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Кафедра иностранных языков

Supplementary Reading and Communication for Bachelor Students

Утверждено кафедрой «Иностранные языки»
в качестве учебного пособия по аудиторной работе
для студентов бакалавриата и специалитета

Под редакцией Н.В.Солотовой

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Пособие рассчитано на 30 часов аудиторной и 60 часов самостоятельной работы.

Помимо текстов, учебный материал уроков включает систему упражнений: предтекстовых, направленных на введение в тему и активизацию опорной лексики; упражнений по ходу прочтения, направленных на усвоение основного содержания прочитанного и умения ориентироваться в тексте; послетекстовых, направленных на обсуждение прочитанного, формирование умения высказывать и отстаивать своё мнение, обращаться к средствам массовой информации, Интернету или другим источникам дополнительной информации.

Материал пособия позволяет изучать его как в аудитории под руководством преподавателя, так и самостоятельно.



LESSON 1. SHOPS

Pre-reading activities

Activity 1: Choose the best answer. Explain your choice

- 1) What kind of people usually go shopping most?
- a. little children
 - b. teenagers
 - c. grown up people

d. elderly people

2) What types of shops are more often visited?

- a. food supermarkets
- b. jewelry shops
- c. clothes shops

3) What are the most popular ways of shopping payments?

- a. credit cards
- b. cash money

Activity 2: Answer the following questions.

- a. What is a supermarket?
- b. What are the main departments of a food supermarket?
- c. What is a self-service shop?
- d. Are prices high in supermarkets? Why?

Activity 3: Tick the words or expressions that you think shopping involves.

- customers - shop-assistants - security guards - self-service - a basket - a computer with a laser - to be located along main roads - to pay at the cash-desk - to choose the products

Add others: _____

While-reading activities

Activity 4: Read the article that is below and answer these questions.

- a. What is a supermarket?
- b. What products can be bought at the supermarket?
- c. What is a self-service shop?

d. Are prices high at the supermarkets? Why?

Activity 5: Mark True (T) or False (F) based on the reading.

- ___ 1. Shops are irrelevant in everyday life.
- ___ 2. Supermarkets are the most popular kind of shops.
- ___ 3. City supermarkets are situated in big shopping centers.
- ___ 4. Supermarkets usually consist of only one department.
- ___ 5. Shopping at supermarkets is very convenient and comfortable.

Activity 6: Number the events as they appear in the text.

- a) ___ People enter shops
- b) ___ They take a basket
- c) ___ Customers choose the goods
- d) ___ People put the goods into the basket
- e) ___ They come up to the cashier-desk
- f) ___ Customers pay for the goods

Text

Shopping

People go shopping very often, almost every day. Shops play an important role in our life. People cannot do without them. When they want to buy something, they go to shops where various goods are sold. Through the shop- window people can see what is sold in this or that shop. Everything on the counters looks very attractive.

When customers come into the shop, they take a basket or the trolley and choose the products they want to buy. When they put everything they want into the basket they come up to the cashier's desk. There is a computer with a laser scanner that reads and sums up the prices on packed goods at the cashier's desk. The cashier tells how much to pay. The customers pay the money and leave the shop.

There are different types of shops where various goods are sold. Some shops have many departments. These shops are called department stores or supermarkets. Supermarkets are located in shopping centers and along main roads. Supermarkets are popular because they save time, have low prices and variety of products in one place.

There different departments in the supermarkets: the grocer's, the baker's, the greengrocer's, the butcher's, the confectioner's, the fishmonger's and the dairy products departments.

At the grocer's there different kinds of cereals: rice, buckwheat, millet, pearl-barley, salt, vegetable oil, spaghetti and noodles.

At the green-grocer's different kinds of fruit and vegetables are on sale: potatoes, onions, cabbage, lettuce, cauliflower, cucumbers, tomatoes; apricots, plums, oranges, lemons, pineapples, melons, water-melons; also different berries: strawberries, raspberries, gooseberries, cherries and sweet cherries.

At the butchers customers buy different meats and meat , poultry items: beef, pork, mutton, veal, poultry, smoked sausages, frankfurters, ham and canned meat.

At the fish-monger's there is a great choice of fishes: breams, carps, pikes, herrings, perches, also shrimps, lobsters and crawfish.

At the dairy products department various milk items are sold: milk, cream, sour-cream, cheese and butter.

At the confectioner's customers can buy sugar, granulated sugar, caramel, chocolates, biscuits, pastry, puffs, wafers, tea, coffee and cocoa.

Post-reading activities

Activity 7: Write a short summary of the text. Not more than 5 sentences.

Activity 8: Think of some advantages of shopping in large supermarkets.

Activity 9: Read the following and support your argument based on your point of view:

Some products that people buy at the supermarkets are fast-food items. They are consider to be unhealthy types of food. What do you think of regular consumption of such foods?

Activity 10: Read the funny story about a salesman and summarize its main idea. Remember that you can only formulate the idea by a full sentence, not just by telling what the story is about. The main idea is what the story teaches us.

The Well-Dressed Salesman

A little old man answered a knock on the door one day, only to be confronted by a very well-dressed young man in a navy blue pinstriped suit, red silk tie, white shirt, shoes polished like black mirrors, and carrying a vacuum cleaner.

"Good morning," said the young man. "If I could take a couple minutes of your time, I would like to demonstrate the very latest in high-powered vacuum cleaners."

"Get lost, Mister fancy suit!" said the old man. "I haven't got any money" and he proceeded to close the door.

Quick as a flash, the young man wedged his polished shoe in the door and pushed it wide open.

"Don't be too hasty!" he said. "Not until you have at least seen my demonstration."

The old man again told him to get lost. And with that, the young man emptied a bucket of mud all over his hallway carpet.

"If this vacuum cleaner does not remove all traces of this mess from your carpet, Sir, I will personally eat the remainder.

"I got a better idea" said the old man, looking the young man up and down "If you don't clean it all up, I'll swap those fancy clothes of yours for my overalls."

"Fine, sir!" said the young man confidently.

"That fancy suit and tie are gonna look good on me!" said the old man. "But take them shoes off first!"

"But sir! I haven't demonstrated the vacuum yet!"

"Yes, you have. The electricity ain't workin'..."



LESSON 2. EAT.

Pre-reading Activities

Activity 1: Choose the best answer. Explain your choice.

1) How many cups of coffee do you drink a day?

- a. Between 1 and 2 cups
- b. Between 3 and 4 cups
- c. Between 5 and 6 cups
- d. More than 6 cups

2) What kind of people should not drink coffee?

- a. Pregnant women, children, people with coronary heart disease or peptic ulcers
- b. Teachers, students, people who practice sports
- c. Sick people, adult people, people who have problems to sleep
- d. Dentists, dentists, patients, and people who are on a diet

3) What foods contain caffeine?

- a. Chocolate
- b. Tea
- c. Some soft drinks
- d. All of the above

Activity 2: Answer the following questions.

- a. What is caffeine?
- b. What are the negative effects of drinking coffee?
- c. What are the positive effects of drinking coffee?
- d. How is caffeine related to health problems?

Activity 3: Tick (✓) the words or expressions that you think coffee involves.

- 1) ___ anxiety 2) ___ sleep disorder 3) ___ central nervous system stimulant
 4) ___ energy 5) ___ raises the temperature in the body 6) ___ helps migraine headaches
 7) ___ reduces the effects of alcohol 8) ___ some medication may contain caffeine 9) ___ it tastes good

Add others:

While-reading Activities

Activity 4: Read the article that is below and answer these questions.

1. What is the concept of caffeine?
 2. What are the negative effects of caffeine?
 3. What are the positive effects of caffeine?
 4. How many cups of coffee should a child drink?
 5. What is a moderate coffee drinker?
-

Activity 5: Mark True (T) or False (F) based on the reading.

1. ___ Some doctors see caffeine as a social problem.
2. ___ Coffee helps to heat the body of a person.
3. ___ Caffeine has a fast process in the body.
4. ___ Caffeine may be used as medication because it helps to cure migraine headaches, fatigue or drowsiness.
5. ___ If you only drink three cups of coffee daily you may not have health problems.
6. ___ If you stop drinking coffee suddenly you will not have health symptoms.
7. ___ If a child drinks coffee he/she may have some health problems
8. ___ Excess in caffeine may lead to hospitalization.

Activity 6: Number the events as they appear in the text.

- a) ___ The article gives evidence that some people have studied caffeine.
- b) ___ Some examples of food containing caffeine are presented.
- c) ___ The article gives a guide for excess intake of caffeine.
- d) ___ Some examples of food containing amount of caffeine are presented.
- e) ___ The article mentions some people who should not drink coffee.
- f) ___ Some symptoms are given.
- g) ___ A definition is given.
- h) ___ An idea of moderate intake of coffee is given.

Text

Caffeine

Caffeine can lead to a condition known as caffeinism if large amounts, and especially over extended periods of time are taken. Although a lot of Americans use caffeine just few people face social problems. Some doctors agree that caffeine

intoxication may lead to physical and mental conditions including nervousness, irritability, anxiety, insomnia headaches among others.

Caffeine is a common ingredient for soft drinks such as cola. Also, other products such as chocolate, tea, energy drinks, shampoo, and soap and even medication may contain some. Caffeine is a central nervous system and metabolic stimulant and it is used both recreationally and medically to reduce physical fatigue and restore mental alertness when unusual weakness or drowsiness occurs. Nevertheless, some people think that caffeine can help to sober up a drunk person or to heat a hypothermia victim but fast beating or acceleration of cold temperatures on the body may occur.

Here are some products with the amount of caffeine:

Soft drinks typically contain about 10 to 50 milligrams of caffeine per serving

Red Bull contains as much as 80 milligrams of caffeine per serving

one serving of coffee ranges from 40 milligrams to about 100 milligrams for a cup

one serving of tea ranges from 20 milligrams to about 100 milligrams for a cup

cocoa may contain 4 milligrams per cup

Symptoms

The absorption and distribution of caffeine is quickly in the body, but the body does not store it. It takes less than an hour for caffeine to begin affecting the body and a mild dose wears off in three to four hours. Caffeine does not diminish the alcohol level on a person but it can be used as treatment for some health problems such as migraine or fatigue. In large amounts, caffeine can cause the heart to beat fast, irritability, insomnia, tremulousness, depression, headaches, and peptic ulcers.

The stimulating effects of caffeine are caused by a central nervous reaction. The heart rate increases, blood vessels expand and the brain receives more oxygen. Birth defects and behavior in children are examples of studies researchers have made. Caffeine tolerance develops very quickly, especially among heavy coffee and energy drink consumers. Complete tolerance to sleep disruption effects of caffeine develops after consuming 400 mg of caffeine. Thus, about 250 to 350 mg. of caffeine daily

(three cups of coffee) can be considered a moderate amount in order to avoid health problems.

Abrupt withdrawal may lead to cause symptoms such as headaches, irritability, nausea, and others. It is a good idea to reduce caffeine intake gradually in order to prevent symptoms of withdrawal.

Recommendations

Moderate caffeine intake may not lead to health problems. There is no scientific evidence for the mistaken but common belief that caffeine consumption causes stunted growth in children. However, as with adults, nausea, urinary urgency, nervousness, or other effects from an elevated caffeine intake via chocolate milk, sodas, cold medicines, iced tea, coffee and other products that are widely used, may be reasons to limit the amount of caffeine that is consumed each day in children.

It is recommended that pregnant women should limit their caffeine intake to less than 300 mg. of caffeine a day – the equivalent of 2-3 cups of coffee a day. A higher intake may be associated with miscarriage.

Post-reading Activities

Activity 7: Write a short summary of the text. Not more than 5 sentences.

Activity 8: Think of the different foods or medication you have every day, which ones contain caffeine? How much caffeine is there in those items?

Activity 9: Read the following and support your argument based on your point of view:

Richard is 12 years old and practices basketball three times a week. He loves drinking a cup of coffee before practicing it; could he have any health problem?



LESSON 3. FAST FOOD

Warm-ups

I. Food: In pairs / groups, talk about the following kinds of food: Fast food, slow food, airplane food, fried food, junk food, baby food, raw food, packaged food.

II. Unhealthy: Spend one minute writing down all of the different words you associate with the word 'unhealthy'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

Pre-Reading Activities

Activity 1: Answer the following questions.

- 1) What kind of food is fast food?
- 2) What are some of the most popular fast foods?
- 3) Can you think of any less common fast foods?
- 4) Why do you think lots of children and teenagers like fast food?
- 5) What are some of the problems associated with fast food?
- 6) How often do you think is reasonable to visit fast food outlets? Why?

Activity 2: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- 1) ___ There is no link at all between education levels and risks of strokes.
- 2) ___ Society doesn't prevent people from having fast food.
- 3) ___ Only teenagers consume fast food; elderly people don't.
- 4) ___ Fast food is so popular because it's rather cheap.
- 5) ___ People who live very close to fast food restaurants are 13% fatter.
- 6) ___ Eating fast food makes people obese.
- 7) ___ The researchers looked at the social status of people who had a stroke.

Activity 3: Match the following synonyms from the article:

- | | |
|---------------|----------------|
| 1. live | a. examined |
| 2. chance | b. like |
| 3. status | c. possibility |
| 4. analyzed | d. usually |
| 5. close | e. heightens |
| 6. similar to | f. reside |
| 7. increases | g. usual |
| 8. up to | h. nearby |

- | | |
|------------------|---------------|
| 9. common | i. position |
| 10. generally | j. as many as |
| 11. major | k. setting |
| 12. affected | l. free time |
| 13. consumed | m. harmful |
| 14. leisure time | n. influenced |
| 15. injurious | o. eaten up |
| 16. context | p. main |

Activity 4: Match the following phrases from the article.

- | | |
|-----------------------------------|--------------------------------------|
| 1. personal health | a. are available everywhere |
| 2. the prime reason for | b. of fast food restaurants |
| 3. fast foods | c. obesity and other health problems |
| 4. This puts people living nearby | d. having a stroke |
| 5. a great deal of | e. amount of fast food |
| 6. live within walking distance | f. the nutritional value |
| 7. their chances of | g. more at risk |
| 8. unhealthier and more | h. stressful lifestyles |
| 9. A diet that has a large | i. due to the frying process |
| 10. vitamin is lost | j. is being affected |

While-Reading Activities

Activity 5: As you read, record the advantages and disadvantages of eating fast food.

Activity 6: Choose the best answer according to the article:

1. Fast food is mostly consumed by:
 - a) elderly people;
 - b) toddlers;
 - c) teens;
 - d) people about 40 years old.
2. Fast food is very popular nowadays because:
 - a) it's very healthy;
 - b) it helps people to keep fit;
 - c) you can buy fast food everywhere;
 - d) people have no time to cook at home.
3. Fast food contains:
 - a) plenty of fresh fruits and vegetables;
 - b) high amounts of proteins , carbohydrates and fiber;
 - c) a lot of herbs;
 - d) much salt and sugar.
4. There is little nutritional value in fast food because:

- a) it is much processed;
- b) it is not always fresh;
- c) it doesn't contain fresh fruits and vegetables at all;
- d. it doesn't contain proteins, fats and carbohydrates.

5. People who live not far from the fast food restaurants most probably have:

- a) an apoplexy;
- b) headaches;
- c) respiratory diseases;
- d) diseases of gastro-intestinal tract.

Activity 7: Number the events as they appear in the reading.

1. _____ The author of the article gives the reasons of harmful effect of fats on the human body.
2. _____ The author focused on the relationship between people's chances of having a stroke and the neighbourhood of fast food restaurants.
3. _____ An idea of fast food's harmful effect on the organism is given.
4. _____ The article gives evidence that young people nowadays have more free time than teens used to have some two or three dozens of years ago.
5. Some examples of how.
6. _____ The article gives a definition of what fast food style is.
7. ____ Some principles of e.
8. ____ The article mentions some important tasks of ecotourism.
9. ____ A scene of a perfect holiday is described in the article.

Text

Fast Food Diet – Is It Good For Health?

