them down. Follow the text.**

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1. visiting                      | a. classmates                  |
| 2. intelligent but passive       | b. the Internet                |
| 3. good                          | c. listeners                   |
| 4. average                       | d. attitude to life            |
| 5. reserved                      | e. ambitions and opportunities |
| 6. sophisticated and interesting | f. points of view              |
| 7. educated well                 | g. choice                      |
| 8. lots of                       | h. student                     |
| 9. available                     | i. papers                      |
| 10. helpful                      | j. differences                 |
| 11. close                        | k. group                       |
| 12. individual                   | l. professor                   |
| 13. the same                     | m. thing I would recommend     |
| 14. different                    | n. Russian students            |
| 15. ambitious and talkative      | o. IT systems                  |
| 16. the first, the second        | p. information                 |
| 17. updated                      |                                |
| 18. the main                     |                                |

**VIII. You are Prof. Hearn. You are going to give a conference. You have a list of questions the teachers in your department would like to ask you. Get ready for the conference.**

**Professor Hearn, what do you mean when you say that ...**

1. students must be more than just listeners?
2. Russian students miss the feeling of openness?
3. students today are more worldly?
4. students today have lots of ambitions?
5. students today are more global?



6. students who have been overseas come back with a new attitude to life?

7. Russian students do not know what is happening in the world?

8. you would recommend to develop more democratic processes in classes?

9. you would recommend the Russian system of education to be more global?

**IX. The conference. Work in groups. One of you is Prof. Hearn. The others are his Academy fellows.**

**X. The ancient Confucian principle says: “I listen and I forget, I see and I remember, I do and I learn”. What idea expressed by Prof. Hearn corresponds to this principle?**

**Grammar. Analyse the use of the present perfect, the present perfect progressive and the past simple.**

The present perfect **have/has + V<sub>3</sub>** is used

**a.** To talk about finished actions and events when they have some present importance for the talk.

I have lived in Washington for 45 years (so I have many friends there).

**b.** To talk about past actions, which are a part of our experience.

Mr. Hearn has worked around the world.

The students who have been overseas come back with a different attitude to life.

Time expressions: **just, ever?, never, yet? -, already, before; for, since.**

**c.** To talk about actions and situations which began in the past and have continued up to the present moment.

Have students changed since your days as a student?

The present perfect progressive **have/has + been + Ving** is used for more temporary actions.

I've been teaching Russian students for 5 years.

**Note** that we never use a present tense when we say **how long** the situation has been going on.

The past simple **V<sub>2</sub>** is used to talk about the past.

Last year I had a student who always took initiative and gave responses to my presentations.

### **XI. Translate the sentences.**

1. Когда я был студентом, у меня не было тех возможностей, которые есть у студентов сегодня.

2. С тех пор очень многое изменилось: появились информационные технологии, очень помогает Интернет.

3. Сколько лет вы прожили в Вашингтоне?

4. Сколько лет вы уже преподаете в Академии Экономики имени Плеханова?

5. Вы были за границей? В каких странах вы были?

6. Он слишком молод. Он еще не раскрыл свои творческие способности.

7. Я еще не получил новой информации.

8. Вы предоставили доказательства?

9. Вы прореагировали на его замечание?

10. Меня никто никогда не критиковал.

**XII. Prof. Hearn has been teaching Russian students for about five years. What impressions has he gathered? Read the interview again and write out sentences containing information concerning Russian students.**

**XIII. Discussion. Analyse Prof. Hearn's utterances. Is Prof. Hearn right?**

**XIV. On the basis of Prof. Hearn's impressions we can conclude what American students are like. Formulate sentences using S seem to V.**

e.g. 1. American students **seem to be** more ambitious than Russian students.

2. American students **do not seem to be taught** to study in a discipline.

## The Slave Trade

“Never take anything for granted”.

*Benjamin Desraeli (1804–1881)*

### **Before you read make sure you know**

however – однако

at least – по крайней мере

goods – товары

then – затем, потом

a way – способ

on the spot – на месте

the rest – остальная часть

relatively – относительно

because of – из-за

although – хотя

due to – благодаря

N + that – который

Slavery has existed for thousands of years. The ancient Egyptians used slaves for building palaces and pyramids: two thousand years ago, the Greeks thought that they were one of "the necessities of life": and the Romans **captured** hundreds of thousands of people when they expanded their empire – in just one of Julius Caesar's campaigns in France, for example, he sent back 500,000 new slaves to Rome.

Slavery **has always been considered** a normal part of life: the world was quite surprised when, in the eighteenth century, certain philosophers began **to speak against the idea of having slaves**. By this time, however, at least **ten million Africans had been removed from Africa**, and taken by force to North and South America, the West Indies, and Europe.

**to capture** –  
to catch  
**to consider** –  
to believe  
**to remove** –  
to move from,  
to take away from

## The American Slave Trade

The slave trade to America started in 1619, when a Dutch ship landed at Virginia and **exchanged** 20 Africans **for food and supplies**. After this, **the amount** of trade increased **rapidly**. Europeans would sail to the 'slave coast' on the west of Africa, and then **exchange goods for slaves** with the

African chiefs. Sometimes the Europeans would catch their slaves themselves, but generally they **preferred** to trade. Slavery had existed for a long time in Africa, and it was easier for the Europeans **to buy slaves at a very cheap price** than to try to hunt them. The slaves would then be taken to a European port, for example London, Liverpool, Bordeaux, or the Hague, and then sold. After that, they were sent to America or the West Indies.

## Slavery in Africa

The African chiefs **were willing** to sell slaves because **slavery** had existed in Africa for a long time, and **was regarded there**, as it was in Europe, **as a fact of life**. It was normal to expand your **tribe** by making war on another tribe, and using the captured people as slaves. Some groups of Africans would make war as a way of finding food: the Moubuttu tribe, for example, would kill their prisoners, eat some of them on the spot, and take the rest home to eat later.

**With some exceptions**, however, the African system of slavery was **relatively gentle**. Slaves often became part of the family, and the slaves' children were accepted as free members of the **community**. When the Europeans

**supplies** – goods  
**amount** – quantity  
**rapidly** – quickly

**to prefer** –  
to choose

**to be willing** –  
to be ready  
**to regard** –  
to consider  
**to tribe** – a group

**gentle** ~ mild  
**community** –  
society

arrived to trade for slaves, the chiefs didn't give them their own people: they attacked other tribes, usually traditional enemies, and took slaves from there.

### 15 years to live

These **captives** suffered terribly. Some had to go to North Africa for sale: these people had to walk across the Sahara Desert. They were badly fed and had little water, and a lot of people died – sometimes as many as 2,000 **on a single trip**.

And the slaves that went by ship to Europe and America suffered a **similar** fate. They were put in chains and packed into small ships: generally they wouldn't see the light of day for six weeks or more – and many died of disease before they **reached their destination**. When they did arrive, most of the slaves were used for work on the **plantations**: 50% of them would die in their first three years' work, and the others could expect to live for a maximum of fifteen years.

In Europe, people have become interested in the slave trade because of a television series called *Roots*, based on a book by Alex Haley.

*Roots* was a very popular series in the USA and in Europe: it reminded the Americans and the Europeans that, for two hundred years or more, they had traded in slaves — and also that, although the USA and the European countries are very rich now, this is partly due to the ten million Africans that had been taken away from their homes and used as forced labour.

*By Steve Elsworth*

**a captive** – a prisoner  
**similar** – ant-different  
**to remind** – to make smbd think

## Explanatory Notes

**would** – you use **would** to talk about past habits.

e.g. Europeans would sail to the “slave coast” on the west of Africa.

**I. Read the sentences with “would + V<sub>0</sub>” and analyse them in pairs.**

### Comprehension

Work in pairs.

1. How did the ancient Egyptians use slaves?
2. What did the Greeks think about the idea of slavery?
3. How did the Romans expand their empire?
4. When did certain philosophers begin to speak against the idea of having slaves? Why did their ideas surprise the world?
5. How many Africans had been removed from Africa by the eighteenth century?
6. Where had they been taken to?
7. When did the slave trade to America start?
8. What did Europeans exchange slaves for?
9. How was slave trade regarded in Africa?
10. Why did so many captives die while walking across the Sahara desert?
11. Why did so many captives die while going by ship to Europe and America?
12. Partly due to what are the USA and European countries rich now?

### The Passive Voice

	Simple	Continuous	Perfect
Present	am is V <sub>3</sub> are	am is being V <sub>3</sub> are	have been V <sub>3</sub> has
Past	was were V <sub>3</sub>		had been V <sub>3</sub>
Future	will + be + V <sub>3</sub>		

## **II. Open the brackets using the passive voice.**

1. Slavery (consider) a normal part of life.
2. By this time ten million Africans (remove) from Africa.
3. By this time ten million Africans (take) by force to America, the West Indies and Europe.
4. The slaves would then (take) to a European port and then (sell).
5. After that, they (send) to America or the West Indies.
6. Slavery (regard) as a fact of life.
7. In Africa the slaves' children (accept) as free members of the community.
8. Captives (badly/feed).
9. Captives (put) in chains and (pack) into small ships.
10. Most of the slaves (use) for work on the plantations.
11. The USA and European countries are rich partly due to the ten million Africans that (take away) from their homes and used as forced labour.

## **III. Analyse the difference between the present perfect and the past perfect.**

1. Slavery has existed for thousands of years.
2. Slavery had existed for a long time in Africa.
3. Slavery has always been considered a normal part of life.
4. By this time at least ten million Africans had been removed from Africa.
5. People have become interested in the slave trade because of a television series called Roots.

## **IV. Work in pairs. Ask questions and give answers.**

1. Some captives had to go to North Africa for sale. (Why?)
2. They had to walk across the Sahara Desert. (Why?)

## **V. Cut each paragraph down to the topical sentence and write a summary.**

## **VI. Has slavery disappeared or acquired new forms? Write a paragraph.**

## The Rhythm of Africa

*Before you read make sure you know*

<b>in the same way</b>	одинаково
<b>above all</b>	больше всего
<b>particular</b>	определённый
<b>could</b>	мог бы
<b>would</b>	бы
<b>so</b>	поэтому
<b>yet</b>	(в начале предложения) и всё же
<b>to make smth into smth</b>	превращать
<b>that is why</b>	вот почему
<b>like</b>	как
<b>to make smbd do smth</b>	заставлять
<b>with</b>	при помощи, посредством
<b>to control</b>	управлять
<b>originally</b>	первоначально
<b>however</b>	однако

People in the West say that Africans have rhythm. When white people try and imitate that rhythm, in music or in dance, for example, it is often not quite the same.

John Collins is an Englishman who grew up in Ghana. He now teaches at the University of Ghana. He also writes books about African music and he has an African group called Bohoor. They have released a record called Cross Over Music. John Collins is, above all, in love with African music. Our interviewer asked him what he meant by “rhythm”.

**John:** Space.

**Clive:** Pardon?

**John:** African music is about balance. When Europeans listen to African music they feel there is a lot of energy but that it does not have a particular form. It seems to have no real beginning or ending. Africans do not hear music in the same way. They hear inside rhythms.

**Clive:** Inside rhythms?



**John:** Let me explain. The best way to think of it is that it is like an “invisible skeleton”. There are two parts to rhythm: the “acoustic” part, when the hand or stick hits the drum; and the “motor” element when the hand or stick comes up from the drum. This is what the African listens to.

**Clive:** So Africans listen to silence.

**John:** Silence is the positive part of sound. As I said before, it is a question of balance. The African mind keeps the balance between structure and space, between what is heard and what is not heard. The European mind concentrates on structure, they don’t give as much importance to the things which are not done, the sounds that are not heard. Let me give you an example of how important that is. In Africa they make a type of food called “Fu-Fu”. It’s a type of fruit which they heat in a pot until it becomes soft. One woman brings a stick up and down, and another woman turns the food over with her hand. She has to get her hand out of the way of the stick. They work to a kind of rhythm which they call “Fu-Fu” rhythm. A European woman could not do this. She would try to listen to the beat of the stick and try to make her hand not be there. The African listens to the silence, and puts her hand where the silence is. So the silence is the positive part of the rhythm and her hand follows the positive.

**Clive:** This sounds mystical or even religious.

**John:** Life and religion are part of each other. Religion is not a question of thought. It is a feeling of life. Rhythms are the movement of life. In many African religions there are a number of lesser gods but the most important god is the “unspoken beat of the universe”. He has nothing: no temples; no priests; nothing, and yet he is the law-maker, and the music-maker.

**Clive:** Does this mean that the African sees life as a dance?

**John:** Yes. Again, I’ll give you an example. If you listen to an African plumber working he doesn’t just hit with the hammer, he hits rhythms. Everybody in Africa makes everything into rhythms. Perhaps if Europeans did this they would enjoy their work more.

**Clive:** Why have Europeans forgotten their rhythms?

**John:** In the west, modern civilisation, in things like classical music, has concentrated on structure and division. They have taken reality and divided it up. Rhythms join reality together. That is why Europeans have lost their rhythms. They have filled the space of reality with their

own noise. For example, look at European houses. They build walls to protect themselves from the world. In an African house they build walls to make a space inside the house. An Englishman's home is his castle. An African's home is his empty space.

**Clive:** When we see films of Africans dancing they look as if they are in a trance, as if the music has hypnotised them. Is this true?

**John:** Well, when they dance, they are existing in their inner space. They are in the "grip of the beat". It's a sort of meditation, if you like. They are visiting the silence inside themselves. There are many African words for this. One of them is "coolness". Coolness is the opposite of noise.

Often, a drummer has great power. He can control the dancers by changing the rhythm just a little. He can "possess" them.

**Clive:** What about talking drums? Can you send messages using drum rhythms?

**John:** Yes. Many African languages are like Chinese. They use tone to express meaning. Some drums make as many as 25 tones, and this can be a very useful way of speaking. They Yoruba people have "squeeze" drums which they put under they arm and squeeze to make tones. The Ashanti people use their hands to get different tones.

**Clive:** What do Africans think of our music, Disco music for example?

**John:** Disco music is very popular with young people. The European colonialists tried to make the Africans like classical music and military music. The Africans didn't like it very much. However they did like black American music: Jazz, Blues, Disco, Calypso and so on. Much of this music originally came from Africa, of course, so it's just crossed over again, back to Africa. That's why we called our L.P. *Cross Over Music*.

*Clive Riche*

## FYI

**rhythm** – a strong pattern of sound or movement that is used in music, poetry or dancing

**rhythmic** – repeated at regular intervals

**a beat** – in music is a stressed note in a bar of music that gives the music its rhythm

## **I. Make up some questions you would like to ask John Collins**

### **1. I am English. (Where... come from?)**

2. I teach at the University of Ghana. (What University...?)
3. I write books about African music. (What...about?)
4. The group is called Bohoor. (What?)
5. We have released a record. (What record?)
6. I am in love with African music. (Why?)
7. By rhythm I mean space. (What?)

## **II. Ask John Collins the above questions.**

## **III. Fill in prepositions.**

1. The European mind concentrates \_\_\_ structure.
2. Europeans do not give much attention \_\_\_ sounds which are not heard.
3. Another woman turns the food over \_\_\_ her hand.
4. The African listens \_\_\_ silence.
5. Coolness is the opposite \_\_\_ noise.
6. They put "squeeze" drums \_\_\_ their arm.
7. Disco music is very popular \_\_\_ young African people.
8. Disco music originally came \_\_\_ Africa.

## **IV. Work in pairs. One of you is John Collins, the other is a jazzman from Russia.**

- Mr. Collins, I have some questions to ask you.
- You are welcome.
  1. What do European feel when they listen to African music?
  2. What do you mean when you say that African music does not have a particular form for Europeans?
  3. Do you mean to say that the European mind concentrates on structure, that Europeans do not give much importance to the sounds that are not heard?
  4. But is this important?
  5. Sorry, what is "Fu-Fu"?
  6. Are you sure that a European woman couldn't do this?

7. What makes you sure?
8. So, Africans listen to silence, don't they?
9. How would you define silence?
10. What are rhythms? How would you define them?
11. Who makes music Africans move to? Who is the music maker?
12. Why is it so that when white people try and imitate rhythm in music and in dance it isn't quite the same?
13. Why don't Africans like classical music and military hymns?
14. What music which people listen to on other continents do Africans like?

Thank you very much, Mr. Collins. I enjoyed talking to you.

### **Grammar. Unreal Situations (Improbable)**

We use special tenses with **if** when we are talking about unreal or imaginary situations.

- a. To talk about improbable present or future situations we use:

**If S + V<sub>2</sub>, S + would + V<sub>0</sub>**

e.g. If Europeans **made** everything into rhythms they **would enjoy** their work more.

- b. When we speak about improbable situations that did not happen we use:

**If S + had V<sub>3</sub>, S + would + had V<sub>3</sub>**

In this situation we imagine what **would have happened** if things **had been** different.

If Europeans **hadn't forgotten** their rhythms, they **would (could) have heard** the beat of the Universe.

#### **Note:**

- a. be = **were** in all persons
- b. **could** can replace **would**

#### **Translate the sentences. Follow the text.**

1. Если бы европейская женщина готовила Fu-Fu в паре с африканской ничего бы не получилось (come of it)

2. Если бы европейцы слышали ритм вселенной, они не возводили бы стены с целью защититься от мира.

3. Если бы европейцы не заполнили пространство своим собственным шумом, они бы слышали биение вселенной.

4. Если бы европейцы не разделили природу на части, у них было бы такое же чувство ритма, как у африканцев.

5. Если бы европейцы имели чувство ритма, им было бы легче существовать в своем внутреннем пространстве.

6. Если бы религия была логической категорией, а не ощущением, больше бы людей верили в Бога, так как человек мыслит логически.

**To be done in writing.**

1. Write out of the text the sentences characterizing Africans, e.g. They hear inside rhythms. They listen to silence.

2. Write out of the text the sentences characterizing Europeans.

3. Write three paragraphs about the difference between African and European mentalities. Begin each paragraph with the topical sentence.

## Some Words about Cruelty

### Remember:

**should** – должен

**must** – должно быть

I. Four men were sitting in a bar in London, having a drink. They were talking about dogs.

“If you want to buy a nice dog,” said one of the men, “one of my **greyhounds** is racing in Manchester this evening. Why don’t you come and watch the race? If you like the dog, you can buy it.”

“I’ll buy it if it wins the race,” said another man.

“And I’ll buy it if it loses,” said the third man, “I want to get a pet for my children.”

“My family won’t let me get a dog”, said the fourth man, “We’ve already got five cats; but I’d like to come and see the race.”

### Verify the information by asking questions. Work in groups of four.

1. One of my greyhounds is racing in Manchester this evening (Where? When?)
2. I’ll buy the dog if it wins the race. (On what condition?)
3. I’ll buy the dog if it losses the race. (Why?)
4. My family won’t let me have a dog. (Why?)

### Sharing Ideas

#### Work in groups.

1. Have you ever watched dog races?
2. What kind of dogs participate in races?
3. Why do some people watch dog races?  
It depends: Some people...  
Some people...
4. What dogs do people buy – those which win or those which lose?  
It depends: Some people...  
Some people...
5. What dogs win races?

6. How are people who buy them going to use them?

It depends: Some people...

Some people...

7. Are dogs which win races much more expensive than those which lose?

8. Do people buy dogs which lose only because they are less expensive?

9. How are people who buy dogs which lose races going to use them?

10. Which dog would you buy – the one which won the race or the one which lost it?

**II.** “Fine”, said the first man, “let’s all go. How shall we get there?”

“Well, the fastest way’s by air” said the second man.

“But we’d probably be more comfortable on the train,” said the third man.

“I think we should save money and take the bus,” said the fourth man, “it must be the cheapest.”

***Work in pairs. Study the table.***

Is Manchester far from London?

How much time does the journey take?

What are the different ways of getting to Manchester from London?

Why is the plane the most expensive?

How much time do people save if they go from London to Manchester by plane?

How much money do people save if they take a train?

Why is the train more expensive than the bus?

**III.** In the end, they couldn’t agree. They all went to Manchester to see the race, but the first man went by car, the second man went by plane, the third man took the train, and the fourth man went by bus. To cut a long story short, the dog won the race, the second man bought the dog from the first man, and they all went to a restaurant to celebrate.

While they were eating, they discussed the different ways of getting to Manchester, and they wrote down the information on the table-cloth, like this:

	<b>Length of Journey</b>	<b>Cost of Journey</b>
<b>First man</b> – car	3 hrs 30 mins	£8.00
<b>Second man</b> – plane	45 mins	£22.00
<b>Third man</b> – train	2 hrs 30 mins	£14.80

Charlie said, “Well, that’s interesting. My journey was quicker than Albert’s or Dave’s.”

“That’s right,” said Albert, “but mine cost less than yours, Charlie, and less than Dave’s.”

