

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
"МУРМАНСКИЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ"**

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**ENGLISH FOR BACHELOR'S DEGREE STUDENTS
PRACTICE BOOK**

**ПРАКТИКУМ ПО АНГЛИЙСКОМУ ЯЗЫКУ
ДЛЯ СТУДЕНТОВ-БАКАЛАВРОВ**

*Допущено Ученым советом университета
в качестве учебного пособия по дисциплине
"Иностранный язык" для обучающихся младших курсов
всех направлений подготовки*

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Учебное пособие разработано в соответствии с требованиями и содержанием рабочей программы по дисциплине "Иностранный язык" для студентов младших курсов всех неязыковых направлений подготовки бакалавриата. Способствует формированию общекультурных компетенций в соответствии с требованиями федеральных государственных стандартов высшего образования. Включает разнообразные тексты для чтения и обсуждения, задания на закрепление лексико-грамматического материала. Помимо упражнений, направленных на развитие языковых навыков и навыков чтения и перевода, в каждом тематическом разделе представлен тест для проверки сформированности приобретенных речевых умений и навыков.

Предназначено для использования в процессе обучения иностранному (английскому) языку студентов-бакалавров младших курсов.

The text-book has been written in accordance with the requirements and contents of the "Foreign language" syllabus for bachelor's degree students. It promotes the formation of general cultural competences in accordance with the requirements of the federal state standards of higher education. The text-book includes a variety of texts for reading and discussion, assignments for consolidating lexical and grammar material. In addition to exercises for the enhancement of language skills and reading and translation skills, each topical section of the text-book contains tests for assessing the acquired language skills.

It is intended for teaching English for junior bachelor's degree students.

Список лит. – 16 названий.

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ВВЕДЕНИЕ

Основной целью учебного пособия "English for Bachelor's Degree Students: Practice Book" является повышение исходного уровня владения иностранным языком и формирование у бакалавров общекультурных и общепрофессиональных компетенций, позволяющих им осуществлять коммуникацию в устной и письменной формах на иностранном языке для решения задач общекommunikативной и профессиональной деятельности.

Отбор материала для учебного пособия осуществлен с учетом целей и задач обучения, которые определяются коммуникативными и познавательными способностями студентов первой ступени обучения в вузе. Учебное пособие состоит из четырех разделов, в каждом из которых выделены тематические части, содержащие информативные аутентичные тексты, тематика которых определена программой дисциплины "Иностранный язык". В пособии представлены разнообразные упражнения по овладению лексическими, грамматическими и стилистическими особенностями английского языка, работа над которыми будет способствовать развитию умений и навыков, необходимых для осуществления адекватной и грамотной коммуникации на изучаемом языке. Проблемные задания пособия развивают творческий потенциал обучающихся и стимулируют поиск различных источников информации для самостоятельного получения знаний.

MODULE 1. SYSTEM OF HIGHER EDUCATION IN RUSSIA AND ABROAD

PART 1. PRACTICE YOUR READING AND CRITICAL THINKING SKILLS

Text 1

Exercise 1. Read the text.

Education in the 21st century

Many countries consider education a major vehicle of social advancement. Training of highly qualified specialists, capable of solving the most complex problems of modern society is the main priority of higher education.

At the end of the century the system of higher and further education in our country underwent a process of great reforms. They were initiated to provide closer links between education and technological needs of industry. New goals were set to link higher education more directly to the economy, improve the quality of scientific research, provide educational and research institutions with more modern technology and new laboratory facilities.

The characteristic feature and the main trend in modern higher and further education is not only to check students' knowledge but develop their abilities and creative thinking. Today's scientific and technological progress demands of the university graduates to be prepared to deepen their knowledge individually and adapt themselves quickly to the changes in the branches of science or industry they have chosen as their speciality or research. In addition to offering programmes based on traditional academic disciplines, higher education must develop problem-focused programmes of study that are more practical than theoretical and are oriented around problems of the real world.

Of course, university education still faces a great variety of problems, connected with implementation of new disciplines, retraining of the faculty, reorienting university policies and programmes towards new goals. But if we want to prosper in the new environment of the 21st century, our universities must truly orient themselves around new goals. None of these goals will be achieved quickly and easily but the benefits of putting them in place will far exceed the efforts required.

Exercise 2. Discuss the following.

1. What is the role of education in modern society? Has it changed a lot with a course of time?
2. What are current reforms in the system of higher and further education aimed at?
3. Why is it necessary to develop creative thinking? What are the ways of achieving this goal?
4. Do you agree that reforming the system of education we shouldn't forget our national interests and values in education?

Text 2**Exercise 1. Read the text.****Unified state exam**

This type of examination was adopted in the early 2000. It is a test which is passed at the end of the 11th form. It consists of three parts: part A contains tasks where the student has to pick out the correct answer out of several, in part B the correct answer should be written in one word, and no variants are given, and in part C the student has to write the full solution (as in mathematics) or a composition (as in literature). The answers are written on special blanks, digitally scanned, with parts A and B being checked automatically by the computer software.

An excellent score ranges, depending on the subject, from 65 (mathematics) to 90 (foreign language) out of 100. What's good for students of the 11th form is that now they do not have to pass both their final school exams and entrance exams at a university. The score of several subjects is summed up, this total score is the basis of accepting a student at a university. Students now also have a chance to apply at several universities and choose one after they get to know if their score is enough to enter this or that university.

U.S. – style entrance exam takes hold in Russia

In 2009, the E.G.E., or Unified State Exam (the Russian version of the American SAT), in Russian language and math became mandatory for high school graduation and college entrance. Students who are planning to enter college choose a third test according to their planned major.

President Dmitri A. Medvedev is a strong supporter of the test as a part of his modernization plan and an effort to fight fraud and bribes. He said in

a television interview in August 2009 that the E.G.E. is "A) directed against corruption; B) it makes the testing process much more transparent".

Mr. Medvedev and other officials, including Sergei B. Ivanov, the first deputy prime minister, also praised the test as a "social lift" that gives students from the provinces a fair chance to enter prestigious universities.

But there are opponents to the experiment. Sergei Mironov, chairman of the Federation Council, Russia's upper chamber of Parliament, said last month that the E.G.E. "experiment is playing a negative role" and that Interior Ministry statistics showed that corruption in education doubled in 2009.

Academics and parents say that they see an overall drop in education standards, embodied by the E.G.E.'s multiple-choice tests, which are the polar opposite of the oral exams and essays that were the basis of the Soviet testing system.

"We see that students can do brilliantly on the E.G.E., but they come here and don't know a lot", said Yevgenia Petrova, who has taught at Saratov State University for nearly 50 years. At State Educational Institution Educational Centre No.109, students are preparing for the E.G.E. and they are not at all opposed to it. "The idea is not bad", said Maria Zamyatina, 15. "It just needs improvements".

adapted from the International Herald Tribune

Exercise 2. Discuss the following.

1. What is the idea of implementing Unified State Exams?
2. What is the positive and negative feedback concerning the school exam system in Russia?
3. Can knowledge and skills be evaluated by testing system?
4. Do you agree that the quality of education is slipping?
5. What improvements to the exam system would you advise?

Text 3

Exercise 1. Read the text.

How much would you pay for a university education?

University students in England currently pay £9,000 a year tuition fees; this money pays for the students' education and doesn't cover living costs such as

rent, food or books. When these other costs are considered, the average English student leaves University with £44,000 of debt.

The left-wing Labour party has just announced that if it wins the General Election in May, the £9,000 tuition fee will be reduced to £6,000 per year.

University fees is an important subject in British politics. The last General Election in 2010 was won by the right-wing Conservative party. One of the first things they did was increase university fees to £9,000 per year. Before 2010, university fees were £3,250 per year.

University students in England start to repay their student debt when they find a job after they graduate. If they do not find a job that pays more than £16,910 per year, they do not have to repay their loan.

Interestingly, university fees are different in different parts of the UK. Scottish students who study at a Scottish university do not have to pay tuition fees at all. In Wales university fees are £3,810 per year and in Northern Ireland they are £3,805. English students currently pay three times more than students in other parts of the UK.

www.easyenglisharticles.com

Exercise 2. Discuss the following.

1. How much money do English students currently pay to go to university a year?
2. How much money did English students pay to go to university in 2009? How much in 2010?
3. If Labour win the General Election, how much will tuition fees be?
4. Which party increased tuition fees to £9,000 per year?
5. When do English students start to repay their student debt?
6. How much do Scottish students pay in tuition fees? How much do Welsh students pay?
7. How much do people in your country pay to go to university?
8. What do you think of the English system? (price, how they repay etc.)
9. Do you think all universities should charge the same tuition fees? Why / Why not?
10. Does the price of university influence how many people apply? Would a high tuition fee stop some students going to university?
11. Some people think that education should be free, do you agree?

PART 2. PRACTICE YOUR READING COMPREHENSION SKILLS

Text 1

Exercise 1. Read and translate the following text using a dictionary.

As long as we live we continue to learn, and the education we receive when we are young helps us to continue learning. We learn to read and write, and we are taught many of the essential facts about the world and shown how to sort them out so that later in life, we will be able to find out things ourselves and not to ask other people.

The first teachers were fathers and mothers, but very early in the history of man children began to be taught by people other than their fathers and mothers.

It is thought that schools first started in Egypt 5 or 6 thousand years ago, and that it was the invention of writing which made them necessary. Reading and writing were quite different from the skills used in everyday life, and writing made it possible to store up knowledge which grew with each generation.

Specially trained people were therefore needed to teach it. Only the sons of nobles attended the first Egyptian schools, which taught reading, physical education and good behaviour. In ancient India the priestly caste decided what should be taught to each of the four castes, or groups, into which people were divided. Only the priestly caste was allowed to learn the Hindu scriptures. In China, until the 19th century, education was organized according to social classes, and consisted largely of learning the scriptures by heart.

A clear example of the way in which even neighbouring peoples produce different types of education comes from ancient Greece. Sparta and Athens were two Greek states. The Spartans, hard and warlike people, gave a purely military education to their children. At the age of seven all boys of noble families were taken from their homes and sent to live in schools. They were kept under a very strict discipline and were taught hunting, military scouting, swimming and the use of weapons. The Spartans despised literature, and some people think they couldn't even read.

At the very same time, also for the nobles only, the Athenians were building what we call a liberal education – one that helps a man to develop all sides of his nature, helps him to make and appreciate beautiful things and to find the best way of life. They thought it important to educate the body as well as the mind, and had a programme of physical training which consisted of running, jumping, wrestling and throwing the discus. As time went on, Athenian education

paid special attention to reading, writing and literature and these were taught by a special teacher, known as the "grammatist". Common people were not educated; they were trained in craftsmanship, workmanship and trades.

Greek philosophers, or thinkers, always discussed what education should try to do and what it should include. Plato wrote a book called *The Republic*, which is one of the best books ever written on education, and since those days Greek ideas have influenced European education, especially secondary and university education.

The Romans were very good at organizing, and they were the first people to have schools run by the government free of charge. Throughout their great empire there was a network of these schools which provided for three stages of education.

At six or seven all boys (and some girls) went to the primary school, where they learned "three R's" – reading, writing, and arithmetic. Most children were not taught more than this, but at 12 or 13, boys of the rich families went on to the "grammar" school to study the Greek and Latin languages and literatures, that is, what had been written in those languages. At 16, young nobles who wanted to enter politics or the service of their country went to the schools of rhetoric to be trained in rhetoric, or public speaking.

In Great Britain the first teachers were craftsmen. They taught children to read, write and count, to cook and mend their own shoes. In the early 19th century the main system of teaching was the "Monitor system". The teacher could manage a class of 100 or more students by using senior pupils or "monitors" to help him. The schools had long desks which were sometimes arranged in tiers so that the teacher could see every child in a large class.

Exercise 2. Choose the right variant.

1. The first teachers were...
 - a) craftsmen; b) parents; c) grammatists.
2. The first schools started in...
 - a) Russia; b) Italy; c) Egypt.
3. In China until the 19th century education included...
 - a) a lot of writing; b) a lot of reading; c) a lot of learning by heart.
4. Sparta and Athens had ... systems of education.
 - a) similar; b) the same; c) different.
5. The Spartans taught their children the following except...
 - a) the use of weapons; b) reading; c) military scouting; d) writing.

6. Roman schools run by government were...
 - a) very expensive; b) for nobles only; c) free of charge.
7. Rhetoric or public speaking was taught...
 - a) at primary schools; b) at grammar schools; c) at the schools of rhetoric.
8. In the early 19th century in Great Britain the teacher could easily manage a class of 100 pupils because...
 - a) long desks were arranged in tiers;
 - b) he saw very well;
 - c) senior pupils or "monitors" helped him.

Exercise 3. Agree or disagree to the following statements explaining why.

1. Education is not necessary.
2. Fathers and mothers are best teachers.
3. Writing was one of the greatest inventions in the history of mankind.
4. Purely military education is not complete.
5. Liberal education is many-sided.

Text 2

Exercise. Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why. Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines. You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the

only way to get good at something is to practice. Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own. Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favour: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

1. Which best expresses the main idea of the second paragraph?
 - a) Reading is exciting.
 - b) Reading strengthens your mind.
 - c) Age affects the body in many ways.
 - d) Working out keeps your body in shape.
2. Why does the author think that you should read books that are boring?
 - a) You will eventually grow to love them if you read them enough.
 - b) You will get better grades in reading class.
 - c) You will make your teacher very happy.
 - d) You will learn new words.
3. Which best expresses the main idea of the third paragraph?
 - a) Reading can benefit you.
 - b) You can learn to programme video games or design clothing by reading.
 - c) You can learn amazing things and become a better person by reading.
 - d) Knowledge is power.
4. Which is not a reason given by the author why students fail to complete reading assignments?
 - a) Students may be bored.

- b) Students may be distracted.
 - c) Students may be unwilling to focus.
 - d) Students may be tired.
5. Which best expresses the author's main purpose in writing this text?
- a) He is trying to persuade students to do their reading work.
 - b) He is teaching people how to become better readers.
 - c) He is explaining why people don't do their reading work.
 - d) He is entertaining readers with facts about the mind and body.
6. Which best describes the author's tone in the first three sentences?
- a) surprised;
 - b) sarcastic;
 - c) informative;
 - d) irate.
7. Which of the following is not one of the author's main points?
- a) Reading broadens your perspective and makes you a better person.
 - b) Reading is a relaxing activity with positive mental side effects.
 - c) Reading helps you perform on tests and get into selective schools.
 - d) Reading keeps your mind in shape and prevents losses due to age.
8. Which is not one of the author's arguments in the second paragraph?
- a) Reading gives you a broader perspective on the world.
 - b) Reading changes the way that you understand the world.
 - c) Reading helps prepare you for your job in the real world.
 - d) Reading teaches you about distant lands and cultures.
9. Why does the author believe that reading is good for your mind state?
- a) It has a calming effect.
 - b) It can lower your stress levels.
 - c) It can help you relax.
 - d) All of these.
10. Which title best expresses the main idea of this text?
- a) Reading: Good for the Mind in Many Ways
 - b) Reading: The Key to a Successful Academic Future
 - c) Reading: Improve Your Vocabulary While Being Entertained
 - d) Reading: The Best Way to Improve Your Writing Skills

Text 3

Exercise 1. Read and translate the following text using a dictionary if needed.

101 ways to avoid studying

The Six-o'clock-In-The-Evening-Enthusiastic-Determined-And-Well-Intentioned-Studier-Until-Midnight is a person with whom you are probably already familiar. At 6 o'clock he approaches his desk, and carefully organizes everything in preparation for the study period to follow. Having everything in place he next carefully adjusts each item again, giving himself time to complete the first excuse: he recalls that in the morning he did not have quite enough time to read all items of interest in the newspaper. He also realises that if he is going to study it is best to have such small items completely out of the way before settling down to the task at hand.

He therefore leaves his desk, browses through the newspaper and notices as he browses that there are more articles of interest than he had originally thought. He also notices, as he leafs through the pages, the entertainment section. At this point it will seem like a good idea to plan for the evening's first break – perhaps an interesting half-hour programme between 8 and 8.30 p.m.

He finds the programme and it inevitably starts at about 7.00 p.m. At this point, he thinks: "Well. I've had a difficult day and it's not too long before the programme starts, and I need a rest anyway and the relaxation will really help me to get down to studying...". He returns to his desk at 7.45, because the beginning of the next programme was also a bit more interesting than he thought it would be.

At this stage, he still hovers over his desk tapping his book reassuringly as he remembers that phone call to a friend which, like the articles of interest in the newspapers, is best cleared out of the way before the serious studying begins. The phone call, of course, is much more interesting and longer than originally planned, but eventually the intrepid student finds himself back at his desk at about 8.30 p.m.

At this point in the proceedings he actually sits down at the desk, opens the book with a display of physical determination and starts to read (usually page one) as he experiences the first pangs of hunger and thirst. This is disastrous because he realises that the longer he waits to satisfy the pangs, the worse they will get, and the more interrupted his study concentration will be.

The obvious and only solution is a light snack. This, in its preparation, grows as more and more tasty items are piled onto the plate. The snack becomes a feast.

Having removed this final obstacle the desk is returned to with the certain knowledge that this time there is nothing that could possibly interfere with the following period of study. The first couple of sentences on page one are looked at again ... as the student realises that his stomach is feeling decidedly heavy and a general drowsiness seems to have set in. Far better at this juncture to watch that other interesting half-hour programme at 10 o'clock after which the digestion will be mostly completed and the rest will enable him to really get down to the task at hand.

At 12 o'clock we find him asleep in front of the TV. Even at this point, when he has been woken up by whoever comes into the room, he will think that things have not gone too badly, for after all he has had a good rest, a good meal, watched some interesting and relaxing programmes, fulfilled his social commitments to his friends, digested the day's information, and got everything completely out of the way so that tomorrow, at 6 o'clock...

Exercise 2. Complete the following sentences choosing the correct answers.

1. The student in fact reads the newspaper in order to...
 - a) find out what is on TV.
 - b) avoid beginning work.
 - c) be able to work continuously without a break later.
 - d) keep up-to-date with world events.
2. The student starts planning his first break...
 - a) when he sits down at his desk at 6 o'clock.
 - b) after working for a very short period.
 - c) while he is reading the newspaper before starting work.
 - d) at 7 p.m.
3. After he watches television, the student's study period is further delayed because...
 - a) he has to make an important phone call.
 - b) he phones a friend to avoid starting work.
 - c) he realises he won't be able to concentrate unless he calls his friend first.
 - d) he finds what his friend says on the phone very interesting.
4. What does this final obstacle refer to?
 - a) the feast he has just eaten;
 - b) the pangs of hunger and thirst he was experiencing earlier;
 - c) the phone call he made earlier;
 - d) feeling tired.

5. The text suggests that the next day the person...
- will be able to study more efficiently.
 - will not attempt to study.
 - will do exactly the same thing.
 - will feel guilty about wasting a whole evening.
6. Which best describes the writer's attitude to the student he is describing?
- He is angry with him.
 - He is gently poking fun at him.
 - He feels sorry for him.
 - He doesn't care about him.
7. The writer thinks that the reader...
- will have had some similar experiences of avoiding studying.
 - will be amazed by the behaviour of this lazy student.
 - will immediately resolve to be a better student.
 - will feel guilty about all the times they have allowed themselves to be distracted.

PART 3. PRACTICE YOUR VOCABULARY AND USE OF LANGUAGE SKILLS

Exercise 1. Underline the most suitable word or phrase.

- Jack decided to take a *course / lesson* in hotel management.
- Sheila always got good *marks / points* in algebra.
- After leaving college, Ann *studied / trained* as a teacher.
- Peter decided not to *go in / enter* for the examination.
- My sister *learned / taught* me how to draw.
- I can't come to the cinema. I have to *read / study* for a test.
- In history we had to learn a lot of dates by *hand / heart*.
- I hope your work will improve by the end of *course / term*.
- Martin *failed / missed* his maths exam and had to sit it again.
- If you have any questions, *raise / rise* your hand.

Exercise 2. Complete each sentence with a word from the box. Use each word once only.

cheat • copy • memorise • complete • concentrate • divide • pass • learn • punish

- Our teachers used to ... us by making us stay behind after school.
- If you ... twenty-seven by nine, the answer is three.

3. Try to ... the most important rules.
4. It is difficult to ... attention in a noisy classroom.
5. Pauline tried her best to ... her work.
6. Your work is the same as Harry's. Did you ... his work?
7. Your mind is wandering! You must ... more!
8. Helen decided to ... all her work at the end of every week.
9. The teacher saw Jerry trying to ... in the exam.

Exercise 3. Correct the mis-collocations in these sentences.

1. I can't come out. I'm studying. I'm passing an examination tomorrow.
2. Congratulations! I hear you succeeded your examination!
3. You can study a lot of different careers at this university.
4. I got some good notes in my continuous assessment this term.
5. She's a professor in a primary school.
6. He gave an interesting 45-minute conference on Goethe.
7. She got a degree in personnel management from a private college.

Exercise 4. What questions could you ask to get these answers?

1. No, they have to finance their own studies.
2. There isn't much difference; it's just that the courses are more practical in a polytechnic instead of being very academic.
3. Well, they learn one or two things, like recognising a few numbers, but most of the time they play around.
4. Because I wanted to be a teacher, no other reason.
5. It's sixteen, but a lot of kids stay on until eighteen.
6. Well, I've been up all night revising for an exam.
7. No, ours are given in grades, you know, B+, A, that sort of thing.
8. No, I was ill. I didn't miss it deliberately.

Exercise 5. Complete each sentence (a–j) with a suitable ending (1–10). Use each ending once.

- a) Joe was absent most of the time...
- b) Sue wanted to do the experiment for herself...
- c) James was a very gifted pupil...
- d) Lucy couldn't find a duster to clean the board...

- e) Dave could pick up languages very easily...
- f) Brenda wanted to leave space for corrections...
- g) Tony didn't pay attention in class...
- h) Helen was educated at home by her parents...
- i) Brian attended evening classes in photography...
- j) Cathy wanted to get into university...

1. ...so he didn't have any problems passing his exams.
2. ...so he started talking in French after only a few days.
3. ...so she had to study for the entrance examinations.
4. ...so his name was removed from the register.
5. ...so he didn't go out with his friends much during the week.
6. ...so she wrote her answers in the corner.
7. ...so she didn't have many friends of her own age.
8. ...so she wrote everything on alternate lines.
9. ...so she went to the science laboratory.
10. ...so he could never remember what the teacher had said.

Exercise 6. Choose the most suitable word or phrase to complete each sentence.

1. Helen's parents were very pleased when they read her school...
a) report; b) papers; c) diploma; d) account.
2. Martin has quite a good ... of physics.
a) result; b) pass; c) understanding; d) head.
3. In Britain, children start ... school at the age of five.
a) kindergarten; b) secondary; c) nursery; d) primary.
4. Edward has a ... in French from Leeds University.
a) certificate; b) degree; c) mark; d) paper.
5. My favourite ... at school was history.
a) topic; b) class; c) theme; d) subject.
6. It's time for a break. The bell has...
a) gone off; b) struck; c) rung; d) sounded.
7. Our English teacher ... us some difficult exercises for homework.
a) set; b) put; c) obliged; d) made.
8. Before you begin the exam paper, always read the ... carefully.
a) orders; b) instructions; c) rules; d) answers.

9. If you want to pass the examination, you must study...

a) hard; b) enough; c) thoroughly; d) rather.

10. Most students have quite a good sense of their own...

a) grasp; b) ability; c) idea; d) information.

Exercise 7. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

School report

<p>Margaret started English Literature this term, and I am afraid that her ...1... to the subject has not been entirely ...2... . She has not shown much enthusiasm, and does not always pay ...3... in class. Her assignments are often ...4..., because she is so untidy, and because of her ...5... to check her work thoroughly. She failed to do any ...6... before the end of term test, and had poor results. She seems to have the ...7... idea that she can succeed without studying. She has also had many ...8... and has frequently arrived late for class. This has resulted in several ...9... . Although Margaret is a ...10... student in some respects, she has not had a satisfactory term.</p>	<p>INTRODUCE SUCCESS ATTEND READ FAIL REVISE MISTAKE ABSENT PUNISH GIFT</p>
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Exercise 8. Complete each sentence with a form of *do*, *make* or *take*.

1. Have you ... exercise 3 yet?

2. I can't come this afternoon. I'm ... an English exam.

3. Jack has ... very well this term.

4. I'm afraid that you haven't ... any progress.

5. Sue didn't know the answer, so she ... a guess.

6. You all look tired. Let's ... a break.

7. This is a good composition, but you have ... a lot of errors.

8. I think you should ... yourself more seriously.

9. The teacher gave a lecture, and the class ... notes.

10. Paul finds maths difficult, but he ... his best.

Exercise 9. Complete each sentence with a word beginning as shown. Each space represents one letter.

1. Charles has a good *k*... of the subject.

2. These children are badly behaved! They need more *d*...

3. Everyone agrees that a good *e*... is important.
4. If you don't know a word, look it up in your *d*...
5. Maths is easy if you are allowed to use a *c*...
6. Keith spent four years studying at *u*...
7. Some apes seem to have as much *i*... as humans!
8. I find listening *c*... tests rather difficult.
9. At the age of eleven I went to *s*... school.
10. I enjoyed doing *e*... in the laboratory.

Exercise 10. Decide which answer (a, b, c or d) best fits each space.

Learning how to learn

There is usually one important ...*1*... missing from most school ...*2*... . Very few students are ...*3*... how to organize their learning, and how to ...*4*... the best use of their time. Let's take some simple ...*5*... . Do you know how to ...*6*... up words in a dictionary, and do you understand all the ...*7*... the dictionary contains? Can you ...*8*... notes quickly, and can you understand them ...*9*...? For some reason, many schools give learners no ...*10*... with these matters. Teachers ask students to ...*11*... pages from books, or tell them to write ten pages, but don't explain ...*12*... to do it. Learning by ...*13*... can be useful, but it is important to have a genuine ...*14*... of a subject. You can ...*15*... a lot of time memorizing books, without understanding – anything about the subject!

a)	b)	c)	d)
1. theme	book	subject	mark
2. agendas	timetables	terms	organizations
3. taught	learnt	educated	graduated
4. take	give	get	make
5. sentences	results	rules	examples
6. find	look	research	get
7. information	advise	subjects	themes
8. do	send	make	revise
9. after	afterwards	lastly	at last
10. teaching	ability	instruction	help
11. concentrate	remind	forget	memorize
12. how	what	why	it
13. the way	heart	now	law
14. information	success	understanding	attention
15. pass	waste	tell	use

Exercise 11. Complete each sentence with one suitable word.

1. If you have a problem, put ... your hand.
2. Please pay attention ... what your teacher says.
3. Mary has a degree ... civil engineering.
4. David was punished ... throwing chalk at the teacher.
5. I was very good ... maths when I was at school.
6. What's the answer if you multiply 18 ... 16?
7. Please write this ... your exercise books.
8. You might not understand things even if you learn them ... heart.
9. When Sue visited Italy, she soon picked ... the language.

Exercise 12. Complete the text with an adjective from the box, using a comparative form where necessary.
 cheap • clever • difficult • easy • fast • important
 • up-to-date • essential

Nowadays using computers is more and more We can't do without them, and you don't have to be an expert to use one, as using a computer is ... and all the time. You don't need to be rich either, as computers are also becoming ... and ... as time goes on. Also, if you are studying, the Internet is becoming more and more ... as a place to find information. This used to take a long time, but the latest machines are a great improvement, like ... the computer, the ... it works. However, protecting computers from viruses is becoming more and more ... as the people who invent viruses are becoming ... and The Internet has become a dangerous place, so it is more and more ... to be very careful when we use computers.

Exercise 13. Complete the text with *a / an, the* or leave blank for *zero* article.**Do exams make pupils lose interest?**

a... children could be turned off their favourite subjects for *b...* life if they are pushed too hard to take *c...* exams, *d...* psychologists are warning, *e...* study of 11-year-olds found that those who had taken exams to win *f...* school places rapidly lost *g...* interest in their school work after *h...* exams were over. Other children, who did not take *i...* same kind of tests, did not have *j...* same experience. In this study, *k...* group of researchers measured *l...* motivation of children in *m...* science, *n...* English and *o...* maths. Before *p...* exams *q...*

children all appeared very motivated, but as soon as *r...* exams were over, that changed, and their motivation went down. Motivation stayed *s...* same among another group who took normal school tests. Researchers think it is possible that some children can be put off *t...* subject permanently by an exam.

Exercise 14. Complete the text with the present simple or present continuous form of the verb in brackets. Where both are possible, write both.

Students now taking longer to finish studies

In the USA some university students nowadays (*spend*) *are spending* more and more time in university before graduating. In American universities, many students (*pay*) their own fees, and miss (*mean*) much time working and less studying. Alan Chester is a 25-year-old journalism student from Ohio who (*take*) six years to complete his undergraduate degree. In order to pay tuition fees and other expenses he (*work*) four days a week in the university kitchen, while in the university holidays he (*do*) a full-time job. "I (*find*) it difficult at the moment to study and pay my bills at the same time, he (*admit*), "But I (*try*) my best and I (*manage*) to keep the wolf from the door". Alan's parents (*understand*) his decision to take longer to graduate. "They (*know*) what I (*go*) through, and they (*help*) me as much as they can. It's hard, but I (*learn*) to look after myself, and I (*experience*) stuff that might be useful one day when I'm a journalist". He (*point out*) that some students (*take*) more time to graduate because they (*not really know*) what they (*want*) to study. New courses of study (*develop*) all the time, new subjects (*appear*) on the curriculum. Some students (*spend*) time experimenting with different courses before choosing their major. So it's not all about money. "I (*think*) universities (*go*) through a period of change like everything else, and students have to adapt to this changing situation".

Exercise 15. Underline the correct form.

Are men better at maths than women?

One of the stereotypes about the difference between men and women, **a)** *who / which / –* seems to be supported by some research, **b)** *what / – / where* is that men are better at maths. According to brain research, levels of grey matter, **c)** *it / who / which* creates processing centres in the brain are higher in men than they are in women. On the other hand, it is women **d)** *who / – / they* have more white matter, **e)** *– / it / which* creates the links between processing centres in the brain. **f)** *Does / Which / What* this seems to suggest is that while the male brain

g) – / *that* / *it* contains more areas for processing information, **h)** *which* / *what* / *who* means that the male brain has more capacity to solve maths problems, it is the female brain **i)** *it* / *that* / *and* has the greater ability to perceive patterns. In other words, it is brain structure **j)** *what* / *it* / *that* makes men better at maths, but **k)** *whose* / *which* / *where* also makes women better at communicating. However, other researchers argue that it is the stereotyping itself **l)** *it* / – / *that* causes the difference in performance in maths, rather than any innate ability. Women **m)** – / *who* / *which* believe they are inferior at maths, especially when they take maths tests in rooms **n)** *where* / *whose* / *which* men are present, tend to produce the kind of results **o)** – / *and* / *they* expect to produce. Research **p)** – / *which* / *what* analyses maths test results on a large scale suggests that the results attained by women are just as good as those attained by men.

PART 4. TEST YOURSELF

Variant 1

Task 1. Fill in the gaps in the text choosing the correct word from the box below.

authority • classes • degree • located • special • women • bachelor's
 • co-educational • freshmen • school • students • year • bodies
 • co-ordinate • graduates • separate • undergraduates
 • campuses • courses • junior • sex • university

Students

The student body of a ... or college is divided into ... and undergraduates. Graduates have already received their ... degrees, while ... have not. The undergraduates belong to one of four ..., according to their ... of study. These are ..., sophomore, ..., and senior classes. Most schools also admit ... students who take a number of ..., but are not working towards a Students ... vary considerably from ... to school. Some institutions are ..., with both men and ... students. Others admit ... of only one A ... institution has ... men's and women's colleges. They are controlled by the same central ... and are usually ... on the same campus or nearby

Task 2. Fill in the gaps in the text choosing the correct answers given below.

Cambridge is famous ... *I* ... the world as one of the two oldest university cities in Britain – Oxford, of course, is the other. Its streets are packed with students going about their business on bicycles.

The story of the University began in 1209 when students and scholars ...2... the little town of Cambridge after they had walked 60 miles from Oxford. These students had been students in Oxford where there was constant trouble between the people living in the town and the students. Then one day a student accidentally killed a man of the town. The Mayor arrested three ...3... students who were innocent and they ...4... death. In protest all the students moved ...5..., some coming to Cambridge, and so the new University began.

	a)	b)	c)	d)
1	through	on	throughout	out of
2	arrived in	reached in	arrived to	was arrived at
3	another	the other	others	other
4	put it	were put to	put to	were put at
5	anywhere	to somewhere	in nowhere	elsewhere

Task 3. Choose the best answer to each question on the basis of what is stated or implied in the text.

- Which of the following is **not** true?
 - Cambridge and Oxford are the oldest universities in Britain.
 - You can see a few students going about their business on bicycles in Cambridge.
 - The first students and scholars came to Cambridge in 1209.
 - The first students of Cambridge were the former students of Oxford.
- How did the story of Cambridge University begin?
 - It began as soon as the first settlers of the little town of Cambridge arrived.
 - The story dates back to 1209 when students from London University had to leave it and move to Cambridge.
 - The story of Cambridge University was connected with the events in Oxford in 1209 when the students there decided to leave the city.
 - The story of Cambridge University began when the Mayor of Oxford asked the students from Oxford University to move to Cambridge.
- What do you think about the relations that were among the citizens of Oxford and the students of Oxford University? Which of these words describes it best?
 - peaceful;
 - warlike;
 - good-neighbourly;
 - diplomatic.

4. What happened in Oxford one day in 1209?
- One day a student decided to kill a citizen of Oxford and killed him.
 - Once a citizen of Oxford killed a student.
 - It so happened that a student from Oxford University killed a citizen of Oxford – he didn't do it on purpose.
 - The Mayor of Oxford killed a student.
5. What made the students of Oxford University leave Oxford?
- The accident that took place in Oxford in 1209 – the arrest and death of innocent students.
 - The fact that the Mayor arrested the guilty students.
 - Cambridge University was better than Oxford University.
 - The Mayor of Oxford asked them to do it.

Variant 2

Task 1. Fill in the gaps in the text choosing the correct word from the box below.

amount course graduation outlines requirements calendar credits major
 prospectus technical class hours curriculum number specified three college
 electives opportunity subjects week selecting

Selecting courses

The courses given by a ... or university are called its curriculum. The ... of the institution ... the complete It gives the ... for entry to each course, as well as the credits given for the Each course is designated as giving a ... number of credits. These are usually equal to the number of ... devoted each week to the course. For example, a course that meets three times a ... usually gives ... credits towards graduation. Schools using the semester ... require about 120 credits for Between 30 and 40 of the required ... must be in the student's ... subject.

Task 2. Fill in the gaps in the text choosing the correct answers given below.

How to boost your memory

Are you forgetful? There's a tremendous range of methods to boost your memory. Your memory is like a brilliant, but ...*I*... computer storing a vast amount of information. In fact the memory's capacity is theoretically unlimited.

...2... only about 20 per cent of our daily experience is registered, and of that only a tiny proportion is loaded into long-term memory. Normal healthy people can improve their memories easily. First of all learn to relax if you are trying to memorize something. You may ...3... important items if your mind is on something else or if you weren't paying attention because of anxiety. Try to combine study with exercise. Keep your mind fit ...4... your body by doing mental workouts. Crosswords, scrabbles and quizzes all help to keep the mind in shape. You can also train your memory in certain ...5... . The ancient Greeks invented memory systems called mnemonics, and they still work today. Most systems involve associating the things you want to remember with something you already have safely stored in your head. For example, if you want to remember numbers try to make associations between numbers in sequence – think of people's ages, special dates, whether they're odd or even.

	a)	b)	c)	d)
1	unreliable	expensive	reasonable	powerful
2	Besides	Moreover	Likewise	Nevertheless
3	catch	pickup	miss	get
4	alike	as well	as well as	or
5	ways	tricks	methods	schemes

Task 3. Choose the one best answer to each question on the basis of what is stated or implied in the text.

- Which of the following is **not** true?
 - Unbounded ability of people's memory can be developed or trained.
 - Memory's capacity is theoretically unlimited but practically it is restricted to 20 % of what is loaded into long-term memory.
 - People's memory can be compared with a computer storing information.
 - To get rid of forgetfulness one can use a series of methods.
- Relaxation may...
 - be helpful when memorizing something.
 - be an important item if your mind is on something else.
 - keep your body fit for scrabbles, crosswords and quizzes.
 - combine study with exercise.
- What are memory systems mostly based on?
 - Sequence of numbers.
 - Mnemonics.

- c) Associations.
 - d) Safe storage of information.
4. What title could you give to the story?
- a) Memorial systems of ancient Greeks still at work.
 - b) How to boost your memory.
 - c) Long life to long-term memory.
 - d) Forget-me-not: unlimited capacity of memory.
5. The word "capacity" means:
- a) a feature of forgetful people;
 - b) an ability to receive, hold or absorb;
 - c) characteristics of memorabilia;
 - d) horizons of unlimited memory.

Variant 3

Task 1. Fill in the gaps in the text choosing the correct word from the box below.

achievements • average • grade • minimum • perfect • school • adjustment
 • colleges • letter • occasionally • progress • teacher • admit • common
 • marking • pass • record • attitude • failure • method • percentage • reports

Grading

Grading is a ... used in schools to ... student achievements. Almost every ... keeps a record of each student's ... in order to have some basis for measuring his The record supplies information for ... to parents. Universities and ... often use this information to help determine whether they should ... a student. For a long time, the most ... method of recording achievement was by ..., with a mark, or ..., of 100 per cent representing ... achievement. The ... mark for a ... was usually 70 percent, and for ... work, about 80 per cent. Today, the letters A, B, C, D, E, and ... F, are much more commonly used. The mark A stands for exceptional achievement, and E or F means A few schools use no ... system at all. Instead, each ... writes a detailed ... to the parents. Such letters report the student's progress, ..., activities, and social

Task 2. Match the sentences and the paragraphs 1–7.

1. Small universities usually don't have many facilities.
2. You can get information from the internet or visit the university yourself.

3. Living away from parents can have its pluses and minuses.
4. You can find more traditional courses in older universities.
5. If a subject is popular, there are many courses of it at different universities.
6. Tuition fees in prestigious universities are usually very high.
7. If you are interested in some specific activities, you have to find more information.

Choosing a university: ideas for school leavers

1. The choice of subject and type of course narrows down the number of possible universities. If you want to study the Burmese language, there is only one place to go. If you are interested in one of the major subjects such as English, chemistry, law or mechanical engineering, there are hundreds of courses.

2. Going away to university and living at home give you rather different experiences. Living far away from your parents and your home town, you are free to study and socialise when you like. On the other hand, it is expensive. You also have shop and cook for yourself, and there is no comfort of home.

3. Another important factor is the tuition fees. Generally, the central and prestigious universities are more expensive. Some very popular degree programmes can cost more money.

4. Old universities do more research and offer more traditional academic courses. New universities can be more locally and practically orientated and train more part-time students.

5. Universities can be different in size, from fewer than 2,000 students to over 30,000. A small university is more personal and does not have many facilities and non academic activities; in a big university professors can give lectures to hundreds of students at a time.

6. University facilities can be very important. All universities have a library, a sports hall, a health service, and so on. But there are differences and if you want to play hockey at university, for example, you have to check out, if the university has a hockey pitch.

7. You can also often take a virtual tour of the university. Departments usually have their own sites, too. You can find information about courses, options, teaching methods and assessment. A personal visit can also be very helpful. You can get a feel of the atmosphere of a university. Don't forget about open days for school leavers.

MODULE 2. FOREIGN UNIVERSITIES. OUR UNIVERSITY

PART 1. PRACTICE YOUR READING AND CRITICAL THINKING SKILLS

Text 1

Exercise 1. Read the short students' interviews about studying in the UK.

a) *Lin:*

I'm from China and I've been studying in Bristol for 4 years. I've just finished my MA degree. When I first arrived in the UK I found it very difficult as I didn't know anybody here, but I soon met other Chinese people studying at the university, and as my English improved I made friends with more people on my course.



Studying in the UK has been a very positive experience for me. I've met a lot of interesting people and travelled around Europe in the holidays. For me the most difficult aspect was having the confidence to take part in tutorials, and when I was told I would have to give a presentation to the rest of the class, I was very nervous. My tutor helped me a lot, however, and said that for someone using their second language I did very well.

b) *Tomas:*

I came to Leicester on the Erasmus scheme a year ago. I had a choice of universities and I chose this one because it's in a multicultural area. In the Czech Republic I had never come across foreigners, so I was interested in living in a place with people from many different cultures.