Fast food is starting to be a major issue for people these days. It is the lazy part of their lives and their physique and personal health is being affected. It has become so easy for people to consume fast food because society has made it feel alright to do. The only way to solve this problem is to rethink one's diet plan and to choose a healthier alternative. In today's lifestyle, everyone tries to fit as much as possible into a day's work, so fast food is usually a part of their life.

Whether young or old, men or women, fast food is consumed by one and all on a daily basis. The majority of the consumers of fast food are within the ages of 16-24. Young people these days are not as active as they used to be due to getting other

things done faster so they can have more leisure time. That time is generally spent watching television, playing computer games or surfing the Internet.

Fast food has gained excessive popularity in the recent years, especially in the urban areas. The question is: why is it so popular? The first is that fast foods today are easily available everywhere, right from general grocery stores, small street shops to high-end restaurants. The other is the short span of time required in their preparation and cheap rate. People are becoming slaves of fast food. But before stuffing yourself with another bite of that tempting dish and satiating your ravenous appetite, know that fast foods are downright unhealthy and injurious for health. They lack healthy ingredients and rather contain fat meat, lots of sugar and refined grains. There is little emphasis on fresh fruit or vegetables, and due to the fact that most fast-foods are fried, a great deal of the nutritional value from the vitamins is lost due to the frying process. Fast foods act just as a filler and are the prime reason for obesity and other health problems as they have high amount of fats, calories, cholesterol and salt.

Fat is bad for you for at least two reasons. First, fat is high in calories. Eating a lot of calories tends to make you overweight. This leads to issues like diabetes and heart diseases. Second, fat tends to cause things like high cholesterol counts that also contribute to heart disease. Salt is bad for you because excessive salt leads to high blood pressure. This, too, can cause heart disease as well as other health problems.

An additional aspect of fast food which makes it unhealthy is the context in which it's generally consumed. Instead of sitting down to a meal, taking the time to digest the food, and enjoying the social aspects of eating together, a person eating fast food is often in a hurry, eats too quickly, and does not take the break which would probably benefit his or her body. It's the fast-food lifestyle which is very dangerous.

New research in the USA says it is unhealthy even to live in areas with lots of fast food restaurants. A study by the University of Michigan said people who live within walking distance of fast food restaurants have a 13 per cent higher chance of having a stroke. Lead researcher Dr. Lewis Morgenstern and his team analyzed the social status of the 1,247 people who had strokes in an area of Texas over a three-

year period. The area was home to 262 fast food restaurants. The team compared the stroke victims' social status with how close they lived to the restaurants. He concluded there was a strong relationship between the distance someone lived to fast food restaurants and their chances of having a stroke.

A stroke is similar to a heart attack, except it attacks the brain. Strokes are among the biggest killers in the USA. Many are the result of unhealthy eating. A diet that has a large amount of fast food and other junk food increases the chances of having a stroke. Dr. Morgenstern's research found that there could be up to 33 different fast food restaurants in an area. This puts people living nearby more at risk of a stroke. Dr. Morgenstern said he didn't know whether it was the actual fast food that increased the risk of stroke. He said fast food restaurants are more common in poorer neighborhoods where people are less educated and generally have unhealthier and more stressful lifestyles.

Post-Reading Activities

Activity 8: Think of your two favourite meals: one healthy and one less healthy. Write the names of these meals in the idea web below. In the idea web for the healthy meal, write all the positive elements of this food. In the idea web for the unhealthy meal, write all the negative elements of this food.

Activity 9: STUDENT FAST FOOD SURVEY: write five good questions about fast food in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers

	Student 1	Student 2	Student 3
--	-----------	-----------	-----------

Question 1			
------------	--	--	--

Question 2			
------------	--	--	--

Question 3			
------------	--	--	--

Question 4			
------------	--	--	--

Question 5			
------------	--	--	--

Now return to your original partner and share and talk about what you found out. Change partners often.

Make mini-presentations to other groups on your findings.

Activity 10: Make a poster about the nutritional value of different kinds of fast food. Show your work to your classmates in the next lesson. Did you all have similar things?

Activity 11: Write a short summary of the reading. Not more than 5 sentences.



LESSON 4. JOBS.

Pre-reading activities

Activity 1: Choose the best answer. Explain your choice.

1) Who do you think try to get a new job more often?

- a. young people
 - b. graduates
 - c. elderly people
 - d. students
 - e. grown up people
- 2) What is important to get a job?
- a. good education
 - b. relevant work experience
 - c. good impression on employers
 - d. good resume
- 3) People try to get a new job because it is...
- a. more prestigious
 - b. a better paid job
 - c. situated not far from home
 - d. a flexi time job

Activity 2: Answer the following questions.

1. Is a typical interview long?
2. What are usual questions?
3. Is dress-code important?
4. What are the most important things during job interview?

Activity 3: Tick the words or expressions that you think job interview involves.

- dress code - resume – questions about the previous job - discussing the plans - to produce a good opinion - to come in time - to give correct and clear answers
Add others: _____

While-reading activities

Activity 4: Read the article that is below and answer these questions:

1. What are typical interview questions?
2. What kind of dress-code is appropriate?
3. What are assessment days?
4. What is the purpose of presentation?

Activity 5: Mark True (T) or False (F) based on the reading

1. ___ Job interviews are usually longer than two hours.
2. ___ Job interviews differ in accordance with the type of job.
3. ___ Job interviews are formal.
4. ___ Dress-code plays an important role.
5. ___ Presentations are obligatory.

Activity 6: Number the events as they appear in the text.

- a) ___ The duration of jobs interview
- b) ___ The number of employers during the interview
- c) ___ Possible topical questions to a candidate
- d) ___ Job interviews differentiation
- e) ___ The use of presentations during job interviews

Text

A job interview

A job interview is a process in which a potential employee is evaluated by an employer for prospective employment in the company, organization, or firm. During this process, the employer hopes to determine whether or not the applicant is suitable for the role. A job interview typically precedes the hiring decision, and is used to evaluate the candidate.

The interview is usually preceded by the evaluation of submitted résumés from interested candidates, then selecting a small number of candidates for interviews. Multiple rounds of job interviews may be used where there are many candidates or the job is particularly challenging or desirable. Earlier rounds may involve fewer staff from the employers and will typically be much shorter and less in-depth. Once all candidates have been interviewed, the employer typically selects the most desirable candidate and begins the negotiation of a job offer. A typical job interview has a single candidate meeting with between one and three persons representing the employer; the potential supervisor of the employee is usually involved in the interview process.

While the meeting can be over in as little as 15 minutes, job interviews usually last less than two hours. The interviewers ask the candidate questions about his or her job history, personality, work style and other factors relevant to the job. Candidates for lower paid and lower skilled positions tend to have much simpler job interviews than do candidates for more senior positions.

Most job interviews are formal; the larger the firm, the more formal and structured the interview will tend to be. Candidates generally dress slightly better than they would for work, with a suit (called an interview suit) being appropriate for a job interview.

In many companies, assessment days are increasingly being used, particularly for graduate positions, which may include analysis tasks, group activities, and presentation exercises.

In recent years it has become increasingly common for employers to request job applicants who are successfully shortlisted to deliver one or more presentations at their interview. The purpose of the presentation in this setting may be to either demonstrate candidates' skills and abilities in presenting, or to highlight their knowledge of a given subject likely to relate closely to the job role for which they have applied. Usually applicants are only provided with a title for the presentation and a time limit which the presentation should not exceed.

Post-reading activities

Activity 7: Write a short summary of the text. Not more than 5 sentences.

Activity 8: Think of some advantages of looking for a job on the Internet.

Activity 9: Read the following and support your argument based on your point of view:

Imagine that you are an employer in a big company. What recommendations can you give to a possible candidate concerning his/her behavior, clothes, etc during the interview?

Activity 10: Think of at least 5 questions you would ask your potential boss and write them down. Then read the article below to see if your ideas match the questions listed.

Use these top 10 questions to learn what you need to know about the job you're interviewing for, and impress the interviewer.

By Rita Kreig on December 12, 2013

You've landed the job interview, and it's going well. There's that awkward pause as the interviewer runs out of steam. The guy who could be your future boss asks, "Do you have any questions?" This is your chance to find out what you need to know about the job and the company and impress the interviewer with your interesting and thoughtful questions. Here are ten questions to help you find out what you need to know.

So, what should you ask? Here are ten great questions for you to use.

- What are the top three qualities an employee needs to be successful in this job?
- What would I do during a typical workday?
- How will I be trained or introduced to the job?
- What is a typical career path from this job?
- What are some of the goals and challenges your group is likely to face in the next year?
- How would my job performance be evaluated?
- What are some of the things that you like about working for this company?
- Who would I work with?
- What hours do people typically work?
- What are the next steps?

Let's look at what you can learn from these questions. In most cases, there's no right or wrong answer - you just need to be able to assess if you are comfortable with the answer.



LESSON 5. RELAX OR GET STRESSED.

Warm-ups

I) Chat: Talk in pairs about stress, lifestyle, health, medical reports, DNA ...

II) Brainstorm: think over the things that cause stress with learning English, talk about these factors

and find remedies to reduce stress.

III) People I know: write down the names of three people you know and talk about the degree of stress in their lives compared to your own.

Pre-reading activities

Activity 1: Mark True (T) or False (F) based on your opinion.

1. conclusion

- a) the start of a book
- b) a judgment based on something you've studied

2. accelerate

- a) become faster, increase the speed of.
- b) the part of a car that joins two wheels

3. prone

- a) easy to happen to
- b) a medicine for headaches

4. hectic

- a) very cold
- b) crazily busy

5. reproduction

- a) a hip-hop style dance performed upside down
- b) something being made again (and again)

6. duress

- a) stress
- b) in the middle of a long period of time

7. cease

- a) stop
- b) grab

8. prematurely

- a) happen too early
- b) happen too late

9. chronic

- a) very trivial and short
- b) very serious and lengthy

10. task

- a) a job or piece of work you have to do
- b) the two white horn-like ivory things on an elephant

11. equivalent

- a) having the same value, equal in number
- b) being very different in number or value

12. knowledge

- a) a kind of bookshelf
- b) information about something

Activity 2: Mark True (T) or False (F) based on your opinion, and then compare your answers after reading.

- 1) ___ Stress can take ten years off your life.
- 2) ___ Stress decelerates the aging of our cells.
- 3) ___ Stress makes us more prone to age-related diseases.
- 4) ___ People with hectic lifestyles are more likely to live longer.
- 5) ___ Our body's system of cell reproduction gets faster because of stress.
- 6) ___ We age because of something connected with our DNA called telomeres.
- 7) ___ Having very short telomeres means we live longer.
- 8) ___ Having children makes you die early.
- 9) ___ We may soon be able to measure our stress levels.

Activity 3: think about the article and match the following phrases taken from the text:

- | | |
|----------------------|------------------|
| 1) take ten years | a) stress levels |
| 2) conclusion from | b) prematurely |
| 3) affects of | c) knowledge |
| 4) more likely to | d) reproduction |
| 5) cell | e) off your life |
| 6) aging | f) be able to |
| 7) die | g) researchers |
| 8) the equivalent of | h) die earlier |

- 9) common
10) may soon

- i) ten years
j) process

While-reading activities

Activity 4: Put the missing words under each paragraph into the gaps and find the synonyms of these words in the text.

a) It's official that stress can _____ ten years off your life. That's the _____ from researchers at the University of California, who have been studying the affect of stress levels on the body. They found that stress accelerates the aging of our cells, which makes us more _____ to age-related diseases. This is bad news for people with stressful jobs and hectic lifestyles as they are more likely to die earlier than less-stressed people. It's a message for us all to slow down and take _____ easier.

Disposed/ deduction/ collect/ life/

b) The researchers discovered in their _____ that the system of cell reproduction and replacement, which of course keeps us going, becomes faster under duress. Each time a cell in our body is _____, part of our DNA, called telomeres, shorten. When these telomeres become too short, cells cease reproducing and our bodies _____ the aging process. This means longer telomeres lengthen our lives. Stress makes them shorter, and so we die prematurely. The _____ message, therefore, is to take life easy.

supersede/ examination/ easy/ last/

c) Research leader, Dr. Elissa Epel, compared 39 women who looked after children with _____ illnesses with a _____ group of 19 mothers of healthy children. The length of the life-giving telomeres was then _____ in their blood. The women who had the more stressful task of caring for chronically ill children aged the equivalent of ten years compared with the other women. Their stress levels

caused them to age faster. It has always been common knowledge that stress kills. Now we may soon be able to _____ how dangerous our careers and lifestyles really are.

evaluate/ evaluated/ permanent/ supervised/

Activity 5: Ask your classmates 2 questions based on the contents of the article.

Activity 6: Circle any words you do not understand. In groups pool unknown words and use dictionaries to find the meanings.

Text

Get Stressed, Get Old

What is Stress? Defining stress is difficult. One person's horrible day is another person's walk in the park. We all have different triggers for stress and different ways that we cope or don't cope. Generally stress is a physical or mental reaction to either internal or external stimulus. Our bodies are constantly adjusting to outside forces; be it temperature, excessive work or even a real or perceived threat. How well we manage this stress can affect our total well being and make us older.

Research can show a relationship between stress and aging. You can see it with yourself and the people around you. When you're stressed your health and appearance shows it – you just look and feel older than you are.

It's official that stress can take ten years off your life. That's the conclusion from researchers at the University of California, who have been studying the affect of stress levels on the body. They found that stress accelerates the aging of our cells, which makes us more prone to age-related diseases. This is bad news for people with stressful jobs and hectic lifestyles as they are more likely to die earlier than less-stressed people. It's a message for us all to slow down and take things easier.

The researchers discovered in their tests that the system of cell reproduction and replacement, which of course keeps us going, becomes faster under duress. Each time a cell in our body is replaced, part of our DNA, called telomeres, shorten. When they become too short, cells cease reproducing and our bodies continue the aging

process. This means longer telomeres lengthen our lives. Stress makes them shorter, and so we die prematurely. The simple message, therefore, is to take life easy.

Research leader, Dr. Elissa Epel, compared 39 women who looked after children with chronic illnesses with a 'control' group of 19 mothers of healthy children. The length of the life-giving telomeres was then measured in their blood. The women who had the more stressful task of caring for chronically ill children aged the equivalent of ten years compared with the other women. Their stress levels caused them to age faster.

It has always been common knowledge that stress kills. Now we may soon be able to measure how dangerous our careers and lifestyles really are. The question is: what can be done to relieve stress? One of the simplest ways to ease your stress is to talk to a friend. Talking about your stress can help you to relax, work through your problems, and maybe even receive advice on how to fix some of the issues plaguing you. There are many other simple and easy ways to alleviate some of the stressors in our lives. There are just some of them: 1) tidy up because our environments really are a reflection of our minds; 2) think good thoughts; 3) spend time with a pet (take your dog for a long walk or curl up with your cat and a good book); 4) laugh (you've heard it before; laughter is the best medicine); 5) go outside with your friends; 6) change your diet and exercise more. The best way to deal with stress is to create a support system. If you do not have family and friends in your local area, go online. There are support groups, message boards, and chat rooms for just about any subject.

We will all face stressors in our life, but with a little planning and a little bit of work on the things that bother us; we can keep the effects of stress as minimal as possible.

Post-reading activities

Activity 7: Match the following words taken from the text with their collocates.

- | | |
|---------------|--|
| 1. ~ stress | a) holiday, week, time, schedule, lifestyle |
| 2. prone to ~ | b) gap, difference, suddenly, quickly, prematurely |
| 3. hectic ~ | c) relieve, cause, control, mental, emotional |
| 4. ~ cell | d) common, general, useful, working, thirst for |

- | | |
|----------------|---|
| 5. premature ~ | e) stem, nerve, blood, cancer, healthy |
| 6. chronic ~ | f) baby, ejaculation, birth, death, conclusion |
| 7. age ~ | g) accidents, injury, floods, earthquakes, violence |
| 8. ~ knowledge | h) illness, disease, fatigue, pain, bronchitis |

Activity 8: In pairs discuss the most effective answers to these questions. Share ideas with other groups. Evaluate their ideas.