“I don’t care how long a journey takes,” said Dave, “you’ll never see me in a plane. I’m terrified of flying.”

Bill didn’t say anything; he was wondering what his wife would say when he came home with a dog.

*Nic Underhill*

**Verify the information. Work in pairs.**

1. They couldn’t agree. (On what point?)
2. The dog won the race. (general question)
3. The second man bought the dog from the first man. (general question)
4. They went to a restaurant to celebrate. (Why? What restaurant?)
5. While they were eating (What?), they discussed different ways of getting to Manchester. (What?)
6. They wrote down the information on a table cloth. (On what?)
7. Dave doesn’t care how long a journey takes. (Why?)
8. Dave is terrified of flying. (general question)
9. Bill didn’t say anything. (Why?)

**Read the story again and say:**

How did Albert travel to Manchester? Bill? Charlie? Dave?

**Write out of the text the irregular verbs in three forms.**

**Grammar**

In **if** and **when** clauses **will** is **not** usually used. Instead of Future Simple we use Present Simple.



### Translate the sentences.

1. Вы можете купить собаку, если она вам понравится.
2. Если эта собака выиграет гонки, я её куплю.
3. Даже если эта собака проиграет гонки, я её куплю.
4. Если мы поедим на автобусе, мы сэкономим деньги.
5. Если мы полетим на самолете, мы сэкономим время.
6. Если мы поедим на поезде, мы сэкономим и деньги и время.  
(both ... and)
7. Если моя собака выиграет гонки, мы пойдем в ресторан, чтобы отпраздновать это событие.

**I wonder** – if you wonder about smth you think about it because you are uncertain about it. It's a question to yourself.

**I wonder + ? + S + V**  
**I wonder + if/whether + S + V**

### Translate the sentences.

1. Интересно, сколько стоит билет до Лондона.
2. Интересно, как лучше всего (the best way) добраться до Манчестера.
3. Интересно, чья собака выиграет гонки.
4. Интересно, сколько времени идет автобус до Манчестера.  
(the journey by bus)
5. Интересно, что скажет моя жена, когда я приду домой с собакой.
6. Интересно, в какой ресторан они пойдут.
7. Интересно, боится ли он летать.
8. Интересно, будет ли мне на поезде более комфортабельно, чем на автобусе.
9. Интересно, как добраться до Манчестера.

In all affairs it's a healthy thing now  
and then to hang a question mark on the things  
you have long taken for granted.

Russell (1872-1970)

– English philosopher and mathematician

## Some Words about Cruelty to Animals

### Summarize the passage.

Эти собаки могут бежать со скоростью до 60 км в час. В Штатах развитие игорного бизнеса, связанного с состязаниями в быстроте грейхаундов, началось в 20-х годах прошлого века. С тех пор индустрия игр, эксплуатирующая природное обаяние и грацию грейхаундов, не раз компрометировала себя: факты массовых убийств нерентабельных животных, антигуманные условия их содержания практически убили многовековую спортивно-игорную традицию. По сведениям национальной ассоциации этого спорта, в Америке ежегодно убивают до 20 тысяч “забракованных” животных. Общеизвестны факты, когда собак, участвующих в бегах, продают за бесценок, тех, что не находят хозяев, просто уничтожают. Недаром в 2002 году был даже отмечен мемориальный день грейхаунда – в знак памяти о жертвах индустрии.

up to 60 km/h  
a gambling  
business  
since then  
natural charm  
and grace  
to compromise  
(itself)  
massive murder  
deficient  
according to  
antihumane  
conditions  
of keeping  
to crowd out  
to be held

Но со временем другие азартные игры – казино и лотереи – вытеснили псовый промысел. Тем не менее, собачьи бега до сих пор проводятся в Великобритании, Ирландии, Австралии, Швеции, Дании, Финляндии, Венгрии, России, Бельгии и Вьетнаме.

How does the information of the Russian passage characterize a human being, who is considered to be the crown of creation?

### FYI

**to gamble** – to take a risky action in the hope of gaining money.

If you **gamble** you **bet money** in a game such as cards or on the result of a race or competition, which is a regular activity.

A **gambler** is someone who gambles regularly.

**Make up questions to the underlined words.**

1. We took a gamble (risk, chance) and **lost**.
2. It's a logical process rather than a **wild** gamble.
3. Fred **gambled** his profits **away**.
4. There is **little** to do there except gamble and drink beer.
5. He gambled heavily **on horses**.
6. I **am** not a gambler, but I did have **a few pounds** on the Derby.
7. He had **the impassive face of a professional gambler**.
8. He used the firm's money **to pay off gambling debts**.
9. He **ran** a gambling casino.
10. He is in **casino** business.

**Answer the questions.**

1. What activities does a gambling industry involve?
2. What motivates people to gamble?
3. What are the people in a gambling business after?

**Read the letter sent to the editor of "Modern English" magazine and say what you think about the problem raised.**

**I am against violence** in all its manifestations. **I find it shocking** that hunting and bull fighting are still considered reasonable from the point of view of law and acceptable in a present day society. Is it a sporty, honest competition when a human being armed with a gun is one to one with a defenceless animal? **Irreparable harm has been done to nature**, a lot of animals disappeared because of **blood-thirsty human nature**. **I wonder** how some people enjoy killing animals just **to entertain themselves**. I call sport walking about fields and forests with a camera. It is a good exercise, pleasure and relaxation for those seeking a peaceful change from the pressures of modern life. A camera suggests a sporting element. A human being is said to be the crown of creation. Intellect implies being reasonable and merciful and **imposes obligations**. Bullfighting is an ugly and terrible spectacle. Enjoying it reveals aggressiveness, which runs into human nature.

*Bill Craig, student.*

“When a man wants to murder a tiger he calls it sport; when the tiger wants to murder him he calls it ferocity.”

**Bernard Shaw**

“Bread and circuses” – the Romans demanded. According to Juvenal the Romans longed for two things only – free bread and entertainment. But there were a few dissident voices. It’s not surprising to find the voice of Seneca (4B.C.–65A.D.), Roman philosopher, among them.

“You ask me to say what you should consider particularly important to avoid. My answer is this: a mass crowd. Nothing is more ruinous to the character as sitting away one’s time at a show – for **it is then**, through the medium of entertainment, **that** vices creep into one with more than usual ease. You go home more selfish, crueller and less humane through having been in contact with human beings”.

“But he was a highway robber, he killed a man”, you can say. And what of it? **Granted** that as a murderer he **deserved** that punishment, what have you done, you wretched fellow, **to deserve** to watch it?”

Seneca said that about gladiator fights at the time when they were taken for granted. Spectacles involving wild and tame animals were no less cruel. These were battles between different kinds of animals which were let loose against unarmed Jews or criminals. There were also professional gladiators who were specially trained to fight with animals.

I see before me the Gladiator lie:  
He leans upon his hand – his manly  
brow

Consents to death, but conquers ag-  
ony,  
And his drooped head sinks gradually  
low –

And through his side the last drops,  
ebbing slow

From the red gash, fall heavy, one by  
one,  
Like the first of a thunder-shower; and  
now

The arena swims around him – he is  
gone,

Ere ceased the inhuman shout which  
hailed the wretch who won.

*G.G. Byron, 1836*

Сраженный гладиатор предо мной.  
Он оперся на локоть. Мутным оком

Глядит он вдаль, ещё борясь с  
судьбой,  
Сжимая меч в бессилии жестоком.

Скудея, каплет вязким чёрным со-  
ком,

Подобно первым каплям грозо-  
вым,  
Из раны кровь. Уж он в краю далё-  
ком,

Уж он не раб. В тумане цирк пред  
ним,

Он слышит, как вопит и рукопле-  
щет Рим, –

*В. Левик*

**What shows were popular in ancient Rome?**

**What did the Romans take for granted?**

**What kind of punishment did a murderer deserve in ancient Rome?**

**Do you agree with the below quotations? Make up questions to the underlined words and give your comments.**

1. A crime is followed by **punishment**.

Horace (ancient Rome philosopher)

2. All crime is a kind of **disease** and should be treated **as such**.

Gandhi (Indian leader)

3. If the government becomes a lawbreaker, it **breeds** contempt for law.

Brandeis (American lawyer)

4. Society **prepares** the crime; the criminal **commits** it.

Buckle (English historian)

5. And who are the greater criminals – those who sell the instruments of death or those who buy them and use them?

anonymous

6. I am proud of **the fact that I never invented weapons to kill**.

Edison (American inventor)

7. Property is **theft**.

Prudon

8. If **poverty** is the mother of crimes, **want of sense** is the father.

La Bruyere (French writer)

9. **Whoever profits by the crime** is guilty of it.

anonymous

Look around. Analyse something which people take for granted and which you doubt. Write a paragraph.

e.g. Is lecturing an efficient way of education?

The most beautiful thing we can experience is the mysterious.  
It is the source of all true art and science.

*Albert Einstein*

## **The Bermuda Triangle A Mystery of the Ocean**

**Before you read the text make sure you know:**

**despite** – несмотря на,  
**along with** – вместе с,  
**hardly any** – практически никаких,  
**for instance** – например,  
**to form** – образовывать, создавать  
**before** – прежде чем

Ever since man started to explore outer space we have thought of Earth as a place which has no more mysteries for us to explain. But there is one part of the Western Atlantic ocean that has a very strange history. It lies between Florida and Bermuda. In this area, over 100 ships and planes have vanished since 1945! “The Hoodoo Sea”, “the Graveyard of the Atlantic” and “the Devil’s Triangle” – this area has many names, but it is best known as “the Bermuda Triangle”...

The three points of the triangle known as “the Bermuda Triangle” are Bermuda, Florida and Puerto Rico. From 1945 until the present day over 1,000 lives have been lost in this area without trace – no bodies have ever been found!

The most remarkable loss was a group of six US Navy planes in 1945. Five of these were on a training flight from Fort

**rescue** – help

**a crew** – people who operate a ship, or a plane

**wreckage** – what is left of a ship, or a plane that has been damaged

**a life raft** – a boat for use when a plane crashes at sea

**an oil slick** – a large spot of oil on the surface of the sea

**a navy** – a country’s military force that fights at sea

**inquiry** – investigation

**evidence** – facts

**to make a guess** – to suppose

Lauderdale Naval Air Station when they seemed to lose their way and simply disappear. The sixth one was one of the **rescue** planes which were sent to look for them! It was a large plane with **a crew** of thirteen men. Despite an intensive sea search of the area no **wreckage or life rafts** were found and no **oil slicks** were seen. A Naval Board of **Inquiry** investigated all **the evidence** but could not find an explanation for what had happened to the planes. One of the members of the Board said that they “were not able **to make** even **a good guess** as to what happened.”

Many small boats and light **aircraft** have vanished in this area. But so have large ships. One of these was the Marine Sculpture Queen which was 150 metres long. Another was the U.S. Cyclope which disappeared along with all the 309 people she was carrying. What makes these losses even more mysterious is the fact that hardly any S.O.S. signals are ever received from the ships and boats which disappear. Also, these things happen in good weather and without warning.

Ships just seem to vanish into thin air. This fact has led some people to suggest all sorts of strange explanations.

More reasonable people say that the large number of losses in this area can be explained more simply. They say that the extreme weather conditions which **occur** in this part of the world are the reason why so many ships and planes disappear in this area. For instance huge, **freak**

**aircraft** – planes

**to occur** – to happen

**freak** – monstrous  
**to crush** – to destroy

**to escape** – to run away

waves can form quite quickly and these can **crush a ship** before it has time to **escape**. Also waterspouts are found in this area. These are **similar to cyclones** but because they are over the ocean they form a great column of water which can be over 60 metres high. They can be seen easily during the day but at night they could destroy a small ship or plane.

Some people point out that the Bermuda Triangle is one of the two places on earth where a magnetic compass does not point towards magnetic north and that because of this navigators often find themselves off course and in danger.

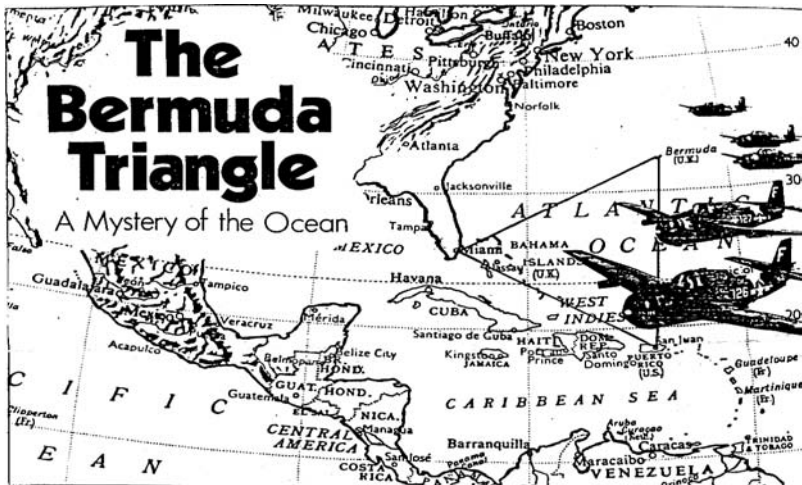
Some people even say that the Bermuda Triangle does not exist and that all the accidents that have happened there are simply a **coincidence**. What do you think of these explanations? Do they solve the mystery of the Bermuda Triangle?

**to be similar to** – to be the same as

**a cyclone** – a wind which rotates at speeds up to 200 km p.h.

**a coincidence** is what happens when two or more things occur by chance

### Look at the map





What are the three points of the “Bermuda Triangle”?  
Where does the “Bermuda Triangle” lie?  
In what ocean is “the Bermuda Triangle”?  
What is so remarkable about this part of the Atlantic Ocean?

**Comprehension. Work in groups.**

How many lives have been lost in this area since 1945?  
How many planes and ships have vanished in this area since 1945?  
How long was the Marine Sulphur Queen?  
How many people was the US “Cyclope” carrying?  
What was the most remarkable loss?  
How many planes were in a group of US Navy planes which disappeared in 1945?  
What is the function of a rescue plane?  
What is the function a life raft?  
What is wreckage?  
What is a cyclone?  
What is the difference between a waterspout and a cyclone?  
In what direction does the needle of a magnetic compass point?  
What’s wrong with the magnetic compass in the area of the “Bermuda Triangle”?

**I. Front Page News**

**Make up sentences using the verbs below in the present perfect (active or passive)**

**to have done – to have been done**

e.g. A rescue plane **has been sent** to look for the boat lost.

to vanish  
to lose – lost – lost  
to find – found – found  
to disappear  
to receive SOS signals  
to destroy  
to crush  
to crash (to fall to the ground)  
to send – sent – sent

## **Expressions**

1. to investigate the evidence
2. without warning
3. to suggest an explanation
4. to have time to escape
5. to be similar to
6. to find oneself off course
7. a coincidence
8. to solve the mystery

**II. Make up short, logical sentences with the above expressions.**

**III. Let's try to solve the mystery. Work in groups. Take your time to make notes. Use the phrases:** in our opinion, we do believe, we find, we doubt.

1. Formulate the problem
2. Innumerate the evidence
3. Suggest a reasonable explanation

**IV. You are the members of the Naval Board of Inquiry. One of each group reports the results of the investigation.**

## Opinion – You and Your Mind

**We spend a third of our life asleep.  
Before you read make sure you know**

**as if** – как будто,  
**at all** – совсем не,  
**like** – как,  
**while** – а,  
**the way** – (то) как,  
**instead of** – вместо того, чтобы  
**on the other hand** – с другой  
стороны,  
**so** – поэтому,

**both ... and** – и ...и,  
**the more ... the less** – чем  
больше, тем меньше,  
**it seems** – по-видимому.  
**whatever** – какой бы ни,  
**a way** – способ/метод,  
**to control** – управлять,  
**to make** – заставлять,  
**however** – однако,

**Last night** I went to bed early because I felt **absolutely exhausted**. **Four hours later**, I still hadn't shut my eyes. I woke up this morning feeling as if I hadn't been to sleep at all. What went wrong? Well, **it was obvious** that my mind didn't feel like I did. **It wanted me to think** about all kinds of stupid things, while all I wanted to do was sleep.

You **must have experienced similar things** in your life. **Have you ever worked very hard for an exam?** You learn all the facts, sit down to answer the questions and can't remember anything. This is the negative power of your mind at work. Most of the time it works with you and **you don't notice it**, then suddenly, **for no reason**, it decides to work against you it can really **mess up your life**.

Of course, **the way** your mind works **depends on** the kind of personality you have. Some people rarely have sleepless nights, **while** others have them all the time, but **the way** you react to this **depends on** your personality.

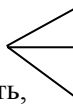
**to feel exhausted** ~  
to feel very tired  
**it is obvious** ~ it is  
clear  
**to experience** ~  
to practice  
**to notice** ~  
to pay attention to  
**similar** ~ like –  
ant – different  
**to mess up** ~ to  
spoil ~ to make  
smth bad  
**to wonder** ~ to ask  
oneself

A friend of mine only needs four hours sleep a night but she's very happy that **instead of** spending a third of her life asleep, as most of us do, she only spends a sixth. My mother, **on the other hand**, thinks that she's abnormal because she can't sleep for eight hours every night, **so** she takes sleeping pills and then **wonders** why she feels terrible when she wakes up.

**FYI mind** – head, brain.

1. your intellectual ability.
2. your power to think

### Grammar

**S must**  experience (refers the action to the present)  
 have experienced (refers the action to the past)  
 (ДОЛЖНО БЫТЬ, вероятно) be experiencing (refers the action to the present moment)

### Analyse the sentences.

1. You must have experienced similar things in your life.
2. He must be experiencing a nervous breakdown.

### Work in pairs. Match the left and the right columns.

1. He looks pale.
2. I didn't have enough sleep.
3. He is sleeping like a rock.
4. She missed her train.
5. The baby is crying.
6. I am feeling terrible.
7. She is going to marry John.
8. He is exhausted.
9. He hardly talks.
10. She never takes anything too much to heart.

- a. She must have overslept.
- b. She must be happy.
- c. She must have an easy-going character.
- d. He must have had a sleepless night.
- e. He must have been working hard lately.
- f. You must be sleepy now.
- g. You must be very busy.
- h. He must be depressed.
- i. He must have taken a sleeping pill.

- |                                    |   |
|------------------------------------|---|
| 11. I am having a headache.        | j. You must have caught a cold.               |
| 12. I have a lot of things to do.  | k. He must be in love.                        |
| 13. The sidewalk is wet.           | l. He must be asleep.                         |
| 14. She skinned her knees.         | m. She must be tired.                         |
| 15. She has had a very busy week.  | n. The weather must be changing.              |
| 16. People are carrying umbrellas. | o. It must be having stomach-ache.            |
| 18. The driver is upset.           | p. She must have slipped on the pavement.     |
| 19. He is crazy about her.         | q. It must be raining.                        |
|                                    | r. He must have been fined for over-speeding. |
|                                    | s. It must have been raining.                 |

**Make up short, logical sentences with the expressions. Follow the text.**

- |                                |                  |
|--------------------------------|------------------|
| to feel exhausted              | to depend on     |
| It is obvious that             | to wonder        |
| for no reason                  | to feel terrible |
| to mess up (one's life, plans) |                  |

### Exercises

**I. You are a psychoanalyst.** You are having an appointment with the lady, who wrote the article. Write down her experience of the sleepless night as a record. Analyse the past perfect (the past perfect idea is to look back from the past). Follow the text.

Last night she ... because .... Four hours later .... She .... What ...?  
It is obvious that .... It ..., while

**II. Ask the lady some more questions to get some more information.**

1. Last night I went to bed early. (When? Why?)
2. I lay without sleep for 4 hours. (How long?)

3. My mind wanted me to think about all kinds of stupid things. (What things?)
4. When I woke up I felt as if I hadn't been to sleep at all. (How?)
5. All I wanted to do was to sleep. (Tag question)
6. Something went wrong. (What?)

**III. Work in pairs.** You are the lady. Tell the psychoanalyst your experience of the sleepless night. You are a psychoanalyst. Listen to the lady and ask her the above questions.

**IV. You are a psychoanalyst.** Read the second paragraph again and explain the lady the reason for the sleepless night. Use: You see, it is obvious that, the thing is, the trouble is.

**Read the third paragraph. Work in groups. Sharing experience.**

1. Why do some people rarely have sleepless nights, while others have them all the time?
2. Which is more important – the fact or your reaction to it?
3. Do sleeping pills affect the brain? Do they have an addictive effect? Do they do more harm than good?
4. How many hours of sleep do you need?
5. How do you feel if you haven't had enough sleep?
6. Have you ever had a sleepless night for no reason?
7. What part of our life do we spend asleep?

