

Учреждение образования
«Брестский государственный университет имени А.С. Пушкина»

Н.Н. Столярчук, М. В. Ярошук

Речевой обиход
современного английского языка

Пособие
для студентов первого курса
факультета иностранных языков

Брест
БрГУ имени А.С. Пушкина
2016

УДК 028=111(075)
ББК 81.2 Англ
С 81

*Рекомендовано редакционно-издательским советом учреждения образования
«Брестский государственный университет имени А.С. Пушкина»*

Рецензенты:

кандидат филологических наук,
доцент кафедры лингводидактики УО «Брестский государственный университет
имени А. С. Пушкина»
Е. Г. Сальникова

кандидат педагогических наук,
доцент кафедры иностранных языков УО «Брестский государственный
университет имени А. С. Пушкина»
Н. В. Иванюк

**Столярчук Наталья Николаевна
Ярошук Марина Владимировна**

Столярчук, Н.Н.

С 81 Речевой обиход современного английского языка : пособие /
Н.Н. Столярчук, М. В. Ярошук ; Брест. гос. ун-т имени А.С. Пушкина.
– Брест, 2016. – 68 с.
ISBN

Пособие предполагает развитие навыков устного общения на социально-бытовые темы. Содержит тексты и диалоги, а также систему упражнений, направленных на развитие разговорной речи.

Адресовано студентам первого курса факультета иностранных языков.

**УДК 028=111(075)
ББК 81.2 Англ**

ISBN

© УО «Брестский государственный
университет имени А.С. Пушкина», 2014

ПРЕДИСЛОВИЕ

Предлагаемое пособие адресуется студентам I курса факультета иностранных языков, для которых английский язык является основной специальностью, а также студентам неязыковых специальностей университета, владеющим основами грамматики, определенными умениями чтения и устной речи, лексическим минимумом в объеме программы средней школы.

Цель пособия – подготовить студентов к естественной коммуникации, активному использованию языка по актуальным для повседневного общения темам.

Обучение строится на основе текстов монологического и диалогического характера, моделирующих употребление изучаемого материала в различных сферах коммуникации и в совокупности с соответствующим комплексом упражнений, обеспечивающих целенаправленную его активизацию в ситуативно-контекстной речи.

Пособие включает четыре тематических блока: 1) Daily Chores, 2) Healthy Eating Habits, 3) Weather. Holidays, 4) Science and Technology.

Структурное построение каждой темы способствует активизации различных видов речевой деятельности в разнообразных ситуациях общения.

Каждый урок включает тематический список слов и выражений, а также разговорные клише, подлежащие активному усвоению в процессе выполнения речевых упражнений разных типов.

Диалоги, как наиболее естественная форма устного общения, знакомят студентов с разговорными конструкциями современного английского языка, иллюстрируют употребление типичных реплик-высказываний, закреплённых национально-историческими и языковыми традициями английского речевого этикета.

Развитие навыков монологической речи, умения выразить собственное мнение, свободно излагать свои мысли, сделать комментирующее сообщение или обобщение осуществляется на основе аутентичных текстов для чтения и обсуждения, заимствованных из английских и американских источников. Тексты представляют богатый материал для расширения лексического запаса, развития творческого мышления, навыков свободного говорения и ведения аргументированной дискуссии по предложенным проблемам. Вниманию студентов также предлагается ряд текстов о некоторых нормах этикета и речевого поведения.

Комплекс коммуникативных упражнений призван активизировать учебный процесс, стимулировать парную работу студентов, развивать умение быстрой и адекватной речевой реакции.

Творческие задания, предлагаемые на заключительном этапе работы над тематическим блоком, готовят студентов к свободной беседе по изучаемой проблеме, являясь средством формирования коммуникативной компетенции.

Пособие может быть использовано как автономное, так и в комплекте с другими учебниками для аудиторной и самостоятельной работы студентов, желающих повысить уровень владения языком.

UNIT 1

DOMESTIC CHORES

Learn the following expression with DO and MAKE.

<i>do good</i>	<i>приносить пользу</i>
<i>do harm</i>	<i>приносить вред</i>
<i>do well</i>	<i>преуспевать</i>
<i>do badly</i>	<i>плохо вести дела</i>
<i>do one's duty</i>	<i>исполнять свой долг</i>
<i>do someone a favor</i>	<i>делать одолжение</i>
<i>do business</i>	<i>вести дела, заниматься бизнесом</i>
<i>do someone credit</i>	<i>отдавать должное кому-либо</i>
<i>do one's best</i>	<i>стараться из всех сил</i>
<i>do one's worst</i>	<i>делать худшее, на что кто-либо способен</i>
<i>do dishes</i>	<i>мыть посуду</i>
<i>do damage</i>	<i>причинять ущерб</i>
<i>do one's duty</i>	<i>исполнять свой долг</i>
<i>do an exercise</i>	<i>делать упражнение</i>
<i>do an experiment</i>	<i>проводить эксперимент</i>
<i>do one's hair</i>	<i>причесываться</i>
<i>do homework</i>	<i>делать домашнее задание</i>
<i>do housework</i>	<i>делать работу по дому</i>
<i>do household chores</i>	<i>делать работу по хозяйству</i>
<i>do a job/ work</i>	<i>работать, выполнять работу</i>
<i>do justice</i>	<i>воздавать должное / по заслугам</i>
<i>do lessons</i>	<i>готовить / делать уроки</i>
<i>do research</i>	<i>проводить исследование</i>
<i>do the washing up</i>	<i>мыть посуду</i>
<i>do the shopping</i>	<i>делать покупки</i>
<i>do nothing</i>	<i>ничего не делать</i>
<i>do the cooking</i>	<i>готовить еду</i>
<i>do for a living</i>	<i>зарабатывать на жизнь</i>
<i>do one's utmost</i>	<i>делать все, что в силах</i>
<i>do homage</i>	<i>засвидетельствовать почтение кому-либо</i>
<i>do the sights / do sightseeing</i>	<i>осматривать достопримечательности</i>

<i>make a change</i>	<i>изменить, внести изменения</i>
<i>make a choice</i>	<i>делать выбор</i>
<i>make a complaint</i>	<i>выразить жалобу, претензию</i>
<i>make a contribution</i>	<i>внести вклад</i>
<i>make a decision</i>	<i>принять решение</i>
<i>make a demand</i>	<i>требовать</i>
<i>make(a/no) difference</i>	<i>иметь значение / не иметь значения</i>
<i>make a discovery</i>	<i>совершать открытие</i>
<i>make a fire</i>	<i>разводить костер</i>
<i>make a fortune</i>	<i>наживать состояние</i>
<i>make a living</i>	<i>зарабатывать на жизнь</i>
<i>make a loss</i>	<i>нести убыток</i>
<i>make a mess</i>	<i>путать</i>
<i>make a mistake</i>	<i>совершать ошибку</i>
<i>make a noise / a sound</i>	<i>шуметь</i>
<i>make a phone call</i>	<i>звонить по телефону</i>
<i>make a plan</i>	<i>строить план</i>
<i>make a profit</i>	<i>извлекать прибыль</i>
<i>make a promise</i>	<i>обещать</i>
<i>make a reservation</i>	<i>забронировать</i>
<i>make a speech</i>	<i>произносить речь</i>
<i>make a start</i>	<i>начинать</i>
<i>make an appointment</i>	<i>назначать встречу</i>
<i>make an attempt</i>	<i>делать попытку</i>
<i>make an effort</i>	<i>делать усилие</i>
<i>make an exception</i>	<i>делать исключение</i>
<i>make an excuse</i>	<i>извиняться</i>
<i>make an offer / a suggestion</i>	<i>делать предложение</i>
<i>make arrangements for</i>	<i>делать приготовления к чему-либо</i>
<i>make friends</i>	<i>подружиться</i>
<i>make money</i>	<i>делать/наживать деньги</i>
<i>make certain/sure</i>	<i>удостовериться, убедиться</i>
<i>make notes</i>	<i>делать заметки, записывать</i>
<i>make peace</i>	<i>мириться, примиряться</i>
<i>make progress</i>	<i>идти вперед, прогрессировать</i>
<i>make (no) sense</i>	<i>иметь смысл, не иметь смысла</i>
<i>make tea/coffee</i>	<i>готовить чай/кофе</i>
<i>make the bed</i>	<i>стелить постель</i>
<i>make the will</i>	<i>составлять завещание</i>
<i>make war</i>	<i>вести войну</i>
<i>make a recovery</i>	<i>выздороветь</i>

Exercise 1. Which collocation is wrong?

- | | |
|--|--|
| 1. a) make a mess
b) make trouble
c) make a success
d) make business
e) make war
f) make an offer | 4. a) make a discovery
b) make an excuse
c) make notes
d) make a speech
e) make progress
f) make research |
| 2. a) do harm
b) do sports
c) do a job
d) do business
e) do peace
f) do an exam | 5. a) make a speech
b) make my day
c) make an experiment
d) make the bed
e) make sense
f) make sure |
| 3. a) do damage
b) do a profit
c) do some chores
d) do justice
e) do homage
f) do my work | 6. a) do a mistake
b) do English
c) do an exercise
d) do my best
e) do me good
f) do me bad |

Exercise 2. Use do or make in front of each word.

- | | |
|-------------------------|--------------------------|
| 1. _____ a discovery | 15. _____ notes |
| 2. _____ harm | 16. _____ an effort |
| 3. _____ a promise | 17. _____ homework |
| 4. _____ certain | 18. _____ some mistakes |
| 5. _____ damage | 19. _____ well at school |
| 6. _____ an attempt | 20. _____ me angry |
| 7. _____ a plan | 21. _____ a noise |
| 8. _____ an excuse | 22. _____ friends |
| 9. _____ a favour | 23. _____ nothing at all |
| 10. _____ their best | 24. _____ some housework |
| 11. _____ an experiment | 25. _____ everyone laugh |
| 12. _____ a choice | 26. _____ sure |
| 13. _____ a suggestion | 27. _____ an exercise |
| 14. _____ progress | 28. _____ a phone call |

Exercise 3. Translate into Russian, using collocations with do or make.

- | | |
|---|---|
| 1. Назначать встречу | 11. Исполнять свой долг |
| 2. Делать исключение | 12. Для меня это не имеет
особого значения (мне все равно) |
| 3. Вносить вклад | 13. Удостовериться, убедиться |
| 4. Произносить речь | 14. Составлять завещание |
| 5. Делать заметки | 15. Преуспевать |
| 6. Делать одолжение | 16. Делать работу по хозяйству |
| 7. Делать предложение | 17. Звонить по телефону |
| 8. Осматривать
достопримечательности | 18. Шуметь |
| 9. Делать все, что в силах | 19. Подружиться |
| 10. Зарабатывать на жизнь | 20. Готовить еду |

Exercise 4. Complete the sentences with do or make in appropriate forms.

1. My sister Karen doesn't like _____ housework, however she _____ most of the cooking.
2. We both try _____ our beds every morning as we don't like our rooms to look messy.
3. I usually _____ the dishes after meals, which I don't find boring.
4. Last night she _____ a very good dinner and she also _____ dessert.
5. When Karen has her friends over, they often _____ a noise, but it does not bother me.
6. What really bothers me is that they _____ a mess and then I have to _____ a lot of cleaning.
7. It doesn't _____ sense to _____ all this work about the house when people don't care.
8. I don't doubt that must _____ my best to change this situation otherwise I will be in real trouble.

Exercise 5. Translate the words given in brackets into English using do or make in appropriate forms.

1. If you want to be fit, (делай) _____ the exercises every morning.
2. I am not going to (делать) _____ anything special today.
3. Who (изготовил) _____ this wonderful toy for our New-Year tree?
4. My new car (делает) _____ 200 kilometers an hour.

5. No sooner said than (сделано) _____ .
6. We were asked to (сделать) _____ some comments about the situation.
7. His funny jokes (заставили) _____ us laugh.
8. Could you (сделать) _____ me a favour, please?
9. The end of the film (заставил) _____ me cry.
10. He was (назначен) _____ chairman of the company.

Exercise 6. Complete the text using do or make in appropriate forms.

Online Business

Do you want to 1. _____ a fortune on the Internet? Sure, we all 2. _____. People use the Internet to work from home every day, and many of them 3. _____ a living from it. But is it really possible 4. _____ a good start on the Internet?

Many people will give a positive answer to this question. Of course, it is not an impossible dream, but it's not easy, either.

First of all, you must have patience, because you will need 5. _____ research and most importantly, 6. _____ your best to come up with something big.

A good idea is to start your own business. Anyway, many people are afraid 7. _____ that because they think that they don't have the skills 8. _____ this task.

If you 9. _____ up your mind to begin, you would know that the basic skills required to run an online business are not hard to pick up. The most important aspect is determination; everything else can be 10. _____ online, and usually for free.

The first step is 11. _____ your own website.

The next step is 12. _____ a choice about something that you can write about and at the same time sell products or information.

The only way 13. _____ money is by selling and promoting popular offers.

The bottom line is that you want to be successful, 14. _____ sure you still have the energy and wits 15. _____ so.

Exercise 7. Translate the sentences into English.

1. Ты должен делать все, что в твоих силах, чтобы подготовиться к экзамену хорошо.
2. Делать работу по хозяйству – не самое приятное занятие.