1. What are some of the most common causes of stress?
2. What are some early signs of stress?
3. How do you tend to react to stress?
4. How does stress affect your body and health?
5. What are some of the most stressful life events?
6. How can you help me handle my stress?

Activity 9: Rank the following difficulties in life with reference to your own experiences and create a poster detailing all of the stresses in one week of your life.

- studying English
- living overseas
- strange food
- homework
- teachers
- commuting
- shopping
- life
- money
- using computers

Activity 10: Write a short summary of the text. Not more than 5 sentences.

LESSON 6. HOME: COUNTRY AND CITY LIFE

Pre-reading activities

Activity 1: Match an adjective with its opposite. Which adjectives describe city life? Which adjectives describe country life?



Adjective	Opposite
fast	cheap
modern	slow
expensive	friendly
dangerous	clean
dirty	quiet
unfriendly	old
noisy	safe
exciting	relaxing
busy	boring

Activity 2: Match base adjectives with their strong partners. Use base adjectives in a comparative form to build sentences comparing life in the city and in the country like “The city is noisier than the country, because there are more people and traffic is a lot heavier”.

Base adjectives	Strong adjectives
dirty	impossible
good	boiling
big	ridiculous
small	tiny
stupid	delicious
tasty	awful, horrible
bad	filthy, muddy
difficult	fantastic, superb
hot	gorgeous
beautiful	huge, enormous



Activity 3: Answer the questions below using strong adjectives. You can make them even stronger by adding such adverbs like absolutely, extremely, really.

1. Where do you live now?
2. What type of lifestyle do you have?
3. What is your home town like?
4. What are its advantages and disadvantages?
5. Where would you like to live in the future? Why?
6. Are you going to return to your home city and have a family there? Why?
7. Would you like to live in a house or a flat? Why?
8. Describe your dream house.

While-reading activities

Activity 4: As you read, record the advantages and disadvantages of living in the city and in the country.

Activity 5: Mark True (T) or False (F) based on the reading.

1. ___ Life in the city makes up the personality.
2. ___ A city and a village have negative aspects.
3. ___ There is a wider variety of everything in the city.
4. ___ Cities are overpopulated, overcrowded and overpolluted.
5. ___ People feel mental discomfort in the village.
6. ___ You can't get around without a car in the city.
7. ___ Criminal rates are lower in the country.
8. ___ The city is the place to set up a family.

Activity 6: Look through the text and write out all the adjectives in a comparative degree. Close the text and divide into two teams. In turn offer an adjective and let the other team restore the sentence from the text with this adjective.

Text

Let's talk about life in the city and in the country.

The environment where a person grows up and lives molds his personality to a greater degree. He becomes a part of the culture of that community where he lives and the ideals, the line of thinking, the way people dress, the way they speak, the types of food they like, all of these are influential and somehow makes the person what he is.

Both a city and a village have advantages and disadvantages.

One of the advantages of living in a city is that everything is close to home: shops and supermarkets, schools and hospitals and other facilities. Besides, life in the city is more comfortable. There are more opportunities to find a good, well-paid job and make a successful career or it is easier to set up a business. Moreover, if you are a city-dweller you have a better choice of schools and higher quality of education. There is a good selection of entertainments, for example, cinemas, theatres, discos,

water parks, museums, galleries and sport facilities. In addition, cities have better and more convenient infrastructure.

On the other hand, living in the city has also disadvantages. The air in the cities is polluted with carbodioxide and sulphur generated by car fumes. There is heavy traffic and it is difficult to find a parking place, especially in the centre. Another point is that the cities are overpopulated. Shops, streets and public transport are overcrowded. People feel mental discomfort connected with living conditions. At the same time, in a small town, you have to own a car to ensure a comfortable living. You can't get around without one because there isn't any kind of public transportation. There aren't many entertainments in the country. It is sometimes difficult to get to school, hospital or shops. In the country it is difficult to find a good job.

At the same time life in the country is quieter and more peaceful, there is no traffic, no noise. People can relax, go to the forest, enjoy beautiful landscapes, the air is also much cleaner. The life in the country is safer and not as expensive as the life in the city. When you want to save your health and to have a healthy family you'd better live in the country!

http://murenia_natalia.blog.tut.by/2013/04/14/life-in-the-city-and-in-the-country/

Activity 7: Read the article that is below and answer the question: where would Veronica like to live and why?



My home town is Grodno. I feel really lucky to live in my town. But if I chose I would prefer to live in a big city. From my point of view life in the city is much more interesting. I love the excitement of big cities. Small towns have a slow pace. I always find wonder and adventure in cities. Large cities mean you have to adapt to a variety of situations, like finding a new route to work or trying a new restaurant. I enjoy that challenge very much. Another aspect of the excitement of city living is the variety of cultural activities available. There is a wide assortment of theatres, music and dance performances available in big cities. These things are rare in small towns.

If a person has an appreciation of architecture, a city can be as visually exciting as the Himalayas. A modern metropolis is a mountain range of height, light and solidness. And then there are the old buildings: the quaint, unspoiled side street or shops and homes from a distant age. If a person lived all of his life in one large city, he would continue to discover its architectural secrets into his old age.

Of course, security is a concern, and that's one area where small towns are superior to big cities. Still, I would rather be a bit more cautious and live in a large city than to feel secure but bored in a small town.

The final thing I like about large cities is the diversity of people.

Post-reading activities

Activity 8: Answer the questions below using the prompts.

1. Do you find your town a comfortable place for living?
(ancient and ever young town, an eye-witness of many events, picturesque city in Russia, attractively situated on both sides of the river, impresses by its greenery, a regional center with the population of..., a big cultural centre, state institutions of higher education, plenty of cinemas, clubs, a variety of museums, a lot of sports facilities, a possibility to keep fit and healthy, an important transport centre).

2. What do you feel thinking about your city?
(feel something warm and special, never indifferent while speaking about it, deep respect and love towards it, gave me everything I've got in my life, our family and friends, return here again and again, to breathe the air of my childhood, to walk along the shady green streets of my youth, to hug my Mummy and Daddy, to share my joys and sorrows with the city I love).

3. If your parents ask for your opinion where to move: to the city or to the country, what would you recommend them to do?
(hardly can resist the clean atmosphere, the friendly neighbors, the closeness to nature and the gentle pace of living, enjoy the first cock crow in the morning, the twittering of birds in the tress and the breathtaking sight of the rising sun, the idyllic life, relaxed dwellers, to hold a more positive attitude for life, can enjoy all modern conveniences in the country).

4. They say that living in the country is better than living in a city. What do you think about this?

(to have more access to various people involved in multiple attractive cultures, plentiful opportunities both in career and studies, nevertheless, more convenient to purchase a job, more enjoyable as well as healthful, the sensible choice, especially if it is close to the city).

5. What would a teenager who lives in the country answer to the questions below?

- *Would you like to move to a big city?*
- *What is the greatest advantage living in the country?*
- *Have your parents got a car?*
- *Is your school close to your house?*
- *How do you get to your school?*

Activity 9: Using the questions from activity 3 write an essay “My Home Town” in about 150 words. Remember that an essay expresses your opinion, but not just lists the facts from the Internet about your town.

Activity 10: Match the places and activities in the sentences like: “Tourists often visit Russia to see the Red Square”.

Brazil	walk along the Great Wall
the USA	climb the Eiffel Tower
Great Britain	watch the carnival
France	visit New York
China	meet with Prince Harry
Egypt	see the Pyramids

Imagine that you are going to visit all the countries in the previous exercise. Talk about your plans with the partner. Read one of the possible conversations.

A: Just think, next week at this time, I shall be lying on a tropical beach in Brazil drinking Mai Tais and eating pineapples.

B: While you are resting on the beach, I'll be stressing out over this marketing project. How are you going to enjoy yourself knowing that I am working so hard?

A: I'll manage somehow.

B: You're terrible. Can't you take me with you?

A: No. But I'll send you a postcard of a beautiful, white sandy beach.

B: Great! That will make me feel much worse.

LESSON 7. GETTING THERE: TRAVEL.



Pre-reading activities

Activity 1: Choose the best answer. Explain your choice.

- 1) What kind of people usually travel abroad?
 - a. Children
 - b. Schoolchildren
 - c. Teenagers
 - d. Students
 - e. Graduates
 - f. Grown up people
 - g. Elderly people
- 2) Why do people travel abroad?
 - a. To get new impressions
 - b. To spend money
 - c. To get rid of their routine activities
 - d. Add other _____
- 3) What are the most popular ways of travelling?
 - a. Plane
 - b. Ship
 - c. Train
 - d. Car
 - e. Bus

Activity 2: Answer the following questions.

- a. Is travelling a popular way of relaxing?
- b. Why do people travel?
- c. What are the main means of travelling?
- d. Do they have any disadvantages?

Activity 3: Tick the words or expressions that you think going abroad involves.

-passport control - language barrier - completely different impressions - going by plane - unusual lifestyle – different culture

Add others: _____

While-reading activities

Activity 4: Read the article that is below and answer these questions:

1. Why is travelling popular?
2. What are the reasons of travelling?
3. What are the main means of travelling?
4. What are their advantages?

Activity 5: Mark True (T) or False (F) based on the reading:

1. ___ Travelling is very popular nowadays.
2. ___ Some ways of travelling are better than others.
3. ___ City residents and country-dwellers prefer different ways of having rest.
4. ___ Tourists usually make a lot of pictures.
5. ___ Travelling is a nice way of relaxing.

Activity 6: Number the points as they appear in the text:

- a) ___ There are a lot of means of travelling.
- b) ___ Tourism is very popular.
- c) ___ People travel according to their plans.
- d) ___ All means of travelling have their advantages and disadvantages.

Text

World travelling

Traveling is a nice hobby and a great thing if you want to know more about the world and certainly if you are studying a foreign language. People like travelling. Tourism has become a highly developed business that provides you with comfort and security. What choice to make? It's up to you to decide. There is a great variety of choice available for you.

There are a lot of means of travelling: by sea, by plane, by car, on foot. Tastes differ. That is why it is up to you to decide which means of travelling you would prefer. All means of travelling have their advantages and disadvantages. And people choose one according to their plans.

Millions people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places or just for a change of scene. It's always

interesting to discover new things and different ways of life, to meet different people, to try different food, to listen to different music.

If you travel for pleasure you would like all means to enjoy picturesque areas you are passing through, you would like to see the places of interest in the cities, towns and countries. Travelling gives us a good opportunity to see wonderful monuments, cultural and historical places, to learn a lot about the history of the country you visit, about the world around us, to meet people of different nationalities, to learn a lot about their traditions, customs, culture. In other words, you will broaden your mind.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City residents usually like a quiet holiday by the sea and in the mountains with nothing to do but walk and bathe and lay in the sun. Most travelers and holiday-makers take a camera with them and take pictures of everything that interest them - the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests, different kinds of trees, flowers and plants, animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy time they had. If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers and see pictures of them on TV. The best way to study geography is to travel and the best way to get to know and understand the people is to meet them in their own homes.

Post-reading activities

Activity 7: Write a short summary of the text. Not more than 5 sentences.

Activity 8: Read the following and support your argument based on your point of view:

Some people have vacations in winter and they want to travel. What variant of travelling can you suggest in this situation?

Activity 9: Imagine you have got a big sum of money in your pocket. Describe a holiday of your dream, including such points as: place, sights, people, transport,

activities, food and etc. Use expressive adjectives and adverbs in not less than 200 words.

Activity 10. *Look through the jokes about travelling down below, decide which is the funniest and try to sum up the main idea of the story in one sentence and think over the heading for the story.*

1. Going round Henry Fords Museum in late Sept 2001 there was a school party tailing us, it was raining so two of the kids and a teacher sheltered in one of the buildings. Mike and I carried on talking and suddenly noticed these kids were looking at us as though we were Martians. English we said ... very slowly... the teacher asked where we were from

— Oh I live near Ascot, which is close to Windsor Castle, where the Queen sometimes stays, and explained it was about 15 west of London etc.

She took this all in, and relayed the info to the Kids. As we departed she run after us and asked:

— Did you say you lived near Windsor?

— Yes.

—How long did it take you to get through the tunnel?

A long pause only broken by Mike trying to hold back a VERY big laugh

— Err What do you Teach?

—Geography

— Well, that explains everything,— I said.

2. After his return from Rome, Will couldn't find his luggage in the London Gatwick airport baggage area. So he went to the lost luggage office and told the woman there that his bags hadn't shown up on the carousel. She smiled and told him not to worry because they were trained professionals and he was in good hands.

'Now', she asked Will, 'has your plane arrived yet?'

3. At the airline check in at London Heathrow, Guy has three bags. He puts them down and says to the young lady, 'I'd like you to send this one to Los Angeles,

that one to Hong Kong and the last one to Durban.' Her face shows signs of confusion before her training takes over and she says, 'I'm afraid we can't do that, sir.'

'Why not?' demands Guy, 'you did the last time I flew with you.' I have the picture!

4. Hilarious, short conversation allegedly held between an US Immigration Officer at Miami International Airport and an incoming passenger:

Immigration Officer: Your name, please?

Passenger : Batman.

Immigration Officer: What's your real name?

Passenger: My name is Bat-man.

Immigration Officer: Are you trying to be funny? What's your surname?

Passenger: Superman.

Immigration Officer: So you're telling me your name is Batman Superman?

Passenger: Yes.

Immigration Officer [to Passport Security]: Hey Bud, arrest this guy.....

[See below for the passenger's ID card:]



Footnote: Suparman is a common name in the Eastern side of the Island of Java. However, there is no ready explanation of why his parents called him Batman.

5. Bob is travelling down a country road when he spots Farmer Harris standing in the middle of a huge field of corn doing absolutely nothing. Bob, curious to find out what's happening, walks all the way out to the farmer and asks him, 'Excuse me Farmer Harris, could you tell me what you are you doing?'

'I'm trying to win a Nobel Prize,' the farmer replies.

'A Nobel Prize?' enquires Bob, puzzled. 'How?'

'Well, I heard they give the Nobel Prize to people who are out standing in their field.'



LESSON 8. SCIENCE AND NATURE: ECO-COMMUNITIES

Pre-Reading Activities

Activity 1: Match the following words with their definitions:

Word	Meaning
1) bamboo	a) a system in which all waste is recycled in some way or form
2) biomass	b) the replacement of unclean air with fresh air
3) buzz words	c) allows a group of people in a community to take turns using the same car, instead of owning separate vehicles
4) carbon	d) strong, long-lasting
5) carbon footprint	e) the gradual increase in temperature on earth
6) car share program	f) words that are popular during a certain time period, especially in the media
7) durable	g) material that is released into the atmosphere when fossil fuels are burned
8) eco	h) a device that records how much water, electricity and heat is being used
9) energy efficient	i) an effort to protect the natural environment
10) global warming	j) the measurement of damage a single person does to the environment (how much greenhouse gas each person produces in a lifetime)
11) green initiative	k) uses less resources to produce energy
12) non-toxic	l) not a poisonous material or chemical; not harmful for people or the environment
13) pesticides	m) ability to function without outside help
14) self-sufficient	n) chemicals that are sprayed on crops to prevent insects from destroying them
15) unprecedented	o) never recorded before
16) utility metre	p) related to the environment/natural habitat
17) ventilation	q) organic material and waste that can be used for fuel
18) zero emissions	r) a type of woody plant that grows very quickly
19) in the works	s) being developed now

Activity 2: Before reading the article, tell whether the following statements about it are true or false.

1. ___ Everyday people are looking for ways to reduce their carbon footprint.
2. ___ Bamboo grows quickly without any need for pesticides.
3. ___ Students are not allowed to take part in environmental research
4. ___ People use 20% less energy when billed for individual household usage.
5. ___ Bamboo is a very expensive material that's why it isn't used in eco-building.

