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ФГБОУ ВО «Удмуртский государственный университет»
Институт удмуртской филологии,
финно-угроведения и журналистики
Кафедра лингвистической типологии и лингводидактики

LET'S DISCUSS:

Aid in reading comprehension

УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ



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Рецензент: Л. М. Малых, к. филол. н., доцент, директор учебно-методического центра «УдГУ-Лингва»

Составители: Т. А. Краснова, Н. В. Ильина

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Учебно-методическое пособие содержит тексты различной функционально-стилевой принадлежности на английском языке и комплекс вопросов и заданий к ним. Пособие предназначено для аудиторной и самостоятельной работы магистрантов по дисциплине «Иностранный язык» для направления подготовки ВО – магистратура 45.04.01.03 «Литература народов России в сравнительно-типологическом изучении».

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Предисловие

Учебно-методическое пособие предназначено для проведения занятий по иностранному языку для направления подготовки ВО – магистратура 45.04.01.03 «Литература народов России в сравнительно-типологическом изучении». Пособие содержит материал для чтения и аудирования, включая грамматический и лексический материалы, а также обучающие, контрольно-самообучающие и контрольные задания.

Настоящее методическое пособие отражает принцип взаимосвязанного, комплексного обучения различным видам речевой деятельности: чтению, говорению, аудированию, письму и совершенствованию коммуникативной компетенции в выбранной профессиональной сфере.

Пособие нацелено на совершенствование и расширение словарного запаса по предложенной теме, на углубление знаний грамматики иностранного языка. Разнообразные упражнения способствуют усвоению и закреплению нового материала.

Дополнительный материал, представленный в каждом разделе, даёт возможность последовательно осуществлять принцип индивидуализации, позволяя более способным студентам усваивать материал, выходящий за рамки требуемого уровня и также проводить самостоятельную работу студентов в рамках изучаемой дисциплины.

Все представленные компоненты пособия призваны развивать и совершенствовать универсальные, общепрофессиональные и профессиональные компетенции студентов при изучении дисциплины «Иностранный язык».

Данное пособие составлено на основе рабочей программой по дисциплине «Иностранный язык» по профилю подготовки 45.04.01.03 «Литература народов России в сравнительно-типологическом изучении» для магистров очно-заочной формы обучения.

SECTION 1. Problems teenagers face today

The Idealist

(After F. O'Connor)

I don't know how it is about education, but it never seemed to do anything for me but get me into trouble.

Adventure stories weren't so bad, but as a kid I was very serious and preferred realism to romance. School stories were what I liked best. The schools were English and according to the pictures, they were all clock-towers and spires. The fellows in the stories were all good climbers, and got in and out of school at night on ropes made of knotted sheets. Whenever they did anything wrong they were given "lines" in Latin. When they were caned for breaking the rules of the school, they never showed any sign of pain.

Most of them were great at football and cricket. They never told lies and wouldn't talk to anyone who did. If they were caught doing something wrong, they always told the truth, unless someone else was with them, and then even if they were to be expelled for it, they wouldn't give his name, even if he was a thief.

I worked hard at the football and cricket, though of course we never had either a proper football or a proper cricket.

Our school was a red brick building without tower or spires a fellow could climb; we had no football or cricket team, so a fellow, no matter how hard he worked, could never play for the school, and instead of giving you "lines" in Latin, Murderer Moloney either lifted you by the ears or punished you with a cane.

But these things were not so important. What was really wrong was ourselves. The fellows talked to the masters, told them all that went on and got others into trouble. If they were caught doing something wrong, they tried to put the blame on someone else, even if it meant telling lies. When they were caned, they cried and said it wasn't fair. I mean you couldn't help feeling ashamed, imagining what boys from a decent school would think if they saw it.

My own way to school led me past the gate of the military barrack. You could have a look at the boys marching at the barrack

square; if you came past at dinner-time, they even called you in and gave you pudding and tea. Naturally, I was often late. The only excuse was to say you were at early Mass.

But after I started reading those school stories, I was never happy about saying I had been at Mass. It was a lie, and I knew that the boys in the stories would have died sooner than tell a lie.

One morning I came in very late and rather frightened.

“What kept you till this hour, Delaney?” Murderer Moloney asked, looking at the clock.

I wanted to say I had been at Mass, but I couldn’t.

“I was at the barrack, sir,” I replied in panic. “I was watching the soldiers marching, sir.”

There was soft laughter from the class, and Moloney raised his brows in mild surprise, “Oh, I never knew you were such a military man. Hold out your hand! ”

Compared with the laughter from the class the caning was nothing. I returned to my desk slowly and quietly, and the Murderer looked after me in surprise as if to show that this was something new for him. The others looked at me in surprise too and whispered, as if I were some strange animal. At playtime, they gathered about me, full of curiosity and excitement.

“Delaney, why did you say that about the barrack?”

“Because it was true,” I replied firmly, “I wasn’t going to tell him a lie.”

“What lie?”

“That I was at Mass.”

“Then couldn’t you say you had to go on a message?”

“That would be a lie too.”

“My Goodness!” they said. “You’d better mind yourself. The Murderer will kill you.”

I knew that and for the rest of the day was on my best behaviour. But my best wasn’t enough. Though lie pretended to be reading, he was watching me the whole time.

“Delaney,” he said at last without raising his head from his book, “was that you talking?”

“It was, sir,” I replied.

The whole class laughed.

“Oh,” he said, throwing down his book, “we’ll soon stop that.”

This time he punished me more cruelly. I got through it without moving a muscle, and returned to my desk with my hands by my sides. After school some of the boys followed me down the school yard.

“Go on!” they shouted. “Boasting, as usual! You’re always boasting. Trying to pretend he didn’t hurt you – a crybaby like you!”

“I wasn’t boasting! I wasn’t trying to pretend,” I shouted. “Only decent fellows don’t cry over every little pain like kids.”

“Go on!” they shouted after me. “You old idiot!” And as I went down the school lane, I heard them laughing behind me.

I realized that I should have to watch my step at school.

So I did, all through that year. But one day an awful thing happened. I was coming in from the yard, and in the porch outside our classroom I saw a fellow called Gorman taking something from a coat hanging there. He was a fellow I disliked and feared.

“Who are you looking at?” Gorman asked threateningly.

“I wasn’t looking at anyone,” I replied.

“I was only getting a pencil out of the pocket of my coat,” he added.

“Nobody said you weren’t,” I replied.

“You’d better not, either,” he added. “You’d better mind your own business.”

“You mind yours!” I said. “I never spoke to you at all.”

And that was the end of it.

But after playtime the Murderer said, “Everyone who left the classroom this morning, stand out!”

I stood out with the others, so did Gorman.

“Did you take anything from a coat hanging in the porch this morning?” the Murderer asked, laying a heavy, hairy paw on Gorman’s shoulder and looking into his eyes.

“Me, sir?” Gorman exclaimed innocently. “No, sir.”

“You?” he asked another boy, but even before he reached me at all I realized why Gorman had told the lie and wondered what I should do.

“You?” he asked me, and his big red face was close to mine. My panic made me say the wrong thing as though I had planned it.

“I didn’t take anything, sir,” I said in a low voice.

"Did you see someone else do it?" he asked. "Have you a tongue in your head?" he shouted suddenly, and the whole class looked at me. "You?" he added to the next boy as though he had lost interest in me.

"No, sir."

"Back to your desks, the rest of you!" he ordered. "Delaney, you stay here. Turn out your pockets!"

I did. Even for a small boy I had pockets that were museums in themselves; why I kept half the things I couldn't have explained myself. Among them was a school story borrowed from a boy.

"Oh," he said, "so this is how you waste your time! Is that what you did with the money?" he asked quickly.

"Money?" I repeated. "What money?"

"The shilling that was taken from Flanagan's overcoat this morning."

"I never took Flanagan's shilling," I said, beginning to cry, "and you have no right to say I did."

"I have the right to say you're the most impudent puppy in the school," he replied. And he tore my school story in halves and threw them to the furthest corner of the classroom. "Now hold out your hand!"

This time the Murderer went mad. Even the other fellows were frightened.

"But why didn't you say you didn't see anyone?" asked the eldest, a fellow called Spillane.

"Because I did," I said, beginning to sob all over again. "I saw Gorman."

"Gorman? Was it Gorman who took Flanagan's money? And why didn't you say so?"

"Because it wouldn't be right," I sobbed.

"Why wouldn't it be right?"

"Because Gorman should have told the truth himself," I said. "And if this were a proper school no one would ever speak to him again."

Suddenly Gorman came up, red and angry.

"Delaney," he shouted threateningly, "Did you say I took Flanagan's money?"

He had come at a moment when I didn't care for him at all. I didn't even bother to reply, I hit with all my strength at his face. This was

the last thing he expected. At the same moment a door opened and a teacher appeared. We all ran like mad and the fight was forgotten.

It didn't remain forgotten, though. Next morning the Murderer looked at me.

"Delaney, were you fighting in the yard after school yesterday?"

For a second I didn't reply. I couldn't help feeling that it wasn't worth it. But before I answered I made another effort.

"I was, sir," I said, and this time nobody laughed. I was out of my mind. The whole class knew it.

"Who were you fighting?"

"I prefer not to say, sir," I replied.

"Who was he fighting with?" he asked.

"Gorman, sir," replied three or four voice's – as easy as that!

"Did Gorman hit him first?"

"No, sir. He hit Gorman first."

"Stand out," he said, taking up the cane. "Now," he added, going up to Gorman, "you take this and hit him. He thinks he is a great fellow. You show him now what we think of him."

"Hold out your hand, hold out your hand. I say," he shouted.

"I will not," I shouted back losing all control of myself.

"You what?" he cried. "What's that you said, you dirty little thief?"

"I'm not a thief, I'm not a thief," I shouted. "And if he comes near me I'll put him in his place. You have no right to give him that cane, and you have no right to call me a thief either. If you do it again, I'll go down to the police and then we'll see who the thief is."

"You refused to answer my questions," he said.

"No," I said through my sobs, "and I won't answer them now either. I'm not a spy."

"That's enough now, that's enough! Go back to your seat now and I'll talk to you another time."

I obeyed, but I did no work. No one else did much either.

After that I was the hero of the school for the whole afternoon.

Gorman tried to start the fight again, but Spillane ordered him away.

Next morning I was in such a state of panic that I didn't know how I should go to school at all. I had made myself late as well.

“What kept you, Delaney?” the Murderer asked quietly. “I was at Mass, sir.”

“All right. Take your seat.”

He seemed a bit surprised. What I had not realized was the advantage of our school over the English one. By this time half a dozen of his pets had brought the Murderer the true story of Flanagan’s shilling.

But by that time I didn’t care. In my school bag I had another story. Not a school story this time, though.

I. SPEAKING

Read the story and get ready to answer the following questions:

1. What kind of books did young Delaney like best?
2. What did he like about the boys in stories about English school life?
3. What did he not like about the school he went in Ireland?
4. What did he think was really wrong, the boys themselves or the school itself?
5. What was the only excuse that those who were late for school could give?
6. Why do you think the boys laughed when they heard Delaney say he had told the truth?
7. How do you understand the words, “Compared with the laughter from the class, the caning was nothing”?
8. Why did the master and the boys look at Delaney in surprise?
9. What is the main idea of the story?
10. Who is this story could be useful for? Why?
11. What difficult cases at school can teachers face?
12. Explain how books helped Delaney to create his own world of things, people, ideas? What book characters did he admire and how did he try to imitate them?
13. Could you proof that the real world was greatly different from the world Delaney has created in his mind?
14. How does the title of the story agrees its context?
15. Whom does the author sympathize with? Why do you think so?
16. Characterize Delaney and Gorman. Who do you sympathize with? Why?
17. Say how the author depicts Moloney?

II. VOCABULARY

1. Words and word combinations to be memorized:

to get into trouble, to get in and out of smth., to be caned, to show no sign of smth., to tell lies, to be caught doing smth. wrong, no matter how..., to put the blame on someone, you'd better do smth., to have one's tongue in one's head, to go mad, to sob, to lose one's control of smth./smb., to be in a state of smth.