3. Обслуживание в ресторане было отвратительным, и клиенту пришлось выразить жалобу (пожаловаться).
4. Сначала компания несла убытки, но со временем она смогла получить прибыль.
5. Ученые успешно провели исследование, чем внесли вклад в развитие науки.
6. Ураган был сильным и причинил вред всему городу.
7. Я не люблю делать покупки, готовить еду и мыть посуду. Моя мама делает всю работу по дому.
8. Мы должны отдать должное мистеру Смигу, он очень талантливый писатель.
9. Новый менеджер плохо вел дела, тем самым принес вред развитию фирмы.
10. Когда все гости собрались, хозяйка приготовила чай.
11. Смиты уже сделали все приготовления к отъезду и с нетерпением ожидали такси.
12. После тяжелого рабочего дня можно провести несколько часов ничего не делая.
13. Если вы собираетесь остановиться в отеле, лучше забронировать комнату заранее.
14. Мистер Браун узнал, что серьезно болен, и составил завещание.
15. Не имеет смысла вести дела с партнерами, которым вы не доверяете.
16. Некоторые туристы любят осматривать достопримечательности, в то время как другие предпочитают делать покупки.
17. Как он зарабатывает на жизнь? Он обещал устроиться на работу, но так и не сделал этого.
18. Врач позвонил по телефону и сказал, что состояние мистера Джексона ухудшается.
19. Не имеет значения, будете ли вы платить наличными или карточкой.
20. Когда мой дед был молодым, он сколотил состояние, продавая одежду.

Study the following words and expressions.

Morning activities: wake up; get up; get out of bed; dress; put on; take off; wash; shave; clean one's teeth; do morning exercises/jerks; comb/brush one's hair; take a shower/bath; have breakfast/dinner/supper; do/make the bed; take a walk; leave home/the house/the office.

Around the house: run/keep the house; do/tidy up/clean the room; keep the room tidy/clean; sweep/vacuum the floor; do the sweeping; press clothes; iron linen/shirts; do the ironing; beat the dust out of something; polish the floor;

do the laundry / the washing; feed domestic animals; do/clear away the dishes; wash up; turn on/off; switch on/off; mend; sew; knit; repair; replace; remove; decorate; fix.

Household appliances: vacuum cleaner; washing machine; sewing machine; dishwasher; microwave oven; toaster; deep-freezer; electric iron; ironing board; knitting needles; broom; brush.

Utensils: kettle; teapot; coffee-pot; dish; plate; cup; saucepan; cake-tin; frying pan; steamer; baking tin; grill pan.

Tools and instruments: hammer; spade; pincers; wire; scissors; knife; nail; screwdriver.

In the garden: plant flowers; weed flowerbeds; mow lawns; grow vegetables; dig potatoes; cultivate land; fertilize land.

At a garage: serve; arrange; check; register; petrol; model.

Exercise 1. Think and say which of these things you could live without and which you couldn't. Explain why.

A fridge, a hairdryer, an electric iron, an electric kettle, a dishwasher, a washing machine, a sewing machine, a box of matches.

Exercise 2. Answer the questions using the words in the box.

What do you use to clean carpets?

- | | |
|--------------------------|--------------------------------|
| - to wash up the dishes? | - to make your clothes smooth? |
| - to wash clothes? | - to clean your teeth? |
| - to get shaved? | - to peel apples? |
| - to brush clothes? | - to cut cloth? |
| - to press clothes? | - to sweep the floor? |
| - to open a bottle? | - to make furniture shiny? |
| - to open a can / a tin? | - to sew? |
| - to cut food? | - to knit? |
| - to get your hair dry? | |

A vacuum cleaner, a shaver, a brush, a knife, a dishwasher, an iron, a bottle opener, a hair-dryer, knitting needles, a can opener, toothpaste and a brush, thread and a needle (or a sewing machine), scissors, a fruit-knife, a washing machine, a broom, polish.

Exercise 3. Complete the sentences using your topical vocabulary in the right-hand column.

<ol style="list-style-type: none"> 1. Around the house we find the... 2. The man who takes care of the garden is the... 3. Some of his jobs are... 4. Flowers grown in flowerbeds / green houses are... 5. Flowers in the fields are... 	<ol style="list-style-type: none"> a. gardener. b. wild flowers. c. planting flowers and growing vegetables, mowing the lawn, weeding the flowerbeds. d. cultivated flowers. e. garden.
<ol style="list-style-type: none"> 1. When the clothes are dry they need... 2. When clothes are torn they need... 3. The room is untidy. It needs... 4. The floor is dirty. It needs... 5. The tray is used for... 6. The spade is used for... 	<ol style="list-style-type: none"> a. carrying things on. b. mending. c. digging the garden. d. vacuuming. e. ironing. f. cleaning.
<ol style="list-style-type: none"> 1. Cows are useful. They give us... 2. People make.... from milk. 3. Milk, cheese and butter together are called... 4. Ships give us... 5. Pork is... 	<ol style="list-style-type: none"> a. pig's meat. b. butter, cheese, cream. c. wool. d. dairy products. e. milk, beef and leather.

Exercise 4. Read the text and say how the problem of cleaning up the room is solved in your family / in the dormitory you live.

You don't really feel the generation gap in this country until a son or daughter comes home from college for Christmas. Then it strikes you how out of it you really are.

This dialogue is probably taking place all over America this week.

"Nancy, you've been home from school for three days now. Why don't you clean up your room?"

"We don't have to clean up our room at college, mother."

"That's very nice, and I'm happy you are going to such a free-wheeling institution. But while you are in the house, your father and I would like you to clean up your room."

"What difference does it make? It's my room."

"I know, dear, and it really doesn't mean that much to me. But your father has a great fear of the plague. He said this morning if it's going to start anywhere in this country, it's going to start in your room."

“Mother, your people aren’t interested in anything that’s relevant. Do you realize how the major corporations are polluting our environment?”

“Your father and I are very worried about it. But right now we are more concerned with the pollution in your bedroom. You haven’t made your bed since you came home.”

“I never make it up at the dormitory.”

“Of course you don’t, and I am sure the time you save goes toward your education. But we still have these old-fashioned ideas about making beds in the morning and we can’t shake them. Since you are home for such a short time, why don’t you do it to humor us?”

“For heaven’s sake, mother, I’m grown up now. Why do you have to treat me like a child?”

“We are not treating you like a child. But it’s really hard for us to realize you’re an adult when you throw all your clothes on the floor.”

“I haven’t thrown all my clothes on the floor. Those are just the clothes I wore yesterday.”

“Forgive me. I exaggerated. Well, how about the dirty dishes and empty soft-drink cans on your desk? Are you collecting them for a science project?”

“Mother, you don’t understand us. Your people were brought up to have clean rooms. But our generation doesn’t care about things like that. It’s what you have in your head that counts.”

“No one respects education more than your father and I do, particularly at the prices they’re charging. But we can’t see how living in squalor can improve your mind.”

“That’s because of your priorities. You would rather have me make up my bed and pick up my clothes than become a free spirit who thinks for myself.”

“We are not trying to stifle your free spirit. It’s just that our Blue Cross has run out, and we have no protection in case anybody catches typhoid.”

“All right I’ll clean up my room if it means that much to you. But I want you to know you have ruined my vacation.”

“It was a calculated risk I had to take. Oh, by the way – I know this is a terrible thing to ask of you, but would you mind helping me wash the dinner dishes?”

“Wash dishes? Nobody washes at school!”

“Your father and I were afraid of that.”

By Art Buchwald

Exercise 5. Read the text and retell it from the point of view of one of the characters.

Mr. and Mrs. Turvey both hated housework. They were a very untidy couple who never put things away. When they went to bed, for example, they

always left their clothes in a mess on the floor. Their kitchen was a mess, too. Even though they had a dishwasher, they always left the dirty dishes in the kitchen sink and only did the washing-up when there wasn't a clean plate to be found in the house. It was the same with their clothes. They never put them into the washing machine until there was nothing else left to wear.

The living room always looked as though a bomb had just gone off. There were things everywhere. There was thick dust on every piece of furniture and the carpet had not been cleaned for weeks. And the bathroom!

One day, when Mr. Turvey couldn't find one of his shoes, and Mrs. Turvey couldn't see her face in the bathroom mirror, they decided it was the time to get the house cleaned. So they found Marie, a foreign student at a local language school, who needed some extra money.

Marie came to the house and worked all day long. She washed and dried all the clothes. Then she got out the iron. She ironed the clothes, folded them neatly and put them away. She swept all the dust off the floors with a large broom. She took a wet cloth and wiped the dust off every surface in the house and then polished the furniture until it was shining. She got out the vacuum cleaner and cleaned all the carpets. In the kitchen the floor was filthy. It was too dirty to wash with a mop, so Marie got on her hands and knees and scrubbed the dirt off with a scrubbing brush. Finally, she made the bed and, when she had finished, the house looked spotless.

Mr. and Mrs. Turvey came home that evening. There was nothing on the floor. There was no dust on the furniture. The wood was shining and you could smell the polish. In the bedroom all their clothes were neat, clean and tidy. "So what do you think?" – Mrs. Turvey asked her husband.

"It looks nice and tidy," he said, "but how are we ever going to find anything?"

Exercise 6. One of the traditional "female" role is that of a housewife. What does being a housewife mean? What is the ideal way of dividing household duties? Use the text to support your opinion.

The Politics of Housework

It seemed perfectly reasonable. We both had careers, both had to work a couple of days a week to earn enough to live on, so why shouldn't we share the housework? So, I suggested it to my husband and he agreed. You are right, he said. It's only fair.

Then an interesting thing happened. I showed him my list of daily chores: buying groceries, carting them home and putting them away; cooking meals and washing, doing the laundry; digging out the place when things get out of control; washing floors. The list could go on but the sheer necessities are bad enough. All of us have to do these things, or get someone else to do them for us. The

longer my husband contemplated these chores, the more repulsed he became, and so proceeded the change from the normally sweet considerate Dr. Jekyll into the crafty Dr. Jekyll who would stop at nothing to avoid the horrors of housework. As he felt himself backed into a corner laden with dirty dishes, brooms, mops and garbage, his front teeth grew longer and pointer, his eyes grew wild. Housework trivial? Not on your life! Just try to share the burden.

So there follows a dialogue that's been going on for several years. Here are some of the high points:

"I don't mind sharing the housework, but I don't do it very well. We should each do the things we are best at."

This happens in many families. They recognize the essential fact of housework right from the very beginning but they fail to come to an agreement.

Exercise 7. Prepare a story about household chores at the end of the 21st century.

UNIT 2

HEALTHY EATING HABITS

Exercise 1. Study the following words and expressions.

Cooking: do the cooking; make tea/coffee; make breakfast, dinner, supper; make a cake/sandwich/salad; bake a pie; prepare a meal; have a meal; feed; eat; eat up; drink; drink up; have a bite, snack; have tea, coffee; lay the table.

Cooking methods: cook; boil; fry; roast; bake; stuff; grill; steam; braise; simmer; stew; pickle; smoke; can; tin; barbecue; salt; freeze; broil; dry.

Processing foods: peel; slice; chop; steam; cut; simmer.

Food: milk; butter; cheese; cream; sour cream; bread; rice; macaroni; cereals; spaghetti; biscuits; roll; meat (beef, pork, chicken); fillet; sausage; ham; chicken; poultry; eggs; fish (carp, herring, salmon); chips; oil; fat; flour; plain; junk; nutritious; nourishing; fattening; rich; fast; take-away; convenience.

Fruits: apple; pineapple; nut; orange; lemon; plum; banana; grape; pear; raspberry; strawberry; blackberry; avocado; apricot; cherry.

Vegetables: beetroot; carrot; onion; potato; cucumber; tomato; pepper; water melon; lettuce; cabbage; cauliflower; broccoli; bean; pea; turnip; radish.

Herbs and spices: salt; pepper; vanilla; ginger; mustard; garlic; mint; parsley; vinegar.

Flavours: sweet; bitter; sour; spicy; mild; salty; sugary; sickly; savoury; tasty.

Fast foods and snacks: milk shake; hamburger; French fries; cheeseburger; cola; peanuts; crisps; sweets; fish and chips; pizza; hot dog; sandwich; calories; nutrients; couch potato lifestyle; saturated fat.

Exercise 2. Transform as in the model: to boil eggs = boiled eggs.

To roast beef –

To mash potatoes –

To grill chicken –

To fry meat –

To pickle cucumbers –

To barbecue meat –

To smoke fish –

To bake apples –

To tin peas –

To stuff a duck –

To stew vegetables –

To salt herring –

Exercise 3. Go through your vocabulary list and name the words relating to dairy products, flour products, meat food, sea food.

Exercise 4. Go through your vocabulary list and choose at least three things for each of the category: herbs, spices, vegetables, fruits, delicatessen.

Which of these things do you count as ordinary food that you might eat at least once a day?

Which of them do you count as luxuries? Why?

Which do you only eat on rare occasions?

Which of the fruit don't grow in your region?

Exercise 5. Decide which of these items are most essential for you and place them in order of priority. Do you think people feel the same in other cultures?

cheese

water

salt

milk

mineral water

pepper

bread

juice

garlic

hamburger

beer

parsley

rice

wine

vanilla

meat

coffee

Exercise 6. Combine the words describing food with their definitions.