**Read the second part of the text.**

**Over the past few years** doctors and scientists **have been researching** into the ways in which the mind can work both for and against our own best interests. It's well-known that people who spend a lot of time worrying have more heart attacks and develop more **stomach ulcers** than people with more **easy-going characters**. Even cancer, the greatest killer of the twentieth century, **seems to affect** certain kinds of personalities more than others. It may be that **the more** we worry, **the less**

**n ulcer** – a painful area outside or inside your body. It may bleed.  
**to recover from illness** – to get better

our body can deal with illness. We all have natural defenses against diseases but it seems that when we are upset or depressed, these defenses are not as strong or effective as when we are feeling happy.

**This research also suggests** that happy-go-lucky people **recover** quicker from illnesses because their minds help them to fight **the disease instead of giving in to it**. Quieter, more passive people often **accept** that **there is something wrong with them**; they don't try to fight it with the result that it takes them longer to get better.

But **whatever** kind of personality you have, there will be times in your life when your mind stops being your friend. No-one knows exactly why this happens but luckily we **do** know various ways to **control it**. One **way is to take** tranquilising **drugs, pills** which control the symptoms of your depression and **make** you feel able **to carry on with your** normal life. Most of us, **however**, don't get such serious depressions, so for us, the best way to control our minds is through relaxation.

**a disease** – an illness  
**to give in** – not to fight  
**to accept** – to say “yes” to smth  
**to carry on with** – to continue

**Translate the sentences.**

1. **The more** we worry, **the less** our body can deal with illness.
2. Luckily we **do know** various ways to control our mind.

**Grammar**

**Complex subject with the infinitive**

<b>Infinitive</b>	
Active	Passive
to do	to be done
to be doing	
to have done	to have been done
to have been doing	

1. **It is well – known that** people who spend a lot of time worrying have more heart attacks.

**is equivalent to**

People who spend a lot of time worrying **are known to have** more heart attacks.

2. It seems that cancer affects certain kinds of personalities more than others.

**is equivalent to**

Cancer **seems to affect** certain kinds of personalities more than others.

3. It seems that the natural defence is not as strong and effective when we are depressed as when we are feeling happy.

**is equivalent to**

When we are depressed, the natural defence **does not seem to be** as strong and effective as when we are happy.

**I. Make up sentences with seem (seems) + to V –**

**по-видимому**

**appear (appears) –**

**оказывается**

he	to be tired
	to be exhausted
	to be sleepy
she	to be asleep
	to have a nervous exhaustion
you	to have a heart attack
	to have a stomach ulcer
	to be getting better
	to be feeling happy

**II. Make the sentences sound less categoric,**

**using seem (seems) + to V**

**appear (appears)**

1. There is something wrong.
2. My mind has stopped being my friend.
3. No one knows exactly why this happens.



### III. Express generally accepted opinion, using

am known (известно)  
is supposed (полагают)  
are found (установлено) } + to V

1. Happy – go – lucky people recover quicker from illnesses.
2. Relaxation is the best way to control our minds.
3. People who spend a lot of time worrying develop more stomach ulcers than easy going characters.

### Make up short, logical sentences with the expressions.

over the past few years  
to research ~ to study – to investigate  
an easy – going character  
to affect samba  
to deal with ~ to handle  
to be upset  
to be depressed  
the research suggests  
happy – go – lucky people  
to recover from illness  
to accept a fact  
there is smth wrong with  
to control one's mind

**Read the text using a dictionary. Cut each paragraph down to the topical sentence and write a summary.**

#### How long can humans stay awake?

– Samuel, Honolulu, Hawaii

The late **J.Christian Gillin** of the San Diego Veteran Affairs Healthcare Center and professor of psychiatry at the University of California, San Diego, conducted research on sleep, chronobiology and mood disorders. He had supplied this response:

*THE QUICK ANSWER* is 264 hours, or 11 days. In 1965 Randy Gardner, a 17-years-old high school student, set this apparent world record for a science fair. Several other research subjects have remained awake for eight to 10 days. All showed progressive and significant

deficits in concentration, motivation, perception and other higher mental processes. Nevertheless, all recovered to relative normalcy with one or two nights of sleep.

The more complete answer to this question revolves around the definition of “awake”. Prolonged sleep deprivation in normal subjects induces numerous brief episodes of light sleep (a few seconds), often described as “microsleep”, alternating with drowsy wakefulness, as well as loss of cognitive and motor functions. Gardner was “awake” but basically cognitively dysfunctional at the end of his ordeal.

In certain cases of rare human medical disorders, the question of how long people can remain awake raises surprising answers – and more questions. Morvan’s syndrome, for example, is characterized by muscle twitching, pain, excessive sweating loss, periodic hallucinations and sleeplessness. In 1974 neurobiologist Michel Jouvet and his colleagues in Lyon, France, reported on a 27-years-old man with this disorder and found he had virtually no sleep over a period of several months. During that time the man did not feel sleepy or tired and did not show any disorders of mood, memory or anxiety. Nevertheless, nearly every day between 9 and 11 p.m., he experienced 20 to 60 minutes of auditory, visual, olfactory and somesthetic (relating to the sense of touch) hallucinations, as well as pain and blood vessel constriction in his fingers and toes.

The ultimate answer remains unclear. Will bioengineering eventually produce soldiers and citizens with a variant of Morvan’s syndrome, who need no sleep yet remain effective? I hope not. A good night’s sleep is one of life’s blessings. As Coleridge wrote in *The Rime of the Ancient Mariner*, “Oh sleep! It is a gentle thing, beloved from pole to pole!”.

Scientific American 2006

**IV.** What does the research into the mind suggest? **Read the second part of the text again.** You are a neuroscientist. You participated in the research. **Formulate in writing five conclusions you have made.**

**V. Brainstorming.** You are at the congress of neuroscientists. Present the results of your research and discuss them with your colleagues. Use: the research done by me suggests, it seems that, I am convinced that, my feeling is, I find.

## Practice Makes Perfect

### Before you read the text make sure you know:

to learn – узнать

to make – заставлять

like – как

unlike – в отличие

before – прежде чем

at least – по крайней мере

in fact – на самом деле

that is – то есть

therefore – поэтому

as well – также

from – на основании

such as – такие как

once – если

after – после того как

by means of – посредством

### How can one become a genius? Formulate the answer.

When a child or a teenager says “Oh – I’ve forgotten his name!” we don’t usually say, “You’re always forgetting things – you must be getting old.” But when we forget something ourselves, the comment that follows is often, “I always forget names – my memory used to be good. I must be getting old!”

It may come as a surprise to learn that it isn’t age that makes you “lose your memory”. The reason could be that you have a “lazy” memory, not an old one. Like your body, your memory improves with exercise. Unlike your body your memory improves with age. Before discussing how to improve the memory it’s important to look at how the brain works. You probably know there are two sides to the brain, the left and the right. The right side deals with the senses, (what we see, hear, feel and smell). it’s the creative, imaginative side. The left side is concerned with logic. It analyses information and puts it in order. It’s the “educated” side of the brain. Generally in western society people have developed the left side of the brain more than the right.

Scientists believe that our brains will work at least 75% more effectively if both sides are exercised. In fact, in some schools, experiments have been done using a 50 – 50% syllabus. That is, a syllabus which deals 50% with logic and 50% with creative skills and therefore exercises both sides of the brain. The results of students who were working from such a syllabus were much better than the results of students working from the more traditional syllabus which concentrates on more “logical” items and therefore only exercises the left side of the brain, without much attention to the right side.

Two examples of great thinkers are Bertrand Russell and Albert Einstein. Russell was working to the best of his brainpower until a very old age. He had a lot of interests, and continued working a full day, therefore “exercising” his brain. It improved with age. Einstein too was concerned not only with science, but he had other interests as well. He achieved a balance of using both sides of his brain. Both these men were brilliant.

It is thought that we remember everything. The problem most people have is recalling events. To recall something means to bring it back to our minds. One man, who was a retired workman, was hypnotised. While he was under hypnosis he was asked to describe a brick he had laid when he was building a high block of flats many years ago. The brick he was asked to describe was, let’s say, the third brick from the right of a window on the seventh floor. He described this brick exactly, but could not remember what it looked like when he was not under hypnosis. This is an example of recalling an event. It also proves that we probably remember everything we do or see.

There are different ways of using the memory. For example, we remember episodes that happened in the past, like vivid childhood memories. Another use of the memory is to remember facts, such as historical dates. Then we learn certain skills, such as how to swim or ride a bicycle. These skills are usually remembered for life once we have learnt them and practised them. There are other types of memory – and these include the ability some people have to remember what happened to them in a past life, before they were born! Experiments have been done on people who are put under hypnosis and asked to recall their past lives. Some people seem to “become” another person, and even change their voices to that of the person they have become.

They describe interesting historical events that happened during the time they were alive.

Having described what the memory can do it's important to look at how to improve our memories.

Most forgetting takes place immediately after learning. An hour after studying or learning something new, more than 50% has been forgotten. After one month 80% has been forgotten, and so on.

This shows that revision is very important. If you revise new material you have learnt, you remember much more. It's important to revise newly learnt material a little and often. It's also necessary to have frequent breaks.

### **FYI**

**syllabus** – curriculum – the subjects to be studied in a particular course

**an item** – one of a number of subjects

**to retire** – people retire when they reach the age when they can get pension

### **Comprehension**

(work in groups)

1. What do the body and the mind have in common?
2. What is a difference between them?
3. Which side of the brain is the 'educated' one?
4. Why have people in Western society developed the left side of the brain more than the right one?
5. What do scientists recommend to do to make our brain work more effectively?
6. What is the difference between the traditional syllabus and a 50 – 50% syllabus?
7. What does "to recall" mean?
8. How is a skill developed and how is it remembered?
9. What skills have you developed?
10. "The more we learn, the more we forget. The more we forget, the less we know. Why study then."  
Is it a fact? Ground it out and say how to make learning more efficient.

11. Everything said in one language has another language correspondence. What is the Russian correspondence of the English saying: Practice makes perfect?

**Grammar. Analyse the sentences.**

1. My memory **used to** be good. (раньше)
2. I **must** be getting old. (должно быть; continuous infinitive describes the action as a process)
3. It **may** come as a surprise to learn. (возможно вы удивитесь когда узнаете)
4. It isn't age **that** makes you lose your memory. – It ... that – emphatic structure to emphasize the word 'age'
5. Some people **seem to become** another person. (кажется, создается впечатление)
6. They change their voices to **that** of the person they have become. (that - voice)

**Gerund V ing. A gerund is a noun formed from a verb and expressing an action or a state. As it is a noun it can be used as the subject or an object or in combination with a preposition.**

1. **Before discussing** how to improve the memory it's important to look at how the brain works.
2. **Most forgetting** takes place immediately **after learning**.
3. An hour **after studying** or **learning** something new, more than 50% has been forgotten.

**Participle. A participle is a form of the verb. There are two types of participles in English: one ends in – 'ed' (passive) and the other ends in – 'ing' (active).**

1	2	3	4
to describe	– described	– described	– describing
	participle (passive)	participle (active)	

**Participle V ing**

	form	function	translation
Present	<b>describing</b>	corresponds to Russian <b>депричастие</b>	описывая
Perfect	<b>having described</b>		описав, после того как ...

**1. Having described** what the memory can do it's important to look at how to improve our memory (описав, рассказав, после того как мы описали). **Compare** describing – описывая, рассказывая.

**2. Having learned** new material you have to revise it a little and often.

### Expressions

to deal with

to do experiments on

to be concerned with

to put smth in order

scientists believe that

to put smbd under hypnosis

**Make up short, logical sentences with the above expressions. Follow the text.**

### What Makes a Genius?

Einstein, Albert (1879–1955), theoretical physicist.

In 1905, Einstein published four papers which revolutionized modern physics. In 1905, he published his general theory of relativity. His famous equation  $E = mc^2$  (energy equals mass times the velocity of light squared) is a cornerstone of the modern nuclear age. And he won the Nobel prize for physics in 1921.

Einstein was of Jewish descent, and in 1933 the Nazi government of Germany took away his property and citizenship. He then moved to the United States.

Einstein became a member of the staff of the Institute for Advanced Studies in Princeton, New Jersey. In 1944, he became an American citizen. He lived a quiet personal life. He enjoyed classical music, and played the violin.

The greatest mind of the 20<sup>th</sup> century Albert Einstein who had the greatest ability of logical reasoning operated with formulas. There is a story which says that once after his lecture one of the audience asked him: “Mr Einstein, you can formalize everything. Could you formalize how to make a career?” – “Certainly,” – Einstein answered. He came up to the blackboard and wrote  $x + y + z = \text{a career}$  – “What does  $x$  stand for?” – he was asked – “ $X$  stands for proficiency” – “And what does  $y$  stand for?” “It stands for the ability to play the violin.” – “And

what does z stand for?” – “It stands for the ability to keep your mouth closed”.

1. What four papers did Einstein publish?
2. How old was Einstein when he published his general theory of relativity?
3. Why did he consider the ability to play a musical instrument important?

Diane Englund is a neuroscientist. She is interested in such aspects of brain biology as information perception, information processing and memory.

This is what she says:

- The two basic categories are long-term memory and short-term memory. Long-term memory is the ability to remember events from the distant past. Long-term memory is often the strongest throughout a person’s life. One kind of long-term memory is called “screen memory”. This means that many experiences get put together in the mind as one memory. For example, in your memory you might have only one “picture” of a childhood trip to the doctor’s office. This one memory, however, is probably a combination of many trips to the doctor.
- Short-term memory is the ability to remember events in the recent past. For example the name of someone you met at a party last night. Short-term memory is often challenged by stress, illness, and aging. Many of us have, or have had, grandparents who remember events from their childhood with great accuracy, but are unable to remember what happened yesterday. Most people can only remember seven items in sequence. This is why telephone numbers, for example, are typically seven digits long.
- It’s easier to remember things that have emotional meaning to you. It’s also easier to remember information that you practice and use a lot. Repetition reinforces memory; the more you repeat something, the better you remember it. Some people have very visual memories. That is, they remember things they see. In fact, it is often easier to remember information that comes to us through more than one of our five senses.



Our five senses are the five channels by means of which we perceive information. They are sight, hearing, touch, smell and taste. The five information channels transmit information to the brain, which processes it. The brain is the central processing unit – CPU.

**Explain:**

1. –long term memory
2. screen memory
3. short term memory
4. emotional memory
5. visual memory

**How good is your memory:**

1. Write a paragraph about your most vivid childhood memory. Begin by: I remember + Ving.
2. To check up your partner's memory make up some questions to ask what he did yesterday or last weekend.

# The Brain

## The most powerful computer in the universe

«I think, therefore I am». (Democritus)

### Before you read the text make sure you know:

therefore – поэтому

in terms of – с точки зрения

a challenge – задача, которую нужно решить

to control – управлять

to learn – узнать

the way – как; то как

the more ... the more – чем больше ... тем больше

for instance – например

the latest – новейший

recent – последний

may – возможно

compared to – по сравнению

whether = V + ли

as long as – если

the only – единственный

because of – из-за

to make use of, to put to use = to use

a way – способ.

### FYI

**Biology** is a science which explains how living things function.

**memory** is your ability to retain and recall information, images and thoughts.

**thought** – the process of thinking

**a thought** – response to the information obtained

**behaviour** – action, functioning

«Understanding the human mind in biological terms has emerged as the central challenge for science in the 21st century. We want to understand the biological nature of perception, learning, memory, thought, consciousness and the limits of free will. Mind and brain are inseparable. The brain is a complex biological organ of great

computational capability that constructs our sensory experiences, regulates our thoughts and emotions, and controls our actions. The brain is not only responsible for relatively simple motor behaviours, such as running and eating, but also for the complex acts that we consider quintessentially human, such as thinking, speaking and creating works of art».

*The New Science of Mind. 2006 'Scientific American'.  
A forecast of the major problems scientists need to solve.*

Man still has a lot to learn about the most powerful and complex part of his body – the brain.

In the past 50 years there has been a great increase in the amount of research being done on the brain. Chemists and biologists have found that the way the brain works is **far more complicated** than they had thought. In fact many people believe that we are only now really starting to learn the truth about how the human brain works. The more **scientists find out**, the more questions they are unable to answer. For **instance**, chemists have found that over 100,000 chemical reactions take place in the brain every second! Mathematicians who have tried to use computers to copy **the way** the brain works have found that even using the **latest electronic equipment** they would have to build a computer which weighed over 10,000 kilos. Some **recent research also suggests** that we remember everything that happens to us. We may not be able to recall this information, but it is all stored in our brains.

Scientists hope that if we can discover how the brain works, the better use we will be able to put it to. For example, how do we learn language? Man differs most from all the other animals in his ability to learn and use language but we still do not know exactly how this is done. Some children learn to speak and read and write when they are very young compared to average children. But scientists are not sure why this happens. They are trying to find out **whether** there is something about the way we teach foreign languages to children which in fact prevents children from learning sooner.

Earlier scientists thought that during a man's lifetime the power of his brain decreased. But it is now thought that this is not so. As long as the brain is given plenty of exercise it **keeps its power**. It has been found that an old person, who has always been mentally active has a

quicker mind than a young person who has done only physical work. It is now thought that the more work we give our brains, the more work they are able to do.

Other people now believe that we use only 1% of our brains' full potential. They say that the only limit on the power of the brain is the limit of what we think is possible. This is probably because of the way we are taught as children. When we first start learning to use our minds we are told what to do, for example, to remember certain facts, but we are not taught how our memory works and how to make the best use of it. We are told to make notes but we are not taught how our brain accepts information and which is the best way to organise the information we want our brains to accept.

This century man has made many discoveries about the universe – the world outside himself. But he has also started to look into the workings of that other universe which is inside himself – the human brain.

**I. Translate the sentences.**

1. **Understanding** the human mind in biological terms has emerged as the central challenge for science in the 21 st century.

2. **Mathematicians** who have tried to use computers to copy the way the brain works **have found** that even using the latest electronic equipment they **would have to** build a computer which weighed over 10,000 kilos.

3. We **may** not be able to recall this information, but it is stored in our brains.

4. We are trying to find **whether** there is something about the way we teach foreign languages to children which in fact prevents children from learning sooner.

**II. Complete the sentences (to be done in writing)**

- 1. Chemists and biologists have found that .....
- 2. Many people believe that .....
- 3. Chemists have found that .....
- 4. Mathematicians have found that.....
- 5. Some recent research suggests that .....

6. Scientists hope that if .....
7. Earlier scientists thought that .....
8. It is now thought that as long as .....
9. It has been found that .....
10. It is now thought that.....

**III. Which statement in the text corresponds to:**

... the more work we give our brains, the more work they are able to do.

**IV. Say how the author defines the brain at the beginning of the text and how at the end**

**V. Sharing ideas**

1. You are a biologist. Report the results of your research.
2. You are a chemist. Report the results of your research.
3. You are a mathematician. Report the results of your research.
4. You are a linguist. Say how you think man learns language.
5. You are a foreign language teacher. Say what is wrong in the way we teach foreign languages.

**Expressions**

- a challenge
- to be responsible for
- a major problem
- to increase – an increase
- to do research
- simple – ant. complicated
- to learn – to find – to find out
- recent research suggests
- to store information
- to learn information
- to recall information
- to differ in
- to prevent smbd from V ing

to decrease – a decrease  
the latest electronic equipment  
to accept information

## VI. Translate the sentences

1. Мозг – одна из основных задач, которую предстоит изучить ученым 21-го века.
2. Мозг – явление, которое еще не познано учеными.
3. Мозг отвечает за мышление, язык, творчество и двигательные функции.
4. Вся полученная информация хранится в мозге.
5. Человек отличается от животного своей способностью усваивать информацию и обмениваться информацией с помощью языка.
6. Память – это способность удержать информацию и воспроизвести ее в нужный момент.
7. Мы живем в мире информации, но мы практически ничего не знаем о том, как мозг воспринимает информацию. В последние годы резко увеличилось количество исследований, проводимых на головном мозге.
8. На основании данных последних исследований можно сделать вывод, что мозг есть приемник и анализатор информации.

We are talking with V.V. Krilov, the leading neurosurgeon of the Sclifosovsky Institute.

### Summarize his ideas.

**– Вы изучаете, оперируете мозг уже двадцать лет. Существуют ли различия, к примеру, между мозгом обычного человека – и великого актера, ученого?**

– У мозга может быть разный вес и объем, как у тела, но это не показатель интеллекта. Размеры – это всего лишь анатомические параметры, не влияющие на талант или интеллект. Головной мозг – как Вселенная – необъятен с точки зрения изучения глубины тех процессов, которые в нем происходят. Все наши, даже самые передовые технологии и методы, не могут дать

полного представления о том, что такое головной мозг, какие процессы в нем происходят, как он управляет организмом. Человечество сумело накопить лишь фрагменты знаний.