2. Paraphrase the following sentences using active vocabulary:

- 1) He tried to recollect himself despite it was very hard for him to do it.
 - 2) It will be good for you to take these pills in case you gave a splitting headache.
 - 3) He looked as if he had become crazy: all his movements and gestures reminded us a wild monkey.
 - 4) During the trial he made an attempt to blame his brother in committing robbery.
 - 5) He didn't want to appear in hard situation any more.
 - 6) My little son was standing in front of us, his parents, not revealing any shame.
 - 7) I was watching how hastily people were entering and leaving the shop, so I decided to postpone my shopping for a while.
 - 8) He lost his control of the situation and children could do what they wanted at the lesson.
- ### 3. Give situations in which the following statements would be possible.
- 1) Though the surprise was great he didn't show any sign of it.
 - 2) She is very cool and never loses control of the situation.
 - 3) Tourists were in a state of panic when a heavy storm burst in the sea.
 - 4) You'd better live in peace with nature.
 - 5) When you get into trouble your friends can give a hand.
 - 6) Children often tell lies because they are afraid of punishment for doing smth. wrong.
- ### 4. Write a letter from Delaney to his elder brother discussing school life.
- ### 5. Translate into English.

- 1) Наконец я нашел Элен. Она сидела на скамейке в саду и тихо рыдала. Я знал, что причиной горьких слез было письмо, которое она получила вчера.
- 2) Мы все были в состоянии шока: нам никто никогда не говорил, что наш отец может умереть в любую минуту от сердечного приступа.
- 3) Когда родители застают своих детей за бездельем, лучший способ исправить ситуацию – поговорить с ними по душам.
- 4) В старой английской школе детей наказывали розгами. Сегодня такой вид наказания прочно отсутствует в школах. Да и в целом, в школах больше внушают, чем наказывают. Хорошо это или плохо – судить учителям и родителям.
- 5) В ее глазах не было даже маленького упрека, от чего мне стало еще хуже и страшнее.
- 6) Дети часто попадают в сложные ситуации из-за своих друзей. Родителям следует объяснить детям ценность настоящей дружбы и верных друзей.
- 7) Сегодня подростки буквально сходят с ума из-за своих выдуманных кумиров, которых преподнес и продолжает преподносить им нереальный мир интернета.
- 8) Иногда лгать так же трудно, как и говорить правду. Многие люди, просто в силу своего характера, не умеют лгать.

Teenagers and their problems

The Most Common Problems Teenagers Face Today

Teenagers face real problems on a daily basis during the most awkward growth stages of their lives; between 13 and 19-years-old. During this time, teens are exposed to some overwhelming external and internal struggles. Teens go through, and are expected to cope with hormonal changes, puberty, social and parental forces, work and school pressures, as well as encountering many conditions and problems. Teens feel overwhelmed when faced with unprecedented stresses concerning school and college, and career confusion situations. Those who have absentee parents are exposed to more unfavorable states of life. The

issues that teenagers face today vary but these issues can be dealt with easily if parents and other guardians can understand the symptoms of their problems. Parents need to approach their children, who have been suffering from one or more teenage problems, carefully and in a friendly manner to discuss the problem(s). Many teens feel misunderstood. It is vital that their feelings and thoughts are validated and that the validation comes from their parents.

The most common problems that teenagers face today include:

- Self-Esteem and Body Image
- Stress
- Bullying
- Depression
- Cyber Addiction
- Drinking and Smoking
- Teen Pregnancy
- Underage Sex
- Child Abuse
- Peer-Pressure and Competition
- Eating Disorders

Teens and Drugs

Surprisingly, all of these problems are connected to one another, like a chain reaction. When the teens face self-esteem and body image problems, they can become frustrated, resulting in eating disorders. The teens start feeling stress when they are exposed to peer-pressure and competition at school, or child abuse at home. Many teens take to drinking and smoking in order to relieve the stress. Many may run away from home, play computer games, and start chatting online with strangers. Computer games and online chatting can result in addiction. Many teens feel further stress when they get bullied online. Others may become easy targets of online predators and once treated badly, they turn to more harmful practices. Those who cannot find love at home or support at schools start to build relationships with friends in school or local areas, resulting in unsafe or underage sex, and possible teen pregnancy. Many

become addicted to drugs and harm themselves when they cannot get results. Many teens resort to crimes once they feel they cannot get any help or support.

However, the most common problems teenagers face today are described below:

Self-Esteem and Body Image

Teenagers undergo and have to cope with numerous body changes. Some teenagers feel too fat, too skinny, too tall, too short, etc. This feeling leads them to spend time wishing they were not too skinny, too short, their hair was not too curly or vice versa. The problem with this feeling is that it affects their self-image. As a teenage boy or girl's body changes, so does the self. When they do not like something in themselves, they have self-esteem and body image problems. They also perceive others, particularly schoolmates, to view them as they view themselves. They can suffer more from these problems when they have trouble adjusting.

Hormonal changes have huge effects on the general growth and mood of the teens. Puberty changes tempt teenagers to compare themselves with people around them and when they find they do not match their standards, they feel low. They also compare themselves with those seen on TV, in movies, and in the magazines. Most youths' ability to develop positive self-esteem is affected by family life and parental criticism. Teenagers who experience negative comments about their appearances, the way they talk, etc stuff also develop poor self-esteem and body image.

Bullying

Bullying is one of the worst teenage problems and affects millions of youths. Bullying causes fear in the minds of kids, and makes them nervous going to school each day. The adults do not always witness the bullying in their lives. The teenage children may be subject to heavy bullying as they may not understand how extreme it can get. Any form of bullying is relentless, causing the affected teenagers to live in a state of constant fear. Two of the prime reasons teens are bullied are their appearance and social status. Bullying has caused many serious

and life threatening problems for bullied teens. As they get bullied often in school, their academics, and mental health suffer.

Bullying can be cruel when it becomes physical attacks on the victims. Some bullies attack their targets physically while others repeatedly spew verbal insults, affecting the psychology of the affected teens.

The latest edition of bullying is cyberbullying. It can get as worse as it gets in the real life experience of the teens. Cyberbullies use cruel instant messages, text messages, emails online, and voice messages in many cases. Bullying is a very offensive behavior and crime. Bullying leads to more violent behavior in the bullies in their adult years. They eventually get rejected by their peers, lose friendships and become depressed as they age. Parents, teachers, and people in general should educate their teenagers about bullying and tell them to report any act of bullying to them. Media can also educate the teenage children about bullying when some teenagers are bullies.

Depression

Depression is one of the worst problems that some teenagers suffer from and it can lead to more problems in the future. Depression may arise from poor self-esteem and body image problems. If that is the reason of depression in a teen, then parents should talk to the teen, listen to their child, comfort him or her, and accept their child for who they are. It is crucial that teens feel validated in their feelings and thoughts because what they are going through is a real part of their lives. Parents and guardians should not judge or criticize their feelings or thoughts. They should tell the teen how important it is to have high self-esteem and be comfortable in their body.

Depression symptoms in teenagers may be exhibited in various ways. Changes in sleep patterns, eating habits, declined interest in normal and healthy activities, dropping grades in school and college, and preferred isolation are all signs of depression. When teenagers exhibit one or all of these symptoms parents should intervene immediately. If teenagers begin talking about their depression, then they should be allowed to express their feelings, and parents should validate their feelings by listening to them without interrupting the conversation.

Drugs and Alcohol

Youths, particularly those who are in their early teens who drink, put themselves at risks for many problems. For example, they face problems with the law, at school, with their parents, and peers. In the USA, drug abuse is a major problem affecting millions of teenagers, along with their parents and families. It is an imperative that parents, schools, media, etc, educate the young children about the dangers of drugs and alcohol, and how drugs affect their bodies. If they are taught properly, then they will be able to make an educated choice.

Cyber Addiction

The Internet offers undeniable benefits in developing a teen's ability to grow with modern technology, technical ideas, knowledge and other skills. However, using the internet, particularly the social networking websites, unsafely puts the teenagers at very high risk for many problems. When children spend more than enough or agreeable time online they tend to be cyber addicts. As they spend more time on social networking, gaming, and other websites, particularly adult sites, they suffer from cyber addiction.

Cyber addiction can be just as harmful as addiction to drugs or drinking alcohol. Teenagers who spend unhealthy amounts of time on the Internet or online suffer from a condition recognized as Internet Addiction Disorder (IAD). Those who have IAD conditions may experience distress, withdrawal symptoms including obsessive thoughts, tremors, and other mental and physical problems. Cyber addiction impairs the quality of their lives. Parents should talk to their children and agree on a list of rules that clearly say when to use the internet, which sites they should visit and what safety measures they should follow. Teachers can also ensure safe browsing of the web at schools and colleges for teenage students.

Final Thoughts

Problems that teenagers are faced with today are multifarious but interrelated in many cases. One problem invites another, then to more problems. Parents, teachers and other guardians should be well aware of the problems that today's teenagers are facing and be prepared to eliminate the problems to their best abilities. The sad fact is, even in

solid and stable family units, teenagers may face with uncertainty, confusion and wrong directions involving their lives. Those who have witnessed and experienced broken homes, unsafe sex, alcohol, drug abuse, and bullying issues, show themselves differently in the community they live in. Proper parenting is vital, especially in the very formative years of the children, so that they can grow up with the manners and teachings taught by their parents.

Active vocabulary to the text:

to face smth., to be exposed to smth., to cope with, to encounter smth., to deal with, to suffer from, to be vital, to be validated, to validate, validation, to become frustrated, to take to smth., to relieve smth., to get bullied, to resort to smth., to perceive smb. to do smth., to match standards, to experience smth., to cause smth., to witness smth., to be subjected to smth., to spew verbal insults, to get worse, to educate smb. about smth., to be exhibited, drug abuse, undeniable benefits, obsessive thoughts, to impair smth./smb., to ensure, to be well aware of smth.

1. Find words and expressions in the text for which the following are synonyms:

to have troubles with, to collide with smth., to undergo smth., to be displayed, to make sure, to understand well, to make smb. do smth., to try new ideas, activities, to take action to do smth.

Make up sentences with the words found in the text.

2. Make up situations round the following word combinations:

to take to smth., to become frustrated, to be vital, to encounter smth., undeniable benefits, to impair smth./smb., to be well aware of smth., to witness smth., to be validated, to be exposed to smth., to relieve smth.

3. What do you do or say if... :

- 1) you face communication problems with friends
- 2) you suffer from loneliness
- 3) you are subjected to weather changes

- 4) your child is getting bullied at school
 - 5) you are asked to match modern life standards in your way of life
 - 6) you have to educate your children about computer abuse
4. Watch the video:
I've experienced bullying
<https://learnenglishteens.britishcouncil.org/study-break/video-zone/ive-experienced-bullying>

III. GRAMMAR

1. Fill the gaps with **both**, **either**, **either... or**, **neither** or **neither... nor**.
 - 1) A: Do you want ice cream or apple pie?
B: Can I have _____, please.
 - 2) I'm sorry. There isn't enough to go round. You can only have _____ ice cream _____ pie.
 - 3) Tony wasn't in class today. _____ was Caroline. Hmm.
 - 4) How embarrassing! We're _____ wearing the same jumper.
 - 5) Michael Jackson or Madonna? I don't like _____ of them.
 - 6) I found two pairs of nice jeans in the sales so I bought _____.
 - 7) Both streets go to the station. You can take _____.
 - 8) A: Are you Leo or Virgo?
B: _____. I'm Pisces.
 - 9) So who's bringing a tent, _____ you _____ Michael?
 - 10) A: What shall we have for lunch, pasta or rice?
B: _____ will do. I really don't mind.
 - 11) _____ you obey your mother _____ you go to your room.
 - 12) What a disaster. I failed _____ my maths test and my French test.
 - 13) I like _____ Ana _____ Sergio. They're both snobs and obsessed with money.
 - 14) I like _____ normal paella and seafood paella but my favourite rice dish is *arroz a banda*.