Model: Convenience food means ready to cook and eat.

plain	good for your health
junk	containing a lot of cream, oil, eggs, spice
hot	served fast in fast-food chains
rich	snack foods that are not good for you
fattening	containing a lot of fats
nutritious/ nourishing	simple
fast	can be bought at restaurants and taken home
take-away	spicy, having a lot of spices

You are going to read a newspaper article about unhealthy food. Six paragraphs have been removed from the article. Choose from paragraphs A – G the one which fits each gap (1-5). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

JUNK FOOD

In today's fast-moving world, people have less and less time to spend eating, let alone cooking. It is probably for this reason that junk food has become so popular, and there's no doubt that it's here to stay. In fact, it seems that you simply can't get away from it. One British hotel group recently **announced** that its guests are able to order fast food through room service, a move which is seen by many as signifying a new **era** in a **couch potato** lifestyle. So what exactly is junk food?

0 **B**

Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in **saturated fat**. In 1993, the *Journal of the National Cancer Institute* reported this type of fat to be associated with a great risk of cancer.

1 _____

The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? "It's **lack** of time and **loss** of tradition," says one expert.

2 _____

Another **alarming** thing about people's lifestyles today is that while the amount of junk food we eat has **increased**, the amount of exercise we do has actually decreased. Exercise plays an important part in keeping the body fit and healthy; it helps to **control** our weight and, if taken regularly, can also decrease our chances of having a **heart attack** in later life.

3 _____

Even though people, nowadays, are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is **illustrated** by statistics gathered by researchers over the past two **decades**.

4 _____

Researchers suggest that the new generation will be much more likely to suffer from heart and liver disease. What can't be emphasized enough is the fact that a balanced diet and regular exercise bring significant **health benefits**.

5 _____

Ironically, if they were to make time to exercise and to **improve** their eating habits, they would probably find that they were far better equipped to deal with their **stressful** lifestyles than they are now.

A) Recent research has shown that young French people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight. Weight gained in adolescence is extremely hard to lose in later life, so researchers are predicting that the new French generation are not going to be admired for their slim figures, as the French have traditionally been.

B) Basically, it is anything that is high in **calories** but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they have vegetable and **cheese toppings**, are also included as they contain a lot of fat.

C) Not all junk food is bad for your health, however. Some hamburgers, for example, are very high in nutrients and low in fat. It is just a question of finding out what goes into the food before you decide to eat it.

D) Apart from the risk of cancer, another side effect of consuming highly fattening junk food is that you are likely to gain weight. This is especially true because you tend to eat more, as junk food is less **satisfying** and lower in **vital** nutrients than healthier food.

E) You can gain anything from glowing skin to an all-round feeling of good health. One way or another, the vast majority of people seem to be missing out on this, due mainly to the pressures of modern life.

F) What is more, you don't have to exercise much to gain **visible benefits**. Doctors say that twenty minutes' exercise three times a week is all that is necessary.

G) He explains that people are too busy to cook and eat proper meals, so they **grab** whatever is available – and that is usually junk food. Also, the style of life represented on TV, especially in music, videos, is fast. Young people **pick up the idea** that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for junk food instead.

VOCABULARY PRACTICE

Exercise 1. Look at the words in bold and explain their meanings.

Exercise 2. Fill in the correct words from the list below.

*Let alone
signify
nutrients
rejecting*

*gain
limit
predicting
glowing skin*

*research
adolescence
consume
tend to*

1. Vegetables are an essential part of our diet as they contain a lot of _____ . (*healthy substances*)
2. I don't even know what a breadfruit looks like, _____ what it tastes like! (*not to mention*)
3. You should _____ the amount of chocolate you eat if you want to lose weight. (*restrict*)
4. The stars on the label _____ that the brandy is of the best quality. (*mean*)
5. Scientific _____ has shown that saturated fats are a major cause of cancer. (*investigation*)
6. People who eat lots of sweets _____ have dental problems. (*are likely to*)
7. Jill is overweight because she ate so much junk food during her _____ . (*teenage years*)
8. Her _____ is a result of all the fruit and vegetables she eats. (*healthy-looking complexion*)
9. More and more people are _____ meat in favour of more fruit and vegetables. (*not accepting*)
10. Unless you cut down on junk food and sweets, you will _____ weight! (*put on*)
11. Nutritionists are _____ that junk food consumption will increase in the near future. (*foreseeing*)
12. Young people _____ large amounts of carbonated drinks with their meals. (*take in*)

Exercise 3. Fill in the correct words from the list below. Use the words only once.

Room, eating, gourmet, fast-moving, vast, couch potato, balanced, the pressures, chocolate, to do, heart, high, junk, to keep, saturated, side.

- | | |
|------------------------|-------------------------|
| 1. A(n)_____ world | 9. _____ of modern life |
| 2. _____ bars | 10. _____ fat |
| 3. A(n)_____ lifestyle | 11. _____ service |
| 4. _____ the body fit | 12. _____ no harm |
| 5. _____ in calories | 13. A(n) _____ diet |
| 6. _____ food | 14. _____ dishes |
| 7. _____ habits | 15. The _____ majority |
| 8. _____ disease | 16. _____ effects |

Exercise 4. Choose the correct items.

1. As he didn't want to cook, he decided to _____ a pizza instead.
a) ask for b) demand c) order d) command
2. She had no time to go out for lunch so she _____ a snack instead.
a) grabbed b) snatched c) took d) bit
3. I hope I won't _____ weight while I'm on holiday.
a) earn b) win c) put d) gain
4. After the Christmas holidays, I'm going on a _____ because some of my favourite clothes don't fit me anymore.
a) diet b) fast c) nutrition d) health

Exercise 5. Study the following phrasal verbs and then use them in the sentences.

Turn smb/smth down – refuse an offer.

Turn smth down – reduce the volume, heat, noise, etc.

Turn on – switch on (lights, radio, etc).

Turn to smb – go to smb for help.

Turn up – 1) (of an opportunity) arise; 2) arrive.

Turn smth up – increase the volume.

Turn smth out – produce smth.

1. Don't forget to **turn** _____ the cooker before you leave. (*switch off*)
2. Steve finally **turned** _____ at the party two hours late. (*arrived unexpectedly*)
3. When she is in trouble, she always **turns** _____ her parents. (*goes to somebody for help*)
4. He *turned* _____ the job offer because the money they offered him wasn't good. (*rejected*)
5. Pierre **turned** _____ to be the most creative chef they have ever employed. (*proved to be*)

Exercise 6. Fill in the correct prepositions, then make up sentences with these expressions.

- | | |
|---------------------------------------|---|
| 1. To be popular _____ smb | 6. To deal _____ smb/smth |
| 2. To be high _____ calories | 7. To be lacking _____ smth |
| 3. To be associated _____
smb/smth | 8. The loss _____ smb/smth |
| 4. To be aware _____ smth | 9. To miss out _____ smth |
| 5. To suffer _____ smth | 10. To prefer smb/smth _____
smb/smth else |

Exercise 7. Read the whole text again and make notes under the following headings:

- A) Reasons for the popularity of junk food;*
- B) Dangers of eating junk food;*
- C) Positive effects of eating healthy food.*

Then, give a short talk about junk food. Use the following: Although, Moreover, However, In spite of the fact that, I believe, I think, In my opinion, etc.

Exercise 8. Read the text about different types of food and drink. Then answer the questions.

EAT, DRINK... AND DON'T BE SORRY

In ancient Greek times, Epicurus lived by the philosophy, "Eat, drink and be merry, and let tomorrow take care of itself!" Sadly, nowadays our instinct to enjoy ourselves has been replaced with feelings of guilt about what we should or shouldn't eat. But just how damaging are all those "harmful" foods we find so tempting? Let's look more closely at the good and bad sides of some of our favourites.

Chocolate contains mild stimulants which help concentration and boost the brain's level of serotonin, a chemical that makes us feel good. Chocolate is also rich in iron, magnesium and potassium. On the down side, it is high in fat and calories and can interrupt sleep if eaten in the evenings.

Sugar is converted into energy more quickly than any other food, so it is hard for the body to store it as fat. Studies have shown that it makes you feel full more quickly, so you are less likely to overeat. Eating sugar at breakfast time has been shown to improve concentration and memory in the morning. The bad news is that sugar causes tooth decay and contains no useful nutrients.

Meat is an important food as it is a major source of protein, vitamin B and essential minerals. However, it also contributes a quarter of our daily fat intake. A high intake of red meat can lead to colon cancer, and beef is blamed for Creutzfeldt-Jacob Disease, an illness, which affects the brains of humans.

Cheese and cream are rich in calcium and vitamin D, which help protect the system against osteoporosis, a bone disease affecting a third of all European women over 60. Unfortunately, butter is almost pure saturated fat, and is very high in calories. Eating it is thought to lead to hardening of the arteries, which is known to cause heart attacks and strokes.

Coffee and tea contain caffeine, which increases alertness. Tea contains tannin and flavanoids which help prevent heart disease. On the other hand, since they are stimulants they can interrupt sleep and relaxation and therefore shouldn't be drunk in the evenings.

It seems, then, that we can feel free to enjoy all of these types of food, keeping in mind that moderation is the key to good health. So eat small amounts of these foods and forget about feeling guilty!

Which type(s) of food or drink:

- Is quickly turned into energy?
- Can keep you awake if consumed late in the day?
- Can improve your mood?
- Fills you up and keeps you from eating too much?
- May lead to weight gain if eaten in excess?
- Can help to prevent a disease of the bones?
- May cause a type of cancer?
- Help you to concentrate?
- May lead to heart problems?
- Has no nutritional value?

Exercise 9. Read the text again and talk about chocolate, sugar, cheese, butter and cream, meat and coffee or tea in terms of: nutrients, calories and ways they affect the human system.

Exercise 10. Epicurus lived by the philosophy, “Eat, drink and be merry and let tomorrow take care of itself!” Do you agree with this idea?

Exercise 11. Match the idioms with their definitions.

Bring home the bacon	<i>With lots of energy; lively</i>
One man’s meat is another man’s poison	<i>To earn enough money to support one’s family</i>
To bite off more than one can chew	<i>To try to do too much of something that is too difficult</i>
Full of beans	<i>Not to believe that something is completely true</i>
To take something with a pinch of salt	<i>People need spiritual fulfillment as well as food</i>
Man cannot live by bread alone	<i>Something that one person likes may not be liked by another</i>

Exercise 12. Discuss the following questions:

- a) Do you know any typical meals from the following countries: *France, India, Switzerland, Turkey, Spain, America, Italy, Mexico, Greece, England, Belarus*?
- b) What do you think influences a country's food?
- c) What influences the food in your country?

Exercise 13. Read these quotations about English food. Do all the people have the same opinion about English food?

A) It takes some skill to spoil a breakfast – even the English can't do it!
(J. K. Galbraith, economist)

B) On the continent people have good food; in England people have good table manners. (George Mikes, writer and humorist)

C) If the English can survive their food, they can survive anything!
(George Bernard Shaw, writer)

D) Even today, well brought-up English girls are taught to boil all vegetables for at least a month and a half, just in case one of the dinner guests comes without his teeth! (Calvin Trillin, American writer)

E) English cooking? You just put things into boiling water and then take them out again after a long while! (An anonymous French chef)

Exercise 14. Read the text. Match paragraphs 1– 5 with a summary below.

- a) Historical and climatic influences on British cooking.
- b) There's everything except an English restaurant.
- c) The legacy of World War II.
- d) Where there is hope for the future.
- e) The British love affair with international cooking.

IN SEARCH OF GOOD ENGLISH FOOD

1. How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High street in the land, it is easier to find Indian and Chinese restaurants, than English ones. In London you can eat Thai, Portugese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian – but where are the English restaurants?

2. It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagna

instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the end of the 20th century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding "No", but to understand this, we have to go back to before World War II.

3. The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world – chickens, apples, rabbits, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest variety of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

4. However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister of Food!). This consisted of the mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

5. However, there is still one small ray of hope. British pubs are always the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world!

Discussion.

1) Do you agree that food is as much a part of country's culture as its landscape, language and literature?

2) Which are your favourite places to eat in your country? Why?

EATING OUT

Useful Phrases

1. Give one's orders.
2. Pay a bill.
3. Tip.
4. Service charge.
5. Hors d'oeuvres.
6. Table d'hôte.
7. A la carte.
8. When will you have a table free?
9. Are you ready to order now?
10. I'd like my steak rare, medium, well-done.
11. I didn't order this.
12. This is overdone, too salty, undercooked.
13. What kind of dressing would you like on your salad?
14. It's on me today.
15. I'll pay my own share.
16. I'll treat you next time.
17. Where can I eat at a reasonable price?
18. Do you mind if I join you?
19. That sounds good.
20. It's delicious.
21. It tastes strange.
22. Let's split it.

Booking a table

1. I'd like to reserve/book a table for four at 8 p. m.
2. I'd like to book a table for two at eight in the name of Brown, please.
3. Could we have a table by the window, please?
4. Could we have a table away from the kitchen/toilets, please?
5. Could we have a non-smoking table, please?