Иногда мы, врачи, даже начинаем впадать в мистику: а не управляет ли человеческим мозгом какой-то высший разум? Да, у мозга есть что-то общее с компьютером, но пока он – тайна за семью печатями. Я изучал жизнь и деятельность Леонардо да Винчи. Это подлинный гений. Великий художник и естествоиспытатель. А ведь жил он в эпоху Средневековья... Откуда такой острый интеллект, такое богатство талантов?

Скажу честно: чем больше я знаю, тем больше теряюсь в догадках.

– **Как тренировать и совершенствовать свой мозг?**

– Правильный режим дня, достаточный сон, чтение и игра в шахматы, решение математических задач, освоение языков, новые впечатления, включая эмоциональные, посещение музеев, театров, музыка, разговорная речь, мыслительные процессы – обычный тренинг мозга.

## **VII. Make up questions you would like to ask Krilov**

**VIII. Class activity. Krilov is giving a talk at your University. Ask him your questions**

**Read some extracts from Colin Wilson's book «The Mind Parasites». Use a dictionary. Translate a paragraph in writing:**

«Man is a continent, but his conscious mind is no larger than a back-garden. This means that man consists almost entirely of unrealized potentialities. The so called «great men» are the men who have had the courage to realize some of these potentialities. The average man is too timid and cowardly to make the attempt.

He prefers the security of the back-garden».

«Man's mind is like some vast electronic brain, capable of the most extraordinary feats. And yet unfortunately, man does not know how to operate it. With the immense machine at his disposal, he knows only how to make the simplest things, to deal with the most obvious, everyday problems. It is true that there are certain men whom we call

men of genius who can make it do far more exciting things: write symphonies and poems, discover mathematical laws. Their minds are like powerful binoculars. They see human life from above like an eagle instead of from our usual worm's view. And when a man sees life in this way – whether he is a poet or a scientist or a painter – the result is a tremendous feeling of power and courage, a glimpse of what life is all about, of the meaning of human evolution».

«The greatest human problem is that we are all tied to the present. This is because we are machines, and our free will is almost infinitesimal, our body is an elaborate machine, just like a motor car. This is true of all of us. We have far less will power than we believe. This means that we have almost no real freedom. This hardly matters most of the time, because the machine – our bodies and brains – is doing what we want anyway: eating and drinking and excreting and sleeping and making love and the rest, our attention is usually fixed on minute particulars, actual objects around us, like a car in gear. We are ruled by habit, our bodies are robots that insist on doing what they have been doing for the past million years: attending to the present».

«I suddenly seemed to see that men manage to stay sane because they see the world from their tiny, intensely personal viewpoint, from their worm's eye view. Things impress them or frighten them, but they still see it from behind this windshield of personality. Fear makes them feel less important, but does not negate them completely. I suddenly seemed to be taken out of my personality, to see myself as a mere item in a universal landscape, as unimportant as a rock or a fly. I said to myself: But you are far more important than a rock or a fly. You are not a mere object, your mind contains knowledge of all the ages. Inside you there is more knowledge than in the whole of the British Museum, with its thousand miles of bookshelves. If space is infinite, how about space inside man? The body is a mere wall between two infinities. Space extends to infinity outwards. The mind stretches to infinity inwards».

«Through millions of years of evolution man has developed all kinds of habit for survival. If any of these habits get out of control, the result is mental illness. For example, man has a habit of being prepared for enemies; but if he allows it to dominate his life he becomes a paranoiac. It's all a matter of balance. Man has to learn to relax».

«Our human life is based completely on «premises» that we take for granted. A child takes his parents and his home for granted; later it



comes to take its country and its society for granted. We need these supports to begin with. A child without parents and a regular home grows up feeling insecure. In fact, human beings never really learn to stand alone. They are lazy and prefer supports. A man may be an original mathematician, and yet be slavishly dependent on his wife. He may be a powerful and free thinker, yet derive a great comfort from the admiration of a few friends. He looks upon himself as a member of the human race. He looks upon himself as an inhabitant of the solar system and the universe in space and time. He takes space and time for granted. He doesn't ask where he was before his birth or after his death. He doesn't even recognize the problem of his own death; it is something he leaves «to be explored later».

«We all appear to have separate minds, and yet, in some deeper sense, human beings share a common mind, a kind of racial mind. We are like all the taps in a city, each one separate, and yet each drawing water from some main reservoir. Human minds are not separate islands, but are all part of some great continent of mind. The mind stretches for infinity inside us».

– These are the impressions of cosmonauts upon returning to the earth from a space flight:

«It felt like ... it seemed like coming back after a thousand years. Everything in us had changed so completely that the earth itself seemed a changed place but everything seemed infinitely more beautiful than we had remembered it. This came as a shock. On the other hand, the human beings who greeted us seemed alien and repulsive little better than apes. It was suddenly incredible that these morons could inhabit this infinitely beautiful world and yet remain so blind and stupid. We had to remind ourselves that man's blindness is an evolutionary mechanism».

**Write three paragraphs on: Why do people use only a tiny part of the brain?** Begin each paragraph with the topical sentence.

# “In the Beginning was the Word” The Bible, John

## On the Origin of the Language

«The march of the human mind is slow». Edmund Burke (1729–1797).

### **Before you read the text make sure you know**

the way – как, that is – то есть, since – так как, поскольку, although – хотя, since then – с тех пор, whatever – какой бы ни, rather – скорее

In 1769 the Berlin Academy of sciences **had a competition** for the best essay on the origin of the language: «Are people with their **innate abilities** able to invent the language?»

The outstanding German philosopher G.Lessing answered in the negative: «The first man is sure to have been taught the language the way children learn to speak imitating grown-ups. Who is the teacher? He is, **no doubt**, the superior creature».

I.Gerder, another outstanding German philosopher, **contended**: «Inventing the language by people would have taken a lot of time. How could people have come to the agreement about the meanings of words if there was no language?»

Many outstanding philosophical minds participated in the competition. They wrote: «Human mind is not powerful enough to invent the language. The order and logics specific to the language, its ability **to convey the subtlest undertones** prove its **divine origin**».

The language is sure to be changing, as civilization progresses it is getting more elegant and laconic. But these are **superfluous changes** of the perfect, ideally ordered basis, which can be nothing else, but **God’s gift**.

The word, like the medal, has two faces. One face is physical (what we hear and write), the other one is psychic (what we can’t hear or see), that is, the meaning the word conveys. In the physical sense, the language is thousands upon thousands of mathematical combinations of sounds (letters), which are absorbed by another human mind since it

has got the imprint of the meaning of the word. The language and the mind are intimately interrelated. The word is not only the main information unit of the language, it is the main information unit of the memory and reasoning. Information is coded in words.

The answer to the question about the origin of the language is still **challenging**, although different **hypotheses have been advanced** since then. **Whatever views philosophers followed**, most of them are inclined to believe that the language was created as a result of somebody's action. «In the beginning was the word», but the word is the translation of the Greek word «logos». The word «logos» is **ambiguous**. It means a word, an idea, an action, an intention, a digit. Linguists consider the translation of logos as «a word» inaccurate. It's rather something **intermediate** between a word, an idea, an action, an intention and a digit.

It's interesting to note here the difficulties Goethe's Faust experienced while translating this biblical expression from the Greek original.

**Do you write poetry? If you do, try your hand at translating the beginning of Goethe's poem into English.**

«Вначале было Слово». С первых строк  
Загадка. Так ли понял я намек?  
Ведь я так высоко не ставлю слова,  
«Вначале Мысль была». Вот перевод,  
Он ближе этот стих передает.  
Подумаю, однако, чтобы сразу  
Не погубить работы первой фразой  
Могла ли мысль в создание жизнь вдохнуть?  
«Была вначале Сила». Вот в чем суть.  
Но после небольшого колебания  
Я отклоняю это толкование.  
Я был опять, как вижу, с толку сбит:  
«В начале было Дело» – стих гласит.

*(Гете. «Фауст»)*

### **Vocabulary**

**innate** – inborn

**no doubt** – for sure

**to contend** – to claim, to argue

**subtle** ~ slight, delicate  
**to convey** ~ to express  
**divine** – God’s, holy  
**superfluous** ~ which don’t change the basis  
**a gift** – a God’s present  
**challenging** ~ (here) open for discussion  
**ambiguous** ~ smth which can be understood in more than one way  
**intermediate** ~ (here) between two other meanings.

**Grammar.** The words in italics show the attitude of the speaker to the idea he expresses. They are put between the subject and the verb, which has the form of the infinitive.

	<b>is</b>	<b>likely</b>	(вероятно)	
S	<b>am</b>	<b>unlikely</b>	(вряд ли)	to V
	<b>are</b>	}	<b>sure</b>	
			<b>certain</b>	(безусловно)

### The Infinitive

	Active	Passive	
Simple	to invent	to be invented	наст./будущее
Continuous	to be inventing	–	наст. момент
Perfect	to have invented	to have been invented	прошедшее

#### Show the attitude of the speaker to the idea he expresses

1. People with their innate abilities ..... to be able to invent the language.
2. The first man ..... to have been taught the language.
3. The first language teacher ..... to be the superior creature.
4. The order and logic specific to the language ..... to prove its divine origin.
5. The language ..... to be changing.
6. The perfect, ideally ordered basis ..... to be God’s gift.
7. The language and the mind ..... to be intimately interrelated.

8. The Greek word 'logos' ..... to have only one meaning.
9. Goethe ..... to have experienced difficulties while translating the word 'logos'.

**Translate the sentences. Follow the text.**

1. Изобретения языка заняло бы очень много времени.
2. Как могли люди договориться о значениях слов, если не было языка?
3. Конечно, язык меняется по мере развития цивилизации.

**Make up sentences using the expressions below:**

- |                                  |  |
|----------------------------------|--|
| 1. no doubt                      | 9. to advance hypotheses                 |
| 2. (to be) specific to           | 10. to follow views                      |
| 3. to convey the meaning         | 11. (un) ambiguous                       |
| 4. divine origin                 | 12. philosophers are inclined to believe |
| 5. superfluous changes           | 13. (in)accurate                         |
| 6. God's gift                    | 14. it is interesting to note            |
| 7. to be intimately interrelated | 15. to experience difficulties           |
| 8. the main information unit     |  |

**Write a summary of the text.**

The world is a book, and those who do not travel, read only a page.

*St. Augustine*

## Island Hopping

### Before you read make sure you know

particularly – особенно

originally – первоначально

close – близкий

in fact – на самом деле

either ...or – или ...или

apart from – кроме

the only – единственный

### Read the first part of the text

#### Look at the map.

Great Britain (England, Scotland and Wales) is the largest island in the British Isles, but there are hundreds of other islands around the coast. Two groups of islands – one off the west coast of Scotland, the other fifty kilometers out into the Atlantic from the southwest tip of England – are particularly attractive destinations for island-hopping holidaymakers.

#### Comprehension.

1. Which is the largest island in the British Isles?
2. How many islands are there around the coast of Great Britain?
3. Where are the two groups of islands, which are particularly attractive destinations for holidaymakers, located?

#### The Scilly Isles.

People live on only five of the 200 **Isles** of Scilly.

Getting to these small granite islands in the Atlantic is quite an adventure. You can travel either by sea or by air. By sea the journey takes  $2\frac{1}{2}$  hours aboard the comfortable Scillonian III which leaves Penzance, on **the mainland** each morning and returns in late

**an isle** [ail] – an island

**the mainland** – continent

**tiny** – very small

**a link** – a connection

**a record** – a piece of information

afternoon. St. Mary's has a **tiny** hilltop airfield with a twenty-minute helicopter **link** to Penzance (and also to the neighbouring island of Tresco), and a skybus air taxi service using eightseater planes to Land's End airport on the westernmost **tip** of Cornwall.

According to old **records**, the Scilly Isles were originally known as Sulley or Sully, meaning islands of the sun. They have a mild climate, influenced by the **Gulf Stream**, and are famous for Britain's earliest spring flowers. From November to April millions of narcissi and daffodils are sent to flower markets on the mainland.

Tresco is the second-largest island, about 3 kilometres north of St. Mary's. You get off the boat at a little **jetty** with no house in sight and **stroll** through sand dunes to the world-famous Abbey gardens, first laid out in 1834 and **gradually** enlarged and **improved** since then.

The other inhabited islands – St. Agnes, Bryher and St. Martin's – are all linked by boat. Apart from **delightful** coastal walks, good seafood and **superb** sunsets, the Scilly Isles have **abundant** wildlife. **Breeding** Atlantic grey seals, dolphins, porpoises and whales are often seen and the island are a paradise for ornithologists. Holidaymakers can also dive down to look at shipwrecks; learn to dive, sail and windsurf; try seafishing from a boat or the shore; hire bicycles or take the St. Mary's bus tour – in a **vintage** bus.

The Romans had a **penal colony** on St. Mary's but today the Isles of Scilly are a haven for flowers, seabirds and those **seeking** a peaceful change from the pressures of modern life.

**a jetty** – a platform at the end of the sea, where boats can wait

**to stroll** – to walk  
**gradually** – bit by bit

**to improve** – to change for the better

**delightful** ~ superb  
**abundant** – plentiful

**to breed animals** – to keep them for the purpose of producing more animals

**vintage** – old

**a penal colony** – a prison

**to seek** ~ to look for ~ to try to find

**I. Explain: Getting to the Scilly Isles is quite an adventure.**

**II. Look at the map.**

Where is Penzance?

Where is Cornwall?

**III. Answer the questions. Work in pairs.**

1. What flowers are grown on the Scilly Isles?
2. Are they the earliest spring flowers?
3. What makes it possible to grow them from April to November?
4. What do the Scilly Isles mean?

**Look at the map.**

5. In what direction does Gulf Stream flow?
6. How does it influence the climate of the Scilly Isles?
7. Where is Tresco located?
8. What five islands of the Scilly Isles are inhabited?
9. What do ornitologists study?

**IV. Explain: The islands are a paradise for ornitologists.**

**V. Work in groups. What would you prefer to do if you were on holiday on the Scilly Isles? Why?**

1. walk along the coast
2. eat seafood
3. watch sunsets
4. watch wildlife
5. watch and study birds
6. dive down to look at the shipwrecks
7. learn to dive
8. learn to sail
9. learn to windsurf
10. try seafishing from the boat
11. try seafishing from the shore
12. hire a bicycle
13. take the St. Mary's bus tour



**VI. You have decided to visit the Scilly Isles for holiday. Make up questions you want to ask the travel agent.**

1. People live on five of the 200 Isles of Scilly. (On what islands)
2. St. Martin's is an inhabited island. (general question)
3. The Silly means the Sun. (What?)
4. By sea the journey from the mainland takes 2<sup>1</sup>/<sub>2</sub> hours. (How much time?)
5. The boat leaves Penzance each morning. (When?)
6. The boat returns in late afternoons. (When?)
7. It takes 20 min to get to the Silly Isles from the mainland by air. (How much time?)
8. The Scilly Isles are influenced by the Gulf Stream. (general question)
9. The Scilly Isles are famous for the Abbey gardens. (What?)
10. The Abbey gardens are world famous. (What ... for?)
11. Tresco is about 3 kilometres North of St. Mary's. (Where?)
12. St. Agnes, Bryher and St. Martin's are linked by boat. (general question)

**VII. Work in pairs. You are in a travel agency. One of you is a travel agent. Ask him the above questions.**

**Read the second part of the text.**

On the romantic group of islands called the Inner Hebrides off Scotland's mountainous west coast you can go for miles without seeing another human being. These islands of mountains and **moorland** include Staffa, location of Fingal's Cave; Iona, the holy island of St. Colomba; and Mull, scene of many adventures in R.L. Stevenson's novel *Kidnapped*.

Tobermory, famous for the **wreck** of a **Spanish Armada**

**Look at the map. Work in pairs.**

Where are the Inner Hebrides located?

What large islands do they include?

**moorland** – an area covered with grass

What is Staffa famous for?

What is Iona famous for?

What is Mull famous for?

What is Tobermory famous for?

**galleon** in its bay, is a good touring centre for the Isle of Mull. The scenery **ranges from** sandy beaches to **dramatic** rock formations and volcanic cliffs, and there are two unique attractions on the island. The first is a narrow gauge steam railway (the only passenger railway in the Scottish island) that carries passengers from Craignure Pier to nineteenth-century Torosay castle and gardens. The other is Mull's Little Theatre, housed in a tiny **converted** farm building.

Mull, easily reached from Oban on the mainland by **roll-on roll-off car ferry**, is the starting point for excursions to the **adjacent** islands of Iona, Staffa and Ulva. St. Columba and his followers came to Iona in the sixth century A.D. and from here Christianity spread throughout Scotland and much of Europe. You can explore the island on foot or by **pony and trap**, visiting the thirteenth century Benedictine monastery, St. Oran's chapel, the **reputed** burial place of forty-eight Scottish kings.

**a wreck** – something that has been damaged

**Spanish Armada galleon** – a large, sailing Spanish ship that invaded England in 1588  
**to range from ...** ~ to change

**dramatic** ~ beautiful

Is there a railway transport in the Scottish island? What is its route?

**to convert** – to transform

**Look at the map.** How can I reach Mull from the mainland? How can I get to Mull?

**roll-on roll-off car ferry** – boat you can drive on and off at your destination

**adjacent** – neighbouring  
What do you know about St. Columba?

**pony and trap** – small open carriage pulled by a pony  
What is Oran's chapel famous for?

**reputed** – some people say that it is true



Special boat trips link Mull with Staffa, where the towering basalt columns at Fingal’s Cave **inspired** the nineteenth-century composer Mendelssohn in his great Hebrides overture. Boats go right inside the cave where the sound of heaving and swirling waves is **tremendous** (the Gaelic name means ‘the musical cave’).

Ulva is a privately-owned island, only recently opened to the public. It is only eight kilometres wide and has a population of just nineteen. But as the birthplace in 1761 of Lachlan Mac-Quarry who became Governor of New South Wales, the island is a place of pilgrimage for many Australians. It’s also a paradise for walkers, animal lovers and birdwatchers, who come to see the rare sea eagles, among other **species**.

**to inspire** – to make enthusiastic  
What is Scottish for musical?

**tremendous** – impressive

Are there privately owned islands in the Inner Hebrides?

Is it a large island?

How many people live on it?

What is it famous for?

What makes it a paradise for walkers?

What makes it a paradise for animal lovers?

What attracts ornithologists to Ulva?

**species** – groups of animals.

**You are in advertising business. Write an advertisement inviting people to visit one of the islands.**

**Class activity. Each agent speaks about one of the islands. The audience asks questions.**

## Minority Languages

«A native language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country for talking and writing in» Collins English Language Dictionary.

### **Before you read the text make sure you know**

so – поэтому, at all – вообще, the only – единственный, to form – образовывать, создавать, from – на основании, the ways – то как, yet - и все же, this is why – поэтому, once – когда-то, in spite of – несмотря на, to make – заставлять, an effect – действие, neither of – ни один из, too + A – слишком, while – а, as well as – а также, either ...or – или ...или.

### **Languages of the British Isles**

**It may surprise you to know** that until a few centuries ago there were many natives of what we call the British Isles, who did not speak English. The western land of Wales spoke Welsh; in the farthest north and the islands of Scotland the language was Gaelic; and a similar language, Irish Gaelic, was spoken in Ireland; Manx was the language of the Isle of Man, and Cornish that of the southwestern tip of Britain.

We're not talking about dialects – localised versions of a language which often contain alternative words or phrases for certain things, but which are forms of English. Welsh, Gaelic, Manx and Cornish are complete languages, with their own grammar, poetry and stories – all that we call a culture.

### **The Importance of Language**

So how could they disappear – when the language we speak is probably one of the most basic characteristics about us? Using a language at all is a fundamental quality of being human. Human beings are the only creatures who speak.

Each group of humans that decides to live together **develops its own native language**. From this, a culture and a **cultural identity** are formed. What could express more totally what we are than the language we speak?

Anyone who has tried to learn another language begins to understand how true this is when we go to a foreign place and we can't make ourselves understood. **It's like losing** some special part of ourselves. It's not even just a question of the meaning of what we want to say: our language is also its sounds and its rhythms and the ways we move our hands and our bodies when we talk.

## **FYI**

**a culture** is the intellectual and artistic aspects of a society – the ideas, customs and art that are produced and shared by a society.

**a cultural identity** is all qualities, beliefs, and ideas which make you feel that you belong to a particular society.

### **I. Make up questions which you would like to ask an Englishman.**

Britain consists of England, Wales and Scotland. (What parts?)

The United Kingdom consists of England, Wales, Scotland and Northern Ireland (What parts?)

The capital of Wales is Cardiff. (What city?)

The capital of Scotland is Edinburgh. (What city?)

The people of Wales originally spoke Welsh. (What language?)

The people of Scotland originally spoke Gallic. (What language?)

The people of Ireland originally spoke Irish Gaelic. (What language?)