2. Make up some examples of your own.
 - 1)
 - 2)
 - 3)
 - 4)

3. Fill in the blanks with **both, either, neither** to complete the sentences below.
 - 1) That's enough! _____ you pay your debt to me or I take you to court.
 - 2) When we heard the good news, we were _____ happy and excited.
 - 3) They had _____ food to eat nor money to go to a restaurant.
 - 4) Mr. Harrison wants to have _____ vanilla and chocolate in his ice-cream.
 - 5) You should stop making up excuses. _____ you study hard or you will fail in the Maths exam tomorrow.
 - 6) _____ of the two students had books with them so the teacher got very angry.
 - 7) We have _____ bread nor cheese so we can't make a cheese sandwich.
 - 8) She can _____ buy a laptop or a tablet pc. She has got enough money.
 - 9) I like _____ the green and the blue t-shirt, but I don't have enough money to buy two t-shirts.
 - 10) The sports car was _____ nice and cheap so my father decided to buy it.
 - 11) My baby sister likes _____ soup nor spinach. She just likes milk.
 - 12) We have some flour and eggs. We can _____ make an omelette or pancake.
 - 13) If you want to lose weight, you should _____ do exercises and go on a diet.
 - 14) You can _____ grow corn or wheat here in this season.
 - 15) _____ of the two friends knew how to go to the museum so they asked the way to a policeman.

- 16) I think I won't be able to come to the party. _____ my father nor my mother gave me permission.
- 17) My friend Sophia is _____ tall and talented so she can be chosen for the school basketball team.
- 18) Archie can play _____ the guitar or the drums at the concert. He can play them well.
- 19) _____ the teacher and the students were shocked when they saw a mouse in the classroom.
- 20) Mrs. Pearce was very tired when she got home. She _____ did the washing up nor vacuumed the floor. She went to bed early.

4. Fill in the gaps using the right verb form.

- 1) What would you do if you (be) _____ President?
- 2) If motorists had to pay an extra tax to drive in cities, they (use) _____ their cars a lot less.
- 3) If public transport (be) _____ free, less people would use their cars.
- 4) If you (be) _____ rich, what car would you have?
- 5) If your boss (ask) _____ you to work all week-end, what would you say?
- 6) If I (have) _____ a Mercedes, I'd give it away to charity. I don't believe people should own big cars.
- 7) If I went to Russia, I (visit) _____ the Hermitage Museum.
- 8) If you lent me some money, I (pay) _____ you back tomorrow.
- 9) I (take) _____ more exercise if I were you. You're getting fat.
- 10) I (not, listen) _____ to him if I were you.
- 11) I (come) _____ by tomorrow, if I have time.
- 12) If my company asked me to move to another country, I (refuse) _____.
- 13) If it (rain) _____ tomorrow, we won't go.
- 14) If I never see her again, it (be) _____ too soon.
- 15) If you don't want me to do it, I (not, do) _____ it.

- 16) If you were the last person in the world, I (not, ask) _____ you for help.
- 17) If Emmanuelle weren't so stupid, she (realize) _____ what a mistake she has made.
- 18) If we change supplier, we (not, be) _____ in the mess we are now in.
- 19) If I have time, I (call) _____ you.
- 20) I (not, do) _____ that, if I were in your shoes.
5. Fill in the gaps using the right verb form.
- 1) What would you say if you (meet) _____ Bill Clinton?
 - 2) What would you do if you (lose) _____ your job?
 - 3) If I (stop) _____ smoking, I would save \$5000 a year.
 - 4) If I (stop) _____ smoking, I'll improve my health.
 - 5) If I (be) _____ you, I'd speak to him about it.
 - 6) If I (be able) _____ get back to London in time, I'll definitely come.
 - 7) If I see him, I (tell) _____ him he was wrong.
 - 8) If I (be) _____ the Prime Minister, I'd reduce taxes.
 - 9) If I saw her again, I (not, speak) _____ to her.
 - 10) If I hear from her, I (let) _____ you know.
 - 11) If we build it, it (create) _____ 200 new jobs.
 - 12) If I were offered the job and the salary were OK, I (take) _____ it.
 - 13) If we lose the contract, we (have) _____ to fire a lot of workers.
 - 14) I'd be very unhappy if we (move) _____ to London.
 - 15) If we gave John another chance, he (make) _____ the same mistakes again.
 - 16) If we accepted their terms, we (lose) _____ millions.
 - 17) If it rains this evening, I (not, go) _____ out.
 - 18) If I catch the 10 o'clock flight, I (be) _____ there at 12.
 - 19) If we gave you 10%, we (not, make) _____ any money on it.
 - 20) If you needed a hand, I (be able) _____ to come and help you out.

6. Fill in the gaps using the right verb form.

- 1) If I were offered the job, I think I (take) _____ it.
- 2) If she (be) _____ hungry, she would eat something.
- 3) If he studied, he (pass) _____ the exam.
- 4) I (send) _____ you a postcard, if I had your address.
- 5) What (happen) _____, if you didn't go to work tomorrow?
- 6) If she has enough money, she (buy) _____ a new car.
- 7) What will John do, if he (not get) _____ the job?
- 8) She would be terribly upset, if I (lose) _____ her ring.

IV. LISTENING

Difficult situations:

<https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/difficult-situations>

SECTION 2. On reading books

1. The text is from *The Hungry Tide* by Amitav Ghosh. What do you learn about the novel from these reviews?
 - This is a story of adventure and unlikely love, of identity and history, set in a group of tiny islands known as the Sundarbans.
 - The author has a great talent for developing compelling plots out of apparently unpromising circumstances and characters.
2. Skim the first paragraph of the text. Where is the action taking place? Which character is mentioned? Continue reading the text quickly.

The train was at a standstill, some twenty minutes outside Kolkata, when an unexpected stroke of luck presented Piya with an opportunity to go for a seat beside a window. She had been sitting in the stuffiest part of the train compartment, on the edge of a bench, with her backpacks arrayed around her: now, moving to the open window, she saw that the train had stopped at a station called Champahati.

Looking over her shoulder, Piya spotted a tea-seller patrolling the platform. Reaching through the bars of the window, she summoned him with a wave. She had never cared for the kind of chai, Indian tea, sold in Seattle, her hometown in the USA, but somehow, in the ten days she had spent in India she had developed an unexpected taste for milky, overboiled tea served in earthenware cups. There were no spices in it for one thing, and this was more to her taste than the chai at home.

She paid for her tea and was trying to manoeuvre the cup through the bars when the man in the seat opposite her own suddenly flipped over a page, jolting her hand. She turned her wrist quickly enough to make sure, that most of the tea spilled out of the window, but she could not prevent a small trickle from' spilling over his papers.

'Oh, I'm so sorry!' Piya was very embarrassed: of everyone in the compartment, this was the last person she would have chosen to scald with her tea. She had noticed him while waiting on the platform in

Kolkata and she had been struck by the self-satisfied tilt of his head and the way in which he stared at everyone around him, taking them in, sizing them up, sorting them all into their places.

‘Here,’ said Piya, producing a handful of tissues. ‘Let me help you clean up.’

‘There’s nothing to be done,’ he said testily. ‘These pages are ruined anyway.’

For a moment she considered pointing out that it was he who had knocked her hand. But all she could bring herself to say was,

‘I’m very sorry. I hope you’ll excuse me.’

‘Do I really have a choice?’ he said in a tone more challenging than ironic. ‘Does anyone have a choice when they’re dealing with Americans these days?’

Piya had no wish to get into an argument so she let this pass. Instead she opened her eyes wide and, in an attempt to restore peace, came out with, ‘But how did you guess?’

‘About what?’

‘About my being American? You’re very observant.’

This seemed to do the trick. His shoulders relaxed as he leaned back in his seat. ‘I didn’t guess,’ he said. ‘I knew.’

‘Was it my accent?’ she said.

‘Yes,’ he said with a nod. ‘I’m very rarely wrong about accents. I’m a translator you see, and an interpreter as well, by profession. I like to think that my ears are tuned to the nuances of spoken language.’

‘I’m afraid English is my only language. And I wouldn’t claim to be much good at it either.’

A frown of puzzlement appeared on his forehead. ‘And you’re on your way to Canning?’

‘Yes.’

‘But tell me this,’ he said. ‘If you don’t know any Bengali or Hindi, how are you planning to find your way around over there?’ ‘I’ll do what I usually do,’ she said with a laugh. ‘I’ll try to wing it. Anyway, in my line of work there’s not much talk needed.’

‘And what is your line of work, if I may ask?’

‘I’m a cetologist,’ she said. ‘That means -’ She was beginning, almost apologetically, to expand on this when he interrupted her.

‘I know what it means,’ he said sharply. ‘You don’t need to explain. It means you study marine mammals. Right?’

‘Yes,’ she said, nodding. ‘Dolphins, whales and so on. I’m hoping to wangle a permit to do a survey of the marine mammals of the Sundarbans.’

3. Read the text carefully to identify the parts that relate to each question. When choosing your answers, decide why the other options are wrong.

- 1) In the first paragraph, Piya is relieved when she gets a window seat because it means that
 - A she doesn’t have to stand up for the rest of the train journey.
 - B there is less chance that she will miss her stop.
 - C there is more room for her backpacks.
 - D she no longer has to suffer from a lack of air.
- 2) Piya has found that the tea or chai she has bought while she has been in India
 - A reminds her of her home in Seattle.
 - B is disappointingly bland in taste.
 - C is preferable to the chai she has had in the past.
 - D would have tasted better if served fresh.
- 3) When Piya had first seen the man she had thought that
 - A he seemed to think he was better than other people.
 - B he had been looking for someone he knew on the station platform.
 - C he had tried to keep his distance from his fellow passengers.
 - D he was someone she should avoid if she could.

- 4) Piya asks ‘But how did you guess?’ in order to
 A find out what the man really thought about Americans.
 B try to calm the situation down by starting a conversation.
 C make sure the man knew he was being rude.
 D ensure the man realised that she had apologised.
- 5) What is Piya’s attitude to the work ahead of her in Canning?
 A She is a little worried about what she might find there.
 B She is hoping to learn enough of the local languages to cope.
 C She knows that it will be a working environment she is familiar with.
 D She is doubtful whether there will be anyone there who speaks English.
- 6) How does the man react when Piya tells him her profession?
 A He is keen to point out that he knows quite a bit about it.
 B He is irritated that she thinks he doesn’t understand.
 C He is relieved that she is not just an American backpacker.
 D He is pleased she is apologetic in her reply.

4. Read these examples from the text. What do the phrasal verbs in italics mean?

An unexpected stroke of luck presented Piya with an opportunity to *go for* a seat beside a window.

Instead she opened her eyes wide and, in an attempt to restore peace, *came out with*, ‘But how did you guess?’

Make phrasal verbs with *come* and *go* to use in a suitable form in a-h.

	across
	ahead
	by
come	off
go	out
	through
	up
	up with

- 1) The novelist has _____ a remarkable plot for his latest book,
 - 2) It's risky to spend much time writing until a publisher has decided to _____ with your proposal and issued a contract.
 - 3) Sales of all her titles _____ after an extensive lecture tour.
 - 4) Time _____ slowly while I was on my own and I managed to do a great deal of reading.
 - 5) When J. K. Rowling's last Harry Potter novel _____, there were large queues at bookshops around the world.
 - 6) I _____ an exceptional detective novel the other day when I was browsing the library shelves.
 - 7) Towards the end of his life, the writer Ernest Hemingway _____ a period of severe depression.
 - 8) I used to love science fiction but I've really _____ it recently.
5. Read this article about the role of the book today, ignoring the missing words. Does the writer believe that the book has a future? Why? / Why not? Insert the gaps with one word only.

The book in the twenty-first century

How many times in (0) _____ last hundred years or so have people talked of the imminent death of the book? Films were an early threat, because they were so effective at telling stories in a visual way. Next there was radio, which swept into the midtwentieth century and

provided such alternatives to books (1) _____ drama, documentaries and discussions. When television arrived, many people believed that it (2) _____ finish the book off. Nowadays, (3) _____ the threat from TV, printed books are thought to be endangered by computers and the Internet, and by other technological attractions, too. If that is so, surely there are now enough reasons (4) _____ the book ought to be dead, or certainly very badly injured.

However, this is far from the case. Firstly, we have more leisure time than we (5) _____ to, and people are generally living longer. This means there is more time available to read and do other things we enjoy. Aside (6) _____ this, there is the strength of the book as a tradition. We are all too dismissive of traditions in our modern world, but they can have a very strong pull on us. Last but (7) _____ least, the book is such a practical tool: it doesn't cost too much, it is usually small enough to carry around, and it can easily (8) _____ revisited. We will never go without books, even if they are now read increasingly in e-book form rather than in print.