Arriving at the restaurant

1. Good evening. My name is...
2. I have a table booked for six.

During/After the meal

1. Do you have the menu in English/German/French...?
2. Do you have a high chair for young children, please?
3. I'm sorry, but I asked for the table by the window.
4. Could we have an extra chair, please?
5. Could we have some more bread, please?
6. Could we have a pepper mill?
7. Could I have some dressing, please?
8. Could you pass me the salt, please?
9. That was delicious. My compliments to the chef.

Your order

1. For starters I'll have the soup and for the main course I'd like some roast beef.
2. Could I have chips instead of new potatoes, please?
3. What is the house special today?
4. Is there anything you would recommend?
5. Could I see the wine menu, please?
6. I'll have a glass of house red/white, please.
7. Which wine would you recommend?

Complaining

1. Excuse me, we've been waiting for over half an hour for our drinks.
2. Excuse me, but my meal is cold.
3. I'm sorry but I ordered the side salad, not the vegetables.
4. Excuse me this steak is overdone, I ordered rare.
5. I'm afraid this wine tastes corked.
6. Excuse me, this wine isn't chilled properly.

Paying

1. Could I have the bill, please?
2. Do you take Visa?
3. We'd like separate bills, please.
4. Is service included?

Exercise 1. Here are four people talking about eating out. After you read, answer each question with a paragraph number (1–4).

1. The last time I went to a restaurant was about 2 months ago. My wife and I wanted to celebrate our wedding anniversary with a good meal so we went to an expensive Italian restaurant in downtown Lisbon. We both had pasta to start and for the main course my wife ordered a steak and I chose fish. For dessert we both ate chocolate cake topped with fresh cream. Delicious!

2. I went to a restaurant yesterday evening with my sister's children. It wasn't very expensive and the menu was very limited. We all had a burger and French fries, and drank cola. It wasn't very good.

3. My boyfriend loves spicy food so this restaurant was perfect. The waiters were all really friendly and polite, and they played traditional sitar music which was very relaxing. The menu offered vegetarian dishes as well as meat dishes served with rice and a sauce – it depended on how hot you wanted it! I chose a mild beef curry but my boyfriend had a lamb “vindaloo” – he also drank 2 liters of water!

4. My class at the university went there last weekend. It's a very popular type of restaurant in my country. It generally offers one type of food (a kind of bread with cheese and tomato sauce) which you then choose what ingredients to add on top of it. I asked for olives and mushrooms on mine and my classmates each had something different so we could taste a piece of each person's meal.

In which text did the person go there for a special occasion?

In which text did the person visit an Indian restaurant?

In which text did the person eat pizza?

In which text did the person eat fast food?

In which text did someone eat seafood?

In which text did the person talk about the atmosphere of the restaurant?

Which restaurant was cheap?

In which text didn't the person enjoy their meal?

In which text did someone eat a very hot dish?

In which text did the person have a vegetarian meal?

Exercise 2. Read the following dialogue. Be ready to reproduce it in class.

Mr and Mrs Smith are out celebrating their wedding anniversary. It's 8 pm. Mr Smith (Jack) and Mrs Smith (Jill) are celebrating their 10th wedding anniversary. They have just arrived at the restaurant.

Mr Smith: Well, here we are. What do you think?

Mrs Smith: It's lovely, Jack. Are you sure we can afford it?

Mr Smith: Well, I may have to do some washing up, but you are worth it.

The waiter arrives.

Waiter: Good evening sir, madam.

Mr Smith: Good evening. We have a reservation for a table for two in the name of Smith.

Waiter: Yes, sir. May I take your coats?

The waiter takes their coats and hangs them up.

Mr and Mrs Smith: Thank you.

Waiter: You are welcome. Would you like to come to the table or would you prefer to order in the bar?

Mr Smith: I wouldn't mind an aperitif. We'll order in the bar.

Waiter: Please, follow me. I'll bring you the menu in a moment.

Mr and Mrs Smith order their drinks in the bar and sit down to look at the menu.

Mrs Smith: Oh, dear Jack, it's all in French!

Mr Smith: Well, that's what we are paying for. Don't worry, I've got an idea.

Waiter: Are you ready to order, sir?

Mr Smith: Not really. Could you recommend something?

Waiter: Certainly, sir. The fresh lobster is particularly good this evening, and for starters may I recommend a light consommé?

Mr Smith: Sounds lovely. What do you think, dear?

Mrs Smith: Oh, yes, I love lobster.

Waiter: So, that's two consommé and two lobsters. Would you like to look at the wine menu?

Mr Smith: Why don't you bring us what you think will go best? Nothing too expensive, though.

Waiter: No problem, sir. I'll call you as soon as your table is ready.

The waiter walks away.

Mrs Smith: You are clever, Jack, but what about dessert?

Mr Smith: Don't worry, they bring round a sweet trolley, so we just point at what we fancy!

A while later Mr and Mrs Smith have finished eating and are drinking their coffee.

Waiter: Was everything to your satisfaction?

Mr and Mrs Smith: Yes, lovely, thank you.

Mr Smith: The whole meal was delicious, our compliments to the chef. Unfortunately, we have to be back for the baby-sitter, so could we pay now?

Waiter: Certainly, sir, I'll bring you the bill. Would you like me to order you a taxi?

Mr Smith: Yes, that would be great, thank you.

Mrs Smith: What a nice man, we must leave him a good tip.

Mr Smith: Yes, of course.

Exercise 3. Practice the following dialogue. Make up your own dialogue on the topic.

Waiter: Good morning, sir. For one?

Paul: Yes, please.

Waiter: Would you like this table by the window?

Paul: Thank you.

Waiter: Here's the menu, sir.

Paul: Well, now, what do you recommend?

Waiter: Well, the roast lamb is very good. Or if you prefer fish, there's nice fresh cod today.

Paul: I think I'll have the roast lamb, please.

Waiter: What vegetables would you like with it?

Paul: Some baked potatoes. And what green vegetables have you got?

Waiter: Peas, spinach, French beans.

Paul: I think I'll have peas. They are nice with lamb.

Waiter: Very well, sir. And what will you have first? Soup, hors d'oeuvres or grapefruit?

Paul: I'll have grapefruit to start with.

Waiter: Grapefruit.

Paul: Could I order my sweet now? I'm rather in a hurry.

Waiter: Yes, certainly. What would you like?

Paul: I think I'll have an apple tart and coffee.

Waiter: Very well, sir.

Exercise 4. Prepare the advertisement of your own restaurant. Speak about the atmosphere, the menu, the rules of behavior.

UNIT 3

WEATHER. HOLIDAYS

Exercise 1. Look at the words related to the topic weather and translate them into Russian.

a) *Spring weather*: bright, to brighten up, clear, fresh, grow warm, melt of snow, moderate, moist, to pour, rain curtain, rainbow, rainstorm, roll of thunder, shower, slush, stream, to thaw, thunder, to turn bad, whirlwind, to be soaked to the skin.

b) *Summer weather*: breeze, brisk, to change for the better, drought, flash, flood, heat, lightning, mist, to overcast, pool, to rumble, to steam up, sun tan, sunshine, veil.

c) *Autumn weather*: to be cast with clouds, beastly, gust of wind, to blow, chill, cool, damp, downpour, drench, drizzle, dull, gale, to get stiff, to get under the rain, icing, Indian summer, nasty, puddle, rain torrents sleet, squall, whirlwind, wretched weather.

d) *Winter weather*: blizzard, fog, to freeze, frost, glazed frost, ground frost, to have a frost-bitten nose, hoarfrost, ice drift, icicle, snowdrift, snowstorm, to swirl.

e) *Weather forecast*: meteorologist, intermittent, weather lore, weather sign, weatherman.

Exercise 2. Choose the correct word to complete the weather forecast.

In the moon there will be ___ (*thick/heavy*) fog in the early part of the day, but this will clear towards midday. In the afternoon there will be ___ (*light/a light*) breeze and some ___ (*sun/sunny*) periods, although there is a risk of ___ (*a light /scattered*) showers tomorrow evening. Overnight, there will be ___ (*heavy/strong*) winds with ___ (*thick/heavy*) rain and even a risk of thunder and ___ (*light/lightning*).

Exercise 3. Match 1–10 with a–j.

- | | |
|-----------------|-----------------------|
| 1. It's ___ | a) of cloud today. |
| 2. It ___ | b) it foggy outside? |
| 3. The wind ___ | c) isn't raining. |
| 4. It isn't ___ | d) cold this morning. |
| 5. The sun ___ | e) snow on the road. |
| 6. Is ___ | f) rain a lot here. |

7. There's a bit ____ g) the weather like?
8. There's a lot of ____ h) very windy.
9. It doesn't ____ i) blew my hat off.
10. What's ____ j) is shining.

Exercise 4. Circle the correct word.

1. Humid weather is very ... *pleasant/uncomfortable*.
2. There was a bit of sunshine between the ... *showers/lightning*.
3. Do you like watching the ... *lightning/thunder* when it's stormy?
4. The air in the Sahara Desert is ... *dry/humid*, and it's very ... *hot/cool* at midday.
5. Showers usually last a few ... *hours/minutes*.
6. In cold, wet weather, your clothes feel ... *damp/humid*.
7. By the sea you get a nice ... *breeze/wind*.
8. We had really thick ... *fog/mist* this morning.
9. It's quite hot when the sun ... *goes/comes* out.
10. They said it was ten degrees ... *below/above* zero in New York yesterday. That's too cold for me.

Exercise 5. Read the following statements and say what is wrong with them.

1. December is the first month of the year.
2. The sun sets in the east.
3. Snowflakes are green.
4. Spring is the season of ice and snow.
5. Summer sets in March.
6. The snow lies deep in April and May.
7. There are no clouds in the sky when it's raining.
8. It often thunders in winter.
9. It's very cold when the temperature is 20 degrees above zero.
10. Icicles are hot.

Exercise 6. Explain the following weather idioms, then make sentences using them.

Under the weather; make heavy weather of; weather the storm; a storm in a teacup, as right as rain; come rain or shine; for a rainy day; chase rainbows; put the wind up sb.

Exercise 7. As you might expect, a country with changeable weather like the United Kingdom has a lot of idioms that use weather words. In sentences 1–24, complete the first part of each idiom or expression in bold with its second part from the box.

<p>...as rain; ... but it pours; ... cloud nine; ... disposition; ... in a teacup; ... my thunder; ... of criticism; ... or shine; ... parade; ... rain check; ... reception;</p>	<p>... red mist; ... snowed; ... the driven snow; ... like the wind; ... the wind blows; ... thunder; ... wind of; ... wind out of my sails; ... wind up; ... your judgement.</p>
---	---

1. The Education Minister's speech to the teachers got a **frosty** ____.
2. I can't think properly. I'm tired, and **my mind is** ____.
3. I usually spend most of my salary, but I always try to **save something** ____.
4. I'm sorry you don't feel very well. - Why don't you go to bed, and I'm sure you'll be **right** ____ in the morning.
5. She's always happy, friendly and smiling: she **has a really sunny** ____.
6. I can't join you for lunch today. I'm absolutely ____ **under** with work.
7. I would avoid the boss if I were you: he's got **a face like** ____.
8. Your train leaves in one minute. You'll have to **run** ____ if you want to catch it.
9. I know that you're angry and upset, but don't let your emotions **cloud** ____.
10. I told Bill about my ideas for improving the company, then he told them to the boss and said they were his ideas. I can't believe he **stole** ____ like that!
11. I'm usually fairly calm and relaxed, but when someone intentionally scratched my car with their keys, I **got the** ____.
12. I thought my idea to improve sales was fantastic until my manager told me it would never work. As you can imagine, that **took the** ____.
13. Elaine has been **on** ____ ever since she got the promotion that she wanted.
14. What a morning! I got a parking ticket, then someone drove into my car in the supermarket car park, and to top it all I ran out of petrol. I guess **it never rains** ____.
15. I would love to go for a drink, but I'm a bit busy. Can I **take a** ____?
16. She thinks she's **as pure as** ____, but she's no better than the rest of us.
17. "We haven't got any tea. Would you like coffee instead?" I suppose so. **Any port** ____.
18. "Do you think we should employ more staff?" – "I'm not sure. Let's **see which way** ____ in the next few weeks.

19. “Are you coming to the match with us on Saturday?” – “Oh, yes, we wouldn’t miss it for anything. We’ll be there **come rain** ____.

20. The shop refused to refund my money, so I told them that I would take them to court. That **put the** ____ them!

21. Everybody was getting angry and upset about nothing. It was just a **storm** ____.

22. He tried to keep his plans secret, but we soon **got** ____ them.

23. Her suggestions were met with **a hail** ____.

24. Her suggestions were excellent, and it was wrong of you to **rain on** her ____.

Exercise 8. What kinds of weather do you think caused the following to happen? Write a sentence which could go before each of these.

1. We had to sit in the shade every afternoon.
2. The sweat was pouring out of us.
3. I can hardly breathe; I wish it would rain to cool us down.
4. Cars were skidding out of control.
5. Even the postman had to use a boat to get around.
6. They had to close the airport; the snow was a meter deep.
7. We were able to sit in the garden in the middle of winter.
8. The earth became rock-hard and a lot of plants died.
9. It blew the newspaper clean out of my hands.
10. I could hardly see my hand in front of my face.

Exercise 9. Complete the table using the words from the list below. You may add more words if you like.