Irish Gaelic is similar to the Gaelic which Scots spoke. (General question.)

The people of the South-Western tip of Britain spoke Cornish. (What language?)

### **II. Work in pairs. One of you is English. The other is Russian, who studies English as a foreign language and asks the Englishman the above questions.**

**III. Complete the sentences** (to be done in writing)

- Welsh, Gaelic, Manx and Cornish.....
- Using a language at all.....
- Human beings .....
- Each group of humans that decides to live together.....

**IV. Make up short, logical sentences matching the two columns. Follow the text.**

similar alternative complete fundamental the only native cultural	identity quality characteristics language words and phrases creatures
---	--

**V. Work in groups. One of you is an English linguist. He is giving a talk for the students of the philological department.**

- S – Mr.Brown, I have got a question to ask you.
- L – You are welcome.
- S – How would you define such a complicated system as a language?
- S – Then, what is a native language?
- S – What is a dialect?
- S – What are minority languages?
- S – How would you define a culture?
- S – What is a cultural identity?
- S – What country do you culturally belong to?
- S – From what is a culture and a cultural identity formed?
- S – Are human beings the only creatures who speak?
- S – Thank you, very much, Mr. Brown. It was nice talking to you.

**IV. American scientists have made a sensational discovery: «Human beings are not the only creatures who speak».**

**Read the Russian passage and write three to five sentences to formulate its main idea.**

Американские ученые пришли к выводу, что язык горбатых китов имеет четкую грамматическую структуру. Они не просто перебрасываются друг с другом парой «словечек», а выстраивают вполне законченные фразы и предложения.

Пытаясь расшифровать речь гигантских млекопитающих, исследователи подвергли математическому анализу аудиозаписи «диалогов» горбатых китов. При этом они учитывали частоту повторения отдельных «слов» и «фраз» и их расположение в общем «предложении». В результате выяснилось, что речь китов по сложности не уступает человеческой. Животные не оперируют абстрактными понятиями, зато ловко объединяют свои «слова» во фразы, а фразы – в предложения. До сих пор считалось, что иерархическая грамматическая структура присутствует только в человеческой речи и владением синтаксиса может похвастаться лишь гомо сапиенс.

to make up  
sentences –  
составлять  
предложения  
to subject smth to  
smth – подвергать  
что-то чему-то  
a record – запись  
as complicated as –  
такая же сложная  
как  
a notion – понятие  
to arrange –  
располагать,  
объединять

**Read the second part of the text.**

### **Conquering Languages**

Yet something so **vital** to people can disappear and this doesn't happen **by accident**: **it's to do with power**, politics and conquest. **Conquerors** understood how important language is to a sense of cultural identity. This is why they often tried to conquer people **by destroying their language**.

When nations sent armies abroad to conquer other countries and **set up empires**,

**vital** – important  
**power** (here) –  
government  
**it's to do with**  
power ~ power is  
responsible for...  
**to conquer** – to  
win over  
**a tribe** – a group of  
people of the same  
race



the language of the government and the law was always in the language of the conquerors.

But this isn't a **method** which only **applied** to far-off lands: the central government of England used it to control Wales, Scotland and Ireland. These were once **tribal** kingdoms and because England **feared** their independence and their strong cultural traditions they tried to destroy them.

In the Act of Union between England and Wales in 1536, a special section **forbade** the use of Welsh for any official matter. All legal affairs had to be conducted in English and all public officials had to speak only English. But in spite of this, in 1851, ninety per cent of people in Wales still spoke Welsh. Then in 1870 the Education Act **outlawed** the use of Welsh in all schools. Children who were caught speaking Welsh were made to wear the **notorious** Welsh Not, (a kind of heavy wooden **yoke**) round their necks and they were beaten if they spoke their language.

When James VI of Scotland became King James I of England, after the death of Queen Elizabeth I, he **issued a special Act** in 1616. This completely forbade the speaking of Gaelic, which had been the language of all the outlying areas and islands of Scotland for fifteen hundred years.

But neither of these Acts really worked. Language is too vital to be so easily **suppressed**.

In Scotland, **the spread of free and compulsory education had a similar effect**. Children were punished for speaking

**to fear** ~ to be afraid

**to forbid** – to ban – not to allow

**to outlaw** ~ to forbid

**notorious** ~ known for smth bad

**to suppress**  
(here) ~ to destroy  
**spread** ~ expansion

**a community** ~ a group of people

Gaelic, and English became the official language of schools and administration. Gaelic was a language of the poor and the old, left behind in isolated **communities** while others went to look for work in the bigger English-speaking towns. And Gaelic remains the only spoken language without legal recognition in Britain today.

So **it seems that universal education** and better communications, especially television, have all but killed off the old languages of Britain - or have they?

**FYI**

**An empire** is a political system under which a number of nations are controlled by the government of one nation.

**Comprehension**

- a. Why do conquerors try to destroy the language? What do they fear?
- b. What is the most efficient way to destroy a language?
- c. What language does the conqueror declare official in a conquered country?
- d. Do Scottish people still speak Gaelic? What kind of people? Where? Why?

**Complete the sentences (to be done in writing)**

- 1. Disappearance of languages has to do with.....
- 2. Conquerors often tried to conquer people .....
- 3. The special Act issued in 1616.....
- 4. But neither of these Acts .....
- 5. Language is too vital .....
- 6. The spread of free and compulsory education.....
- 7. Gaelic remains.....

**Make up short, logical sentences matching the two columns. Follow the text.**

- |                        |               |
|------------------------|---------------|
| 1. important           | a. language   |
| 2. far-off             | b. lands      |
| 3. strong cultural     | c. traditions |
| 4. official            | d. matter     |
| 5. legal               | e. affairs    |
| 6. public              | f. officials  |
| 7. too vital           | g. education  |
| 8. free and compulsory | h. effect     |
| 9. similar             |               |
| 10. universal          |               |

Robert Burns, a Scottish bard, the Scottish national pride, a world famous poet, lived at the end of the 18-th century when Scotland lost its independence, its parliament, even its language. Robert Burns loved his country dearly. Love for Scotland, for the Scottish people and for the Scottish language is the main motive of his poems.

Coming thro the rye.

Chorus:

Oh Jenny's a'weet, poor body,  
 Jenny's seldom dry;  
 She draigl't a'her petticoatie,  
 Comin' thro' the rye.  
 Comin' thro' the rye, poor body,  
 Comin' thro' the rye,  
 She draigl't o' her petticoatie,

Comin' thro' the rye.  
 Gin a body meet a body  
 Comin' thro' the rye,  
 Gin a body kiss a body,  
 Need a body cry?  
 Gin a body meet a body  
 Comin' thro' the glen,  
 Gin a body kiss a body,  
 Need the warld ken?

Пробираясь до калитки  
 Полею вдоль межи,  
 Дженни вымокла до нитки  
 Вечером во ржи.

Очень холодно девчонке,  
 Бьет девчонку дрожь;  
 Замочила все юбочки,  
 Идя через рожь.

Если кто-то звал кого то  
 Сквозь густую рожь  
 И кого-то обнял кто-то,  
 Чего с него возьмешь?

И какая нам забота,  
 Если у межи  
 Целовался с кем-то кто-то  
 Вечером во ржи!..

S. Marshak

## Read the third part of the text Reviving Languages

**Strangely enough, there's a strong revival of interest in them.**

In Scotland, An Comunn Gaidhealach, Gaelic Language Society, has existed for eighty years. **It's dedicated to preserving the traditions** of the Gaelic songs, **verse** and prose. And more and more people in the lowland areas of Scotland, as well as the islands, where Gaelic is still spoken, now want to learn the language.

Since the early 1970s, more and more people are learning Gaelic and go to evening classes. Now pupils in schools can choose to take Gaelic for their final exams. In Wales the Cymdeithas yr Iaith Gymraeg – the Welsh Language Society, was formed in 1962 and it has been fighting to restore Welsh to an equal place with English. In 1967 they won an important victory: Welsh was recognized as being equally **valid** for use in law courts, either written or spoken.

**revival** – sudden increase in popularity

**to dedicate smth to smth** – to give a lot of time and effort to smth

**verse** ~ poetry

**valid** ~ legal

### Sharing ideas

Do you find revival of minority languages realistic nowadays when we live in the increasingly international world?

This is what experts say: «Gaelic is whole world. The sea roars in Gaelic, the birds sing in Gaelic, dogs bark in Gaelic».

«Surely different languages spoken within the same society divide people from each other. And is it realistic to expect minority languages to survive in England when education and laws are in English?»

**What do you think? Express your point of view saying:**

- I find the revival of minority languages realistic because...
- I don't expect minority languages to survive in England because...

«Do you ever pass by the  
 lagoon in Central Park?  
 Down by Central Park South?  
 That little lake there.  
 Where the ducks are.  
 You know the ducks that swim  
 around in it? In the springtime?  
 Do you happen to know where they go  
 in the wintertime, by any chance?»  
 J.D. Salinger «The Catcher in the Rye»

## Where do Ducks Go?

### From Speculations and Hypotheses to a Discovery

#### The Instinct of Home.

The fact that birds fly away to warm  
 climes in autumn and return in spring is  
 no longer questioned by anybody. Out  
 of about a hundred thousand million  
 birds living on the earth, approximately  
 one fifth make these annual trips.

the fact that –  
 то, что  
 no longer –  
 больше не

In 1899, the Danish schoolteacher  
 Martens suggested the ringing of birds –  
 putting a ring of light metal on a bird's  
 leg. One cannot stamp much on such a  
 ring, but much is not needed – just the  
 name of the city and the serial number.  
 By this number, ornithologists are able  
**to establish** where and when the bird  
 was ringed.

to establish –  
 устанавли-  
 вать

one cannot –  
 нельзя

In this way, people have found out  
 where birds winter, along which routes  
 they fly, how long the trip takes, and at  
 what altitudes and speeds they travel.  
 But the more people found out, the  
 more puzzles appeared.

in this way –  
 таким  
 образом

The question which offers the greatest challenge to ornithologists, and not only to them, is how birds find their way.

It has been known for centuries that birds easily **determine** the **proper** direction and **unerringly** arrive at the right location; people used **swallows** and homing pigeons to send messages 5 thousand years ago.

For a long time homing pigeons were believed to be the cheapest, fastest and the most reliable way of sending messages.

The instinct of home is very strong in birds – not just in pigeons. Lots of other birds return to their nests after being taken away. But birds do not only fly home; they also leave it in autumn when they start their migration flights. But how do birds determine the proper direction?

### Do Birds Fly along a Straight Line?

After the theory of memory **was disproved** a new one appeared. This suggested that birds fly to their wintering places and back not along a straight line but in a spiral – in circles. These circles **gradually** expand until the birds see **familiar signs** which help them get on the proper course.

The supporters of the spiral theory **presented some evidence**. Birds do have an excellent eyesight. It has been established that from an altitude of 200 metres, a bird can see within a radius of 50 km and from

to determine – the more...  
определять – the more –  
чем больше,  
тем больше

proper –  
правильный

unerringly – a great deal  
безошибочно (here) – часто

a swallow –  
ласточка

reliable –  
надежный

to disprove – after – после  
отвергать того, как  
one – (theory)  
gradually – this – it  
постепенно until – пока  
familiar – не  
знакомый

a sign – знак  
evidence – do have –  
доказательство действи-  
тельно  
to establish – имеют

2,000 metres, its radius expands to 160 km.	to prove – доказывать	however –
This theory, however, was rejected. It was proved that while flying over the ocean, birds can't see any landmarks.	to reject – отвергать a landmark – ориентир	однако

### Are Birds Sensitive to the Direction of the Magnetic Pole?

In the mid-19th century, the Russian scholar Academician A.F.Middendorf suggested the theory of magnetic orientation of birds according to which birds are sensitive not only to the general direction of the magnetic pole but also to <b>magnetic deviations</b> . To <b>check</b> this <b>assertion</b> , many experiments were staged: magnets were put on birds, a magnetic field was created around them to cart them <b>off</b> the right direction; they were taken to the points on the globe where the forces of the earth's <b>rotation</b> were expected to <b>interfere</b> with their orientation if it indeed <b>depended on</b> the indicators of the magnetic field. But the idea was rejected too.	a deviation – отклонение an assertion – утверждение to cart off – сбить с курса rotation – вращение to interfere – (here) – воздействовать to depend on – зависеть от	according to – согласно          has failed – не
It has failed to find confirmation. The method of rejecting some idea was always the same – <b>carting off</b> birds. The idea was to catch a bird in its nest or during a migration flight and cart it off, then ring and <b>release</b> it to see where it will go.	confirmation – подтвержде- ние  to release – освободить	

## Comprehension

(work in groups)

1. How many birds live on the earth?
2. How many birds make annual trips?
3. What do ornithologists do when they ring birds?
4. What have people found out by ringing birds?
5. What question offers the greatest challenge to ornithologists?
6. How many years ago did people start using swallows and homing pigeons to send messages?
7. Why do some telegraph agencies still use homing pigeons for short communications?
8. What is one of the strongest instincts in birds? Are instincts acquired or in-born? Can the instinct of home be scientifically explained or is it a mysterious phenomenon? Is the instinct of home specific only to birds? How could you define such feelings as love for Motherland, nostalgia? Are they acquired or natural, implanted into living things?  
“Motherland is the place where everything begins” – said Andersen  
“They change their climate, not their soul, who run beyond the sea” – said Horace. What do you think?
9. What does a spiral look like? Draw a spiral and a circle. What is the difference between them?
10. Are an eye and a camera comparable? Does an eye have a high resolution power? What does the price of a camera depend on? When we say “it’s a good camera” what do we mean? What do the man’s eye, the eagle’s eye, the bee’s eye differ in?
11. The method is known to be more important than the theory. What method do ornithologists use to check a theory?
12. People often use birds as symbols. What do birds symbolize?

### I. Reconstruct the relative sentences into questions.

By ringing birds people have found out

1. where birds winter
2. along which routes they fly
3. how long the trip takes
4. at what altitude they travel
5. at what speed the birds travel



## The Passive Voice

<b>Active</b>	<b>Passive</b>
to determine (определять)	to be determined (быть определенным)

V1	V2	V3
to determine – determined – determined = (нный)		
– determining = (ющий)		<b>be + V3</b>

	Simple	Continuous	Perfect
Present	am is + V3 are	am is + being + V3 are	have has + been + V3
Past	was were + V3		
Future	will + be + V3		

### Expressions

to question – to doubt	to find out
to establish a fact	to determine direction
to send messages	
to suggest a theory	
the supporters of the theory	
to present evidence	
to reject a theory	
to prove a fact	
to check a theory	
to stage experiments	

### II. Translate the sentences using passive and the above expressions

1. Больше никто не сомневался в том, что птицы улетают осенью и возвращаются весной на то же место. Этот факт был установлен на 100%.
2. Кем была предложена эта теория? Что предлагает эта теория?

3. При помощи какого прибора определяется направление?
4. Когда было отослано сообщение? Кем было отослано сообщение?
5. Какие доказательства были предоставлены сторонниками теории спиралей?
6. Почему была отвергнута эта теория?
7. Какой метод использовался для проверки этой теории?
8. Была установлена скорость, с которой птицы совершают перелет?
9. Как об этом узнали?
10. Что было доказано в результате эксперимента?
11. Сколько экспериментов было поставлено? Что доказал эксперимент?
12. Эта теория была подтверждена экспериментально?

### **Grammar**

It was expected that the forces of the earth's rotation interfered with birds' orientation.

is equivalent to

Model The forces of the earth's rotation were expected to interfere with birds' orientation.

Many verbs of thinking (is thought to  $V_0$ ), believing (is believed, is supposed, is expected, is considered to  $V_0$ ), saying (is said to  $V_0$ ), reporting (is reported to  $V_0$ ), finding (is found to  $V_0$ ), knowing (is known to  $V_0$ ), proving (is proved to  $V_0$ ) can be used in the same way.

### **Change the sentences according to the model given above**

1. For a long time it was believed that homing pigeons were the cheapest, fastest and the most reliable way of sending messages.
2. It is proved that the instinct of home is very strong in birds.
3. It was thought that birds flew to the south and back not along a straight line but in a spiral.
4. It is known that birds have an excellent eyesight.
5. It was expected that birds were sensitive to the direction of the magnetic pole.

6. It was proved that birds were not able to see any landmarks while flying over the ocean.

### Birds are guided by the Sun

People **noticed** long ago that with the approach of spring or autumn, birds which are kept in cages become **restless** too, flapping their wings and trying to fly in their cages. Moreover, these flights are different from their normal flitting about, for they **are performed** in a very definite direction. Even when a bird is sitting on its perch its head is turned in the same direction. These observations **prompted** an experiment.

A starling was placed into a circular cage covered on all sides. The cage itself was put in a round pavilion also having no windows. But in **the ceiling**, eight portholes were made through which the starling could see the sky. When the sky was **overcast**, the starling flew about the cage haphazardly and sat on various perches. But as soon as the sun peeped into one of the portholes, the bird's movements became oriented toward the sun.

To check whether it was really the sun which provided guidance to the starling, the experimenters used mirrors to change the direction of its rays.

- |              |               |
|--------------|---------------|
| to notice –  | moreover –    |
| замечать     | более того    |
| restless –   |               |
| беспокойный  |               |
| to perform – | for – так как |
| выполнять    |               |
| definite –   | the same –    |
| определенный | тот же        |
| to prompt –  | самый         |
| подсказать   |               |
| a ceiling –  | потолок       |
| overcast –   | затянут       |
| тучами       |               |
|              | as soon as –  |
|              | как только    |
|              | whether –     |
|              | V + ли        |
| to provide – | давать        |

The starling, **unaware of the deception**, followed the indications of the luminosity.

unaware of – не зная

That, of course, was a **major** discovery which caused a revolution in our **concepts** of birds' **behaviour**. Kramer and other ornithologists after him, carried out hundreds of experiments with different birds, changing the sun's «speed» **to mislead** the birds. And each experiment provided yet another proof that birds were indeed guided by the sun.

deception – обман  
major – главный  
a concept – понятие  
behaviour – поведение

to cause – вызывать

When this was proved beyond all doubt, another complex problem arose. The sun is in constant motion. How are birds able to follow the right route nonetheless?

to mislead – ввести в заблуждение

yet another – еще одно

nonetheless – тем не менее

But while theories **were elaborated** and experiments **were conducted** with birds, **spectacular** new discoveries **rocked** the zoological world – discoveries of transcontinental flights of insects, particularly butterflies.

to elaborate – совершенствовать  
to conduct – проводить  
spectacular – поразительный  
to rock – потрясать

while – пока

particularly – особенно

### Provide your arguments.

Science is a process of questioning. Every new answer gives rise to a new question. Does the way ornithologists are looking for truth confirm this definition?

### I. Make up questions to ask the ornithologist about how the discovery was made

1. We used mirrors. (What ..... for?)

2. We carried out experiments with different birds. (general question)
3. Birds are guided by the sun. (general question)
4. It is proved. (general question)
5. Another complex problem arose. (What problem .....?)
6. The birds are able to follow the right route, though the sun is in motion) (How .....if?)

**II. Work in pairs. One of you is an ornithologist. The other is a bird's lover who asks him the above questions.**

### Grammar

The Infinitive to V – active  
to be + V3 – passive

function	translation
подлежащее	инфинитивом
обстоятельство цели	для того, чтобы
определение N + to V (active) N + to be + V3 (passive)	который нужно сделать в будущем

#### I. Translate the sentences

1. **To find** this place by determining the direction of the compass is not enough.
2. The sun is the reference point (which) birds use to **find the direction**.
3. **To check** whether it was really the sun which provided guidance to the starling, the experimenters used mirrors **to change** the direction of its rays.
4. The experimenters changed the sun's «speed» **to mislead** the birds.
5. **The problem to be solved** was: How birds are able to follow the right route if the sun is in motion.

## **II. Translate into English (to be done in writing), e.g.**

### **Сообщения, которые нужно послать – the messages to be sent.**

1. Кольцо, которое нужно надеть на лапу птице.
2. Доказательство, которое нужно предоставить.
3. Направление, которое нужно определить.
4. Эксперимент, который нужно провести.
5. Наблюдение, которое нужно провести.
6. Идея, которую нужно доказать.
7. Прибор, который нужно использовать.
8. Результаты, которые нужно получить.
9. Птица, которую нужно поместить в клетку.
10. Отверстие, которое нужно сделать.

### **To be remembered**

to perform

to prompt

to place

to change

to cause a revolution

to make a discovery

to mislead

to provide a proof

to be in motion

to follow the route

to elaborate a theory

to carry out

experiments

to conduct

## **III. Translate the sentences. Follow the text.**

1. Ориентиром для птиц является солнце.
2. На основании этих наблюдений был поставлен эксперимент.
3. Птицу посадили в клетку, накрытую со всех сторон, но на потолке сделали 8 окошек.
4. Эксперименты проводили с различными птицами.
5. В результате этого эксперимента было получено еще одно доказательство того, что птицы ориентируются по солнцу.