Grammar

1. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1) The weather was too cold for us to go out.

SUCH

It

was _____

_____ didn't go out.

- 2) I'm sorry there's not enough time to explain.

TOO

I'm

sorry

there's _____

you an explanation.

- 3) Why not turn professional, as you are such a good swimmer?

SO

You swim _____

turn professional.

- 4) Barry really knows how to get other people involved.

VERY

Barry _____

other people involved.

- 5) I make all my clothes by hand, so it's very time-consuming.

SUCH

It _____

time because my clothes are all hand-made.

- 6) Provided this is the case, your money will be refunded.

SO

If _____

will be given.

1. Correct the following sentences.

enough, too, very, so, such

a I have never read a such long book as this one.

b The story was very complicated that I gave up.

c Hardback books are too much expensive.

d Enough books weren't ordered.

e I was too sad to hear of the novelists death.

f It was a such exciting plot.

g The print in this paperback isn't enough big.

h Characters as these are quite unusual.

2. Complete the review with so, such, too, very or enough.

The Old Man and the Sea by Ernest Hemingway is (1) _____ easy to read and it isn't (2) _____ long a book, either. You may find the story (3) _____ compelling to put down. On the (4) _____ first page, you learn that the old man has gone 84 days without catching (5) _____ much as a single fish.

On that opening page, almost everything about him is described as old-characteristics (6) _____ as the wrinkles on his neck and the many scars on his hands. Interestingly (7) _____, however, you are also told that his eyes are not old; they are ‘cheerful’ and ‘undefeated’. This makes you feel (8) _____ enormous sympathy for the old man. You want him to bring home another fish (9) _____ soon, before he becomes (10) _____ old to go out to sea.

The main reason why the book is (11) _____ popular is that it tells a (12) _____ simple story that is timeless (13) _____ to appeal to people of all ages and backgrounds. It has (14) _____ an unusual style, (15) _____, which contributes to its success.

Vocabulary

Find 14 more words to do with books and writing in this wordsearch. Words can be horizontal or vertical.

F	T	H	R	I	L	L	E	R	A	N	E
I	L	L	U	S	T	R	A	T	I	O	N
C	T	P	A	O	T	C	L	E	O	V	N
T	R	U	C	X	C	H	A	P	T	E	R
I	H	B	T	L	R	A	N	H	I	L	P
O	N	L	I	C	K	R	Y	T	U	I	L
N	B	I	O	G	R	A	P	H	Y	S	O
W	E	S	N	C	S	C	E	N	E	T	T
Y	O	H	R	A	O	T	T	F	T	N	L
K	E	E	H	L	M	E	V	E	N	T	A
X	O	R	A	M	I	R	E	V	I	E	W
W	E	S	T	O	R	Y	O	P	L	A	Y

Listening

<https://lightaudio.ru/mp3/objective%20first.%20workbook> – page 39

You will hear a radio interview with a woman who has done a survey on attitudes to ebooks. For questions 1-7, choose the best answer (A, B or C).

- 1) The idea of doing a survey on ebooks came from
 - A a market research company.
 - B a university tutor.
 - C Anna herself.
- 2) What did Anna find surprising about the survey results?
 - A that some older people won't even try reading ebooks
 - B that her generation aren't entirely positive about ebooks
 - C that middle-aged people complain about the cost of ebooks
- 3) Anna believes that the main benefit people attach to ebooks is
 - A the flexibility of being able to search through them.
 - B their availability to those living in remote locations.
 - C the capacity of the hardware to store so many ebooks.
- 4) What does Anna believe will happen in book publishing?
 - A Ebooks will eventually replace hardback publications.
 - B Paperback sales will be the most affected by ebooks.
 - C Publishers will take over the selling of downloads.
- 5) Anna says that the only disadvantage of ebooks to consumers is
 - A the fact that there may be a hidden extra cost involved.
 - B the issue of having to pay for additional unwanted features.
 - C the new threat to health through lack of physical movement.
- 6) What is Anna's view on the changing position of authors in relation to ebooks?
 - A Authors will earn less money as a result of illegal copying.
 - B Ebooks will encourage authors who are unpublished to succeed.
 - C Few authors will require the services of an agent in the future.
- 7) What is Anna's next career move?
 - A to set up her own company
 - B to follow up her ebooks research
 - C to team up with an interested firm

I. READING

Shakespeare's influence on modern literature:

<https://learnenglishteens.britishcouncil.org/magazine/books/shakespeare-influence-modern-literature>

II. Watch video «Shakespeare – Hamlet»:

<https://learnenglishteens.britishcouncil.org/uk-now/literature-uk/shakespeare-hamlet>

III. DISCUSSION

1. Comment on the sayings.

- 1) The person who doesn't read had no advantage over the person who cannot.
- 2) Reading is to the mind what exercise is to the body.

2. Think and say.

- 1) A house looks glum and joyless without books.
- 2) If the book is worth reading it is worth buying.
- 3) Books and friends should be few and good.
- 4) A good children's book has no age limit.

3. Comment on the following.

«Memory is the diary that we call carry about with us». (O. Wilde.)

4. Points for discussion.

- 1) What is your idea of a private collection of books?
- 2) You are a well-known writer. What would you tell your readers at the reader's conference?
- 3) Radio and television have made newspapers unnecessary. Do you agree?

SECTION 3. Education for life

I. SPEAKING

- 1) Talk to each other about your early schooldays. You should each describe:
 - a. a school you attended (size, location, atmosphere)
 - b. a teacher you remember well
 - c. something at school that you particularly enjoyed
 - d. someone at school that you found really annoying
- 2) Write David's confession below as reported speech, being careful to use suitable past tenses.

EXAMPLE: David said that it wasn't Simon's fault. ...

It isn't Simon's fault! I want to describe what really happened. I was inside the classroom during break and I saw a group of my friends outside. I went over to the window and tried to get their attention.

I waved at them but they didn't see me, so I hammered on the window. I know glass is breakable but I just didn't think. When my hand went through, I panicked. I wasn't badly hurt and I wanted to avoid getting into trouble, so I put Simon's bag over the hole and left the room. I'm sorry I haven't told anyone the truth until now.

II. VOCABULARY

- 1) What words in the same word family as the noun education do you know? Use a dictionary if necessary to complete the definitions below. Two are adjectives.
 - a. _____: [*often passive*] to teach someone at a school, college or university
 - b. Someone who is _____ has learned a lot at school or in college and has a good level of knowledge.
 - c. _____: providing education or relating to education
- 2) Match the two adjectives from 5 to their noun collocates a-d. Which adjective is the more useful to learn, in your opinion? Why?

- a. qualifications
 - b. person
 - c. opportunities
 - d. standards
- 3) Read these sentences written by past exam candidates and compare their experience of school and learning with your own.
- a. There is no motivation in studying something you are not interested in.
 - b. Dad let me go to the cinema with my friends, as a reward for getting such good results in maths.
 - c. Although discipline is essential, I think the methods being used today are as awful as the old ones.
 - d. The school rules in my country are more strict than in other countries.
- 4) Opposite are some short descriptions of the first jobs some famous people had. Work out which job was done by each person.

A. His parents divorced when he was 12 and his mother was left to bring up four children single-handed. All four kids had jobs – his three sisters worked for different local restaurants, while he cut grass and did a paper round. It probably took him a year to earn what he can now make in a single day.

B. He became an apprentice on a cargo ship at the age of 17 and his very first experience was gained on a voyage to Rio de Janeiro. Altogether he spent five years at sea. He devoted his spare time to his hobby, which was ultimately to become a full-time career, but only once he was 35.

C. On leaving school at 17, the only jobs available were in the local fish factory. The smell was appalling and working on the filleting machine made her constantly want to throw up. She escaped to London in the end and found employment as a waitress.

D. He inherited the family sculpting business but showed little interest in it. He had no talent for stonework whatsoever and so, not

surprisingly, the business went downhill fast. Instead, it was his determination to solve the twin mysteries of life and death that led him to be considered the wisest man alive.

E. She worked long hours at a hamburger restaurant and was so poor that she had to search through the dustbins after work for any thrown-out food. She also sold ice cream and was a coat-check girl at the Russian Tea Rooms in New York.

F. Initially, she took a position as an unpaid assistant in a chemist's shop, and later qualified in pharmacy. Her duties gave her a sound knowledge of poisons, that would subsequently be extremely relevant.

- 5) What do trouble-makers do? There are three other expressions with *make* in the article. Find them and look up their meanings in a dictionary. Then use the expressions and two from the box in the correct form to complete this short text about Chris Searle.

make a start make a good impression make use of

Chris Searle (1) _____ on his pupils, because he helped them to (2) _____ how they lived. To publish *Stepney Words*, he (3) _____ a local printer. The school governors did not approve of the book and soon after it came out, they (4) _____ and had him dismissed. Although Searle eventually got his job back at the school, the other teachers there (5) _____ to him and in the end he chose to leave the school.

- 6) In these sentences written by exam candidates, use either a form of *make* or another verb collocation to complete the sentences.

- 1) Our school is going to _____ improvements to its reception area.
- 2) I _____ a very bad experience with tents while I was camping last year.

- 3) Paul _____ up his mind to propose marriage to Mary.
- 4) Finally, could you _____ me a favour?
- 5) Technology has _____ my life easier.
- 6) I don't need to _____ a diet or spend money in a gym.
- 7) I believe that all parents should _____ the first step to their children aware of the problems.
- 8) Cycling is one of the best ways to _____ exercise.
- 9) I really _____ myself at home.
- 10) Saying goodbye always _____ me cry.

III. REPORTING

- 1) Look at quotes a-c and explain why the tenses underlined have been used in reporting them.
 - a. 'I can't remember much about my first school; my mother will, though.'
Greg claimed that he couldn't remember much about his first school, but thought that his mother would.
 - b. 'When Jack moved to secondary school he became less motivated.'
His mother said that Jack had become less motivated when he had moved to secondary school.
 - c. 'Girls are now doing better than boys at school.'
The expert said girls are now doing better than boys at school.
- 2) Match the quotes a-d with the reported statements 1-4.
 - a. 'I visited my old school recently and it was much smaller than I remembered.'

- b. 'Perhaps we should educate parents about how they can help their children.'
- c. 'We belong to an anti-learning culture.'
- d. 'I'll make more of an effort.'

- 1) She complained that society doesn't encourage education.
- 2) He promised to work harder.
- 3) She explained that she had been back and had found it very different.
- 4) He suggested showing parents what to do.

- 3) Decide which structures can be used after the following reporting verbs, giving examples. Two are done for you.
 accuse *She accused him of cheating.*
 admit *He admitted (to) being wrong. He admitted (that) he was wrong.*

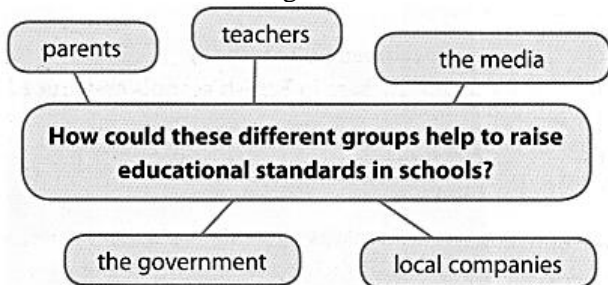
apologise	deny	promise	suggest
argue	explain	refuse	urge
claim	insist	say	warn

- 4) Here are some quotes from Chris Searie and his pupils, who were featured in a radio programme about Stepney Words. Rewrite them as reported speech. The first one is started for you.
- a. I went to the local paper and told them our plans. They asked me some questions to check me out, but in the end they promised to run the story. (Zeinaida)
 - b. *Zeinaida said that she had gone to the local paper ...*
 - c. That morning I went in through the side entrance. The school secretary was handing out the registers as normal, but there can't have been more than 20 or 30 kids in the whole building. (Chris Searle)
 - d. While we were outside the gates, teachers came across and talked to us. Some were sympathetic, though they weren't able to admit it. Some were aggressive and threw gym shoes at us! (a pupil)

- e. Those children were made to feel that being ordinary meant failure. But it is the ordinary people and their daily work that make a country. (Chris Searle)

IV. SPEAKING

- 1) Look at the task and talk together for about two minutes.