Activity 3: Think about the article and match the following phrases taken from the text.

- | | |
|----------------------------|---|
| 1) to look for ways | a) pesticides to grow |
| 2) are concerned | b) into account |
| 3) have the environment | c) condo-style living |
| 4) will consist of | d) in mind |
| 5) it doesn't require | e) local suppliers |
| 6) must take the future | f) residential, office and retail space |
| 7) investing in | g) urban pollution |
| 8) to continue using | h) in environmental research |
| 9) currently threatened by | i) about their own health |
| 10) to become involved | j) to reduce their carbon footprint |

While-Reading Activities

Activity 4: Using the words in the activity 1 complete the sentences.

- 1) A material that is "durable" will
 - a) last a long time;
 - b) improve air quality;
 - c) be energy efficient;
 - d) be non-toxic.

- 2) Something that has never been recorded before is said to be
 - a) initiative;
 - b) a buzz word;
 - c) unprecedented;
 - d) in the works.

- 3) Washers that use less water than average machines are more energy
 - a) durable;
 - b) efficient;
 - c) worked;
 - d) ventilated.

- 4) Which of the following is a prefix meaning "environment"?
- a) eno;
 - b) evo;
 - c) eco;
 - d) eso.

- 5) A material that does not contain poisonous chemicals is called
- a) "non-toxic";
 - b) "un-toxic";
 - c) "no-toxic";
 - d) "toxicless".

Activity 5: Choose the best answer.

- 1) What is Dockside Green?
- a) a city in Canada;
 - b) a community in the works;
 - c) an environmental charity;
 - d) an energy efficient appliance.
- 2) Why is bamboo an environmentally friendly choice for builders?
- a) It keeps pests out of houses;
 - b) It provides good air circulation;
 - c) It grows close to Victoria, BC.
 - d) It grows quickly and easily.
- 3) According to the article, what percentage of energy savings is there in condos with single unit utility meters?
- a) 0%;
 - b) 20%;
 - c) 55%;
 - d) 90%.
- 4) What major issue does Dockside Green hope to address in the future?
- a) creating an alternative to fossil fuel heating;
 - b) convincing local factories not to pollute the air;
 - c) reducing carbon footprint of high tech companies.
- 5) Why will Dongtan be so important near Shanghai?
- a) Half a million people will no longer be homeless.
 - b) Environmental students will be close to the university.
 - c) Urban workers will have clean air to breath.
 - d) Important wetlands will be preserved.

Grammar Focus:

When talking about the environment, it is common to use conditionals. You may want to review the grammar rules for using first, second and third conditionals.

First Conditional: real possibility

IF condition result
If + Present simple, WILL + base verb
If it rains I will stay at home.

Second Conditional: unreal possibility or dream

IF condition result
Past simple WOULD + base verb
If I won the lottery I would buy a car.

Third Conditional: no possibility

IF condition result
If + Past Perfect, WOULD HAVE + Past Participle
If I had won the lottery I would have bought a car

Activity 6: Try to complete the sentences using the appropriate conditional.

- 1) If people do not purchase eco-friendly homes...
- 2) If I purchase an environmentally friendly car...
- 3) I would live at Dockside Green if...
- 4) If I were in the construction business...
- 5) I would have bought an energy efficient washing machine...
- 6) If I had built this house myself...

Text

Eco-Communities: Dockside Green

The Green movement is catching on in many pockets of the world. This is especially true in the construction industry. Today's buzz words, which include global warming and zero emissions, are causing everyday people (not just celebrities) to look for ways to reduce their carbon footprint. Purchasing property that is environmentally responsible is a good investment for those who are concerned about their own health and the well-being of the earth. Based on this trend, entire districts,

known as eco-communities, are being designed with green initiatives in mind. Dockside Green in Victoria, BC is one of these communities. Its goal is to become the world's first zero emissions neighborhood.

If everything goes according to plan, Dockside Green will be a self-sufficient community along the harbor front of British Columbia's capital city. The community will be home to 2500 people and will consist of residential, office, and retail space. The plans describe a variety of environmental features, some of which are unprecedented.

Builders of Dockside Green have the environment in mind with every choice they make. They ensure proper ventilation, and guarantee residents 100% fresh indoor air. Interior and exterior building materials, such as paints and wood, are natural and non-toxic. Eco-conscious builders use bamboo wherever possible because it is durable and does not require pesticides to grow.

Energy efficiency is one of the top priorities in eco-communities, such as Dockside Green. Not only do energy efficient appliances and light fixtures reduce the environmental impact of heating and hot water, they also save residents and business owners money. Dockside Green claims that home owners will use 55% less energy than average residents in Canada. Though they are sharing space by investing in condo-style living, residents will have individual utility metres. Studies show that people use approximately 20% less energy when they are billed for exactly what they use. In addition, water is treated at Dockside Green and reused on site for flushing toilets.

Planners of eco-communities such as Dockside Green must take the future into account. Dockside Green plans on reusing 90% of its construction waste. They also plan to continue using local suppliers for all of their transport and maintenance needs. This is a great way to reduce emissions. Dockside residents will be encouraged to make use of a mini transit system and buy into the community's car share program. Finally, plans are in the works for a high-tech heating system that will use renewable biomass instead of fossil fuels.

The first residents of Dockside Green have already moved in. Other eco-communities are also in the works. By the year 2050, Dongtan, located near Shanghai, will be an eco-community for approximately half a million people. This community is being built around an important wetland area that is currently threatened by urban pollution. Abu Dhabi is also gearing up for the future. The Masdar Institute was established in Abu Dhabi to encourage the nation's most intelligent students to become involved in environmental research. The Masdar goal is to create the first ecocity, which hopes to operate as a zero-waste, zero-carbon, car-free city.

Post-Reading Activities

Activity 7: Do you consider yourself an earth activist? Talking about environmental issues is difficult to do in a foreign language.

1) Learning the following verbs will help you express your thoughts and concerns in English.

2) Try to guess the meaning of the following verbs. Make your own sentences with these verbs.

to ban: The school banned water bottles because they are bad for the environment.

clear cut or chop down: It is important to plant new trees in nearby areas after clear cutting.

to compost: Since we started composting we've reduced our garbage by half.

to consume: Americans consume more than their share of the earth's resources.

to donate: When you donate money to this fund, the animals' habit is protected.

to fertilize: If you are going to fertilize your lawn, make sure to use an organic fertilizer.

to minimize: We can minimize pollution by walking instead of driving to work and school.

to pollute: Fumes from factories pollute our lakes and oceans.

to preserve: We need stronger laws in order to preserve our forests.

to protect: It is important to protect your skin from the harmful UV rays of the sun.

to protest: The environmentalists will protest if the road builders don't make a bicycle lane.

to recycle: Please recycle your junk mail instead of throwing it in the garbage.

to reduce: You can reduce your household waste by buying products with less packaging.

to reuse: We reuse the inner bags from the cereal boxes inside our small garbage can.

to throw away: Don't throw away your grass clippings; leave them on your lawn.

to use up: We are using up the earth's natural resources faster than ever.

to waste: Don't waste toilet paper; use one or two sheets instead of three or four.

Activity 8: Here are some ideas for you to discuss or write about.

1) Would you want to live in an eco-community now or in the future?

Why or why not?

2) What drawbacks do you think residents might find living at Dockside Green?

3) What do you think is the most important "green initiative" for eco-builders at this time in history? Why did you choose this?

4) If there was a car share program in your community would you consider using it instead of owning a car? Why or why not?

5) How environmentally friendly is your current place of residence?

6) If money was no issue, what green improvements would you make to your home?

Activity 9: Write a short summary of the reading. Use no more than 7 sentences.

Activity 10: Search the Internet, find out other eco-communities or projects (focusing on Russia), and make a presentation for your group about them.



LESSON 9. EDUCATION

Pre-reading activities

Activity 1: Choose the right answer. Explain your choice.

- 1) What is education mostly?
 - a. It's the best way to get a good job.
 - b. It's the process of personal development.
 - c. It's the most efficient way of obtaining new information.
- 2) Is education important for all people?
 - a. No, not for everybody.
 - b. Yes, it develops.
 - c. It is important for people working in highly specialized areas.
- 3) Modern system of education is...
 - a. coaching for tests.
 - b. very theoretical.
 - c. using too much/little technology.
- 4) What would you like to change in present day higher education?

Activity 2: Work in pairs. Make the right word order in the questions below and answer them.

1. the most/are/What/prominent changes/sphere of education?
2. teaching/differ from/ does/How/school/university?
3. for/doing/ internet/you/homework/do/ use/ How much/your?
4. What/favourite/are/websites/your? Why?
5. in/education/technology/we/to use/ need/more/Do?Why?

Activity 3: Look through the words and choose the right translation.

- | | |
|-------------------------|--------------------------|
| 1) Keep up | a) скоростной прорыв |
| 2) Graduate courses | b) переоценивать |
| 3) Deep-rooted | c) глубоко укоренившийся |
| 4) Rapid-fire advance | e) обработка слов |
| 5) To overestimate | f) быть многообещающим |
| 6) resculpted education | g) учебный план |

- | | |
|------------------------------|--|
| 7) to take for granted | h) измененное образование |
| 8) consumer driven | i) магистрские курсы |
| 9) to place on the cusp | j) востребованное покупателем |
| 10) curriculum | к) стоит инвестировать |
| 11) shrink-wrapped software | l) поспевать |
| 12) word processing | m) упакованное программное обеспечение |
| 13) spreadsheets | n) раздаточные листы |
| 14) hold significant promise | o) подвести к переломному моменту |
| 15) to be worth investing | р) принимать как должное |

While-reading activities

Activity 4: Using the words from activity 3 read the article that is below and answer the questions.

1. Who is David Thornburg?
2. What is moving faster these days: education or technology?
3. What error do people make thinking about the future?
4. What are the three tech revolutions that influenced education?
5. Could education do without these revolutions?
6. What has Thornburg found out talking to community college teachers?
7. How was first computer education different from the present day one?
8. What's the main task of software in education now?
9. What does this phrase "tablets are tools for consumption, not tools for creation" mean?
10. What can educators do to prepare for the future?

Activity 5: Mark True (T) or False (F) based on the reading.

1. ___ David thinks that education should keep up with technology.
2. ___ Computer technology was the third revolutionary change in education.
3. ___ Test drilling is the main task of American education.
4. ___ Technology helped to remove creativity from the educational process.
5. ___ Educators should study new technologies and use only the helpful ones.

Activity 6: Choose the sentence that best reveals the meaning of the article.

1. Many external factors influence education.
2. New technologies changed the face of education.
3. Not every new technology positively influences the educational process.
4. We are headed towards a new revolution in education.
5. Education can't keep up with technology.

Text

How Disruptive Technologies Are Leading the Next Great Education Revolution

By David Thornburg.



These days it may seem like education is changing faster than educators can *keep up*, but it's not moving nearly as fast as technology, according to David Thornburg, a noted futurist and education consultant who teaches *graduate courses* on emerging technologies at Walden University. After all, education is a *deep-rooted* part of society, one that can't always keep up with *rapid-fire advances* in technology.

"It's a common error that people make, which is to *overestimate* social change and to underestimate technological change," Thornburg says. That makes it especially tough to predict how the two will impact the future.

Thornburg contends that, in the whole of human history, only three major technological revolutions have fundamentally *resculpted* education. The first two are *taken for granted*: the construction of a phonetic alphabet, and the propagation of the mass-produced book in the 16th century. These changes seeped into education because they were *consumer-driven*, and ultimately too big to ignore.

Thornburg argues that mobile device technology has *placed us on the cusp* of the next great revolution, which is already very much in progress and is certain to *affect education*.

Thornburg is a strong advocate of teaching students creative construction skills. While attending a recent event, he sat down with some community-college educators and asked them how recent shifts in education policy, have affected creativity in their current crop of students. Their response, he says, was not promising. The high-stakes tests, they're useless. All [students learn] how to do is pass a test."

Removing creativity from the *curriculum* has been a gradual process, and the evolution of educational technology itself has played a pivotal role. "When computers were first introduced into schools, there wasn't any *shrink-wrapped software* to speak

of, so we tended to teach kids how write software using BASIC," Thornburg says. "And that was in some sense good, because it showed kids that this tool was something you could bend to your own whim. Whatever you wanted it to do, it would do it--if you learned how to speak its language." With the proliferation of store-bought software like *word processing* and computerized *spreadsheets* in the late 1980s, however, computer science assumed a diminishing role in computer literacy.

As software evolved to follow education's next trajectory it became increasingly centered on helping students succeed on standardized tests, turning technology away from creative construction.

This technology, which he predicts will create the third education revolution, is the always-connected mobile device.

Thornburg believes that mobile devices *hold significant promise* for students, provided they're used appropriately. Schools are too often tempted to treat them as an evolutionary technology instead of a disruption. "The downside of tablets today is that they are tools for consumption, not tools for creation," he says.

So, standing at the intersection of both significant social and technological change in education, what can educators do to prepare for a future that may be dictated as much by outside forces as by internal policy?

Thornburg also proposes that schools explore new technologies to see whether they *are worth investing* in. "I think what schools need to do is to have somebody who has a budget who goes out and gets one of everything that's new that looks potentially interesting and does an evaluation and says, 'Is this something that is truly new, that is going to be helpful, or is this going to let us do old things in different ways?'"

Post-reading activities

Activity 7: Write a short summary of the text. Not more than 5 sentences.

Activity 8: Comment on the following facts.

1. 85% of time Russian school children spend in front of the computer.

2. Use of technology comprises 78% of American classes and 29% of Russian classes.
3. The system of distance learning via Internet is being introduced in every Russian University.

Activity 9: Write a short essay. Think of types of technology you use for study. What these technologies are and how they are helpful and unhelpful. Think what technologies would you introduce in the classroom and why?

Activity 10: Read the following article about the American system of education and based on the text and the picture tell about the Russian levels of education.

Education in the United States is mainly provided by the public sector, with control and funding coming from three levels: local, state, and federal, in that order. Child education is compulsory, and there are also a large number and wide variety of higher education institutions throughout the country that one can choose to attend, both publicly and privately administered.

Public education is universally available. School curricula, funding, teaching, employment, and other policies are set through locally elected school boards. Educational standards and standardized testing decisions are usually made by state governments.

The ages for compulsory education depend on the state. It begins from ages five to eight and ends from ages fourteen to eighteen. Education is divided into three levels: elementary school, middle school (sometimes called junior high school), and high school (sometimes referred to as secondary education).

In almost all schools at these levels, children are divided by age groups into grades, ranging from kindergarten (followed by first grade) for the youngest children in elementary school, up to twelfth grade, the final year of high school.

Students completing high school may choose to attend a college or university. Undergraduate degrees may be either associate's degrees or bachelor's degrees (baccalaureate).

Community college typically offer two-year associate's degrees, although some community colleges offer a limited number of bachelor's degrees. Some community

college students choose to transfer to a four-year institution to pursue a bachelor's degree. Community colleges are generally publicly funded and offer career certifications and part-time programs.

Four-year institutions may be public or private colleges or universities. Most public institutions are state universities, which are sponsored by state governments and typically receive funding through some combination of taxpayer funds, tuition, private donations, federal grants, and proceeds from endowments. State universities are organized in a wide variety of ways, and many are part of a state university system. However, not all public institutions are state universities. The five service academies, one for each branch of the armed forces, are completely funded by the federal government; the academies train students (cadets or midshipmen) to be commissioned officers in exchange for a mandatory term of military service. Additionally, some local governments have four-year institutions of their own - one example is the City University of New York.

Curriculum varies widely depending on the institution. Typically, an undergraduate student will be able to select an academic major or concentration, which comprises the main or special subjects, and students may change their major one or more times.

Some students, typically those with a bachelor's degree, may choose to continue on to graduate or professional school. Graduate degrees may be either master's degrees (e.g., M.S., M.B.A., M.S.W.) or doctorates (e.g., Ph.D., J.D., M.D.). Academia-focused graduate school typically includes some combination of coursework and research (often requiring a thesis or dissertation), while professional school (e.g., medical, law, business) grants a first professional degree and aims to prepare students to enter a learned profession.