The social life here is great, and I will really miss the good friends I've made when I go back home next week. There aren't many other Czech people here so I've had to make friends with people from other countries. That's been very good for my English – some Erasmus students stay mostly with people from the same country and they don't get the same experience. The worst thing has been that everything is so expensive. I had to get a part-time job and borrow from my parents to afford to live here.

c) *Syed*

I won a scholarship to do an MSc in Telecommunications at Manchester University. The course was excellent and enabled me to get a good job when I finished. Now I'm thinking of doing a PhD before I return to India. I enjoyed the way the course was taught.



We were encouraged to think for ourselves rather than read piles of textbooks. It's a different approach to the way I'd studied before, and one that I would recommend.

I would also recommend living in student accommodation – it's the cheapest option and although the rooms are small they have everything you need, and you get to know other people very easily. For me, the only problem was that the social life centres around alcohol, and I don't drink.

Exercise 2. Decide if the following statements are true or false. Correct the false statements.

	True	False
1. Lin already had Chinese friends in Bristol.		
2. Lin has been to other parts of Europe.		
3. Lin found it difficult when she had to speak in class.		
4. Tomas chose his university because of the courses it offered.		
5. Tomas enjoyed the social life.		
6. Tomas had to work as well as study.		
7. Syed is trying to get a job now.		
8. Syed liked the way of teaching on the course.		
9. Syed didn't like the student accommodation.		

Exercise 3. Discuss the following.

1. Do you know anything about universities in European / Asian countries?
2. Have you ever heard about "Fresher's week"? What does this notion mean?
3. What do you think about getting education abroad? What are the advantages and disadvantages of education in other countries?

Text 2

Exercise 1. Read the text, then choose the best suitable title to each passage.

The United States have more institutions of higher learning than any other country in the world. More importantly than that, however, is the quality of these academic bodies. Most American colleges and universities offer top-notch education programmes with highly qualified teaching staff. The research at many of these universities is cutting-edge and often published in journals worldwide. Many of the professors at these schools are leading authorities in their field. The list of world-class learning institutions in the USA is endless and

includes, but is not limited to: Stanford University, Harvard, Yale, Cornell, California Institute of Technology, UC Berkeley, University of Pennsylvania, MIT, John Hopkins, Northwestern University etc.

One of the best things about studying in the USA is the vast "number of academic options" offered to students. Since the USA is such a large country with vast resources, almost every field of study is available in the country. One can study everything from Russian history to nuclear physics.

A degree or certificate from a college or university is useless if it is not recognized by employers, other institutions or field authorities. Therefore, it is of the utmost importance to ensure that the degree from the school you choose is recognized in the place you plan to use it in. Fortunately, colleges and universities in America are given professional accreditation by different governing bodies. There are thousands of US schools that offer credentials recognized in almost every corner of the world.

Because of the vast wealth of resources in America, the opportunities for practical training related to your field of study are vast. Most colleges and universities have established affiliations with employers and researchers in different fields of study, thereby creating an avenue for students to obtain hands-on and invaluable experience. Many universities even require that students obtain practical training in order to graduate. In many cases, these opportunities are not available anywhere else in the world.

Regardless of what degree a student chooses to pursue in school, he or she will have to use computers and other technologies in order to succeed. Many universities incorporate the latest technology into their curriculum, encouraging students to obtain proficiency before they go out into the workplace.

Since the USA school system utilizes credit units and often accommodates working students, most schools offer academic programmes that are flexible in nature. This means that, very often, one can choose when to attend classes, how many classes to enroll in each semester or quarter, what elective or optional classes to take etc.

Exercise 2. Choose the titles from the given below (1–8). Two titles are odd.

1. Endless Study Choices
2. World-Class Learning Institutions
3. Supporting Industries and Research

4. Practical Training in All Universities
5. Technology
6. Flexibility
7. Worldwide Recognition
8. The Academic Calendar

Exercise 3. Discuss the following.

1. Do you need to pass examinations before you can go to university?
2. Do some students get a grant to study at university?
3. Is the tuition free if you go to university?
4. Do most students go to university at the age of 18 or 19?
5. Do more students go to university in your country than in Britain?
6. Do most degree courses last three years?
7. What is your equivalent of the British BA or BSc?
8. Do you have similar postgraduate degrees in your country?

Text 3

Exercise 1. This text is from informational booklet about a college. Choose one of two variants in every case.

The College welcomes part-time students, whether they are working towards a qualification or attending a recreational education class. If you need any advice, your first point of contact is your tutor, and you can always access other people through him or her. The College café is open from 8.30 am to 4 pm and from 5 to 8 pm. Outside these hours, a range of food and drinks is available for purchase from vending outlets. If you wish to attend a class in English for Speakers of Other Languages, you will need to take our test before you enroll. A senior member of staff is on duty each evening between 6.30 and 9.30, and may be contacted via Reception. Students claiming concessions for tuition fee payments must still pay the registration fees in full. Examination entry fees are additional to the tuition fee paid at enrolment on a course.

1

- a) Part-time students must choose between studying for a qualification and following a recreational course.
- b) Courses both for qualifications and for recreation are offered at the college.

2

- a) Your tutor can arrange for you to speak to other people if necessary.
- b) Your tutor will be able to advise you on anything related to your studies.

3

- a) Food and drinks can be bought from machines at any time.
- b) Food and drinks are only available when the café is open.

4

- a) Students can only attend ESOL classes if they wish to prepare for a test.
- b) Students can only attend ESOL classes after they have taken a College test.

5

- a) A senior member of staff can be found in Reception every evening.
- b) If you wish to speak to a senior member of staff in the evening, you should go to Reception.

6

- a) Certain students are allowed to pay reduced tuition and registration fees.
- b) No reduction is available on registration fees.

7

- a) The cost of taking a course does not include the cost of entering for the exam.
- b) The cost of entering for an exam is included in the cost of taking a course.

Exercise 2. Read the text and say if the sentences below are True or False according the information from the text.

A Scottish University has announced a world first in the field of elite academic achievement. It is offering a master's degree course in computer games software engineering.

The University of Abertay in Dundee says it could put the city at the centre of a multi-million pound industry.

Over £45bn will be spent on computer software in Europe this year, with the games market making up a substantial share.

There are only forty places on the course. The course leader, John Sutherland says he hopes that people will see that computer games are about people as well as machines.

"Students will have to learn about how people see, feel and hear to be successful in this environment", he said, "In the next five years the computer games industry will be worth more than the entire cinema industry is today".

The University will be offering a Bachelors course in the same discipline in the very near future and is in the process of building a new computer laboratory.

Computer games technology, particularly virtual applications, have other uses apart from entertainment.

Medical simulations for training surgeons and more realistic flight simulators for pilot education are just two uses for the technology.

	True	False
1. The university wants to teach people how to play games better.		
2. There's a chance that the area might become very important for the computer game industry if this course goes ahead.		
3. The leader of the course hopes to expand people's understanding of what computer games are about.		
4. There is more money now in computer games than in the entire cinema industry.		
5. Only older, more advanced students can currently take the course.		
6. The university is undergoing expansion to allow the course to take place.		
7. The course is specially designed for professionals such as doctors and pilots.		

PART 2. PRACTICE YOUR READING COMPREHENSION SKILLS

Text 1

Exercise 1. Read the text and complete the sentences choosing the correct answers.

Most people spend a third of their lives at work and spend more time with their work colleagues than with their families or friends. So it is important that people enjoy their work as much as possible: and enjoying work means choosing the right career in the first place. People in Britain can start work at the age of sixteen, though many people stay at school after this age. For all people, as they approach the end of their school lives the big question is – what are they going to do? Most young people have several choices open to them when they leave school. Here are some of them. They can leave school at the age of sixteen and

take a low-paid job, often a manual one such as working in a shop or a factory. They can leave school at sixteen, take a job but spend one day a week at a College of Further Education learning more about the theory and practice of their work. Many people who are learning a practical skill – for example, car mechanics, caterers, hairdressers or typists – do this. At the end of their training, they get a qualification, which gives them a better chance of promotion and higher wages. At the same time they have gained practical experience in their job, because they have been working while training. Many people stay at school to take A (advanced) level G.C.E. (general certificate of education) examinations. This means working very hard and earning no money for two or three more years. However, with A-levels, a student has more choices open to him. If he goes to a Technical College, he can get a qualification in a practical skill such as engineering, art and design, secretarial work, business studies and childcare. He can go to a College of Education and train to be a teacher. These training courses take from two to seven years. If a student has very good results in his A-levels, he can go to university and get a degree in a subject like Languages, Math, Philosophy, Literature or Science. This normally takes three years. However, after such an academic course, many students still have no practical skill for doing a job.

Exercise 2. Choose the right variant according the information from the text.

1. To take GCE exams you must...
 - a) have a well-paid job;
 - b) stay at school for some more years;
 - c) attend classes once a week.
2. A university graduate gains...
 - a) a lot of practical experience;
 - b) good "A" level results;
 - c) a degree.
3. Most 16 year-olds...
 - a) are offered a variety of opportunities;
 - b) get qualification in some practical skill;
 - c) take further education outside school.
4. While attending a College of Further Education you...
 - a) get promotion and higher wages;

- b) study for an "A" level GCE exam;
- c) combine training and work.

5. Getting a university degree takes...

- a) from two to seven years;
- b) a third of your life;
- c) three years.

Text 2

Exercise 1. Read the text and complete the sentences choosing the correct answers.

Each college at Oxford has several clubs of its own. Most of the students belong to one or more clubs. There is a debating club in every college as well as athletic and football clubs, and so on. At the clubs the students may read a book, a newspaper or play billiards with a friend. There are many University clubs which bring together students who are interested in literature, art, music, drama, traveling. There is hardly any form of sport in which students do not engage. Of all the sports, rowing plays a leading role. Then comes cricket, a national English game, and then football. The University Boat-Race is the oldest of the sporting competitions between such old British universities as Oxford and Cambridge. The most interesting of the rowing races at the two universities are bumping races. They take place two times a year. These strange races were invented at Oxford and Cambridge. The rivers are not wide there, they are too narrow for boats to race side by side, and so somebody thought of a bumping race. No prizes are won in such races, but the winners are given the oars with which they rowed. Their names are written on each oar in gold letters. The most interesting time to visit Cambridge is during May Week. This is neither in May nor a week. For some reasons which nobody remembers, May Week is the name given to the first two weeks in June, the very end of the University year. May Week denotes not a particular period of time but the general atmosphere of relaxation at the end of the year's work.

Exercise 2. Choose the right variant according the information from the text:

1. At Oxford University...

- a) a student can be a member of different clubs;

- b) a student can be a member of just one club;
 - c) to become a member of a club a student must be good at debating.
2. The most popular sport at Oxford University is...
- a) football;
 - b) rowing;
 - c) cricket.
3. Bumping races were invented because...
- a) it was possible for boats to race side by side;
 - b) the width of the river was quite enough for such races;
 - c) it was the most exciting kind of races.
4. The winners are given...
- a) gold oars;
 - b) new oars;
 - c) oars with their names engraved in gold.
5. May Week is...
- a) a fortnight in June;
 - b) a week in May;
 - c) a week in June.

Text 3

Exercise. Read the text and complete the sentences choosing the correct answers.

Every year adults from all over the United Kingdom spend a weekend at the Avoncroft Further Education College in Birmingham. While there, they're taught Spanish by native speakers in an informal environment. All the students have a basic grounding in the language, gleaned from regularly attending evening classes; nevertheless, it's an intensive course requiring thorough concentration. Grammar and vocabulary are taught in Spanish and students are expected to speak the language all the time. The emphasis on speaking Spanish isn't confined to the classroom and students are even encouraged to speak it during their lunch break. Many of the students have chosen to learn Spanish because they believe a second language will improve their career prospects; others simply want to make themselves understood while on holiday. The course includes a great deal of conversation, focusing on practical situations like going to a restaurant, traveling on a bus or train and other things that such students need. In the 10 years since it

started, the Spanish weekend has been attracting an increasing number of students and its organizers believe that more people are enrolling because they find its approach both useful and relaxing. Students become less embarrassed, they say, and they then become more and more used to hearing themselves speaking the language and less anxious about making mistakes. They become self-motivated and continue their learning after they leave the center. Many students claim that by completing the course, they develop a greater appreciation of Spanish traditions and culture. They gain confidence in the use of Spanish and this is a tremendous help to holiday makers or anyone else going to Spain for any purpose.

1. Students learn Spanish...
 - a) to appreciate Spanish traditions and culture;
 - b) to improve grammar and vocabulary;
 - c) to communicate in the language both for business and pleasure.
2. The Avoncroft weekend course is for...
 - a) children;
 - b) grown-ups;
 - c) people of all ages.
3. The atmosphere at the lessons is...
 - a) easy-going;
 - b) embarrassing;
 - c) formal.
4. In class students...
 - a) speak their native language;
 - b) speak Spanish;
 - c) speak both languages.
5. Those who sign up for the course...
 - a) are beginners;
 - b) have some basic knowledge of Spanish;
 - c) speak fluent Spanish.

PART 3. PRACTICE YOUR VOCABULARY AND USE OF LANGUAGE SKILLS

Exercise 1. Choose one of the words to complete the sentences.

1. What ... are you studying at university?
 - a) objects; b) topics; c) subjects.

2. Many young people prefer to get ... education at university when they finish school.
a) further; b) upper; c) higher.
3. I decided to ... my IELTS exam in order to get a higher score.
a) resit; b) remake; c) redo.
4. She hasn't finished her university course yet: she's still a / an
a) postgraduate; b) undergraduate; c) pregraduate.
5. I had to go to work during the day, but was able to go to ... courses after work.
a) night; b) post; c) evening.
6. Most children go to a state school, which is funded by the government. A privileged few, however, benefit from going to a ... school.
a) personal; b) private; c) privileged.
7. As far as I am concerned, we need to make the most of every ... to learn.
a) possibility; b) availability; c) opportunity.
8. Before you join a course at a college or university, you first need to ...
a) engage; b) enroll; c) enlist.
9. I believe that the main aim of education should be to help us develop new
a) abilities; b) tasks; c) skills.
10. The more knowledge you are able to ..., the better your chances of success in life.
a) reach; b) acquire; c) achieve.

Exercise 2. Fill in the gaps with the words and phrases from the box.

Bachelor's • fresher's • Doctor of Philosophy • prestigious • terms • sandwich • lecture • science

1. Universities in the UK usually have three ... in a year.
2. The first degree most students get at university is also known as a ... degree.
3. What does PhD mean? – ...
4. If a degree course includes a one-year industry placement, it's also known as a ... course.
5. Imperial College in London is famous for its teaching and research in
6. Oxford and Cambridge universities are two of the most ... universities in the country.

7. The first week of your first year at university is called ... week.
8. A lesson at university which takes place in a big hall with lots of students and one teacher is called a

Exercise 3. Look at the idioms below. Each one is in some way connected to university life. Match each idiom with its definition.

- | | |
|------------------------------|---|
| 1. To fly the nest | a) Not to be aware of the realities of everyday life |
| 2. Saved by the bell | b) Learning from daily life and work rather than going to university |
| 3. To live in an ivory tower | c) To leave your parents' home for the first time in order to live somewhere else |
| 4. The university of life | d) Something that you say when a difficult situation is ended suddenly before you have to do or say something that you do not want to |

Exercise 4. Complete the sentences below by using one of the idioms above. Some of them can be used more than once.

1. Now that the kids have ..., I'm thinking about taking a job abroad.
2. My grandfather began to work in the print shop when he was fifteen and learned everything from
3. We were ... when the fire alarm went before we had to give a very badly-prepared presentation.
4. Like most professors, Jason seems He has no idea how ordinary people cope with life.
5. Parents give their children thousands of pounds to help them ... and get a foot on the property ladder.

Exercise 5. Read these sentences spoken by university students. What is each person studying?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
3. The way we use fertilizers is much more precise than twenty years ago.
4. We're going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really a reaction to the work of the Impressionists.

7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case – it's one of the most famous in legal history.

Exercise 6. What do you call:

1. the money some students receive if they get a place at university?
2. the qualification you get at the end of university?
3. the name we give students during this period at university?
4. teachers at university?
5. students when they have completed their first degree?
6. students studying for a second degree?
7. the study of one subject in great depth and detail, often to get new information?
8. the talks that students go to while they are at university?

Exercise 7. Replace the verbs in italics with different verbs that have the same meaning in the context.

1. Who is *giving* the lecture today?
2. Did she *receive* a grant for her course?
3. Is it more difficult *to obtain* a place at university?
4. You have *to pass* the exams before you can enter university.
5. He's *studying* physics, I think.
6. I think they're *carrying* out some research into the cause of asthma.
7. I didn't *take* any notes in the lecture yesterday.
8. The course *goes* on for three years.

Exercise 8. Write a new sentence with the same meaning, beginning as shown.

1. It seems that more and more young people will go into higher education in future. It seems as if...
2. Most parents want their children to study a useful subject leading to a good job. Most parents would rather...
3. Students, however, usually want their parents to let them make their own choices. Students, however, usually wish...
4. Later on, though, some students regret not having chosen their courses more carefully. Later on, though, some students wish...
5. University advisers don't usually want students to choose a subject simply because they think they are good at it. University advisers usually prefer students...

6. The usual advice is: "Think about what kind of work you want to do in the future". The usual advice is: "If I..."
7. Some students seem from their behaviour to be only interested in having a good time. Some students behave as...
8. When they leave university, many students regret not having worked harder. When they leave university, many students wish...
9. They also think they will never repay their student loans. It also seems to them as...
10. Universities should now pay more attention to students' financial problems. It's...

Exercise 9. Study the text and choose the correct variant.

Universities in Great Britain

Britain has more than 90 universities. British universities ...1... into several categories. The foremost universities are the University of Oxford and the University of Cambridge, both founded in the Middle Ages. The term Oxbridge ...2... to refer to both schools as a single entity. Another type of university is the so-called redbrick variety – old and solid schools that ...3... in the 19th century. In those days bricks ...4... as the standard building material. The large number of ultramodern universities that sprouted up in the last half of the 20-th century ...5... cement block and plateglass universities. London has its own great schools, the enormous University of London and its world-famous college, the London School of Economics.

Students interested in advanced education can also attend polytechnics, which are schools dedicated to the sciences and applied technology. An education act in 1992 ...6... the status of these colleges to universities. Higher education ...7... through the Open University, which ...8... in 1969. The University ...9... extension courses taught through correspondence, television and radio programmes, and videocassettes. It also ...10... local study centres and residential summer schools. The purpose of the Open University is to reach people who may not ordinarily be qualified for university study.

a)	b)	c)	d)
1. will be divided	would be divided	had divided	can be divided
2. used	will have been used	is used	uses

3. were built	have been built	are building	are being built
4. have been used	were used	will be used	are being used
5. are called	will be called	would be called	will have been called
6. has changed	changed	was changed	is being changed
7. can also be obtained	could also have obtained	could also have been obtained	can also obtain
8. has been founded	is being founded	was founded	founded
9. offers	is offered	was offered	will be offered
10. is sponsored	sponsors	is being sponsored	will be sponsored

Exercise 10. Study the text and choose the correct variant.

Oxford and Cambridge

Oxford is a beautiful city on ...**1**... river Thames about fifty miles from London. Most of the Oxford colleges are fine buildings of grey or yellow stone and many ...**2**... them have stood there for more than 5 hundred years. There has been a university in Oxford ...**3**... the thirteenth century. It began when some teachers, each with a few students, decided to live and work together in the same house. Later they built colleges and little ...**4**... little the university grew up. Several colleges are ...**5**... oldest, but no other college is ...**6**... old as Merton which began in 1264. The newest college has only been open for a few years, so the university is still growing.

Cambridge is situated at a distance of twenty miles from London, the great part of the town lies on the left bank of the river Cam crossed ...**7**... several bridges. The dominating factor in Cambridge is its world famous University, a centre of education and learning. Newton, Byron, Darwin, Rutherford and many other scientists and writers were educated at Cambridge.

Oxford and Cambridge universities are ...**8**... ones known ...**9**... their specific system of education. Great emphasis is laid at Oxford and Cambridge on what are called "tutorials" in which a Don (a university tutor) gives personal instructions in his / her subject at least once ...**10**... week to the students numbering not more than four.

- | | | | | |
|----|------|----|-------|------|
| | a) | b) | c) | d) |
| 1. | a | an | the | — |
| 2. | from | of | about | with |

3.	since	from	at	in
4.	as	by	at	than
5.	a	an	the	–
6.	as	so	such	–
7.	in	by	across	at
8.	a	an	the	–
9.	at	for	because	since
10.	a	an	the	–

Exercise 11. Study the text and choose the correct variant.

Selecting courses

The courses given by a college or university are called its ...**1**... . The prospectus of the institution ...**2**... the complete curriculum. It gives the ...**3**... for entry to each course, as well as the credits given for the course. Each course is ...**4**... as giving a specified number of credits. These are usually equal to the number of class hours ...**5**... each week to the course. For example, a course that gives three credits towards graduation. Schools using the semester calendar ...**6**... about 120 credits for graduation. Between 30 and 40 of required credits must be in the student's ...**7**... subject. Schools vary considerably in the ...**8**... of freedom given to students in selecting their courses. Almost all schools have a certain ...**9**... of required subjects. Students can also choose nonrequired courses called electives. Liberal – art colleges usually give students more ...**10**... to choose than do technical schools.

	a)	b)	c)	d)
1.	programme	curriculum	syllabus	prospects
2.	outlines	observes	indicates	possesses
3.	demands	instructions	requirements	rules
4.	designated	reached	allowed	devoted
5.	meant	devoted	instructed	applied
6.	insert	require	demand	possess
7.	major	minor	interesting	valued
8.	volume	number	amount	quantity
9.	number	amount	value	volume
10.	opportunity	necessity	demand	requirement

Exercise 12. Read texts A and B. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

A. At the *a...* of 16 prior to leaving school students in Great Britain are tested in various *s...* to earn a General Certificate of Secondary Education (GCSE). If they *w...*, to go on to higher *e...* at a university, they *t...* . Advanced Level examinations, commonly known as "A" levels. About a third of British students *l...* school as soon as possible after turning 16, usually taking a lower-level jobs in the workplace.

B. Language experts have found that children can learn two languages at the *s...* time and they can't really tell the *d...* between them. They can easily *s...* from one language to the other once they have learnt when and with whom they should use *e...* language.

Exercise 13. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.

<p>My attempt to teach myself Spanish has been <i>...1...</i> so far and I'm wondering whether I'm simply <i>...2...</i> to learn foreign languages at my age. I'm not <i>...3...</i> and neither am I <i>...4...</i> so why have I found it almost <i>...5...</i> to learn more than just the basics of Spanish after nearly six months of study? My vocabulary is <i>...6...</i> beyond very basic expressions and my grammar is <i>...7...</i> to say the least. It is not only that my Spanish is <i>...8...</i> but I suspect I sound very <i>...9...</i>, too. Recently I met a Cuban tourist in a café and <i>...10...</i>, I must have said something <i>...11...</i> because she looked very offended and got up and sat at another table.</p>	<p>SUCCESS ABLE PATIENCE INTELLIGENCE POSSIBLE ADEQUATE SATISFY CORRECT POLITE FORTUNE APPROPRIATE</p>
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Exercise 14. Correct the errors in grammar in the following passages. (The number in parentheses at the end of each paragraph indicates the number of errors in the paragraph.)

1. In my first semester at the university, i was overwhelm by the differences . between university studies and high school studies. In high school, I had easily be able to finish the number of work that was assigned, and if on certain occasion I did not complete an assignment, the teacher quickly tells me to make

up the work. The situation in my university classes were not at all like the situation in high school. (6)

2. I was tremendously surprising at the volume of work assigned in the university. Unlike high school courses, which perhaps covered a chapter in two week, university courses regular covered two or three chapters in one week and two or three other chapters in the next week. I have been able to keep up with the workload in high school, but it was difficult for me to finish all the reading in mine university classes even though I tried real hard to finish all of them. (7)

3. The role that the teacher took in motivating students to get work done were also very different in my university. In high school, if an assignment was unfinished on a date that it was due, my teacher would immediate let me know that I had made really a mistake and needed to finish an assignment right away. In my university classes, however, professors did not inform regularly students to make sure that we were get work done on schedule.

It was really easy to put off studying in the beginning of each semesters and really have to work hard later in the semester to catch up on my assignments. (9)

4. During my first year in the university, I had to set firm goal to get things done by myself instead of relying on others to watch over me and make sure that I have done what I was supposed to do. With so much assignments, this was quite a task difficult, but I now regular try to do my best because I dislike being very far behind. It seems that I have turn into quite a motivating student. (7)

Exercise 15. Underline the correct form.

Many students report that they often feel **a) bored / baring** by studying. This is not **b) surprised / surprising** when you consider how some students study. A recent report, which many teachers find **c) worried / worrying**, suggests that a majority of students listen to music at the same time as studying.

However, what experts say about this issue is rather **d) confused / onfusing**. Some people study more effectively when they are **e) relaxed / relaxing**, and listening to music may help. Students who are **f) worried / worrying** by the pressure of school may find that they are in a better mood if their music is playing. When they become more **g) interested / interesting** in what they are studying, they do not in fact "listen" to the music at all. It just becomes background noise. On the other hand, there are certainly students who find the

music more *h) entertained / entertaining* than their school work, and never really concentrate on their work at all. So perhaps we shouldn't be *i) surprised / surprising* to discover that listening to music helps some but not all though this can also depend on the type of music. And it also depends on what students are supposed to be studying. Anyone who listens to music while trying to read and remember details will almost certainly be *j) distracted / distracting* by the music. So in the end, perhaps it's a matter of what works for you.

PART 4. TEST YOURSELF

Variant 1

Task 1. Read the text and complete the sentences choosing the correct answers.

Of the full-time students now attending English universities three quarters are men, and one quarter women. Nearly half of them are engaged in the study of arts subjects such as history, languages, economics or law, the others are studying pure or applied sciences such as medicine, dentistry, technology, or agriculture. The University of London, for instance, includes internal and external students, the latter coming to London only to sit for their examinations. Actually most external students at London University are living in London. The colleges in the University of London are essentially teaching institutions, providing instruction chiefly by means of lectures, which are attended mainly by day students. The colleges of Oxford and Cambridge, however, are essentially residential institutions and they mainly use a tutorial method which brings the tutor into close and personal contact with the student. These colleges, being residential, are necessarily far smaller than most of the colleges of the University of London. Education of University standard is also given in other institutions such as colleges of technology and agricultural colleges, which prepare their students for degrees or diplomas in their own fields. The three terms into which the British University year is divided are roughly eight to ten weeks. Each term is crowded with activity, and the vacations between the terms – a month at Christmas, a month at Easter, and three or four months in summer – are mainly periods of intellectual digestion and private study. A person studying for a degree at a British University is called a graduate. B.A. or B.Sc. stands for Bachelor of Arts, or of Science, the first degree. M.A. or M.Sc. denotes Master of Arts, or of Science. One can become a B.A. after three years of hard study, and an M.A. at the end of five years.

1. During their holidays students...
 - a) work to pay the tuition fees;
 - b) get degrees;
 - c) revise and research on their own.
2. Methods of instruction in British Universities...
 - a) are different;
 - b) are alike;
 - c) depend on the number of full-time students.
3. External students...
 - a) attend all lectures;
 - b) prepare for their exams;
 - c) never study art subjects.
4. The normal length of the degree course is...
 - a) 3 terms;
 - b) 5 months;
 - c) 3 years.
5. London University...
 - a) uses the tutorial system of education;
 - b) is a collection of colleges;
 - c) is the most prestigious university in the UK.

Task 2. Complete the text with the right words.

1. clothes; 2. course; 3. residence; 4. wear; 5. academic; 6. full; 7. old;
8. allowed; 9. present; 10. had; 11. days; 12. live.

In the ... times students' life was ... of restrictions. Students of Cambridge were not ... to play games, sing, hunt, fish or even to dance, they ... to ... special dark ... and the "squares", the ... caps they still wear in our During the ... all students have to ... in the college; there are at ... over 9,000 students in

Variant 2

Task 1. Read the text and complete the sentences choosing the correct answers.

There are about ninety universities in Great Britain, the biggest one being London University, and the oldest ones Oxford and Cambridge. Oxford was founded in the 12th century as an aristocratic University and retains its aristocratic character to the present day: the cost of studies is comparatively

high. Students have to pay for using libraries and laboratories, as well as for taking examinations. Oxford's organization is very complicated. In fact, the University is a collection of 35 Colleges: two for women only, the rest taking both men and women. Each college is a world of its own which gives its students a specialized training in arts, law, medicine and science. The largest college has over 500 students; the smallest college has 100 students. The University is an administrative centre which arranges lectures for students of the colleges, holds examinations and gives degrees. The tutorial system of education used both in Oxford and Cambridge is one of the ways in which Oxbridge differs from other English Universities. Every student has a tutor in charge of planning his work and discussing its results with the student; the student's duty is to regularly see his tutor and submit papers and essays. The tutorial system of education brings the student into personal contact with his tutor, the latter trying to influence the social and political life of the student. The academic year in England has three terms; each term lasts from eight to ten weeks. Terminal examinations take place at the end of autumn, spring and summer terms. Final examinations take place at the end of the course of studies. If a student fails in an examination, he may be allowed to take the exam again, only two re-examinations being usually allowed.

1. Oxford University is...

- a) the biggest in Great Britain;
- b) as old as Cambridge;
- c) based on the principles of democracy.

2. The system of education in Oxbridge is...

- a) unique;
- b) just the same as in other British universities;
- c) formed on the model of European continental universities.

3. If a student fails in an examination...

- a) he is allowed to take as many re-examinations as he likes;
- b) no re-examinations are allowed;
- c) only two re-examinations are allowed.

4. A tutor helps his student...

- a) to pay for his studies;
- b) to plan his work;
- c) to choose the necessary kind of sport to go in for.

5. Every academic year students take exams...

- a) once;
- b) twice;
- c) three times.

Task 2. Complete the text with the right words.

1. every; 2. located; 3. meals; 4. study; 5. higher; 6. preparing; 7. member; 8. system; 9. after; 10. provide; 11. independent; 12. cultural.

The University of Cambridge is an institution of ... education, the second oldest university in the UK ... the University of Oxford. It is ... in the city of Cambridge. The University is a ... of faculties, departments and ... colleges. The colleges ... their students with lodgings and ..., assign tutors, and offer social, ... and athletic activities. ... student at the University of Cambridge is a ... of a college. Students ... under supervisors who assist them in ... for university exams.

Variant 3

Task 1. Read the text and complete the sentences choosing the correct answers.

At present Britain has 47 universities, including the Open University, compared with 35 in 1945. Oxford and Cambridge are the oldest universities in the United Kingdom. They are well-known because the standard of teaching there is very high. But the cost of education at these universities is so great that only the sons of the wealthiest classes can afford it. Oxford was founded in the 12th century as an aristocratic university and has remained so to the present day. The story of Cambridge University begins in 1209 when several hundred students and scholars arrived in the little town of Cambridge from Oxford. These students were all churchmen and had been studying in Oxford at that city's well-known school. It was a hard life at Oxford for there was constant trouble between the townsfolk and students. Then one day a student accidentally killed a man of the town. The Mayor arrested three other students, who were innocent and by order of King John, they were put to death by hanging. In protest all the students moved elsewhere, some coming to Cambridge and so the new university began. Now it consists of twenty-nine colleges and many of them are grouped together. Each student of Oxford and Cambridge has a tutor who

helps the student to plan and organize his work, to choose reading materials and to prepare for his exams in the best possible way. A student selects several subjects for his studies and regularly writes essays and other works on them and presents them to his tutor for correction and discussion at their regular meetings.

1. In Great Britain a tutor is...
 - a) a teacher of a private school;
 - b) a university teacher who guides students;
 - c) an examiner.
2. Several hundred students left Oxford because of...
 - a) low standard of teaching;
 - b) unfair sentence and execution;
 - c) high cost of education.
3. Oxford and Cambridge are universities for...
 - a) men of means;
 - b) gifted young people;
 - c) royalty.
4. The city-dwellers had hostile feelings to...
 - a) churchmen;
 - b) teachers;
 - c) students.
5. The number of universities in Great Britain has...
 - a) decreased;
 - b) increased;
 - c) remained the same.

Task 2. Complete the text with the right words.

1. grant; 2. university; 3. levels; 4. tuition; 5. degree; 6. receive; 7. enter; 8. places; 9. obtain; 10. students; 11. pass; 12. take.

If you want to ... a university, you must first ... examinations that most students ... at the age of eighteen (called "A" levels). Most ... take three "A" ... (three examinations in three different subjects) and they must do well in order to ... a place at ... because the ... are limited. If you get a place at university, the ... is free, and some students also ... a ... as well. Students at university are called undergraduates while they are studying for their first

MODULE 3. ACHIEVEMENTS OF SCIENTIFIC PROGRESS. GREAT SCIENTISTS AND THEIR DISCOVERIES

PART 1. PRACTICE YOUR READING AND CRITICAL THINKING SKILLS

Text 1

Exercise 1. Read the text.

Artificial intelligence may doom the human race within a century, Oxford Professor says

An Oxford philosophy professor who has studied existential threats ranging from nuclear war to superbugs says the biggest danger of all may be superintelligence.

Superintelligence is any intellect that outperforms human intellect in every field, and Nick Bostrom thinks its most likely form will be a machine – artificial intelligence.

There are two ways artificial intelligence could go, Bostrom argues. It could greatly improve our lives and solve the world's problems, such as disease, hunger and even pain. Or, it could take over and possibly kill all or many humans. As it stands, the catastrophic scenario is more likely, according to Bostrom, who has a background in physics, computational neuroscience and mathematical logic.

"Superintelligence could become extremely powerful and be able to shape the future according to its preferences", Bostrom told me. "If humanity was sane and had our act together globally, the sensible course of action would be to postpone development of superintelligence until we figure out how to do so safely".

Bostrom, the founding director of Oxford's Future of Humanity Institute, lays out his concerns in his new book, *Superintelligence: Paths, Dangers, Strategies*. His book makes a harrowing comparison between the fate of horses and humans:

Horses were initially complemented by carriages and ploughs, which greatly increased the horse's productivity. Later, horses were substituted for by automobiles and tractors. When horses became obsolete as a source of labour, many were sold off to meatpackers to be processed into dog food, bone meal, leather, and glue. In the United States, there were about 26 million horses in 1915. By the early 1950s, 2 million remained.

The same dark outcome, Bostrom said, could happen to humans once AI makes our labour and intelligence obsolete. It sounds like a science fiction flick, but recent moves in the tech world may suggest otherwise. Earlier this year, Google acquired artificial intelligence company DeepMind and created an AI safety and ethics review board to ensure the technology is developed safely. Facebook created an artificial intelligence lab this year and is working on creating an artificial brain. Technology called "deep learning", a form of artificial intelligence meant to closely mimic the human brain, has quickly spread from Google to Microsoft, Baidu and Twitter.

In an interview about his book Bostrom points out that there are few people working full time on AI control problem. They need more brilliant brains to do this technical work. His hope is that his book will do something to encourage that. "How to control superintelligent AI is really the most important task of our time – yet, it is almost completely ignored", says Bostrom.

Exercise 2. Choose the correct option.

1. Superintelligence...

- a) is a substitute for the human intellect;
- b) will possibly take form of a machine;
- c) is a machine replacing the human intellect;
- d) is any intellect which is better than the human one in some fields.

2. According to Bostrom artificial intelligence...

- a) is going to kill all the humanity;
- b) will probably do us more good than harm;
- c) could be a solution for major problems;
- d) improves the humanity's intelligence.

3. Bostrom's advice is...

- a) to stop developing superintelligence for good;
- b) for people to join forces and improve superintelligence;
- c) the best way would be to give up developing superintelligence;
- d) to find some ways of controlling the superintelligence.

4. The problem with the horses was that...

- a) they were not productive any more;
- b) they were more useful for humanity for their meat than for their labour;
- c) they were a source of labour for meatpackers;
- d) their labour was taken over by cars.

5. Bostrom says...

- a) controlling the AI is an urgent problem which is being ignored;
- b) the main task is to control brilliant brains;
- c) more intelligent people are needed to overtake the AI's work;
- d) his book will bring the change in controlling the AI.

Exercise 3. Answer the questions.

1. What is the biggest danger in the opinion of an Oxford philosophy professor?
2. What is called superintelligence?
3. What ways of artificial intelligence could be?
4. What could superintelligence influence?
5. What is compared in the books by Bostrom?
6. What can happen to humans?
7. What did Facebook create?
8. What is it working on?
9. How is this technology called?
10. What did Bostrom point in his interview?

Text 2

Exercise 1. Read the text.

Transplants from animals raise question of spreading disease

In 1993, an official with the Centre for Disease Control and Prevention (CDC) called a few employees into her office and asked the question: What was the CDC doing about the risk that animal-to-people transplants might introduce new germs into the human population? "My first reaction was – nothing", recalled Louisa Chapman, an expert on animal viruses that infect humans. Transplants from animals were so rare and recipients lived so briefly that it didn't seem a threat". But as she looked into the situation, she changed her mind. Interest in xenotransplants was heating up. Animals could not only ease the shortage of kidneys, hearts and livers for transplantation, but also supply brain tissue for treating diseases like Parkinson's. These days, drug and biotech companies have poured more than 100 million into xenotransplant research. Scientists report progress in overcoming rejection of animal organs. But the concern Chapman heard in that 1993 meeting has not gone away: Would xenotransplants give new germs a sneaky entree into the human population? In March, scientists at the Institute of Cancer Research in London reported that

a virus – one that might be found even in healthy pigs – sprang out of pig tissue and infected human cells in a lab experiment. That showed that the idea of such infection in a pig-to-human transplant "is more plausible than a fanciful scare story", the researchers said. And federal regulators in the United States are now refining draft guidelines to minimise the risk to public health. Here's why Chapman and others say there's reason to worry:

- Animals do have germs that can infect people and then spread from person-to-person.
- The AIDS virus apparently came from monkeys long ago.
- Dangerous germs can hide in healthy-looking animals.
- People getting animal organs would be on drugs to suppress their immune systems.
- Genes from an animal virus could mingle with those of a human virus, creating a hybrid virus with unpredictable behaviour.
- Keeping animals isolated from infection may not be enough. Some viruses aren't caught, they're inherited. They're just part of being a pig, for example.

So far, however, the limited experience with xenotransplants is encouraging. Dr Alan Dimick, who's put pigskin on severe burns since 1970, says there's no evidence treatment has infected anybody with pig germs. But Dimick notes that pigskin stays on for only a day or two. An implanted organ might pose more of a risk, he said. For instance, transgenic pigs may provide donor organs for humans.

Dr Schumacher, a neurosurgeon who has put foetal pig tissue into the brains of a dozen people with Parkinson's or Huntington's disease over the past two years, also reports no sign of infection. "We are extremely overzealous about studying these effects and looking for viruses in the long and short run, and we haven't to date found any problem", he said. While scientists ponder the risk of xenotransplantation, thousands of people die each year because they can't get a human organ. It's a difficult issue", said virus expert Jonathan Allan. There are people dying. You want to do everything possible to prevent that. But you certainly don't want to foster new infectious diseases that would make even greater suffering in the population".

Exercise 2. Answer the questions to the text.

1. What was Louisa Chapman's first reaction to the risk of animal transplants?
2. Why did she feel animal transplants weren't a threat?
3. Why did she change her mind?

4. How could animal transplants be used?
5. What are the possible dangers of animal to human transplant?
6. What is Dr Schumacher's opinion?

Exercise 3. Answer the questions and give your own ideas based on your knowledge.

1. How can people be encouraged to become organ donors? For what reasons might people not wish to donate their organs?
2. Pigs are now being genetically manipulated to carry human genes. Do you think this is ethical? Why, why not?
3. What possible alternatives do you think there are to using animal transplants?
4. Having read the article, do you think animal transplants seem too risky? Why, why not?
5. Who should make the decision to go ahead with research into animal transplants – doctors, lawyers, politicians?
6. Most research is being done by commercial, pharmaceutical and biotechnology companies. One estimate suggests a potential market of \$5 billion for sales of drugs associated with animal transplants. Do you think other organisations should be doing the research? Why, why not?
7. In what other ways do animals help the advance of human medicine? Should we continue to use them? Do animals have any rights themselves?
8. Would you be happy to receive an animal's organ if you were seriously ill?
9. What animals are used as donors and what for?
10. What social and ethical problems do you think animal transplants raise?