- 2) Now decide which two groups have the most responsibility for a child's education.
- 3) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. 'You put that frog on my chair, didn't you, Charlie?' said Sally.

OF

Sally _____

a frog on her chair.

2. 'Stop misbehaving or you'll be sent to the head for punishment,' the teacher said to Johnny.

WARNED

The teacher _____

or he would be sent to the head for punishment.

3. 'Please try to stay awake during the lesson,' the teacher told them.

URGED

The teacher _____

asleep during the lesson.

4. Susan denied wasting her time at school when she was younger.

NOT

Susan said _____

her time at school when she was younger.

5. 'Have you tidied up in the science lab?' the chemistry teacher asked them.

TIDIED

The chemistry teacher wanted to know _____

in the science lab.

6. 'I'm sorry, I've forgotten my homework,' Nicholas said.

APOLOGISED

Nicholas _____

his homework.

V. READING

- 1) You are going to read an article about a teacher called Chris Searle. Read the first paragraph to find out more about him. Then skim the text, ignoring the missing sentences for the moment.

Stepney Words

Chris Searle started teaching at Sir John Cass Secondary School in Stepney, East London, in 1970. This particular job had appealed to him partly because he knew the area. More importantly, he had done his postgraduate thesis on an East End poet, Isaac Rosenberg, and saw this part of London as 'a very poetical place'.

Searle had only just qualified but certain progressive ideas about education were already settling in his head. 1) ___ Some of the governors and teachers were ex-army or had a church background; gowns were worn and canes were used to punish trouble-makers if necessary. Stepney was a poor area and the rest of the staff saw no hope for their pupils. However, to Chris Searle, these underachieving teenagers were the 'sons and daughters of the poet Rosenberg' and poetry was the key that would unlock their potential.

2) ___ The short verses they wrote were sad and often bitter, with the East End shown as a place of no hope. To some of the staff at Sir John Cass, Searle's approach was alarming. Here was a teacher in his

early twenties using the school as a laboratory for radical theories of education, and encouraging pupils to speak out. His classroom was noisy and lots of the girls had crushes on him. He saw pupils after school too, as he ran a half-price film club and lived in Stepney, unlike most of his fellow teachers, who fled each night to the suburbs. Despite the negative attitudes of colleagues, Searle continued to focus on poetry. He persuaded a photographer, Ron McCormick, to bring his portraits of East London into class and with these visual images the poems got better and better. 3) ___ The school governors, who thought these poems were too 'gloomy', had ordered Searle not to go ahead with the collection, but by March 1971, Stepney Words was out, paid for by Searle and parents. Extracts were even printed in the Sun newspaper.

Searle's 'enemies' (his own word) now made their move. One lunchtime in late May, the head called Searle in and fired him, instructing him not to come in after the end of the month. 4) ___ Zeinaida de la Cruz, a strong-willed 16-year-old girl from Gibraltar, took charge: 'We arranged for people to tell each class. Immediately, everyone wanted to take action.'

When asked recently why they had all taken such a strong line on the sacking, she explained: 'It just didn't seem fair that a teacher everyone liked was being thrown out.' She remembers walking into the offices of a local newspaper after school to tell them what was going on. 5) ___ Searle walked nervously to the school the next morning and found some 800 children standing outside the gates in the rain, where they stayed all day. Thanks to Zeinaida, the journalists came along too. There was also a sympathy walk-out by the cleaning ladies, who made their feelings known by refusing to wipe the 'Don't sack Searle' graffiti off the school walls.

Other schools joined in and the next day there was a march to Trafalgar Square, in the centre of London. Searle stayed away, not wanting to be seen as their leader, but he did not let the matter rest from then on. 6) ___ He also fought his dismissal through the union. In May 1973, the government's education secretary, Margaret Thatcher, ruled that Searle should be reinstated at the school. However, ignored by other staff and denied a class of his own, he decided to leave the school for good in July 1974. Searle continued to teach, however, and worked in

many different countries around the world. He has also published his own poetry.

- 2) Now choose from sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

A His class heard the news the same afternoon.

B However, many pupils had seen their own parents on strike picket lines, so they did.

C Searle contacted a local printer to arrange for their publication.

D They called the national press, which transformed the protest into a major event.

E These views were not shared by the school, which, although quite new, was run very traditionally.

F Although banned from the school, he managed to publish a second Stepney Words later that year.

G So he made them read it and write it, believing that in this way, his pupils would make sense of their lives and their surroundings.

VI. GRAMMAR

1) (A, B) Put the following into Indirect Speech. Use the following reporting verbs:

wonder want to know inquire remark
reply mention state complain of say explain

1. I asked my friend, "How do you feel after your holiday?"

2. Jack's father asked him, "Who are you writing a letter to?"

3. "Jack is on the terrace. He is playing chess with his brother,"
says Nelly.

4. I saw a cloud of smoke and asked, "What is burning?"

5. "I can't understand what he is talking about," replies Bessie.

6. I asked her, "Who gave you that watch?"

7. "I'll tell you when I'll be back," Nora said to Jack.

8. Mr. Nyman asked his wife, "How much do you spend on food every week?"

9. "You have known me long," Barbara said to Martha.

10. "You're the best assistant I've ever had, Sheppey," he said.

11. Henry asked Tom, "Who did you visit in the hospital?"

12. "We didn't have dinner there," the boy said.

13. "When the doorbell rang, I was writing a letter to John," said George.

2) (B, C) Put the verbs in brackets into the required Past tense, pay attention to the Sequence of Tenses.

1. She (hear) _____ the band playing and she (know) _____ that in a few moments the curtain (go) _____ up.
2. Myra (think) _____ he (prefer) _____ to be by himself.
3. I (hear) _____ from your mother that you (be) _____ late and so I (order) _____ coffee and sandwiches.
4. Mrs. Streep (ask) _____ him if he (have) _____ dinner there.
5. The old man (ask) _____ me if I (have) _____ parents.
6. He (be) _____ very sorry for Jennie and he (tell) _____ his wife that he (have) _____ to go out and see her.
7. And the other day I (have) _____ a letter from him saying he (be) _____ in Moscow soon.
8. I (say) _____ I (be) _____ back by nine o'clock.
9. In a few words, I (tell) _____ him what (happen) _____.
10. She (ask) _____ me if I (live) _____ long in that town.
11. When I (ring) _____ her that evening she (say) _____ she (not like) _____ to

discuss those problems on the phone. 12. I (put) _____ the papers back where they (belong) _____, (tell) _____ the manager I (do) _____ no clipping or tearing and (return) _____ to the hotel. 13. He (write) _____ that he (come) _____ to lunch the following day.

3) (B, C) Make a free translation of the text.

Пикник на одеяле

Один профессор Бостонского университета сказал, что современные родители очень мало знают о том, как организовать «досуг в кругу семьи» (family leisure time). В качестве одного из вариантов он предложил устроить пикник во дворе за домом (backyard): расстелить (spread) одеяло, разжечь костёр (make/lay a fire), испечь (bake) картошку, как будто (as if) вы на пляже.

Прочитав это, я собрал семью и сказал, что вечером мы устроим пикник во дворе за домом. Мой сын Джордж сказал, что соседи подумают, что мы сошли с ума (go mad). А жена поинтересовалась, что я держу под мышкой. Оказалось (turn out to be), что это наше новое одеяло, которое, конечно, нельзя использовать для этой цели.

Дети поинтересовались, что мы будем делать весь вечер на заднем дворе. Я объяснил, что мы будем сидеть и есть печёную картошку. Мой сын сказал, что он договорился вечером играть в теннис. Моя дочь Нэнси согласилась есть печеную картошку во дворе, но заметила, что потом она должна будет уйти, так как она идёт в бассейн со своей подругой.

Мы расстелили одеяло на прекрасном месте за домом напротив гаража и разожгли огромный костер. Заметив выглядывающих из окон соседей, я попросил жену и детей не обращать на них внимания. Моя жена ворчала (grumble), что мы сидим на камнях и что она не может есть сырую (raw) картошку.

Я спросил, чувствуют ли они себя так, как будто сидят на пляже. На что дочь ответила, что ей бы хотелось искупаться в океане, и скрылась (disappear) за гаражом. Джон спросил, в какой стороне океан. Он пообещал вернуть сестру и тоже исчез за гаражом. Жена толкнула меня локтём (nudge) и сказала, что к нам пришли (have visitors). Я поднял глаза и увидел двух полицейских.

«Нам сообщили, что во дворе кто-то сидит на одеяле», - сказал один из них.

(по Джону Бэйли)

H. Munro

DUSK

Norman Gortsby sat on a bench in the Park¹, with his back to a strip of bush-planted sward², fenced by the park railings, and the Row³ fronting him across a wide stretch of carriage drive. Hyde Park Corner⁴, with its rattle and hoot of traffic lay immediately to his right. It was some thirty minutes past six on an early March evening, and dusk had fallen heavily over the scene, dusk mitigated by some faint moonlight and many street lamps. There was a wide emptiness over road and sidewalk, and yet there were many unconsidered figures moving silently through the halflight or dotted unobtrusively on bench and chair, scarcely to be distinguished from the shadowed gloom in which they sat.

The scene pleased Gortsby and harmonized with his present mood. Dusk, to his mind, was the hour of the defeated. Men and women, who had fought and lost, who hid their fallen fortunes and dead hopes as far as possible from the scrutiny of the curious, came forth in this hour of gloaming, when their shabby clothes and bowed shoulders and unhappy eyes might pass unnoticed, or, at any rate, unrecognized.

A king that is conquered must see strange looks.

So bitter a thing is the heart of man.

The wanderers in the dusk did not choose to have strange looks fasten on them, therefore they came out in this bat-fashion⁵, taking their pleasure sadly in a pleasure-ground that had emptied of its rightful occupants. Beyond the sheltering screen of bushes and palings came a realm of brilliant lights and noisy, rushing traffic. A blazing, many-tiered stretch of windows shone through the dusk and almost dispersed it, marking the haunts⁶ of those other people, who held their own in life's struggle, or at any rate had not to admit failure. So Gortsby's imagination pictured many things as he sat on his bench in the almost deserted walk. He was in the mood to count himself among the defeated. Money troubles did not press on him; had he so wished he could have strolled into the thoroughfares of light and noise, and taken his place among the jostling ranks of those who enjoyed prosperity or struggled

for it. He had failed in a more subtle ambition, and for the moment he was heart sore and disillusionized and not disinclined to take a certain cynical pleasure in observing and labeling his fellow wanderers as they went their ways in the dark stretches between the lamplights.

On the bench by his side sat an elderly gentleman with a drooping air of defiance that was probably the remaining vestige of self-respect in an individual who had ceased to defy successfully anybody or anything. His clothes could scarcely be called shabby, at least they passed muster in the half-light, but one's imagination could not have pictured the wearer embarking on the purchase of a half-crown box of chocolates or laying out ninepence on a carnation buttonhole. He belonged unmistakably to that forlorn orchestra to whose piping no one dances; he was one of the world's lamenters who induces no responsive weeping. As he rose to go Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging where his ability to pay a weekly bill was the beginning and end of the interest he inspired. His retreating figure vanished slowly into the shadows, and his place on the bench was taken almost immediately by a young man fairly well dressed but scarcely more cheerful of mien than his predecessor. As if to emphasize the fact that the world went badly with him the newcomer unburdened himself of an angry and very audible expletive as he flung himself into the seat.

"You don't seem in a very good temper," said Gortsby, judging that he was expected to take due notice of the demonstration.

The young man turned to him with a look of disarming frankness which put him instantly on his guard.

"You wouldn't be in a good temper if you were in the fix⁷ I'm in," he said: "I've done the silliest thing I've ever done in my life."

"Yes?" said Gortsby dispassionately.