LESSON 10. PLACES TO STAY: ECOTOURISM

Pre-Reading Activities

Activity 1: *At the top are 14 words from the article. Below are definitions of these words. Can you match the words to their definitions?*

Water sprinklers, sustainable, wildlife, nature reserve, benefit, handicrafts, restaurant chain, natural resources, basic, warden, fair price, souvenirs, flexible, footprints.

- 1) are devices used to direct water in order to water plants, grass, etc...
- 2) A is a group of establishments which belong to a single company, have the same appearance and sell similar food.
- 3) are skilled activities in which things are made in a traditional way with the hands rather than being produced by machines in a factory, or the objects made by such activities.
- 4) is used to refer to a way of using natural products so that no damage is caused to the environment.
- 5) means animals and plants that grow independently of people, usually in natural conditions.
- 6) To means to receive or give a helpful or good effect.
- 7) A is an area of land which is protected in order to keep safe the animals and plants that live there, often because they are rare.
- 8) A is a person whose job is to take care of wildlife park and make certain that members of the public obey particular rules.
- 9) are materials such as coal and wood which exist or are produced in nature and can be used by people.
- 10) means providing the base or starting point from which something can develop; it also means simple or without complication.
- 11) ... are the marks made by a person's or animal's feet.
- 12) are things you buy, give or receive to help you remember a visit or an event.
- 13) means able to change or be changed easily according to the situation.
- 14) A is one which is reasonable and is what you expect or deserve.

Activity 2: *Before reading the article, tell whether the following statements about it are true or false.*

- 1) ___ Nowadays many people in the world try to be environmentally friendly and keep nature as safe as possible.
- 2) ___ Eco-tourism is visiting different small towns and villages in your native country.

- 3) ____ Many people are fond of eco-tourism because it's rather cheap.
- 4) ____ Many tourist agencies offer their clients eco-tourism because it's very popular nowadays but in reality they don't keep their promises.
- 5) ____ Flying by plane is not considered to be ecologically safe means of transport.

Activity 3: You know there are advantages and also disadvantages of ecotourism. Look through the following table and add your own points.

1. Money from the tourists go back into the conservation of the area.
2. A wildlife habitat, for example, is protected.
3. Visitors are educated by an on-site visit.
4. Visitors carry new ideas back to influence their own environment.
5. -----
6. -----
7. -----
8. -----

If the site is badly managed there can be problems of:

1. overcrowding constructions
2. pollution of the habitat
3. unlimited numbers of tourists
4. The site becoming a "honey pot" area. The site becomes over-visited.
5. Traffic congestion
6. Erosion where cars park illegally
7. Footpath erosion, soil loss
8. -----
9. -----
10. -----

While-Reading Activities

Activity 4: Choose the best answer.

- 1) According to the article ecotourism can be expensive because:
 - a) plane tickets to exotic countries cost a lot;
 - b) "eco" is very fashionable today;
 - c) ecotourism is not for big numbers of tourists;
 - d) natural resources in exotic countries are rather expensive.
- 2) What is ecotourism?
 - a) a visit to exotic country;
 - b) a holiday in the under-populated countryside;
 - c) staying at home during your holiday;
 - d) tourism that doesn't destroy environment and natural resources.

3) One of the tasks of ecotourism is:

- a) not to damage the interests of people living in the country where you go on holiday;
- b) to make a lot of money;
- c) to treat people from chronic diseases in exotic resorts;
- d) to take local people to Europe and give them jobs.

4) The article tells that people don't have to fly to exotic locations for their 'eco' holiday because;

- a) plane tickets are very expensive;
- b) flying is a very dangerous means of travelling for people because air disasters are very often;
- c) flying damages the environment greatly;
- d) airline companies ruin themselves very often;

5) In a true ecotourism project tourists:

- a) live in luxurious hotels;
- b) live in tents;
- c) live in apartment buildings;
- d) live together with locals in their houses.

Activity 5: Make notes for questions you would like to ask the class about the article.

Activity 6: Number the events as they appear in the reading.

- a. ____ An idea of perfect means of travelling to your “eco” place of destination is given.
- b. ____ The article gives evidence that small numbers of people can be involved in real ecotourism.
- c. ____ Some examples of how people nowadays try to live not to damage environment.
- d. ____ The article gives a definition of what a real ecotourism project must be.
- e. ____ Some principles of ecotourism are given in the article.
- f. ____ The article mentions some important tasks of ecotourism.
- g. ____ A scene of a perfect holiday is described in the article.

Text

Ecotourism

Imagine the scene. You're sitting in the hot sunshine beside the swimming pool of your international luxury hotel, drinking your imported gin and tonic. In front of you is the beach, reserved for hotel guests with motor boats for hire. Behind you is

an 18-hole golf course, which was cleared from the native forest and is kept green by hundreds of water sprinklers. Around the hotel are familiar international restaurant chains and the same shops that you have at home. You've seen some local people - some of them sell local handicrafts outside the hotel. You bought a small wooden statue and after arguing for half an hour you only paid a quarter of what the man was asking. Really cheap!

Is this your idea of heaven or would you prefer something different?

Nowadays, many of us try to live in a way that will damage the environment as little as possible. We recycle our newspapers and bottles, we take public transport to get to work, we try to buy locally produced fruit and vegetables and we stopped using aerosol sprays years ago. And we want to take these attitudes on holiday with us. This is why alternative forms of tourism are becoming more popular all over the world.

But what is ecotourism?

There are lots of names for these new forms of tourism: responsible tourism, alternative tourism, sustainable tourism, nature tourism, adventure tourism, educational tourism and more. Ecotourism probably involves a little of all of them. Everyone has a different definition but most people agree that ecotourism must:

- 1) conserve the wildlife and culture of the area.
- 2) benefit the local people and involve the local community
- 3) be sustainable, that is make a profit without destroying natural resources
- 4) provide an experience that tourists want to pay for.

So for example, in a true ecotourism project, a nature reserve allows a small number of tourists to visit its rare animals and uses the money that is generated to continue with important conservation work. The local people have jobs in the nature reserve as guides and wardens, but also have a voice in how the project develops. Tourists stay in local houses with local people, not in specially built hotels. So they experience the local culture and do not take precious energy and water away from the local population. They travel on foot, by boat, bicycle or elephant so that there is no pollution. And they have a special experience that they will remember all of their lives.

This type of tourism can only involve small numbers of people so it can be expensive. But you can apply the principles of ecotourism wherever you go for your holiday. Just remember these basic rules.

**** Be prepared. Learn about the place that you're going to visit. Find out about its culture and history. Learn a little of the native language, at least basics like 'Please', 'Thank you', and 'Good Morning'. Think of your holiday as an opportunity to learn something.

*** Have respect for local culture. Wear clothes that will not offend people. Always ask permission before you take a photograph. Remember that you are a visitor.

*** Don't waste resources. If the area doesn't have much water, don't take two showers every day.

*** Remember the phrase "Leave nothing behind you except footprints and take nothing away except photographs." Take as much care of the places that you visit as you take of your own home. • Don't buy souvenirs made from endangered animals or plants.

*** Walk or use other non-polluting forms of transport whenever you can.

*** Be flexible and keep a sense of humour when things go wrong.

Stay in local hotels and eat in local restaurants. Buy local products whenever possible and pay a fair price for what you buy.

Choose your holiday carefully. Don't be afraid to ask the holiday company about what they do that is 'eco'. Remember that 'eco' is very fashionable today and a lot of holidays that are advertised as ecotourism are not much better than traditional tourism. But before you get too enthusiastic, think about how you are going to get to your dream 'eco' paradise. Flying is one of the biggest man-made sources of carbon dioxide in the atmosphere. Friends of the Earth say that one return flight from London to Miami puts as much carbon dioxide into the atmosphere as the average British car driver produces in a year. So don't forget that you don't have to fly to exotic locations for your 'eco' holiday. There are probably places of natural beauty and interest in your own country that you've never visited.

Post-Reading Activities

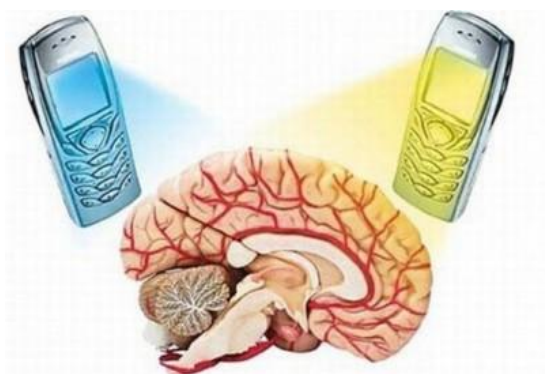
Activity 7: *Dirty Dan is a bad tourist. Match what he said to his friends when he returned from holidays to the seven golden rules of ecotourism that he broke.*

- 1) Think of your holiday as an opportunity to learn something. 2) Have respect for local culture. 3) Don't waste resources. 4) Leave nothing behind but footprints – take nothing away but photos. 5) Use non-polluting forms of transport. 6) Keep a sense of humor when things go wrong. 7) Choose your holiday carefully.
- a) “It was so hot that we each had at least 6 showers a day”. b) “They tried to teach us some words in their silly language, but we weren't interested”. c) “We found some lovely old stones at the ruins and brought them home with us”. d) “The travel agent said the resort was powered by solar energy, but in the end it wasn't true”. e) “When we discovered that our hotel room hadn't been booked, I punched the manager”. f) “We hired a motorbike and went riding through the forests and on the beaches”. g) “The stupid natives got upset when we sunbathed topless”.

Activity 8: *Here are some ideas for you to discuss or write about.*

- 1) What is the definition of ecotourism?
- 2) Who does ecotourism appeal to?
- 3) What does ecotourism mean for indigenous people?
- 4) What does ecotourism mean for tourist accommodations, including restaurants and hotels?
- 5) What about flying to these often far-away places? Isn't that harmful to the environment?
- 6) What are the key features of ecotourism?

Activity 9: *Write a short summary of the reading. Use not more than 7 sentences.*



LESSON 11. PHONE: ARE MOBILES DANGEROUS?

Pre-Reading Activities

Activity 1. Match the following words with their definitions.

Word

- 1) conducted
- 2) definitive
- 3) device
- 4) err on the side of caution (idiom)
- 5) funded
- 6) gaming consoles
- 7) hazardous
- 8) illustrate
- 9) logical
- 10) long term exposure
- 11) mobile phone
- 12) potential
- 13) radiation
- 14) tissue
- 15) tobacco

Meaning

- a) dried leaves found in cigarettes
- b) good possibility
- c) group of cells in the body that work together
- d) electronic devices that allow people to play video games
- e) a type of energy that is transmitted as waves or rays
- f) take the necessary precaution due to a possible risk
- g) the use or close proximity to smth over a long period of time
- h) makes sense
- i) show
- j) dangerous; could cause injury or health problems
- k) a wireless phone that can be carried with you out of the home and office
- l) complete; well understood
- m) paid or partially paid for
- n) a thing that people use for a specific purpose
- o) carried out with control

Activity 2. Before reading the article try to tell whether the following statements about the article are true or false:

1. ___ Many cancers take ten years to develop.
2. ___ Cell phones get hot when they are used for a long period of time.
3. ___ Other wireless technology may also be hazardous to our health.
4. ___ Mobile phones have been very popular worldwide since the middle of the XX century.
5. ___ Children and teens shouldn't use mobile phones at all.

Activity 3. Think over the words which are associated with cell phones. Make a list of these words.

While-Reading Activities

Activity 4. Using the words in Activity 1 complete the sentences.

- 1) Another word for dangerous is ...
 - a) logical;
 - b) hazardous;
 - c) potential;
 - d) definitive.
- 2) The device used for playing video games is a gaming ...
 - a) mobile;
 - b) radiator;
 - c) console;
 - d) exposure.
- 3) The term "funded" means...
 - a) helped paid for;
 - b) underpaid;
 - c) on sale;
 - d) expensive.
- 4) Microwaves are a type of...
 - a) tissue;
 - b) radiation;
 - c) mobile;
 - d) cell phone.
- 5) A synonym for "to show" is...
 - a) to conduct;
 - b) to illustrate;
 - c) to devise;
 - d) to fund.

Activity 5. Choose the best answer.

- 1) According to the article, do cell phones lead to brain tumours?
 - a) Yes, there is definitive proof.
 - b) No, there is no link.
 - c) It's too early to know for sure.
- 2) Why does the article mention the 1990s?
 - a) This is when the mobile was invented.
 - b) This is when cancer was linked to mobiles.
 - c) This is when cell phones became popular.
 - d) This is when gaming consoles were invented.

- 3) Why does the article mention microwave ovens?
- a) These devices also use EMR.
 - b) Microwaves cause brain tumours.
 - c) Microwaves will soon be wireless.
 - d) They have been around for more than 10 years.
- 4) Which of the following is NOT mentioned in the article?
- a) video game consoles
 - b) televisions
 - c) wireless phones
 - d) laptops
- 5) How is cell phone use compared to tobacco use in this article?
- a) They both cause brain tumours.
 - b) Long term studies are required to link it to cancer.
 - c) They are equally hazardous to your health.
 - d) They both affect adults rather than children.

Grammar Focus:

When writing numbers it is important to be consistent within one essay or document. Here is a guideline:

- 1) Numbers one through nine should be written.*
- 2) Numbers 10 and up should be written as numerals.*
- 3) At the beginning of a sentence numbers should be written out. (Six people had cell phones in our class.)*
- 4) Large numbers should be written in the simplest form possible: three million; 345,987*
- 5) When you do write numbers such as 22 or 145 use a hyphen: twenty-two; one-hundred and forty-five*
- 6) If you have more than one number in a sentence, choose one format and stick with it: There are five boys and thirteen girls in our class.*
- 7) Use an apostrophe before a set of years ('90s) or not at all (1990s). Do not put it between the year and s (1990's).*

Activity 6. *Using the above rules as a guideline, spot the problems in these sentences:*

- 1) The main problem with the current research is that mobile phones have only been popular since the 1990's.
- 2) This concerns many health professionals who point out that many cancers take at least ten years to develop.
- 3) Over 3,000,000,000 people use cell phones on a daily basis, and many talk for more than 1 hour a day.

4) They even suggest keeping electronic devices, such as computers and alarm clocks, out of bedrooms - or at least 6 feet from your pillow.

Text

Are Cell Phones Dangerous?

Is talking on a cell phone hazardous to your health? It is difficult to know for sure. Some research suggests that heavy users of mobile phones are at a greater risk of developing brain tumours. However, many other studies suggest there are no links between cancer and cell phone use.

The main problem with the current research is that mobile phones have only been popular since the 1990s. As a result, it is impossible to study the long term exposure of cell phone use. This concerns many health professionals who point out that many cancers take at least 10 years to develop. Another concern about these studies is that many have been funded by those who benefit financially from the cell phone industry.

Over three billion people use cell phones on a daily basis, and many talk for more than an hour a day. Cell phone antennas are similar to microwave ovens. While both rely on electromagnetic radiation, the radio waves in cell phones are lower in radio frequency (RF). Microwave ovens have enough RF to cook food and are therefore known to be dangerous to human tissues. However, the concern is that the lower frequency radio waves that cell phones rely on may also be dangerous. It seems logical that holding a heat source near your brain for a long period of time is a potential health hazard.

Some researchers believe that other types of wireless technology may also be dangerous to human health, including laptops, cordless phones, and gaming consoles. Organizations that are concerned about the effects of Electromagnetic Radiation suggest replacing all cordless devices with wired ones. They say that many cordless phones emit dangerous levels of EMR even when they are not in use. They even suggest keeping electronic devices, such as computers and alarm clocks out of bedrooms, or at least six feet from your pillow.