Text 3

Exercise 1. Read the text using the dictionary when necessary.

You know that you're doing something big when your company name becomes a verb. Ask Xerox. In 1959 they created the first plain paper copy machine. It was one of the most successful products ever. The company name Xerox grew into a verb that means "to copy", as in "Bob, can you Xerox this for me?" Around 50 years later, the same thing happened to Google. Their company name grew into a verb that means "to do an internet search". Now everyone and their grandma knows what it means to Google it. Unlike Xerox, Google wasn't the first company to invent their product, not by a long shot. Lycos released their

search engine in 1993. Yahoo! came out in 1994. AltaVista began serving results in 1995. Google did not come out until years later, in 1998. Though a few years difference may not seem like much, this is a major head start in the fast moving world of tech. So how did Google do it? How did they overtake their competitors who had such huge leads in time and money? Maybe one good idea made all the difference. There are millions and millions of sites on the internet. How does a search engine know which ones are relevant to your search? This is a question that great minds have been working on for decades.

To understand how Google changed the game, you need to know how search engines worked in 1998. Back then most websites looked at the words in your query. They counted how many times those words appeared on each page. Then they might return pages where the words in your query appeared the most. This system did not work well and people often had to click through pages and pages of results to find what they wanted. Google was the first search engine that began considering links. Links are those blue underlined words that take you to other pages when you click on them. Larry Page, cofounder of Google, believed that meaningful data could be drawn from how those links connect. Page figured that websites with many links pointing at them were more important than those that had few. He was right. Google's search results were much better than their rivals. They would soon become the world's most used search engine. It wasn't just the great search results that led to Google becoming so well liked. It also had to do with the way that they presented their product. Most of the other search engines were cluttered. Their home pages were filled with everything from news stories to stock quotes. But Google's homepage was, and still is, clean. There's nothing on it but the logo, the search box, and a few links. It almost appears empty. In fact, when they were first testing it, users would wait at the home page and not do anything. When asked why, they said that they were, "waiting for the rest of the page to load". People couldn't imagine such a clean and open page as being complete. But the fresh design grew on people once they got used to it. These days Google has its hands in everything from self-driving cars to helping humans live longer. Though they have many other popular products, they will always be best known for their search engine. The Google search engine has changed our lives and our language. Not only is it a fantastic product, it is a standing example that one good idea (and a lot of hard work) can change the world.

Exercise 2. Answer the questions to the text. Refer to the text to check your answers when appropriate.

1. Which event happened last?
 - a) Lycos released their search engine.
 - b) Yahoo! released their search engine.
 - c) Google released their search engine.
 - d) Xerox released their copy machine.
2. Which statement would the author of this text most likely disagree with?
 - a) Part of Google's success is due to the design of their homepage.
 - b) Google succeeded by following examples of others in their field.
 - c) Google wasn't the first search engine, but it was the best.
 - d) Google's success may not have been possible without Larry Page.
3. Which best expresses the main idea of the first paragraph?
 - a) There are lots and lots of websites connected to the internet.
 - b) Google created a better way to organize search results.
 - c) Many smart people have worked on search engines over the years.
 - d) Older search engines used unreliable methods to order results.
4. What is the author's main purpose in writing this article?
 - a) To explain how Google overtook its rivals.
 - b) To compare and contrast Google and Xerox.
 - c) To persuade readers to use Google for internet searches.
 - d) To discuss how companies can influence language over time.
5. Which statement would the author most likely agree with?
 - a) Google became successful because its founders were well-connected.
 - b) Google was the world's first and best search engine.
 - c) Google changed the world by solving an old problem in a new way.
 - d) Google's other products are now more important to its success than search.
6. Which best expresses the main idea of the second paragraph?
 - a) Links allow people to surf from one website to the next.
 - b) Larry Page's ideas about links helped Google get to the top.
 - c) Larry Page contributed to the internet by inventing the link.
 - d) Google is a website that serves important links to users.
7. Which best explains why the author discusses Xerox in this text?
 - a) He is discussing big companies that came before Google.
 - b) He is explaining how companies must change with the times.

- c) He is showing how companies can affect our language.
 - d) He is comparing and contrasting Google and Xerox.
8. How did Google improve search quality in 1998?
- a) They counted how many times queries appeared on each page.
 - b) They looked more closely at the words in search queries.
 - c) They linked to more pages.
 - d) They studied the relationships of links.
9. Which was cited as a reason why Google became so popular?
- a) Google's homepage was clean.
 - b) Google provided catchy news stories on their homepage.
 - c) Google homepage loaded quickly.
 - d) Google provided useful stock quotes on their homepage.
10. Which title best expresses the author's main purpose in writing this text?
- a) Xerox Vs. Google: Battle of the Titans
 - b) Search Engines: How They Work and Why They're Important
 - c) A Better Way: How Google Rose to the Top
 - d) Search Engines: A Short History of Important Tools

PART 2. PRACTICE YOUR READING COMPREHENSION SKILLS

Text 1

Exercise 1. Read quick facts from the biographies of famous scientists.

A. This English mathematician and physicist was born on December 25, 1642 in Woolsthorpe, England. He is known for inventing, in part, the branch of mathematics now known as calculus, formulating the three laws of motion, which describe classical mechanics and proposing the theory of universal gravitation, which explains that all bodies are affected by the force called gravity. He was reluctant to share his research with other scientists for fear they would take credit for his discoveries. In addition to science, he showed an interest in alchemy, mysticism, and theology. French writer Voltaire first recorded the story that a falling apple gave him the inspiration for his theory of gravitation. Voltaire cited his niece as the source for the story.

B. This American inventor was born on February 11, 1847 in Milan, Ohio. He is known for inventing numerous useful devices, including a practical electric light bulb and the phonograph. As a young man he saved a stationmaster's son from being hit by a train, and out of gratitude the stationmaster taught him how

to use the telegraph. He patented over 1,000 inventions. He worked for the Navy during World War I, improving submarines and flamethrowers.

C. This Scottish-born American inventor and speech teacher for deaf students was born on March 3, 1847, in Edinburgh, Scotland. He is known for contributing to the invention and spread of the telephone and teaching deaf students how to speak. He carried out the first wireless transmission of speech using an invention he called the photophone, which used beams of light to transmit speech. He had a strong interest in aviation, and invented a four-sided kite capable of lifting a person.

D. This German-born American physicist was born on March 14, 1879, in Ulm, Germany. He is known for proposing the theory of relativity, a physical theory of gravity, space, and time and explaining the photoelectric effect and Brownian motion. He could not find a job in physics upon graduating from college, and became a technical assistant in the Swiss Patent Office. He worked on theoretical physics in his spare time. He did not receive a Nobel Prize for his theory of relativity.

E. This American astronomer was born on November 20, 1889, in Marshfield, Missouri. He is known for recognizing that galaxies other than our own exist, and finding evidence that the universe is expanding. Prior to his discovery, distant galaxies were thought to be gas nebulae within the Milky Way. He earned an advanced degree in law and worked as a lawyer before beginning a career in astronomy. The space telescope is named in his honour.

F. This British theoretical physicist and mathematician was born on January 8, 1942, in Oxford, England. He is known for making advances in the field of cosmology, discovering several new properties of black holes and explaining theoretical physics to the public through books, films, and lectures. His research indicates that black holes can lose mass over time, eventually evaporating away completely. He has suffered from amyotrophic lateral sclerosis since the early 1960's. Although he can no longer speak and can barely move, his mind remains unaffected. His present objective is a unified field theory that, if successful, will combine quantum mechanics with relativity.

Exercise 2. Choose the name of the scientist described in each passage. Two names are odd.

1. Alexander Graham Bell;
2. Robert Boyle;
3. Thomas Edison;

4. Sir Isaac Newton;
5. Stephen William Hawking;
6. Edwin Powell Hubble;
7. Blaise Pascal;
8. Albert Einstein.

Exercise 3. Fill in the table using the information from the text.

Name	Date of Birth	Country	Field of Research	Discovery

Text 2

Exercise 1. Read the text.

Public attitudes toward science

by Stephen Hawking

from Black Holes and Baby Universes and Other Essays

Whether we like it or not, the world we live in has changed a great deal in the last hundred years, and it is likely to change even more in the next hundred. Some people would like to stop these changes and go back to what they see as a purer and simpler age. But as history shows, the past was not that wonderful. It was not so bad for a privileged minority. I though even they had to do without modern medicine, and childbirth was highly risky for women. But for the vast majority of the population, life was nasty and short. Anyway, even if one wanted to, one couldn't put the clock back to an earlier age. Knowledge and techniques can't just be forgotten. Nor can one prevent further advances in the future. Even if all government money for research were cut off, the force of competition would still bring about advances in technology. Moreover, one cannot stop inquiring minds from thinking about basic science, whether or not they were paid for it. If we accept that we cannot prevent science and technology from changing our world, we can at least try to ensure that the changes they make are in the right directions. In a democratic society, this means that the public needs to have a basic understanding of science, so that it can make informed decisions and not leave them in the hands of experts. At the moment, the public has

a rather ambivalent attitude toward science. It has come to expect the steady increase in the standard of living that new developments in science and technology have brought to continue, but it also distrusts science because it doesn't understand it. This distrust is evident in the cartoon figure of the mad scientist working in his laboratory to produce a Frankenstein. But the public also has a great interest in science, as is shown by the large audiences for science fiction.

What can be done to harness this interest and give the public the scientific background it needs to make informed decisions on subjects like acid rain, the greenhouse effect, nuclear weapons, and genetic engineering? Clearly, the basis must lie in what is taught in schools. But in schools science is often presented in a dry and uninteresting manner. Children must learn it by rote to pass examinations, and they don't see its relevance to the world around them. Moreover, science is often taught in terms of equations. Although equations are a concise and accurate way of describing mathematical ideas, they frighten most people. Scientists and engineers tend to express their ideas in the form of equations because they need to know the precise value of quantities. But for the rest of us, a qualitative grasp of scientific concepts is sufficient, and this can be conveyed by words and diagrams, without the use of equations. The science people learn in school can provide the basic framework. But the rate of scientific progress is now so rapid that there are always new developments that have occurred since one was at school or university. I never learned about molecular biology or transistors at school, but genetic engineering and computers are two of the developments most likely to change the way we live in the future. Popular books and magazine articles about science can help to put across new developments, but even the most successful popular book is read by only a small proportion of the population. There are some very good science programmes on TV, but others present scientific wonders simply as magic, without explaining them or showing how they fit into the framework of scientific ideas. Producers of television science programmes should realize that they have a responsibility to educate the public, not just entertain it.

What are the science-related issues that the public will have to make decisions on in the near future? By far the most urgent is that of nuclear weapons. Other global problems, such as food supply or the greenhouse effect, are relatively slow-acting, but a nuclear war could mean the end of all human life on earth within days. The relaxation of East-West tensions has meant that the fear of nuclear war has receded from public consciousness. But the danger is still there as long as there are enough weapons to kill the entire population of the

world many times over. Nuclear weapons are still poised to strike all the major cities in the Northern Hemisphere. It would only take a computer error to trigger a global war. If we manage to avoid a nuclear war, there are still other dangers that could destroy us all. There's a sick joke that the reason we have not been contacted by an alien civilization is that civilizations tend to destroy themselves when they reach our stage. But I have sufficient faith in the good sense of the public to believe that we might prove this wrong.

Exercise 2. Multiple choice. For each item below circle the best answer.

1. History shows that, in the past, life was...
 - a) not so bad;
 - b) comfortable for most people;
 - c) hard for most people;
 - d) easier for women.
2. Advances in science and technology...
 - a) can be forgotten very quickly;
 - b) can't be stopped by cutting government support;
 - c) can be stopped by cutting government support;
 - d) should be controlled by scientists and engineers.
3. The public feels...
 - a) ambivalent toward science;
 - b) completely positive about science;
 - c) completely negative about science;
 - d) negative about science fiction.
4. If you understand the general principles of science, even though you are not good at mathematics, you have a ... grasp of scientific concepts.
 - a) quantitative;
 - b) qualitative;
 - c) precise;
 - d) rote.
5. Science programmes on TV should...
 - a) present a lot of equations;
 - b) focus on science fiction;
 - c) show science as a kind of magic;
 - d) educate the public, as well as entertain.

6. The most urgent science-related issue today is...
- a) the greenhouse effect;
 - b) acid rain;
 - c) genetic engineering;
 - d) nuclear weapons.

Exercise 3. Consider the issues answering the questions below.

1. According to the author, what are the basic reasons people don't like science? Do you agree with the reasons he gives? Why or why not?
2. What are some of the ways the author feels people can educate themselves on scientific issues?
3. The author writes, "The world has changed a great deal in the last hundred years, and it is likely to change even more in the next hundred". What are one or two scientific discoveries that you think will be made during your lifetime?

Exercise 4. What does the author think? Put a check (✓) next to the sentences that Stephen Hawking would agree with.

1. Life was better in the old days.
2. There are various ways the public can be educated about science so they can make informed decisions about important issues.
3. The media can educate people about the most recent developments in technology.
4. The only way to understand scientific concepts is by mastering mathematical equations.
5. Only scientists and engineers can protect the world from environmental disasters.
6. The science people learn in school can provide a basic framework for scientific understanding.

Exercise 5. Find the main idea. Now look at the ideas you checked above.

Which is the most important idea in the reading? In other words, which idea expresses the author's main idea?

Text 3

Exercise 1. Read the text. Then choose the best suitable title to each passage.

A. Being a good researcher involves more than "merely" coming up with brilliant ideas and implementing them. Most researchers spend the majority of

their time reading papers, discussing ideas with colleagues, writing and revising papers, staring blankly into space – and, of course, having brilliant ideas and implementing them. Keeping a journal of your research activities and ideas is very useful. Write down speculations, interesting problems, possible solutions, random ideas, references to look up, notes on papers you've read, outlines of papers to write, and interesting quotes. Read back through it periodically. You'll notice that the bits of random thoughts start to come together and form a pattern, often turning into a research project or even a thesis topic. I was surprised, looking back through my journal as I was finishing up my project work, how early and often similar ideas had cropped up in my thinking, and how they gradually evolved into my research.

B. At times, particularly in the "middle years", it can be very hard to maintain a positive attitude and stay interested. Many students suffer from insecurity, anxiety, and even boredom. First of all, realize that these are normal feelings. Try to find a sympathetic ear – another student, your advisor, or a friend outside of university. Next, try to identify why you're having trouble and identify concrete steps that you can take to improve the situation. To stay focused and motivated, it often helps to have organized activities to force you to manage your time and to do something every day. Setting up regular meetings with your advisor, attending seminars, or even extracurricular activities such as sports or music can help you to maintain a regular schedule.

C. Finding the right scientific supervisor can help you immeasurably in successfully completing your work. You should ideally have selected the schools you applied to by identifying faculty members you'd like to work with. If not, start looking around as early as possible. Of course, the ideal scientific supervisor will be in the area you're interested in working in, and will actively be doing high-quality research and be involved in and respected by the research community.

D. Doing a bachelor's project is often a good idea and if you want to protect your diploma successfully you must be interested in the topic. A good source of ideas for bachelor's projects (and sometimes for further master's project) is the future work with papers about the topic you're interested in. Generally speaking, a good diploma topic must be interesting to you, to your advisor, and to the research community. If you pick a topic that you're not truly interested in simply because it's your advisor's pet area, it will be difficult to stay focused and motivated – and you may be left hanging if your advisor moves on to a different research area before you finish.

E. Bachelor students often think that the project happens in two distinct phases: doing the research, and writing the project itself. This may be the case for some students, but more often, these phases overlap and interact with one another. Sometimes it's difficult to formalize an idea well enough to test and prove it until you've written it up; the results of your tests often require you to make changes that mean that you have to go back and rewrite parts of the diploma work; and the process of developing and testing your ideas is almost never complete (there's always more that you could do) so that many students end up "doing research" right up until the day or two before the project is turned in.

F. To be successful at research, it is essential that you learn to cope with criticism, and even that you actively seek it out. Learn to listen to valid, constructive criticism and to ignore destructive, pointless criticism (after finding any pearls of wisdom that may be buried in it). In order to get feedback, you have to present your ideas. Write up what you're working on, even if you're not ready to write a full conference or journal paper, and show it to people. Give presentations at seminar series at your university, at conferences, and at other universities and research labs when you get the chance. Your advisor should help you find appropriate forums to present your work and ideas. Many fields have informal workshops that are ideal for presenting work in progress.

Exercise 2. Choose the titles from the given below (1–8). Two titles are odd.

1. Looking for High-quality Research Assistance
2. Think Positive and Be Motivated
3. Getting to the Project
4. The Daily Grind
5. Writing a Project Proposal
6. There is Always Place for Improvement
7. Stay Open: Present and Discuss your Ideas
8. Make the Right Decision

Exercise 3. Answer the questions to the text.

1. What does it mean to be a good researcher?
2. What do most researchers spend the majority of their time?
3. What can be very useful for researcher?
4. What do many students suffer from?
5. What concrete steps can they take to improve the situation?
6. What can help you immeasurably in successfully completing a project?

7. Should you be interested in the theme of research? Why?
8. What two distinct phases does the project consist of?
9. What is important to be successful at research?
10. Do you take an active part in seminars, conferences, etc.?

PART 3. PRACTICE YOUR VOCABULARY AND USE OF LANGUAGE SKILLS

Exercise 1. Read the text below and decide which answer (a, b, c or d) best fits each gap.

Modern science

It seems entirely ...1... to us that there are teams of scientists in universities and other institutions around the world, attempting to ...2... the way the world works. However, it hasn't always been that ...3... . Although the scientific method is now four or five hundred years old, the ancient Greeks, for example believed that they could work out the ...4... of natural events just by the power of thought.

During the 17th century, more and more people began to realise that they could ...5... their scientific ideas by designing a relevant ...6... and seeing what happened. A lot of ...7... was made in this way by individual scientists. These men and women often worked alone, carrying out ...8... into many different areas of science, and they often received very little ...9... for their hard work. At the start of the 20th century, though, it became ...10... that science was becoming more complicated and more expensive. The individual scientist disappeared, to be replaced by highly qualified teams of experts. Modern science was born.

a)	b)	c)	d)
1. physical	natural	abnormal	illegal
2. create	invent	construct	discover
3. route	method	way	technique
4. aims	reasons	causes	impulses
5. calculate	estimate	measure	test
6. experiment	research	attempt	analysis
7. development	movement	progress	evolution
8. research	invention	discovery	education
9. award	prize	gift	reward
10. clear	true	accurate	actual

Exercise 2. Study the text and choose the correct variant.**Information science**

Information science is an interdisciplinary academic field that deals ...**1**... the generation, collection, organization, storage, retrieval, and dissemination of recorded knowledge. Although it is related ...**2**... library science, information science is a separate discipline.

Library science is ...**3**... professional area of study designed to prepare individuals ...**4**... careers as librarians. ...**5**... librarians are primarily concerned with such tasks as evaluating, processing, storing, and retrieving information.

Information science combines elements of librarianship ...**6**... ideas and technologies from many other fields, including social sciences, computer science, mathematics, electrical engineering, linguistics, management, neuroscience, and information systems theory. Within the field of information science, information may be defined as the knowledge contained ...**7**... the human brain and in all electronic and written records. Information science is the scientific study of that information: how it is created, transmitted, encoded, transformed, retrieved, measured, used, and valued.

Information scientists are interested ...**8**... studying such questions as the following: What is the effect of information ...**9**... individuals and groups when it is presented in various formats? How do humans and computers interact? What is the reliability of retrieving information ...**10**... online databases and the Internet?

a)	b)	c)	d)
1. on	with	in	at
2. at	with	from	to
3. a	an	the	–
4. at	onto	for	out
5. a	an	the	–
6. within	from	of	with
7. in	on	off	into
8. with	in	at	from
9. onto	into	on	at
10. off	at	with	from

Exercise 3. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.

<p>Another area of computer science that has found wide <i>practical</i> (0) use is ...1... – the design and ...2... of computer controlled mechanical devices. Robots range in ...3... from toys to automated factory assembly lines, and relieve humans from tedious, repetitive, or dangerous tasks. Robots are also employed where ...4... of speed, precision, consistency, or cleanliness exceed what humans can accomplish. Roboticists – scientists involved in the field of robotics – study the many aspects of ...5... robots. These aspects include modeling the robot's physical properties, modeling its environment, ...6... its actions, directing its mechanisms ...7..., using sensors to provide feedback to the controlling programme, and ensuring the ...8... of its behavior. They also study ways of simplifying the ...9... of control programmes. One area of research seeks to provide robots with more of the dexterity and adaptability of humans, and is ...10... associated with artificial intelligence (AI).</p>	<p>PRACTICE ROBOT DEVELOP COMPLEX REQUIRE CONTROL PLAN EFFICIENT SAFE CREATE CLOSE</p>
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Exercise 4. Read text. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

Human-computer interfaces provide the means for *p...* to use computers. An example of a human-computer *i...* is the keyboard, which lets humans enter *c...* into a computer and *e...* text into a specific application. The diversity of research into human-computer interfacing corresponds to the diversity of computer *u...* and applications. However, a unifying theme is the *d...* of better interfaces and experimental evaluation of their effectiveness. Examples include improving computer *a...* for people with disabilities, simplifying programme use, developing three-dimensional *i...* and output devices for virtual *r...*, improving handwriting and *s...* recognition.

Exercise 5. Study the text and choose the correct variant.

Research is a ...1... part of university life and students are increasingly ...2... with opportunities to engage in small-scale research projects. However, it

is important that research is conducted in a ...3... which is methodologically and ethically sound, so that research ...4... can stand the test of peer-review and public scrutiny. Researchers must be able to justify the rationale for the methodology they have used and not simply use the method which is most ...5... .

If using quantitative methods, it is essential that the ...6... is both large enough and representative of the population and that ...7... drawn from the data are ...8... and statistically significant. Qualitative methods, on the other hand, can give ...9... insight into human behaviour but do not claim to produce results that can be extended to the rest of the population. Consequently, a mixed methods approach can ...10... the strengths of different approaches and enhance the validity of research findings.

a)	b)	c)	d)
1. marginal	initial	fundamental	founding
2. provided	supplied	given	delivered
3. kind	style	sort	manner
4. inputs	outputs	products	turnout
5. convenient	skillful	comfortable	handy
6. picture	sample	illustration	instance
7. end	completion	closing	conclusions
8. authentic	valid	impressive	current
9. powerful	awful	drastic	mighty
10. blend	mix	merge	combine

Exercise 6. Put each of the following words or phrases in its correct place in the passage below.

<p>humanity • roboticist • intelligences • control • inexorable • appreciate • machines</p>

The epic robot fails that say AI will never rule the world

Will the machines rise up and enslave us? The history of incompetent robots, from klutzy cleaners to sense-mangling chatbots, suggests we can sleep easy. We all know how it ends: the ... rise up to enslave their puny masters. Robots and artificial ... may so far have confined themselves to lameless pursuits such as vacuum cleaning, beating us at board games and recommending products we might also like. But as they continue their ... rise, entering

a "singularity" of runaway self-improvement, they will inevitably turn their attention to robocalypse. Stephen Hawking says AI could spell the end for Elon Musk thinks it could lead to world war three.

Vladimir Putin says whoever controls AI will ... the world. Maybe so. But as comic strip author Randall Munroe – himself formerly a ... – puts it in his book *What if? Serious scientific answers to absurd hypothetical questions*: "What people don't ..., when they picture Terminator-style automatons striding triumphantly across a mountain of human skulls, is how hard it is to keep your footing on something as unstable as a mountain of human skulls".

19 December 2017

by Douglas Heaven

Exercise 7. Put each of the following words or phrases in its correct place in the passage below.

<p>relies • information • charts • telescope • launched • adjustments • operate</p>

The Hubble telescope

The Hubble telescope was ...*1*... into space with great fanfare on April 25, 1990. Although there are many powerful telescopes at various locations on Earth, the Hubble ...*2*... was expected to be able to provide considerably better ...*3*... because it would be able to ...*4*... from the vacuum of space, without interference from the Earth's atmosphere. By launching the Hubble telescope into space, NASA was, in essence, placing an observatory above the Earth's atmosphere.

Unfortunately, the Hubble telescope was initially delayed in relaying its first pictures back from space due to a simple mathematical miscalculation. The Hubble telescope ...*5*... upon certain stars to orient its observations, and astronomers working on the pointing instructions for the telescope used ...*6*... created in 1950, with adjustments for the movements of the stars in the ensuing period. In making these ...*7*..., however, astronomers added the amount of the adjustment rather than subtracting it – a simple checkbook-balancing error. The adjustment was a change of only half a degree, but by adding half a degree rather than subtracting it, the telescope's aim was misdirected by millions of miles.

Exercise 8. Put each of the following words or phrases in its correct place in the passage below.

printer • projected • conductor • light
• xerography • toner • material

Xerography

One more familiar use of electrochemistry that has made its way into the mainstream is ...1..., a process for replicating documents that is dependent on photoconductive materials. A photoconductive ...2... is an insulator in the dark but becomes a ...3... when exposed to bright light. When a photocopy is being made, an image of a document is ...4... onto the surface of a rotating drum, and bright ...5... causes the photoconductive material on the surface of the drum to become conductive.

As a result of the conductivity, the drum loses its charge in the lighted areas, and ...6... (small grains to which dry ink adheres) attaches itself only to the darker parts of the image. The grains are then carried to a sheet of paper and fused with heat. When a laser ...7... is used, the image is projected by means of a laser beam, which creates a brighter light and a greater contrast between lighter and darker areas and therefore results in sharper printed images.

Exercise 9. Read the text and put the sentences below into the correct place.

Uranium

1. Uranium, a radioactive metal named after the planet Uranus, is a primary source of energy in nuclear power plants and certain nuclear weapons. It occurs naturally in three different isotopes, which differ in their facility in undergoing nuclear fission.

2. [1] The three naturally occurring isotopes of uranium are U-234, U-235, and U-238. [2] Each of these isotopes has the same atomic number of 92, which is the number of protons in the nucleus. [3] However, each has a different number of neutrons and thus has a different atomic mass, which is the sum of the number of protons and neutrons. [4]

3. Of these three naturally occurring isotopes of uranium, U-238 is by far the most common, while U-235 is the most capable of undergoing nuclear fission. [5] More than 99 percent of all naturally occurring uranium is U-238, while U-234 and U-235 each makes up less than 1 percent. [6] Nuclear fission can occur when a U-235 nucleus is struck by a neutron, and the nucleus splits, releasing energy and releasing two or more neutrons. [7] However, nuclear

fission rarely involves a U-238 or a U-234 nucleus because it is unusual for either of these nuclei to break apart when struck by a neutron. [8]

a) Look at the four figures [1–4] that indicate where the following sentence can be added to the second paragraph of the passage:

U-234 has 92 protons and 142 neutrons for an atomic mass of 234, U-235 has 92 protons and 143 neutrons for a total of 235, and U-238 has 92 protons and 146 neutrons for a total of 238.

b) Look at the four figure [5–8] that indicate where the following sentence can be added to the third paragraph of the passage.

These neutrons can create a chain reaction by causing other U-235 nuclei to break up.

Exercise 10. Scan the text and find out the necessary information in order to answer the questions below.

Real Bill Gates

It's hard to believe that the first personal computer, the prototype of the computer now found in homes and offices around the world, was developed less than thirty years ago. The software for that machine was developed by William Henry Gates.

Bill was born in 1955 in Seattle. He became interested in computers when he was 13. His parents sent him to the elite, private school, where he learned computer language. He placed within the top ten in the nation at the exam. Then Gates went to Harvard. Later William returned to Seattle where he established the Microsoft Company in 1975.

It employed only three workers at first. Microsoft developed software for established American companies like General Electric, City Bank and IBM. In 1981 IBM began selling a personal computer that used Microsoft products as part of its operating system. By then Microsoft had 129 workers.

Gates married Melinda French, in 1994. She graduated from Duke University with computer science and business degrees. Like Gates, she is smart and independent. Their daughter, Jennifer, was born in April 1996. "I used to think I wouldn't be all that interested in the baby until she could talk", says Gales. "But I'm totally into it now".

Gates runs his company mainly through three methods. Day and night he looks through e-mail messages; every month or so he meets with top management

group; and most important 70 percent of his schedule, he holds two or three small meetings a day with team working on company products. For him the competition is sport.

Thanks to the success of his company, William Gates has earned a personal fortune of about 7 billion dollars. He is planning to give away 95 per cent of his wealth on charity. Gates has already given lots of money on some projects.

Today four out of five of the world's personal computers run on Microsoft software, on what is now called Windows. Windows system makes it much easier to use a computer. It's through the Windows system that we may access to the Internet, the global computer network.

Answer the questions.

1. Where did Bill Gates receive his education?
2. How did Microsoft develop?
3. Who make his family?
4. What are his rules by which he runs his company?
5. Has charity become his main focus?

PART 4. TEST YOURSELF

Variant 1

Exercise 1. Put each of the following words or phrases in its correct place in the passage below.

1. pessimistic; 2. sounds; 3. last; 4. virtual; 5. connected; 6. real; 7. around;
8. feel; 9. activities; 10. going; 11. specialists; 12. grown.

In the ... thirty years, the Internet has ... dramatically. In 1983 there were only 200 computers ... to the Internet; now there are ... 50 million and this growth is clearly ... to continue. Some experts are ... about the future. One worry is the ... of cybercriminals. However, many ... see our future in ... reality – the use of computers with ... and images that make you ... as if you are in a ... situation.

Exercise 2. Study the text and choose the correct variant for the sentences below.

Mensa is the international society for highly intelligent people. The name of the society comes from the Latin word for a table. It was founded in 1946. People of all ages and types can be its members. To join, people do a series of

timed tests at home. If they do well on these tests, they write to Mensa and take a supervised test. On the basis of the results, they are invited to join. Mensa's 100,000 members come from the top two percent of the population. Isaac Asimov, the scientist and science fiction writer, is one of Mensa's most famous members. There is also a junior Mensa for five to eleven-year-olds. The qualifying mark in the test is 148 points. Recently a twelve-year-old schoolboy, Oliver Jenkin, scored 177 points in the Mensa test. Although Oliver doesn't consider himself to be a genius, his mother says he has only ever slept for four hours a night, spoke his first word (hello) when he was four months old and was singing nursery rhymes when he was eight months old. By the time he was four he was reading books on archaeology, but his teachers thought he was backward. He tried to do badly at school because he didn't want to draw attention to himself. However, this achievement is nothing compared with twelve-year-old Adragon Eastwood Demello, an American boy who lives in California. He scored 225 points. He spoke at seven weeks, was a brilliant chess player at two and a half, learned Greek, physics and philosophy at four, geophysics at six and was building computer-controlled robots at the age of eight. His father wants him to win the Nobel Prize by the age of sixteen.

1. Adragon Eastwood Demello...

- a) wants to win the Nobel Prize;
- b) is a wonder-child;
- c) learned Greek at ten.

2. To be invited to Mensa a person must...

- a) be famous;
- b) be a man of genius;
- c) do well on a series of special tests.

3. Mensa is...

- a) the Latin word for a society;
- b) the clever people's club;
- c) a society with limited membership.

4. Oliver didn't get good marks at school because he...

- a) wanted to draw attention to himself;
- b) was keen on archaeology;
- c) was shy.

5. The minimum number of points an applicant must score in tests is...

- a) 148; b) 177; c) 225.

Exercise 3. Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Charles Darwin

Charles Darwin ...1... born into a large, wealthy family. His parents wanted him to become a doctor like his father and grandfather before him but he had other interests. As a child he helped his older brother, Erasmus, to carry ...2... chemistry experiments.

At 16 he was sent to the University of Edinburgh to train ...3... a doctor, but he soon found that performing gory operations disgusted him and so he transferred to the University of Cambridge to become a clergyman. There he ...4... meet up regularly with friends ...5... were interested in animals and plants and they often went on trips into the countryside to find ...6... more about the natural world. ...7... this interest, Charles was very keen on hunting and would keep a record of how many birds he ...8... shot by tying knots in a ...9... of string.

...10... completed his exams, Darwin had to ...11... a decision about his future. Luckily a friend had ...12... down the offer of a job as a naturalist on the ship HMS Beagle ...13... Darwin accepted in his place and the rest is history.

Variant 2

Exercise 1. Put each of the following words or phrases in its correct place in the passage below.

1. diagnosis; 2. true; 3. accurate; 4. everyday; 5. has; 6. working; 7. to take; 8. way; 9. result; 10. computers; 11. questions; 12. partially.

Computers have become part of ... life. Computer scientists are now ... at the next generation of ... : one, which will have ... intelligence. The first step on the ... is the development of "expert systems". An "expert system" is ... intelligent. At Stanford University a computer ... been developed for medical It can tell doctors which ... to ask, and which measurements It can then analyse the ... and make an ... diagnosis.

Exercise 2. Study the text and choose the correct variant for the sentences below.

After inventing dynamite, Swedish-born Alfred Nobel became a very rich man. However, he foresaw its universally destructive powers too late. Nobel preferred not to be remembered as the inventor of dynamite, so in 1895, just two weeks before his death, he created a fund to be used for awarding prizes to

people who had made worthwhile contributions to mankind. Originally there were five awards: literature, physics, chemistry, medicine, and peace. Economics was added in 1968, just sixty-seven years after the first awards ceremony. Nobel's original legacy of nine million dollars was invested, and the interest on the sum is used for the awards which vary from \$30,000 to \$125,000. Every year on December 10, the anniversary of Nobel's death, the awards (gold medal, illuminated diploma, and money) are presented to the winners. Sometimes politics plays an important role in the judges' decisions. Americans have won numerous science awards, but relatively few literature prizes. No awards were presented from 1940 to 1942 at the beginning of World War II. Some people have won two prizes, but this is rare; others have shared their prizes.

1. December 10 is the day when Nobel...
 - a) created a fund;
 - b) invented dynamite;
 - c) died.
2. The monetary value of the awards...
 - a) is constant;
 - b) varies from year to year;
 - c) is 9 million dollars.
3. Nobel created a fund because he...
 - a) was proud of being the inventor of dynamite;
 - b) didn't want his name to be associated with destruction;
 - c) wanted to make contribution to mankind.
4. Americans have received the most awards in...
 - a) science;
 - b) peace;
 - c) literature.
5. The first award in medicine was bestowed in...
 - a) 1895; b) 1901; c) 1968.

Exercise 3. Fill each of the numbered blanks in the following passage. Use only one word in each space.

Britain's most inventive police force has recently introduced a new secret weapon – a fleet of cardboard cut-out patrol cars. The imitation cars, ...**1**... will be cunningly positioned in lay-bys or on bridges, are designed ...**2**... frighten speeding motorists into slowing ...**3**... . At a cost of 375 pounds, ...**4**... to

28,000 pounds for the real thing, each car consists ...**5**... a thin rainproof sandwich of vinyl-covered card, complete ...**6**... all the authentic markings of a real petrol car – including the fluorescent orange stripe along each side. The Northumberland police force are well-prepared to cope ...**7**... a barrage of sarcastic comments from the public. They plan to remind people ...**8**... the highly successful fake police officers which have been used now for a ...**9**... of years in the area. These ...**10**... reduced crime and ...**11**... money. "Initially this project may provoke a humorous response", said Chief Superintendent Bob Bensley. "But we are very optimistic that the cars ...**12**... turn out to be a serious and low-cost resource in our campaign ...**13**... cut speed and reduce casualties. Motorists' organizations have welcomed the police initiative, though ...**14**..." spokesman for the RAC said, "At the ...**15**... of the day, you can't beat a real police car with a real policeman ...**16**... the wheel". Of course the police realize ...**17**... and in fact the imitation cars will not be ...**18**... harmless as they might seem. "There will always be real police officers near each fake", said Mr Bensley. "They will be equipped ...**19**... hand-held detection devices, so that if drivers speed up again, they ...**20**... be caught".

Variant 3

Exercise 1. Put each of the following words or phrases in its correct place in the passage below.

1. communication; 2. to learn; 3. students; 4. helpful; 5. publications; 6. find; 7. practicing; 8. way; 9. provides; 10. use; 11. vocabulary.

Computers have become a very ... teaching aid. The Internet ... students with opportunities ... new and interesting information. It is also useful for ... foreign languages, especially English. ... can see examples of real-life ..., find out about the ... of the grammar and ... they are learning and ... all sorts of online ... in a quick and convenient

Exercise 2. Consult the article and check True or False for each of the statements below.

In April 1982 a British company, headed by Sir Clive Sinclair, launched the ZX Spectrum computer on the market and sparked an IT revolution.

The tiny black computer with its rubber keys ignited the home computer age both in the UK and elsewhere, which led to a boom in computer manufacturing and developed software programmers whose talent is still evident today.

The ZX Spectrum was the brainchild of the entrepreneur Clive Sinclair, who had previously developed one of the first cheap and slim pocket calculators. The Spectrum was Sinclair's fourth computer, but was by far the most successful.

For many people, the ZX Spectrum was their first experience of using a computer and it soon gained a loyal following. In fact, it would not be a great exaggeration to credit Clive Sinclair and his ZX Spectrum with almost single-handedly creating the IT industry in the UK and providing the first learning tools for the programmers who shape today's video games and information technology.

Even today, there are programmes being written for the Spectrum, though it has not been made for years. The computer was so successful that there are many nostalgic users all over the world, who look back on this machine with great affection.

Exercise 3. Say if the sentences are True or False according to the text.

	True	False
1. The ZX Spectrum had an ordinary keyboard.		
2. The computer had a great impact only in the UK.		
3. The impact of the computer is still noticeable today.		
4. Clive Sinclair had not worked in electronics before making the computer.		
5. He only made computers.		
6. A lot of people had not used a computer before they bought the ZX Spectrum.		
7. The IT industry in the UK owes a lot to Clive Sinclair.		
8. The computer was influential in the area of video games.		
9. People are writing programmes for it because the computer is still on the market.		
10. Many people have fond memories of this computer.		

Exercise 4. Study the text and choose the correct variant.

Uncovering fraud in science

Suspicion of misconduct touches some of the greatest names in science. For example, the 2nd-century astronomer Claudius Ptolemy's theories about astronomy were influential for more than a thousand years. Yet many historians now ...1... that Ptolemy ...2... the celestial observations he claimed.

Other immortal names ...3... . The 17th-century scientist Galileo, for instance, ...4... as an outstanding example of the rational, thorough experimenter. After attempting to recreate some of his investigations, however, some historians doubt whether Galileo actually ...5... all the experiments for which he is famous.

The thread of scientifically questionable work extends into the modern era as well. British psychologist Cyril Burt supposedly ...6... "nature vs. nurture" experiments on twins who ...7... apart – in support of the theory that intelligence ...8... at birth rather than a trait that can be affected by upbringing or other factors. His findings were very influential in British educational policy; an intelligence quotients (IQ) test administered to 11-year olds, for example, determined whether a child ...9... in an academic or vocational school. During his life, Burt ...10... as one of the greatest psychologists. It was not until after Burt's death in 1971 that scholars reviewed his data and found that in many instances Burt appeared to have simply fabricated data, describing subjects who never existed.

a)	b)	c)	d)
1. are believed	believe	are believing	believed
2. hasn't made	hadn't made	wasn't made	didn't make
3. have been tainted	tainted	had been tainted	was tainted
4. had been regarded	were being regarded	has been regarded	has regarded
5. performed	has performed	was performed	had been performed
6. will carry out	has carried out	had carried out	carried out
7. has been raised	was raised	had raised	had been raised
8. is primarily inherited	is primarily inheriting	was primarily being inherited	had primarily been inheriting
9. will be placed	would be placed	will have been placed	would be placing
10. will be regarded	has been regarding	was regarded	had regarded

MODULE 4. MODERN TECHNOLOGIES. FAMOUS INVENTORS AND THEIR INVENTIONS

PART 1. PRACTICE YOUR READING AND CRITICAL THINKING SKILLS

Text 1

Exercise 1. Read the article.

Mobile mania spreads as phones become the must-have gadget

More than 24 million Britons now own a mobile phone, according to statistics released yesterday. The growth is expected to accelerate in the next few years as the mobile phone overtakes the personal computer as the most used method of accessing the Internet. No longer a tool only of well-heeled travelling executives and plumbers, the mobile phone is now as likely to be found in school satchels and shopping bags as in briefcases.