"Came up this afternoon, meaning to stay at the Patagonian Hotel in Berkshire Square," continued the young man; "when I got there I found it had been pulled down some weeks ago and a cinema theater run up on the site. The taxi driver recommended me to another hotel some way off and I went there. I just sent a letter to my people, giving them the address, and then I went out to buy some soap. Then I strolled about a bit, had a drink at a bar and looked at the shops, and when I came to turn my steps back to the hotel I suddenly realized that I didn't

remember its name or even what street it was in. There's a nice predicament for a fellow⁸ who hasn't any friends or connections in London! Of course I can wire to my people⁹ for the address, but they won't have got my letter till tomorrow; meantime I'm without any money, came out with about a shilling on me, which went in buying the soap and getting the drink, and here I am, wandering about with twopence in my pocket and no where to go for the night."

There was an eloquent pause after the story had been told. "I suppose you think I've spun rather an impossible yarn,"¹⁰ said the young man presently, with a suggestion of resentment in his voice.

"Not at all impossible," said Gortsby judicially; "I remember doing exactly the same thing once in a foreign capital, and on that occasion there were two of us, which made it more remarkable. Luckily we remembered that the hotel was on a sort of canal, and when we struck the canal we were able to find our way back to the hotel."

The youth brightened at the reminiscence. "In a foreign city I wouldn't mind so much," he said; "one could go to one's Consul and get the requisite help from him. Here in one's own land one is far more derelict if one gets into a fix. Unless I can find some decent chap to swallow my story and lend me some money I seem likely to spend the night on the Embankment. I'm glad, anyhow, that you don't think the story outrageously improbable."

He threw a good deal of warmth into the last remark, as though perhaps to indicate his hope that Gortsby did not fall far short of the requisite decency.

"Of course," said Gortsby slowly, "the weak point of your story is that you can't produce the soap."

The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

"I must have lost it," he muttered angrily.

"To lose a hotel and a cake of soap on one afternoon suggests wilful carelessness," said Gortsby, but the young man scarcely waited to hear the end of the remark. He flitted away down the path, his head held high, with an air of somewhat jaded jauntiness.

"It was a pity," mused Gortsby; "the going out to get one's own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had the brilliant

forethought to provide himself with a cake of soap, wrapped and sealed with all the solicitude of the chemist's counter, he would have been a genius in his particular line. In his particular line genius certainly consists of an infinite capacity for taking precautions."

With that reflection Gortsby rose to go. As he did so an exclamation of concern escaped him. Lying on the ground by the side of the bench was a small oval packet, wrapped and sealed with the solicitude of a chemist's counter. It could be nothing else but a cake of soap, and it had evidently fallen out of the youth's overcoat pocket when he flung himself down on the seat. In another moment Gortsby was scudding along the duskshrouded path in anxious quest for a youthful figure in a light overcoat. He had nearly given up the search when he caught sight of the object of his pursuit standing irresolutely on the border of the carriage drive, evidently uncertain whether to strike across the Park or make for the bustling pavements of Knightsbridge¹¹. He turned round sharply with an air of defensive hostility when he found Gortsby hailing him.

"The important witness to the genuineness of your story has turned up," said Gortsby, holding out the cake of soap; "it must have slid out of your overcoat pocket when you sat down on the seat. I saw it on the ground after you left. You must excuse my disbelief, but appearances were really rather against you, and now, as I appealed to the testimony of the soap I think I ought to abide by its verdict¹². If the loan of a sovereign is any good to you —"

The young man hastily removed all doubt on the subject by pocketing the coin.

"Here is my card with my address," continued Gortsby; "any day this week will do for returning the money, and here is the soap—don't lose it again; it's been a good friend to you."

"Lucky thing your finding it," said the youth, and then, with a catch in his voice, he blurted out a word or two of thanks and fled headlong in the direction of Knightsbridge.

"Poor boy, he as nearly as possible broke down," said Gortsby to himself. "I don't wonder either; the relief from his quandary must have been acute. It's a lesson to me not to be too clever in judging by circumstance."

As Gortsby retraced his steps past the seat where the little drama had taken place he saw an elderly gentleman poking and peering beneath it and on all sides of it, and recognized his earlier fellow occupant.

“Have you lost anything, sir?” he asked.

“Yes, sir, a cake of soap.”

NOTES

- a. Park — Hyde Park, the largest of the London parks and the most fashionable promenade, a pleasant and shady walk of almost three miles in the heart of the city. It is surrounded by iron railings and provided with nine carriage entrances and gates for pedestrians.
- b. sward=lawn
- c. Row=Rotten Row, a fashionable riding path in Hyde Park
- d. Hyde Park Corner — one of the entrances most used, with a handsome triple gateway
- e. in this bat-fashion — like a bat, a small animal that flies at night
- f. haunts — places that are frequently visited, such as hotels, cafes, cinemas, etc.
- g. to be in a fix (also to get into a fix) — to find oneself in an awkward or difficult situation
- h. There’s a nice predicament for a fellow — *Russ.* Вот так в историю попал, нечего сказать.
- i. to wire to my people — to send a telegram to my family; people (colloq.) — one’s near relations; to wire — to telegraph
- j. to spin a yarn — to tell a story, often untrue (*cf. Russ.* «наплести»).
- k. Knightsbridge — a street which runs along the southern edge of Hyde Park, beginning at Hyde Park Corner
- l. as I appealed to the testimony of the soap I think I ought to abide by its verdict (*metaph. periphrasis*) — using juridical terms (witness, testimony, verdict) the author wishes to say that he will act in accordance with the evidence “given by the soap,” which has proved that the young man has told him the truth

EXERCISES

Exercise I. Answer the following questions:

1. Where and when is the scene laid?
2. Why did Gortsby consider dusk to be the hour of the defeated?
3. What mood was he in? What had he failed in?
4. What sort of gentleman sat on the bench by his side? What home circle did Gortsby imagine the gentleman returning to?
5. Who almost immediately took the gentleman's place on the bench? In what way did he differ from his predecessor?
6. What was wrong with the young man? What did he say to Gortsby?
7. Why did the youth brighten at Gortsby's words?
8. What did Gortsby consider to be the weak point of the youth's story?
9. What did Gortsby muse about after the young man left? What did he mean by the words "his particular line"?
10. Why did he give an exclamation of concern when he rose to go? What was the next thing he did?
11. Where did he catch sight of the young man? What did he say to the latter?
12. Did the young man show any sign of emotion after Gortsby gave him the cake of soap?
13. What was the second surprise Gortsby had that night?

Exercise II. Paraphrase or explain the following:

1. The wanderers in the dark *did not choose to have strange looks fasten on them*, therefore they came out *in that bat-fashion*.
2. *A blazing many-stretch of windows shone through the dusk and almost dispersed it, marking the haunts of those other people, who held their own in life's struggle.*
3. As he rose to go, Gortsby imagined him returning to a home circle where he *was snubbed and of no account*; or to some *bleak lodging where his ability to pay a weekly bill was the beginning and end of the interest he inspired.*

4. ... the newcomer *unburdened himself of an angry and very audible expletive* as he flung himself into the seat.

Exercise III. Retell the story according to the given plan using the following words and expressions:

1. Describe the elderly gentleman by Gortsby's side:

elderly; shabby; to pass muster; to rise to go; home circle; to snub; bleak lodging; to pay a weekly bill; to inspire interest; to vanish slowly

2. Gortsby Falls into a trap:

fairly well dressed; the world went badly (with); audible; to fling oneself (into); a look of disarming frankness; to put smb. on his guard; to be in a fix; dispassionately; to pull down; some way off; to stroll about a bit; to realize; to wire (to); eloquent pause; to spin a yarn; resentment; to remember doing smth; to brighten; wouldn't mind; some decent chap; to swallow a story; to lend; improbable; to fall short (of); the weak point (of); to feel in the pockets; carelessness; one convincing touch; to bring smb. to grief; evidently; to give up the search; to catch sight (of); air of hostility; witness; to turn up; appearances were against you; loan; to be any good (to); hastily; to remove all doubt (on); any day will do; to blurt out; to break down; a lesson to; to retrace one's steps; to poke; to peer

Exercise IV. Make up sentences using the following phrases:

- I. **to fall short of**

See Text: ... to indicate his hope that Gortsby *did not fall short of* the requisite decency.

Examples: It was everybody's opinion that the daughter fell short of her mother's beauty and charm (=was not as charming as her mother).

- II. **to give up smth. (or doing smth.)**

See Text: He had nearly *given up* the search.

Examples: He repeatedly tried *to give up* smoking.

Very soon she *gave up* the idea of becoming a professional actress.

- III. **to make for**

See Text: He seemed uncertain whether to *make for* the bustling pavements of Knightsbridge.

Examples: Suddenly he rose and *made for* the door (=moved towards).

Exercise V. Make up sentences using structures similar to those given in italics:

1. You *don't seem* to be in a very good temper.
2. I *must have* lost it.
3. *If he had had* the brilliant forethought, he *would have been* a genius.
4. Lucky thing *your finding* it.

Exercise VI. Find in the text equivalents for the following and use them in sentences of your own:

пожилой человек; поношенная одежда; унылое жильё; оплачивать счет за неделю; исчезать; довольно хорошо одетый; в хорошем настроении; обезоруживающая откровенность; заставить насторожиться; попасть в затруднительное положение; остановиться (в отеле); снести здание; немного побродить; запросить адрес по телеграфу; красноречивая пауза; рассказывать небылицы; порядочный парень; отказаться от поисков; пойти по направлению (к)

Exercise VII. Change the sentences according to the model:

Model: I'm sure he has read the article. He *must have read* the article.

1. It seems certain that he dropped the parcel here.
2. I am sure he has reached home by now, ring him up again.
3. There is no doubt he invented the whole story.
4. I'm sure the man was handsome in his youth.

Exercise VIII. Topics for oral composition:

1. Tell the story in the words of the young man.
2. This is a story with a surprise ending. Tell another story of this kind.

3. We may say that the story is based on a most remarkable coincidence. Do you know a case of coincidence that seems almost improbable? If so, tell it.

GRAMMAR

He must have done it – Он, вероятнее всего, сделал это.

He can (could) have done it – Он мог это сделать.

He may (might) have done it – Он, наверное, сделал это.

He needn't have done it – Ему не было необходимости делать этого.

He should have done it – Ему следовало сделать это.

1) Найдите правильный вариант продолжения предложения:

1. I tried to phone you but there was no answer.

- a. You must have been asleep.
- b. You couldn't have been asleep.

2. I tried to phone you but there was no answer.

- a. You must have been in the office.
- b. You couldn't have been in the office.

3. I passed Jane in the street and she didn't speak to me.

- a. She must have seen you.
- b. She couldn't have seen you.

4. I've rung their office three times and have had no reply.

- a. They must have all gone home.
- b. They couldn't have all gone home.

5. I'm sure that Harry was sacked for stealing.

- a. Not Harry! He must have done something so awful.
- b. Not Harry! He couldn't have done something so awful.

6. That suit looks fantastic.

- a. You must have paid a lot for it.
- b. You couldn't have paid a lot for it.

7. I can't find my wallet.
 - a. I must have left it in the restaurant.
 - b. I couldn't have left it in the restaurant.

8. We went to an excellent restaurant but John hardly ate a thing.
 - a. He must have been hungry.
 - b. He couldn't have been hungry.

9. You didn't do what I told you to do.
 - a. You must have been listening.
 - b. You cannot have been listening.

10. Thank you for all your help.
 - a. I must have done it without you.
 - b. I couldn't have done it without you.

2) Заполните пробелы соответствующей формой перфектного инфинитива с соответствующим модальным глаголом **would/should** или **ought to/might**:

1. If I had gone to the sales, I'm sure I (buy) _____ something. 2. Clare was very upset you didn't go to her birthday party. You (go) _____. 3. No-one's answering the phone. They (go) _____out. 4. The lights are out. They (go) _____to sleep. 5. We (invite) _____ Dave to the party if we had known he was in town. 6. You (not, shout) _____ at Samantha. She'll never forgive you. 7. I (come) _____ to your place if you had called. 8. You (come) _____ to the pub on Saturday. We had a great time. 9. She (change) _____ her mind. I'm not sure. 10. You (not, spend) _____ so much money on CDs. You'll have problems getting to the end of the month now.

3) Заполните пробелы правильной формой глаголов:

1. If I had known that you were in hospital I (visit) _____ you. 2. If I (know) _____ that you were coming I'd have cooked a dinner. 3. If you (arrive) _____ ten minutes earlier you would have got a seat. 4. You would have seen my garden at its best if you (be) _____ here last week. 5. I wouldn't have believed it if I (not, see) _____ it with my own eyes.