6. Возникла еще одна проблема: каким образом птицам удается придерживаться правильного маршрута, если солнце находится в движении.

#### **IV. Add tags to make up questions. e.g.**

1. One cannot stamp much on such a ring, can one?
2. Birds easily determine the proper direction, don't they?
3. The magnetic theory still has a few supporters, doesn't it?

**Work in groups. In turn ask questions, respond and make comments.**

1. Pigeons find the way home from memory, ...?
2. The instinct of home is strong in birds, ...?
3. One cannot stamp much on a ring...?
4. Birds easily determine the proper direction, ...?
5. The magnetic theory still has a few supporters, ...?
6. The carting off method was insufficient to supply an answer to the puzzle, ...?
7. Birds kept in cages become restless with the approach of spring, ...?
8. The sun is the reference point birds use to find direction, ...?
9. Butterflies are guided by the sun too ...?

**V.** Write a letter to the boy who asked where the ducks from New-York Central Park went. His name is Holden. Write three paragraphs. In the first paragraph explain what ornithologists have found out so far. In the second paragraph tell him what is still a challenge for ornithologists. Tell him about butterflies. Explain that science is a process of questioning. In the third paragraph ask him what else he is interested in besides birds. Say some words about yourself and your interests.

Begin the letter with:

Dear Holden,

You ask where ducks go, I think I know the answer.

End with: I am looking forward to hearing from you.

Yours sincerely ...

## **VI. Exchange letters.**

You are Holden. Ask the writer of the letter five more questions that interest you.

Remember that Voltaire said: “Judge a man by his questions rather than his answers”.

Shaw said: “No question is so difficult to answer as that to which the answer is obvious”.

Syrus (Roman poet and painter 42 BC) said: “It’s not every question that deserves an answer”.



## Nature as a Source of Ideas for Technology

**Cybernetics** is a science in which control systems in electronic and mechanical devices are studied and compared to biological systems.

### Read the text. Use a dictionary.

Nature through millions of years of evolution has developed intelligent, adaptive, self-correcting and self-repairing capabilities in complex biological systems which enable them to **perform tasks** unmatched by human-made machines. Therefore, it is the purpose of **biocybernetics – oriented research** to study the superior capabilities of biological systems with the aim to discover and formalize the principles responsible for the specific superiorities and then to apply these principles towards the design of an advanced technology. Needless to say, nobody dreams of rigorously copying biological systems but rather of integrating and translating the findings made into **the state of the art** of the existing technology in special areas. The ultimate **hardware** will not resemble the biological prototype and in some areas will easily exceed the original biological capabilities which inspired man to imitate them; our flying machines exceed in many aspects the flying capabilities of birds, and computers **handle many tasks** faster and more reliably than man. But in other areas, primarily those related to sophisticated information processing, such as pattern recognition, concept formation, prediction, optimum decision making, learning, self-adaptive control and intelligent behaviour in general, biological systems are far superior with respect to capability efficiency and space requirement.

### Living Prototypes – the Key to New Technology.

There is a remarkable **insect** capable of detecting an earthquake **occurring** on the opposite side of the globe. This remarkable **creature** is the ordinary grasshopper. But scientists do not **consider** it ordinary. In fact, its ear is quite

an insect –

насекомое

to occur –

происходить

a creature –

создание

to consider

– считать,

рассматри-

вать

extraordinary, and one day it may help them design a supersensitive apparatus **to warn** people about a **disaster** many days in advance.

Like earthquakes, storms take the toll of thousands of lives every year. The most **destructive** are hurricanes.

But the jellyfish has a special ear which responds to **the tiny** vibrations of the water that **spread** 10-15 hours in advance of the storm. This organ is like **a stalk** with a **thickening** at the end. Tiny stones are suspended in this thick part, which looks much like a chemical **flask**.

As soon as the characteristic oscillations of water make themselves felt, the stones begin to move, **touching** the nerve endings in the wall of the flask, and **irritating** them. After a **thorough** study of the jellyfish's «ear» was made, a longterm sea barometer which warns of an approaching storm 15 hours in advance **was developed**. The artificial jellyfish ear also indicates the direction of the storm's movement and its strength.

to warn –  
предупреждать  
a disaster –  
бедствие

destructive –  
разрушитель-  
ный

tiny –  
мельчайший

to spread –  
распростра-  
няться

a stalk –  
отросток

thickening –  
утолщение

a flask – колба

to touch –  
касаться

to irritate –  
раздражать

thorough –  
тщательный

as soon as –  
как только

after –  
после того  
как

### Comprehension

(Work in pairs)

1. What is the ordinary grasshopper remarkable for?
2. How does the jellyfish receive warning of an approaching storm?
3. How many times more sensitive is the jellyfish compared with an ordinary barometer?
4. What barometer was developed on the principles of the jellyfish?

## The Paradox of the Dolphin

One day people **stopped to wonder** how it could be that the dolphin easily outdistanced a ship with powerful **engines**. If we remember that water is a liquid with a **density** 800 times that of air and **offering strong resistance** to a moving object, then to develop the speed it does, the dolphin's muscles are to be ten times stronger than they actually are. And not just muscles. Such work requires intensive oxygen absorption. And look at the dolphin with its **even** breathing!

What is **at the root** of the amazing speeds it achieves with such ease? Can the shape of the body **be responsible**? The Japanese scientist Takio Inui **proved** that the shape of the whale's body is much more **preferable** than the one ships are given. Shipbuilders **made** immediate **use of** Professor Inui's discovery, and it was found that a ship imitating the shape of the whale **saved** 25 per cent **of** energy carrying the same **load** as ships of traditional design.

They tried to reproduce the shape of the dolphin exactly, but nothing came of it – the model received 60 per cent more resistance from the water than a dolphin does, although its shape was reproduced down to the **minutest** detail.

stopped to wonder –	times –
задумались	разы
an engine –	that
двигатель	(density)
a liquid –	
жидкость	
density –	are to be –
плотность	должны
to offer resistance	ten times –
to – оказывать	в десять
сопротивление	раз
	actually –
оxygen –	на самом
кислород	деле
even – ровный	
at the root – в	
основе	
to achieve –	the one
достигать	(shape)
preferable –	
лучше	
to be responsible	
for – отвечать за	
to prove –	the same –
доказать	тот же
to make use of –	самый
использовать	
to save –	
экономить	although –
load – груз	хотя
minute –	what then?
мельчайший	– тогда в
	чем?

No, <b>obviously</b> it was not a matter of shape. What then? Scientists <b>noticed</b> that a swimming dolphin <b>causes</b> practically no turbulence in the water. Whatever its speed, the water flows around it smoothly. This was not achieved. As soon as the model <b>gained speed</b> , turbulence appeared. It is the turbulence that <b>prevents</b> a boat from developing really high speeds.	obviously – очевидно to notice – замечать to cause – вызывать to gain speed – набирать скорость to prevent – мешать	whatever – какой бы ни as soon as – как ТОЛЬКО
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### Comprehension

(work in pairs)

1. What is water?
2. Why does water offer strong resistance to a moving body?
3. How many times is water denser than air?
4. Are the dolphin's muscles strong enough to develop the speed it does?
5. What is at the root of the speed the dolphin achieves? Can the shape of the body be responsible for the speed it develops in water?
6. What results did scientists obtain when they reproduced the model imitating the exact shape of the dolphin?

### Exercises

**I. You are an expert in biocybernetics. You are going to have a talk with Takio Unui. Think of the questions you would like to ask him.**

1. The shape of the whale's body is much more preferable than that ships of traditional design have (Why?).
2. Shipbuilders made use of your discovery. (general question).
3. A ship imitating the shape of the whale saves 25 per cent of energy. (How much energy?)

**II. Work in pairs. One of you is Takio Unui, the other one is an expert in bionics, who asks him the above questions.**

**III. You are making a model reproducing the shape of the dolphin. Your colleagues from Britain are doing the same. Think of the questions you would like to ask them.**

1. A dolphin easily outdistances a ship with powerful engines. (Why?).
2. To develop the speed the dolphin does its muscles are to be ten times stronger than they actually are. (How many times stronger?)
3. The dolphin's breathing is even, so it doesn't absorb oxygen intensively. (2 tag questions).
4. The dolphin develops high speeds though it does not have very strong muscles. (Why?)
5. You reproduced the shape of the dolphin exactly. (general question).
6. I reproduced the shape of the dolphin down to the minutest detail too, but nothing came of it. (I wonder why...)
7. So, it is not a matter of shape. (tag question).
8. As soon as the model gains speed, turbulence **appears** (When?)
9. It is the turbulence that prevents boat from developing high speeds. (general question).

**IV. Work in groups. Two of you are English, the other two are Russian. Share your experience by asking the above questions.**

**V. Make up sentences. Model: Obviously it is (not) a matter of shape, isn't it (is it)?**

**Use:** design, speed, turbulence, density, oxygen absorption.

**“Eureka! I have found”**

**Cut the text down to the topical sentences to reveal the dolphin's secret.**

The dolphin's secret is that the skin is a layer – слой  
made up of two layers: one thin external external – внешний

layer which is very elastic, and one thick inner layer like **a series of** tubes filled with a spongy substance. Turbulence is associated with increased pressure. If a turbulent flow pattern should begin to form around a dolphin, the full effect of turbulence is never experienced. The external elastic skin transmits pressure to the spongy, compressible inner layer which acts as a shock absorber so that turbulence disappears **before** it has time to develop. It is now possible to make the same type of skin as the dolphin's and to use this on submarines **to reduce** turbulence and enable the submarine to achieve greater speed with the same **engine power**.

inner – внутренний  
spongy – губчатый

a substance –  
вещество  
a pattern – шаблон,  
картинка  
to experience –  
испытывать,  
ощущать  
to transmit –  
передавать  
a shock – удар  
to reduce –  
уменьшать  
an engine –  
двигатель

## Grammar

**It is the turbulence that** prevents a boat from developing high speeds. – **именно** турбуленция мешает лодке развить большую скорость.

### I. Translate the sentences. Work in pairs.

1. It is pressure that gives rise to turbulence.
2. It is the external elastic skin that transmits pressure to the inner layer.
3. It is the inner layer that acts as a shock absorber.
4. It is turbulence reduction that enables the submarine to achieve greater speed.
5. It is intensive oxygen absorption that makes breathing uneven.
6. It is the shape of the body that is responsible for high speed.
7. It is greased hairs on the legs of the water strider that keep it on the surface of water.



2. Корабль, имитирующий форму кита, экономит 25% энергии, которая нужна для перевозки такого же груза кораблем традиционной конструкции.
3. Сверхчувствительный барометр, созданный по принципу медузы, предупреждает о надвигающемся шторме за 15 часов.
4. Турбулентция, вызываемая давлением, уменьшает скорость корабля.
5. Обыкновенный кузнечик способен почувствовать землетрясение, происходящее на другом конце земного шара.

### The Ordinary Spider

The spider's legs fascinate engineers.

The amazing thing is that the spider has no muscles whatsoever. Its legs are **hollow** tubes through which blood flows. If the blood flows in slowly, the tube-legs **unbend** slowly. But what if the blood gushes in quickly under great pressure?

When **the water hose** lying limp beside the road is filled with water **under pressure**, it straightens up in a second and becomes hard. About the same thing happens to a spider's leg. Blood flows into the tube-legs suddenly, they unbend at once, and the spider makes a step or a jump. The next moment, the blood pressure **decreases** and the spider's leg bends freely. Then the procedure is repeated.

As you can see, people **have divined** the secret of the spider's **stride**. But they still do not know how a spider **manages** to raise and lower its blood pressure at a moment's notice. And they would very much

	whatsoever –
	вообще
hollow –	
полый	
to unbend –	
разгибаться	
beside –	
a water hose –	рядом
шланг	
	about the
	same thing –
	примерно то
	же самое
	at once –
	сразу же
to decrease –	
уменьшаться	
to divine –	
обожествлять	
to stride –	
ходить	
большими	
шагами	



like **to find it out**, for then they could design a really wonderful striding machine. to manage –  
суметь, ухитриться for – так как  
then – тогда

### Expressions

- to be of (no) interest (for)
- to be of (no) importance (for)
- to be interested in
- to be particularly interested in

### Translate the sentences

1. Ноги пауков представляют большой интерес для инженеров.
2. “Барометры” пауков представляют большой интерес для метеорологов.
3. Глубина воды не имеет значения для водомера. (a water strider)
4. Инженеров особенно интересует, как пауку удастся моментально понижать и повышать кровяное давление.
5. Метеорологов интересуют пауки как предсказатели погоды.

**You would like to ask a biologist specializing in spiders some questions. Formulate them and have a talk with him. Work in groups.**

1. There are many kinds of spiders in nature. (How many kinds?)
2. Spiders are one cm high. (How high?)
3. Spiders are dull and brightly coloured. (How?)
4. Some spiders move very slowly, others run fast. (At what speed?)
5. Some spiders can jump. (general questions).
6. Some spiders can jump to a height of up to ten cm. (To what height?)
7. The spider has no muscles. (general question).
8. The spider’s legs are of great interest for engineers. (Why?)
9. The spider’s legs are tubelike. (What ... like?)
10. The procedure of striding is like this ... (What ... like?)
11. Scientists still don’t know how a spider **manages** to raise and lower its blood pressure. (How?)
12. A spider has eight legs. (How many legs?)

- Think of five films, five TV programmes and five pop songs.
- How many of these were American?

## American Pop Penetrates Worldwide

*Before you read the text make sure you know*

<b>no longer</b>	больше не
<b>the latest</b>	последний (новейший)
<b>another way</b>	иначе
<b>once</b>	когда-то
<b>means</b>	зд. деньги (средства)
<b>few</b>	мало
<b>may, might</b>	возможно
<b>say</b>	скажем
<b>neither</b>	ни один из двух
<b>the former</b>	бывший
<b>for instance</b>	например
<b>goods</b>	товары
<b>a fair number of</b>	значительное количество
<b>recent</b>	последний

America's biggest export is no longer the fruit of its fields or the output of its factories, but the mass-produced products of its popular culture – movies, TV programs, music, books and computer software.

Entertainment around the world is dominated by American-made products.

Sociologist Todd Gitlin calls American popular culture “the latest in a long **succession of bidders** for global unification. It **succeeds** the Latin **imposed** by the Roman Empire and the Catholic Church, and Marxist Leninism **imposed by** Communist governments.

Tom Freston, president of MTV, **the globe-straddling music network**, sees it another way. “Today’s young people have passports to two different worlds – to their own culture and to ours,” he said.

Once, back when *I Love Lucy* was still in its first run, U.S. made entertainment could be found only in places with the means to buy it, the technology to show it, and the political freedom to allow it across

the border. Now, even in tiny Bhutan, a Himalayan nation so isolated that fewer than 5,000 people visit it a year, street **peddlers offer** illegally copied videos of Hollywood's latest blockbusters.

Global consumerism and expanding channels of distribution may create more **demand for** entertainment, but neither says much about why people prefer the American variety to that produced in, say, Venezuela or Japan or France.

The answer is partly linguistic, partly economic, and partly a reflection of the unique historical, racial and ideological development of the United States. To its **admirers**, U.S. entertainment is something bright and new. "The United States has little history and it is very open to new things," said David Escobar Galindo, El Salvador's **foremost** writer. "Europe has many wonderful things, but it is very tied to its past. U.S. culture is fresher."

Jack Lang, France's former minister of culture **appreciates** American culture as pure entertainment. It's without restraint, without shame. ...It finds the soul of the child in the adult.

## VOCABULARY:

<b>succession</b>	последовательность
<b>a bidder</b>	энтузиаст
<b>to succeed</b>	превосходить
<b>to impose</b>	навязывать
<b>globe-straddling</b>	опутавшая весь земной шар
<b>a peddler</b>	продавец
<b>to offer</b>	предлагать
<b>demand</b>	спрос
<b>to admire</b>	восхищаться
<b>foremost</b>	лучший
<b>to appreciate</b>	оценивать
<b>restraint</b>	ограничение

## COMPREHENSION

### I. *Work in pairs.*

1. What is America's biggest export?
2. What is MTV?

3. What was needed in the 1960s to view American culture? Why?
4. How does David Galindo think the USA differs from Europe?

**II. In your own words, explain what is meant by:**

export, a factory output, popular culture, American-made products, a global unification bidder, the globe straddling music network, US made entertainment, global consumerism, a blockbuster

**III. Translate into Russian.**

1. the means to buy US made entertainment
2. the technology to show it
3. the political freedom to allow it across the border

**IV. Work in pairs. Make up questions and give answers.**

1. Fewer than 5,000 people visit Bhutan a year. (Why?)
2. Streets peddlers offer illegally copied videos of Hollywood's latest blockbusters. (Why...illegally?)
3. People prefer the American variety to that produced in any other country. (Why?)
4. France's former minister appreciates American culture as pure entertainment. (How?)

**V. Brainstorming (work in groups).**

1. What language did the Romans speak?
2. In what way did the Romans impose Latin on the world? Why did they do it?
3. In what way did the Catholic Church impose its religion on the world? Why did they do it?
4. In what way did Communist governments impose Marxism Leninism on the world? Why did they do it?
5. Does American popular culture impose itself on the world? In what way?

6. What do people feel when something is imposed on them? What do you personally feel?

7. Where is Bhutan? What do you know about Bhutan? What makes this tiny country isolated from the rest of the world? Does the fact that street peddlers there offer copied videos of Hollywood's latest blockbusters show that American mass culture has penetrated worldwide?

8. Is it a fact that entertainment around the world is dominated by American made products and it has lots of admirers all over the world? Are you one of them?

9. American popular culture is pure entertainment, isn't it? Who is the main consumer?

10. Do you agree with Emerson, who said: "Entertainment is the amusement of those who cannot think"?

### *Read the second part of the text*

There has long been another view, of course. To religious conservatives, American culture is still the noisy **electronic spawn** of the Great Satan, **undermining** traditional values and **encouraging wickedness**. U.S. movies and television **promote** mindless consumerism, others **complain**, and emit **a toxic vapor** that **chokes the wellspring** of native creativity.

In its most extreme form, this **distaste** can serve reactionary political **goals**. In July, for instance, the Taliban militia, which controls most of Afghanistan, ordered that nation's citizens **to get rid** of their TVs, video players and satellite receivers. Such goods **were deemed morally unacceptable** by the **Department for Prevention of Vice and Promotion of Virtue**.

A fair number of Americans might even agree with Fidel Castro's recent critique of the United States' "**canned culture**", which he **contended** "transmits poisonous messages, in the social and moral order, to all families, to all homes, to all children".

*By Paul Farhi and Megan Rosenfeld  
The Washington Post*

## VOCABULARY:

<b>a spawn</b>	<i>здесь</i> изобретение
<b>to undermine</b>	подрывать
<b>to encourage</b>	поощрять
<b>wickedness</b>	греховность
<b>to promote</b>	способствовать
<b>to complain</b>	жаловаться
<b>vapor</b>	испарения
<b>to choke</b>	душить
<b>wellspring</b>	ручей, фонтан
<b>distaste</b>	неприятие
<b>a goal</b>	цель
<b>to get rid of</b>	<i>здесь</i> выбросить
<b>to deem</b>	судить
<b>to accept</b>	принимать
<b>to prevent</b>	предотвращать
<b>vice and virtue</b>	зло и добро
<b>to can</b>	консервировать
<b>canned music – ant. – live</b>	
<b>to contend</b>	утверждать

## VI. Discuss in groups. Do you find it reasonable?

If you do, say: Yes, I find it reasonable and give your comments.

If you don't, say: No, I don't find it reasonable and give your comments.

1. Do you find reasonable the order of the Taliban militia to get rid of TVs, video players and satellite receivers?

2. Do you find reasonable the establishment of the Department for Prevention of Vice and Promotion of Virtue in every country to preserve traditional values and encourage native creativity?

3. Do you find Fidel Castro's recent critique of the US culture reasonable?

## **VII. Work in groups.**

### **Do you agree?**

If you do, say: I agree that...

If you don't, say: I don't agree that...

1. American's biggest export is the mass-produced products of its popular culture.
2. Entertainment around the world is dominated by American-made products.
3. U.S. entertainment is bright and new.
4. The United States history is open to new things.
5. Europe has many wonderful things.
6. Europe is very tired to its past.
7. U.S. culture is fresher than that of Europe.
8. American culture is pure entertainment.
9. American culture is without restraint, without shame.
10. American culture finds the soul of the child in the adult.
11. American culture undermines traditional values.
12. American culture encourages wickedness.
13. U.S. movies and television promote mindless consumerism.
14. U.S. culture chokes the wellspring of native creativity.
15. American culture transmits poisonous messages.