According to Vodafone, the market leader, of the 24 million cellphones in use, 11.9 million are prepaid, many of which are now used by teenagers. Schools have even taken to banning the use of mobile phones in classrooms and playgrounds.

The pre-pay services, using phone cards, have proved the most popular with phone users keen to keep their bills under control. The advent of "pay-as-you-go" schemes has brought the mobile phone to millions who could not previously afford one or failed the necessary credit ratings. The average pre-pay customer spends £198 a year whereas the typical business customer receives a bill of £556 a year.

Around 40 percent of Britons now have a mobile, but by the end of next year, analysts expect the figure to increase by at least half. Even then, we will lag behind Finland, where 71 percent of people own a cellphone.

Already, analysts are predicting that within a few years more people will actually watch the six o'clock news or Match of the Day on their mobile phone than on television. The phone networks say more people are already using their mobiles at six o'clock each evening than the BBC claims are watching its evening news bulletin.

In recent years, a new technology called WAP, which enables the Internet to be viewed on a cellphone screen, was introduced. Now, almost all mobiles will be WAP phones. Mike Caldwell, of Vodafone, said: "The average person

will not realize it is the Internet that is coming to them on their mobile phone. They'll just use it to watch what they think is television".

Exercise 2. Choose the best answer (a, b, c or d) according to the text.

1. Why is the number of users of mobile phones expected to go up so much?
 - a) They are going to become cheaper.
 - b) They will be more popular amongst teenagers.
 - c) Phones will be used to connect with the Internet
 - d) They are so convenient.
2. Who used to be main users of mobile phones?
 - a) Internet users.
 - b) Self-employed and business people.
 - c) People with very big incomes.
 - d) People who travelled a lot.
3. Why have pre-pay phone cards increased the number of users?
 - a) The phone calls are cheaper.
 - b) They are more convenient.
 - c) Bills tend to be lower.
 - d) Users have to pay before making calls.
4. What link is there between mobile phones and television?
 - b) Third generation mobiles will show live TV programmes from the Internet.
 - a) People often use their phones during the six o'clock news.
 - c) The new generation of phones will be much smaller than earlier ones.
 - d) Mobiles are good for watching the news and sports programmes.
5. "Well-heeled" in line 4 means...
 - a) technologically competent;
 - b) fashionable;
 - c) tired of travel;
 - d) quite wealthy.

Exercise 3. Answer the questions to the text.

1. How many people use mobile phones in Britain nowadays?
2. Do people in our country use mobile phones actively?
3. What changes are expected in some years?
4. Why have schools even taken to banning the use of mobile phones in classrooms and playgrounds?
5. Why have the mobile phones become so popular? Give some reasons.

6. What does WAP mean?
7. What will become the winner in the competition between a mobile and television in your opinion? Why?

Text 2

Exercise 1. Read the text.

Hunger is the mother of invention

by Jessica Eise

Agriculture has been a crucible of innovation since it arose millennia ago. Can a booming human population invent its way out of starvation once again?

Some 220 years ago, the somberfaced cleric and scholar Thomas Malthus made a dire prediction: food production could not possibly keep up with population growth in Great Britain. If measures were not taken to limit family size, chaos, starvation, and misery would ensue. And yet, such measures were not taken. The population exploded, but as it turned out, Malthus's dystopian vision never came to pass. Agricultural production rose to the challenge. Malthus's warnings have a familiar ring today. Once more humanity is staring down the threat of a burgeoning population and concerns that there eventually won't be enough food to go around.

By 2050, we will have almost 10 billion mouths to feed in a world profoundly altered by environmental change. Will history repeat itself, and again refute Malthusian doom saying? Or will we and our food production capacity succumb to the pressures of unsustainable population growth?

In *How to Feed the World*, a diverse group of experts breaks down these crucial questions by tackling issues surrounding food security. One critical factor that Malthus left out of calculations of population growth and sustainability was the effect of agricultural revolutions. Humans have experienced three such revolutions, each fueled by technological advances, throughout history: the first, about 12,000 years ago, as our ancestors transitioned from hunting and gathering to settled agriculture; the second as 18th- and 19th-century British farmers drastically increased production, proving Malthus wrong; and the third as commercial-scale agriculture bloomed in the 20th century. None of humanity's past successes, however, indicate that our modern concerns aren't warranted. Environmental pollution, unsustainable water use, and large-scale land use changes raise doubts about our current food production systems. Ironically, many of the same technological innovations that

have prevented starvation also wreak havoc on the environment. But just because elements of past technologies harm the environment, we need not cast aside the concept of innovating our way out of a food crisis. On the contrary, moving forward to the technological innovation will help us find modern solutions.

As Purdue University agricultural economist Uris Baldos explains in his chapter on technology, although genetically engineered (GE) crops are extremely controversial in public dialog, all indications are that they are here to stay. Since the technology's development in 1973, several GE crops have been created and commercialized.

For example, crops containing a gene from the bacterium *Bacillus thuringiensis* were developed to prevent crop damage from insects, and farmers have adopted them worldwide. There are ongoing efforts to roll out GE versions of fruits, oilseeds, and root crops. Aside from pest and herbicide resistance, plant breeders are also looking to incorporate other useful agronomic traits, such as drought and cold tolerance, virus resistance, and enhanced nutrient content. Some plant breeding programmes aim for even-more-ambitious goals. There is an effort to supercharge the photosynthetic process of rice to overcome its current yield limit, for example.

The technology of genetic engineering is expanding at an extraordinary rate, and we are able to do things today that we hadn't imagined possible mere years ago, such as precision genome editing. With the advent of more-efficient and more-precise genetic editing techniques, it is likely that any successful plans to feed the world will involve the use of GE crops. Accomplishing that goal entails a range of challenges, as illustrated in *How to Feed the World*. Technological innovation can, once more, provide us with the means to overcome many of these seemingly insurmountable odds. But the technologies that saved us before definitely won't save us again. Therefore, we face one central challenge. Before it is too late, can we innovate, invest in, and accept the technologies we will need to feed the world sustainably?

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02.2018, The Scientist, p. 63

Exercise 2. Scan the text and say if the sentences are True or False.

1. Humanity is staring down the threat of a decreasing population and concerns that there eventually will be enough food to go around.

2. Although genetically engineered crops are extremely beneficial, all indications are that they will disappear.
3. Environmental pollution, unsustainable water use, and large-scale land use changes raise doubts about our current food production systems.
4. Returning to the technological innovation will help us find modern solutions.
5. Aside from pest and herbicide resistance, plant breeders are also looking to incorporate other useful agronomic traits, such as drought and cold tolerance, virus resistance, and enhanced nutrient content.

Exercise 3. Answer the questions to the text.

1. What does the abbreviation GE mean?
2. Can a booming human population invent its way out of starvation once again?
3. In your opinion can we innovate, invest in, and accept the technologies we will need to feed the world sustainably?
4. Do the technology of genetic engineering is expanding at an extraordinary rate?
5. How many people will we have to feed in a world by 2050?
6. Why is it likely that any successful plans to feed the world will involve the use of GE crops?
7. What can technological innovation provide us with?

Text 3

Exercise 1. Read the article.

Desk-top publishing

Laser printers, combined with personal computers and document-generating software, are part of that growing phenomenon, desk-top publishing, known as DTP. Today such systems allow anyone to produce almost typeset-quality manuscripts. Where early printers left quite a lot to be desired, the latest inexpensive ones are very impressive. As with a good video recorder, it is possible to tell that the output isn't "real", but casual glancers will be fooled.

Within unpacking a new printer in the office, we'd persuaded it to generate a page of our documentation laid out and typeset in the same way as IBM's technical references. Not just close – the characters, tables, graphics and page numbering were spot-on. Fancy that, we thought. And most users will probably leave it there, content to use the new technology as the makers intend. But like

most innovative products, there are uncharted byways where the over-creative can over-indulge. Most office workers will have experienced mock memos which, ranging from the obviously fake to the subtly mischievous, inform the workforce of new unisex toilets or the company electric chair scheme.

These are common because all the bits needed to make them up – corporate letterhead, typewriter and photocopier – are readily to hand. A good DTP system with a laser printer offers the prankster much more: the equivalent of a design studio and professional printing press in two small boxes.

For starters, take the unloved but perennially popular Metropolitan Police parking ticket. For some time these have been officially produced with a laser printer on plain white paper – which makes them the ideal first-time target for a joker. In one lunchtime, he (it's usually a he) could produce enough dodgy parking tickets to panic a boardroom full of Porsche owners. False disc labels, misleading pages for ring-bound manuals, or even completely concocted instruction leaflets are all tempting targets for the office fool with a warped sense of humour and a mouse.

A friend has produced a lapel badge identifying him as a prominent member of a major European research organisation that doesn't quite exist. But it looks the part. If enough people were to turn up at an establishment wearing such insignia, it would need a very brave doorman to turn them away. All it takes to produce cartloads of this sort of thing is an eye for current corporate style and a desktop publishing system.

There are even more devious and culpable uses for DTP. Buying departments the world over know of the telex directory fraud. An enterprising fellow got a load of fake invoices printed up at considerable expense, purporting to be bills for inclusion in an international telex listing. He mailed these to a selection of large companies, most of whose overworked secretaries sent a cheque by return. With access to an office laser printer, the "considerable expense" aspect of cons like that goes away, and almost anyone can play.

Exercise 2. Choose the best answer (a, b, c or d) according to the text.

1. The early printers...

- a) could not produce high-quality manuscripts;
- b) were unpopular in some offices;
- c) tended to leave gaps on the pages;
- d) made people wish they could afford them.

2. When the writer and his colleagues saw how good the printer was, they...
 - a) wanted one each;
 - b) were surprised;
 - c) thought someone had played a trick on them;
 - d) began to think of tricks to play on other people.
3. DTP in the office may lead to...
 - a) the majority of staff misusing the system;
 - b) some people finding new ways of misusing the system;
 - c) staff producing far too much material;
 - d) changes in the facilities for office workers.
4. DTP enables anyone to...
 - a) forge documents;
 - b) pose as a policeman;
 - c) take control of companies;
 - d) type efficiently.
5. The false lapel badge...
 - a) could be worn with a fashionable business suit;
 - b) did not fool the doorman;
 - c) is a near-perfect imitation of the original;
 - d) should give the wearer certain privileges.
6. The story of the telex directory fraud is included to show...
 - a) the new spirit of individual initiative in present-day society;
 - b) the potential for crime using desk-top publishing;
 - c) the incompetence of secretaries everywhere;
 - d) that DTP can be a source of inexpensive amusement.

Exercise 3. Answer the questions to the text.

1. What does DTP mean?
2. What do such systems allow to produce nowadays?
3. What does the abbreviation IBM correspond to?
4. How can you describe this device?
5. What ways of using it can be found in the office?
6. Do you use such devices for work or study?
7. Do they really help in work or do they cause any problems?

PART 2. PRACTICE YOUR READING COMPREHENSION SKILLS

Text 1

Exercise 1. Read the text.

Robonauts

1. What do you get when you cross a robot and an astronaut? A Robonaut! Robonauts are robot helpers designed to work side-by-side with astronauts. Work on the first Robonaut began in 1997, and by 2002 Robonaut B was revealed to the public. Robonaut B may have featured interchangeable lower bodies, like four-wheel mode or hydraulic legs, but scientists and engineers continued to improve Robonaut. In February of 2010, Robonaut 2 was released to the public. Robonaut 2 moved four times faster than the first Robonaut. An advanced version of Robonaut 2 was finally tested in outer space in 2011. Robonaut functioned exactly as designed.

2. Automation is the use of machines to reduce the need for human labour. In other words automation is when jobs done by people become jobs done by robots. Automation can be a good thing. Because of automation, clothing, cars, and other manufactured products are available at good prices and in large supply. But automation can also be a bad thing. Because of automation, there are over 700,000 robots in America alone that do jobs once performed by humans. The way of automation may not be best for humanity, but it is the course we are taking.

3. From airplanes to forklifts, hydraulic power is the strength behind many amazing technologies that affect our daily lives, even the breaks on your school bus, but how do they work? First, fluid is rapidly released into a chamber through a valve. As the fluid collects, the valve is slammed shut which causes a pressure spike. Because the chamber is sealed, the pressure has nowhere to go. The hydraulic mechanism channels the pressure and provides great power. And that's how, with the help of hydraulics, Grandma can stop a car with one foot.

4. Many people use the words cyborg and android interchangeably when, in fact, they have different meanings. Both terms refer to beings powered by robotics, but an android is powered entirely by robots. Though androids are completely mechanical, they are designed to look like humans. They may have synthetic skin, hair, and other features, but no human organs. On the other hand, cyborgs are part human and part machine. They may have robotic hands, legs, or

eyes, but all cyborgs have surgically implanted technologies that enhance their abilities.

5. It is widely acknowledged fact that machines are stronger than people, but is it possible for them to become smarter than us too? Some scientists fear that it is, or so says the theory of technological singularity. In a nut shell, the theory of technological singularity says that when a computer becomes capable of improving its own capabilities, even in just the slightest way, it will go into an infinite loop, getting progressively smarter, which would inevitably lead to machines becoming smarter than people, or so the theory goes. Such gains in available intelligence might lead to huge improvements in science and medicine. Diseases could be cured and so forth. On the other hand, it could lead to the total domination of mankind by robots, which would be bad. I, for one, welcome our new computer overlords.

Exercise 2. Create a title for each passage and fill in the table.

Passage	Title
1	
2	
3	
4	
5	

Exercise 3. Answer the questions to the text.

1. What robots do we call robonauts?
2. When did the work on the first Robonaut begin?
3. Why is automation good for us?
4. What is hydraulic power?
5. What is the difference between cyborg and android?
6. What does the theory of technological singularity say?
7. What might lead to huge improvements in science and medicine?

Text 2

Exercise 1. Read the text.

Idiotic inventions ... and products we could live without

1. In 1937 the aptly named Constance Honey of Chelsea, London patented a chocolate spoon for giving medicine to reluctant children. Basically, her idea

failed because it was too popular. She would tell her young relatives: "I'd give you your medicine, but I haven't a spoon left in the house".

2. "It is well known that cooling the top of the head will have a cooling effect on the entire person", stated Chicago's Harold W. Dahly in his 1967 patent for solar-cooled headgear. Unfortunately, any benefits of the hat, which operated by means of a solar-powered fan inside the top, were outweighed by the fact that it made the wearer look totally ridiculous.

3. This hygienic item was designed in 1959 by Milwaukee inventor Bertha Dlugi in response to what she obviously thought was a problem: Pet birds were often allowed to fly through an owner's house, yet "These birds cannot normally be house-trained as other pets are, and their excremental discharge is frequently deposited on household furnishings when they are at liberty, creating an unsanitary condition". The answer to this? The bird diaper, a triangular patch of material attached to a harness that you can put around your pet parakeet.

4. In 1919 John Humphrey of Connecticut invented an unusual alarm clock, one which would rouse a sleeper from his slumbers by hitting him. The apparatus consisted of a timepiece attached to an adjustable rod with a rubber ball on the end. When the alarm on the dock went off, instead of a bell ringing, the rod would be activated, causing the ball to hit the desired area of the sleeper's anatomy. Humphrey deemed his device to be of great benefit to people who might be upset by bells ... but presumably not by being whacked over the head with a ball.

5. To reduce pedestrian casualties in 1960, David Gutman from Philadelphia came up with a special bumper designed to be fixed to the front of a car. Not only would it cushion the impact, but it also had a huge pair of claws which would grab the pedestrian around the waist to prevent him dropping to the street.

6. This bra was created to honour Mozart on the two hundredth anniversary of his death and was manufactured by Japanese lingerie maker Triumph International. The bra contains a memory chip that plays a twenty second selection of Mozart's musical works and also has lights that flash in time as the music plays. One drawback: the bra isn't washable, so it's not for everyday wear.

7. Do you ever worry about Fido's eyesight? This invention, patented by a French optician in 1975, is the answer. The inventor developed them after she made sunglasses for her own dog. Just like glasses for people, they can be adjusted to different visual deficiencies – there are corrective lenses for myopic

dogs; glasses for dogs recuperating from cataracts; even protective ones against wind and dust for dogs who hang their heads out of car windows.

8. British housewife Sarah Fox found bath times a nightmare with four small children. The bars of soap turned gooey as they slipped underwater and then the youngsters slipped on them when standing to get out. So Sarah set out to make a floating soap. Early attempts – including inserting a table-tennis ball inside a soap bar – sank without trace, but then she hit on a buoyancy technique. This involved grating soap, microwaving it and finally putting it through a food processor. Sarah and her husband ploughed cash into marketing attempts, but shops showed no interest and the big soap companies did not even reply to her letters; in 1992 she was forced to abandon the project.

Exercise 2. Choose the mostly suitable title for each passage.

1. Pedestrian bumper
2. Chocolate medicine-spoon
3. Musical bra
4. Solar-cooled hat
5. Dog glasses
6. Bird diaper
7. Floating soap
8. Hitting clock

Exercise 3. Look at these questions about the gadgets and answer them using the descriptions in the text.

Which invention ...

1. ... was very popular with children?
2. ... would grab the pedestrian around the waist to prevent him dropping to the street?
3. ...was floating?
4. ... contains a memory chip that plays musical works?
5. ... includes corrective lenses for myopic dogs?
6. ... operated by means of a solar-powered fan?
7. ... would rouse a sleeper from his slumbers by hitting him?

Text 3

Exercise 1. Read the text.

Gadgets and gizmos

Cellular Phone

The cellular or portable phone was first developed in 1979 and, although exactly who invented it remains unclear, collective credit is usually attributed to Swedish giant Ericsson. (The first mobile phone network also opened in Japan the same year.)

While these initially bulky devices became reasonably commonplace during the 1980s, it wasn't until the mid-nineties that massive developments in telephony technology brought the power of instant communication to everybody. The breeze block-size cellular phone of you is now no bigger than a Swan matchbox, and functions not only as a phone but also as a fax, calculator, games console and most recently, a mini-PC.

Bush TV

The outbreak of the Second World War saw an explosion in the use of radio, not least because the various warring governments realised its potential as a powerful propaganda tool. After the war, the television – which has had probably the greatest impact on domestic lives, more than any other 20th-century invention – began its ascent. Like radios and record players, early televisions were housed in cabinets taking up half the living room, and cost as much as a car. When the cathode-ray tube appeared (capable of receiving high-definition broadcasts), the TV set began to downsize. In 1949, Britain's favourite model was the bush set with a 12in or 22in screen and dark brown dake-lite casing. With the advent of 625-line tubes in 1964 (replacing 405-line), the bush TV was phased out. Legend has it that many of these obsolete TVs were shipped out to Japan and turned into fish tanks.

Transistor radio

Seventy-four per cent of Japanese homes had a radio in the mid-fifties but with typical prescience the Sony bosses reasoned "the figure is 74 per cent of households ... if we look at the market in per capita terms, there are plenty of opportunities". The US forces had introduced much-coveted portable battery-powered vacuum-tube sets – of which there were many imitations – but even so, the personal radio market remained small. Sony's TK-55 radio was ahead of its time in that it used specially developed transistors, a printed circuit-board and was manufactured entirely in Japan (Regency was the first on the market, but it used unreliable imported transistors). After its launch, Sony still had to convince

the public, so it sold transistors to other companies. If trannies appeared simultaneously under the Matsushita and Sanyo companies, then the reputation of the TK-55 would soon spread. Which of course, it did.

The Pop-up toaster

The first toaster with an inbuilt thermostat that ejected the toast before it had charred to a crisp was invented by American mechanic Charles Strite. McGraw Electric of Minnesota introduced his model to the market in 1926, but it wasn't until the 1930s that the toaster became a regular feature in American kitchens. The Sunbeam model T-9 was patented as an "ornamental" toaster by George Scharfenberg in 1937. With its smooth, rounded chrome casing, bakelite base and handles, it served both as an appliance and a status symbol. Typically, toasters didn't really catch on in Europe until the 1950s.

Pager

The Motorola trademark was so widely recognized in 1947 that the company changed its name from Galvin Manufacturing Corporation to Motorola Inc, but it wasn't until 1955 that it introduced the familiar batwing M. A year later, it introduced a new radio communications product – a small radio receiver called a pager. It delivered a radio message to whoever was carrying the device and hospitals immediately adopted it.

Tape recorder

Dutch giants Philips developed the compact audio cassette in 1963. Measuring a mere 4in (10cm), it played back both mono and stereo recordings. The following year, the company introduced the first cassette recorder-the EL 3300. Meanwhile, in Japan, although Sony had begun developing cassette tapes, it hadn't yet penetrated the market, doth Philips and Grundig proposed the co-development of the new format and, because its cassette was smaller, Sony chose to go with Philips. Rather generously, Philips waived royalties (but did not give Sony exclusive rights) and made its technology free of charge to manufacturers worldwide. In 1966, Sony launched the TC-100 Magazine-matic cassette recorder. Weighing in at only 1.75kg, the TC-100 was less than half the weight of the lightest reel-to-reel and took half the space.

Computer mouse

The computer mouse was born of research that Douglas C. Englebert conducted during World War Two. While staring at a radar screen, he figured it was possible to convert the markings on the screen to "figural-visual graphics, around which he could "glide". At the Augmented Human Intellect Center, which he set up in the sixties, Englebert invented the multi-window display,

hypertext, the mouse and groupware – the capabilities of which were demonstrated at a conference in 1963. Englebert applied for a patent for the mouse in 1967, which was granted in 1970 as "the X-Y Position indicator for a Display System". This was for the mechanical design only and has long since expired. Xerox's advanced research arm, PARC, developed the GUI (Graphical User Interface) and, in 1974, Apple Macintosh introduced the now ubiquitous mouse – which had been refined by Hartmut Esslinger and his design team.

Exercise 2. a) Match the date of invention with the product.

- | | |
|---------------------|-----------------------|
| a) Pager | 1. 1926 |
| b) Cellular phone | 2. 1979 |
| c) Pop-up toaster | 3. 1956 |
| d) Transistor radio | 4. 1964 |
| e) Computer mouse | 5. 1949 |
| f) Television | 6. 1967 |
| g) Tape recorder | 7. in the mid-fifties |

b) Now rank them in order of usefulness to society.

Exercise 3. Look at these questions about the gadgets and answer them using the descriptions in the text.

Which gadget ...

1. was used by nearly three quarters of Japanese homes in the mid-fifties?
2. may have later been used to keep goldfish in by some people?
3. didn't become popular in Europe until the 1950s?
4. was half the size of earlier models?
5. was used by hospitals as soon as it was introduced?
6. was developed after research carried out during World War Two?
7. has developed many new and different functions since first invented?

Exercise 4. Read the text in more detail. Do the statements agree with the information in the reading passage? TRUE if the statement is true according to the passage, FALSE if the statement is false according to the passage, NOT GIVEN if the information is not given in the passage.

1. Galvin changed its name to Motorola to encourage people to recognize their brand-name.
2. Bush TV became popular after the Second World War.
3. Cellular phones were first used in the UK in 1979.

4. Philips was the only company working on cassette recorders in the 1960s.
5. Many Americans had pop-up toasters before the 1950s.
6. A radar screen inspired an idea which eventually became the computer mouse.
7. The first televisions were 12 or 22 inches wide.
8. Transistor radios became immediately successful in Europe.

PART 3. PRACTICE YOUR VOCABULARY AND USE OF LANGUAGE SKILLS

Exercise 1. For questions 1–12 read the text. There is an example at the beginning (0) below and decide which answer (a, b, c or d) best fits each gap.

Electric Cars

If the future ...**0**... motoring is to be electric, a completely new infrastructure of charging points ...**1**... to be put in place. Even the latest batteries have to be charged after about 150 kilometres of ...**2**... . This means that a new ...**3**... of electric charging stations is required across the country.

An American company has ...**4**... up plans for off-street areas where up to 24 cars will be able to recharge at the same ...**5**... . As it will ...**6**... about 20 minutes to do this, the company plans to install TV screens and computer work stations as ...**7**... as coffee shops. The first of these recharging stations will be built in London, which has been chosen ...**8**... of its population density and the growing popularity of electric vehicles there. A company spokesman said they have already selected several locations in the city and hope to have at least six stations open ...**9**... the end of the year.

Other countries are ...**10**... into alternative solutions such as battery-swap stations. Drivers of electric cars can stop when necessary to exchange ...**11**... depleted battery for a fully-charged one. This would take no ...**12**... than filling a tank with petrol.

a)	b)	c)	d)
0 at	of	to	by
1 must	have	needs	should
2 journey	travel	trip	drive
3 knot	connection	network	linking
4 put	designed	planned	drawn
5 time	period	hour	day
6 last	take	pass	spend

7	much	many	well	good
8	since	because	thanks	due
9	from	in	by	at
10	considering	exploring	planning	looking
11	their	them	they	theirs
12	longer	faster	quicker	slower

Exercise 2. Underline the most suitable word or phrase.

1. This is a small car, but it has a powerful *engine* / *machine*.
2. Do you use an *electric* / *electrical* toothbrush?
3. I can't see anything. Where's the light *plug* / *switch*!
4. I'm going to buy a new *notebook* / *desktop* PC that I can take to work.
5. You can't use the lift. It's out of *order* / *work*.
6. If you don't press this button, the washing machine won't *go* / *move*.
7. Use this torch. The other one doesn't *act* / *work*.
8. The lights have gone out. It must be a power *break* / *cut*.
9. A car *factory* / *industry* has just been built in our town.
10. Who exactly *discovered* / *invented* the computer?

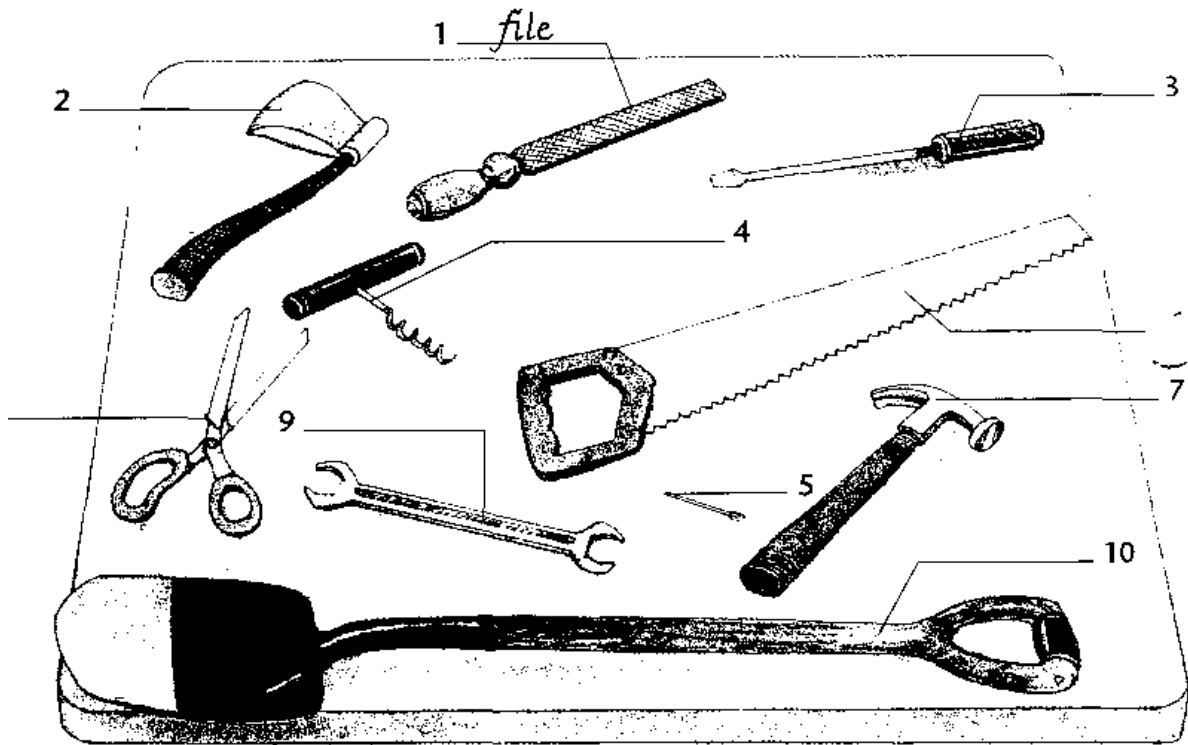
Exercise 3. Complete the sentences with a word from the box. Use each word once only.

icon • website • cursor • menu • reboot • scroll down • download • highlight • paste • engine
--

1. The text appears at the position of the flashing
2. Hold down the left mouse button and drag the mouse over the text that you want to
3. If your computer crashes, you may have to
4. To open a document, click on the relevant
5. To transfer text to another document you can copy and
6. If the text you want is below the part you can see, you can
7. Look at the toolbar at the top of the screen and select the option you want from the
8. Connect to the Internet and type out the address to go straight to the
9. If you can't find the information you want on the website, try typing out a key word into the search
10. If you need to get a whole programme from the Internet, it can take a long time to

Exercise 4. a) Complete the labels with the words in the box.

axe • file • needle • scissors • spade • corkscrew • hammer
• saw • screwdriver • spanner



b) Complete each sentence with a suitable word from the box above. Use each word once only.

1. You can make the edges smooth with a
2. You need a ... to open this bottle of wine.
3. I've split my trousers. Do you have a ... and thread?
4. I can't open the back of the television without a special
5. You can cut that plank in half with this
6. We could chop this tree down if we had a sharp
7. I was going to dig the garden but I can't find the
8. Oh bother! I've hit my thumb with the ... instead of the nail!
9. You can cut this cardboard if you have some sharp
10. This nut is impossible to undo. I need a larger

Exercise 5. Choose the most suitable word or phrase to complete each sentence.

1. James is going to be late. His car has...
a) broken out; b) broken up; c) broken in; d) broken down.

2. If your camera is faulty, you should return it to the...
a) creator; b) manufacturer; c) inventor; d) builder.
3. It is hard to get ... parts for this car if something goes wrong.
a) extra; b) spare; c) additional; d) emergency.
4. I bought this electric drill from a ...-it-yourself shop.
a) do; b) repair; c) make; d) fix.
5. This clock ... on two small batteries.
a) goes; b) works; c) runs; d) moves.
6. Lift the ... and listen for the dialing tone.
a) microphone; b) dial; c) receiver; d) number.
7. Don't touch the wire! You'll get an electric...
a) surprise; b) current; c) charge; d) shock.
8. It's difficult to repair a car unless you have the right...
a) gadgets; b) instruments; c) appliances; d) tools.
9. This knife is really ..., I'll have to sharpen it.
a) blunt; b) dull; c) flat; d) frank.
10. Don't forget to ... your alarm clock for 6.30.
a) put; b) set; c) ring; d) go off.

Exercise 6. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

How does the DVD work?

<p>When I was young, I always dreamed of becoming a famous ...1... . When I was at school I decided to study ...2... and then become a millionaire by inventing a wonderful new ...3... which would make the world a better place. Unfortunately, I wasn't very good at technical subjects. Any time I operate any kind of ...4..., something terrible happens. Machines which use ...5..., such as computers or televisions, always seem to give me a ...6... shock. The instruction booklets are always ...7... . They never help me at all. Nowadays you need to have ...8... knowledge just to use the DVD. To my great ...9... it is always a child of six who helps me out of my ...10... .</p>	<ol style="list-style-type: none"> 1. SCIENCE 2. ENGINE 3. PRODUCE 4. EQUIP 5. ELECTRIC 6. POWER 7. USE 8. SPECIAL 9. EMBARRASS 10. DIFFICULT
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Exercise 7. Complete each sentence with one suitable word.

1. There's nothing good on the television. Why don't you turn it
2. Can you plug the electric fire ... for me?
3. Hurry up, sir. We're just going to lock ... for the night.
4. The machine is quite automatic – it does everything ... itself.
5. We'd better stop for some petrol. We've nearly run
6. The parts come from Japan, but we put them ... here in Italy.
7. The workstation consists ... a keyboard, a monitor and a printer.
8. This looks like wood but actually it's made ... plastic.
9. What exactly is a file used ...?
10. These two metal sections are then bolted ... to make one.
11. Have you saved your accounts file ... my directory by mistake?

Exercise 8. Replace the words in italics with a verb from the box.

breakdown • go off • keep up with • pick up • run out • knock down
 • do without • hang up • look out • put off • stand for

1. My car isn't as fast as yours. I won't be able to *stay near* you.
2. This torch doesn't work. The batteries must have *been used up*.
3. This radio doesn't *receive* the BBC World Service very well.
4. The car is making a funny noise. I think it's going to *stop working*.
5. I was going to buy a motorbike, but I was *discouraged* by my parents.
6. People call me on the phone, but then *put down the receiver*.
7. *Be careful!* You're going to give yourself an electric shock!
8. It's difficult to *manage if you don't have* a washing machine.
9. The letters DVD *mean* digital versatile disc, actually.
10. Without a fridge, fresh food will *become bad* very quickly.
11. They used special equipment to *demolish* that block of flats.

Exercise 9. Decide which answer (a, b, c or d) best fits each space.**Do it yourself**

What do you do when something ...*1*... down? Are you the kind of person who knows how things ...*2*...? Or do you prefer to have them ...*3*... by an expert? Personally, when I use a ...*4*... I always hit my finger, and I can never ...*5*... anything with my screwdriver because I can never find it. Despite having all the wrong ...*6*... and despite being a useless ...*7*... I recently decided to take

my bike to pieces and ...**8**... it. I had ...**9**... out of money as usual, and as I use my bike ...**10**... getting to college, I had no choice. It was making a terrible noise, and the front tyre was ...**11**... I had a few ...**12**... but I didn't have any ...**13**... parts. I managed to ...**14**... the heel and take it off, but then I lost my ...**15**..., and couldn't put the wheel back on properly. At least I am taking more exercise, as I now have to walk to college.

	a)	b)	c)	d)
1	falls	repairs	breaks	runs
2	do	make	fix	work
3	repaired	out	sometimes	operated
4	drill	scissors	hammer	spade
5	turn	drive	cut	unwind
6	equipment	contents	instruments	gadgets
7	technician	engineer	machine	mechanic
8	make	fix	build	construct
9	spent	paid	run	fallen
10	and	because	by	for
11	flat	empty	over	bad
12	chances	tools	information	advice
13	spare	emergency	renew	repair
14	remove	smooth	fill	undo
15	saw	plug	spanner	file

Exercise 10. Read the text.

Accidental inventions

1. A number of products that we commonly use today were developed quite by accident. Two of many possible examples of this concept are the leotard and the Popsicle, each of which came about when an insightful person recognized a potential benefit in a negative situation.

2. The first of these accidental inventions is the leotard, a close-fitting, one-piece garment worn today by dancers, gymnasts, and acrobats, among others. [1] In 1828, a circus performer named Nelson Hower was faced with the prospect of missing his performance because his costume was at the cleaners. [2] Instead of canceling his part of the show, he decided to perform in his long underwear. [3] Soon, other circus performers began performing the same way. [4] When popular acrobat Jules Leotard adopted the style, it became known as the leotard.

3. [5] Another product invented by chance was the Popsicle. [6] In 1905, eleven-year-old Frank Epperson stirred up a drink of fruit-flavored powder and soda water and then mistakenly left the drink, with the spoon in it, out on the back porch overnight. [7] As the temperature dropped that night, the soda water froze around the spoon, creating a tasty treat. [8] Years later, remembering how enjoyable the treat had been, Epperson went into business producing Popsicles.

a) Look at the four figures [1–4] that indicate where the following sentence can be added to the second paragraph of the passage. Choose one mostly suitable place.

They enjoyed the comfort of performing in underwear rather than costumes.

b) Look at the four squares [5–8] that indicate where the following sentence can be added to the third paragraph of the passage.

It was a taste sensation that stayed on his mind.

Exercise 11. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Human or robot? Google's speech generator makes it hard to tell

<p>When machines speak, they sound stilted, ...1... and mechanical – but they're getting ...2... . Google's latest text-to-speech system, called Tacotron 2, generates sounds entirely from scratch, and the search giant claims the results are as good as those built using ...3... voice artists.</p>	<p>ROBOT GOOD</p>
<p>Previous systems normally produce speech by ...4... human-recorded vocal sounds into words and sentences. In comparison, Tacotron 2 was trained on over 24 hours of human speech and corresponding transcripts, and could then generate ...5... new audio of phrases from a given text even if it had never seen some of the words before. You can listen to the results here.</p>	<p>PROFESSION ASSEMBLE COMPLETE</p>
<p>Stephen Cox at the University of East Anglia in the UK says the Google system is ...6... because it learns all aspects of speech – ...7... punctuation, prosody (the "tune" of the voice) and intonation – without expert intervention.</p>	<p>IMPRESS INCLUDE</p>
<p><i>By Nicole Kobie New Scientist, 28 December 2017</i></p>	

Exercise 12. Complete the sentences in the text with a suitable word from the box below. Use each word once only.

crew • electronics • onboard • speakers • launch • crash • cellular
• risk • communication • phone

"Mobile phones can bring a plane down"

Have you ever noticed that sometimes, usually just before your phone rings, your ...*1*... start emitting a static sound? That's ...*2*... interference, and it's quite annoying. It's even more annoying if it's being blasted through your headset when you're a member of the flight ...*3*... trying to organise irritated passengers while simultaneously preparing to ...*4*... an 80-ton plane 12,000 metres into the air.

Not being allowed to use your phone ...*5*... actually has nothing to do with potentially causing a ...*6*...: it's more due to the risk of this cellular interference sound distracting flight crew. There is almost no risk of causing a plane crash because you were using your ...*7*..., but aviation authorities understandably choose to err on the side of caution.

Modern aircraft have ...*8*... that are designed to shield them from interference from cellular ...*9*... . It's estimated that at least half of all phones are not switched onto flight mode, and there remains no known flight that was adversely affected by this kind of interference. So while you could send those last few Snapchat selfies as your flight takes off, for the sake of the crew, it's probably best not to ...*10*... it.

www.Howitworksdaily.com

Exercise 13. Complete the sentences in the text with a suitable word from the box. Use each word once only.

devices • pedestrian • fridge • traffic • tech • smart-home • repairs

Smart everything

Cars, lights, washing machines and other everyday items are getting internet connections. That could mean checking what's left in your ...*1*... from the grocery store, for instance. Expect more appliances and tasks for them to do online.

As more ...*2*... get connected, there's greater concern for security. We'll likely see more products and services designed to protect these ...*3*... devices from hacking.

Beyond that, companies will showcase the potential of smartening up entire cities so that maintenance crews can remotely detect roads needing ...*4*..., and

motorists can view and reserve parking spaces ahead of time. Better yet, how about ...5... lights that aren't set with timers, but reflect actual traffic and ...6... flows?

For the first time, CES has an area devoted to smart cities, with more than 40 companies set to exhibit. The smart-cities concept has been making the rounds at several ...7... shows, but what remains unanswered is when it will actually begin happening – and who will pay for it.

Techlife news, January 13, 2018, p. 85

Exercise 14. Translate the article with the help of a dictionary.

Artificial intelligence

Computers that learn your preferences and anticipate your needs are no longer the stuff of science fiction. Consumers are seeing practical applications in voice-assisted speakers such as the Amazon Echo and Google Home. These systems will get more useful as manufacturers design new ways to control their products with voice commands. You might also see hints of where AI is heading. Steve Koenig, senior director of market research at CES organizer Consumer Technology Association, says that as more people use these AI systems, companies have more data to better train the machines. Auto makers will also demonstrate self-driving vehicles propelled by AI. CES is increasing the space for self-driving technologies by more than a third this year. Startups are expected to unveil earphones that promise real-time translations of conversations in different languages, much as Google's Pixel Buds now do, but only for Google's Pixel phones. There are also conference sessions devoted to high-tech retailing, including the importance of collecting and analyzing data on customers.

Exercise 15. Translate the article with the help of a dictionary.

New tech gadgets are following the sound of your voice

What's the hottest thing in the world of technology these days? – Your voice. Some of the most popular gadgets over the holiday season were smart speakers with digital assistants from Amazon and Google. Apple is coming out with its own speaker this year; Microsoft and Samsung have partnered on another. As the annual Consumer Electronics Show kicks off in Las Vegas this week, manufacturers are expected to unveil even more voice-controlled devices – speakers and beyond – as Amazon and Google make their digital assistants

available on a wider array of products. If these prove popular, you'll soon be able to order around much more of your house, including kitchen appliances, washing machines and other devices.