6. I (offer) _____ to help him if I had known that he was ill. 7. If I (know) _____ what a bad driver you were I wouldn't have come with you. 8. If I had seen that the traffic lights were red I (stop) _____. 9. The chicken (not, get) _____ into the house if you had closed the door. 10. If he had known that the river was dangerous he (not, try) _____ to swim across it. 11. If you (speak) _____ more slowly he might have understood you. 12. If I (try) _____ again I think that I would have succeeded. 13. You (not, get) _____ into trouble if you had followed my instructions. 14. If I (be) _____ ready when he called he would have taken me with him. 15. If she had listened to my instructions she (not, turn) _____ down the wrong street. 16. I (take) _____ a taxi if I had understood that it was such a long way. 17. You (save) _____ me a lot of trouble if you had told me where you were going. 18. If you (not, cough) _____ he wouldn't have known that we were there. 19. If I (see) _____ you in the street yesterday, of course I would have said "Good morning." 20. Of course I would have helped you if you (ask) _____ me to.

4) Заполните пробелы правильной формой глаголов:

1. If I had gone to England, I (miss) _____ Rachel's visit. 2. If I'd gone to University, I (like) _____ to study Economics. 3. I (go) _____ to the cocktail party if I hadn't had too much work on. 4. I (not, recognize) _____ you if somebody hadn't told me who you were. 5. I would have bought a Mercedes if I (be) _____ able to afford it. 6. I (send) _____ you a postcard if I hadn't lost your address. 7. I wouldn't have told you if I (know) _____ that you would get upset. 8. I'd have come in earlier if I (know) _____ how much urgent work there was. 9. I (forget) _____ all about it if you hadn't reminded me. 10. I'd have helped you if you (ask) _____ me. 11. If I'd left the house on time, I (not, miss) _____ the train. 12. I'd have preferred it if you (keep) _____ that to yourself. 13. If you (listen) _____ to what I said, none of this would have happened. 14. I (take) _____ the job if I'd known about the bad working atmosphere. 15. If you (not, be) _____ out when I called, I would have told you yesterday. 16. I (come) _____ and (see) _____ you if I'd known you were ill. 17. I wouldn't have bought this if I (know) _____ it only has a 3 month guarantee. 18. If I'd taken that job, I don't think I (be) _____ very happy. 19. If I (work) _____ harder when I was at school, I could

have had a better job. 20. If you (tell) _____ me sooner, I'd have kept you a ticket.

5) Переведите следующие предложения.

1. Вместе мы можем это сделать. Но мы должны как следует поработать. 2. Я не могу ждать. Я должен торопиться. Мне приходится быть пунктуальным. 3. Ваши дети должны есть много фруктов. Вам следует обратить внимание на их диету. 4. — Вам приходится рано вставать по утрам? — Да. Занятия начинаются в 9 часов, и я не могу опаздывать. 5. Вы должны быть более вежливы. Вам нельзя так разговаривать! 6. — Мы должны начать собрание в 12 часов. Ты сможешь сказать пару слов? — Смогу. 7. — Можно нам посмотреть ещё один фильм? — Нет, нельзя! Уже 10 часов вечера. — Неужели уже так поздно? Поверить этому не могу. 8. — Тебе следует подумать о своём будущем. — Тебе не нужно волноваться обо мне. 9. Не сердись. Но ты бы мог сделать это для меня сейчас. 10. — Где дети? — Они, должно быть, ещё в школе. — Да, но ты всегда должен знать, где они. 11. Боюсь, что я ничего не могу сделать для вас. Вам придётся попросить кого-то ещё. 12. Ты должна быть более экономной! Ты не можешь позволить себе такие дорогие вещи! 13. Спроси Никиту. Он может знать телефон Дениса. 14. Так, договариваемся встретиться после лекции. Так нужно и всё тут! 15. — Тебе нужен сотовый телефон, не так ли? — Нет, не нужен.

6) Перепишите данные предложения, используя модальные глаголы:

Модель:

It is necessary for him to get the permission. – He must get the permission.

1. It is very possible that he doesn't get the job.

He _____ get the job.

2. I didn't get the permission to go dancing till 2 a.m.

I _____ go dancing till 2 a.m.

3. I forbid you most urgently to beat your child.
You _____ beat your child.
4. Your brother casts haughty glances at us, which irritates me very much.
He _____ glance at us.
5. It is absolutely forbidden for the Speaker to take sides in the House of Commons.
The Speaker _____ never take sides.
6. Will it be necessary for me to wear a tie?
_____ I wear a tie?
7. Would you be so kind as to explain the new rules to me?
_____ you explain the new rules to me?
8. You'd better drive this child home right away.
You _____ drive this child home right away.
9. It will not be possible for me to attend the conference tomorrow.
I _____ to attend the conference tomorrow.
10. My parents lived in a rest home at that moment. So it was not necessary for me to look after them in the evening.
So I _____ look after them in the evening.
11. I managed to drive a car when I was sixteen.
I _____ drive a car when I was sixteen.
12. It is possible that Mr Jones will introduce his wife to us this evening.
Mr Jones _____ introduce his wife to us this evening.
13. It was necessary for her to read the contract carefully before signing it.

She _____ read the contract carefully before signing it.

14. Will you let her go when I give you this information?
_____ she go when I give you this information?

15. Did you know how to use a computer five years ago?
_____ you use a computer five years ago?

ADDITIONAL READING

Read the article and get ready to discuss how social media post expressions of love and care in the digital age.

Do social media post expressions of love and care in the digital age?

On Mother’s Day, social media feeds are often full of celebration. Facebook reported that in 2017, Mother’s Day “drove more posts in a single day than any other topic on Facebook in the last year”. For some countries, Facebook even created a temporary emoji – the purple flower – so people could fully express their gratitude for their mothers online.

Every other day, alongside pictures of cats and food, many mothers take to social media with photos and status updates celebrating the lives of their children. The term “sharenting” neatly captures this activity. These posts can be seen as moments of pride, but there has been criticism of the frequency of these parental status updates.

While parents, grandparents, aunts and uncles share images online, research shows it is mothers who post more information about their children on social media – particularly when it comes to family photos. It’s also mothers who are largely the focus of disapproval and judgement for their sharenting.

Those irritated by sharenting describe posts as “dull”, “repetitive” and “just plain annoying”. Some find it irritating enough to set up social media groups such as STFU Parents, formed around the idea that they are being “driven crazy” by baby and child updates in their social networks.

Sharenting has also been heavily criticised as a form of digital narcissism. But more than this, it is also seen as one long parental “humblebrag”, defined as: “An ostensibly modest or self-deprecating statement whose actual purpose is to draw attention to something of which one is proud.” Here’s an example from an article in the Huffington Post: *Tripped over on my way home from collecting Jemima from her GRADE SEVEN cello exam. What an idiot.*

The link between humblebragging and pride suggests that parents – and mothers in particular – face a real ethical struggle when posting about their children and families online. While pride can take on both positive and negative connotations, it’s also an emotion associated with “good” parenting. Research shows that expressions of parental pride are associated with the moral development of children, and on good-quality child raising – upon which childhood outcomes depend.

A matter of pride

In our own research we asked 15 mothers to show us some of their posts about their children and family and tell us about their experiences.

We found that mothers were most likely to use the word “proud” when posting about their children in relation to specific achievements such as competitions or passing exams. Given that pride is a social expectation of good parenting, it’s not surprising that mothers didn’t see their own expressions of pride on social media as a problem. Instead, our participants used it as a key justification for posting child-related content.

Our research also suggests that expressions of parental pride online are linked to increased social demands placed on parents. Parents, and particularly mothers, are socially expected to invest heavily in terms of time, care and labour. They’re expected to ensure that not only do their children thrive, but that they excel in relation to their peers. Social media becomes one way parents can visually demonstrate how they are meeting these parenting demands.

A cause of conflict

Digital demonstrations of good parenting become increasingly complicated as children grow older. One example of this from our research focused on a family argument around a young girl’s rights over an unflattering school photo posted by her “proud” dad on Facebook. The daughter disliked the photo enough to report her father to Facebook’s administrator when he refused to take his post down.

She was worried that it would be seen by her friends and classmates and that she would receive negative comments at school. However, her mother told us that Facebook supported the father’s right to keep the post in circulation in this case. What is a source of pride to

parents can nevertheless be a source of disruption to the child's life – both on and offline.

Our research also suggests some mothers believe that by posting updates about their children online, they can try to avoid digital conflict by keeping everyone involved. Mothers often treat their online sharing as a means of maintaining close connections and relationships with others in their social network. This parallels findings on family relationship maintenance offline, which suggest that women engage more frequently than men in communicating updates to other family members through letters and phone calls.

For the mothers who took part in our study, it was important that the photos and updates they chose to share expressed something about the closeness of their family – and something genuinely nice about their children. Rather than seeing mothers' updates simply as "sharenting", our research indicates that these are online expressions of mothers' love and care in the digital age.

A Victorian ballad

Fans of "Repulsion," "Cul de Sac," "Rosemary's Baby" and "Chinatown," beware: Roman Polanski has turned his back on black humor, violence and the cinema of cruelty. Instead, with *Tess*, a faithful adaptation of Thomas Hardy's "Tess of the D'Urbervilles," he has made an epic film of astonishing beauty that is completely different from anything he has ever done. There is no explicit sex and none of the visual, shocking body blows we have come to expect. This slow-moving Victorian melodrama unfolds with the tragic inevitability of a Greek play in settings that could have been devised by Millais or Dante Gabriel Rossetti.

Always a perfectionist, Polanski has gone to immense trouble and expense – the three-hour film cost nearly \$12 million – to reconstruct rural England of the late 1800s. Filmed in Brittany and Normandy, "Tess" is accurate down to the tiniest details: special dwarf com and nineteenth-century farm machinery borrowed from collectors and museums. Polanski's crew also dismantled TV antennas, buried high-tension wires and spread tons of mud to create Hardy's harsh Wessex winter.

“Tess” is about intolerance, social injustice, and the fate of the poor at the hands of the callous rich. Polanski claims the message is universal. The very perfection of the sets, however, anchors us in the period, and the plot is quintessentially Victorian.

Tess (Nastassja Kinski), a peasant girl from apparently noble stock, is raped by Alec, a wealthy but vile seducer who has usurped the D’Urberville name. Tess flees, gives birth to a child, and marries Angel (Peter Firth), an upstanding clergyman’s son who abandons her on their wedding night after learning about her past. Overcome with remorse, he returns to seek her forgiveness – but too late. Tess has become Alec’s mistress to save her family from the poorhouse. When Angel reappears, Tess stabs Alec with a carving knife, runs away with her lawful husband and consummates her marriage – only to be hunted down and hanged.

Put so baldly, the plot resembles nothing so much as the mock Victorian ballad. “She was poor but she was honest, victim of a rich man’s whim.” But the story is not really so out of date. During the Vietnam War, for instance, countless Vietnamese Tesses sacrificed themselves to support their families, taking American lovers for whom they felt little but physical revulsion. And Polanski conveys, in ways reminiscent of Olmi’s “The Tree of Wooden Clogs,” the inexorable changing of seasons, the leisurely rhythm of rural Victorian England and the mindless drudgery of its landless laborers.

Innocent: Most impressive of ail, Polanski coaxes Kinski into a performance of such depth and range that this little-known 18-year-old is bound, overnight, to become a bankable, international star. Kinski’s innocent reserve and awakening sensuality in her portrayal of the young Tess are one of the film’s delights. And while her suffering transforms her into a mature Ingrid Bergman-like figure, she remains an innocent to the very end, haunted and vulnerable.

Apparently, “Tess” will not be the last time Polanski changes pace stylistically. “I’ve always wanted to do a great love story,” he says, “but I have never done the same thing twice, nor do I want to.” His next film, he hopes, will be either a Western or a musical comedy. Before that, Polanski has pledged to settle his legal problems before a California court arising from a 1977 morals charge. With its tone, compassion and beauty, his new movie could almost serve as a character

reference for the defense. "Tess" is, among other things, a very moral film.