Boiling; rain; fog; drizzle; storm; ice; heatwave; smog; blizzard; downpour; sunshine; gust; freezing; blood; torrential rain; chilly; breeze; snowdrift; frost; snowflake; gale; hurricane; warm; hail; draught; drought; cyclone; monsoon.

Hot weather	
Cold weather	
Misty weather	
Windy weather	
Wet weather	

Exercise 10. Read the text and say what weather you like best and why.

Weather

The naughtiest thing in the world is the weather. It's like a capricious woman who always does the opposite to what you ask her.

When you want to go for a picnic in the open air you ask the skies to remain clear and the day be fine. Nervously you switch on the radio and listen to the weather forecast. You tremble with joy to hear that it'll stay warm and dry with bright sunshine and moderate breeze. Your imagination draws a hot summer afternoon and yourself saying: 'Nice weather we are having today!' You take a lot of food and no warm clothes, go to the countryside but... do not get anything sunny.

You get it cloudy and cold with intermittent drizzle which ends with a thundery shower. The sky is so heavily cast with clouds, the downpours follow one another with such frequency, the rumbling of thunder and flashes of lightning are so frightening that you've got no illusions left. You throw away the food and go back hungry and angry. And when you are already approaching your home soaked to the skin it suddenly brightens up. Oh, Goodness!

Each summer every student survives through the best time of his or her life – an examination session. Then many students plead: 'Please, weather, stay cloudy, chilly or even cold with brisk wind and rain torrents leaving pools and puddles everywhere, especially on the playground. And I'll be a good student'. The radio promises: 'Patchy light drizzle with showery outbreaks of rain.' But the "patch" is never in the right place. Instead the skies send heat and excellent weather for a sun tan. Everyone knows that sun tan never helps at exams.

And it's always like this. When you go skiing you want to have frosty weather with a lot of snow, it starts thawing and your skis sink in the slush. Instead of a snowfall and hoarfrost on the trees you get excellent sleet. The weather does not feel any pangs of remorse.

When you go in the car to the country, enjoying nice weather and a beautiful view of a rainbow in the blue sky, you pay no attention to some haze on the horizon. Some time later a thin mist in the distance turns into a thick fog and you spend a lovely two hours instead of one at the steering wheel.

When you plant some much-cared-for flowers in the garden, either a ground frost or a hail storm kills them. Digging muddy flowerbeds one feels exasperated: 'What beastly weather we've had this week! And keeps nasty! Wretched!'

To tell the truth, sometimes the weather is ashamed and turns for the better. But not always. More often it sticks to its own pattern and after a short warm spell turns bad again. Why is it always like this? Maybe, because the weather likes surprises and wants to bring in adventures to our life, breaking the boring routine with marvelous happenings?

By G. Graustein

Look through the text one more time and prove that the weather is like a capricious woman.

Exercise 11. Do you listen to weather forecasts? Do you trust them? Read the following text and be ready to speak about changeable British weather.

On Weather Forecasts

George took the newspaper and read us the weather forecast: 'Rain, cold, wet to fine, occasional local thunderstorms, east wind.' I don't believe this weather forecast business. It forecasts precisely what happened yesterday or the day before, and precisely the opposite of what is going to happen today.

I remember how our plans were completely ruined one late autumn day. We had been planning to go to the country for a picnic, but then we looked at the weather report in the local newspaper. 'Heavy showers, with thunderstorms, may be expected today,' it said, so we gave up our picnic and stopped indoors all day, waiting for the rain. Many people passed by our house in cars and coaches. It was clear that they were going to the country. The sun was shining, and there was not a cloud in the sky. 'Ah!' we said as we stood looking at them through the window, 'they will come home wet to the skin!'

And we smiled, thinking how wet they were going to get. By twelve o'clock, with the sun pouring into the room, the heat became quite oppressive, and we wondered when those heavy showers and occasional thunderstorms were going to begin. At one o'clock the landlady came and asked if we weren't going out, as it seemed such a lovely day.

'No, no,' we replied, 'not we. We don't want to get wet through – no, no.' But not a drop of rain ever fell, and it was fine till late night.

The next morning we read that it was going to be a "warm, fine day, much heat," and we put on light clothes and went out, and half an hour after we had started, it began to rain hard, and a bitterly cold wind began to blow, and it lasted for the whole day, and we came home with cold and rheumatism and went to bed.

By Jerome K. Jerome

a) Prove the following statement: "Other countries have a climate; in England we have weather."

b) Retell the text.

Exercise 12. Practice reading the following sentences. Learn them by heart. Describe today's weather using the above sentences.

- What's the weather like today?*
- The weather is fine today.*

- *The weather is dull today.*
- *The sky is blue and cloudless.*
- *The sun is shining brightly in the sky.*
- *It is raining.*
- *It is snowing.*
- *It is warm.*
- *It is cold.*

Exercise 13. Read the following dialogues in parts and suggest suitable titles for them. Find out what topics are discussed.

-1-

Mr. Jones: Good morning, Mrs. Williams. How are you this morning?

Mrs. Williams: I'm quite all right, thank you, Mr. Jones. And how are you?

Mr. Jones: Fine, too, thank you. Nice day, isn't it?

Mrs. Williams: Absolutely lovely. Much warmer than yesterday, I believe, though a bit misty. Have you heard the weather forecast for today by the way?

Mr. Jones: Yes, I have. It says the early morning mist is to clear before noon and the rest of the day will be bright and sunny with the temperature between 15 °C and 17 °C.

Mrs. Williams: Good, what's the outlook for tomorrow?

Mr. Jones: It says there will be little change, so I believe we may have a few fine days after all.

Mrs. Williams: Splendid. A fine weekend is just what we all need, don't we?

Mr. Jones: Oh, yes, quite true. Good-bye, Mrs. Williams.

Mrs. Williams: Good-bye, Mr. Jones.

-2-

John: Well, I can't get used to such weather. It can change several times a day. It may be hot in the morning and very cold in the evening.

Nick: Yes, that's just what happened yesterday.

John: And weather forecasts are never helpful, aren't they?

Nick: No, not very often. But there's nothing to be done, you'll have to put up with it.

-3-

Alex: You got caught in the rain, didn't you?

Kate: Just a little. The shower came all of a sudden, but I was already near home.

Alex: It didn't look like rain at all this morning, did it? But you never can tell...

Kate: I usually carry on an umbrella all the time this season. But I forgot to take it this morning.

Alex: Bad luck!

Kate: Yes, as they say, it's sure to rain if you don't take an umbrella.

Alex: That's right.

a) *They say, the English like to speak about the weather. Prove it using the dialogues.*

b) *Reproduce some of the above dialogues with other students in class. Pay attention to the conversational formulas, analyze them and say what they express.*

c) *Choose one of the dialogues and give the reported version of it.*

Exercise 14. *Look at the following words which all are connected in some way with holidays. What do the words in each group have in common (accommodation, transport, places, people, objects, etc.)?*

a) youth hostel, cottage, holiday resort, villa, tent, motel, inn, bed and breakfast (B & B), self-catering flat, guesthouse;

b) mountains, seaside, countryside, abroad, around the world, great cities, jungle, overseas;

c) voyage, trip, journey, flight, excursion, tour, expedition, business trip;

d) trunk, sporting equipment, bicycle, rucksack, protective oil and cream, skin-diving mask, sleeping bag, foreign currency;

e) enjoyable, boring, dangerous, expensive, cheap, comfortable, wonderful, gorgeous, splendid, active, open-air, perfect, safe, amusing, affordable;

f) package holiday, sailing, sightseeing, camping, caravanning, boating, hiking, fishing, hitchhiking;

g) travel agent, guide, holiday-maker, tour operator, guard, courier, porter, coach driver, customs officer;

h) temples, museums, art galleries, movies, circus, carnivals, shows, attractions, shops, restaurants, zoos, parks;

i) ship, train, ferry, hovercraft, helicopter, hydrofoil, boat, plane, commuter train, on horseback, bike.

Exercise 15. Match these words with the given definitions.

- | | |
|-------------------|---|
| 1) youth hostel | a) a holiday on a ship calling in at different ports |
| 2) tour | b) a journey by air |
| 3) a flight | c) cheap accommodation mainly for young people |
| 4) B&B | d) a trip of some distance, usually by land |
| 5) holidays | e) a journey during which several places of interest are visited |
| 6) backpack | f) a holiday which includes organized travel and accommodation |
| 7) a voyage | g) a period of time when you travel to another place for pleasure |
| 8) a cruise | h) a long journey especially by water |
| 9) a package tour | i) a bag carried on your back |
| 10) journey | j) place where you sleep and have breakfast but no evening meal |

Exercise 16. Match these holiday brochure words on the left with their synonyms on the right.

- | | |
|------------------|-----------------|
| 1. breath-taking | a) famous |
| 2. exhilarating | b) luxurious |
| 3. exotic | c) natural |
| 4. glamorous | d) heavenly |
| 5. legendary | e) unrivalled |
| 6. mighty | f) stunning |
| 7. picturesque | g) unusual |
| 8. sublime | h) invigorating |
| 9. unspoilt | i) powerful |
| 10. unsurpassed | j) pretty |

Exercise 17. Which adjective collocates better with the following nouns?

1. river – mighty or exclusive?
2. climb – breath-taking or exhilarating?
3. view – stunning or luxurious?
4. restaurant – glamorous or intoxicating?
5. village – mighty or picturesque?
6. opportunity – unsurpassed or picturesque?
7. location – intoxicating or exotic?
8. hospitality – breath-taking or legendary?
9. charm – picturesque or luxurious?
10. night –club – unspoilt or exclusive?

Exercise 18. Complete each idiom in bold with the appropriate word from A, B or C. Each idiom is explained in italics after each sentence.

1. We stayed in a wonderful hotel just a ___ **throw** from the beach. (*very near to*)

- A. rock's B. stone's C. pebbles

2. He's always going on holiday to interesting and exciting places. He's such a **globe-** ____. (*someone who travels a lot*)

- A. runner B. hopper C. trotter

3. I don't like staying in busy resorts. I prefer to go somewhere that's **off the** ___ **track**. (*away from popular areas*)

- A. beaten B. well-walked C. tramped

4. I travel a lot on business, so I seem to spend most of my life **living out of a** ____. (*to be away from home a lot*)

- A. bag B. suitcase C. rucksack

5. I haven't been anywhere for years, and then suddenly I got ___ **feet** and decided to do some travelling. (*a desire to travel and see different places*)

- A. itchy B. scratchy C. tickly

6. I always try **to travel** ___ when I go on holiday. I usually just take a very small suitcase and nothing else. (*to take very little luggage with you when you travel*)

- A. light B. gentle C. easy

7. One of the biggest problems anyone faces when travel abroad is **culture** ____. (*confusion or anxiety that travellers experience when visiting a different country*)

- A. surprise B. shock C. daze

8. The staff at the hotel I stayed in went **out of their** ___ to make sure I had a pleasant stay. (*did everything possible*)

- A. heads B. way C. jobs

9. When you're on holiday and want a good meal, it's a good idea to choose a restaurant that's popular with the ___ (*the people who live in a place that you're visiting*)

- A. natives B. savages C. originals

10. Last year we went on a ___ **-stop tour** of Europe: we did seven capital cities in seven days! (*visiting a lot of places in a short period of time*)

- A. flute B. whistle C. recorder

11. We arrived at a place at **an unearthly** ____. (*very late at night/very early in the morning*)

- A. moment B. minute C. hour

12. Tonight's the last night of our holiday. Let's go out and **paint the town** ___! (*go out and have a good time*)

- A. pink B. purple C. red

13. Several people recommended the hotel to me, but unfortunately it **fell** ___ **of my expectations**. (*not as good as you expected*)
 A. **short** B. **small** C. **flat**
14. The motel is **out of this** ____. (*very good*)
 A. **world** B. **planet** C. **earth**
15. This hotel is dirty and uncomfortable. It's a real ___ ! (*a dirty, uncomfortable and cheap hotel*)
 A. **doghouse** B. **fleapit** C. **henhouse**

Exercise 19. *There are six typical language mistakes in the paragraph below. Underline them and write the corrections.*

The Smiths stayed at a camping last summer because all other kinds of holiday accommodations are too expensive for them. Every day Mrs. Smith had a sunbath, Mr. Smith made a sight-seeing and the children made a travel around the island. One day they made an excursion to a local castle.

Exercise 20. *Some people are very independent travellers and have never relied on the help of travel agencies or other tourist organizations to prepare their journeys. On the other hand, many people prefer tour operators to organize their holidays. Work in pairs and prepare arguments for or against camping tour. These words may help:*

carefree, limited time, cost, language, transport, new friends, accommodation, sightseeing, reservations, independence, freedom, sense of adventure, cost, food, contact with local people, avoid crowds, spontaneity, choice of travelling companions.

Exercise 21. *Read the text and speak about the history of holiday business in Great Britain.*

Holidays

Holidays are good for us. They provide us with new interests, new outlets for our energies, a break from work, and, for some, a chance to rest.

For centuries in Britain a holiday was simply a Holy Day, usually dedicated to one of the saints, on which no work was done. If the weather was fine, everyone trooped out of town (usually in those days only a few minutes' walk) to the fields for archery, wrestling or dancing. Villagers met on the village green.