CES is expected to draw more than 170,000 people, as some 4,000 exhibitors showcase their wares over the equivalent of nearly 50 football fields, or more than 11 New York city blocks. The show formally opened on Tuesday. While major tech companies such as Apple and Google typically don't make big announcements at CES, their technologies will be powering products and services from startups and other small companies. Expect more gadgets using Google's Android operating software and Google's digital assistant, for instance, and products that work with Apple's HomeKit, a smart-home system getting a boost with the coming launch of Apple's HomePod smart speaker. Here's what else to expect at CES.

Techlife news, January 13, 2018, p. 85

PART 4. TEST YOURSELF

Variant 1

Exercise 1. Read the text and choose the correct answer in the sentences below.

Computers and hackers

With the development of technology in the twenty-first century, it would be really difficult to imagine life without computers. They are a source of information, education and entertainment, but today's world of computers can also be quite frightening and dangerous. This is because of people who use computers for illegal purposes. They are called hackers. Hackers spend their time playing with computer data in all parts of cyberspace. Much of what they do is not dangerous, but sometimes their activities break the law, for example, when they break into websites, take control of computers or create viruses. They are especially interested in breaking through the security of military websites. Hackers know how to trick people just using their programmes. They use a "Trojan Horse", a programme that looks perfectly safe, but actually contains something destructive. The only way of not getting into trouble is not to open it. Although they can get serious punishment if they are caught, most hackers still think that what they do is a game. They often meet at festivals to take part in discussions, share their experiences, meet other hackers and generally to have a good time. These meetings are organized in well-known places like Las Vegas or Berlin. However, what the hackers do at such festivals is a secret and often many of their activities take

place at night. Recently, hacking has started to increase. Hackers are getting into computer systems and stealing or destroying information. It is certain that there will be a lot more of this high-tech crime in the twenty-first century.

1. "Trojan Horse" is...
 - a) an anti-virus programme;
 - b) a computer game;
 - c) a kind of computer virus.
2. In future the number of hackers...
 - a) will not change;
 - b) will be bigger;
 - c) will decrease.
3. In the author's opinion, the use of computers...
 - a) is dangerous and destructive;
 - b) is quite safe and necessary;
 - c) has its advantages and disadvantages.
4. Hackers' special interest is...
 - a) top secret information;
 - b) education;
 - c) entertainment.
5. A hacker is a person who...
 - a) provides computer users with new and interesting information;
 - b) enters other people's computer programmes without permission;
 - c) surfs through the Internet.

Exercise 2. Read the text and complete the gaps with one suitable word.

Artificial breathing to give humans the freedom of the seas

In a major breakthrough in diving, scientists have developed an artificial gill capable of obtaining oxygen from sea water. The question of how fish breathe puzzled man ...**1**... centuries. Now, ...**2**..., a team of chemists, physicists and mathematicians at Tokyo University have built two forms of artificial gill, which imitate the breathing method used ...**3**... fish. They are also developing a lightweight version ...**4**... could be worn on the back. They expect that the first model ...**5**... be available for human trials within three years and could be ...**6**... sale in the shops within five to ten years. Fish transfer oxygen directly into ...**7**... blood, and the artificial gill will be ...**8**... to transfer oxygen through a mouthpiece into human lungs. This process of taking oxygen ...**9**... of

water occurs through the ultra-thin surface of hundreds of fine, hollow threads. As water streams over them, the dissolved oxygen in ...**10**... passes through to become a breathable gas. At the moment, the human gill has a 10-litre volume; ...**11**... has to be halved to produce a machine small ...**12**... to be commercially successful. In ...**13**... of this, the team is optimistic, believing it will have huge value both for commercial and leisure purposes ...**14**... it will let people dive, in shallow water, for as ...**15**... as they like.

Exercise 3. In the box below there are some more words associated with computers and the Internet, divide the words into those you think are specifically connected with the Internet and those simply connected with computers.

memory an email address a chatroom spam click a CD DOM surf post
drag a website scroll down crash search save

Variant 2

Exercise 1. Read the text and choose the correct answer in the sentences below.

The Internet

Since the early times communication played a crucial role in human society. All the previous ways of communication set the stage for the present unprecedented integration of communication capabilities, which we call Internet. Internet revolutionized the communication world like nothing before. If you are a Netizen (Net citizen), you can consider any person on the Net your compatriot. It does not matter where this person lives. In the virtual reality of the Net you live next door to everyone. There are no borders for the Internet, you work in cyberspace. Every person on the Net can make an intellectual contribution to the global society. It means that access to the Net needs to be universal. It is a long way to go to achieve this goal, but a lot has been done in this direction already. In the United States, you can get unlimited number of hours on the Internet paying about \$20.00 a month and this cost is definitely going down. The universities provide free access to the Net for their students, professors, staff, etc. Many businesses are also connected and allow their employees to use the Net for business purposes. Most public libraries now offer free on line service through their computers. There is another process going on with the Internet – its commercialization. Businesses advertise and market on the Internet. Online catalogs and advertising provide many opportunities, and online shopping is

becoming more and more popular. There are lots of companies that are trying to make profit through the Internet. The Internet owes its design to the US Defense Department's project of 1969. The Internet was designed in part to provide a communications network that would work even if some of the sites were destroyed by nuclear attack. Then people in universities all over the world started to use the network to share ideas. They used it for work and for fun. In the 1980s, people started calling it the Internet.

1. A lot of companies use the Internet...
 - a) to reserve cyberspace;
 - b) to download information;
 - c) to sell their products.
2. The Internet first started...
 - a) for military reasons;
 - b) for research purposes;
 - c) for business.
3. In the USA the cost of monthly connection to the Internet is...
 - a) growing fast;
 - b) twelve dollars;
 - c) decreasing.
4. The word Netizen is used to describe...
 - a) a person who has a computer;
 - b) a person who uses the Internet and its resources;
 - c) a computer programmer.
5. American libraries provide Internet service for...
 - a) a small charge;
 - b) a sizeable amount of money;
 - c) free.

Exercise 2. Fill in the gaps, inserting the word that is missing.

The future of television

The increase in the number of available TV channels worldwide is bound to have far reaching effects. Up to now, television has been a uniquely unifying national phenomenon. ...**1**... before have so many people had ...**2**... a common core of shared cultural experiences. ...**3**... creates a durable communal bond. You ...**4**... not know the names of your next-door ...**5**..., but you can be fairly sure that over the past few days they have seen some of the same programmes

you have. Before ...**6**..., with the vast expansion of television programming, everyone will be able to watch ...**7**... different – "Me TV" perhaps – just as each Internet user ...**8**... explore a different selection of websites. The television will become a personal ...**9**... of equipment more like a mobile phone ...**10**... a communal source of entertainment. But it is also possible ...**11**... on these personalized machines, people will actually ...**12**... up watching fewer programmes: that television will become more ...**13**... the movie business, with a number of blockbusters attracting vast global ...**14**... . Viewers in all countries will ...**15**... day be able to pick their programmes in a global market. ...**16**... may still choose to watch their own national programmes since programmes ...**17**... at international markets, with the partial exception of those from America, ...**18**... to have smaller audiences than do national products. But, armed ...**19**... a credit card and a remote control, people will eventually order television programmes from ...**20**... they choose. The television business will then become truly global. So, perhaps, will the cultural values it instills.

Exercise 3. Check your knowledge giving a term to the description, the figure in the brackets means the number of the letters in the word.

1. The site of a nuclear disaster in 1986 (9)
2. Relating to or determined by the Sun (6)
3. A design to make radar or sonar detection difficult (7)
4. Device for making calls (9)
5. Reddish coating of iron oxide (4)
6. A long journey, typically by sea or in space (6)
7. British-French supersonic commercial airliner (8)
8. Shape of the Earth (5)
9. Element needed for respiration (6)
10. Serbian-US engineer and inventor, Nikola (5)

Variant 3

Exercise 1. Choose the best answer (a, b, c, d or e) according to the text.

Technological progress

Over the past thirty years or so the quality of many people's lives has deteriorated in some respects because of technological progress. Those people living near airports are constantly assailed by the noise of increasingly larger and more powerful jet aircraft taking off and landing. We have ugly buildings

which have sprung up in towns and cities. Some of these are blocks of flats-high-rise buildings built because of the high price of land, which seem more like breeding boxes than houses where people have space to live. Worse still, much of our building effort has been channeled into the construction of more and more large office blocks at the expense of much needed housing for the growing urban population.

1. It's obvious in the passage that...

- a) the quality of people's lives has declined by technology;
- b) those people living around airports are happy with their condition;
- c) technology progressed the life standards;
- d) airports are usually constructed in urban areas;
- e) people want to live near airports.

2. We have ugly buildings...

- a) so we need to improve technology;
- b) because the land is expensive;
- c) but we don't have much complaint about it;
- d) where people find enough space to live;
- e) which have appeared only in rural areas.

3. Technological progress...

- a) has negative effects on people's lives;
- b) requires more large office blocks;
- c) became much faster than expected;
- d) enabled people to live in large blocks;
- e) force us to find ways to own land.

Exercise 2. Read the text. a) Look at the first two paragraphs. There are six mistakes. Correct them and say why they are wrong.

b) Look at the rest of the text. There are eight more mistakes. Find them and correct them.

The three most significant technological developments of the past century

The past hundred years see enormous developments in technology. These are often labour saving and have made our lives much easier in many ways. Moreover, they have also driven many dramatic changes in our society.

It could be argued that one of the most important advances is one which we now all take for granted, the telephone. It is now difficult to imagine a life where contacting someone involved seeing them face to face or writing them a letter, which would take days, or possibly weeks to reach them. Furthermore, in these days of mobile phones, the equipments needed to call someone has become so small and portable, that it seems to be only a step away from telepathic.

The second technological development that has had far-reaching consequences, is the computer; and the information technology revolution. The majority of people in the developed world can use the Internet and email to easily access a news, any information, or get an advice on everything from medical to financial problems.

Another development that has been of great social significance is the washing machine.

Prior to this, washing clothes was a major household chore, and was one reason why women were trapped in the home and unlikely to be able to have a career. With the advent of such labour saving devices, women had more freedom to choose to have a career as well as a family. They often say that this has had a very destabilizing effect on families, but it has also enabled many women to have satisfying careers, and I feel on balance, has been a very positive force in society.

Although many other advances could be said to be significant, in my opinion these three are the ones which have changed society the most.

Exercise 3. Check your knowledge giving a term to the description, the figure in the brackets means the number of the letters in the word.

1. Name for the North Star (7)
2. A pollution-mixed fog (4)
3. Famous physicist who developed theory of relativity (8)
4. Computer device; rodent (5)
5. Precious metal, chemical symbol Ag (6)
6. The programmes used by a computer (8)
7. The vehicle providing power for a train (10)
8. Smallest unit of a chemical element (4)
9. Instrument to make very small objects appear larger (10)
10. The scientific institute looking for intelligent life in the universe (acronym) (4)

MODULE 5. SOCIAL AND ECONOMIC PROBLEMS OF MODERN SOCIETY. CHALLENGES OF YOUNG PEOPLE

PART 1. PRACTICE YOUR READING AND CRITICAL THINKING SKILLS

Text 1

Exercise 1. Read and translate the text using a dictionary if needed.

The police have a duty to every householder

Matthew's 21 and has been living in a "bash" for six months. His parents don't know where he is. His girlfriend, Nicky, is younger and three months pregnant. The "bash" is built from planks and crates, roofed with old rugs and plastic sheeting and raised off the ground with wooden pallets. The nearest running water is in a nearby church hall. There's no electricity. Matthew and Nicky don't go hungry. A mobile kitchen brings soup and rolls every night. Students from King's College, across the river, regularly bring food. On the face of it – a brave face – they wouldn't give up this life for anything. They don't bother with the dole. Matthew candidly says that it's a waste of time when they can make do by begging in the West End. It's this that brings them into conflict with us. Matthew talks about Paul and Charlie, both officers at nearby Kennington Road Police Station. "Paul's caught me begging once, he gave me a warning", Matthew says. "But if he catches me again he'll do me". Paul puts the other point of view. "Some people think the Vagrancy Act is obsolete and should be scrapped. But while it's there, we have to enforce it. And we have to think of the nuisance to other people". Indeed, most commuters find the beggars and their dogs frightening. Many think the police should evict the vagrants and clear away the "bashes". But the fact is that we owe a duty to these citizens too. Our real work with the "bashdwellers" is not the cat and mouse game of trying to catch them with their palms out. It's the work the public never see: helping to get someone a hospital bed. Encouraging those who need to visit drug and alcohol rehabilitation centres. Directing newly homeless people to hostels and free kitchens. Putting our heads together with social workers, housing officers, welfare and benefits offices and voluntary organisations. It's spending hours talking to homeless people finding out about their lives and their problems.

Where they've come from. If their families know where they are. And persuading the young ones to return home. "We'll try to give them the respect that every Londoner is entitled to", Paul says. Partly as a result of his help, Nicky and Matthew have reached the end of their life on the road. They're moving to a flat before their baby is born. Reading this you may be in local government, a social worker, architect, counselor, teacher, or anyone with an interest in the plight of the homeless. If you would like to know more about how we can work together to ease the problems of homelessness, please call the Metropolitan Police 0800 662244.

Exercise 2. Discuss the following.

1. Are there many homeless people in your country?
2. How do the poor survive?
3. Why do people become homeless, do you think?
4. What do you feel when you see someone begging? Do you feel sad or angry?
5. Do you give them money or walk on by?
6. Are you frightened by beggars?
7. Should begging be banned?
8. What can we do to make the situation better for homeless people?

Text 2

Exercise 1. Read and translate the text using a dictionary if needed.

The coffee shop situation

In 1976, Holland decided that the crime around selling drugs was a greater threat than the health problem caused to the drug user. So to separate marijuana from the underworld, they decriminalized it and cannabis became tolerated – but not technically legalized – by the government. Respectable coffee-shop owners cheered this approach and welcomed the stability and security of being legitimate, even if it meant paying more taxes.

The Paroot, Amsterdam's leading newspaper, asked the mayor how much a gram of marijuana costs in his city. "fl5 a gram", he answered. In other countries people would be surprised the mayor knows how much a bag of weed is, but in Holland, the man shaping an intelligent drug policy knows the facts. Meanwhile, the rest of the world continues its unending "war on drugs". French

President Jacques Chirac blamed Holland for its drug troubles, even though, according to Time magazine, Holland has fewer addicts per thousand than France and supplies fewer drugs to France than Spain, Pakistan and Morocco. This year it was the U.S. drug-czar Barry McCaffery who came to celebrate America's successful drug policy. Although one may have expected him to be curious about coffee shops here, he found no need to visit one because it was a "bad photo opportunity". He went further, calling Holland's progressive drug policy "an unmitigated disaster", citing higher crime in Holland as proof. Huh? I don't know what he smokes, but this country is safe, and there is no place in the western world with more violence than America. But I guess when you're fighting a "war", the truth sometimes has to be suppressed. So in a bow to foreign pressure, the government reduced the amount of soft drugs an individual can possess from 30 grams to five. But maybe Holland should go further. If they recriminalize drugs, maybe they can wipe them out altogether, just like France and America. While we're at it, maybe France can give us some advice on how to end strikes and reduce unemployment, and the U.S. about stopping violence in schools. No matter what happens in the long run, you can still go into any "coffee shop", proudly march up to the bartender, and announce in a loud voice: "want to buy some hashish, and then I'm going to smoke it". Most places will even have rolling papers and filter tips on the bar. There are several types of hash and pot, which have been bred to produce different highs. Each coffee shop has its own name for its weed, even if it comes from the same place. Just don't let the big menu scare you. (Yes, they'll have a menu.) Hash comes in two basic varieties: blond and black. The black hash hits a little harder and knocks you out a little more. Locals smoke the lighter stuff. Any place that calls itself a "coffee shop" is saying three things: 1) I have pot and hash for you to buy. 2) For the price of a coffee or beer, you may sit here and smoke your own as well. 3) You may also smoke on my outdoor terrace, even in front of the police.

Exercise 2. Discuss the following.

1. The author seems to think a relaxed approach to the drugs problem is best – do you agree with him? Why? Why not?
2. Do you think drugs are more acceptable now than a generation ago?
3. Why do you think people are drawn to taking drugs?
4. Do you think there's a relationship between drug use and crime?

5. Do you think use of soft drugs inevitably leads to use of heroin and cocaine? Why, why not?
6. Do you think there should be any difference made between those who use drugs and those who sell drugs, and what would be a suitable punishment in each case?
7. Which policy do you agree with most – zero tolerance, as is the case in America, or the more relaxed attitude in Holland? Why?
8. Do you think drugs can ever be completely wiped out? Why, why not?

Text 3

Exercise 1. Read and translate the text using a dictionary if needed.

Girls are turning to violent crime

Girls commit more than one in four of all juvenile crimes and are becoming increasingly involved in violence, according to a Government study published yesterday.

In 1957 girls accounted for only one crime in 11. This striking change was highlighted in a report into anti-social behaviour in adolescents. It shows that the criminal activities of so-called girl gangs are part of a worsening trend. Over the past 10 years, the number of arrests of girls for violence has more than doubled and juvenile crime is increasing at a faster rate among girls than boys. This is said to be almost entirely the result of the post-war period – particularly family breakdown – that is evident across the western world. In the past, girls were effectively supervised and were less likely to be exposed to anti-social influences. Anne Hagell, one of the authors of the report, said: "Parents are less likely to supervise daughters as they once did. Young girls are spending increasing amounts of time at school. Also, where once a 13-year-old would sit in her own bedroom listening to records with a friend, now there is a trend towards girls doing the same as boys have always done, which is going around on the streets in groups of five or more".

Boys are more likely to be involved in burglary and drug offences but the ratio falls for criminal damage, robbery, violence and theft. The report says that poor parental supervision is a major factor in delinquency and the increase both in juvenile crime and the involvement of girls has coincided with high divorce rates and family breakdown. There is also a vicious circle at play, with anti-

social girls more likely to become teenage mothers and to be less in a position to give their own offspring the care and that can prevent the next generation sliding into criminality.

Exercise 2. Discuss the following.

1. Do you think girls are as aggressive as boys?
2. What reasons are put forward for girls becoming more violent?
3. What makes a person rude and cruel?
4. How can violence be stopped?
5. Are crimes and violence the same?
6. At what age do you think children should be held responsible for their actions?
7. Is lack of parental supervision the main reason for the growth in female violence? If not, why not?
8. Do you think that girls should be punished in the same way as boys – locked up in young offenders' institutes?

PART 2. PRACTICE YOUR READING COMPREHENSION SKILLS

Text 1

Exercise. Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Hyperinflation

You like money, right? Most people do. But what is it really worth? Usually, it will buy the goods and services that you expect. But sometimes it's worth less than the paper that it's printed on. I know that sounds hard to believe, but it's happened before.

During World War I, the French and the Germans fought one another fiercely. The war exacted a tremendous cost on both sides. Millions died. Billions of dollars were spent. The French paid for their efforts by taxing their citizens. But the Germans borrowed money to pay for the war. As the war raged on and the Germans borrowed more and more money, the value of their currency dropped.

In those days, the Germans called their money Marks. When World War I started in 1914, a US Dollar was worth around four German Marks. In 1919,

after the war ended, a US Dollar was worth about nine German Marks. That means that Germans needed to spend twice as much money to buy the same items after the war. This is called inflation. Since people usually don't start earning twice as much money out of nowhere, it can be a real problem.

While 100 % inflation over five years sounds pretty bad, things got much worse after the war. The countries that fought against Germany were upset with them. The French were perhaps most upset. Much of the fighting took place in France, and the country was ravaged. Since France and her allies won the war, they got to set the terms of surrender. France wanted billions of dollars each year. They demanded payments in foreign money, like the US Dollar, not in German Marks.

It was early 1921 by the time these agreements were made. One US Dollar could buy 60 German Marks. Then the Germans started making payments. Things soon spiraled out of control.

The Germans made these payments by printing money. They would trade the money that they printed for foreign currency. But as they printed more and more, the money was worth less and less. In November of 1921, one US Dollar was worth 330 Marks. A year later, one US Dollar was worth 800 German Marks.

The German government grew desperate. They began to trade Marks for foreign money at any rate. This only made things worse. By November of 1923, one US Dollar could buy 4,210,500,000,000 Marks. That is not a typo. The number is 4 trillion. Their money was devalued so fast that German workers had to go to the store right after getting paid. If they waited until the day's end, their money would be worthless. Basic items like stamps and loaves of bread cost billions of Marks. Germans had to figure their expenses in thousands of billions. That made it tough to get through the day if you lacked strong math skills. Some burned the old bills to provide heat. The Marks' value as a fuel had increased beyond its value as a currency.

That the German economy ever recovered is something of a miracle, but it did recover. They created a new currency called the Rentenmark. Unlike the old Marks, the new Rentenmark was backed by land and gold. This means the currency could be traded for gold or land at a fixed rate. This also meant that the government could only print as much money as they had land and gold to back it. That turned out to be a good thing. By December of 1923, the Rentenmark was

the official currency. The Germans cut 12 zeros from the prices of their products and it was business as usual. Though they still had a lot of issues to work out, the money was stable. That made life a lot more livable. So while you are out chasing after money, remember that money is little more than a promise, and that promises can be broken.

1. Which is not a reason why the German Mark lost value?
 - a) The Germans borrowed money to pay for World War I.
 - b) The Germans had to make payments with foreign money.
 - c) The French demanded large payments.
 - d) The French lost the war.
2. Which best defines the word inflation as it is used in the third paragraph?
 - a) When the value of a currency drops.
 - b) To increase the size of a balloon by blowing air into it.
 - c) When the same amount of money purchases more than in the past.
 - d) When the pictures on the money change.
3. Which best expresses the main idea of the second paragraph?
 - a) Germany and France fought against one another in World War I.
 - b) Many people died in World War I on all sides.
 - c) The German Mark lost value because of borrowing.
 - d) The French were wrong to increase taxes during war time.
4. Which happened first?
 - a) The German Mark was replaced with the Rentenmark.
 - b) The US Dollar was worth nine German Marks.
 - c) The Germans began making war payments to France.
 - d) German Marks were burned to provide heat.
5. Which statement would the author most likely agree with?
 - a) Inflation affects governments, not people.
 - b) The best way to pay for a long war is to borrow money.
 - c) Living in Germany during 1923 would be fun and exciting.
 - d) It is important for a nation to have a stable currency.
6. According to the text, how did the German government respond to France's demands for war payments?
 - a) The Germans made cuts and managed their resources wisely to meet payments.

- b) The Germans printed a bunch of money and traded it for foreign currency.
 - c) The Germans raised taxes on their citizens and used the tax money to make payments.
 - d) The Germans began selling luxury cars to foreign nations to raise the money.
7. How was the Rentenmark different from the paper Mark?
- a) It was printed under the close supervision of the US Government.
 - b) It came before the paper Mark and was printed on silver plates.
 - c) It was backed by land and gold and could not be endlessly printed.
 - d) It was used to purchase land and gold and could not buy consumer goods.
8. Which happened last?
- a) The Germans cut 12 zeroes from the prices of their products.
 - b) The Germans lost World War I.
 - c) The prices of goods skyrocketed into the billions.
 - d) The French demanded large payments from the Germans.
9. Which best defines the meaning of the word "ravaged" as used in the fourth paragraph?
- a) Severely damaged.
 - b) Overflowing with joy.
 - c) Very angry.
 - d) Beautifully colored with vegetation.
10. Which title would best express the main idea of this text?
- a) World War I: A Costly Fight for All of Those Involved
 - b) Inflation: How It Works and How to Prevent It
 - c) Can I Borrow a Trillion? Inflation in Germany After World War I
 - d) Money Around the World: A Comparison of the Value of Money

Text 2

Exercise. Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Labour market problems

How many really suffer as a result of labour market problems? This is one of the most critical yet contentious social policy questions. In many ways, our

social statistics exaggerate the degree of hardship. Unemployment does not have the same dire consequences today as it did in the 1930's when most of the unemployed were primary bread-winners, when income and earnings were usually much closer to the margin of subsistence, and when there were no countervailing social programmes for those failing in the labour market. Increasing affluence, the rise of families with more than one wage earner, the growing predominance of secondary earners among the unemployed, and improved social welfare protection have unquestionably mitigated the consequences of joblessness.

Earnings and income data also overstate the dimensions of hardship. Among the millions with hourly earnings at or below the minimum wage level, the overwhelming majority are from multiple-earner, relatively affluent families. Most of those counted by the poverty statistics are elderly or handicapped or have family responsibilities which keep them out of the labour force, so the poverty statistics are by no means an accurate indicator of labour market pathologies. Yet there are also many ways our social statistics underestimate the degree of labour-market-related hardship.

The unemployment counts exclude the millions of fully employed workers whose wages are so low that their families remain in poverty. Low wages and repeated or prolonged unemployment frequently interact to undermine the capacity for self-support. Since the number experiencing joblessness at some time during the year is several times the number unemployed in any month, those who suffer a result of forced idleness can equal or exceed average annual unemployment, even though only a minority of the jobless in any month really suffer. For every person counted in the month unemployment tallies, there is another working part-time because of the inability to find full-time work, or else outside the labour force but wanting a job.

Finally, income transfers in our country have always focused on the elderly, disabled, and dependent, neglecting the needs of the working poor, so that the dramatic expansion of cash and in kind transfers does not necessarily mean that those failing in the labour market are adequately protected. As a result of such contradictory evidence, it is uncertain whether those suffering seriously as a result of labour market problems number in the hundreds of thousands or the tens of millions, and hence, whether high levels of joblessness can be tolerated or must be countered by job creation and economic stimulus. There is only one area of agreement in this debate – that the existing poverty, employment, and

earnings statistics are inadequate for one of their primary applications, measuring the consequences of labour market problems.

1. Which of the following is the principle topic of the passage?
 - a) What causes labour market pathologies that result in suffering.
 - b) Why income measures are imprecise in measuring degrees of poverty.
 - c) Which of the currently used statistical procedures are the best for estimating the incidence of hardship that is due to unemployment.
 - d) Where the areas of agreement are among poverty, employment, and earnings figures.
 - e) How social statistics give an unclear picture of the degree of hardship caused by low wages and insufficient employment opportunities.
2. The author uses "labour market problems" in lines 1–2 to refer to which of the following?
 - a) The overall causes of poverty.
 - b) Deficiencies in the training of the work force.
 - c) Trade relationships among producers of goods.
 - d) Shortages of jobs providing adequate income.
 - e) Strikes and inadequate supplies of labour.
3. The author contrasts the 1930's with the present in order to show that...
 - a) more people were unemployed in the 1930's;
 - b) unemployment now has less severe effects;
 - c) social programmes are more needed now;
 - d) there now is a greater proportion of elderly and handicapped people among those in poverty;
 - e) poverty has increased since the 1930's.
4. Which of the following proposals best responds to the issues raised by the author?
 - a) Innovative programmes using multiple approaches should be set up to reduce the level of unemployment.
 - b) A compromise should be found between the positions of those who view joblessness as an evil greater than economic control and those who hold the opposite view.
 - c) New statistical indices should be developed to measure the degree to which unemployment and inadequately paid employment cause suffering.

- d) Consideration should be given to the ways in which statistics can act as partial causes of the phenomena that they purport to measure.
 - e) The labour force should be restructured so that it corresponds to the range of job vacancies.
5. The author's purpose in citing those who are repeatedly unemployed during a twelve-month period is most probably to show that...
- a) there are several factors that cause the payment of low wages to some members of the labour force;
 - b) unemployment statistics can underestimate the hardship resulting from joblessness;
 - c) recurrent inadequacies in the labour market can exist and can cause hardships for individual workers;
 - d) a majority of those who are jobless at any one time do not suffer severe hardship;
 - e) There are fewer individuals who are without jobs at some time during a year than would be expected on the basis of monthly unemployment figures.
6. The author states that the mitigating effect of social programmes involving income transfers on the income level of low-income people is often not felt by...
- a) the employed poor;
 - b) dependent children in single-earner families;
 - c) workers who become disabled;
 - d) workers who become retired;
 - e) full-time workers who become unemployed.
7. According to the passage, one factor that causes unemployment and earnings figures to overpredict the amount of economic hardship is the...
- a) recurrence of periods of unemployment for a group of low-wage workers;
 - b) possibility that earnings may be received from more than one job per workers;
 - c) fact that unemployment counts do not include those who work for low wages and remain poor;
 - d) establishment of system of record-keeping that makes it possible to compile poverty statistics;
 - e) prevalence, among low-wage workers and the unemployed, of members of families in which other are employed.

8. The conclusion stated about the number of people who suffer as a result of forced idleness depends primarily on the point that...
- a) in times of high unemployment, there are some people who do not remain unemployed for long;
 - b) the capacity for self-support depends on receiving moderate-to-high wages;
 - c) those in forced idleness include, besides the unemployed, both underemployed part-time workers and those not actively seeking work;
 - d) at different times during the year, different people are unemployed;
 - e) many of those who are affected by unemployment are dependents of unemployed workers.

Text 3

Exercise. Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Population

1. A very important world problem, if not the most serious of all the great world problems which affect us at the moment, is the increasing number of people who actually inhabit this planet. The limited amount of land and land resources will soon be unable to support the huge population if *it* continues to grow at its present rate.

2. In an early survey conducted in 1888, a billion and a half people inhabited the earth. Now, the population exceeds five billion and is growing fast – by the staggering figure of 90 million in 1988 alone. This means that the world must accommodate a new population roughly equal to that of the United States and Canada every three years! Even though the rate of growth has begun to slow down, most experts believe the population size will still pass eight billion during the next 50 years.

3. So why is this huge increase in population taking place? It is really due to the spread of the knowledge and practice of what is becoming known as "Death Control". You have no doubt heard of the term "Birth Control" – "Death Control" is something rather different. It recognizes the work of the doctors and scientists who now keep alive people who, not very long ago, would have died of a variety of then incurable diseases. Through a wide variety of technological innovations that include farming methods and sanitation, as well as the control

of these deadly diseases, we have found ways to reduce the rate at which we die – creating a population explosion. We used to think that reaching seventy years old was a remarkable achievement, but now *eighty or even ninety* is becoming recognized as the *normal life-span for humans*. In a sense, this represents a tremendous achievement for our species. Biologically *this is the very definition of success* and we have undoubtedly become the dominant animal on the planet. However, this success is the very cause of the greatest threat to mankind.

4. If we examine the amount of land available for this ever-increasing population, we begin to see the problem. If everyone on the planet had an equal share of land, we would each have about 50,000 square metres. This figure seems to be quite encouraging until we examine the type of land we would have. Not all land is useful to humans as it cannot produce food. We can cut out about one fifth of it because it is permanently covered by snow and ice. Then we can cut out another fifth because it is desert. Another fifth is too mountainous or is too great a height above sea-level. A tenth doesn't have enough soil for crops to grow – it is bare rock. Now the position begins to look rather more bleak!

5. Obviously, with so little land to support us, we should be taking great care not to reduce it further. But are we? Mankind seems to be unable to accept that we live on a finite planet – we act as if its resources were infinite. Because of overpopulation and over-consumption, humanity is incapable of supporting itself on its "income" – the energy arriving continuously from the sun. Instead, we are consuming its "capital" – its nonrenewable fossil fuels and other mineral deposits that took millions of years to form but which are now being destroyed in decades. We are also doing the same with other vital resources not usually thought of as being nonrenewable such as fertile soils, groundwater and the millions of other species that share earth with us.

6. Man is constantly destroying the very resources which keep him alive. He is destroying the balance of nature which regulates climate and the atmosphere, produces and maintains healthy soils, provides food from the seas, etc. In short, by only considering our needs of today, we are ensuring there will be no tomorrow.

7. An understanding of man's effect on the balance of nature is *crucial* to be able to find the appropriate remedial action. It is a very common belief that the problems of the population explosion are caused mainly by poor people living in

poor countries who do not know enough to limit their reproduction. This is not true. The actual number of people in an area is not as important as the effect they have on nature. Developing countries do have an effect on their environment, but it is the populations of richer countries that have a far greater impact on the earth as a whole.

8. The birth of a baby in, for example, Hong Kong, imposes more than a hundred times the amount of stress on the world's resources as a baby in India. Most people in India do not grow up to own cars or air-conditioners – nor do they eat the huge amount of meat and fish that the Hong Kong child does. *Their* life-styles do not require vast quantities of minerals and energy. Also, they are aware of the requirements of the land around them and try to put something back into nature to replace what they take out. The Hong Kong person simply takes without any thought as to what effect he is having on nature.

9. For example, tropical forests are known to be essential to the balance of nature yet we are destroying them at an incredible rate. They are being cleared not to benefit the natives of that country, but to satisfy the needs of richer countries. Central American forests are being destroyed for *pastureland* to make pet food in the United States cheaper; in Papua New Guinea, forests are destroyed to supply cheaper cardboard packaging for Japanese electronic products; in Burma and Thailand, forests have been destroyed to produce more attractive furniture in Singapore and Hong Kong. Therefore, a rich person living thousands of miles away may cause more tropical forest destruction than a poor person living in the forest itself.

10. In short then, it is everybody's duty to safeguard the future of mankind – not only through population control, but by being more aware of the effect his actions have on nature. Nature is both fragile and powerful. It is very easily destroyed; *on the other hand*, it can so easily destroy its most aggressive enemy – man.

1. From the information given in paragraph 2, the combined population of the US and Canada is:

- a) a staggering 90 million;
- b) exactly 270 million;
- c) about 90 million;
- d) approximately 270 million.

2. The main purpose of paragraph 2 is:

- a) to put forward the argument that world population has to be reduced;

- b) to give a brief history of the growth in world population;
 - c) to emphasise how quickly the world population is rising;
 - d) to stress how large the world population is now.
3. In paragraph 3, which of the following is NOT given as a reason for a reduction in death rates:
- a) new inventions;
 - b) better hygiene;
 - c) improved food production;
 - d) better control of fatal diseases.
4. Which of the following is closest in meaning to "eighty or even ninety ... normal life-span for humans"?
- a) on average, people now live to be over eighty;
 - b) we should recognise that people now live to between eighty and ninety on average;
 - c) nowadays it isn't normal for people to die younger than eighty;
 - d) average life expectancy is increasingly being considered to be eighty or more.
5. According to paragraph 4, how much per person of the earth's surface can be used to produce food?
- a) 25,000 square metres;
 - b) 15,000 square metres;
 - c) 2,500 square metres;
 - d) 5,000 square metres.
6. In paragraph 9, the writer claims it is commonly believed that:
- a) people from poor countries produce too many goods;
 - b) poor people in undeveloped countries have too many children;
 - c) in undeveloped countries, poor people cannot reproduce enough;
 - d) there are too many poor and uneducated people in some parts of the world.
7. The writer's main purpose in paragraph 8 is to argue that:
- a) people in developed countries generally have more impact on nature than others;
 - b) Hong Kong children are generally better off than children born in India;
 - c) Hong Kong children consume too much of the world's resources;
 - d) people from some countries are more selfish than others in their consumption of resources.

8. Based on information in the passage, which of the following would the writer probably recommend:
- a) increasing food and industrial production, and encouraging people in undeveloped countries to have fewer children;
 - b) improving education about the environment and banning the export of wood products from poor to rich countries;
 - c) encouraging people worldwide to have fewer children and to behave in a more responsible way towards nature;
 - d) restricting population worldwide and increasing the use of nonrenewable resources.
9. Which of the following does "Their" in paragraph 8 refer to?
- a) babies in India;
 - b) babies in Hong Kong;
 - c) cars and air-conditioners;
 - d) the world's resources.
10. Which of the following could replace "on the other hand" without changing the meaning in paragraph 10:
- a) besides;
 - b) furthermore;
 - c) while;
 - d) however.
11. What does "it" in paragraph 1 refer to?
- a) important world problem;
 - b) increasing number;
 - c) limited amount of land;
 - d) huge population.
12. Which of the following could replace "yet" without changing the meaning of the sentence (paragraph 9):
- a) but;
 - b) still;
 - c) and;
 - d) since.
13. Which of the following is closest in meaning to the last sentence of paragraph 4:
- a) the amount of productive land available is falling;
 - b) the situation now looks more serious;

- c) the situation is becoming dangerous;
 - d) the position is changeable.
14. "Pastureland" (paragraph 9) means the same as:
- a) land for crops;
 - b) forest products;
 - c) land where animals can feed;
 - d) areas for building factories.
15. "crucial" (paragraph 7) means the same as:
- a) essential;
 - b) probably important;
 - c) quite important;
 - d) useful.
16. "this is the very definition of success" (paragraph 3) refers to:
- a) increasing life span to 80 or 90 years;
 - b) reaching 70 years old;
 - c) having a normal life span;
 - d) technological innovations.

PART 3. PRACTICE YOUR VOCABULARY AND USE OF LANGUAGE SKILLS

Exercise 1. Complete the text using the present perfect simple, present perfect continuous or past simple form of the verb in brackets.

The ageing population

The number of men and women in the US aged 60 or over still in work (*rise*) for more than a decade. Economists (*give*) a number of reasons for this trend. First, since 1985 the US economy (*expand*) so there (*be*) an increased demand for labour. At the same time, the cost of some services, such as health care, (*increase*) so workers need to earn more money in later life. In addition, changes in social security benefits and rules (*have*) a considerable effect on labour patterns. First, in 1977 and 1983 changes to the Social Security Act (*raise*) the full-benefit age from G5 to G7 and (*introduce*) other changes that make delaying retirement more attractive. Then, in 1986 the Age Discrimination Act (*end*) compulsory retirement for all workers, allowing them to work later in

life. Changes to pension laws (*also encourage*) workers to stay in employment longer, as this gives them more chance of a larger pension when they retire.

Exercise 2. Complete the text with the appropriate form of the verb in brackets.

Life expectancy

Our country (*go*) through a period of accelerating change. Today, there (*be*) around 3.7 million people aged over 60 in this country but the large numbers of people who (*belong*) to the baby-boom generation (*produce*) an explosion in the number of elderly people from around 2011. By 2030 there (*be*) some 8.8 million and because the birth-rate in the period after the post war baby boom (*decline*) sharply, these elderly people (*represent*) a much larger share of the country's population than ever before in our history. When we (*introduce*) our national pension scheme, there (*be*) about eight working-age people for every retired person, whereas today, there (*be*) about five, and in 2030 there (*be*) only three. There (*be*) another dramatic change which also (*affect*) this situation, as thanks to medical advances and higher living standards. Life expectancy (*increase*) and (*continue*) to increase in future years, today people can expect to live three years longer than in 1966. By 2030, they (*live*) an average of 4.5 years longer.

Exercise 3. Choose the correct option *a*, *b* or *c* to complete the sentences about the generation gap.

1. It's time that older people ... listening to what younger people say.
2. Some older people treat teenagers as if they ... all dangerous criminals.
3. Some older people wish there ... more police officers on the street, and blame all bad behavior on the voting.
4. Perhaps it's time that young people ... more responsibly towards other people.
5. Generally speaking, young people ... spend their time with other young people.
6. Many older people ... the world to be just the same as it was when they were young.
7. Older people also wish that young people ... more politely.
8. Some people think that 16-year-olds ... were given the vote.
9. Many young people, however, have no faith in politics, and just wish the world ... different.
10. Some of them ... if everyone just left them alone and stopped asking them for their opinions.

	a)	b)	c)
1.	would start	start	started
2.	were	would	prefer
3.	were	had been	are
4.	acted	would act	act
5.	wish	would rather	hope
6.	rather	would prefer	as though
7.	had behaved	didn't behave	would behave
8.	as if	it's time	they wouldn't prefer
9.	is	had been	were
10.	would rather	as though	would prefer it

Exercise 4. Complete the text using one word in each gap.

Neighbours and noise

Do you ever wish that your neighbours *a)*... *would* turn down their music? Perhaps you're trying to sleep and you wish that the people next-door *b)*... not holding an all-night barbecue party in their garden. Or do you feel it is *c)*... you moved to an uninhabited island? Don't worry – you are just another victim of noise pollution. Of course, most people would prefer *d)*... if cats *e)*... no noise at all, neighbours *f)*... as quiet as mice, and nobody *g)*... about the streets in cars with open indows and high-powered sound systems. You may even wish you *h)*... stop children from playing in the street, or planes from passing overhead. But in the end, if *i)*... you I *j)*... just get used to it. Close the windows, buy some earplugs, laugh and turn up your own stereo. Just act *k)*... if the noise *l)*... simply not there! Who knows, perhaps it will go away!