## **VIII. The text presents two fundamentally different points of view. Formulate them.**

Picasso argues that "the people who make art their business are mostly impostors".

Emerson claims that "perpetual modernness is the measure of merit in every work of art".

"Art is the collaboration between God and the artist, and the less the artist does the better." – anonymous

## **IX. Who do you agree with? Explain why.**

## English World – Wide

The Washington Post contends that «the answer why American pop penetrates world wide is partly linguistic, partly economic and partly a reflection of the unique historical, racial and ideological development of the United States».

Let's make our own investigation and see if it is true.

Why has English become an international language?

**Read the text and formulate two basic reasons to answer the question**

Last year the BBC asked its reporters about the use of English around the world. They came up with some interesting information.

English is now the international language for airline pilots, scientists, medical experts, businessmen and many others. Consequently more and more people are learning it. The BBC's own English by Radio and Television operation is described as 'the biggest classroom in the world'. In view of the number of people who learn English through the BBC's radio programmes, publications, television films and video, this is not surprising. English teaching radio programmes are broadcast daily to four continents and supplied to radio stations in 120 countries. Films and video are on the air or used in institutions in over 100 countries. All this helps to add more speakers to the estimated 100 million who use English as a second language.

Why has English become an international language? There are several reasons. Unlike many other widely used languages, English can be correctly used in a very simple form with less than one thousand basic words and very few grammatical rules. This was pointed out in the 1920s by two Cambridge scholars, Ogden and Richards, who devised a system called 'Basic English'. Another reason for the popularity of English is that English speaking countries are spread throughout the world. An estimated 310 million people in Britain, U.S.A., Canada, Australia, South Africa, etc. use English as their mother tongue. Also in former British colonial areas in Africa and Asia where many local languages are spoken, no common language has been found which would make a suitable substitute for English.



### **How did the USA get started?**

**Read the text and write a paragraph on: What kind of people were the first American settlers?**

In 1607 Jamestown, Virginia, the first English settlement in America, was founded by the London Company, which was formed by a number of people who got together as they knew that starting a colony was too costly for one person. By 1609 five hundred Englishmen had come to Jamestown. In 1620 a group of English pilgrims (a pilgrim is a person who travels for religious reasons) came to America because they had broken away from The Church of England. They started Plymouth colony. Ten years later English puritans who wanted to purify or change the Church of England started coming. They founded the Massachusetts colony. The early colonists found that the rocky soil and hilly land of New England as they called America was no good for large farms. Fishing, shipping and trading became more important ways to make a living than farming. Church was very important for the people of New England. Services in churches often lasted three hours or more. Catholics who found it difficult to practice their religion in England settled in Maryland. English king Charles II gave eight of his friends land in North America. They called the colony Carolina in honour of the king (Charles is Carol in Latin). Georgia was called in the honour of English King George II. By 1760 the English were the largest group of people to settle in the American colonies. The second largest group were the Africans, who came as slaves. Most slaves were very religious. Their belief in a better life after death helped many live with hope. Their spirituals, or religious songs, are still sung. Slaves helped get the USA started. William Penn, an Oxford graduate, received land in America as payment for a debt owned by the king to Penn's father. He called the land Pennsylvania, which means Penn's woods. William Penn, a rebel by nature, belonged to a religious group called «Quakers», who believed God had made all men and women equal. They refused to take part in war ...

**Read the text and write a short record of the U.S. musical history. What is the American musical variety?**

Any large city in the U.S. can provide musical choices to satisfy every taste. Performances of jazz, pop and rock bands, symphony orchestras, opera, chamber music, blues, folk, country and blue grass

music and musical theatres have become a part of the daily offering at concert halls across the country.

America's earliest settlers brought their music – folk songs and dances, psalms, hymns and some formal music – with them to their new homeland. Among these, it was the religious music that dominated. The melodies for the hymns were handed down largely in an oral tradition, and served as the basis of much colonial music.

During this time black musicians started to play a new kind of piano music called ragtime. Ragtime had a new beat. It made people laugh and dance. The greatest ragtime song writer was Scott Joplin (1868 – 1917) and his most famous song was The Entertainer.

Marching music first came to America from Europe. But in 1880s a Portuguese-American band leader, John Philip Sousa (1854-1932), began writing American marches. He was the leader of the U.S. Marine Band. He wrote the famous marches like The Stars and Stripes Forever. At this time every town and city in America formed a band. Today every college and high school has a marching band.

The blues was born on the Mississippi River Delta in the early 1900s. After the Civil War, the slaves were free but life was still not easy. They had to find new work. In the South, work camps were formed. Black people from these camps worked on farms and on building up the Mississippi River banks. During the week the people worked long and hard. They often lived alone, without their families, far from home. On the weekends, the workers got together at picnics or drinking places. Travelling black musicians with guitars entertained them. The musicians sang songs about the difficult life of the workers. These songs were called the blues.

Sometimes the blues singers had song contests. Each singer sang new words or a new style of the blues songs. They made up the music as they played. In this way they created new music. This is called improvisation. Later, improvisation became a very important part of jazz music.

The period from the 1920s through the 1940s is known as the golden age of American popular music. Great song writers like George Gershwin, Rodgers and Hart, and Cole Porter wrote beautiful romantic love songs.

In the 1920s America fell in love with popular jazz music, one of the most famous musicians was Louis Armstrong.

In the 1930s was the time of the big bands and a new kind of jazz called the swing. The new music had a splendid rhythm. Big band leaders like Benny Goodman, Duke Ellington and Glenn Miller played in New York's halls.

People came and danced the foxtrot and the jitterbug.

The 1950s were an exciting time for music in America. A new group of people became important – American teenagers. They had a new style of dressing, new hair styles and new dances. Teenagers wanted dance music with a good beat and began to listen to R&B (rhythm and blues) on the black radio stations. This new music was called rock and roll.

About the same time, the owner of Sun Record Company Sam Phillips said. "If I could find a white man who had the Negro [black] sound and the Negro feel, I could make a billion dollars." He found his wish in Elvis Presley, the king of rock and roll. He became a new American hero. Rock and pop from the 1960s to the 1990s grew out of the old rock and roll. As the song says «Rock and roll is here to stay».

Popular black music had a strong beat for dancing. At first this music was called rhythm and blues. By the 1960s it was called soul.

In the 1970s a new dance music became popular – disco. Discos opened up all over America. At discos, the music was on records (discs), not live.

Rap is a very skillful kind of fast street talk, with a strong rhythm. It became very popular with young black people in the big cities in the 1980s.

By the 1970s rock music had become complex with long guitar passages. It was not easy to dance to this music. Many young people preferred a new kind of rock music. Their music was called Punk or New Wave.

From «American Studies» by V.M. Pavlotsky

**Read the text using a dictionary. Cut each paragraph down to the topical sentence and write a summary.**

### **American Society Today**

In American society today, the emphasis is less on caring for others than on getting money and instant gratification. Notes Arnold

Goldstein: «If the big-shot investment banker can take what he wants, often by illegal means, then a teenager may think he should be able to grab the spoils in the only way he knows how. Declares Harvard psychiatrist Robert Coles: «Our culture accentuates instinct instead of inhibiting it».

The entertainment media play a powerful role in the formation of values. Today's children, unlike those of earlier generations, are fed a steady diet of glorified violence. Television cartoons feature dehumanized, machinelike characters, such as the Transformers and Gobots, engaged in destructive acts. But viewers see no consequences. Victims never bleed and never suffer. Youngsters mimic the behavior with toys based on the shows. Later they graduate to TV programs and movies that depict people killing or degrading other people. By the age of 16, the typical child has witnessed an estimated 200,000 acts of violence, including 33,000 murders. Inevitably, contend many experts, some youngsters will imitate the brutality in real life. In a 22-year study, researchers tracked the development of 875 third-graders from a rural community in New York. Among the discoveries: those who watched the greatest amount of violent television at the age of eight were the most likely to show aggressive behavior at 19 and later. About one-quarter of the students were considered violent at 30 – they had been convicted of a crime, had multiple traffic violations or were abusive to spouses.

Rock music has become a dominant-and potentially destructive-part of teenage culture. Lyrics, album covers and music videos, particularly in the rock genre called heavy metal, romanticize bondage, sexual assaults and murder.

«Teenagers are only doing what they are told to do», says sociologist Gail Dines-Levy of Boston's Wheelock College. «They are being conformists, not deviants».

In some cases, poverty can help spur violent crime. Many ghetto residents have little sense of hope or opportunity, and feel they have little stake in preserving society. Boys often have trouble forging a masculine identity without one of the primary accompaniments-a job. Teen unemployment is endemic among poor youth, running more than 40% in many communities. Meanwhile, welfare and social programs suffered drastic cutbacks during the Reagan era. Says Chicago psychiatrist Carl Bell: «Violence is the weapon of the powerless».

Agrees Professor Leah Blumberg Lapidus of Columbia Teachers College in Manhattan: «It relieves boredom and makes a statement, like graffiti, that says, ‘Notice me».

But a life of privilege can also be corrupting. Children who have everything given to them may come to believe that they are entitled to anything, that they are above their fellow human beings and above the law.

The Washington Post

## A Look at the Abuse of Drugs in Britain

Britain, like many other countries, is becoming increasingly worried by the problem of drug abuse.

### Before you read make sure you know:

particular – определенный, instead – вместо этого, particularly – особенно, initially – сначала, alone – только, any – любой

### Read the first part of the text

Most of Britain's drug users are in London or other large cities, but regional research **suggests** that this is not the result of some overall plan by **drug pushers** to **target** particular areas. Instead **it is suggested** that young people, particularly when **unemployed**, **get involved into** the black economy – undeclared buying and selling, often of **stolen** goods. They soon find that selling drugs is more profitable.

Drugs sell quickly, with a **high return**. It is profitable for the pushers **to encourage** others to use the drugs and widen the potential market. Many **feed their own habit** by finding new users, initially offering free **samples** for **kicks**.

**to suggest** ~ to indicate

**drug pushers** ~ people who sell illegal drugs

**to target** ~ to attack

**to be employed** ~ to have a job

**to get involved** ~ to participate

**stolen** ~ taken away from sbmd

**high return** ~ large profit

**to encourage** ~ to talk sbmd into the idea

**to feed the habit** ~ to get a dose

**to offer** ~ to give

**a sample** – a small quantity

**kicks** – (informal) excitement, thrills

### Comprehension

(work in pairs)

1. What is the black economy?
2. Why is selling drugs profitable?
3. How do drug pushers widen the potential market?

### Read the second part of the text

Drug users in London **are reported** to be spending £100 million or more each year on heroin alone and a **similar** amount on other drugs. They often **turn to theft or burglary** to get money for drugs. The use of drugs is not new in Britain but the **incidence** of illegal drug **abuse** has escalated in the last twenty-five years, as it has in other parts of the world. Experts **point to** international market forces as a **major cause**. Opium poppies (the source of heroin) and coca bushes (whose leaves are crushed to form coca paste, which is the basis of cocaine) can be grown easily in many poor countries. **Drugs provide a better return** than other cash crops which may be **at the mercy of commodity markets** in the industrialized world. Growers who trade through **gangs of smugglers** and well-organized international dealers can be sure of a higher **income** from drug-producing crops like coca or poppies than from coffee, for example. They are cheap to grow, and to **process**, and easy to **smuggle**. The increase in international trade and travel has helped to move drugs around the world. Any country through which drugs pass soon finds itself with a drug problem.

**similar** ~ the same

**to turn to theft and burglary** – begin stealing and robbing

**an incidence** ~ an amount

**abuse** ~ misuse ~ the use of smth in for a bad purpose

**to point to** ~ to indicate

**major** ~ main

**to provide a better return** ~ give a larger profit

**cash crops** – crops grown for sale

**to be at the mercy of smth** – to be in a situation when smth has a complete power over you

**a commodity market** ~ a product market

**a gang** – a group of criminals

**income** ~ return ~ profit

**to process** ~ to treat raw materials to manufacture a finished product

**to smuggle** – to take into or out of a country illegally

## Explanatory Notes

1. Drug users in London **are reported to be spending** £100 million each year on heroin alone.

сообщают, установлено, имеются данные
---

2. ....as, it has in other parts of the world – как и в других странах.

## Comprehension

(work in pairs)

1. Why do drug users turn to theft or burglary?
2. What is the major cause of the escalation of drug abuse in the world?
3. Why do drug – producing crops provide a better return than other cash crops?

### Make sure you know

either ... or – или ... или, unless – если не, as soon as – как только, before – прежде чем, nearly – почти

### Read the third part of the text

To control the dealers and pushers, Britain has had to introduce new laws. Money **obtained** from the sale of drugs on the street or in **bulk deals** is usually **in cash**. The cash is then **either** spent on **luxury** lifestyles, expensive cars, yachts etc., **or laundered** – made to appear as profits from **legitimate** trade such as **gambling** casinos, fast food operations, or any other activity where people normally make **purchases** in cash. The new **legislation** aimed at drug dealers allows **the courts** to

**to obtain** ~ to get

**a bulk deal** ~ buying or selling smth in large quantities

**in cash** – in money rather than in cheques

**luxury** – smth quite expensive and comfortable

**legitimate** ~ lawful

**to gamble** ~ to risk – a gambling game

**a purchase** – smth that you buy

**legislation** ~ laws



confiscate all the **assets** of someone **convicted** of trafficking in drugs **unless** they can prove these were not obtained using profits from drugs. The assets are frozen as soon as arrest is made so that they cannot be **transferred** before the case is heard. Until now **bank accounts have been treated** by banks as confidential. **Customers** were not **required** to explain large deposits of cash.

Nearly half of the people in **jail** in England and Wales for drug **offences** are foreigners. A **disturbing** trend is the increase in the number of women involved in smuggling drugs.

**a court** – a place where legal matters are decided by a judge

**assets** ~ possessions

**to convict sb of smth** – to find sb responsible for committing a crime

**trafficking** – trade in illegal goods

**to transfer money** – to move from the control of one bank to another

**a customer** – a client

**to require** – if you are required to do smth, you have to do it because it is a rule

**jail** – prison

**an offence** – a crime

**disturbing** – worrying

## Comprehension

(work in pairs)

1. What does laundering money mean?
2. What does the new legislation allow the courts to do?
3. What are disturbing trends in drug dealing?

### Make sure you know

so that – для того, чтобы, in addition – кроме этого, so – поэтому, in order to – для того, чтобы, nearly – почти, yet – и все же, (here) – хотя, an effect – действие, результат, последствие, the fact that – то, что, otherwise – иначе, former – бывший

### Read the fourth part of the text

The question parents constantly ask when their children **turn to drugs** is, 'Why?'. It's a question society in Britain and elsewhere needs to examine. **Views**

**to warn** ~ to inform

**a term** – a period of time

**vary on** the effectiveness of official campaigns, especially those in which pop performers who **have used** drugs and come off them, **warn** against **the long term** dangers. Young people who **may have enjoyed** the effects of drugs **disregard** the threat of future **pain** and ill health.

Young people also **point out** that **society accepts the use of alcohol**, yet it can have equally dangerous effects.

There has also been an increase in the amount of alcohol **consumed** by the under-twenty-fives. Among Britain's population of **nearly** 60 million, three quarters of a million people **are estimated to have** serious alcohol-related problems.

What **is causing great worry** is the fact that drug abuse mainly affects the younger generation. Griffith Edwards, Professor of Addiction Behavior at the University of London's Institute of Psychiatry, says there is no simple **answer to** the question why. He says that every case is different. The 'forbidden fruit' and 'being in the group' factors are all involved. He adds, "Finally, **being** a drug taker **means** «**being** someone» for the young person who does not **otherwise** know who he is, **what he is worth**, or where he is going". He **quotes** American author and **former** drug addict William Burroughs as saying. "You become **a narcotics addict** because you do not have strong enough motivation in any other direction. Junk wins by default.

A drug is addictive, people who take it can't stop taking it.

**to disregard** ~ to ignore

**a threat** ~ a risk

**pain** ~ a feeling of discomfort

**to point out** ~ to indicate

**to accept** – to say 'yes' to smth

**to consume** ~ to use

**to estimate** ~ to calculate

**a person's worth** – the value

**to quote** ~ to refer to

**drug addict** – drug user

**junk** – general term for drugs

**by default** – because nothing else is attractive

**to get addicted to** – to get used to

## Explanatory Notes

1. Young people who **may** have enjoyed the effects of drugs ...

ВОЗМОЖНО

2. **Being** a drug taker means **being** someone

(БЫТЬ ... .. означает БЫТЬ ...)

3. ... .., three quarters of a million people **are estimated to have** serious alcohol related problems

↓  
согласно статистике

### Comprehension

(work in pairs)

1. What question does the world society need to examine?
2. Who participates in official campaigns against drug taking?
3. How many people in Britain have alcohol – related problems?
4. People of what age does drug abuse affect?

### Exercises

#### I. Complete the table

V	N	Gerund (Ving)
to use		
to transfer		
to deal		
to gamble	a gambler	gambling
to smuggle		
to grow		
to process		
to travel		
to perform		
to consume		–
to abuse		–
to employ	an employer, an employee, employment, unemployment	–

## II. Translate the sentences using gerund – Ving

1. Распространение наркотиков – выгодный бизнес.
2. Выращивать сырье для кокаина дешево.
3. Играть в азартные игры рискованно.
4. Обработка данных – это последовательность (a series) компьютерных операций.
5. Заниматься контрабандой незаконно.
6. Использование компьютера для обработки данных ускоряет (to speed up) выполнение задачи.
7. «Быть наркоманом – значит быть кем-то», – говорит бывший наркоман.
8. Выращивание опиума – очень выгодный бизнес.

## III. All these words and expressions are used in the text. Put them into the correct sentences:

(to be done in writing)

to provide a better return, to process, to get involved, to turn to drugs, to turn to theft or burglary, with a high return, in cash, confidential, to accept, alcohol – related problems, drug abuse.

1. Young people ... .. into the black economy.
2. Drugs sell well, ... ..
3. Drug users ... .. to get money for drugs.
4. Drugs ... .. than other cash crops.
5. Are bank accounts ... ..?
6. Why does society ... .. the use of alcohol?
7. Three quarters of a million people in Britain have ... ..
8. Why do young people ... ..?
9. Money obtained from the sale of drugs is usually ... ..

**Work in pairs. Read your variants of the above sentences in turn.**

## IV. You are going to participate in a TV show on drug abuse in Russia. You are one of the audience.

**a. Think of the questions you would like to ask the experts.**

**b. Make up questions.**

1. Drug abuse has dramatically escalated in Russia in the last fifteen years. (Why?)
2. Drug abuse mainly affects the younger generation. (Why?)

3. There has been an increase in the amount of alcohol consumed by under – twenty fives. (Why?)
4. Society accepts the use of alcohol. (Why?)
5. Several million people have serious alcohol related problems in Russia. (Why?)
6. Official campaigns are not effective. (Why?)
7. Young people get involved into the black economy. (Why?)
8. Drugs are easy to smuggle. (Why?)
9. Bank accounts are confidential in Russia. (Why?)
10. The proportion of women in drug business is high. (Why?)

**TV show: Drugs in Russia.**

**V. Class activity. One of you is a politician, another is an expert in banking, still another is a customs officer. The others are the audience, who ask the officials the above questions.**

**VI. Write two paragraphs on the problem of drug and alcohol abuse in Russia as you see it. Begin each paragraph with the topical sentence.**

## Lingua Franca

a language used between people of different mother tongues

### Before you read the text make sure you know

to make – заставлять, so that – так чтобы, hence – следовательно, from – на основании, particular – определенный, even though – даже хотя, so – поэтому, to result in – привести к.

There is a dilemma which **arises debates** among linguists and philologists and makes people wonder: Why do people speak different languages? There are about 3,000 language groups and many thousands of dialects in the world today.

In the Biblical legend about Babylonian tower God cursed people who started building a very high tower to **reach the heavens**. They **challenged God** and he punished them by confusing their language so that they were unable to communicate (hence, to finish what they started).

**Confusion of languages** did **give rise to** misunderstanding, disagreement and **distaste** for people with different **cultural identities**. Language and mentality **are most intimately interrelated** and **it is** from the language **that** cultural identity is formed. Even though education tries to teach tolerance it is not easy to change age-old mental habits of distaste for somebody who is different.

**Failure in negotiating results in** conflicts between states. But is there a chance **to settle arguments and conflicts** if people speak different languages and so, have different mentalities?

For centuries philologists and philosophers tried to find a universal language to overcome the language barrier but their experiments were impractical. People used to study languages in a very academic way, without learning to speak, because they rarely needed to.

### Explanatory notes.

the heavens ~ the sky

to challenge smbd ~ to compete with smbd.

to give rise to ~ to result in ~ to lead to

distaste ~ dislike

cultural identity – a feeling of belonging to a particular society.