A growing number of health professionals worldwide are recommending that cell phone users should be on the side of caution until more definitive studies can be conducted. They recommend that adults use head sets or speaker phones and that children and teens, whose brain tissue are still developing, use cell phones only for emergencies. Concerned medical experts use the example of tobacco to illustrate the potential risks. Many years ago, people smoked freely and were not concerned about the effects of cigarettes on their health. Today, people know that cigarettes cause lung cancer, though it is still unknown exactly how or why. Some doctors fear that the same thing will happen with devices such as cell phones.

Post-Reading Activities

Activity 7. Here are some ideas for you to discuss or write about:

- 1) Do you use a cell phone? If yes, how much time do you spend on it? Do you think your health is at risk?
- 2) Besides a cell phone, what type of wireless technology do you use? Do you feel safe using it?
- 3) Are you the type of person who errs on the side of caution, or do you take risks?
- 4) If your doctor told you not to use your cell phone for long periods of time would you agree?
- 5) Do you think children and teens should have their own cell phones? Why or why not?

Activity 8. Think of different pros and cons of using mobile phones. Share your ideas with other students. Fill in the table.

Pros	Cons
Always in touch	Develops a habit

Activity 9. Write a short summary of the reading. Use not more than 5 sentences.

LESSON 12. MONEY

Pre-reading activities



Activity 1: Choose the right answer. Explain your choice.

1. The main value of our society is:

- a) good family relations;
- b) healthy life style;

c) getting more money.

2. Money help people:

- a) to be happier;
- b) to open new opportunities;
- c) to become suspicious and greedy.

3. The rich are more likely to:

- a) Cut off other drivers.
- b) Be disinterested in the welfare of others.
- c) Give more to charities.
- e) All of the above.

4. What do money mean for you?

Activity 2: Work in groups. Read the questions below and give your opinion. If possible add any real facts.

- 1. Are the rich and the poor equal in the life opportunities? Why/Why not?
- 2. Does money change the person? How?
- 3. Are all rich people greedy?
- 4. Is it possible to earn a fortune working hard?
- 5. Do all people want to be rich?

Activity 3: Look through the words and choose the right translation.

- | | |
|----------------------------|-----------------------------|
| 1. life expectancy | а) все более |
| 2. increasingly | б) непорядочное поведение |
| 3. income inequality | в) сострадание |
| 4. mean behavior | г) польза |
| 5. wealth and empathy | д) нарушать закон |
| 6. compassion | е) продолжительность жизни |
| 7. benefit | ж) мошенничать |
| 8. school of hard knocks | з) преодолевать препятствия |
| 9. to recognize the cue | и) роскошная машина |
| 10. to deal with obstacles | к) распознавать знаки |
| 11. to break law | л) школа подзатыльников |

- 12.to cheat
- 13.luxury car
- 14.benefactor to charity
- 15.per capita basis

- м) богатство и сочувствие
- н) неравенство зарплат
- о) на душу населения
- п) меценат

Activity 4: Choose the word or word combination from activity 3, don't tell it to anyone. Give your own explanation in English and let others guess the word.

While-reading activities

Activity 5: Fill in the text gaps with appropriate sentences.

1. It's because they lack an education from the School of Hard Knocks.
2. Increasingly, however, the rich are being put under the microscope.
3. "The rich are more likely to prioritize their own self-interests above the interests of other people," Piff told New York magazine.
4. In fact it's quite the opposite: Money can make you mean.
5. So arguing over whether a Mercedes SL driver or a Honda Civic driver follows the traffic laws better seems like a luxury problem in and of itself.

Activity 6: Read the sentences and decide whether they are true or false. Justify your choice by the sentences from the text.

1. Rich people have shorter life.
2. More and more attention is paid to the rich people.
3. The gap between the rich and the poor increases.
4. People who have a lot of money become friendly.
5. The rich get the education from the school of hard knocks.
6. The rich don't recognize people suffering, because they have never suffered themselves.
7. The wealthy people have a tendency to break the driving rules.
8. Luxury cars never hurt pedestrians crossing the sidewalk.
9. Some millioners often give off substantial sums of money for charities.
10. American psychologists are interested in studying the rich people, because the gap between the rich and the poor is becoming deeper and deeper in the US.

Text

Money Won't Make You Nicer: What Science Says About Rich People's Behavior

The Huffington Post

By Catherine New http://twitter.com/cnewhttp://www.huffingtonpost.com/2012/07/05/money-and-behavior_n_1651872.html

Science has shown that not having much money generally leads to all kinds of not-so-awesome outcomes: shorter *life expectancy*, higher stress, poorer health and

a lack of social mobility. A _____. Growing *income inequality* is providing research fodder for psychologists, economists and others who study what effect money--and socio-economic class - has on a person's behavior.

Overall, research shows that having a lot of money is not necessarily a *benefit*. B _____. Last fall, a key study on *wealth and empathy* at the University of California-Berkeley showed that while the rich have less *compassion* for others, it isn't because they have faulty hard-wiring. C _____.

"It's not that the upper classes are coldhearted," Jennifer Stellar, a social psychologist at University of California, Berkeley said. "They may just not be as adept at *recognizing the cues* and signals of suffering because they haven't had to *deal with* as many *obstacles* in their lives.

But that still doesn't really explain other experiments in which the upper class displayed a propensity for entitled behavior, like *breaking driving laws* and *cheating*. In another study, Paul Piff, a psychologist who studies how money affects behavior, also at the UC Berkeley, showed that drivers of high-end, *luxury* cars were more likely to cut off other vehicles and even *pedestrians* trying to cross a sidewalk. D _____.

Of course, not all rich people are jerks. In fact, some the richest people in the country--such as Warren Buffett and Bill Gates--have been the biggest *benefactors to charities* and foundations that accomplish key humanitarian works.

It's still helpful to remember that the United States is still one of the richest countries in the world on a per capita basis. E _____.

Post-reading activities

Activity 7: Divide into two teams. Think of as many questions on the text as possible during 5 minutes. Close the text and take turns asking and answering questions. Each team gets a score for grammatically correct question and a score for the correct answer.

Activity 8: Agree or disagree with the following statements. Give reasons for your opinion.

1. It's better to be poor and healthy, than rich and seriously ill.

2. Money makes the world go round.
3. No money – no problems.
4. You will never become rich if your parents are not rich.
5. It's difficult for rich people to choose friends.
6. All wealthy people are greedy.
7. People don't need money to be happy.
8. Money is not the only thing people want from a job.
9. The more money you have the even more money you want.
10. Cheap man pays twice.

Activity 9: Read about one of the experiments of California University scientists and answer the following questions:

1. Was the experiment fair? Why/why not?
2. How did the winner behave? Why?
3. What animals do scientists compare people with? Why?
4. What was the purpose of this experiment?
5. What other experiments would you suggest to study how money affect people's behavior?

The Money-Empathy Gap



New research suggests that more money makes people act less human. Or at least less humane.

<http://nymag.com/news/features/money-brain-2012-7>

By Lisa Miller

In a windowless room at the University of California, Berkeley, campus, two undergrads (студенты) are playing a Monopoly game that one of them has no chance of winning. Here, the only thing that matters (имеет значение) is money.

One of the players, a brown-haired guy in a striped (полосатый) T-shirt, has been made “rich.” He got \$2,000 from the Monopoly bank at the start of the game and receives \$200 each time he passes Go. The second player, a chubby (круглолицый) young man in glasses, is comparatively impoverished (сравнительно беден). He was given \$1,000 at the start and collects \$100 for passing Go. T-Shirt can roll two dice (бросать два игровых кубика), but Glasses can only roll one, limiting how fast he can advance (продвигаться). The students play for fifteen

minutes under the watchful (наблюдательный) eye of two video cameras, while down the hall in another windowless room, the researchers watch them.

T-Shirt isn't just winning; he's crushing (одерживает сокрушительную победу) Glasses. Initially, he reacted to the inequality between him and his opponent with a series of smirks (ухмылки), an acknowledgment (признание), perhaps, of the inherent awkwardness (изначальная неловкость) of the situation. "Hey," his expression seemed to say, "this is weird (странно) and unfair (нечестно), but whatever (ладно)." Soon, though, as he whizzes (со свистом проносится) around the board, purchasing properties and collecting rent, whatever discomfort he feels seems to dissipate (рассеиваться). He's a skinny (тощий) kid, but he balloons (раздувается) in size, spreading his arms toward the far ends of the table. As the game nears its finish, T-Shirt moves his Rolls faster. The game is over now: He's all efficiency. He refuses (отказываться) to meet Glasses's gaze. His expression (выражение лица) is stone cold as he takes the loser's cash.

For a long time, primatologists have known that chimpanzees will act out social dominance with a special ferociousness (жестокость), slapping (хлопать) hands, stamping (топать) going back and forth and dragging (таскать) huge branches," as Jane Goodall once wrote. And sociologists and anthropologists have explored (изучать) the effects of hierarchy in tribes (племя) and groups. But psychology has only recently begun seriously investigating (исследовать) how having money, that major marker of status in the modern world, affects psychosocial behavior (поведение) in the species *Homo sapiens*. By making real people temporarily (временно) very affluent (богатый), the Berkeley researchers aim (нацеливаться) to demonstrate the potency (возможность) of that one variable (переменная). "Putting someone in a role where they're more privileged and have more power in a game makes them behave (вести себя) like people who actually do have more power, more money, and more status," says Paul Piff, the psychologist who designed the experiment.

Activity 10: Write a 150-word essay covering the topic "Money in my Life"



LESSON 13. AGRICULTURE: THE EARLY HISTORY

1

Pre-reading activities

Activity 1: Choose the right answer.

- 1) What is agriculture?
 - a. It's the practice of growing plants.
 - b. It's animal and plant growing.
 - c. It's the practice of growing plants, animals and raw materials for industries.
- 2) Is agriculture important for all people?
 - a. No, not for everybody.
 - b. Yes, it gives us food everyday.
 - c. It is important for people living in villages, they work in agriculture.
- 3) What is your attitude to agriculture as a sphere of professional activity?
 - a. It's an interesting developing field of activity. I'd like to work there.
 - b. It's not a popular profession, it doesn't bring a lot of money.
 - c. It's a hard work, but it's what people will always need.
- 4) Explain your last answer appealing to any real facts.

Activity 2: Work in pairs. Translate the questions into English and try to answer them.

1. Когда зародилось сельское хозяйство?
2. Где впервые зародилось сельское хозяйство?
3. Почему люди стали выращивать растения?
4. Почему люди сначала выращивали растения, а потом стали выращивать животных?
5. Кто в основном занимался сельским хозяйством: мужчины или женщины?

Activity 3: Look through the helpful words after the text and translate the sentences.

1. They pay much attention to the germination of seeds. 2. Wheat, barley and rice are cereals grown in our region. 3. Crop growing and animal breeding are two branches of agriculture. 4. The sown area of our farm isn't large. 5. Grains contain nutritious carbohydrates. 6. Herbivorous animals are harmless for people. 7. Ancient people stored ripened crops for future.

While-reading activities

Activity 4: Read the article that is below and answer the questions.

1. What kind of plants did ancient people pay more attention to?
2. Why were cereals very useful?
3. Why did people begin to grow cereals near the settlement?
4. Was it difficult to grow crops? Why?
5. Did people begin to grow crops or to domesticate animals first?
6. What were the first domesticated animals?
7. The early attempts to domesticate animals were unsuccessful, weren't they? Why?
8. What other products except food did people learn to make with the help of animals?
9. What name was given to the new era?
10. Where and when was agriculture born?

Activity 5: Look through the article that is below and find the corresponding word combinations in English.

Обращать внимание, зерновые, каменный век, предшественники, содержать углеводы, добавлять воду в муку, запасать впрок, хорошо просушенные зерна, избегать голода, собирать созревшие зерна, благоприятная почва, охранять поля от диких животных, прорасти, строить сараи, первые попытки, заботиться о животных, человечество, животноводство, присматривать за стадами, травоядные животные.

Activity 6: Based on the article fill in the gaps.

1. Plants that gave more ... were popular among ancient people.
2. ... were the first crops grown by people.
3. The simplest cookies were baked on
4. The only way to avoid hunger was ... the grains.
5. People went to the fields to ... the ripened
6. Seeds germinated well in ... soil.
7. Even women and children could protect ... from ... and grow
8. ... looked for the herds.
9. People learned to make ... out of wool and ... out of milk.
10. The new era of life of ... was called

Text

The Early History of Agriculture

People of the Middle Stone Age *paid more and more attention* to the collection of edible plants, mostly those that gave more fruit and that were easier to pick. Among those plants in Asia were the *predecessors* of modern *cereals* like *wheat*,

barley and rice. At the same time corn, beans, potatoes and tomatoes were especially popular in America.

The cereals proved to be very useful. Their grains contained *carbohydrates* and were very *nutritious*. People could break them up, add water to soften the grains and eat the porridge-like mixture. The grains were also *powdered* between two stones and became flour. Having the flour, people baked the simplest cookie or a flat cake on the burning hot stone.

The grains could be *stored for future*. It was very important, because hunting was not always a success and picking up of wild fruit depended on the season. Besides meat and wild fruit were more difficult to store than the well-drained grains. It was the only way to avoid hunger.

Ancient people soon got to know the whole fields of wheat, rye and barley and began to visit the fields *to harvest the ripened crops*. But such traveling long distance was dangerous and people found out that grains eventually dropped into a *favorable soil germinated* near their settlement. So people began to grow cereals, protecting the *sown area* from birds and wild animals. The work was not difficult and women, old people and children could do it. Thus, people became farmers.

Meanwhile, they began to domesticate animals. The first was the dog. It was a good hunting assistant and a defender from enemies. The wild predecessors of sheep, goats, pigs and cattle lived in Asia. In America the only animal that was domesticated at that time was lama. May be the first attempts to tame harmless *herbivorous* animals were made earlier when hunters caught baby-animals and children played with them. When the animals grew up and it was more difficult to feed them they ran away or were eaten. The situation changed when people could live on the same place for a long time. They built barns for baby-animals and *females*. Living near people who cared for them animals became domestic. Hunting stopped to be the main source of food. Shepherds appeared to look for the herds. People learned to make clothes out of the animals' wool, and to make cheese and curds out of milk.

The first regions of *crop-growing and animal breeding* occurred on the territories of Iran, Iraq, Turkey and Palestine in the 8th century B.C. The tendency

came to Egypt and Europe only in the 5th century B.C. This was the new era in the life of mankind that was later called “the Neolithic revolution”.

Helpful words:

to pay attention to – обращать внимание на

predecessors – предшественники

cereals – зерновые

wheat, barley and rice – пшеница, ячмень и рис

carbohydrates – углеводы

nutritious – питательный

to powder – растирать в порошок

to store for future – запасать впрок

seed - семечко

to harvest the ripened crops – собирать созревшие с/х культуры

favorable soil – благоприятная почва

to germinate – прорасти

sown area – посевная площадь

herbivorous – травоядные

female – самка, особь женского рода

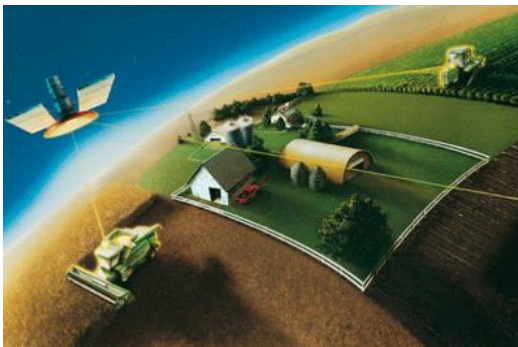
crop-growing and animal breeding – растениеводство и животноводство

Post-reading activities

Activity 7: Write a short summary of the text. Not more than 5 sentences.

Activity 8: Translate into English.

1. Люди Каменного века собирали плоды деревьев и злаки. 2. Много лет назад они готовили еду на раскаленных камнях. 3. Даже сейчас люди запасают просушенные зерна впрок. 4. Когда охота была успешной – мяса хватало на неделю. 5. Древние племена ходили на поля собирать созревшие зерна. 6. Сначала люди приручили безобидных травоядных животных. 7. В наши дни крупные предприятия делают сыр и творог из молока, и одежду из кожи животных.