Exercise 5. Complete the text using one phrase from the list in each gap.

1. a few; 2. aren't enough; 3. enough time; 4. lot of; 5. hardly any; 6. large numbers; 7. many; 8. more; 9. quite a lot; 10. too much; 11. two or three times as much; 12. very few.

Women in power

More than a century after women storied campaigning for the right to vote, it still seems that there *a)*... *women* in positions of power, in the world as a whole, there have been *b)*... female heads of state, and in some countries women have *c)*... political power. In industrialized countries where *d)*... or women work, it still happens that men earn *e)*... for doing the same job.

Although there are *f)*... successful female business leaders, there are clearly many *g)*... men at the top. Many people believe that this situation reflects the fact that women haven't got *h)*... to be successful in the work place, and in the home. There is much *i)*... pressure on women, they say, to be good wives and mothers, and they are at a disadvantage in the job market. However, there is *j)*... evidence to suggest that women can be more successful in the modern business environment than men. *k)*... modern business operations now depend on co-operation and flexibility, and women are better at these skills than men. So it may well be that in the future, quite a *l)*... important business will be run by women, and it will be the men who earn lower wages or stay at home.

Exercise 6. Underline the best word or phrase.

Globalization

What exactly is globalization? *To some extent / Moreover* the term means whatever people want it to mean. In economics, the term usually refers to the way the world has become one market, with free exchange of goods and capital. *At least / However*, it is also used to describe cross-cultural contacts. *Furthermore / As well as* being part of the same economic system, countries in different parts of the world share entertainment, food and *in some respects / owing to* similar attitudes to life. *Above all / Thus*, globalization often refers to the way TV and the internet have created a unified world in which information can be exchanged very rapidly. In fact, a "global economy" is only possible *as a result of / however* modern information technology. *Despite / Furthermore*, politics has also become "globalized", creating an operation between countries. *However / Although*, there are many critics of globalization who point out that while business has become global, there are still winners and losers: *consequently / nevertheless*, the richer nations grow richer, and the poorer nations grow poorer.

They also argue that *above all / as a result* of the global power of large corporations and international financial institutions, many countries no longer control their own economics.

Exercise 7. Choose the best option: a, b, or c for each gap.

The air and change in the 20th century

The car can be seen not as a ...1... machine, but as an agent of social change. In the USA ...2... during the twentieth century, cars ...3... transformed society. First of all more cars meant more mobility, ...4... as roads became

better, people could travel further for jobs. Rather than living in the city centre or near factories, people could live in suburbs ...**5**... and drive between home and work, ...**6**... there were new laws obliging new shops and businesses to provide parking spaces, which further encouraged a "car-only" society. The ...**7**... pace of change was staggering: in 20 years, US roads increased in length from around 600.000 km to 1.6 million km. ...**8**... mass production of cars transformed business, making oil and rubber into major industries, increasing demand for steel, and creating new service industries, ...**9**... filling stations, molds and insurance, ...**10**..., the car represented the American ideal of "personal freedom" – before environmental damage and an epidemic of obesity began to force Americans to think again.

a)	b)	c)
1. utter	sheer	mere
2. for example	such as	that is
3. literally	namely	merely
4. Apart from	And so forth	In other words
5. in conclusion	instead	alternatively
6. Simply	Secondly	Literally
7. sheer	mere	utter
8. In a way	Thirdly	Instead
9. examples include	etc	such as
10. In a way	For example	Except for

Exercise 8. Complete the paragraph with prepositions from the box. There is one preposition you do not need to use.

about • between • in • of • on • with

Unfortunately, there seems to be a relationship ...**1**... tourism and environmental problems. Despite the fact that the increase ...**2**... the number of people traveling brings economic benefits, there is concern ...**3**... the negative effects that tourism has ...**4**... the environment. The problem ...**5**... luxury hotels is that they put huge pressure on scarce water supplies in dry areas.

Exercise 9. Put one of the following words in each space in the sentences below.

for • in • of • to • from • off • under • by

1. Many people died ... starvation.
2. There are earthquakes in Japan ... time ... time.

3. Food supplies are dropped ... people whose homes are cut
4. Rescue teams searched ... injured people.
5. There was a drought ... ten months ... Central Africa.
6. Many people were trapped ... the rubble of the building which had collapsed.
7. Medical teams were sent ... the government.

Exercise 10. Put each of the following words or phrases in its correct place in the passage below.

elderly • medical treatment • physically disabled • pension schooling
 • mentally handicapped • eligible out of work • social services • benefits
 • social workers • welfare • state • retire • subsidized • low incomes

A country which helps its old, sick, disabled and unemployed is called a *a*)... . *b*)... people receive a state *c*)... when they *d*)... at the age of 60 or 65. People with *e*)... who cannot afford to buy or rent decent accommodation are given houses or flats with *f*)... rents, which means that the government or local council supports the rent to keep it low. Sick people get free *g*)... from their doctor or at the hospital. Mothers of small children get special state financial *h*)..., and of course older children receive free *i*)... . *j*)... people, who cannot move normally, and *k*)... people, whose minds are not fully developed, also receive special assistance and, if necessary, special equipment to help them live normal lives. People who are *l*)... are normally *m*)... to receive unemployment benefit, which is paid by the state. The *n*)... (government departments responsible for people's wellbeing) will help people who, financially, physically or psychologically, have difficulty in coping with life and *o*)... will visit such people in their homes.

Exercise 11. Put one of the following words in each space in the sentences below.

from • ones • on • together • so that • between
 • those • for • than • as a result • by

The world food crisis

Some countries have too much food, some have too little. It seems simple and logical to put these two facts ...*1*... and solve the problem by having the developed countries produce more and send the excess food to ...*2*... that need it.

In the past, some of the richer countries have given poorer ...*3*... the food they need ...*4*... credit and many developing countries, ...*5*... have run up huge foreign debts. The fundamental reason ...*6*... these countries economic problems is that a workforce suffering ...*7*... malnutrition cannot function efficiently.

The gap ...**8**... the developed and the developing nations continues to increase year ...**9**... year and there are more hungry mouths in the world ...**10**... ever before. We must attack the root of the problem by increasing the supply of food to the developing nations now ...**11**... future generations will become strong enough to feed themselves and to increase their own productivity.

Exercise 12. Read the information about urban development. Then complete the text with the present perfect passive or past perfect passive form of the verbs in brackets.

In many countries in recent years, areas of urban land which were once used for industrial purposes (*redevelop*) for other purposes. In London, for example, the Docklands (*transform*) since the 1980s. The docks (*build*) in the 19th century when London was a busy port, but by the 1980s most business (*lose*) and many docks (*close*). This left large areas of derelict land, and many people without jobs. Since the 1980s, £10 billion (€14.7 billion) (*spend*) on the project. 600 hectares of derelict land (*improve*), 90 km of new roads (*build*). 80,000 new jobs (*create*) and 24,000 new homes (*construct*). In addition to this, 100,000 new trees (*plant*) and 130 hectares of parks (*create*). Cultural venues such as the Docklands Arena (*open*). Some local people do not agree with all the things that (*do*), as houses here are expensive, and most jobs are in media, IT or business. On the other hand, a declining area of the city (*give*) a new lease of life.

Exercise 13. Complete the text with the verbs in brackets and a form of *can* or *have to*.

Rapid population growth (*cause*) problems. The government (*provide*) more hospitals, schools and jobs, farmers (*produce*) more food and all the extra people (*have*) homes. In a less economically developed country, the economy (*grow*) fast enough to deal with the problems. Many countries realize that they (*control*) population growth.

Some countries believe they can encourage family planning through education and publicity. Other countries believe that they have such a serious problem that they (*take*) special measures to control the number of people. In China, for example, there is a "one child" policy. Couples (*ask*) permission from the government to marry, and women (*be*) at least 26 years old. The couple then (*ask*) permission to have a child, and are allowed only one.

Exercise 14. Complete the text with *the most of*, *all of* and *none of*.

However hard they try to solve the problem, ... the world's large cities suffer from traffic problems, ... them were not planned to cope with so many vehicles, so the streets are narrow, and there is not enough space for parking. A number of different solutions to this problem have been suggested, but ... them has been completely successful. For example, many cities try to discourage the use of private cars in the centre, but even so it is impossible to keep ... the traffic away.

As ... the larger shops, offices, hotels, railway stations etc are in the centre of the city, there will always be a need for buses and taxis and some private cars. An obvious answer is to move ... the hotels, offices and large stations out of the city centre. It would be impossible to move ... them, but it would still make the situation better. The new areas would have plenty of parking and public transport, so they would have ... the problems of the old city centre.

Exercise 15. Complete the text with the suitable words.

The pollution in Hong Kong is a ... problem.

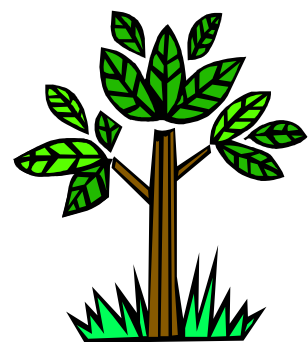
We have ... pollution which makes the rivers and the sea very dirty. Some seafood is no longer ... to eat now.

We have ... pollution because of the ... made by cars and factories.

... pollution is also getting worse because of the ... and traffic in our streets.

If we allow this to go on, Hong Kong will become a ... place to live in. Therefore we must do something before it is too

If we don't stop making a lot of smoke, we won't have ... to breathe.



PART 4. TEST YOURSELF**Variant 1**

Task 1. Read the text below and match the words from the article 1–10 with their meanings a–j.

The police have a duty to every householder

Matthew's 21 and has been living in a "bash" for six months. His parents don't know where he is. His girlfriend, Nicky, is younger and three months pregnant. The "bash" is built from planks and crates, roofed with old rugs and plastic sheeting and raised off the ground with wooden pallets. The nearest running water is in a nearby church hall. There's no electricity. Matthew and Nicky don't go hungry. A mobile kitchen brings soup and rolls every night. Students from King's College, across the river, regularly bring food. On the face of it – a brave face – they wouldn't give up this life for anything. They don't bother with the dole. Matthew candidly says that it's a waste of time when they can make do by begging in the West End. It's this that brings them into conflict with us. Matthew talks about Paul and Charlie, both officers at nearby Kennington Road Police Station. "Paul's caught me begging once, he gave me a warning", Matthew says. "But if he catches me again he'll do me". Paul puts the other point of view. "Some people think the Vagrancy Act is obsolete and should be scrapped. But while it's there, we have to enforce it. And we have to think of the nuisance to other people". Indeed, most commuters find the beggars and their dogs frightening. Many think the police should evict the vagrants and clear away the "bashes". But the fact is that we owe a duty to these citizens too. Our real work with the "bashdwellers" is not the cat and mouse game of trying to catch them with their palms out. It's the work the public never see: helping to get someone a hospital bed. Encouraging those who need to visit drug and alcohol rehabilitation centres. Directing newly homeless people to hostels and free kitchens. Putting our heads together with social workers, housing officers, welfare and benefits offices and voluntary organisations. It's spending hours talking to homeless people finding out about their lives and their problems. Where they've come from. If their families know where they are. And persuading the young ones to return home. "We'll try to give them the respect that every Londoner is entitled to", Paul says. Partly as a result of his help, Nicky and Matthew have reached the end of their life on the road. They're

moving to a flat before their baby is born. Reading this you may be in local government, a social worker, architect, counsellor, teacher, or anyone with an interest in the plight of the homeless. If you would like to know more about how we can work together to ease the problems of homelessness, please call the Metropolitan Police 0800 662244.

- | | |
|----------------------|--|
| 1. crates | a) very old fashioned, out of date |
| 2. rug | b) has a right to |
| 3. on the face of it | c) remove, take away |
| 4. obsolete | d) large, wooden boxes |
| 5. scrapped | e) someone who gives help and advice |
| 6. evict | f) desperate, difficult situation |
| 7. rehabilitation | g) apparently |
| 8. is entitled to | h) cancelled, got rid of |
| 9. counsellor | i) a kind of small carpet |
| 10. plight | j) helping people find their way back into society |

Task 2. Answer the questions according to the reading passage.

Active passive smoking

Psychologist George Spilich at Washington College in Chestertown, Maryland, decided to find out whether, as many smokers say, smoking helps them to think and concentrate. He put non-smokers, active smokers and smokers deprived of cigarettes through a series of tests. In the first test, each subject sat before a computer screen and pressed a key as soon as he or she recognized a target letter. In this simple test, smokers, deprived smokers and non-smokers performed equally well. The next test was more complex. Non-smokers were faster, but under the stimulation of nicotine, active smokers were faster than deprived smokers. In the third test of short-term memory, non-smokers made the fewest errors, but deprived smokers committed fewer errors than active smokers. In the fourth test, non-smokers were the best and deprived smokers bested those who had smoked a cigarette just before testing. As the tests became more complex, non-smokers performed better than smokers by wider and wider margins.

1. It is pointed out in the passage that the purpose of George Spilich's experiments is...
 - a) to test whether smoking has a positive effect on the mental capacity of smokers;

- b) to show how smoking damages people's mental capacity;
 - c) to prove that smoking affects people's regular performance;
 - d) to show that non-smokers are less productive at work than smokers;
 - e) to prove that nicotine helps people's short-term memory.
2. We understand from the passage that...
- a) active smokers in general performed better than deprived smokers;
 - b) active smokers responded more quickly than the other subjects in all tests;
 - c) the other subjects were not better than nonsmokers in the simplest test;
 - d) deprived smokers gave the slowest responses to the various tasks;
 - e) non-smokers committed more errors than deprived smokers in most of the tests.
3. George Spilich's experiment was conducted in such a way as to...
- a) check the effectiveness of nicotine on nonsmokers;
 - b) put the subjects through increasingly complex tests;
 - c) finish the tests as quickly as possible;
 - d) force the subjects to recall the words they learned;
 - e) compel the subjects.

Task 3. Complete the text with the right option.

Gender bias and poverty

...1... between men and women results in poorer health for children and greater ...2... for the family, ...3... to a new study. The UN agency Unicef found that in places where women are ...4... from family decisions, children are more likely to suffer from ...5... . There would be 13 million ...6... malnourished children in South Asia if women had an equal say in the family, Unicef said.

Unicef ...7... family decision-making in 30 countries ...8... the world. Their chief finding is that equality between men and women is vital to ...9... poverty and improving health, especially that of children, in developing countries. The conclusions are contained in the agency's latest report. This report ...10... to a greater ...11... of opportunities for girls and women in education and work which contributes to disempowerment and poverty. Where men control the household, less money is spent on health care and food for the family, which ...12... in poorer health for the children.

An increase in ...**13**... and income-earning opportunities for women would increase their ...**14**... power, the report said. For example, the agency found that ...**15**... has the greater share of household income and assets decides whether those resources will be used for family needs.

1.	Unequal	Inequal	Unequality	Inequality
2.	poor	poorness	poverty	impoverished
3.	resulting	according	regarding	with regard
4.	excluded	exclude	exclusion	excludes
5.	ill-nourished	malnourish	malnutrition	ill-nutrition
6.	more	few	fewer	least
7.	survey	surveying	surveys	surveyed
8.	in	around	over	among
9.	increase	reduce	increasing	reducing
10.	points	indicates	shows	suggests
11.	lack	lacking	lacks	lucky
12.	leads	result	lead	results
13.	employ	employment	employee	employed
14.	house	householder	household	home
15.	whatever	whoever	whichever	however

Variant 2

Task 1. Read the text and circle T (True) or F (False).

To an estately home

A bag lady evicted from a Ford Consul where she lived for 20 years moved into a new home yesterday – a Mercedes estate. Ann Naysmith was left in tears when council chiefs ordered her rusty Consul to be towed away. But neighbour Sian Lin came to the rescue – and gave delighted Ann her family's old red Merc. Sian and other caring neighbours parked the Merc in the same spot her Consul had occupied, and even decorated it with flowers and a welcome card. Council chiefs in Chiswick, West London, said they had towed away Ann's Consul from the posh road where it was parked because they were worried over her health. But pals say officials acted because some residents complained the eyesore car was hitting property prices in the street, where homes fetch more than £500,000. The council had allocated a flat for Ann to move into after her car was towed

away – but she refused to go. Grateful Neighbour Sian, 40 – an actress who has appeared in *Casualty*, *EastEnders* and *The Bill* – said: "We had no option really but to give her a new car. She is part of the community round here and didn't deserve to be treated like that". Ann, once an acclaimed pianist, moved into the Ford Consul after she was evicted from a house in the same road when it was redeveloped by the landlord in the '80s. She grows vegetables in a tiny plot and cooks on a makeshift barbecue in a nearby car park. Ann appeared grateful for her new home yesterday but said her priority was to get back her Consul. She insisted: "This is only a stopgap overnight. I am going to fight to make the council put my own car back there where it belongs. They should never have removed it in the first place. It was not doing anyone any harm". Considerate neighbours covered the Merc's windows with paper to give Ann some privacy and even put a Frank Sinatra tape in the motor to give her something to listen to. Sian's husband Kit, also 40, said: "Miss Naysmith is the most extraordinarily considerate and scrupulous person I have ever met". Fellow neighbour, Sally Warren, 46 said: "This is a partial success but we are still determined to get Miss Naysmith's car back. We are going to do whatever it takes". But just hours after Ann moved in, her new "motor home" was slapped with a £30 parking fine for not showing a pay-and-display ticket. The council said the warden had been despatched after it received a complaint about the Merc. But a neighbour pal of Ann's accused council officials of being vindictive. The chum said: "The wardens used to leave the old Consul alone, but her Mercedes is here for a matter of hours and they issue a ticket. They are just trying to force her to leave".

1. Ann Naysmith lived in the Ford Consul for 30 years. T / F
2. Council chiefs cried when she was evicted. T / F
3. The Mercedes is in the same parking space as the Ford. T / F
4. Some residents say that Ann's car is effecting property prices. T / F
5. Ann did not want to move into a council flat. T / F
6. Ann was once a very good pianist. T / F
7. She buys her food from the local supermarket. T / F
8. Ann wants her old car back. T / F
9. Sally Warren wants Ann to leave. T / F
10. The council said some people did not want the Mercedes to be there. T / F

Task 2. Answer the questions according to the reading passage.**Alcohol and women infertility**

Alcohol consumption may be linked to a women's risk of infertility, say researches supported by the National Institute of Child Health. In a study of nearly 6,000 women, researchers from the Harvard School of Public Health looked at Data from those evaluated at seven infertility clinics. After adjusting for other factors that could affect results, such as age and cigarette smoking, researchers found a strong association between alcohol (more than the equivalent of seven cans of beer a week) and infertility due to ovulation problems. The inability to conceive was about 30 percent more likely to occur in women who drank moderately and about 60 percent more likely in women who drank heavily.

1. The researchers supported by the National Institute of Child Health...
 - a) took care of women who're suffering from alcohol;
 - b) have spent a lot of money on fertility;
 - c) have been victims of infertility;
 - d) said alcohol may affect women's fertility;
 - e) have also worked for Harvard University.
2. According to the passage, one can assume that women who are infertile,...
 - a) possibly drink more than seven cans of beer a week;
 - b) are students at Harvard university;
 - c) smoked a lot of cigarettes when they were very young;
 - d) used to go hospitals because of serious problems;
 - e) really don't like babies and some of them hate babies.
3. The passage tells us that...
 - a) smoking is not as harmful as alcohol;
 - b) a lot of researches have been done on smoking;
 - c) we are unaware of the side-effects of infertility;
 - d) beer is also a kind of alcohol;
 - e) women who drink heavily have the risk of infertility.

Task 3. Complete the text with the right option.**HIV breakthrough**

Scientists believe that they have made a ...1... breakthrough in fighting HIV – they have shown what happens when an infection-fighting antibody attacks a ...2... in HIV's ...3... defences. Finding a vaccine against HIV has been very difficult because the proteins on the surface of the virus are

continually mutating, but they have shown an antibody, called b12, attacking a weak spot of the virus where the protein is ...**4**... . The virus is able to ...**5**... rapidly to avoid ...**6**... by the immune system, and is also covered in sugary molecules which block access by antibodies. ...**7**..., certain parts of the virus must remain ...**8**... unchanged so that it can catch hold of and enter human cells. One protein that sticks out from the surface of the virus and binds to receptors on host cells is one such region, which makes it a target for vaccine development.

Previous analyses of the ...**9**... of people that have been able to keep HIV from developing into AIDS for long periods of time ...**10**... revealed a ...**11**... group of antibodies – including b12 – that seem to fight HIV with some degree of ...**12**... . The latest study showed how the antibody and ...**13**... protein interact. Scientists hope that revealing the ...**14**... of this bond in such ...**15**... detail will provide clues about how best to attack HIV.

1.	majority	major	solution	final
2.	gap	space	line	shape
3.	consider	considerate	considerably	considerable
4.	stable	instability	unstable	stability
5.	mutation	mutant	mutate	mutating
6.	detective	detect	detecting	detection
7.	Though	However	Also	Even though
8.	relatively	relative	relatives	relation
9.	bleed	bleeding	blood	bloody
10.	was	has	have	were
11.	seldom	rare	rarely	occasional
12.	succeed	successful	successfully	success
13.	a	the	these	–
14.	stricture	structure	blueprint	plan
15.	precise	precision	exacting	quite

Variant 3

Task 1. Read the text and choose right answer.

Percy Wacker

In Great Britain, in 2001 Percy Wacker, a 33-year-old truck driver from the Netherlands was sentenced to fourteen years in prison for manslaughter. He had been found guilty of killing 58 Chinese migrants who had suffocated in the back of his truck on June 18, 2000. At the same time as Percy was sentenced to

prison, Ying Guo, a thirty-year-old translator living in England was sentenced to six years in jail. She was going to help the migrants after they arrived in England.

Percy and Ying Guo were working for a gang of "people smugglers" in Rotterdam in the Netherlands. The leader of the gang was Gurzel Ozcan from Turkey. He and seven other members of the gang were arrested in the Netherlands. They were also charged with manslaughter.

Percy was going to get about US\$35,000 for driving the truck from Rotterdam to Zeebrugge in Belgium and then taking it across to England on a ferry. It was a very hot day, but even so, when he got to Zeebrugge, Percy closed the air vent on the side of the truck's trailer so no one would hear the people inside. The vent was the only opening; when it was closed, no fresh air could get inside the trailer.

While the ferry crossed the English Channel, Percy ate a meal. Then he entertained himself by watching something.

While he was enjoying himself, the people inside the trailer got hotter and hotter. First they took off their clothes. Then they started drinking water to try to stay cool. When they had finished all their water, they started to eat tomatoes to get moisture. (A large load of tomatoes had been put in the back of the trailer to hide the people.)

As time passed, the oxygen began to run out and the trailer slowly filled up with poisonous carbon dioxide. The people inside began to find it difficult to breathe. They realized that if they couldn't get fresh air quickly, they were going to die. The ones who still had enough strength began to make noise by hitting the side of the trailer and shouting. Others just sat down and held hands and waited.

When the ferry arrived in Dover, only two of the sixty people in the trailer were still alive. While the customs officials were opening the door, Percy stood calmly behind them patting the head of a sniffer dog. When they opened the door at the back of the trailer, the first thing the officials noticed was the great heat inside. Then they saw what one of them later described as a "sea of bodies".

The two survivors were allowed to stay in Great Britain for two years.

information from: The Guardian Weekly, Paul Kelso

1. When they died, the people inside Percy's truck were on their way...
 - a) from Belgium to the Netherlands;
 - b) from China to Belgium;
 - c) from Belgium to England;
 - d) from Turkey to England.

2. When the customs officials were opening the truck doors, Percy was...
 - a) sweating heavily;
 - b) telling them they were wasting their time;
 - c) eating a meal;
 - d) patting a dog on the head.
3. After they finished their water, the people on the truck tried to get more moisture...
 - a) by eating apples;
 - b) by eating tomatoes;
 - c) by breathing air through the air vent;
 - d) by taking off their clothes.
4. While the people on his truck were dying, Percy...
 - a) was whistling a popular tune;
 - b) drank beer;
 - c) played slot machines;
 - d) watched videos.

Task 2. Answer the questions according to the reading passage.

Homeless people

The sad situation of the homeless remains a problem. It is difficult to estimate how many people are homeless because the number depends on how the homeless are defined. There are street people – those who sleep in bus stations, parks, and other areas. Many of these people are youthful runaways. There are the so-called sheltered homeless – those who sleep in government supported or privately funded shelters. Many of these individuals used to live with their families or friends. While street people are almost always single, the sheltered homeless include numerous families with children. Conservatives argue that many homeless are alcoholics, drug users, or mentally ill. In contrast, many liberals argue that homelessness is caused by a reduction in welfare benefits and by excessively priced housing. They want more shelters to be built for the homeless.

1. We can understand from the reading that the number of homeless people...
 - a) is not so great as many people think;
 - b) is on the increase in many countries;

- c) is counted annually;
- d) is difficult to know;
- e) has been decreasing for the past decade.

2. According to the passage, liberals...

- a) think that the problem of homelessness cannot be solved;
- b) want more shelters for the homeless;
- c) are of the opinion that most homeless people are mentally ill;
- d) want the government to ban sleeping on park benches;
- e) believe that it is not possible to cure the problem of homelessness even with a consistent government policy.

3. It is clearly stated in the reading that the sheltered homeless...

- a) are mostly youthful runaways;
- b) sleep in parks or in bus stations;
- c) can have families with children;
- d) are generally drug users and alcoholics;
- e) are in worse conditions than street people.

Task 3. Look at the text below. In some lines, there are some extra words included and other lines are correct. If you think a line is correct, write "✓" in the box for that line number. If there is an extra word, write the extra word in the box for that line number.

Fears are growing up that a rickety vessel loaded with boat people may have sunk as it headed towards New Zealand. The fishing boat, thought to be carrying of 42 asylum-seekers, left west Java three weeks ago and looked to be heading along the northern coast of the Australia. The wooden boat is so unseaworthy that one report said its propeller had fallen off. Indonesian authorities tracking the suspect boat reportedly lost it from their own radar screens three weeks ago. The Australians yesterday quoted by an Indonesian naval officer saying it was possible the wooden vessel has sunk. The newspaper said the boat was carrying 18 men, 16 women and eight children. It quoted the Indonesian officer as saying the boat was heading for New Zealand, but said there were also reports that it could be heading for West Timor. Other theories being put forward last night were that it had turned back, or sought a shelter in a secluded bay. A spokesman for Foreign Affairs Minister Phil Goff said there had been no word from the Indonesians and the Australians were not directly tracking to the boat because it was yet to reach their territory. "The minister can't to comment because we just don't know," the spokesman said. "it was always just unlikely that it would get here". Australian Foreign Minister Alexander Downer said intelligence services could not yesterday confirm claims that the asylum boat had sunk. New Zealand officials have still been in contact with their Indonesian counterparts about stopping illegal immigrants.

MODULE 6. GLOBAL ENVIRONMENTAL ISSUES: ECOLOGICAL PROBLEMS AND NATURE PRESERVATION

PART 1. PRACTICE YOUR READING AND CRITICAL THINKING SKILLS

Text 1

Exercise 1. Read and translate the text using a dictionary if needed.

Africa is on the front line of climate change

Thirty men and 22 women sit beneath a great mugamba tree on the edge of Chikani village in southern Zambia. "This is what happened", says Julius Njame, standing and speaking formally. "We prepared our fields for planting seeds in the November rains. We waited but the first drop didn't fall till December 20. After a day, the rains stopped. Three weeks later, it started to rain again. But then it stopped again after a few days. Since then, we have had no rain". The crowd murmurs its assent and one by one, people stand to tell how their own crops wilted and how little they have harvested this year. Anderson says he got five bags of the staple maize crop, Lovewell eight, Jennifer two, Felice three and Jonah seven. Some say they have lost almost everything and will be eating wild foods within weeks. Most say they will be able to hang on only until next month. The people of Chikani are experiencing a climatic phenomenon taking place around the world. But the effect of global warming on a village of central African subsistence farmers is different and far more serious than on America or Europe. Some northerners bask in the idea that global warming promises delightful summers and longer growing seasons. But rising sea levels and future climatic extremes, causing even a small change in rainfall patterns or temperatures, is perilous now for vast areas of Africa. Where the rich northern city or farmer can adapt, the families of millions of poor Zambian, Congolese or Malawian farmers go hungry for months; urban water supplies are interrupted and wells run dry. Africa is in the frontline of climate change, and for the people of Chikani it makes the difference between food and hunger, migration and stability, sufficiency and destitution – even life and death. Droughts, floods, unseasonal rains, extreme weather and natural disasters have long been common in southern Africa, but new studies are finding a pattern of increasing climatic variability and unpredictability. According to UN agencies and national meteorologists, severe dry and wet periods have become more

frequent in the past two to three decades. Old Jonah in Chikani, who has 24 children from three wives, doesn't need academics to tell him the climate is changing. "These are the worst rains ever", he says. "The pattern of rainfall is definitely changing. I remember many bad years but this is the first time the river Musaya has ever dried up. This is the first time that we have only had one place to find water". Crop failure this year extends across swathes of southern Zambia, northern Zimbabwe and Malawi. According to the UN's food organisation, 20 countries in Africa are this month facing food emergencies following droughts or "adverse" weather.

Exercise 2. Choose the best answer and discuss the following.

A.

1. In Chikani last year...
 - a) there were heavy rains in November.
 - b) it rained for three weeks in December.
 - c) the first rains came a month later than normal.
2. The villagers...
 - a) agree with what Julius says.
 - b) have not harvested any maize this year.
 - c) have rice as their staple diet.
3. Global warming will...
 - a) make summers colder.
 - b) make growing seasons longer.
 - c) make sea levels fall.
4. In southern Africa...
 - a) they have had extremes of weather for a long time.
 - b) the climate is becoming more predictable.
 - c) severe weather is becoming less frequent.

B.

1. Does global warming affect us all, or just people in Africa?
2. What would happen if the ice caps melted?
3. How are these things affected by global warming?
4. What practical things could be done to reduce the effects of global warming?
5. Many people do not care about global warming. Why is this? Do you care?

Text 2

Exercise 1. Read and translate the text using a dictionary if needed.

The 75 toxic chemicals in our blood

They are an ordinary hard-working British family with three happy children and a jolly granny. Lined up outside their Devon home, the Clements are typical of a million other mums, dads, teenagers, kids and pensioners up and down the country. But behind their smiles lies a shocking reality. Each member of the family has been contaminated with more than 25 hazardous, man-made chemicals which could be slowly destroying their health. And the rest of us are likely to have similar levels of chemicals in our blood. Mum Sara, dad Ian, their children Louis, Amy, and Mollie, and grandmother Patricia Humphries all took part in a WWF study of seven families to find out how polluted our bodies are. It is the first time that three generations of the same family have been subjected to such a rigorous battery of tests for a total of 104 man-made chemicals. It was thought that grandparents – having been exposed to chemicals that are now banned and with many more years of exposure behind them – might have been more contaminated than the younger generations. But the children were actually found to have 75 different chemicals in their blood compared to the 56 in their grandparents' blood. Many of the chemicals are used in the manufacture of furniture, TVs, non-stick pans, carpets and clothing. Experts believe the children may have inherited older toxins from their mother's blood in pregnancy or through breast milk, as well as being bombarded by scores of newer chemicals in the course of their daily lives. Many are so new that scientists have no idea how they will react with older chemicals already in the body – and we don't know what the long term effect on health will be. "This is a wake-up call to the UK government and the European Union to stop repeating the mistakes of the past and ensure these chemicals are banned and replaced with safer alternatives", says Justin Woolford, WWF Chemicals and Health campaign director.

Exercise 2. Choose the best answer and discuss the following.

A.

1. The survey showed that...
 - a) all the Clements family have at least 25 chemicals in their blood.
 - b) Mollie's grandmother has 75 chemicals in her blood.
 - c) children have fewer chemicals in their blood than older people.

2. The WWF study...
 - a) tested nine different families.
 - b) tested Mollie's great grandparents.
 - c) tested for 104 man-made chemicals.
3. Scientists...
 - a) understand the long-term effects of these chemicals.
 - b) expected children to have fewer chemicals than their grandparents.
 - c) have no idea how chemicals are passed from one generation to the next.
4. You can reduce the harmful chemicals in your blood by...
 - a) dry cleaning all your clothes.
 - b) eating more dairy food.
 - c) ventilating the rooms you live and work in.

B.

1. Should we ban all man-made chemicals from household products and food?
2. Are you worried by the findings of the WWF report, or do you think it is all scaremongering, a fuss about nothing?
3. Do people worry too much about such reports? Should we all just live for today and take life as it comes?
4. Should we test man-made chemicals on animals to see if they are safe for humans?

Text 3

Exercise 1. Read and translate the text using a dictionary if needed.

Oceans could contain 750,000 undiscovered species

Giant sea spiders the size of dinner plates. *Wriggly* creatures nicknamed "*Squid* worms" because of their strange-looking tentacles. A blind lobster whose Latin name means "terrible claw". These are among the new types of animal discovered in the most ambitious-ever survey of the world's oceans, which concludes with the publication of the first *Census* of Marine Life.

The report marks the first attempt to provide a *definitive* record of all the species of plants and animals living in the sea. It will reveal that almost 250,000 have now been identified, predicting there may be at least another 750,000 still waiting to be discovered beneath the waves.

The Census has been 10 years in the making, and during the project scientists from around the world have identified more than 6,000 new species.

Yet despite this great diversity of life, the report will warn that humans are having a devastating impact on the numbers of many species through fishing and pollution.

"Marine scientists are at present unable to provide good estimates of the total number of species that flourish in the ocean", it will say. "It will probably take at least another decade of the Census before we can defensibly estimate the total number of marine species".

More than 2,700 scientists have helped to *compile* the Census, with more than 540 expeditions to visit all of the world's oceans.

British scientists have made huge numbers of finds in the cold and inhospitable ocean around Antarctica. In these conditions, marine life grows larger than anywhere else in the world. Sea spiders, a family of eight-legged creatures which rarely grow bigger than a fingernail in UK waters, have been discovered up to nine inches (23 cm) across in Antarctic seas.

The deep *sea floor*, previously thought to be an almost lifeless desert due to the huge pressure and cold water found at depths greater than 6,000 feet (1.8 km), has provided some of the biggest surprises. Researchers have discovered huge communities of different species scattered across the ocean floor, living at the mouth of *thermal vents* and *rifts* that *seep nutrients* into the ocean.

The "Squidworm", a new species of worm, was found living in the deep water of the Celebes Sea in south east Asia. A furry crab, named the Yeti Crab or *Kiwa hirsuta*, was also among the discoveries when it was found beside a vent in the deep sea off Easter Island in the south Pacific. Not only was it a new species but part of a new family previously unknown to science.

Dr Maria Baker, a researcher at the National Oceanography Centre in Southampton and a project manager on the Census, said: "Life is much more widespread on the ocean floor than was thought. The Census provides us with a *baseline* to measure the effects that humans are having, but it also shows us that we still have no idea of exactly what we are sharing our planet with".

Genetic testing now allows scientists to work out whether newly-discovered creatures are new species or just differently-coloured or shaped *variants* of those already known.

Dr Huw Griffiths, a marine scientist at the British Antarctic Survey who has gone on some of the Census expeditions, said: "About 80 per cent of the species in the Antarctic live on the sea floor. It is incredibly rich and varied there. They are the sort of creatures that a palaeontologist might be more likely

to recognize than a marine biologist because they seem to be communities we normally see in the *fossil* record than in modern oceans elsewhere".

Exercise 2. Discuss the following.

1. What is a census of marine life? Describe it in your own words.
2. How many species do scientists expect to discover?
3. How long did it take to compile the Census of marine life?
4. What impact does the mankind have on sea animals? Do you consider it negative or positive? Why?
5. Are scientists at present able to provide good estimates of the total number of species that flourish in the ocean?
6. In what seas were the most number of new species discovered?
7. Which part of the sea in the North is more inhabited? Did scientists predict it would be so rich in life?
8. Were the communities of living organisms scattered everywhere, or in some exact places on the ocean floor? Name the usual places.
9. Why, according to Dr Maria Baker, a researcher at the National Oceanography Centre in Southampton, is the Census useful for scientists?
10. What method helps scientists identify the newly-discovered species as new or as just variants of those already known?

PART 2. PRACTICE YOUR READING COMPREHENSION SKILLS

Text 1

Exercise. Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Warning on global warming

Global warming could cause drought and possibly famine in China, the source of much of Hong Kong's food, by 2050, a new report predicts. Hong Kong could also be at risk from flooding as sea levels rose. The report recommends building sea-walls around low-lying areas such as the new port and airport reclamations. Published by the World Wide Fund for Nature (WWF), the report, which includes work by members of the Chinese Academy of Meteorological Sciences, uses the most recent projections on climate change to point to a gloomy outlook for China.

By 2050 about 30 to 40 per cent of the country will experience changes in the type of vegetation it supports, with tropical and sub-tropical forest conditions shifting northward and hot desert conditions rising in the west where currently the desert is temperate. Crop-growing areas will expand but any benefit is expected to be negated by increased evaporation of moisture, making it too dry to grow crops such as rice. The growing season also is expected to alter, becoming shorter in southern and central China, the mainland's breadbasket. The rapid changes make it unlikely that plants could adapt.

"China will produce smaller crops. In the central and northern areas, and the southern part, there will be decreased production because of water limitations", Dr. Rik Leemans, one of the authors of the report, said during a brief visit to the territory yesterday. Famine could result because of the demands of feeding the population – particularly if it grows – and the diminished productivity of the land. "It looks very difficult for the world as a whole", he said.

Global warming is caused by the burning of large amounts of fossil fuels, such as coal and oil, which release gases that trap heat in the atmosphere. World temperatures already have increased this century by about 0.6 degrees Celsius and are projected to rise by between 1.6 degrees and 3.8 degrees by 2100.

Dr. Leemans said China's reliance on coal-fired power for its industrial growth did not bode well for the world climate. "I think the political and economic powers in China are much greater than the environmental powers, and (greenhouse gas emissions) could accelerate", Dr. Leemans said. "China is not taking the problem seriously yet, although it is trying to incorporate this kind of research to see what is going to happen".

The climate change report, which will be released tomorrow, focuses on China but Mr David Melville of WWF-Hong Kong said some of the depressing scenarios could apply to the territory. Food supplies, for instance, could be affected by lower crop yields. "Maybe we could afford to import food from elsewhere but you have to keep in mind that the type of changes experienced in southern China will take place elsewhere as well", he said. Sea levels could rise as glaciers melted and the higher temperatures expanded the size of the oceans, threatening much of developed Hong Kong which is built on reclaimed land. Current projections are that sea levels worldwide will rise by 15 to 90 centimetres by 2100, depending on whether action is taken to reduce greenhouse gas emissions.

"Hong Kong has substantial areas built on reclaimed land and sea level rises could impact on that, not only on Chek Lap Kok but the West Kowloon Reclamation and the Central and Western Reclamation – the whole lot", Mr

Melville said, adding that sea-walls would be needed. Depleted fresh water supplies would be another problem because increased evaporation would reduce levels. Mr Melville said the general outlook could be helped if Hong Kong used water less wastefully and encouraged energy efficiency to reduce fuel-burning. He also called on the West to help China improve its efficiency.

1. Overall, what sort of picture is painted of the future effects of global warming?
 - a) disastrous;
 - b) potentially disastrous;
 - c) relatively optimistic;
 - d) on balance things are going to be satisfactory.
2. What is this passage?
 - a) a report;
 - b) a preview of a report;
 - c) an article describing a response to a report;
 - d) an article previewing a report.
3. Mr David Melville suggests that in future more food could be imported into Hong Kong. He thinks these measures could be:
 - a) efficient;
 - b) sufficient;
 - c) insufficient;
 - d) inefficient.
4. In paragraph 7 which point is Mr Melville NOT making:
 - a) suggesting that there is a potential disaster in Hong Kong;
 - b) suggesting that reclamation areas are at risk;
 - c) criticising current safeguards;
 - d) making a call for action.
5. The main point of paragraph 3 is to describe:
 - a) effects of changes in the climate of China on food production;
 - b) future changes in the climate of China;
 - c) effects of changes in the climate of China on the growing season;
 - d) projected future changes in the climate of China.
6. The main point of paragraph 5 is to describe:
 - a) global warming;
 - b) the effects of global warming;
 - c) the causes and projected effects of global warming;
 - d) the causes and effects of global warming.