In Britain the early travellers were usually lawyers and judges on their circuits, young men going to university or to seek their fortune in a city, officials

of the King, or strolling players. Most ordinary people lived all their lives without going more than a mile or two from home.

In the 17th century the fashion for visiting the health resorts, called spas, began. At first it was only sick people who went “to take the waters”. In the late 18th century, sea water gained a reputation for its medicinal properties and as a result many British coastal fishing villages were transformed into fashionable resorts. Brighton and Weymouth both became popular with holidaymakers after George III paid them a visit to try and cure illnesses he suffered.

Until the middle of the last century it was only the wealthy who were able to go away for holidays and it was not until the railways had been established that what we know as holiday travel became possible. Thomas Cook is historically credited with organizing the first ever tourist excursion in 1841 when he sold tickets for a train ride from Leicester to Loughborough. Missionary Henry Lunn pioneered the skiing holiday just a few years later.

Holidays for all were inconceivable on the grounds of expense. It was the Industrial Revolution that really began to open up tourism to the working classes. As a result of the widespread social and technological reforms a new middle class that could afford to travel grew up.

The Bank Holiday Act of Parliament in 1834, creating four annual public holidays and the Factory Act of 1901, which gave the first ever paid annual holiday allowance of six days, provided the necessary legislation to give the working British public leisure time at no financial loss.

Having popularized cheap holiday travel in Britain, Thomas Cook began to develop travel abroad, making arrangements with railway companies and steamship lines abroad similar to those he had negotiated at home. In 1867 he organized a tour to America and in 1872 a trip round the world.

The demand for foreign travel grew and attracted others into the business; the holiday habit was growing, and the reasons for taking a holiday were undergoing yet another change. At the end of the century it was historical curiosity that drove people to Italy and desire to see really big mountains that took them to Switzerland. The literature of the period reflects the general yearning for the past that obsessed the literate classes. Roman ruins, the treasures of the Renaissance, Gothic churches, were on everyone's sightseeing list, as were mighty chasms, towering mountains, and gloomy woods.

In only a century the holiday has changed beyond recognition. In 1890 a typical family holiday would be a day trip to the nearest seaside town. The 1990s family, however, is far more likely to take a two-week package tour to the Mediterranean, where the whole holiday will be paid for before leaving home and one can enjoy the guaranteed sunshine.

a) Look through the text again and say what paragraphs match the following headings.

- a) The first travel agents.
- b) From day trip to package tour.
- d) Sea-water cures and the beginnings of tourism.
- e) The role of social and technological reforms.

b) In which paragraphs can you find information about...

- 1) two people whose names are still prominent in the travel industry?
- 2) the two Acts of Parliament which created the preconditions for mass tourism?
- 3) when and why Brighton and Weymouth both became popular with holidaymakers?

c) Say whether the sentences below are true or false. Correct the false sentences.

- 1. A Holy Day, dedicated to one of the saints, was the day when no work was done.
- 2. Most ordinary people travelled around the world all their lives.
- 3. Rich people went “to take the waters”.
- 4. Many British coastal villages were transformed into seaports.
- 5. Industrial Revolution opened up tourism to the working classes.
- 6. The Queen gave her servants paid annual holiday allowance of six days.
- 7. A great desire to earn money drove people to other countries.
- 8. Holidays have not changed much since ancient times.

Exercise 22. Do you enjoy camping? What facilities would you expect to find on a campsite? You are going to read some information about different campsites and think of as many words related to the theme “camping” as possible.

1. The Snowdon Site nestling at the foot of the highest mountain in Wales is one of the most picturesque campsites in the world. You can pitch a tent or bring your caravan as this site caters for both. The charges for staying here are very reasonable. There is a shop which sells just about everything you might need and a good restaurant on site, but be warned – the prices are high, so make sure you take essential items with you. There’s a good play area for children, although it’s not supervised. The site offers pony treks in the mountains on Wednesdays, Fridays and Saturdays. For an extra charge, you have the opportunity to go on a day excursion and see the spectacular scenery of North Wales. All modern amenities are available, the cost of which is included

in the ground charge. The Snowdon campsite is open from April to September and is very popular so you'll definitely need to make a reservation if you want to stay there.

2. The Shimmering Sands Site is situated literally two minutes' walk from the golden beach of Paignton on England's south coast. It's a traditional family campsite and an ideal place to take the children, but it often attracts young people as well. Spend the whole day at the beach (provided the British weather doesn't let you down), or at the amusement arcade which is open until midnight. Pubs, clubs and discos take care of the evenings, as there's always something to do. Camping facilities include a well-supervised play area for young children, electricity and a modern shower block. This site is for tents only. Shimmering Sands is open all year round but you must make reservations for July and August.

3. The Windermere Site, situated in the middle of the Lake District, is the ideal place to relax and enjoy the peace and quiet that the area is famous for. The site has strict rules about noise levels. The scenery makes it the perfect place to go for long walks. This site is not the place for people who need lots of facilities. The amenities of Windermere campsite are very basic, which probably explains why this site is fairly inexpensive. Tents and caravans are both welcome. The site is closed from October to March. Reservations aren't necessary.

4. Kiddies Camping Ground is perfect for both children and their parents. The kids have a great time while their parents stay at home and have a break. Kiddies Camping Ground is situated near the New Forest, and the variety of activities for the youngsters is hard to beat. Games, sports of all kinds, walks in the forest and pony rides are just some of the activities laid on. The children are all carefully supervised by experienced adults. Tents, bedding, and meals are all provided and are included in the charge, which is quite high, but for a week or two of peace at home it's worth it! Kiddies Camping Ground is only open from June to August.

5. The Sanctuary Camp is a camping ground with a difference. It's called the Sanctuary because that's exactly what it is, a sanctuary for sick or injured animals. The founders of the sanctuary came up with the idea when they started to get so many animals that they needed extra help and money to feed and house for them all. The Sanctuary consists of the house and farmyard and three large fields. The owners have built some amenities in the largest field and opened a campsite. The other two fields are reserved for the animals. If you don't like animals and don't mind hard work then this is the holiday for you. Days are spent helping cats, dogs, donkeys, cows, pigs – in fact, just about every animal you can think of – recover from the illnesses or injuries. The money charged for the holiday goes towards the sanctuary fund. The site is open all year round, but reservations must be made. And by the way, no pets are allowed!

a) Complete the sentences with the information from the text.

1. The Snowdon Site has a ___ area for children and offers ___ treks. The site is open from ___ to September.
2. The Shimmering Sands Site is Two ___ from the beach. There are pubs ___ and discos. Facilities include a play area, electricity and a modern ___ block.
3. The Windermere Site has strict rules about ____. Tents and ___ are welcome.
4. Kiddies Camping Ground offers walks in the ___ and pony ____. Tents, bedding and ___ are provided.
5. The Sanctuary Camp is for sick or ___ animals. The day is spent helping cats, ___horses, ____, cows and pigs.

b) Which site you would recommend for someone who:

- likes mountainous scenes?
- needs childcare facilities?
- needs a good rest?
- doesn't mind paying a lot of money for a good meal?
- might want to play video games?
- likes helping out?
- enjoys riding?
- doesn't mind leaving their animals at home?
- wants to go camping in winter?
- wants to take electrical appliances with them?
- doesn't want to take a sleeping bag with them?

Exercise 23. Read the title of the text and try to guess about its contents. Look through the text and say if your supposition was true or false.

What do Young American People Do in Summer?

The American tradition of sending children to summer camp began more than one hundred years ago. Frederick and Abigail Gunn started what was probably the first organized American camp. In 1861 they took their students on a two-week trip, set up a camp where the students fished, hunted and travelled by boat.

Traditional American summer camps offer young people a chance to play many sports. These camps may be in the mountains. Or they may be in the woods, or at a lake. Other camps teach activities like painting or music. Or they teach computer programming or foreign languages. Children at all kinds of camps meet new friends. They learn new skills and develop independence.

Children from poor families might not have a chance to attend summer camp. The Fresh Air Fund is a well-known organization that gives children in

New York City that chance. People around the country give money to support the Fresh Air Fund. Each summer, it serves about ten thousand poor children from the city. It sends them to stay with families in the country or to five camps in New York State.

Summer camps have become very important to millions of families. Many American women now work outside the home. Working parents need a place where their children can be cared for during the summer when they are not in school.

Camps also help children develop independence. For most children, camp is the only time during the year they are away from their parents. Camp lets them enjoy being with many other children. Campers live together in cloth tents or in wooden cabins. They eat meals together in a large dining-room. Also, some camps ban the use of electronic equipment and toys. But many families say their children need a holiday from technology.

There are more than twelve thousand camps in the United States. Some offer just one main activity. Children can play a single sport, like tennis, soccer, baseball or basketball. Young people who like the arts can learn about music, dance, art, acting or writing.

Camps that offer programmes in science and environmental studies are popular, too. For example, the United States Space Camp in Huntsville, Alabama, welcomes adults as well as children. Whole families can live together in a place like a real space station. They take part in activities similar to those carried out during space shuttle flights.

There are also camps for older children who like wilderness adventure. Campers take long trips by bicycle or canoe, or they go rock climbing or ride horses.

Other summer camps in America help children learn about religion, help them lose weight, or help them develop their knowledge of technology. Thousands of young people attend computer camps in the United States.

The nation also has many camps for sick or disabled children. At these camps, many children take part in traditional activities, but they also receive special medical care. The camp in the state of Connecticut offers fun for children with cancer and serious blood diseases. It was started by Paul Newman in 1988. Since then others have been established in the United States and overseas.

Answer the questions.

1. What are the main purposes of American summer camps?
2. How do summer camps help parents?
3. Why do you think some camps prohibit mobile phones and electronic toys? What other things might be forbidden?
4. How did the summer camp movement begin in America? What do you know about the history of summer camps in Belarus?

5. What is the “Fresh Air Fund”? Do you think Belarus could use such a programme?
6. Who are traditional (special interest, wilderness adventure) camps for?
7. What kind of camp do you think is the most interesting or useful? Why?

Exercise 24. Read the following dialogues in parts and suggest suitable titles for them. Find out what topics are discussed.

-1-

Fred: What are you doing this summer for your holiday, Julie?

Julie: I'm going off with some friends. We're going to the Lake District for about ten days or so.

Fred: Oh, are you camping?

Julie: No, we'll be staying in youth hostels most of the time. We're going to do a lot of walking but we'll be able to get to a youth hostel by the end of each day.

Fred: Oh, tell me, what will you be taking with you then?

Julie: Well, a pair of really good walking boots for a start and quite a lot of clothing. You can never be sure what the weather's going to be like. It can be lovely one moment and nasty the next. When you're up high too, it can even snow on a summer's day!

Fred: Sounds a bit dangerous. Do you have to take any special equipment or anything with you?

Julie: No, not really. Oh, we'll take those survival blankets which you can wrap yourself up in, you know, just in case but apart from that nothing special. A map and compass, of course, sleeping bags for the youth hostel, waterproof jacket and trousers, and a camping gas stove and kettle so we can brew up. But no tent. I took one last year but I needn't have bothered. I didn't use it once.

Fred: So you've done this sort of thing before.

Julie: Oh, yeah. This'll be my fourth visit to the Lakes. How about you? Have you got any plans?

Fred: Well, I'm not sure. I might be going to Greece or Turkey...

Answer the following questions.

1. Where is Julie going to spend her holiday?
2. Is she going to stay at the hotel?
3. What is the reason for taking walking boots and much clothing?
4. What equipment will be of use for her holiday?

John: You know, we really must start thinking about a holiday this year. I don't mind staying home like we did last year, but I think we ought to go away.

Lily: Yes, so do I. But you always seem to be so unenthusiastic when I suggest going anywhere.

John: Well, let's see. What do you suggest?

Lily: Quite honestly, I'd like to go and stay in a nice hotel somewhere.

John: But you know I can't stand it in a hotel – having to keep to set mealtimes, meeting the same people every day, and all that. How about going on a camping holiday for once? You know, lots of fresh air, plenty of freedom ... I used to like going camping.

Lily: And you know I hate it, so you'd have to go on your own! Anyway, if you want fresh air, what about a boating or sailing holiday of some kind?

John: You must be joking! You know I detest going on the water – and so do you.

Lily: I know I do, I was just looking at different ideas, that's all.

John: In that case, it's back to caravanning, isn't it? Like we did the year before last.

Lily: Yes, I suppose it is.

John: Actually, it was very enjoyable, wasn't it?

Lily: Yes, I've got to admit it: I loved it. I got my comfort, and you got your fresh air and no set mealtimes!

John: But do you want to go down to the coast again so that we're near a beach?

Lily: I don't mind.

Answer the following questions.

1. Who are the speakers?
2. Where did they spend their holiday last year?
3. Where does Lily suggest spending the holiday?
4. Why is John against her proposal?
5. What holiday was enjoyable for both of them?

Nick: What are you planning to do for your holiday?

Mike: I haven't made up my mind yet. If the weather is fine, I'll go to the seaside for two or three weeks. After that I might go travelling in my car for a week or so.

Nick: And what are your plans?

Mike: As a matter of fact I always spend my holiday in the Crimea. There's no better place for holiday making than the Crimea.

Nick: I quite agree with you here. We have tried many seaside places. However, my wife and I prefer the Crimea. The climate is mild and the sea is beautiful.