EDWARD BEHR

Tasks:

- 1) Read the review 'A Victorian Ballad' Write down
 - a) the name of the film, the director and the main actress;
 - b) the name and author of the book on which the film is based;
 - c) very briefly what the film is about.

- 2) Which paragraph of the review
 - a) compares the film with the director's previous films?
 - b) describes Kinski's performance?
 - c) tells the story of the film?
 - d) describes how the director created the atmosphere of England in the last century?

- 3) Is the review in general favourable or unfavourable? Write down any words, phrases or sentences which the author of the review has used to praise or criticise the film.

Try to find the central idea of the article as rapidly as you can.

Minister launches campaign to end bullying in schools

By Matthew D' Ancona, education reporter

The education department launched a campaign against bullying in schools yesterday, while children's counsellors said they were being "overwhelmed" by telephone calls from victims of bullies.

Eric Forth, schools minister, said he would urge inspectors to make discipline and good behaviour a priority, and draw up revised guidelines on the keeping of order in the classroom and playground. "Schools should be in no doubt about the importance the government attaches to the eradication of bullying," he said.

“Bullying is a very unpleasant practice which schools must deal with firmly. It puts the personal well-being and the educational attainment of victims at risk.”

Mr Forth said there were no immediate solutions, but that action should be based on “clear rules backed by appropriate sanctions and systems to protect and support victims”, as the Elton Enquiry into discipline in schools had concluded in 1989. A government-commissioned report on strategies to combat bullying is expected to be published by Sheffield University next year.

The impact of bullying on young lives has been highlighted by the case of Katharine Bamber, 16, from Kidderminster, Hereford and Worcester, who hanged herself in March after allegedly being bullied at school. Valerie Howarth, executive, director of ChildLine, said yesterday, that counsellors at the children’s telephone helpline had been overwhelmed” by calls about bullying.

“We think that even in schools where they, think they are tackling it, it can still be a problem,” she said. “Often teachers don’t know how to handle it and need a few tips”.

The anti-bullying pack distributed to schools by British Telecom and the Gulbenkian Foundation would help schools to combat the problem, she said. Children should be encouraged not only to build up their own defences but also to tell adults when they were suffering. “We have this mystique in our society of not telling, and it being thought weak to tell,” Ms Howarth said.

The National Union of Teachers said that Mr Forth’s plan was of no practical use. “If ministers are really serious about tackling bullying they have to address the problem in the playgrounds and on the way home,” a spokeswoman said.

“That means employing more supervisors to oversee children during breaks and ensuring parents take responsibility for the behaviour of their children immediately before and after school”.

ChildLine will today launch the findings of its six-month experimental hotline for boarding school pupils, in collaboration with the education department. The new service has enabled pupils to complain about abuse and bullying to counsellors.

Read the article and write an opinion of some 250-300 words on what you think the main topic of the article and express your attitude to what you have read.

It must be someone's fault – it might be our own

“Some parents are not ashamed to confess that children of seven or eight years old are entirely beyond their control,” the magistrate said. He was talking in 1898 and commenting on the widespread belief that those flouting the law were getting younger. There is nothing new in the form of our present discontents, as Geoffrey Pearson so entertainingly argued in his book *Hooligan*, published in 1983, in the wake of the inner-city riots that shocked the nation in the early Eighties.

But this is not a reason for dismissing as ignorant panic the mood of national self-examination that followed the murder of two-year-old James Bulger and other incidents of recent weeks. The sense of decline, the belief that our society is crumbling grows stronger each time we are forced to ask “What are we coming to?” Toxteth, Heysel, Hungerford and now Bootle – no amount of social history can convince us that these events have precedents. Football supporters had rioted before, but not to the extent of committing mass slaughter. Children had been murdered before, but toddlers had not been abducted in broad daylight from a busy shopping centre and marched to their deaths through the streets of a great metropolis as thousands passed by. The Bulger case has become a powerful symbol of our collective helplessness, of a malaise that goes beyond a single case, beyond even the crime figures.

This is echoed by a Daily Telegraph Gallup poll, published last Monday. Half the respondents said they would prefer to live abroad – the highest figure since Gallup first asked the question in 1948. People were asked if they had confidence in such institutions as the police, the legal system, Parliament and the civil service. In almost every case, they had less confidence than when they were asked the same question a decade ago. More than one in three thought that living in Britain would get worse in the next 10 or 20 years. The young were the most pessimistic of all.

There is another reason why the social historians find it so hard to talk us out of our depression. We had expected better of ourselves. Despite the present recession, most Britons are incomparably better-fed,

better-housed, better-clothed than their parents were 30 or 40 years ago. But we are not a better society. This is not for want of ideas of social improvement: the Beveridge welfare state, slum clearance, comprehensive education, council house sales – post-war history is full of projects that were supposed to make us better people. Our dismay now is all the greater because, in the Thatcher years, so much was promised. As the International Herald Tribune observed last week: “Britain was supposed to have found itself and remade itself... The sad fact is that Britain has done nothing of the kind.”

What has gone wrong? We can pick out a few things that have changed in recent memory. Violence in films, television programmes, videos and computer games is far more prevalent. British social scientists are inclined to doubt the connections between fictional violence and violence in real life. Their American counterparts, with longer experience of round-the-clock availability of multiple television channels, are more confident. As Michael Medved points out in a book that has been widely debated in America, *Rambo III* contains 106 killings, many of them portrayed in graphic detail. James Cagney’s *Public Enemy*, released in 1931 to great public outrage, had eight murders, all off-screen. Media violence may not lead to direct imitation; it certainly leads to higher tolerance levels for violence in real life and to decreased sensitivity for our fellow human beings.

We can say, too, that confidence in the police and criminal justice system has declined, that family strife and breakdown have increased, that the apparent permanence of mass unemployment has demoralised thousands of young people. No doubt all these contribute to increased criminality and anti-social behaviour. But it is instructive to see ourselves as others see us. “Britain in recent years,” reported the International Herald Tribune, “has given the foreign visitor the impression of an East European or Third World country. Its transportation systems are deplorable and neglected, the streets dirty, contemporary buildings and shops dreary and ugly.”

It may seem fanciful to suggest that crime rates would be lower if the roads were properly maintained and the trains’ ran on time. But the things we share – schools, hospitals, youth clubs, shopping centres – are representations of how much we value ourselves as public, rather than private, individuals and, ultimately, of how much we care for each other.

In the 1980s, British governments consciously decided to remodel the nation and to make the private individual supreme. Our communal aspirations, for better schools or better health care, could not be gratified, we were told. Public borrowing was wicked, and ferred until we could afford it. No such restraint was urged on- private aspirations or private borrowing. In the home, instant gratification was the rule; it was easier to give children videos, computer games, television in their bedrooms and fashionable clothes than to find them decent schools. The national remodelling looked towards America as an example, not to the European traditions (admittedly flawed) of collective social obligation. Many Thatcherite supporters lauded the virtues of American life; now, the same people lament the importation of some of the worst features of America.

It is not just a section of the- nation that has been coarsened. Increasingly, it is apparent that those who instruct the nation on moral and social values are themselves flawed. The Maxwell scandal, the Guinness trial, the Matrix Churchill affair, the British Airways “dirty tricks” campaign suggest failings in the City, in company boardrooms, in Whitehall offices. We no longer trust or admire our rulers, our bankers, our captains of industry. We no longer trust each other. We are all on the make, all looking out for ourselves.

The “winter of discontent” in 1978-79 marked the end of one promise for a better society. When people saw rubbish piled high in the streets – the results of action by a union movement that had signed a “social contract” with a Labour government – they turned against collective values. Now, the Thatcher promise of salvation through individual self-reliance and self-discipline is exposed as another failure, socially as well as economically. If we feel utter despair, it is because we see no new promise. All our gods have failed.

1. *Hypochondria* is when people imagine that they have illnesses which they don't actually have. Choose the correct definition of *cyberchondria*. Then read the article and check.
Cyberchondria is when
a people fall ill after spending too much time on the computer.
b people think there is something wrong with their computer when it's actually OK.

c people imagine they have an illness which they've read a lot about on the internet.

2. Read the article again. Then read the first sentences in each paragraph 1-5. Match them to the paragraph summaries a-f. There is one summary that you do not need.
 - 1) Have you ever visited 'Dr Google' when you've felt under the weather?
 - 2) Feeling anxiety about symptoms which may be imaginary is nothing new.
 - 3) Imagine this scenario: you're feeling really unwell.
 - 4) How does this happen to sensible people?
 - 5) This doesn't mean that the internet is all bad for our medical education.

- a The reasons why we can all become cyberchondriacs.
- b The advantages of reading about illnesses on the web.
- c The disadvantages of cyberchondria.
- d A history of hypochondria and cyberchondria.
- e An introduction to the idea of cyberchondria.
- f A story of cyberchondria.

3. Match headings A-E to paragraphs 2-5. There is one heading that you do not need.
 - A A typical case
 - B The positives
 - C The reason for unreason
 - D An old habit
 - E Horrible illnesses

Cyberchondria: visiting 'Dr Google'

1 Looking online

Have you ever visited 'Dr Google' when you've felt under the weather? Most of us have at some point, and we've all discovered the dangers of the self-diagnosis which can follow. You type in a few words like 'painful headache' and 'dizzy', and suddenly you're reading

about ear infections and diabetes, and wondering if you have an awful illness!

2 _____

Feeling anxiety about symptoms which may be imaginary is nothing new—the use of the term ‘hypochondria’ to describe this behaviour became popular in the late nineteenth century. Hypochondria can grow as the sufferer finds more medical information, which, is why serious hypochondriacs in the past loved to collect medical encyclopaedias and magazines. It’s also why some of the worst hypochondria has traditionally been found among medical students – in a recent study, three-quarters of first-year and second-year students in medical school said that they sometimes believed they were suffering from the illness they were studying. What’s new is that the internet can now provide endless amounts of medical information, and this has turned us all into what is now known as ‘cyberchondriacs’.

3 _____

Imagine this scenario: you’re feeling really unwell. You’ve got a headache again, but this time you’re also feeling dizzy, a bit sick and you’ve got a stiff neck. Now, if you tell someone how you’re feeling, they’ll probably suggest you’ve got flu. But put those four symptoms into your search engine and the probability of flu has rapidly turned into the possibility of spinal meningitis, cryptococcosis and labyrinthitis – and you don’t even need to understand what those mean to know that they’re something frightening! Flu has been forgotten, and the fear you now feel tells you that what you have is surely far more serious. And as you read about some of the other symptoms of these terrible illnesses, you begin to tell yourself, ‘Yes, it’s true, I have felt a bit numb sometimes recently...’ You might go the doctor now, and he’ll tell you that you’ve got flu, but what does he know? He hasn’t read the whole internet as you have! Or maybe he knows, but he just so doesn’t want to tell you the terrible truth yet...

4 _____

How does this happen to sensible people? Well, sensible people often think self-reliance is a good value to have, so they’re the ones who

avoid going to the doctor for as long as possible. Men are the worst for this, and teenagers are often especially embarrassed about telling someone their physical ‘secrets’. But why do we get it so wrong when we do our own medical research on the web? The problem is that there aren’t many documents on the internet about common illnesses such as colds and flu, because medical researchers usually write about far more interesting and serious ones - the ones which might affect only 0.002% of the population. Google doesn’t know why we’re asking the question, and chooses its search results depending on how many web pages are linked to a topic. The serious illnesses appear at the top of our search results, and many people make the mistake of thinking this means they must be common reasons for our symptoms. And because we recognize the first two or three symptoms, it’s easy to imagine that the other ones in the list are also true, or we even manage to produce those symptoms over the next few days.

5 _____

This doesn’t mean that the internet is all bad for our medical education. Once you have found out what you’re really suffering from, there are lots of forums where people discuss their illnesses and give each other useful advice. Some doctors say that the internet has made their patients more interested in their health, and that it can only be a good thing. But not surprisingly, many of them feel a little weary when a patient walks into their room carrying a lot of printouts...

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Составители

Краснова Татьяна Александровна

Ильина Наталия Владимировна

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Издательского центра «Удмуртский университет»

426034, Ижевск, Университетская, д. 1, корп. 2

Тел. 68-57-18