7. How would you describe the Dr. Leeman's attitude towards China:
- a) mainly favourable;
 - b) critical;
 - c) supportive in theory;
 - d) admiring.
8. In paragraph 1 "gloomy" is closest in meaning to:
- a) healthy;
 - b) gradually deteriorating;
 - c) declining;
 - d) pessimistic.
9. In paragraph 2 "negated" is closest in meaning to:
- a) made possible;
 - b) made ineffective;
 - c) reduced;
 - d) paid for.
10. Why does the writer add the information in brackets in paragraph 5?
- a) because the quote is from a second language user whose command of English is not perfect;
 - b) because, although they are not part of the original quote, the additional information given is necessary to understand the statement;
 - c) because the writer is quoting from another source;
 - d) because the writer wants to emphasize the meaning of these words.
11. In paragraph 2 "alter" is closest in meaning to:
- a) cause;
 - b) alternate;
 - c) change;
 - d) recede.
12. In paragraph 6 "keep in mind" is closest in meaning to:
- a) see;
 - b) analyse;
 - c) predict;
 - d) remember.
13. In paragraph 7 "substantial" could be replaced by which of the following?
- a) considerable;
 - b) worthwhile;

- c) well built;
- d) strong.

14. In paragraph 7 "depleted" could be replaced by which of the following?

- a) exhausted;
- b) emptied;
- c) reduced;
- d) deplorable.

15. In paragraph 5 "reliance" is closest in meaning to which of the following:

- a) stress;
- b) emphasis;
- c) dependence;
- d) referendum.

Text 2

Exercise. Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Garbage

Garbage cans are not magical portals. Trash does not disappear when you toss it in a can. Yet, the average American throws away an estimated 1,600 pounds of waste each year. If there are no magic garbage fairies, where does all that trash go? There are four methods to managing waste: recycling, landfilling, composting, and incinerating. Each method has its strengths and weaknesses. Let's take a quick look at each.

Recycling is the process of turning waste into new materials. For example, used paper can be turned into paperboard, which can be used to make book covers. Recycling can reduce pollution, save materials, and lower energy use. Yet, some argue that recycling wastes energy. They believe that collecting, processing, and converting waste uses more energy than it saves. Still, most people agree that recycling is better for the planet than landfilling.

Landfilling is the oldest method of managing waste. In its simplest form, landfilling is when people bury garbage in a hole. Over time the practice of landfilling has advanced. Garbage is compacted before it is thrown into the hole. In this way more garbage can fit in each landfill. Large liners are placed in the bottom of landfills so that toxic garbage juice doesn't get into the ground water. Sadly, these liners don't always work. Landfills may pollute the local water

supply. Not to mention that all of that garbage stinks. Nobody wants to live next to a landfill. This makes it hard to find new locations for landfills.

As landfill space increases, interest in composting grows. Compositing is when people pile up organic matter, such as food waste, and allow it to decompose. The product of this decomposition is compost. Compost can be added to the soil to make the soil richer and better for growing crops. While composting is easy to do onsite somewhere, like home or school, it's hard to do after the garbage gets all mixed up. This is because plastic and other inorganic materials must be removed from the compost pile or they will pollute the soil. There's a lot of plastic in garbage, which makes it hard to compost on a large scale.

One thing that is easier to do is burning garbage. There are two main ways to incinerate waste. The first is to create or harvest a fuel from the waste, such as methane gas, and burn the fuel. The second is to burn the waste directly. The heat from the incineration process can boil water, which can power steam generators. Unfortunately, burning garbage pollutes the air. Also, some critics worry that incinerators destroy valuable resources that could be recycled.

Usually, the community in which you live manages waste. Once you put your garbage in that can, what happens to it is beyond your control. But you can make choices while it is still in your possession. You can choose to recycle, you can choose to compost, or you can choose to let someone else deal with it. The choice is yours.

1. Which best explains why the author begins the text by talking about magical garbage fairies?
 - a) He is putting a common misconception to rest.
 - b) He is trying to get the reader's attention.
 - c) He is addressing his concern in a serious way.
 - d) He is supporting his argument with evidence.
2. Which best defines the meaning of incineration as it is used in the text?
 - a) To bury waste materials in a large hole.
 - b) To allow waste products to decompose and become fertilizer.
 - c) To burn waste materials and harvest the energy.
 - d) To turn waste materials into products like book covers.
3. Which was not cited in the third paragraph as an issue with landfilling?
 - a) Landfills are smelly.
 - b) Usable materials are wasted in landfills.
 - c) Landfills may pollute the water supply.
 - d) It is difficult to find locations for landfills.

4. Which conclusion could best be supported with text from the passage?
 - a) Each method of waste management has its drawbacks.
 - b) Recycling is without a doubt the best way to handle waste.
 - c) Incineration is the best way to process waste.
 - d) All large cities should create massive compost piles.
5. Which best expresses the main idea of the fourth paragraph?
 - a) Landfills take up a lot of space.
 - b) Composting is good for the soil but it can be hard to do.
 - c) The process of composting is very complicated and scientific.
 - d) There is a lot of plastic garbage in landfills.
6. Which best expresses the meaning of the word *compacted* as it is used in the third paragraph?
 - a) Garbage is burned before it is thrown in a hole.
 - b) Garbage is put in trucks before it is thrown in a hole.
 - c) Garbage is crushed smaller before it is thrown in a hole.
 - d) Garbage is put in a can before it is thrown in a hole.
7. Which best expresses the author's main purpose in writing this?
 - a) To convince readers to recycle and compost.
 - b) To persuade readers that recycling is a waste of resources.
 - c) To compare and contrast recycling and landfilling.
 - d) To inform readers of methods of waste management.
8. Which is not included in this text?
 - a) A description of how trash is collected.
 - b) A description of the uses of compost.
 - c) A description of the two methods of incinerating trash.
 - d) A description of how landfills have advanced over time.
9. Which best explains why composting is not feasible on a large scale?
 - a) People wouldn't want to touch all of that gross rotting food.
 - b) It would smell too bad in densely populated cities.
 - c) It would attract rodents that would spread disease.
 - d) Plastic would get into the compost and turn it into a pollutant.
10. Which title best expresses the main idea of this text?
 - a) The Magic of Recycling: Bringing Back What Was Once Lost
 - b) Methods of Waste Management: Pros and Cons
 - c) Recycling, Landfilling, or Composting: Which is Best For You?
 - d) Do Your Part: How to Save the Earth by Recycling and Composting

Text 3

Exercise. Read the following passage and complete the sentences that follow. Refer to the text to check your answers when appropriate.

The city that looks and smells like a landfill site

The rats are having a field day. The scavengers have been pigging out on the rich pickings of the refuse collectors' strike in the suburbs of Leeds. For two months the rodents have been fattening themselves up for the coming winter. They are the only ones who are anything like content.

With wheelie bins overflowing, particularly in student districts such as Headingley and Hyde Park, the rats have been helping themselves to a rich banquet of September's soggy pizza crusts, and mouldy lasagne thrown out weeks ago.

The fat rats have been the beneficiaries of a bitter industrial dispute and strike action by the city's refuse collectors. The unrelenting nature of the protest – the length of the stand-off has inevitably drawn parallels with militant walkouts in the 1980s – has left Headingley shrouded in the whiff of landfill.

The root cause of the dispute also seems to be a throwback to another generation: the Liberal Democrat and Conservative-run council is attempting to equalise pay between male and female workers. But instead of raising the pay of female staffers, it wants to cut the salaries of male workers. The first proposal was a £4,000 drop for some. What's more, the council thinks the workers need to increase their work rate.

The strike, which has gone some way to forcing the council to scale back demands for wage cuts in recent days, could soon be mirrored elsewhere in the country: bin collectors in Brighton are also due to walk out this week with similar grievances.

Other local authorities are still working out how to meet new regulations to balance inequality in pay between the sexes.

Postal workers are newly back on the streets after walking out in the national strike over pay and conditions. Firefighters across South Yorkshire are also locking horns with management. So far, everyone in Leeds is assiduously avoiding phrases that begin with the words "winter of". But walkouts last week in Doncaster and Sheffield are concentrating people's minds. More discontent and more strike action are expected.

Few of the students in Headingley were alive in 1979. The term "all-out strike" is just the stuff of political history textbooks. And so, unknowingly, they sit at the centre of what future books may call a new wave of industrial action. They're not enjoying it.

Jess Johnson, a 20-year-old music student, has "flipped", to use her own phrase. Looking out of her bedroom window on to the back alley of Headingley Mount, she is so angry at the sight of giant slabs of mouldy food that she is bagging it up herself. "If I don't do it, who is going to do it? It's gone on so long that if something isn't done right now, the problem will just get too big for anyone", she says. "It's disgusting".

She knows her efforts may be for naught: bin bags that don't fit in the wheelie bins risk being ripped apart by foxes or, as the most recent street craze has it, blown up with fireworks. And so she struggles outside the redbrick terraces, where university students cram in six to a house, to hold back a waste tide of pizza.

"We've bagged our stuff up so it's not our rubbish", says Layla-Jane Gabriel who lives in the next street. "I know it might not be the right attitude but I don't want to be picking up other people's rubbish. Some people have just come along and dumped it, didn't even put it in a bag".

Other areas of the city have fared better, cleansed by small cadres of refuse workers who were finally talked back into work at the end of the week and a hastily arranged substitute team of new recruits hired by the council to break the strike.

Some areas are heading towards sanity but the patched-up patrol has clearly not reached all corners. It's not obvious why some areas have been left out. The students are muttering that the area they have colonised has been shifted to the bottom of the list because they don't pay council tax.

1. The council wants all of its workers to...
 - a) accept a more equitable pay scale between the sexes.
 - b) allow women to earn more than men.
 - c) work longer for less salary.
2. The term "all-out strike"...
 - a) belongs to a distant past.
 - b) is familiar to students in Headingley.
 - c) is a new way of social action against unpleasant political measures.

3. Jess Johnson...

- a) admits that students are partially responsible for the situation.
- b) is horrified by the state of the street around where she lives.
- c) lives with five other students.

4. Students from Headingley...

- a) are responsible for most of the rubbish left in the streets.
- b) have taken no action against the state of their neighbourhood.
- c) moan about the behaviour of other people.

5. Some areas of Leeds...

- a) are being discriminated against due to the type of resident.
- b) have sorted the problem with private teams of refuse workers.
- c) struggle to keep the streets clean because they have students living in the area.

PART 3. PRACTICE YOUR VOCABULARY AND USE OF LANGUAGE SKILLS

Exercise 1. Complete the text with one word in each gap. Contracted forms (e. g. isn't) count as one word.

Global warming arguments

It's easy to suppose that we all feel the same way about global warming. After all, everybody wants to save the world, ... they? We all want to make a contribution, however small, and we all do our best. You aren't one of those people who wastes water, ... you? Of course not! And I'm sure you've got low-energy light bulbs in your house, ... you? You bet! Not everyone is so enthusiastic, of course. Some people wonder ... they can do to help, and don't really know what to do. Until they find out by paying attention to what the world's scientists are saying. At least, we all hope this is true, ... we? Still, there are quite a lot of people who just hope that the problem will go away. Why do they do this, we might ask. ... they want to make a difference? Their usual response is "We don't really know whether the climate is changing". ... we? Well, of course we do. There is plenty of evidence of climate change, isn't ...? We know that we are wasting energy and polluting the planet, don't ...? It's all quite simple really. And if you do know anyone who is still uncertain about whether to save the world or not, your message to them should be clear. What are you waiting ...? If you think this is just somebody else's problem, it will, very soon, be your problem as well. Believe it.

Exercise 2. Complete the text with one word in each space.

Nowadays we are all well *a) aware* of the problem of global warming, and It is generally agreed that we are all at *b)...* from rising temperatures, climate change, and changes in sea levels. Massive consumption of fossil fuels, such as oil, coal and wood, is *c)...* for greatly increasing the amount of CO₂ in the atmosphere, and many people believe that we are *d)...* with possible catastrophe if we cannot bring this situation under *e)...* . However, there is another side to the fact that we are a world *f)...* to the use of petrol, oil, coal and wood. In *g)...*, there is enough oil and gas to keep industrial societies going for several centuries, but in practical terms, we might have to get *h)...* to looking for energy elsewhere, as resources dwindle and become more expensive. There is no *i)...*for complacency when, on *j)...*, an American home uses more than 30 times as much electric light as an Indian one, and 1.6 billion people in the world have no electricity at all.

Exercise 3. Complete the text with one word in each gap.

Rubbish – or refuse as we *a) should* really call it – is big news at the moment. For many years, people in Britain *b)...* had to pay a local tax (council tax) which Includes a charge for refuse collection. In many parts of the country people have also been *c)...* to ask their local council to remove unwanted household items, such as furniture and electrical appliances. However, in recent years, as a result of EU legislation, councils have *d)...* to reconsider how they collect rubbish, and what they do with it. In the past, householders simply *e)...* to put out their dustbins once a week, and the council collected the rubbish. Now the emphasis is on recycling, and householders *f)...* to separate recyclable waste (paper, plastic, cans and bottles) from organic waste (food and garden waste) and other items. "Really we *g)...* have started doing this years ago", explained Karen Graham from recycling consultants WasteNot. "We *h)...* to stop filling up holes in the ground with rubbish and look at what other countries have *i)...* able to do". One likely change is that soon householders *j)...* have to pay for their rubbish collections. "People *k)...* pay according to how much rubbish they produce, and we *l)...* to reward people who recycle and consume less. People in Belgium, for example, *m)...* had to get used to this system – and it seems to have worked". And if you think that weighing your rubbish is a strange idea, you had *n)...* get used to it. Before long, an electronic chip in your dustbin will be weighing the bin and calculating how much you *o)...* to pay.

Exercise 4. Complete the sentence with a suitable form of the verb in brackets.**The Earth after humans**

If all the people on Earth (*disappear*) *disappeared* tomorrow, nature (*begin*) to reclaim the planet. For a start. If people no longer (*pollute*) the atmosphere, the air (*soon become*) clean again. If there (*be*) no people to maintain buildings, they (*soon begin*) to decay, but more solid parts (*take*) thousands of years to disappear. In general, if the 6.5 billion humans no longer (*compete*) with other species on Earth, most species (*benefit*). For example, if humans no longer (*catch*) fish, the numbers of fish worldwide (*eventually increase*). However, if humans (*vanish*) from the Earth, endangered species of animals (*not necessarily recover*) as some are already too few in number. Some endangered species (*have*) greater difficulty surviving if no humans (*take*) the trouble to protect them from other species. Even if we no longer (*poison*) the planet, several decades (*go by*) before all dangerous chemicals (*disappear*). And even if the burning of fossil fuels (*cease*) tomorrow, the oceans (*not absorb*) all the CO₂ in the atmosphere for thousands of years. In the end, though, if alien visitors (*land*) on the Earth in 100,000 years' time, they (*find*) no signs that an advanced civilization had ever lived here.

Exercise 5. Complete the sentences about the possible future for our world, using a suitable form of the verb in brackets, depending on whether you think the sentence describes something *real / possible* or *unreal / impossible*.

1. If the Earth (*stop*) spinning, one side (*always be*) in darkness.
2. If the polar ice-caps (*melt*) completely, sea-levels worldwide (*rise*) by about 60 metres.
3. If we (*recycle*) more household waste, there (*be*) less damage to the environment.
4. If an astronaut (*fall*) into a black hole in space, what happens?
5. If people (*not stop*) using cars so much, the country's roads (*eventually grind*) to a standstill.
6. What (*happen*) when the world's supplies of oil (*run out*)?
7. If human beings (*finally start*) living on the Moon, they (*need*) to produce water artificially.
8. If there (*not be*) any money (*the world be*) a better place?
9. If we (*not stop*) over-fishing the world's oceans, many species (*become*) extinct.
10. If everyone in the world (*jump*) up and down at the same time, there (*be*) no measurable effect (apart from 6.5 billion footprints).

Exercise 6. Complete the text with one word in each gap.**Environmental issues**

Everyone agrees that *a) unless* the world's tiger population is protected, tigers *b)...* eventually become extinct. If it *c)...* not for the efforts made by International campaigns over past decades, the extinction *d)...* already have become a fact. Tigers can coexist with human beings, *e)...* local people are involved in conservation. However, *f)...* if tiger habitats are redeveloped there is no guarantee of success. Government agencies must be involved, and there must be adequate finance: *g)...* conservation projects are neglected. An organized programme with safeguards must be introduced. If *h)...* the illegal hunters quickly move back in. *i)...* there were no tigers left in the world: how *j)...* we all feel? According to some environmentalists, that day may be coming sooner rather than later.

Exercise 7. Underline the best verb form.**The arguments about climate change**

According to all the measurements, climate change *happens / is happening*, but science *appears / is appearing* to be split on what to do about it. Unfortunately, scientists *do not all agree / are not all agreeing* about the causes of global warming. In a recent book, two scientists – Fred Singer, a climate physicist, and Dennis Avery, a biologist – *argue / are arguing* that the warming currently observed around the world is part of a 1,500-year cycle in solar energy. Singer, an outspoken critic of the idea that humans *warm / are warming* the planet, and Avery, *believe / are believing* that a well-established, 1,500-year cycle in the Earth's climate can explain most of the global warming that *takes place / has taken place* in the last 100 years. We are currently on an upswing, getting warmer after the Little Ice Age, but in a few hundred years *will be / are* back on the downswing, and getting colder again. They *say / are saying* that efforts to slow down the current warming by reducing emissions of greenhouse gases are at best pointless, or at worst economically damaging. This, of course, is not what the fourth assessment report of the UN Intergovernmental Panel on Climate Change (IPCC) *has said / said* a few weeks ago. That report from the UN climate science working group *has concluded / concluded* that it *is / has been* likely that rising greenhouse gas concentrations *have caused / caused* most recent warming and that, depending on our actions now to slow the growth of

emissions, warming by 2100 *will probably be / is probably* between about 1.5 °C and 6 °C. So, which scientists *tell / are telling* us the truth?

Exercise 8. Choose the right word.

1. This is the principal gas which causes the greenhouse effect.
 - a) carbon dioxide;
 - b) dust;
 - c) oxygen.
2. Old bottles, paper and plastics are collected so they can be used again.
 - a) cycling;
 - b) recycling;
 - c) refuse collection.
3. These are what we need to discover and develop in order to stop using fossil fuels.
 - a) alternative energy sources;
 - b) bicycles;
 - c) coal and gas.
4. These can be controlled by buying environmentally friendly products.
 - a) hamburgers;
 - b) market forces;
 - c) stupid children.
5. The idea that industrial societies can enjoy a good economy without destroying the environment.
 - a) destroying everything for money;
 - b) eating less hamburgers;
 - c) sustainable growth.
6. This is how we need to think in order to have a healthy planet.
 - a) about getting rich and famous;
 - b) long term;
 - c) short term.
7. Greedy companies who exploit everything living and dead in order to make money.
 - a) Amnesty International;
 - b) Greenpeace;
 - c) The multi-nationals.

8. This is what is needed so that people know how the planet is being damaged.
 - a) more hamburgers;
 - b) more press coverage;
 - c) more video games.
9. This is what we must do to show politicians we care about the environment.
 - a) demonstrate;
 - b) eat more hamburgers;
 - c) play more video games.
10. This is what stupid smelly people do.
 - a) eat organically grown produce;
 - b) drop litter;
 - c) never eat hamburgers.
11. Flora and fauna which face extinction.
 - a) boring plants;
 - b) endangered species;
 - c) stupid animals.
12. This is what needs to be done so we can take care of our beautiful planet.
 - a) make cheaper hamburgers;
 - b) make more cars;
 - c) raise awareness.

Exercise 9. Put each of the following words in its place in the passage below:

conservatism; stability; building; national; vision; associations; gardening; living; attached; pond; opportunities; privilege; common; health; crime.

The love of nature

Most of the British live in towns and cities. But they have an idealized ...**1**... of the countryside. To the British, the countryside has almost none of the negative ...**2**... which it has in some countries, such as poor facilities, lack of educational ...**3**..., unemployment and poverty. To them, the countryside means peace and quiet, beauty, good ...**4**... and no ...**5**... . Most of them would live in a country village if they thought that they could find a way of earning a ...**6**... there. Ideally, this village would consist of ...**7**... cottages built around an area of grass known as a "village green". Nearby, there would be a ...**8**... with ducks on it. Nowadays such a village is not actually very ...**9**..., but it is a stereotypical picture that is well-known to the British. Perhaps this love of the

countryside is another aspect of British ...**10**... . The countryside represents ...**11**... . Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a ...**12**... to be able to go "into the country" whenever they want to. Large areas of the country are official "...**13**... parks" where almost no ...**14**... is allowed. Even if they cannot get into the countryside, many British people still spend a lot of their time with "nature". They grow plants. ...**15**... is one of the most popular hobbies in the country.

Exercise 10. Fill in the blanks using the following words:

phenomena; data; species; nucleus; hypothesis; data; analysis; medium.

1. Ecologists studied all the ... that had led to the catastrophe in this region.
2. The ... was confirmed by the ... obtained in the experiments.
3. We will be ready to finish the ... of our results after getting some additional
4. A lot of endangered ... are included into the Red Book.
5. The cell consists of the ... and a mass of protoplasm.
6. Most living things can't live in aggressive ... because it destructs their vital organs.

Exercise 11. Choose the correct item.

1. Ecology is the study of ... which includes all their characteristics: structure, functions, origin, evolution, classification, interrelationships, and distribution.
 - a) living standards;
 - b) ecological systems;
 - c) internal structure;
 - d) external structure.
2. Ecologists have made a great ... to world science.
 - a) contribution;
 - b) amount;
 - c) distribution;
 - d) revolution.
3. Biologists have saved millions of lives by discovering the ... of many diseases and methods of their prevention and cure.
 - a) principles;
 - b) roots;
 - c) errors;
 - d) causes.

4. Fungi obtain their energy from the ... of organic compounds.
 - a) catabolism;
 - b) metabolism;
 - c) anabolism;
 - d) analysis.
5. The principles of operation of the transmission electron microscope (TEM) are very ... to those of the compound light microscope.
 - a) different;
 - b) popular;
 - c) familiar;
 - d) similar.
6. Food is broken down during a process called...
 - a) conversion;
 - b) digestion;
 - c) combination;
 - d) generation.
7. Homeostasis ... an organism ability to maintain constant or stable conditions that are necessary for life.
 - a) refers to;
 - b) comes to;
 - c) goes to;
 - d) directs to.
8. There is an enormous ... of life on the planet: from the microscopically small bacteria to the giant organisms.
 - a) variety;
 - b) society;
 - c) vitality;
 - d) validity.
9. All living things take in food from which they obtain matter for growth and energy for...
 - a) supplement;
 - b) movement;
 - c) nourishment;
 - d) astonishment.

Exercise 12. Fill in the blanks with the proper words from the box below.

sources • survival • relationships • fierce • poisonous • coexistence
 • severe • provide • extinction • promote • accessible

1. Human's survival on Earth depends on ecological ... throughout the world (contacts between people or countries).
2. Fish contaminated with ... substances may be sold in markets and people may get sick from eating them (hazardous).
3. When animals lose their habitats they are threatened with ... (to be no longer in existence).
4. Many species of plants and animals ... people with necessary food and medicine (to make sth available for sb).
5. Since fresh water is not always ... in different countries millions of people lack the use of clean drinking water and adequate sanitation (easy to use or understand).
6. Greenhouse gases can ... global warming and lead to disasters connected with climatic disruptions (to encourage or support).
7. Except nuclear stations we can find such ... as wind power system or solar panels that convert these kinds of natural energy into electricity (a place from which smth comes).
8. As a result of global warming we can observe ... storms, ... droughts that happened on the Earth during the last several decades (violent; very bad and intense).
9. If people all over the world don't unite their efforts in the struggle for the prosperity of our planet and for the peaceful ... of plants and animals on the earth, we will face the problem of ... in the nearest future (living together at the same time or at the same place; the state of continuing to live or exist).

Exercise 13. Fill in the proper words from the box below.

absorb • within • turn into • store • rainfalls • pulled • bleaching • lethal
 • affect-proximity • replace • degradation • enrichment • toxic • destroy

1. There is a considerable variation of pollutants at specific locations ... the same river through time (inside the range or limits of something).
2. The content of pollutants in the water depends on the ... to the sea and by prevailing winds (the state of being near some place).
3. Ecologists are working on the problem of

nutrient ... of deteriorated water and soil (improvement of the quality). 4. During heavy ... a lot of farmyards pollutants penetrate into the water that causes widespread ecological damage in the rivers (the total amount of rain). 5. Bright white paper is obtained by ... with chlorine gas and in this process a dioxin is released as a by-product (making sth white). 6. Most ... chemicals are very hazardous for people's health, they induce allergies and problems with respiration (poisonous). 7. Ecological disasters that happen more and more often are able to lead to the full ... of some areas on the Earth (extreme low in quality). 8. People working at and living near nuclear electric stations are in danger of receiving the ... doses of radiation (causing death). 9. Alternative sources of energy can ... fossil fuels such as coal, oil and others, and nuclear energy used in industry (exchange sth for sth). 10. Solar panels are able to ... and ... the sun's energy on sunny days (to take or draw sth in; to keep). 11. Before the motorcars have become a widespread means of transport, people depended on horses which ... different kinds of vehicles (to move sth in a special direction). 12. Special machines ... the energy of wind ... electric power while rotating devices of wind mills (to convert). 13. Scientists have confirmed that climate change happening in distant areas can ... directly the weather in the densely populated regions of Europe or Asia (to influence). 14. The ozone layer that protects the Earth from the dangerous light of the sun is ... in the process of air pollution (to destruct).

Exercise 14. Fill in the proper words from the box below.

<p>assess • efforts • incentives • maintain • low-lying • destruction • urgency • evolved • uninhabitable • inventory • restoration • rate</p>
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1. Some scientists report that species extinction is occurring at present at the ... of three species a day (a speed of movement, change). 2. The ... of the tropical rain forests leads to the loss of areas which are inhabited by a half of the entire world's species (devastation, disruption). 3. It is widely known that the groundwater saturation reaches the surface of ... land making it convenient for the life of many kinds of reptiles and water-resistant plants (not high). 4. The vast expansion of growing cities and towns makes fields and forests ... for most species (impossible for living). 5. The biological diversity has ... over the centuries and resulted in development of numerous extraordinary species of animals and plants on the Earth (to develop naturally and gradually). 6. Now

a lot of organizations in the world are accomplishing a constant ... of the global conservation status of biological species (a detailed list of sth). 7. In order to ... the risk of extinction to species a special monitoring is made in different countries (to estimate the nature or value of sth). 8. As a result of outreach activities of ecological organizations people began to understand the ... of conservation measures (a matter of the greatest importance). 9. Huge ... should be made at all levels, from individual to global, to stop species extinction (attempts that require a lot of energy). 10. Special committees are anxious of habitats and ecosystems ... as a way to reconstruct the natural balance on the planet (the action of recovery, regeneration). 11. The local authorities should create ... industry to use cleaner methods of production for reducing the harmful effects on the environment (encouragement). 12. It is necessary to preserve wildlife in order to ... the natural biodiversity on the Earth (to keep sth in existence).

Exercise 15. Complete each sentence about endangered species with *a / an, some, or any*.

1. When the last member of ... species dies, we say that the species has become extinct.
2. There aren't ... dinosaurs left alive because they died out millions of years ago.
3. ... plants, birds and animals are still in danger from human beings.
4. This is often because human beings destroy the habitats of animals, so that they don't have ... food to eat.
5. When ... animal or a plant becomes extinct, this can affect the plants and animals which depend on it for food.
6. For example, there aren't ... dodos left alive.
7. This bird once lived on the island of Mauritius where there weren't ... animals to eat it.
8. It couldn't fly, and was ... easy meal for dogs and rats brought to the island by Europeans in the 16th century.
9. Within a hundred years, the dodo became extinct, and although we still have ... paintings of dodos, there aren't ... preserved examples.
10. Scientists have recently found ... bones on the island, but nothing else is left of the dodo.

PART 4. TEST YOURSELF

Variant 1

Task 1. Complete the sentences below according to the reading passage.

Biofuels and the environment

Leading investors have joined the growing chorus of concern about governments and companies rushing into producing biofuels as a solution for global warming, saying that many involved in the sector could be jeopardising future profits if they do not consider the long-term impact of what they are doing carefully.

It is essential to build sustainability criteria into the supply chain of any green fuel project in order to ensure that there is no adverse effect on the surrounding environment and social structures. The report produced by the investors expresses concern that many companies may not be fully aware of the potential pitfalls in the biofuel sector.

Production of corn and soya beans has increased dramatically in the last years as an eco-friendly alternative to fossil fuels but environmental and human rights campaigners are worried that this will lead to destruction of rain forests. Food prices could also go up as there is increased competition for crops as both foodstuffs and sources of fuel. Last week, the UN warned that biofuels could have dangerous side effects and said that steps need to be taken to make sure that land converted to grow biofuels does not damage the environment or cause civil unrest. There is already great concern about palm oil, which is used in many foods in addition to being an important biofuel, as rain forests are being cleared in some countries and people driven from their homes to create palm oil plantations.

An analyst and author of the investors' report says that biofuels are not a cure for climate change but they can play their part as long as governments and companies manage the social and environmental impacts thoroughly. There should also be greater measure taken to increase efficiency and to reduce demand.

1. Biofuel producers ... know about the possible problems.

- a) do not;
- b) might not;
- c) must not.

2. Environmentalists believe that increased production of corn and soya...
 - a) has destroyed rain forests;
 - b) may lead to the destruction of rain forests;
 - c) will lead to the destruction of rain forests.
3. Biofuels might...
 - a) drive food prices up;
 - b) drive food prices down;
 - c) have little or no impact on food prices.
4. The increased production of palm oil...
 - a) just affects the environment;
 - b) just affects people;
 - c) affects both people and the environment.
5. The author of the report says that biofuels...
 - a) have no role to play in fighting global warming;
 - b) can be effective in fighting global warming on their own;
 - c) should be part of a group of measures to fight global warming.

Task 2. Choose the best variant to complete each sentence.

1. When poisonous chemicals are mixed with water in the clouds, it results in ... rains that damage the environment.
 - a) freezing; b) heavy; c) drizzling; d) acid.
2. The problem of air pollution is connected with the fact that people won't be able ... soon.
 - a) to move; b) to breathe; c) to smell; d) to marvel.
3. In order to obtain a high-yielding crop in the areas suffered from a lack of water, we should plant a ... variety there.
 - a) light-demanding; b) drought-tolerant; c) salt-tolerant; d) shade-requiring.
4. The average content of chemical pollutants is ... on the basis of biochemical oxygen demand.
 - a) clarified; b) disclosed; c) accomplished; d) determined.
5. Most toxic and ... waste is produced by chemical enterprises which manufacture plastics, synthetic rubber, medicines, pesticides and other chemicals.
 - a) hazardous; b) harmless; c) adhesive; d) gaseous.
6. Solar energy as an alternative source of energy can replace ... fuels and nuclear energy.
 - a) coal; b) fluid; c) fossil; d) solid.

7. Many countries ... the problem of deforestation that is of crucial environmental importance because of the diversity of plants and animals that inhabit the forests.
- a) contemplate; b) face; c) escape; d) assume.
8. The countryside changes have also contributed to the problem of ..., as semi-natural and natural kinds of land have been taken over by agriculture and pesticides have destroyed a number of habitats.
- a) reduction; b) identification; c) localization; d) extinction.
9. Noise pollution has a ... effect on humans by causing stress, increasing risk of different diseases.
- a) detrimental; b) favourable; c) irreducible; d) extraordinary.

Variant 2

Task 1. Answer the questions according to the reading passage.

Dirty Britain

Before the grass has thickened on the roadside verges and leaves have started growing on the trees is a perfect time to look around and see just how dirty Britain has become. The pavements are stained with chewing gum that has been spat out and the gutters are full of discarded fast food cartons. Years ago I remember travelling abroad and being saddened by the plastic bags, discarded bottles and soiled nappies at the edge of every road. Nowadays, Britain seems to look at least as bad. What has gone wrong?

The problem is that the rubbish created by our increasingly mobile lives lasts a lot longer than before. If it is not cleared up and properly thrown away, it stays in the undergrowth for years; a semi-permanent reminder of what a tatty little country we have now.

Firstly, it is estimated that 10 billion plastic bags have been given to shoppers. These will take anything from 100 to 1,000 years to rot. However, it is not as if there is no solution to this. A few years ago, the Irish government introduced a tax on non-recyclable carrier bags and in three months reduced their use by 90 %. When he was a minister, Michael Meacher attempted to introduce a similar arrangement in Britain. The plastics industry protested, of course. However, they need not have bothered; the idea was killed before it could draw breath, leaving supermarkets free to give away plastic bags.

What is clearly necessary right now is some sort of combined initiative, both individual and collective, before it is too late. The alternative is to continue

sliding downhill until we have a country that looks like a vast municipal rubbish tip. We may well be at the tipping point. Yet we know that people respond to their environment. If things around them are clean and tidy, people behave cleanly and tidily. If they are surrounded by squalor, they behave squalidly. Now, much of Britain looks pretty squalid. What will it look like in five years?

1. The writer says that it is a good time to see Britain before the trees have leaves because...
 - a) Britain looks perfect;
 - b) you can see Britain at its dirtiest;
 - c) you can see how dirty Britain is now;
 - d) the grass has thickened on the verges.
2. According to the writer, things used to be...
 - a) worse abroad;
 - b) the same abroad;
 - c) better abroad;
 - d) worse, but now things are better abroad.
3. For the writer, the problem is that...
 - a) rubbish is not cleared up;
 - b) rubbish last longer than it used to;
 - c) our society is increasingly mobile;
 - d) Britain is a tatty country.
4. Michael Meacher...
 - a) followed the Irish example with a tax on plastic bags;
 - b) tried to follow the Irish example with a tax on plastic bags;
 - c) made no attempt to follow the Irish example with a tax on plastic bags;
 - d) had problems with the plastics industry who weren't bothered about the tax.
5. The writer thinks that...
 - a) people are squalid;
 - b) people behave according to what they see around them;
 - c) people are clean and tidy;
 - d) people are like a vast municipal rubbish tip.

Task 2. Choose the best variant to complete each sentence.

1. Many countries ... different ecological problems that demand a rapid reaction and solution.
 - a) provide; b) reveal; c) take; d) face.

2. The diversity of plants and animals depends mainly on the state of rainforests and the problem of their keeping is quite...
 - a) crucial; b) creative; c) critical; d) curious.
3. The ... for survival is a constant law in nature that helps to maintain the balance among different species of plants and animals.
 - a) high activity;
 - b) mutual aid;
 - c) intense competition;
 - d) collective achievement.
4. Many plants, animals and insects that are likely to be ... should be put into the Red Book to keep their amount.
 - a) enormous; b) occasional; c) endemic; d) widespread.
5. As a result of deforestation, the soil ... or is removed by rainfalls or other climatic phenomena.
 - a) blows away; b) takes over; c) brings up; d) breaks down.
6. In order to start large reforestation schemes we should ... all the areas with serious changes in forests.
 - a) explain; b) explore; c) expose; d) exchange.
7. More people in cities should ... cycling instead of using cars.
 - a) rely on; b) take up; c) set up; d) get around to.
8. Most governments seem to ... dealing with environmental problems.
 - a) put off; b) make up for; c) do without; d) take after.
9. In some countries environmental organizations have been ... to inform people and gain their support.
 - a) set off; b) made up; c) set out; d) set up.

Variant 3

Task 1. Answer the questions according to the reading passage.

The future of energy – are biofuels the answer to our problems? Over recent years there has been great concern about global warming and pollution, and there is a need to find alternative energy sources that are renewable. Biofuels may be one answer. Biofuels are derived from agricultural crops, such as soybeans or corn, and are therefore renewable. There are a number of environmental benefits of using biofuels. They cause less pollution than

traditional petroleum-based fuels, and they do not contribute to global warming because they only release back into the environment the carbon dioxide that their source plants took out of the atmosphere in the first place. One major challenge is growing enough crops to meet demand. It is estimated that nearly all the world's remaining forests and open spaces would need to be devoted to these crops for biofuel to satisfy our global energy needs. Another problem with biofuels is that producing them may well require more energy than they can generate. One study found that producing ethanol (a biofuel derived from corn) required 29 percent more energy than the end product itself is capable of generating. There were similarly troubling numbers in making biodiesel from soybeans. There is no easy way for us to give up using fossil fuels such as petroleum, and the future will likely see a combination of sources from wind and ocean currents to hydrogen, solar, and, yes, some use of biofuels – powering our energy needs. What is often ignored when considering energy options, however, is the hard reality that we must reduce our consumption; we cannot just replace one fuel with another. Indeed, conservation is probably the largest single "alternative fuel" available to us.

1. One argument in favour of biofuels is that they...
 - a) cause no pollution;
 - b) produce no carbon dioxide;
 - c) cause no increase in global warming.
2. It is very difficult to...
 - a) persuade people to use biofuels;
 - b) produce the quantity of biofuels that we need;
 - c) find the right type of land to use.
3. A study found that the biofuel ethanol produces ... energy than is needed to make it.
 - a) more;
 - b) as much;
 - c) less.
4. In the future we will...
 - a) have fewer types of energy available to us;
 - b) stop trying to produce biofuels;
 - c) a variety of energy sources.

5. The writer believes that the most effective way to solve our energy problems is to...
- a) use less energy;
 - b) find more ways to produce energy;
 - c) do more research.

Task 2. Choose the best variant to complete each sentence.

1. People in the past began to develop more ... sources of food through primitive forms of agriculture.
 - a) reliable; b) useful; c) helpful; d) changeable.
2. The invention of microscope had a ... effect on studies in the biological sciences and led to the discovery of cells.
 - a) stable; b) profound; c) difficult; d) various.
3. The nature of viruses has become ... only within the last half of the 20th century and the first step on the path of this discovery was taken by the Russian botanist Ivanovsky in 1892.
 - a) hazardous; b) tolerant; c) wide-spread; d) evident.
4. Genetics regards genes as the primary units of ... in all living things.
 - a) information; b) inheritance; c) connection; d) reliability.
5. Genetic engineering has made it possible to produce genetically ... organisms.
 - a) modified; b) classified; c) organized; d) changed.
6. The cell ... regulates what enters and leaves the cell and also aids in the protection and support of the cell.
 - a) nucleus; b) membrane; c) cytoplasm; d) chromosome.
7. Economic botany enables people to increase food supply and eliminate hunger and...
 - a) starvation; b) prosperity; c) security; d) poverty.
8. Climate change has become a major issue of concern for ... and international agencies over the last few years.
 - a) authorities; b) governments; c) organizations; d) societies.
9. Governments in many countries of the world struggle against a lot ... habits involving more and more young people.
 - a) ruinous; b) favourable; c) irreducible; d) extraordinary.

MODULE 7. WORK AND BUSINESS

PART 1. PRACTICE YOUR READING AND CRITICAL THINKING SKILLS

Text 1

Exercise 1. Read the following CV summary and fill in the header for each section with "Education", "Work Experience", "Personal Details", "Profile" and "Skills and Interests".

The CV

Andrea Patarino Rome, Italy

1. Date of birth: 23 June 1980. Marital status: Single.
2. A British Culture Studies and English Linguistics graduate with four years' experience in the field of international cultural cooperation. Self-motivated, dynamic and ready to meet new challenges.
3. 2000–2005 University of Rome, M.A. in British Culture Studies.
4. 2003-present Project co-ordinator, British Council, Rome, Italy 2002–2003 Internship, National Youth Agency, Leicester, UK 2001–2002 Tour guide, Tourist Information Centre, Rome, Italy.
5. IT skills (good knowledge of Windows and Microsoft Office), fluent in English (Certificate of Proficiency obtained in 2003), well-travelled, enjoys reading and skiing.

Exercise 2. Now look at the following expressions from the interview and match them to their functions below.

I would describe myself as someone who is ambitious, hardworking and motivated by challenge. As you can see from my CV, I've been working as a project coordinator for the British Council in Rome for several years. My job has mainly involved organizing special events. Against the odds, I managed to successfully work with our partners and reschedule the project events. I guess at times I am a little reluctant to delegate certain tasks. I would say successfully completing my university degree has been my most rewarding accomplishment. My long-term goals involve growing with a company where I can continue to learn, and take on additional responsibilities. Once I gain the necessary experience, I see myself moving on to a management position.