LESSON 14. AGRICULTURE: MODERN TECHNOLOGIES

Pre-reading activities

Activity 1: Look through the helpful words after the text and choose the right translation.

1. crop production
2. to supply with food
3. raw material
4. to impose a tax
5. to support local farmers
6. groundwater protection
7. counterpart
8. preparation of soil
9. exhaust pipe
10. varieties of crops
11. to control weeds
12. animal husbandry
13. to breed poultry
14. soil fertility
15. nutritious products

- a) выхлопная труба
- b) снабжать едой
- c) обложить налогом
- d) сорта с/х культур
- e) двойники
- f) растениеводство
- g) уничтожать сорняки
- h) сырьё
- I) животноводство
- j) разводить птицу
- k) плодородие почвы
- l) защита подземных вод
- m) подготавливать почву
- n) питательные продукты
- o) поддерживать местных фермеров

Activity 2: Make correct sentences.

1. Environmental/ becomes/ and more/ protection/ more/ important.
2. Farm animals/ people/ and/ supply with/ food/ clothing.
3. Farm/ were/ earlier/ bigger/ families/ than/ families/ present.
4. And/ to control/ weeds/ helps/ insects/ chemistry/ diseases.
5. Of/ region/ this/ varieties/ better/ crops/ grow/ high-yielding/ in.

Activity 3: Translate the sentences using helpful words.

1. This farm breeds dairy and beef cattle. 2. Farmers supply fields with manure for the maintenance of soil fertility. 3. Skins and wool of animals are the best raw material for clothing industry. 4. Some countries support local farmers. 5. Weeds, insects and diseases decrease the yield. 6. Every modern farmer has instant access to information through the Internet.

While-reading activities

Activity 4: Read the article that is below and answer the questions.

1. What is the basic structure of agriculture?
2. What are the two branches of agriculture engaged in?
3. How do the nutrients taken by the plants return into soil?
4. Is agriculture important for country's economy? Why?
5. What do the countries do to protect the farmers? Give your own examples.
6. What agricultural processes are mechanized?
7. What do the present day farms and the 1950's farms differ in?

Activity 5: Fill in the correct prepositions.

1. This is the largest farm ... our region.
2. His brother is a student ... Agrarian University.
3. Production is increased ... using machinery.
4. Economic growth ... any country depends on agriculture.
5. Farmers export many products ... other countries.
6. Modern farms have access ... information.
7. Computers help with everything ... soil analysis ... financial planning.
8. The sown area was protected ... women, old people and children.
9. There are forest belts ... the field to protect it ... wind.
10. ... harvest time farmers worked ... morning ... night.

Activity 6: Based on the article fill in the gaps.

1. Modern agriculture consists of ... and
2. ... is the practice of breeding animals and poultry.
3. Crop production is engaged in
4. Farm animals are bred because
5. Agriculture ... people ... food and clothing.
6. Some countries support ... farmer by decreasing
7. Early farmers thought that ... is putting a tin can over the exhaust pipe.
8. Today's ... are smaller and ... are bigger than it was in 1950's.
9. ... are mechanized on most farms.
10. ... is the best assistant of farmer in every sphere of farm activity.

Text

Modern Agriculture

If one looks at the basic structure of modern agriculture he/she is not likely (навряд ли) to find any dramatic changes in it. There are two main branches of agriculture – crop production and animal husbandry.

Crop production is the practice of growing and harvesting crops. In order to obtain high yields crops are grown under favorable soil and climatic conditions. Animal husbandry *is engaged in breeding* of farm animals and their use. *Dairy and beef cattle, hogs, sheep and poultry* are highly important sources of food for man. They help to get such *nutritious* products as meat, milk and eggs. Many crops grown by man are used for feeding *livestock*. At the same time *manure* produced by farm animals is an important source of the maintenance of *soil fertility*. Most of the nutrients, taken by plants are thus returned.

These two branches of agriculture are extremely important for national economy. It *supplies* people *with* food and clothing and industry with *raw material*. Countries like Japan, the USA and Canada *support* local farmers. They forbid the import of agricultural products from other countries and *decreased* the taxes *imposed upon* local farmers. Moreover, state invests money into the intensification of agricultural production, which is *based on* mechanization, electrification and chemization. Preparation of soil, planting and harvesting crops, feeding farm animals and cleaning livestock buildings are mechanized. The use of chemical fertilizers increases crop *yields* and quality. Genetics help much in the development of better high-yielding *varieties* of crops. Chemistry helps to control *weeds, insects and diseases*.

Transport a 1950's farmer through time and he would be flabbergasted (потрясён). Everything has changed even the language. Phrases like “groundwater protection” and “electric fire control” would leave the 50's farmer scratching his head. Back then “environmental protection” meant putting a tin can over the tractors *exhaust pipe*. If earlier farm families took more people to do the work, present families tend to be smaller today but they produce twice as much as their *counterparts*

from the 50's. It's not difficult to notice that today's farms are not only bigger, but have *instant access* to information around the world and the latest technologies in agriculture. Computers help much with everything from soil analysis to financial planning and farming *is going to change* even more in the years to come.

Helpful words:

to breed – разводить

dairy and beef cattle – молочный и мясной крупнорогатый скот

hog – свинья, боров

sheep – овца

poultry – домашняя птица

livestock – скот

manure – навоз

fertility – плодородие

raw material – сырьё

to support – поддерживать

to decrease (to increase) – уменьшать (увеличивать)

yield – урожай

variety – сорт

weeds, insects and diseases – сорняки, насекомые и болезни

exhaust pipe – выхлопная труба

counterpart – двойник

instant access – постоянный доступ

Phrasal verbs:

To be engaged in – быть занятым чем-либо

To supply with – снабжать чем-либо

To impose taxes upon – налагать налоги на...

To depend on/upon – зависеть от...

To be based on/upon – основываться на...

To be going to do – собираться сделать что-либо

Post-reading activities

Activity 7: Translate into English.

1. Налоги для фермеров ниже, чем для других предпринимателей. 2. К середине осени фермеры собирают все сельскохозяйственные культуры с полей. 3. Семьи современных фермеров меньше, чем семьи фермеров 50-х годов. 4. Во время посадки (planting) фермеры вносят много удобрений в почву. 5. Большая часть фруктов из южных стран идет в Европу. 6. Мясо, молоко и яйца – это лучшие питательные продукты. 7. У современного фермера больше информации о последних (новейших) технологиях, чем 50 лет назад.

Activity 8: Think of the problems that faced farmers in the past and compare them with the present farmer problems. Whose life is harder?

Activity 9: Think of agriculture and environment. What environmental threats does modern agriculture pose? What can people do to avoid them?

Activity 10. Search the Internet to find out what other technologies are used or are going to be used in agriculture.



LESSON 15.AGRICULTURE: RUSSIA AND WORLDWIDE

Pre-reading activities

Activity 1: Choose the right translation for the word combination, based on the text.

1. agriculture employment
 - a)сельскохозяйственная профессия
 - b)занятость населения в сельском хозяйстве
 - c)использование сельского хозяйства
2. arid climate
 - a) засушливый климат
 - b) климатическая засуха
 - c) аридная зона
3. major regional consumer
 - a) майор региональных потребителей
 - b)главный региональный потребитель
 - c) потребительский региональный мер
4. main grain crops
 - a) главный зерновой урожай
 - b)главный урожай зерна
 - c) главные зерновые культуры
5. garden plots
 - a) участок сада
 - b)садовый участок
 - c) садовые участки
6. the output of agriculture
 - a) выпуск сельского хозяйства
 - b) сельскохозяйственный выход
 - c) выпуск сельхоз продукции
7. primary agriculture

- a) начальное сельское хозяйство
- b) примерное сельское хозяйство
- c) основное сельское хозяйство
- 8. account for 40 percent
 - a) насчитывают 40 процентов
 - b) считают 40 процентов
 - c) равняются 40 процентам
- 9. distribution networks
 - a) торговая сеть
 - b) дистрибьюторская система
 - c) дистрибутивная схема
- 10. parent farm
 - a) ферма родителей
 - b) родительская ферма
 - c) исходная ферма

Activity 2: Try to answer the following questions.

1. How many percent of Russians work in agriculture?
2. Does Russian agriculture have a favourable climate?
3. What branches of agriculture are the most profitable?
4. Is Russia mostly importing or exporting agricultural products? Why?
5. What political changes affected Russian agriculture?

While-reading activities

Activity 3: Insert these sentences into the text.

1. Nevertheless, Russia is a major regional and global agricultural producer and consumer.
2. It uses old technologies and management skills and strong political connections, especially at the regional level.
3. However there are some changes coming.
4. The southern parts and western Siberia produce grain.
5. They can do that by obtaining a grant of land from their parent farm, though they lack full ownership rights.

Activity 4: Mark these sentences as true or false.

1. ___ More people in Russia work in forestry than in agriculture.
2. ___ Russia is one of the main producers of food.
3. ___ Russia exports the fourth part of its forests.
4. ___ Farmers grow animals in the north and crops in the south.
5. ___ State farms supply less than 50 % of agricultural production.
6. ___ Politicians do not influence agriculture.
7. ___ Farmers will soon have the right to sell their land.
8. ___ 40 % of agricultural lands are household plots.

9. ____ Farm workers can create their own farm, but they can't buy the land.
10. ____ Agriculture in Russia is weak because young specialists don't want to work there.

Text

Agriculture in Russia

Agriculture and forestry employment in Russia is not high (about 14%). Only a small amount of the vast Russian area is suited for agriculture because of its arid climate and inconsistent rainfall. A_____ The Russian fishing industry is the world's fourth-largest, behind Japan, the United States, and China. Russia has one-fourth of the world's forests.

Northern areas concentrate mainly on livestock. B_____ The main grain crops of the Russian Federation are rye, wheat, barley, oats, buckwheat, millet and corn. Russia holds the first place in the world in producing potatoes. More than one-half of all agricultural production comes from private farms and garden plots. Still the output of agriculture is very weak, because it has not transmitted to the free market.

Primary agriculture in Russia is inefficient. C_____ Household plots and small private farms comprising only 3 percent of the agricultural land account for over 40 percent of the country's food production. The business infrastructure for agriculture is not developed including support services, transportation, distribution networks, and financial services. D_____ Now politicians are trying to give farmers the rights to use land so that farmers can buy and sell their land, get loans easily.

The 1998 economic crisis reduced Russia's ability to import food. Imports of most agricultural and food products grew to roughly 60 percent of the level of the pre-crisis period. Imports dropped because the crisis reduced consumer incomes, thereby decreasing demand for food in general.

The large former state and collective farms control most land. Farm workers can branch off as private farmers. E_____ The new land code does not allow the free purchase and sale of land for agricultural use.

Post-reading activities

Activity 5: Write a short summary of the text. Not more than 5 sentences.

Activity 6: What other problems of our agriculture are not mentioned in the text? What are the possible ways to solve these problems?

Activity 7. Search the Internet and find out what are the main agricultural branches in your region, what problems do farmers face and what help do they get from the government?

GRAMMAR REVISION

Present Simple

Fact / repeated action / series of actions in the present

Time words: *always, often, seldom, sometimes, usually, never, every day, every week, every year, etc.*

+		?			—		
I	work	Do	I	work?	I	do not (don't)	work
You			you		You		
We			we		We		
they			they		They		
He	works	Does	he	work?	He	does not (doesn't)	
She			she		She		
It			it		It		
Contractions: don't = do not doesn't = does not							

Practice:

1. Make the following sentences negative, interrogative.

1. Sometimes they watch news on TV together.
2. During the morning he usually answers the phone and meet customers.
3. They work for this company for five years.
4. They usually have negotiations with customers every week.
5. The secretary writes letters to their clients every day.
6. She never goes on business to foreign countries.
7. The manager solves all problems of the company himself.
8. They often discuss important matters at conferences.

2. Fill the gaps with the correct form of the verbs.

1. John _____ (look after) Alexandra's clients every Friday. 2. "On your CV I can see that you _____ (speak) some Chinese." – "Yes, in fact, I _____ (take) private classes every week. I _____ (think) Chinese is going to be a very useful language in our sector." 3. Our client is very stubborn today. He _____ (not / want) to accept our conditions. It's strange because he _____ (usually / be) so reasonable. 4. Where _____ (your company / hold) its AGM this year? 5. I _____ (have to) speak to the boss urgently but he _____ (not / answer) his phone 6. "They _____ (have) the meeting this Thursday at 14.00. Will you be able to attend?" – "No, I'm afraid not. 7. Which logo _____ (you / prefer)? Sorry but I _____ (not / like) either of them. 8. Our children really _____ (love) surfing. They _____ (spend) every weekend at the beach. In fact we _____ (wish to) buy a small holiday home on the coast. Jaco Beach _____ (look) very nice.

Future Simple

Fact / repeated action / series of actions in the future

Time words: *tomorrow, the day after tomorrow, next week, next morning, tomorrow at nine thirty, in two hours' time, etc.*

+			?			-		
I	will	work	Will	I	work?	I	will	Work
We	(shall)		(Shall)	we		We	(shall)	
He	will		Will	you		You	will not	
She				he		He		
It				she		She		
You				it		It		
They				they		the		
Contractions: won't= will not shan't = shall not								

Practice:

3. Make the following sentences negative and interrogative.

1. He will arrive tomorrow morning. 2. He will go to Stockholm next spring. 3. They will return in two hours. 4. She will meet customers at eight o'clock. 5. I will take part in that conference. 6. The manager of the company will give you a lift to the hotel. 7. They will perhaps publish this dictionary in spring. 8. They will issue a low-priced edition of this book next month. 9. He will do everything to get work done in a proper way.

4. Complete the sentences with *will ('ll)* or *going to*.

1. A: "Hello. I have an appointment with Charlotte King. My name's Rob Taylor." B: "Please have a seat, Mr Taylor. I _____ Charlotte you're here." (tell) 2. "If you go out, take an umbrella. It _____ raining any minute now." (start) 3. A: "We

_____ you get the meeting room ready."(help) B: "Thanks. That would be great."
 4. A: "Max and I are having dinner at the new Indian restaurant. Do you want to join us?" B: "Thanks, but I can't. I _____ the new Harrison Ford movie. (see) 5. I've just had a call from Bjorn. He _____ late. He's stuck in a traffic jam. (be) 6. A: "Why are you turning on the TV?" B: "They _____ the next host of the Olympic Games." (announce) 8. A: "I think there's a mistake on one of the slides in your presentation." B: "Really? Ok, I _____. Which one?" (have a look) 9. I _____ at the travel agents' on the way home. I _____ you some holiday brochures? (call in; get) 10. A: "Is Paula feeling better?" B: "No, but she's phoned the doctor and she _____ him at 4 o'clock."(see)

Past Simple

Fact / repeated action / series of actions in the past

Time words: *yesterday, last week, a month ago, two minutes ago, for ten years, every day last week, this morning, etc.*

+		?		-		
I	asked	Did	I	ask?	I	did not Ask
You			you		You	(didn't)
We			we		We	
They			they		They	
He			he		He	
She			she		She	
It			It		It	
Contractions didn't = did not						

Practice:

5. *Make the following sentences negative, interrogative.*

1. He arrived home late last night. 2. They translated this text at the previous lesson. 3. She enjoyed the party a lot. 4. Yesterday we tried to fix our car. 5. I met my former classmate last Friday. 6. She left for London two weeks ago. 7. He got an excellent mark for his last test 8. She was hungry and tired after that long walk. 9. He was disappointed and wanted to stay alone.