Mike: The only disadvantage is that in summer there are crowds of people there. It's difficult to rent a room or a flat.

Nick: You see I have no problems here. My cousin's been living in Yalta for many years. He has a nice cottage not far from the seaside. We always stay at their place.

Mike: You are lucky. Unfortunately we haven't got any relatives or friends in the Crimea.

Nick: Last year we stayed at a hotel, but the prices are exorbitant.

Mike: I suppose I can help you with a room. I'll ask my cousin to reserve a room for you at his neighbours' in advance.

Nick: It'll be kind of you. Then we'll go there together. It'll be great fun.

Mike: Good idea. I'll talk it over with my wife and see what she thinks about it.

Answer the following questions.

1. What are the speakers discussing?
2. Are they married?
3. Where does Mike usually spend his holidays?
4. Has Nick been to any other resorts besides the Crimea?
5. What do they say about advantages and disadvantages of spending holidays in the Crimea?
6. Where does Nick usually stay when on holiday?
7. How is Nick going to help Mike?

a) Reproduce some of the above dialogues with other students in class. Pay attention to the conversational formulas, analyze them and say what they express.

b) Choose one of the dialogues and give the reported version of it.

Exercise 25. Read the following postcard.

Laura Green,
"White Gates"
8 Shire Lane
Chesswood Herts,
WD 37QZ

Dear Laura,

We're having a nice time here in Scotland, but the weather isn't very nice. We're staying in a nice hotel near a nice town called Aberfeldy. We have nice views of the forests and mountains from our room. Yesterday we went to see Brair Castle. The day was really nice, warm and sunny. The Castle was nice.

Did you have a nice time in Italy? We'll ring you next week.

Love. Bill and Sue.

a) Use adjectives from the box instead of nice. Sometimes more than one word is possible but not always.

Lovely good small long comfortable terrible old fashionable

b) Write a postcard to an English friend. Describe your holiday. Write about the place, the weather, something you did.

Exercise 26. Comment on the following statements.

- A storm in a tea-cup.
- After rain comes fair weather.
- Sow the wind and reap the storm.
- Choosing a place for your holiday you must consider the weather forecast.

Think of situations or short stories to illustrate each of the statements.

Exercise 27. Describe your best camping holiday using the following sentences:

1. The more you get, the more you want.
2. The best things in life are free.

UNIT 4

SCIENCE. TECHNOLOGY.

Exercise 1. Look at the words related to the topic Science and Technology and translate them into Russian.

a) *fields in science and technology*: genetic engineering, molecular biology, cybernetics, bioclimatology, geopolitics, nuclear engineering, cryogenics;

b) *modern inventions*: computer, printer, food-processor, keyboard, video recorder, answerphone, fax machine, CD player, mobile phones, laptops, digital TV, a camcorder, a washing machine, a cooker, an MP3 player, a digital camera;

c) *computer words*: to log on, keyboard, to load, e-mail, to download, hardware, to crash, software, the Internet, scanner, mouse, base unit, web site, printer, monitor;

d) *scientific words*: to record, to perform, to accept, to replicate, to control, to discard, to modify, to invent, to develop, to test, to discover, to research, to explore, to analyse, to react, to breed, to clone, to formulate, to program, to create, to conserve;

e) *genetic engineering*: chromosome, stem cells, degenerative, cloning, fertility clinics, treatment, breakthrough, safeguards, life expectancy.

Exercise 2. Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

- | | |
|-------------------|---|
| 1. video recorder | a) a kind of sophisticated typewriter using a computer |
| 2. photocopier | b) a machine which records and plays back sound |
| 3. fax machine | c) a machine which records and plays back sound and pictures |
| 4. tape recorder | d) a camera which records moving pictures and sounds |
| 5. modem | e) a machine for chopping, slicing, mashing, blending |
| 6. camcorder | f) a machine which makes copies of documents and sends them down telephone lines to another place |
| 7. robot | g) a machine which acts like a person |
| 8. word-processor | h) a piece of equipment allowing you to send information from one computer down telephone lines to another computer |
| 9. food-processor | i) a machine which makes copies of documents |

Exercise 3. Read the description of a computer. Unfortunately, the person who is describing it is not very familiar with computer vocabulary and cannot remember all the words. Help them by using the appropriate words or expressions from exercise 1 (computer words) to give a more scientific definition of their explanation.

OK, here's my new computer. As you can see, there are five main parts. Now this large box with the slots and sliding disc carrier is the most important part (1) _____. It carries all the stuff that makes the computer work (2) _____. You can also put in (3) _____ your own games and other things (4) _____. Next to it there is the thing that looks like a small television (5) _____ so that you can see what the computer is doing. To the right of that, there is the machine that lets you make black and white or colour copies of the documents that you create on the computer (6) _____. You can control the computer by using that rectangular flat thing with all the letters and numbers on (7) _____ or that funny little object with the long lead which you can move across your desk (8) _____. The large flat thing to the left of the computer is something you can use to make copies of your photographs or other documents on the computer, a bit like a photocopier (9) _____.

It's a very useful machine, of course. Once you get it up and running (10) _____ you can do lots of things on it. You can create documents, play games or get information from this fantastic thing that links computers from around the world (11) _____. A lot of companies and organizations have their own special computer page (12) _____ which you can look at, and transfer the information (13) _____ to your own computer files. Or you can send messages to other people with computers by using their special facility, something I can't remember (14) _____.

Unfortunately, I can't let you use it as it stopped working (15) _____ last night. I think I must have done something wrong, but I can't imagine what.

Exercise 4. There are some other words connected with computers. Not all of them are known. Fill in the gaps in the sentence. Use a dictionary if necessary.

Computer, nerd, screensaver, thumbnail, techie, analogue, trackpad, icon, footprint.

1. There are some good pictures of the Olympic Games on that sports website. You can look at _____ pictures and then click on them to see the full-size version.

2. My younger brother is a real _____. He never goes out, and all he ever thinks about is computers, computers, computers.

3. I'm a bit of a ____ really; I love getting the latest mobile phone or the newest digital camera.
4. He has a really cool ____ which is a picture of planets, comets, stars and things all rushing towards us.
5. ____ video cameras cannot match the versatility and quality of digital cameras.
6. This new printer's got a smaller ____ than the one I had before, which is good, since my desk is not very big.
7. Just click on that ____ there to open the program.
8. I don't really like this ____ on my laptop; I'd prefer a proper mouse.

Exercise 5. Replace the words and expressions in bold in sentences 1–18 with a word or expression from the box.

Analysed – genetic engineering – breakthrough – molecular biology – react – technophobe – safeguards – development – cybernetics – invented – research – nuclear engineering – combined – life expectancy – discovered – a technophile – innovations – an experiment

1. The company is **carrying out scientific study** to find a cure for Aids.
2. The **planning and production** of the new computer system will take some time.
3. Modern home entertainment systems and other **modern inventions** are changing everyone's lives.
4. The scientists have **created** a new machine to automate process.
5. Who was the person who **found** penicillin?
6. When the food was **examined closely and scientifically**, it was found to contain bacteria.
7. Some elements **change their chemical composition when mixed** with water.
8. **Rain joined together** with CO₂ gases produces acid rain.
9. Ron is **terrified of modern technology**.
10. Geoff is **very interested in modern technology**.
11. **Protection** against accidents in this laboratory are minimal.
12. Scientists conducted a **scientific test** to see how people react to different smells.
13. Brian is studying the **techniques used to change the genetic composition of a cell so as to change certain characteristics which can be inherited**.
14. Sarah is **studying the things which form the structure of living material**.

15. Christine is studying *how information is communicated in machines and electronic devices in comparison with how it is communicated in the brain and nervous system.*

16. Neil is studying the *different ways of extracting and controlling energy from atomic particles.*

17. There has been *a sudden success* in the search for a cure for cancer.

18. *The number of years a person is likely to live* has increased a great deal thanks to modern medicine and technology.

Exercise 6. Complete the sentences by forming a word from the root in brackets at the end of the sentence. Use a dictionary if you need to.

1. I came to the ___ that the theory was incorrect. (*conclude*)
2. Researchers must first make a careful ___ of the problem. (*analyse*)
3. Fleming was responsible for the ___ of penicillin. (*discover*)
4. The ___ of the earth on its axis causes night and day. (*rotate*)
5. The ___ of these two gases can be dangerous. (*combine*)
6. The scientist carried out many ___. (*experiment*)
7. Joe is a systems ___. (*analyse*)
8. We owe a great deal to the ___ of the steam engine. (*invent*)
9. There was a violent ___ when the chemical was added. (*react*)
10. The ___ of the steam engine was James Watt. (*invent*)
11. Scientists have to ___. (*theory*)
12. They also have to ___. (*hypothesis*)

Exercise 7. Look at these conversations. The second speaker uses the idiom to agree with what the first speaker says. Translate the idioms into Russian.

1. **Eva:** We'll have to get ready to start work on the new system.

Lars: Yes, we'll have *to get into gear*, I suppose.

2. **Ron:** I hate having Lisa in my car. She always tells you what you're doing wrong, or when the lights have gone red, and so on.

Peter: Yes, she's *a real back-seat driver*, isn't she?

3. **Olga:** I think we've spent over the budget these last three months. We'll have to be more careful.

Mick: Yes, we'll have *to put the brakes on our spending*, we've paid out some large sums.

4. **Hugh:** Things are going well these days, aren't they? Everything's working quietly and smoothly.

Ben: Yes, *things are ticking over* nicely.

5. **Will:** Well, it was quite an angry meeting, but I think it was good that people could just say exactly what they were thinking and get angry if they wanted to.

Mia: Yes, I think it was good that they were able *to let steam off*.

6. **Jim:** I'm glad we organized our own travel instead of going with a group, aren't you?

Russ: Yes, I'm glad we decided *to go under our own steam*.

7. **Emily:** It was hard to work with Joan. Her last experiment was a complete failure.

Luke: Yes, she really *threw a spanner in the work*.

8. **Lesley:** Your quarrel with Andy was terrible. You must be upset about it.

Lucy: Yes, unfortunately we *got our lines crossed*.

9. **Mum:** Don't forget to call me when you get to the place.

John: Don't worry, I'll *give you a buzz*.

10. **Professor:** I'm sorry to hear that the committee didn't want to accept your offer.

Lewis: Yes, it seems that they *were back-pedaling over* my plans.

a) Agree with what A says. Complete each response with an idiom from the dialogues above.

1. A: Her e-mail caused real problems for our plans, didn't it?

B: Yes, it really... .

2. A: I think George is beginning to change his mind about joining our committee.

B: Yes, he seems to be

3. A: Wow! Eric really lost his temper last night, didn't he?

B: Yes, he said it was necessary for him to... .

4. A: Good. Things seem to be nice and quiet and working smoothly.

B: Yes, everything seems to be just quietly... .

5. A: It seems there was a misunderstanding between us.

B: Yes, I think we... .

6. A: I think we should give her a call this evening.

B: Yes, it's probably a good idea to... .

Exercise 8. What's your attitude to modern innovations? Do the questionnaire. Discuss your choices with a partner. Compare your attitudes to technology.

Technophile or Technophobe?

1. *How often do you use the following piece of equipment?*
 - a) every day b) once a week c) once a month d) never

- a microwave;	- a cash machine;
- a fax machine;	- a mobile phone;
- a PC;	- a photocopier;
- a modem;	- an answering machine;
- a CD-ROM;	- a video player/recorder.
- a camcorder;	
2. *What other equipment do you use regularly?*
3. *When you buy new equipment do you ...?*
 - a) choose the most sophisticated model
 - b) choose the cheapest model
 - c) choose the nicest colour
4. *How long does it take you to learn how to use a new piece of equipment?*
 - a) average
 - b) less than average
 - c) longer than average
5. *How often do you feel frustrated or angry with equipment?*
 - a) nearly every time you use it
 - b) only when it goes wrong
 - c) hardly ever

Exercise 9. Read the article written by someone who is a “technophobe” (someone who doesn’t like modern technology). Be ready to discuss the problem.

Machines Behaving Badly

Everyone, it seems, has a mobile phone these days, even children in kindergarten. Billions of text messages fly round the world every day, and computers and call centres run every aspect of our lives. But is all this really making life better? Here are seven good reasons to hate modern technology.

1. It doesn’t save your time. Many people make the mistake of thinking that technology is there to save your time. Wrong. It is there to give people new ways of filling their time. Take personal computers. Learning how to use all the features of a new PC uses up all the time that having a computer saves. And what about all the hours you spend staring at incomprehensible instruction manuals for your new phone/TV / digital doorbell?

2. Of course, it's wonderful to have a CD player, a mobile, a home computer, or an electric toaster, for that matter. But do you really want to play computer games on the 4 cm screen of your mobile phone? Do you need your computer to answer the phone, or your TV to make toast?

3. Digital TV is a perfect example. When it arrived, we were promised a better quality picture and more choice. But at 11 o'clock at night as you flick through 97 channels you can now get, it is not the quality of the picture that you worry about. More the fact that not one single programme is worth watching.

4. After several frustrating weeks of finding all the right software for your new PC, then phoning "help" desks when it doesn't work, you will proudly show off your new machine to friends only to hear 'Oh, are you still using that one? I'm thinking of buying the new PYX 5000 myself.' A few months later, when you try to buy some minor spare part, you find it is no longer manufactured, and that it would be cheaper to replace the whole computer with the new PYX 7500.