**It is** from the language **that** cultural identity is formed – именно на основании языка ...

failure – ant – success

to settle an argument – to stop the argument by making a decision

to negotiate – to discuss in order to come to agreement

impractical – unrealistic

People **used to** study languages in a very academic way – раньше.

**Make up sentences using the expressions below. Follow the text.**

**Expressions**

a dilemma which arises debates

to challenge God

to reach the heavens

confusion of languages

to give rise to – to result in

to be most intimately interrelated

failure in negotiating

to settle arguments and conflicts

a universal language

to overcome the language barrier

**Before you read the text make sure you know**

whether you agree or not – согласны вы или нет, although – хотя, either ...or – или...или, according to – согласно, despite – несмотря на, a number of – целый ряд, besides this – кроме этого, to say nothing about – не говоря о ..., may prove challenging – могут оказаться трудными

**English World – Wide**

**Whether you agree or not** English has become the international language. Although it might seem strange when you think that 23% of the world's population speaks Chinese, and 48% speaks either Russian, Spanish, Hindu, Arabic, Bengali, German, Portuguese, French or Malay. The remaining 20% of the world chatters in about 3,000 dialects. Can English be considered an effective international language used between people of different mother tongues?

“Despite its success (an estimated two billion users, according to experts’ calculations)”, says John Wells (Reader in phonetics at London University), “English **has a number of disadvantages** as an international language. Many countries resent the dominance of English

because it is the national language of the USA and Great Britain. Others fear **the influence** that the flood of words from English **is having on** their mother tongues”. “Besides this”, says John Wells, “English is not easy to learn. Its pronunciation, spelling and system of tenses **may prove challenging** for many learners”. Bernard Shaw (English writer and dramatist 1856 – 1956) put a sum of money into one of the London banks as a reward to the one who would **manage to correlate** the English phonetics **with** the English spelling. The money is still on the bank account. In grammar, learners find it difficult to distinguish between simple and progressive tenses, **to say nothing** about perfect tenses.

**Make up sentences using the expressions below:**

whether you agree or not

It might seem strange

English has a number of disadvantages

to have influence on

English is not easy to learn

may prove challenging

to manage

to correlate smth with smth

to say nothing about

**Is English easy to learn? Let's make our own investigation.**

**Write a paragraph summarising your own experience of learning English by giving answers to the questions.**

1. Can you read English well? If you can, share your experience of learning reading. Did you have to learn reading rules? Did you have to learn the transcription? Is learning reading rules a boring, time taking task? Is memorising the pronunciation of English words as you hear them a simpler task?

2. Are you good at spelling? How did you master spelling? Can you recommend an efficient way of learning spelling?

3. Do you have difficulties with English tenses? Is the table of tenses the teacher presents in the class-room helpful?

Grammar is passive knowledge, theory. To be assimilated, grammar models are to be put into the real time environment. Any language is a living organism, so it uses models and patterns freely to meet its needs.



*Let's analyse the difference between simple and continuous*

**Present Simple Vo (he, she, it + Vs) v.s. Present Continuous**

**am**  
**is + Ving**  
**are**

**Task 1. The simple idea is to give facts, the continuous idea is to watch the state**

**Events vs. Processes: Present and Future.**

**Note:** Many sentences are about the future and the present at the same time. In cases like these, we most often use a present verb-form to talk about the future: either the present progressive, or the present form *am/are/is going to + infinitive*.

Choose the correct tense.

1. More and more people \_\_\_\_\_ (**move**) to the countryside these days.
2. Sheila \_\_\_\_\_ (**work**) as a costume designer for the local theatre company.
3. Computec \_\_\_\_\_ (**hold**) a five-day seminar on computers for all its employees.
4. No wonder the phone bills are so high! You \_\_\_\_\_ (**always/talk**) on the phone!
5. They \_\_\_\_\_ (**prefer**) to go on holiday in spring when the resorts are less crowded.
6. Chris and Helen \_\_\_\_\_ (**have**) a garden party on Sunday afternoon.
7. In the end of the film Willy \_\_\_\_\_ (**escape**) and \_\_\_\_\_ (**swim**) out to sea. He \_\_\_\_\_ (**meet**) the rest of his family and they \_\_\_\_\_ (**swim**) away together.
8. Hurry up! The train \_\_\_\_\_ (**leave**) at 2:30.
9. My new jacket \_\_\_\_\_ (**fit**) me perfectly.
10. \_\_\_\_\_ (**Betty/invite**) Monica to her wedding? – I \_\_\_\_\_ (**have**) no idea.
11. I \_\_\_\_\_ (**not/feel**) very well. I \_\_\_\_\_ (**think**) I'll lie down for a few minutes.
12. Michael \_\_\_\_\_ (**be**) very quiet today. Is anything wrong?
13. These towels \_\_\_\_\_ (**feel**) as soft as silk.

14. We \_\_\_\_\_ (**think**) of moving back to England.  
 15. What perfume are you wearing? It \_\_\_\_\_ (**smell**) lovely.  
 16. He \_\_\_\_\_ (**taste**) the potatoes to see if they're cooked.

### **Task 2. Past Simple v.s. Past Continuous**

Muhammed (wake up), (look out) of the window and (shutter): it (snow), the ground (be) covered with a thick white blanket. «Christmas», he (mutter) to himself. He (go) downstairs, (phone) for a taxi, and as he (wait) for a taxi (allow) himself to think of sunshine and of his family and (smile).

**Let's analyse the difference between the present perfect and the past simple.**

### **Present Perfect (have + V3) v.s. Past Simple (V2)**

a. The present perfect is used to talk about past actions and events which are completely finished, but have some present importance, and generally we could make a present tense sentence about the same situation. We use the present perfect to show the connection between past and present.

I have lived in Washington for 25 years (= I know the city very well; = I have many friends there). Some fool has let the cat out (= The cat is out). I have broken my leg. (= My leg is broken).

b. The present perfect is used to talk about past actions which are not recent, but which are part of our experience and knowledge.

I have travelled a lot in America (= I know America).

c. We often use the perfect tense to give news: it is especially common in reports, letters and conversations.

Mary's had her baby – it 's a boy

I am delighted to tell you that you've passed your exam.

The present perfect is often used with adverbs like just, never, ever, before, yet, already;

**Past simple** is used to talk about the past. It refers to finished actions, events and facts. Past simple is used with adverbs of finished time (e.g. yesterday, last weekend, then, in 2006, some time ago, last year, last week, last month, When?)

### Task 3. Results v.s. Facts: the present perfect and the past simple

#### Choose the correct tense

1. Mr. Smith (arrive) in the morning.
2. Mr. Brown (not/arrive) yet.
3. I (paint) two rooms.
4. We (decorate) the house last year.
5. I want a day off because I (catch) cold.
6. Lucy (call) yet?
7. Lucy (call) about an hour ago.
8. Where is Barbara? – She just (go out).
9. You look smashing – I just (come back) from the seaside.
10. When I was a child we always (go) to the seaside in August.
11. I always (like) Russian people.
12. You ever (have) a diving experience?
13. You (have) good weather last weekend?
14. Why are your hands trembling? – I (just/have) a road accident.
15. I never (hear) anything about it.
16. I am sure we (meet) before.

#### Present Perfect Simple v.s. Present Perfect Continuous

The present perfect simple is used to express the idea of completion: to say that the action has just been finished, or to talk about its results.

The present perfect continuous shows the continuation of the activity.

**Note** that we never use a present tense when we say how long a situation has been going on.

**Note** that a number of verbs are not usually used in continuous tense, for instance know, have, be, like, want, hear, see, smell

#### Present Perfect

He's spent a lot of money on the wedding.

We've called Mr. Green several times.

## Present Perfect Continuous

He's been spending a lot of money recently.

We've been calling him since ten o'clock.

How long	has he been working at the hospital? has she been living in New-York? have you been studying English? have they been doing the research?
----------	---

## Present Perfect Continuous with for and since

He's	been	waiting for you for some twenty minutes.
She's		teaching English for twenty years.
I've	been	thinking about that since Monday.
We've		looking for him since the day he disappeared, no result as yet.

### Task 4. Choose the correct tense: simple, perfect simple or perfect continuous

Elmer's brother Norbert (be) 97 and he (live) alone in the city. He (live) there since he (leave) the farm 75 years ago. He (have) an apartment on the top floor of a tall building for the past 20 years.

Norbert (be) a very charming person, so he (have) a lot of friends, and he leads a busy life. He almost never (get) out of bed before noon each morning because he usually (stay) up late at night. He (like) to play cards with his friends in the afternoon. Sometimes he (go) to the horse races, and he always (win) a lot of money. In the evening he usually (take) his girlfriend to an expensive restaurant. He (know) her for over 30 years, but he (not feel) that he (be ready) to get married.

Norbert (know) that many people (spend) every afternoon in the park, where they (sit) on a bench and (feed) the birds. But he (never

go) into the park since he (come) to the city because he (think) that only elderly people (go) to parks. Every summer, he (take) a train down to his brother's farm and (spend) time there. He (be) there right now. He (only be) there for five days, but he (be ready) to get back to the city.

Norbert and his brother Elmer (be) very different from each other, and they (argue) about everything ever since Norbert (arrive) on Tuesday. The problem (be) that Norbert (never like) the life of a farmer. He (complain) for four days about getting up at sunrise and helping Elmer with his cows. He (feed) the chickens and (gather) eggs all week, but he (not enjoy) it. The truth (be) that Norbert (hate) animals. He (think) that horses (belong) in the races and birds (belong) in the park, and he (be) sure that people (belong) in a city!

Elmer's wife, Iona, (worry) about Norbert's health for many years. She (feed) him homemade soup and fresh vegetables all week, and she (make) him go to bed 9:00 every night. Norbert's worst problem (be) that she (try) since Tuesday to talk him into the idea of getting married to his girlfriend. He (hear) this from her for many years. Every time, he (sigh) and (tell) her the same thing: that he (be) a bachelor all his life and (not want) to change now.

### **Past Perfect (had + V3)**

The past perfect idea is to look back from the past.

He wasn't exactly a stranger – I had met him once before.

I explained that I had forgotten my keys.

I could see by his face that he had received good news.

The past perfect is only used when there is this idea of a second past. We do not use it just to talk about things that happened some time ago.

I left a film to be developed. Is it ready yet? The past perfect is common in «reported speech» after past verbs, it refers to things that had already happened when the conversation took place.

I told them that I had done enough work for one day.

She wondered who had left the door open.

I thought I'd sent the cheque a week before.

"Sorry?" – "I asked you how you had been employed before you started working for us."

## Task 5. Witness to Crime

STATEMENT OF WITNESS            from CID 91/45 REF:b33-16  
NAME OF WITNESS:                Albert Pearson  
WITNESSING OFFICER:            P.C. McLintock 90776

My name is Albert Pearson. I am the manager of the National Provident Bank in Wormsley Street.

On Friday 20 June I returned home at five o'clock. I immediately knew something was wrong because the lock on the front door had been broken. I called to my wife but heard no answer so I walked upstairs to the bedroom. As I walked into the room somebody shut the door behind me. My wife was sitting on the bed. She had been tied up. There were two men in the room. They told me that unless I took them to the bank and opened the safe they would kill my wife. Of course I had no choice but to obey them.

Normally I wouldn't be able to open the safe on my own because there are two keys; the other key is kept by my assistant, Julie Wesley. But earlier that morning Ms. Wesley had come into my office and told me that her mother was seriously ill, and she had to visit her, so she had asked me to keep her key until she returned after the weekend.

I took the two men to the bank and opened the safe. They tied me up and locked me in. For some reason the electronic alarm did not sound, so obviously somebody had turned it off before we arrived. Usually Ms. Wesley checks that it is turned on as she is the last person to leave.

I was discovered by the cleaners on Monday morning.

Signed

**Reproduce the statement in a dialogue form between a witnessing officer and a witness. Put the events into the correct time sequence. Work in pairs.**

### Key: Task 1.

1. are moving; 2. works; 3. is holding; 4. are always talking; 5. prefer; 6. are having; 7. escapes, swims, meets, swim; 8. leaves; 9. fits; 10. Is Betty inviting, have; 11. am not feeling, think; 12. is being; 13. feel; 14. are thinking; 15. smells; 17. is tasting.

**Key: Task 2.**

1. woke up, 2. looked out; 3. shuttered; 4. was snowing; 5. was; 6. muttered; 7. went; 8. phoned; 9. was waiting; 10. allowed; 11. smiled.

**Key: Task 3.**

1. arrived; 2. has not arrived; 3. have painted; 4. decorated; 5. have caught; 6. Has Lucy called; 7. called; 8. has just gone out; 9. have just come back; 10. went; 11. have always liked; 12. Have you ever had; 13. Did you have?; 14. have had; 15. have never heard; 16. lived; 17. have met.

**Key: Task 4.**

is	is ready
lives	are
has been living	have been arguing
left	arrived
has had	is
is	has never liked
has	has been complaining
gets out	has been feeding
stays	(has been) gathering
likes	does not enjoy
goes	is
wins	hates
takes	thinks
has known	belong
does not feel	belong
is ready	is
knows	belong
spend	has been worrying
sit	has been feeding
feed	makes
has never gone	is
came	has been trying
thinks	has heard (has been hearing)
go	hearing)
takes	sighs

spends	tells
is	has been
has only been	doesn't want

Count the mistakes you have made. Are they many? Which tenses do you have problems with?

English people say: "English is easy to learn but simply maddening to master". What do you think?

If you think that English is difficult to learn, don't be upset. There are many people who think the same. They are enthusiastic about learning Esperanto. Join them and you are sure to become a keen esperantist.



## **Esperanto**

### **The one who hopes**

Esperanto is an invented language intended for international use. The hope is that the use of this language will reduce the misunderstanding and tensions which are caused by the language barrier.

These are the arguments Esperanto enthusiasts present in favour of Esperanto:

«There is a strong reason to believe that, as humanity progresses, the relics of the epoch of barbarism – bloody wars, racial, religious and ideological conflicts will remain in the past. But to achieve harmony and peace, people will have to solve a number of strategic problems. Constructing a common language is considered to be a main priority».

This is the opinion of R.Mandarov (Russian linguist)

Read the passage and summarize the main idea.

Нет необходимости в школах учить различные иностранные языки. Такой подход крайне неэффективен, поскольку человек, изучающий, например, французский, не сможет его применить в любой другой стране, где не говорят по-французски; это справедливо и в отношении других иностранных языков. Во всех без исключения странах мира в школах и других образовательных учреждениях в качестве иностранного языка должен изучаться один единственный язык, а изучение других языков следует оставить специалистам и любителям.

Претендент на роль всемирного языка уже есть – это эсперанто, искусственный международный язык, доступный пока лишь энтузиастам.

### **Esperanto is Reviving Popularity**

#### **Before you read the text make sure you know**

so – поэтому, particular – определенный, unlike – в отличие от, in addition to – кроме, помимо, to develop – создавать, such as – такие как, along with – наряду, to consider – рассматривать, считать; considerable – значительный, to realize – понимать, until – до тех пор пока не, because of – из-за, the same – тот же самый, too + A – слишком, given – (here) учитывая.

Esperanto is a **universal language constructed** in 1887 by a Pole, Ludovic Zamenhof. Eastern Europe in the 1880s was a polyglot community with Russians, Poles, Lithuanians, Jews and other groups with no **common language**. It was also an area of considerable instability and tension. Zamenhof thought that a universal second language as a lingua franca would improve peace and stability. So he sat down to write a language that would be simple and easy to learn.

The key characteristics of Esperanto are that it is a regular and systematic language. Verbs in Esperanto, for example, only have two different endings and there are no irregular verbs. There is just one ending **to indicate** present tense and a different ending to indicate past tense. Every word in Esperanto can be broken down into individual parts, each with a **particular** meaning. This is **unlike** most European languages but **similar** to some African languages. The vocabulary **is made up of** words with Latin, French, German, and some Slavonic **roots**, but this hasn't stopped Esperanto being very popular in Japan or China.

### Easy to Learn

Esperantists will tell you that their language is easy to learn and use. **It is five times easier to learn** than English or French and **up to fifteen times easier** than other languages.

Esperanto is based on a vocabulary of 16,000 root words from which 160,000 words can be formed. There are sixteen grammatical rules, regular verbs, no **genders** and no **idiomatic expressions**. It aims to be a simple language that most of us could learn in addition to our own language.

**the root of a word** – the part which contains its meaning

**gender** – sex  
**an idiomatic expression** – a group of words, which, when used together, have a different meaning

## Esperanto World-Wide

Esperanto **has survived** for over a hundred years. It **has also developed** its own literature, translations, dictionaries and terminologies. It is taught in over six hundred schools throughout the world, thirty-one universities and has a radio broadcasting total of 11,000 hours per year in fourteen countries. Commercial firms such as Philips, and Fiat use Esperanto for international announcements, and in some countries such as Austria, Poland, the Netherlands and Italy, **public notices** are written in Esperanto, along with the national language.

Esperantists hope that educationalists will seriously consider the teaching and examining of Esperanto in schools. Esperantists realise that people won't take Esperanto seriously until it reaches the status which is given to other school subjects.

**to survive** –  
to continue to live

**public notices** –  
written  
information

## This is what experts think about Esperanto

1. John Wells, Reader in phonetics at London University, not only studies Esperanto but speaks it fluently. He feels that Esperanto is a good idea whose time hasn't come yet.

2. Dr Pei, Professor of Romance Philology at Columbia University said that Esperanto **should** be seriously considered as an international language, **mainly because** of its simplicity of grammatical structure and word formation.

3. Professor David Crystal, Honorary Professor at the University of North Wales in Bangor, is not so sure. «There is **a strong economic motivation** to learn English. Is there the same motivation to learn Esperanto? Esperanto is a very good idea, but Zamenhof himself saw that, without a power base, a new language **cannot establish itself**. Many people consider the aims of the Esperanto movement too idealistic, I would ask, given the time and effort involved, is it worth learning Esperanto or would it be better to learn an established language which will bring immediate results?»

**economic** – financial

## Grammar

**Constructing a common language is considered to be a main priority. –**

**Полагают, что создание общего языка является одной из главных задач.**

This structure makes the idea sound official and expresses a generally accepted opinion.

S	is considered	}	считают	to do – to be done
	is believed			
	is expected	}	полагают	to be doing
	is supposed			
is said	говорят			
is found	найденно		to have done – to have	
is known	известно		been done	

**Translate the sentences which express a generally accepted opinion. Follow the text.**

1. Восточная Европа считалась областью нестабильности и напряженности, поскольку люди говорили на разных языках.

2. Полагали, что общий язык улучшит мир и стабильность.

3. Говорят, что эсперанто похож на некоторые африканские языки.

4. Как ни странно, известно, что эсперанто очень популярен в Японии и Китае.

5. Говорят, что эсперанто в пять раз легче выучить, чем английский или французский.

6. Известно, что эсперанто существует более ста лет.

7. Известно, что эсперанто создал свою литературу, словари и терминологию.

8. Известно, что эсперанто имеет радио трансляцию в 14 странах.

9. Известно, что эсперанто преподают в более чем в шестистах школах и тридцати одном университете.

10. Говорят, что Филиппс и Фиат используют эсперанто для международных сообщений.

11. Говорят, что в Австрии, Польше, Нидерландах и Италии объявления пишутся на эсперанто.

12. Полагают, что эсперанто не получит тот статус, который имеют школьные предметы.

13. Полагают, что эсперанто – это хорошая идея, но время эсперанто еще не пришло.

14. Считают, что цели эсперанто слишком идеалистичны.

15. Считают, что эсперанто стоит учить, поскольку эсперанто – язык будущего.

**You are a TV showman. Tonight you are having a round table talk with Esperanto enthusiasts. Make up questions you would like to ask and put them in the priority order.**

Esperanto is similar to some African languages. (What language?)

The vocabulary is made up of words with Latin, French, German and some Slavonic roots. (What words?)

Esperanto is very popular in Japan and China. (Why?)

Esperanto is five times easier to learn than English. (How many times?)

There are sixteen grammar rules in Esperanto. (How many rules?)

There are no genders. (general question).

There are no idiomatic expressions. (general question).

Esperanto has survived for over a hundred years. (For how many years?)

Esperanto has a radio broadcasting in fourteen countries. (In how many countries?)

Phillips and Fiat use Esperanto for international announcements. (What commercial firms ...?)

In Austria, Poland, the Netherlands and Italy public notices are written in Esperanto. (In what countries?)

Esperanto will never reach the status which is given to other school subjects. (general question – ever?).

**Round table talk. The problem under discussion «Is Esperanto just a good idea or the language of the future?» John Wells, Dr. Pei and David Crystal are the guests. You are a TV showman who asks them the above questions.**

Екатерина Александровна Гвоздева

# English is Easy to Learn

Учебное пособие

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