6. *Use the correct form of the verbs.*

1. Yesterday I (go) to London to see a friend of mine. 2. Last winter he often (work) in the library. 3. The manager (enter) the office, (sit down) at his desk and (begin) to look through the morning mail. 4. When I (arrive) at the station, I (go) to the booking-office and (buy) a ticket. 5. He (call) when I (be) at the Academy. 6. Yesterday it (be) very cold, but today it is much warmer. It (give) you a start, didn't it? 8. Brian (come) home, (switch) on the lights and (sit down) into an armchair. 9. Mary (cut) the bread ten minutes ago. 10. The manager (get) many letters last week. 11. I (know) him when I was at the university. 12. The secretary (invite) the visitors to the conference hall. 13. He (decide) to make changes in the contract. 14. Yesterday he (visit) the plant and (make)

important changes in the product. 7. She (make) an interesting report at the conference last week.

Present Continuous

An action in progress at present.

Time words: *now, at the moment, at present, today, this week, etc.*

+			?			—		
I	am	working	Am	I	work- ing	I	am	not work- ing
You	are		Are	you		You	are	
We				we		We		
They				they		They		
He	is		Is	he		He	is	
She				she		She		
It				it		It		
Contractions: I'm = I am He's = He is aren't = are not isn't = is not								

Practice:

7. *Make the following sentences negative and interrogative.*

1. The secretary is typing a letter. 2. The sun is shining brightly. 3. The cat is running along the wall. 4. My mother is cooking a meal. 5. My father is reading a book. 6. They are having a German lesson now. 7. The doctor is feeling her pulse. 8. She is running home. 9. You are making a lot of noise. 10. The wind is blowing outside. 11. His French is getting better. 12. He is doing very well at school. 13. I'm revising for my spring English exam. Please try not to bother me.

8. *Fill the gaps with the correct form of the verbs.*

1. "What language _____ (that man / speak) at the reception desk?" – "It _____ (sound) like Portuguese to me." 2. Ray _____ (always / drive) to work but this week he _____ (take) the train. 3. They _____ (stay) at "Hilton" in Toronto at the moment. 4. She _____ (dial) the wrong telephone number. 5. We _____ (take) her to see our partners from Canada. 6. Sometimes we _____ (visit) our partners at the plant. 7. "Mr. Brown, I _____ (put through) you with the manager."

Future Continuous

An action in progress in the Future.

Time words: *tomorrow, next week, all day tomorrow, at this time tomorrow, next Tuesday, etc.*

+			?			—		
I	will	be	Will	I	be	I	will	be
We	(shall)	workin	(Shall	we	working	we	(shall)	working

He	will	g	Will	you	?	you	will	
She				he		He		
It				she		She		
You				it		it		
They				they		they		
Contractions			won't = will not			shan' t= shall not		

Practice:

9. Make the following sentences negative and interrogative

1. This time on Friday I will be flying to London. 2. I will be working at six o'clock tomorrow. 3. Don't phone me tomorrow at three. We'll be having a meeting. 4. I'll be revising for my exams in May. 5. When I come they will be waiting at the airport. 6. When will you be having an English class? 7. What will you be doing at seven tomorrow? May 1 come to see you? 8. I will be reading the whole evening tomorrow. 9. I won't be having this lecture tomorrow. 10. He will be going to the country soon, won't he? 11. When the taxi comes they'll still be packing, I think. 12. Be careful. They'll be watching you all the time.

10. Fill the gaps with the correct form of the verbs.

1. This time tomorrow we ____ the exam. (take) 2. ____ the computer this afternoon? (you / use) 3. Have a great birthday. We ____ of you. (think) 4. They ____ in Paris right about now. (arrive) 5. Iniesta has the flu so he ____ in the friendly game against Italy on Saturday. (not / play) 6. You ____ Katy tomorrow afternoon, won't you? (see) 7. I wouldn't ring the boss yet. He ____ golf and you know how he hates to be interrupted. (still / play) 8. ____ for long? (your parents / stay) 9. Aren't you nervous? We ____ the presentation in just two hours' time. (give) 10. " ____ at home this evening, sir?" asked the butler. (you / dine)

Past Continuous

An action in progress in the past

Time words: *yesterday, all day yesterday, all last year, for five weeks, last month, last Tuesday, in July, at this time yesterday, while, etc.*

+			?			–		
I	was	asking	was	I	asking?	I	was not	asking
he				he		he		
she				she		she		
it				it		it		
you	were		were	you		you	were not	
we				we		we		
they				they		they		
Contractions			wasn't = was not			weren't = were not		

Practice:

11. Make the following sentences negative and interrogative

1. He was writing a composition when I saw him. 2. Georg fell off the ladder while he was changing the light bulb. 3. He often went to the library when he studied at the University. 4. The sun was rising when she woke up that morning. 4. When he went out that morning, the sun was shining brightly and the birds were singing.

12. Fill the gaps with the correct form of the verbs.

1. Jane ____ (to wait) for me when I ____ (to arrive). 2. "What (you / to do) this time yesterday?" "I was asleep". 3. " ____ (you / to go) out last night?" "No, I was too tired". 4. "Was Carol at the party last night?" "Yes, she ____ (to wear) a really nice dress". 5. How fast ____ you / to drive) when the accident (to happen)? 6. John ____ (to take) a photograph of me while I ____ (not / to look). 7. We were in a very difficult position. We ____ (not/ to know) what to do. 8. I haven't seen Alan for ages. When I last ____ (to see) him, he ____ (to try) to find a job in London. 9. I ____ (to walk) along the street when suddenly I ____ (to hear) footsteps behind me. Somebody ____ (to follow) me. I was frightened and I ____ (to start) to run.

Present perfect

An action started in the past, effect in the present.

Time words: *already, ever, yet, still, just, up till now, for five minutes, since yesterday.*

+		?			—		
I	have	Have	I	worked?	I	have not	worked
You	worked		you		You	(haven't)	
We			we		We		
They			they		They		
He	has	Has	he		He	has not	
	worked					(hasn't)	
She			she		She		
It			it		It		
Contractions: I've = I have haven't = have not he's = he has hasn't = has not							

Practice:

13. Make the following sentences negative and interrogative.

1. Renee has caught the plane to Mexico at 10 o'clock this morning. 2. Steve has lost his job this month. 3. They have got many friends here. 4. George lives in California. He has lived there for almost twenty years. 5. Pam used to work for the United Nations. She has worked there for twenty years. 6. They have seen the Rolling Stones in concert. 7. She has gone to the gym much lately. 8. Kelly and her family have moved to Scotland when she was six.

14. Fill the gaps with the correct form of the verb.

1. Could you check this client's phone number for me? I _____ (try) to contact her all day but there's no answer. Maybe I _____ (ring) the wrong number. 2. _____ (the boss / decide) yet which logo we are going to use? 3. I had no idea that you and Gregory were friends. How long _____ (know) him? 4. A: "You look exhausted! _____ (you / have) a busy week?" B: "Yes, I _____ (organize) the presentation for the launch of a new product. I'll be so glad when it's finished!" 5. Right, we'll start the meeting in a few minutes. _____ (everyone / switch off) their mobile phones? 6. A: "How long _____ (Lydia / work) as a wedding planner?" B: "She only started two months go but she _____ (oversee) over twenty functions already." 7. A: "What's the latest on our new computer game?" – B: "Well, it _____ (do) extremely well. We _____ (already / sell) over 80,000 copies this month." 8. A: "Are you going to the Snow Patrol concert?" – B: "I'd really like to, but I _____ (not / manage) to buy the tickets yet as I _____ (be) so busy." 9. _____ (you / finish) with the newspaper yet? I'd like to read it. 10. Where on earth _____ (you / be)? I _____ (wait) here for over an hour! The CEO _____ (begin) his speech.

15. Fill the gaps with the correct form of the verb.

1. Jane _____ (to wait) for me when I _____ (to arrive). 2. "What _____ (you / to do) this time yesterday?" "I was asleep". 3. "_____ (you / to go) out last night?" "No, I was too tired". 4. "Was Carol at the party last night?" "Yes, she _____ (to wear) a really nice dress". 5. How fast _____ (you / to drive) when the accident _____ (to happen)? 6. John _____ (to take) a photograph of me while I _____ (not / to look). 7. We were in a very difficult position. We (not/ to know) what to do. 8. I haven't seen Alan for ages. When I last _____ (to see) him, he _____ (to try) to find a job in London. 9. I _____ (to walk) along the street when suddenly I _____ (to hear) footsteps behind me. Somebody _____ (to follow) me. I was frightened and I _____ (to start) to run. 10. When I was young, I _____ (to want) to be a bus driver.

Future Perfect

An action in the future completed before another action in future

Time words: *by this time tomorrow, by this time next week, before, before tomorrow, etc.*

+			?			—		
I	will	have worked	Will (Shall)	I	have worked?	I	will	have worked
We	(shall)			we		we	(shall)	
He	will		Will	you		you	will not	
She				he		he		
It				she		she		
you				it		it		
they				they		they		
Contractions				won't = will not		shan't - shall not		

Practice:

16. Make the following sentences negative and interrogative

1. By the time he comes we'll have completed the task ourselves. 2. He'll have guessed the crossword puzzle by the time the boss comes back. 3. She'll have taken up something else by the summer. 4. Somebody will have finished the work by six. 5. We will have started the project before next year. 6. He will have learned Spanish by the time he goes to Spain. 7. By ten they will have gone. Come earlier, if you can. 8. The plane will have taken off when we get to the airport. 9. By that time he will have got your letter. 10. I think she will have made all her purchases by Saturday. 11. He will have read the book before Tuesday. 12. We will have written the test by the time the teacher comes.

17. Fill the gaps with the correct form of the verbs.

1. The builders say they _____ the leaking roof by the weekend. (repair) 2. Hopefully the boss _____ all the candidates by 6.30. (interview) 3. The company _____ 200, 000 bottles of cava before the end of the year. (export) 4. Judy has promised her agent that by September she _____ the first three chapters of her new novel. (write) 5. Poor Harry! If he doesn't get any sleep tonight, he _____ for almost three days! (not / sleep) 6. Next time you see me I _____ my driving test. (take) 7. By the end of the tour the band _____ in over 30 countries. (play) 8. We hope that by 4 o'clock this afternoon we _____ the contract on our new house. (sign) 9. The director is confident that by December company profits _____ by more than 150%. (rise) 10. There's no point going to the cinema now. The film _____. (already / start)

Past Perfect

An action in the past completed before another action in the past

Time words: *after, before, before then, already, just, still, ever, for five minutes, up till then, by this time yesterday, etc.*

+			?			—		
I	had	asked	Had	I	asked?	I	had not (hadn't)	Asked
He				he		he		
She				she		she		
It				it		it		
you				you		you		
We				we		we		
they				they		They		
Contractions: hadn't - had not								

Practice:

18. Make the following sentences negative and interrogative

1. We had reached the village by 5 o'clock. 2. They had agreed upon the plan before I arrived. 3. This man had been ill for weeks when the doctor came. 4. We had left home before it began to rain heavily. 5. They had finished their work. 6. She had phoned him at home. 7. You had had breakfast. 8. We had chosen the books. 9. The sun had risen.

10. They had just finished lunch. 11. You had met him before. 12. He had seen her before.

19. Use the Past Perfect Tense.

1. She (type) the article by five o'clock. 2. He told me that he almost (finish) translating the text. 3. More than a year (pass) since I first met him. 4. When he (write) and sent the letter he felt better. 5. I didn't talk to Tom at the office. When I came he just (leave). 6. As I (not get) an answer, I sent him another letter. 7. The whole family (go) to bed when Tony returned 9. They (complete) the test when the teacher came.

Страдательный залог

Сказуемое в страдательном залоге обозначает действие, которое совершается над предметом (подлежащим), в то время как предмет безучастен к действию, т. е. пассивен. Например: Я отдаю деньги (действительный залог) или Мне отдают деньги (страдательный залог). Для всех групп времен страдательный залог имеет одну общую формулу: **to be + PII/V3 (глагол to be в смысловой форме)**.

Simple

Present	Past	Future
am, is, are + PII	was, were +PII	will be +PII
Tractors are used for agriculture.	Wheat was harvested last month.	Students will be given much work

Continuous

Present	Past	Future
am, is, are + being + PII	was, were +being +PII
Tractors are being repaired now.	Students were being given instructions at 5 yesterday.	

Perfect

Present	Past	Future
have, has +been +PII	had +been +PII	will have +been +PII
The tractor has just been repaired . It works now.	Wheat has been harvested by that time last autumn.	The work will have been finished by 5 tomorrow.

20. Choose the suitable answer.

1. Tom his key.

- a) has been lost
- b) was lost
- c) has lost

2. A dog by the small red car.
 - a) was hit
 - b) was hitting
 - c) is hitting
3. When the manager arrived, the problem
4. The university of Michigan is one of the best universities in the United States and it in Ann Arbor.
 - a) is located
 - b) location
 - c) located
5. Detroit as the first capital city of Michigan, but now Lansing is the capital city of Michigan.
 - a) chosen
 - b) was chosen
 - c) have been chosen
6. The five great lakes of the world in Michigan.
 - a) can be found
 - b) can found
 - c) can find
7. This dictionary a week ago.
 - a) was published
 - b) has published
 - c) published
8. When I came to the party, John home.
 - a) was gone
 - b) had already been gone
 - c) had already gone
9. A decision until the next meeting.
 - a) has not been made
 - b) will not be made
 - c) will not made
10. People this road very often.
 - a) don't use
 - b) aren't used
 - c) haven't used
11. Local police the bank robber.
 - a) have arrested
 - b) have been arrested
 - c) was arrested
12. I don't think we must everything tomorrow.
 - a) be finished
 - b) finish

- c) have finished
13. Weekends outdoors by most English people.
- a) are spent
b) spend
c) are spended
14. Football for hundred of years.
- a) has been played
b) has played
c) was played
15. A new supermarket next year.
- a) will be built
b) will built
c) is building

21. *Translate the following groups of sentences from Russian into English paying attention to the use of Passive Voice.*

- a) Нью-Йорк известен всему миру как город Большого Яблока. Неоднократно обсуждалось, когда и как город получил свое второе название, но только некоторые люди говорили о самом фрукте. Большое количество яблок выращивается в штате Нью-Йорк. Наряду с Вашингтоном, Нью-Йорк является крупнейшим производителем яблок в США. Нью-йоркские яблоки любимы многими людьми по всей стране. Если говорить о масштабах, известно ли вам Эмпайр-стейт-билдинг? Сегодня являющееся самым высоким зданием в Нью-Йорке, это знаменитое здание было возведено в 1931 году.
- b) Многим британским памятникам более тысячи лет, они были возведены еще в те времена, когда Британия была частью Римской Империи. Древние городские стены, старые дороги, защитные ограждения. Но только в виллах можно почувствовать себя наиболее близко к повседневной жизни Римской Британии. Виллы были домами. На кухнях выпекался хлеб. В коридорах были слышны семейные разговоры. Виллы были хорошо построены и красиво украшены. Первые виллы были построены в 80-90 году нашей эры. Это были небольшие фермы. Позже дома расширились, были добавлены кухни и ванные комнаты. Известно, что многие виллы были разрушены огнем. Их руины остаются спрятанными столетиями и нередко по чистой случайности они обнаруживаются. Так, например, Хэмпшире фермером было найдено большое количество устричных раковин, и раковины, которые остались от празднования, происходившего сотни лет назад, привели к обнаружению виллы в Рокбурне.

22. *Complete the sentences using the verbs below in a suitable form.*

Arrest, wake, knock, check, translate, find, drive, make, spend, carry.

1. A decision will not _____ until the next meeting.
2. That old building was dangerous. So it _____ down.
3. When you go through customs, your luggage _____ by the customs officer.
4. In the morning I _____ by my alarm clock.

5. Next year her new book _____ into a number of foreign languages.
6. John kicked a policeman, so he _____.
7. After a long search the missing boy _____ in the forest near the town.
8. Many people think that today too much money _____ on arms. (arms - зд. оружие.)
9. The injured man couldn't walk, so he _____ by the hospital orderlies.
10. I don't mind driving but I like when I _____ by other people.

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для студентов бакалавриата и специалитета

Под редакцией Н.В.Солотовой

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