- a) describing your current job;
- b) describing your personal qualities;
- c) describing a personal weakness;
- d) describing how you overcame a difficult situation;
- e) describing your ambitions;
- f) describing your achievements.

Exercise 3. Read the whole interview paying special attention to the answers:

Interviewer: How would you describe yourself?

Andrea: I would describe myself as someone who is ambitious, hardworking and motivated by challenge. My language and interpersonal skills have allowed me to successfully manage various international projects for the British Council over the past few years.

Interviewer: What influenced you to choose a career in cultural relations?

Andrea: Well, I've always been fascinated by the British / American language and culture, and how it has become so globally important.

Interviewer: Tell me about your current job. What have you been doing?

Andrea: As you can see from my CV, I've been working as a project co-ordinator for the British Council in Rome for several years. My job has mainly involved organising special events, such as the Social Diversity event which took place last month in Amsterdam. I have also helped prepare budget forecasts for various projects.

Interviewer: How would you describe yourself in terms of your ability to work as a member of a team?

Andrea: Well, during my period as a project co-ordinator for the British Council, I've had to work within an international team and deal with outside partners. I've had to motivate others to meet deadlines, and I get on well with everyone.

Interviewer: Tell me about a major problem you recently handled. Were you successful in resolving it?

Andrea: While I was coordinating a British Council project in Rome, one of the main speakers fell ill a few days before the event. Against the odds, I managed to successfully work with our partners and reschedule the project events. I was under a lot of pressure, but in the end the problem was resolved.

Interviewer: How do you handle pressure?

Andrea: I actually work better under pressure and I've found that I enjoy working in a challenging environment.

Interviewer: Why do you want to work for this company?

Andrea: Well, I am an ambitious person and I want to be part of a well-established company. I believe the job is tailored to my skills and experience, which include language skills and managing international projects.

Interviewer: What would you say has been your most rewarding accomplishment?

Andrea: I would say successfully completing my university degree has been my most rewarding accomplishment. I had to work pretty intensively since I was taking on several jobs to support my studies, including working as a tour guide for English-speaking visitors to Rome.

Interviewer: What personal weakness has caused you the greatest difficulty on the job?

Andrea: I guess at times I am a little reluctant to delegate certain tasks. I think this is because I am hardworking by nature. However, my current employer has told me that I've made significant improvements during the last few months of the job, and I believe I will continue to improve in this area.

Interviewer: What are your goals for the future?

Andrea: My long-term goals involve growing with a company where I can continue to learn, and take on additional responsibilities. Once I gain the necessary experience, I see myself moving on to a management position.

Exercise 4. Look at the following "difficult" questions that you might hear during a job interview and write your own answers.

Interview questions and answers

1. How would you describe yourself?
2. What influenced you to choose a career in ...?
3. How has your university education prepared you for a job in ...?
4. Tell me about your current job. What have you been doing?
5. How would you describe yourself in terms of your ability to work as a member of a team?
6. Tell me about a major problem you recently handled. Were you successful in resolving it?
7. How do you handle pressure?

8. Why do you want to work for this company?
9. What do you feel you have to offer this company?
10. What personal weakness has caused you the greatest difficulty on the job?
11. What would you say has been your most rewarding accomplishment?
12. What are your goals for the future?
13. What do you think you'll be doing in five years' time?

Text 2

Exercise 1. Read the text.

A. A résumé in today's competitive market should "sell" the candidate, not just the experience and skills, but the "personal brand" – what the person uniquely brings to the table.

So how do you organize your résumé to sell your unique skills? Stick to the basics and spend time customizing your experience and education to fit the description of the job for which you're applying. With today's technology, it's easier than ever.

B. Though your résumé is a marketing tool, there's no need to get fancy. Keep it clean and traditional. The point is to communicate information quickly and clearly. Accomplishments and the quality of experience make candidates stand out from others, not the paper color or some fashionable font. It's smart to use a traditional font, since you may send your résumé electronically and many businesses don't have a lot of fonts loaded on their computers. With many companies using online assessment tools and databases, your résumé will likely be requested in plain text format or automatically switched to plain text anyway.

Of course, there's nothing wrong with saving a nice print version using a font other than Times New Roman so your mailed or hand delivered résumé will stand out.

C. The résumé objective may not take up much space on your résumé, but it is one of its most crucial components.

A résumé without an objective, title or headline causes the recruiter to have to work harder – they have to search for the candidate's purpose in sending the résumé.

Job seekers often make the mistake of using their objective to tell the recruiter what they want from the company. Instead, candidates should be doing the opposite. Employers want to know what you can do for them.

Think of your objective as a headline, title, or, as résumé writer Mark Bartz calls it, a "branding statement".

The branding statement opens up our résumé, and it tells the reader in as few words as possible what makes this product – the job candidate – a unique value among the other products.

D. Most experts agree that a summary statement – a brief highlight of your qualifications – should go first. Deciding whether to put education or experience next depends on your situation. If someone is just graduating and up to three years out of college or graduate school, it makes sense to keep education on page one. But some experts say that some recent graduates have solid work experience. In that case they should mention their degree and school in the qualifications statement then elaborate in the education section, which goes last.

Except for recent graduates with limited experience and those for whom education is a key requirement, such as physicians or university professors, experience goes before education on the résumé.

E. Begin your qualification statement with your most recent work and include all of your jobs, so no mysterious gaps appear. Many people think they don't need to include jobs lasting only three months. But gaps make employers wonder what was going on.

Any gap of more than three months or sketchy employment information looks suspicious and makes potential employers reluctant. And remember, the application is a legal document. If you willingly leave out information, that can be considered falsification the same as if you make it up. Experts remind applicants to use bullet points, which make the résumé much easier to scan.

F. Technology has made applying for jobs easier, which helps and hurts applicants. On the one hand, you can easily tailor your résumé with a few keystrokes. On the other hand, so can all applicants. With a database often deciding who stands out, it's more important than ever to pay attention to the words you use and how you organize them.

Exercise 2. Choose the best suitable title from the given below to each passage and fill in a table. Two titles are odd.

1. No fancy!
2. Strong objective sets the tone for résumé.
3. A good résumé is an efficient means to attract the attention of your would be employer.

4. What is on the market?
5. Leaving out some information in your résumé is not advisable.
6. Arranging your qualification statement.
7. Applying for a job.
8. What employers want to hear.

A	B	C	D	E	F

Exercise 3. Answer the questions to the text.

1. What should a résumé in today's competitive market "sell"?
2. Why is it necessary for you to spend time customizing your experience and education?
3. What makes applying for jobs easier today?
4. What kind of résumé should it be?
5. What makes candidates stand out from others?
6. What is one of its most crucial components of your résumé?
7. What is the common mistake of job seekers writing the objective in a résumé?
8. What should go first in a résumé according to the experts' opinion?
9. What section goes last?
10. Why is it advisable to include in a résumé even jobs lasting only some months?

Text 3

Exercise 1. Read the blog entry. Add the missing phrases from below. There is one item that you do not need to use.

Job hunting

I now work as a regional marketing coordinator at a technology company, but when I first started looking for work, it wasn't easy. This is the story of how I finally landed my first big job.

I went to college in Austin, Texas, and majored in Media Studies. I realized it would be very difficult to get a job after college, so I started looking in March of senior year. I probably submitted at least 100 applications. My persistence paid off, and ...*I*... . But I was paid just \$10 an hour and only worked 15 hours a week, so I decided to keep looking for other jobs.

Large companies regularly held recruiting events in my area. When one was organized by a social-networking site, I attended and applied for a position.

Unfortunately, when I was offered an interview, ...2... – that was foolish! After ...3..., I felt really bad.

As I wasn't making enough to support myself, ...4... . A friend of mine helped me to get a position at the coffee shop where she worked – at least I was making some more money, but it was very boring, so I kept on hunting.

One day, I got an email from a woman at a technology company. I had handed in my resume there three months earlier, and she asked if I was looking for a full-time position! I was so excited when they offered me an interview. ...5... . It took me a while to get where I am now, but I think I've been lucky.

- a) I found out that I hadn't in fact been successful on that occasion.
- b) I went through their regular recruitment process, and started two weeks later.
- c) I thought I'd nearly got the job, and stopped applying for other ones.
- d) I enjoyed all the perks and took advantage of everything they offered.
- e) I carried on trying to find part-time work with absolutely any company.
- f) I managed to find work with a social-media marketing company.

Exercise 2. Fill in a table matching the figures from the text and the letters from the sentences.

1	2	3	4	5

Exercise 3. Answer the questions and give your own ideas based on your experience.

1. Do you have an experience of an interview?
2. Was it successful or not? Why?
3. Have you ever looked for any job?
4. What are your requirements for your future job?
5. What is more important for you: to have a big salary or to have an interesting work?
6. What type of work do you prefer: full-time or part-time?
7. Does promotion play a significant role for you in choosing a job?
8. Have you ever worked for any company?
9. Were you satisfied with your work? Boss? Salary?
10. Did you have any chance of promotion working for the company? What did it depend on (your personal qualities or skills)?

PART 2. PRACTICE YOUR READING COMPREHENSION SKILLS

Text 1

Exercise 1. Read the text.

Letters of application

A letter of application is a sales letter in which you are both salesperson and product, for the purpose of an application is to attract an employer's attention and persuade him or her to grant you an interview. To do this, the letter presents what you can offer the employer, rather than what you want from the job. Like a resume, the letter of application is a sample of your work; and it is, as well, an opportunity to demonstrate, not just talk about, your skills and personality. If it is written with flair and understanding and prepared with professional care, it is likely to hit its marks. There are two types of application letters. A solicited letter is sent in response to a help-wanted ad. Because such a letter will be in competition with many, perhaps several hundred others, it must be composed with distinctions. At the same time, it must refer to the ad and the specific job advertised. An unsolicited letter is sent to a company for which you would like to work though you know of no particular opening. The advantage of this type of application, however, is that there will be little competition and you can define yourself the position you would like to apply for. You can send out as many letters as you wish, to as many companies as you are aware of; it is a good idea, though, to find out the name of a specific person to whom you can send the letter – a more effective approach than simply addressing a letter to "Personnel". Because a letter of application must sell your qualifications, or it must do more than simply restate your resume in paragraph form.

While the resume must be factual, objective, and brief, the letter is your chance to interpret and expand. It should state explicitly how your background relates to the specific job, and it should emphasize your strongest and most pertinent characteristics. The letter should demonstrate that you know both yourself and the company. A letter of application must communicate your ambition and enthusiasm. Yet it must, at the same time, be modest. It should be neither aggressive nor meek: neither pat yourself on the backs nor ask for sympathy. It should never express dissatisfaction with a present or former job or

employer. And you should avoid discussing your reasons for leaving your last job. Keep in mind the following principles when writing your letter of application:

1. Start by attracting attention. You must say, of course, that you are applying and mention both the specific job and how you heard about it. But try to avoid a mundane opening. Instead of: I would like to apply for the position of legal secretary which you advertised in the Los Angeles Times of Sunday, August 10...

Try something a bit more original: I believe you will find my experiences in the Alameda District Attorney's office have prepared me well for the position of legal secretary which you advertised in the Los Angeles Times of Sunday, August 10...

2. Continue by describing your qualifications. Highlight your strengths and achievements and say how they suit you for the job at hand. Provide details and explanations not found on your resume, and refer the reader to the resume for the remaining, less pertinent facts.

3. Assure the employer that you are the person for the job. List verifiable facts that prove you are not exaggerating or lying. Mention the names of any familiar or prominent references you may have. In some way, distinguish yourself from the mass of other qualified applicants.

4. Conclude by requesting an interview. Urge the employer to action by making it easy to contact you. Mention your telephone number and the best hours to reach you, or state that you will call him or her within a few days.

A complete application should contain both a letter of application and a resume. While it is possible to write a letter so complete in detail that a resume seems redundant, it is always most professional to include both.

Finally, a word about salary: basically, unless instructed by the want ad, it is best that you not broach the subject. Indeed, even if an ad requires that you mention your salary requirements, it is advisable simply to call them "negotiable". However, when you go on an interview, you should be prepared to mention a salary range (e. g. \$40,000 – \$45,000). For this reason, you should investigate both your field and, if possible, the particular company. You don't want to ask for less than you deserve or more than is reasonable.

By Andrea B. Geffner from Business Letters the Easy Way

Exercise 2. Multiple choice. For each item below, circle the best answer.

1. The main purpose of this reading is to...
 - a) show people how to write effective letters of application;

- b) help people find interesting jobs;
c) explain the differences between a resume and a letter of application.
2. A letter written in response to a help-wanted ad is ... letter.
a) an unsolicited;
b) a solicited;
c) a reference.
3. A letter of application should ... the information contained in a resume.
a) restate;
b) not address;
c) expand upon.
4. It is ... to mention salary requirements in a letter of application.
a) wise;
b) unnecessary;
c) inadvisable.
5. The tone of a letter of application should be...
a) polite and businesslike;
b) strong and aggressive;
c) friendly and personal.
6. The author of this reading would probably agree that...
a) resumes are more important than letters of application;
b) anyone can learn to write a good letter of application;
c) it is better to be too modest in a letter of application than too aggressive.

Exercise 3. According to the author, what are the things you should, and, shouldn't do when writing a letter of application? Group the eight ideas below into the correct columns in the chart. Then, try to add two ideas of your own to each column.

Be original • Mention money • Give references • Sell yourself
• Talk about good and bad former jobs • Make sure your letter stands out
• Explain why you left your last job • Pat yourself on the back

Should	Shouldn't

Exercise 4. In the chart below, check True or False for each of the statements. Then consult the article to confirm your guesses.

	True	False
1. The reason for writing a letter of application is to get a job interview.		
2. When sending a letter of application you must always send a resume, too.		
3. You should mention the salary you want in a letter of application.		

Exercise 5. It's a good idea to know some basic information about a company before you write a letter of application. What are three ways you can gather information on a new company before writing your letter?

Exercise 6. Imagine you are giving advice to a foreigner applying for a job in your country.

Write a paragraph with four or five suggestions for things that he or she should do. Use as many different expressions for giving advice as you can. In a letter of application, what would you list as your three best qualities? Think of at least one example to illustrate each quality. Share your ideas with a partner. Find an advertisement for a job that looks interesting to you. Write a letter of application to this company. Follow the four principles outlined in the reading and use the letter as a model.

Text 2

Exercise 1. Read the text.

Telecommuting

A. For most people, a regular work day means waking up, eating breakfast, driving to the office, working for about 8 hours and then driving back home. But not all workers have this experience. Many people work from their homes. This kind of work is called telecommuting or telework. A person who telecommutes is called a telecommuter.

B. People have worked in their homes for thousands of years. But the modern idea of telecommuting started in the early 1970's. Improvements in technology, specifically networking technology, helped support the development of telework. As communications technology became cheaper and more powerful, telecommuting became more of a choice for workers.

C. Both companies and individuals can benefit from telework. One benefit for companies is that it can save money. It can also help improve morale. This is because employees who have choices about how they work are often happier. If employees are happier, they are likely to be better workers. This is good for the company. As for individuals, they can save money by reducing their transportation costs. They also gain time because they do not have to go to the office every day. Depending on how often they work from home, telecommuters can save between 15 and 25 workdays per year.

D. Even though there are many benefits to telework, there are also some drawbacks. The biggest concern employers have about telecommuting is lack of control. If the employee is not in the office, managers don't know what they are doing. Telework can also damage a person's career. Managers are more likely to give a promotion to employees that they see on a daily basis. Therefore, telecommuters have less of a chance of getting promoted than regular employees. As telecommuters often work alone, another negative side-effect of telecommuting is isolation.

E. Telecommuting has an important place in today's modern economies. Helped by more powerful technologies, teleworkers of the future will be able to communicate in new and improved ways. This will make telework better and ensure that it has a place in the economies of the future.

Exercise 2.

1. What is the main idea of this text?
 - a) Telework is a non-traditional way to work that has advantages and disadvantages.
 - b) Since it first started telework has seen many changes, especially in the area of technology.
 - c) Telecommuting is changing the way employees and employers think about work.
2. In what order are these ideas presented in the text?
 - a) History of telework, advantages, disadvantages, the future of telework.
 - b) A normal work day, advantages, history of telework, the future of telework.
 - c) Advantages, disadvantages, history of telework.
3. What helped make telecommuting popular?
 - a) Workers could get higher salaries telecommuting.
 - b) Improvements in networking technologies.
 - c) Increasing traffic problems around the world.

4. Why is telecommuting good for companies?
 - a) Managers have less work to do because workers are not in the office.
 - b) Telecommuters complain less because they are in the office less frequently.
 - c) They can save money and have happier employees.
5. What is the main idea of paragraph D?
 - a) Telecommuting can cause problems for workers and companies.
 - b) Telecommuters don't get promoted as often as office workers.
 - c) People need to be careful when telecommuting because they might not like it.
6. What does the author think about the future of telecommuting?
 - a) It will continue to grow and develop.
 - b) It hurts economies and will become less popular.
 - c) No one knows what the future of telecommuting will be.

Exercise 3. True, False or Not Given?

1. Most workers telecommute.
2. Telecommuters spend their working hours in an office.
3. Telecommuting can benefit both workers and companies.
4. Telecommuting has benefits for families.
5. Telecommuters have more of a chance of getting promoted than regular employees.

Exercise 4.

1. The word *their* in this text refers to:
 - a) employers;
 - b) companies;
 - c) individuals.
2. The word *it* in this text refers to:
 - a) communicate;
 - b) telework;
 - c) the future.
3. Which word means *one person*?
 - a) employee;
 - b) individual;
 - c) company.

4. Which word means *problem, disadvantage, or negative effect*?

- a) promotion;
- b) reducing;
- c) drawback.

Exercise 5. Answer the question and give your own ideas.

1. What does a regular work day mean for most people?
2. What does word *telecommuting* include?
3. When did the modern idea of telecommuting start and what was the reason?
4. Why do both companies and individuals benefit from telework?
5. What are the drawbacks of such kind of work?
6. How can telework damage a person's career?
7. Will telework play great role in a future life of our society?
8. Do you know anybody telecommuting?
9. Do you have an experience of telework?
10. Would you like to be involved in such sphere of job? Why?

Text 3

Exercise 1. Read the text.

Unfriending your colleagues on Facebook ruled bullying

Unfriending an employee ruled as part of "bullying" behaviour by Employee Tribunal.

1. Unfriending an employee on Facebook can in some cases be workplace bullying, an Australian Tribunal has found.

2. The ruling came after Rachael Roberts, an estate agent in Launceston, Tasmania, complained to Australia's the Fair Work Commission that her colleague Lisa Bird was bullying her, leaving her with anxiety and depression. She made 18 allegations of bullying in total.

3. Ms Rachael said that following an argument about a sale loss, her properties were no longer displayed in the window, photocopies were distributed to colleagues but not her, and she was no longer greeted in the morning.

4. When she approached Mr Bird, the head of the agency and Mrs Bird's husband, about the issues his wife reportedly called her into a meeting and said she was a "naughty little schoolgirl running to the teacher".

5. After this exchange in January 2015, Ms Roberts found that Mrs Bird had unfriended her on Facebook. She was then signed off work by a psychologist, Sky News reports.

6. In a workplace bullying incident, the Fair Work Commission must find evidence of "repeated incidents of unreasonable behaviour", of which unfriending Ms Roberts on Facebook was counted as one. Nine other allegations were upheld by the tribunal.

7. The deputy president of the commission, Nicole Wells, said in her decision that the unfriending showed "a lack of emotional maturity" on Mrs Bird's part that had made Ms Roberts unwell.

8. But employment lawyer Josh Bornstein told ABC news the unfriending incident was found to be workplace bullying in the context of several other issues.

9. "What the Fair Work Commission did find is that a pattern of unreasonable behavior, hostile behavior, belittling behavior over about a two-year period, which featured a range of different behaviors including berating, excluding and so on, constituted workplace bullying", he said.

10. Under the Fair Work Act, the tribunal can order the employer and employee to hold a meeting about anti-bullying orders, but cannot impose compensation.

Adapted from The Independent, 25 September 2015, by Jess Staufenberg

Exercise 2. Put T (True) or F (False) next to each of the statements below.

1. The estate agency wasn't sympathetic to Rachael's complaints.
2. Nine allegations of bullying were upheld by the tribunal.
3. One incident of bullying is enough for a tribunal to rule that there has been bullying in the workplace.
4. The Fair Work Commission couldn't find any evidence of repeated bullying.
5. Unfriending somebody on Facebook is considered to be workplace bullying.
6. Rachael Roberts' employer will have to pay her a sum of money after the tribunal hearing.

Exercise 3. Find a word or phrase in the article which means:

1. officially decided by a court of law (verb -ed, TITLE);
2. according to what somebody said (adverb, P4);
3. officially asked her to attend a meeting (phrase, P4);
4. given a medical certificate saying that someone is too ill to work (phrase, P5);
5. unfriendly (adjective, P9);
6. give someone an instruction that they must obey (verb, P10).

Give your own examples of these words / phrases.

Exercise 4. Answer the questions.

1. Do you think unfriending someone on Facebook is workplace bullying?
2. Do you think Rachael was right to complain?
3. Have you witnessed workplace bullying?
4. Do you think employees might exaggerate the problem? Why?
5. Do you think workplace bullying affects business? How?
6. What measures do you think could prevent bullying in the workplace?

Exercise 5. Complete the definitions below:

allegation; anxiety; belittle; berate; ruling; tribunal; upheld.

1. If you suffer from ..., you are very worried about something.
2. A ... is an official court or group of people whose job is to deal with a particular problem or disagreement.
3. A ... is an official decision made by a court of law.
4. If a decision is ... by a court, the court agrees with it and accepts it as the correct decision.
5. If you make an ..., you say that someone has done something wrong or illegal, but there is no proof yet that this is true.
6. If you ... somebody, you say they are not very important or good.
7. If you ... somebody, you speak to them in an angry way.

PART 3. PRACTICE YOUR USE OF LANGUAGE SKILLS**Variant 1**

Exercise 1. Complete the paragraph. Choose the correct verb from the box. There is one verb that you do not need to use.

accused • denied • obtained • promoted
• regretted • rejected • withheld

When Lee was at college, he got a part-time job in an advertising agency. Lee's employers ... fairness in the workplace, but when a negative comment about the agency was posted on the Internet, his boss ... Lee of writing it because he was a student and much younger than the other employees. Lee ... it, and luckily it turned out that a colleague's child had posted the comment as a joke. Lee's boss apologized, and told him that she ... what she had said. She told him she would give him a ... better job, but Lee ... the offer. As soon as he ... his degree, he left and took a job somewhere else.

Exercise 2. Put each of the following words or phrases in its correct place in the passage below.

references • short-list • experience • vacancy • qualifications
• fill in application forms • interview • applicants • apply

In times of high unemployment there are usually very many **1**... when a **2**... is advertised. Sometimes large numbers of people **3**..., and send off **4**... for a single job. It is not unusual, in fact, for hundreds of people to **5**... to a firm for one post. This number is reduced to a **6**... of perhaps six or eight, from whom a final choice is made when they all attend an **7**... . Very possibly the people interviewing will be interested in the **8**... the candidates gained at school or university and what **9**... they have had in previous jobs. They will probably ask for **10**... written by the candidates' teachers and employers.

Exercise 3. Put one of the following words in each space in the sentences below: *at; in; for; to; as; off; of.*

1. I'm interested ... this job. 2. What did you study ... university? 3. He has applied ... British Airways ... a job ... an office manager. 4. This job advertisement looks interesting. I'll send ... an application form. 5. Have you filled ... the form yet? 6. You must send ... the form by 20 May. 7. He's been ... that job for two years. 8. She retired ... the age of 60. 9. A commission means you get a percentage ... what you sell. 10. The use ... a company car is a nice perk to have. 11. The sixty applicants were reduced ... a short-list of four.

Exercise 4. Match the adjectives below with their correct definitions and express how important these characteristics are for your job or the job that you want to apply for.

Personal characteristics

- | | |
|-------------------|---|
| 1. experienced | a) able to make yourself do something well |
| 2. self-motivated | b) able to talk to people easily and share information |
| 3. communicative | c) continually doing a lot of work |
| 4. enthusiastic | d) energetically interested in something and willing to be involved in it |
| 5. dynamic | e) having lots of ideas and energy |
| 6. hardworking | f) having skill or knowledge because you have done something many times |

Exercise 5. Read the text below. Fill in the gaps with only one suitable word. The first letter of each missing word is given.

There is a lot of unemployed nowadays so it is getting more and *m...* difficult to get the kind of job you really *w....* Then you have to *d...* what is more important to you – how much you *e...* or job *s...*? Do you want to work with your hands (called *m...* work) or do you prefer to work in office (called clerical work)? Do you *p...* to work indoors or *o...*? Whatever you decide, when you are thinking of a career, or applying for a *j...*, you will find the following vocabulary *u...*:

- apply for a job;
- to make a lot of money;
- dismiss someone from a job;
- make an application;
- to have a large income;
- employ someone;
- to earn a good wage;
- to retire from work;
- to hand in one's resignation.

Variant 2

Exercise 1. Complete the sentences with the words from the box.

charge • enjoy • find • job • most • part • quite
• responsibilities • responsible • what

1. I'm ... for cash flow / credit control / managing projects.
2. I'm in ... of developing the company's long-term strategy.
3. My ... include recruiting new employees and organising training for company staff.
4. It's also my ... to improve the company's working conditions.
5. On the whole, I ... my work.
6. What I like ... about my work is the responsibility, the challenge and of course the salary.
7. I ... my work very interesting.
8. One task I don't ... like is chasing money from late payers.
9. The ... I don't really like is the long hours.
10. ... I don't like so much is when I have to deal with a difficult employee.

Exercise 2. Put each of the following words in its correct place in the passage below.

commute • salary • prospects • promotion • retire • pension
• ambitious • perks • increments • commission

Job satisfaction is important but I have a wife and baby so I have to think about money too. If a job interests me, I need to know what ...*I*... it offers and

also whether there are regular annual increases, called ...2... . I want to know if I will receive a ...3... when I ...4... at the age of 60 or 65. If the job is selling a product, I ask if I'll receive a percentage of the value of what I sell, called ...5... . It is also important to know if there are extra advantages, like free meals or transport, or the free use of a car. These are called ...6... or fringe benefits. Are the future ...7... good? For example, is there a good chance of ...8... to a better job, with more money and responsibility? Is the job near my home? If it isn't, I'll have to ...9... every day and this can be expensive. I am very keen to be successful. I am very ...10... . I don't want to stay in the same job all my life.

Exercise 3. Put each of the following words or phrases in its correct place in the passage below.

typewriter • callers • stationary • dictate • shorthand
• correspondence • filing • cabinets • file

Office work

I do general work in a small office, I deal with all ...1... coming into and sent from the office and ...2... these letters alphabetically in big metal ...3... near my desk. I answer the telephone and give ...4... the information they want. If the manager wants to ...5... a letter, I take it down in ...6... on my pad and type it on my electric ...7... . Of course it's important that we always have enough paper and envelopes and so on, and it's one of my jobs to buy this ...8... when we need it. I don't know what they'd do without me!

Exercise 4. Complete the following collocations from the interview matching parts from the different columns.

- | | |
|-----------------|-------------------------------|
| 1. be motivated | a) a well-established company |
| 2. manage | b) by challenge |
| 3. deal with | c) certain tasks |
| 4. motivate | d) deadlines |
| 5. meet | e) international projects |
| 6. work | f) others |
| 7. be part of | g) outside partners |
| 8. delegate | h) under pressure |

Exercise 5. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

Leaving a job

<p>I recently left my job in an ...1... agency after a disagreement with my boss. She accepted my ...2... but warned me that because of the ...3... situation, I might have to get used to the idea of being ...4... for a while. I thought that she was trying to make a point, but after I had made over fifty ...5... to other companies, I realised that she was right. Although I am a ...6... designer, I didn't receive any offers of a job. After that I tried working from home, but it was not very ...7... Then I became an ...8... in a fast-food restaurant, even though my ...9... were extremely low. I wish I had accepted early ...10... from my old job. That is what I disagreed with my boss about!</p>	<p>ADVERTISEMENT RESIGN ECONOMY EMPLOY APPLY QUALIFICATIONS PROFIT, EMPLOY EARN RETIRE</p>
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Variant 3

Exercise 1. Complete each sentence with a word from the box.

call • draw • fall • gel • take • come • face • fill • go • turn

1. I think we should ... over our plan again before we tell the managing director.
2. Have you ... up with any ideas for advertising the new products?
3. Our deal with the Chinese company may ... through, but we can sell the machinery to the German firm if necessary.
4. You have to ... in this form, and return it to the manager.
5. She didn't ... on with her boss, so she left the company.
6. If they don't give us a better price, we'll ... down their offer.
7. I'm afraid we have to ... up to: the fact that we are losing money.
8. Our lawyers are going to ... up a new contract tomorrow.
9. A multinational company is trying to ... over our firm, but we want to stay independent.
10. We had to ... off the office party because of the economic situation.

Exercise 2. Complete the conversation. Use the correct form of the words in parentheses.

Chris: Hi, Finn, what's up?

Finn: I've just been to a seminar on global ... (*poor*). It certainly makes you think!

Chris: Sounds interesting. So did you find a ... (*solve*)?

Finn: No, but seriously, suppose we all just did a little bit, it could make a difference. Just a few dollars could save a ... (*starve*) child.

Chris: You're right, of course. But millions of people being ... (*hunger*) isn't the only problem. I think the fact that so many people are not ... (*employ*) and environmental ... (*protect*) are also major issues.

Finn: Yeah, that's true, if ... (*wealth*) countries put more ... (*invest*) into reducing ... (*pollute*), the world would certainly be a better place.

Chris: Yeah, and everything is connected. I mean, imagine if food ... (*distribute*) was properly organized worldwide. That would make a huge difference in people's lives.

Finn: Yeah, that's what they said in the seminar.

Exercise 3. Put each of the following words or phrases in its correct place in the passage below.

labour relations • tea break • apprentice • factory canteen • foreman
• white collar • management • shop • floor • manual

Factory work

I like to work with my hands; in other words, I like ...*1*... work. I have never wanted to be a ...*2*... worker, as I would be bored with office work. So I have been taken on as an ...*3*... in a ...*4*... for two years to learn to be a machine-operator, I work with a group of men under a ...*5*... , who tells us what to do, when we can go to the ...*6*... for lunch or take a ...*7*... and so on. ...*8*... are quite good and the ...*9*... spend a lot of time on the ...*10*... mixing with the workers. I've got no complaints.

Exercise 4. Put each of the following words or phrases in its correct place in the passage below.

dispute • unemployment • go on strike • dismiss • deadlock
• shop steward • on the dole • redundant • picket line

A strike

1,600 workers at the Ace Cycle Factory decided to ...*1*... last week following a ...*2*... with the management, who last month decided to ...*3*... two men for unsatisfactory work: The men complained to their ...*4*..., who told the union. The management and the union have had talks but these soon ended in ...*5*... . The area in which the factory is situated is already an area of high

...6..., with one adult in five ...7... (out of work and receiving state aid). The striking workers have formed a ...8... outside the factory gates to prevent other workers from going in to work. The management say that 20 % of the workers will have to be made ...9... next year anyway because of the decreased demand for cycles.

Exercise 5. Read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning.

<p>If you have mastered all the <i>information</i> (0) above and have ... a ... <i>résumé</i> / CV and a cover letter you are likely to be ... for a job interview. However, you should not relax. Job ... is a mine field. You prospective ... have a stack of <i>résumé</i> from talented They want to know more about you. Are you hard to get along with? Can you meet deadlines? How ... do you want the job? here some of the ... interviewers reveal their most frequent questions and suggest how you might ... them: what ... do you want from us?, Why did you leave your last job?, etc.</p>	<p>INFORM HAND, WRITE INVITE INTERVIEW EMPLOY, APPLY BAD TOUGH CONVINCE, EXACT</p>
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PART 4. TEST YOURSELF

TASK 1

Exercise 1. Read the story. Then write an appropriate connecting word from the box in the blanks below. More than one answer may be correct.

Therefore • However • In addition • As a matter of fact • Yet • Thus

John's interview

Soon after college graduation, John began to look for a job in the newspaper. John was excited when AJD Computers Inc. responded to his letter of application and asked him to come in for an interview. Because John hadn't gone on many interviews before, he was nervous. ...1..., he began to feel confident after he read *The 90-Minute Interview Prep Book*. A few days before the interview, John took some steps to get ready. John knew he couldn't wear his usual casual jeans and T-shirts. ...2... he went out and bought a suit. ...3...

calling for directions to the company, John familiarized himself with the route so he wouldn't get lost. On the day of the interview, looking very professional in his new suit, John made sure to arrive at the interview early. ...**4**..., he was able to make a good first impression. The interviewer, Mr. Huber, was dressed very formally and it was obvious that he was a very important person in the company. ...**5**... he had a warm and friendly smile that put John at ease. Mr. Huber was so impressed with John's skills, experience, and attitude that he wanted to hire him right away. ...**6**..., he asked John to start the very next day. In the end, John accepted the position at a higher salary than he had hoped for.

Exercise 2. Study the text and choose the correct variant.

Choosing a good career

One of the most difficult problems a young person ...**1**... is deciding what to do about a career. There are individuals, of course, who from the time they are six years old ...**2**... that they want to be doctors or pilots or fire fighters, but the majority of us do not get around to making a decision about an occupation or career until somebody ...**3**... us to face the problem.

Choosing an occupation ...**4**... time, and there are a lot of things you have to think about as you ...**5**... to decide what you would like to do. You may find that you will have to take special courses to qualify for a particular kind of work, or may find out that you ...**6**... to get some actual work experience to gain enough knowledge to qualify for a particular job. Fortunately, there are a lot of people you ...**7**... to for advice and help in making your decision. At most schools, there are teachers who ...**8**... professionally to counsel you and to give detailed information about job qualifications. And you can talk over your ideas with family members and friends who ...**9**... always to listen and to offer suggestions. But even if you get other people involved in helping you make a decision, self-evaluation ...**10**... an important part of the decision-making process.

- | | a) | b) | c) | d) |
|----|-------------------|--------------|-------------|----------------|
| 1. | is facing | will face | faces | has faced |
| 2. | "will have known" | "were known" | "will know" | "know" |
| 3. | will force | has forced | forces | forced |
| 4. | took | is taking | takes | will be taking |

5.	have been tried	are trying	tried	try
6.	will need	are needing	are needed	have need
7.	can turn	could turn	could have turn	would turn
8.	qualify	will qualify	are qualified	will be qualified
9.	are ready	has been ready	is ready	will be ready
10.	is	is being	would be	will have been

TASK 2

Exercise 1. Circle the correct words to complete the sentences.

1. You need specific *skill / skills / a skill* to do this job well.
2. I didn't get enough *information / informations / the information* about my job before I started working here.
3. I'm happy to say that I'm making *a progress / progress / progresses* in my new job.
4. My previous employer used to offer *training / a training / trainings* to new employees.
5. I applied to dozens of *company / the company / companies* before getting a response.
6. I was finally invited to attend *interview / an interview / the interview* with one of the companies I had applied to.
7. A lot of different people gave me *advice / an advice / advices* about job interviews, really need to find *job / a job / the job* soon!

Exercise 2. Complete each sentence (1–8) with a suitable ending (a–h). Use each ending once.

- | | |
|--|---|
| 1. If you work hard, the company will give you ... | a) qualifications for a job of this kind. |
| 2. In a different job I could get a higher... | b) advertisement in the local press on Friday. |
| 3. The best way to find new staff is to put a / an... | c) application for the job as soon as possible. |
| 4. Because he had stolen the money, we decided that ... | d) promotion to a more responsible position. |
| 5. She has a pleasant personality but hasn't got the right ... | e) references from your previous employer. |

- | | |
|--|---|
| 6. In the meeting we are going to discuss the ... | f) dismissing him was the only possible action we could take. |
| 7. I think it would be a good idea to send in your ... | g) salary and better conditions of employment. |
| 8. We cannot give you the job without ... | h) appointment of a new sales representative. |

Exercise 3. Study the text and choose the correct variant.

Teens get an early jobs lesson

In summer teens are battling adults ...1... work. They share ...2... same problem as job seekers of all ages: there's too much demand ...3... too few jobs. Teens, new college graduates, immigrants and unemployed adults ...4... more education and experience are all competing for jobs.

...5... Northeastern University in Boston annually surveys those between 16 and 19 years old about job prospects. It shows that older teens – at 18 and 19 – have better opportunities than younger teens, especially if they have good grades and strong communication skills. The best opportunities for younger teens are ...6... juice bars and ice-cream shops.

Meanwhile, many college students are struggling to find work related ...7... their major. Some sophomores from Wright College in Chicago, currently working part-time, want to find full-time jobs within their major. They say that finding one is hard. That's why all the help you can get helps, e. g. ...8... group's 8-day course ...9... improving job skills, such as interviewing techniques.

They agree that teens have an opportunity to get a job if they work hard ...10... finding one.

- | | | | | |
|-----|-------|-------|--------|--------|
| | a) | b) | c) | d) |
| 1. | with | for | at | about |
| 2. | a | – | the | an |
| 3. | in | about | within | for |
| 4. | of | with | for | within |
| 5. | – | a | the | an |
| 6. | in | for | at | about |
| 7. | with | to | about | on |
| 8. | the | a | – | an |
| 9. | about | in | on | along |
| 10. | for | on | at | to |

TASK 3**Exercise 1. Underline the most suitable word or phrase.**

1. The building workers were paid their *income / salary / wages* every Friday.
2. She's only been here three weeks. It's *a / an overtime / temporary* job.
3. When he retired he received a monthly *bonus / pension / reward*.
4. Apparently she *earns / gains / wins* over £60,000 a year.
5. While the boss is away, Sue will be *in charge / in control / in place* of the office.
6. Could I have two days *away / off / out* next week to visit my mother?
7. Paul was always arriving late, and in the end he was *pushed / sacked / thrown*.
8. When I left the job, I had to hand in my *application / dismissal / notice* three weeks beforehand.
9. How much exactly do you *do / make / take* in your new job?
10. If you have to travel on company business, we will pay your *costs / expenses / needs*.

Exercise 2. Rewrite each sentence so that it contains the word or words given, and so that the meaning stays the same. Do not change the words given in any way.

- | | | |
|---|------------|--|
| a) Terry works in a different place now. | JOB | <i>Terry has a different work now.</i> |
| b) A good boss looks after everyone in the company. | EMPLOYER | |
| c) I am sure you will learn a lot in this job. | EXPERIENCE | |
| d) This job is a good way to earn money, but that's all. | LIVING | |
| e) The firm gave me a rise after I had worked there a year. | RAISED | |
| f) The company was profitable last year. | MADE | |
| g) I had to be interviewed at head office. | ATTEND | |
| h) My annual salary is £12,000. | A YEAR | |
| i) Jill is employed by a firm of accountants. | WORKS | |
| j) We advertised the job in the paper. | PUT | |

Exercise 3. Study the text and choose the correct variant.

Taking advantage of job fairs

Making an appearance at a local job fair will ...**1**... you a ...**2**... to meet and find work with recruiters with the hopes of landing a ...**3**... . If it's a career or geography ...**4**... job you're looking for, a job fair can be very helpful. It can also be very helpful if you ...**5**... to practice looking good for an interview.

The recruiters will be making a visual assessment of you so you'll want to look ...**6**... . Experts recommend working with an objective person beforehand to ...**7**... constructive criticism on your look, résumé and presentation. Job fairs are crowded with good people, and if you meet someone and don't ...**8**... an impression, you're done.

You may have less than 10 seconds to present your résumé to a recruiter. So make it crisp, clean and easy to read. Bullet ...**9**... points on the top so a recruiter can ...**10**... you accurately during that brief time.

- | | a) | b) | c) | d) |
|-----|-------------|------------|---------|-------------|
| 1. | give | propose | offer | provide |
| 2. | opportunity | chance | idea | variant |
| 3. | occupation | profession | work | job |
| 4. | specific | special | evident | peculiar |
| 5. | hope | want | insist | demand |
| 6. | beautiful | lovely | pretty | presentable |
| 7. | to reach | to get | to gain | to acquire |
| 8. | do | prepare | make | win |
| 9. | more | several | some | many |
| 10. | charge | rate | value | assess |

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