5. This is easy, because very few people really understand how the machines they have bought work. So you phone the software company and they will tell you it's a hardware problem. You then phone the hardware company and they tell you it's a software problem. Call centres are the worst. Phone the so-called "customer care" number, and after waiting on hold for fifteen minutes you will be told you need the sales department. The sales department assure you that's the technical department you need, but surprise, the technical department put you back through the customer care. People can spend weeks of their lives like this.

6. Apparently, teenagers now do so much texting and e-mailing that their thumbs are getting bigger. Unfortunately, they are also forgetting how to spell. One American schoolgirl recently wrote her entire essay on 'My summer holidays' in text speak. It began 'B4 we used 2go2 NY 2C my bro, his GF & thr 3 kids. ILNY it's a GR8 plc.' Or for you and me: 'Before we used to go to New York to see my brother, his girlfriend and their three kids. I love New York it's a great place.'

7. A recent survey showed that more than eight of ten young people would rather text their friends than actually speak to them in person. And according to the same survey, 25 percent of people would answer their mobile phone even during a moment of passion. I ask you, is this really a better world?

a) Answer the questions.

1. Do you think the author is male or female, young or middle-aged? What makes you think this?

2. Do you agree with him/her or do you think he/she is living in the past?

3. Why doesn't a PC save you time?

4. Why do people have to replace their computers so often?

5. What is the problem with digital TV?

6. What three effects is text messaging having on young people?

b) Think of some other ways in which technology drives you mad.

c) Make your own list of seven reasons to love technology.

d) Read the article one more time, then match the headings below with the seven paragraphs.

1. It does things you don't need.
2. It doesn't save your time.
3. It was out of date before you bought it.
4. It's anti-social.
5. It's destroying the English language.
6. More choice does not mean better.
7. No one takes responsibility when things go wrong.

Exercise 10. You are going to read an article about important inventions. Decide what a person needs to become a successful inventor.

How to be a Successful Inventor

For a start you need good timing. You can have a great idea which the public simply doesn't want yet. Take the Italian priest, Giovanni Caselli, who invented the first fax machine using an enormous pendulum in the 1860s. Despite the excellent quality of the reproductions, his invention quickly died a commercial death. It was not until the 1980s that the fax became an essential piece of equipment in very office... too late for Signor Caselli.

Money also helps. The Frenchman Denis Papin (1647-1712) had the idea for a steam engine almost a hundred years before the better-remembered Scotsman James Watt was even born... but he never had enough money to build one.

You also need to be patient (it took scientists nearly eighty years to develop a light bulb which actually worked)... but not too patient. In the 1870s Elisha Gray, a professional inventor from Chicago, developed plans for a telephone. Gray saw it as no more than 'a beautiful toy', however. When he finally sent details of his invention to the Patent Office on February 14th 1876, it was too late, almost identical designs had arrived just two hours earlier... and the young man who sent them, Alexander Graham Bell, will always be remembered as the inventor of the telephone.

Of course, what you really need is a great idea- but if you haven't got one, a walk in the country and a careful look at nature can help. The Swiss scientist, George de Mestral, had the idea for Velcro when he found his clothes covered in sticky seed pods after a walk in the French countryside some 250 years ago. Rene-Antoine Ferchault de Reaumur had the idea that paper could be made from wood when he found an abandoned wasp nest.

You also need good commercial sense. Willy Higginbotham was a scientist doing nuclear research in the Brookhaven National Laboratory in Upton, USA. In 1958 the public were invited to the Laboratory to see their work; but both parents and children were less interested in complicated equipment and diagrams than in a tiny 120cm screen with a white dot which could be hit back and forth over a 'net' using a button and a knob. Soon hundreds of people were ignoring other exhibits to play the first computer game made from a simple laboratory instrument called an 'oscilloscope'. Higginbotham, however, never made a cent from his invention: he thought people were only interested in the game because the other exhibits were so boring!

Answer the questions.

1. Did Caselli's 'fax machine' actually work?
2. Who designed the first steam engine?
3. Who built the first steam engine?
4. Why does the story of the light bulb show that the inventors need to be patient?
5. Who invented the first telephone?
6. What did the inventors of Velcro and of paper have in common?
7. What was the purpose of the exhibition at the National Laboratory at Upton in 1958?
8. Did Professor Higginbotham understand the potential of his 'computer game'?

Exercise 11. You are going to read about technology of the future. Decide which are the most important and why.

It Will Change Our Lives

A. Virtual Reality. Imagine watching a film, but with video goggles that go around the sides of our heads too, so that we can see an image all around us like in real life. We do not watch the film from a distance, we are in it. The film, of course, is a computer image. The goggles are sensitive to the movement of our heads: the image moves when we turn our heads as it does in the real world. Built-in earphones also change the direction that sounds seem to come from as we move past objects. Gloves that can expand to put pressure on our fingers allow us that we're touching objects in the virtual environment. All this already exists, so what is new?

As computer programs get faster and more detailed, much more will be possible. We already have flight simulators for training pilots, but programs will be developed for training in almost anything. We will be able to meet friends and colleagues in virtual environments: luxury conference rooms, exotic

landscapes, virtual art galleries or impossible fantasy spaces. Imagine treating phobias by allowing people to meet their fears in a virtual, harmless world. Doctors will be able to attend operations thousands of miles away, and when robot arms are developed, they will be able to take part in the operations. This type of remote expertise will be available to many professions.

But there is more. Experts believe that, sooner or later, the technology will be developed to allow us to link computers directly into the brain. Then everything will be possible: sights, sounds, smells, touch, tastes, even emotions. It is even suggested that we can go further still, and input memories to create completely new virtual identities. We can become whoever we want to be. We could have a whole catalogue of parallel lives and personalities. The possibilities are truly endless.

B. Artificial Intelligence. We already have intelligent, automatic lawnmowers that can find their way around the gardens, cut the grass, and then find their way back to the shed and plug themselves into recharge. There are vacuum cleaners too just as clever. At a more exotic level, there was the Mars Pathfinder robot that did its job without human help.

There are all sorts of other users for intelligent robots that can operate with little or no human control. Dangerous or unpleasant work, like clearing poisonous waste or landmines, are obvious examples. Research is being done on a car that will drive itself more safely than a person could. It would communicate with the other computerized cars around it and with electronics in the road to avoid accidents. Road deaths will become a nightmare of the past.

It is not just robots that are being considered, but all types of other machines carrying out a wide range of tasks. For example, the intelligent fridge that can read microchips attached to food packaging and warn you when the food needs to be eaten or thrown away. It will also recorder more food over the Internet when needed. Robots for general housework are sure to come. Honda, among other manufacturers, is researching a humanoid robot that can walk and carry things around. Some experts believe that the entire man-made world could be populated with all kinds of intelligent machines by the middle of the century.

In addition to the machines, more intelligent computer programs are predicted: programs that can learn and eventually think for themselves. One idea in education is interactive programs. For example, imagine a history program that would allow you to talk with an artificial expert historian and ask for explanations of anything you didn't understand, or a language program that speaks every known human language, and can tell jokes in them too.

C. Nanotechnology. Everyone is aware that technology has become able to build machines on an increasingly small scale. Today's desktop computers are more powerful than the room-sized achiness of the 1970s. Nanotechnology is a special type of manufacturing technology and, according to the experts, it is the next step. 'Nano' means very small and nanotechnology aims to build things an

atom at a time, exact and perfect. This will give us computers billions of times more powerful than at present, but its other uses are endless. By working with individual atoms, it is possible to make anything. The silicon in microchips is just sand with the atoms rearranged. By rearranging the atoms in coal we can make diamond. Rearranging the atoms in dirt, water and air we get rice.

Working at the level of the atom will also mean we can produce things without the pollution from today's methods. We should be able to recycle all the waste. Manufacturing will be cheaper as a result. It should be possible to build machines that will remove the poisons from the air we breathe or the water we drink, and we can start cleaning up the environment. We should be able to reverse the centuries of air pollution by taking chemicals out of the atmosphere.

Another advantage of working on the atomic scale is that we can build machines that can go places impossible today. Scientists are dreaming of machines small enough to travel inside the human body. They will find and destroy cancer cells, viruses and bacteria. They could heal wounds, or even replace a missing arm or a damaged heart. Some people suggest that with nano computers, we could carry complete libraries inside our brain.

a) Answer the questions:

1. What will be the main uses of technology?
2. Which use will bring the biggest benefits and why?
3. What are the most surprising predictions and why?
4. Which technology do you like most and why?
5. Which technology do you think is likely to happen and why?
6. Which technology do you think is the most unlikely to happen and why?

b) Imagine a typical day in the future when all these technologies are in common use. Make notes about the daily routine.

Exercise 12. Read the following dialogues in parts and suggest suitable titles for them. Find out what topics are discussed.

-1-

Mark: Pamela, can you show me how to back up a file onto this disk?

Pamela: No problem, which file do you want to copy?

Mark: This one, English homework.

Pamela: OK, have you got the disk? Right, first of all you put it into the drive, here. That's right. Now if you look you can see that the icon has come up on the screen here.

Mark: Oh, yes.

Pamela: Now with the mouse, you move the cursor across and click on the file, just once, and keep your finger down, now drag it over to the disk icon.

OK, great. Now if you let go it should copy. There you are. Afterwards, go up to the 'Special' menu and select 'Eject Disk' and there you are.

Mark: Great, thanks.

-2-

Dad: I put the match on this type, just after a wild-life programme about foxes.

Justin: Right, where's the remote control?

Dad: There on the sofa. OK, fast forward a bit. Stop. Let's have a look. Press 'Play'... Almost there, it's just after the adverts. Now pause it while I get the beers.

Justin: I'm really looking forward to this... hold on, what's this then, it's a gardening programme.

Dad: Oh, no. I think I must have recorded the wrong channel.

Justin: Honestly, Dad, I don't believe it, all you had to do was to scan the bar code from the TV magazine.

-3-

Tourist: Oh, excuse me, is this machine out of order? I can't get it to accept my card.

Passer-by: I don't think so, would you like me to help you?

Tourist: Thanks, that's really kind of you.

Passer-by: OK, first of all, put your cashcard in the slot, no, not that way, you need to put it in the other way round, with the black stripe facing downwards.

Tourist: Oh, I see.

Passer-by: And now key in your PIN number, your know, your personal code. I promise you I'm not looking. And then press 'Enter', the green button. Fine, OK, now choose how much you want to withdraw with the buttons on the side, and now 'Enter' again, and here comes your cash, and the card. Voila!

Tourist: Thank you very much, I'm much obliged.

Passer-by: You are welcome.

a) Explain what's happening in each dialogue. Note down useful ways of giving instructions.

b) In pairs, work out clear instructions for one of the following:

- show how to operate a piece of office equipment, e.g. a photocopier;
- show how to work a piece of household equipment, e.g. a dishwasher.

c) Choose one of the dialogue and present the reported version of it.

Exercise 13. Write a press release for the invention you chose for the catalogue. Your press release should include: a headline; a brief description of the product; the benefits to the consumer; how people can buy the product. Use the examples.

A. In-car oven. People are busy and need 'fast food'. Getting food from cafes takes a long time. People eat meals in their cars. They need an oven they can use in their car. It needs to be plugged into the cigarette lighter. It could be used for picnics.

B. Bath flood alarm. People leave baths filling with water while they do something else. They waste money by filling them with too much water. Overflowing baths can cause floods and damage the house. People need an alarm on the side of the bath that goes off when water touches it.

C. Kid's keyboard. Young children use computers. Young children have small fingers. Small fingers need small keys. Parents want to help their children. You need two keyboards. A 'mouse' is difficult to use for children. It needs to be smaller and part of the keyboard.

D. Buggy phone charger. Parents of babies need a phone in an emergency. Mobile phones need batteries. Batteries run out. Lots of parents push baby buggies. Wheels can make electricity as they turn. Baby buggies' wheels could recharge mobile phones or other batteries.

II. In groups brainstorm the technical advances that might happen in future. Try to think of as many advantages and disadvantages for each as you can. Compare ideas around the class and see who has thought of most and which are the most interesting.

III. Discuss with your partner pros and cons of the Internet. Choose advantages and disadvantages among the given statements.

- it can provide us with a huge amount of useful information;
- you can find the latest news there;
- you neglect studies, friends, family;
- you can't stop surfing the Internet for hours;
- using the computer for a long time can cause headaches and loss of sleep;
- it gives us a unique possibility to communicate on-line with people living in other countries or continents;
- you can shop on-line;
- you can download innumerable games, music, video, films most of which are free;
- your personal information can be accessed by other people.

REFERENCE LIST

1. Aspinall, P. CAE Practice Tests 1 / P. Aspinall, L. Hashemi. – Cambridge : Cambridge University Press, 1991. – 106 p.
2. Baker, Ch. Boost Your Vocabulary 3 / Ch. Baker. – Longman : Penguin English Guides, 1999. – 88 p.
3. Watcyn-Jones, P. Test Your Vocabulary 5 / P. Watcyn-Jones, M. Farrelli. – Longman : Penguin English Guides, 2002. – 58 p.
4. Jeffris, A. Clockwise Advanced / A. Jeffris. – Oxford : University Press, 2003. – 125 p.
5. English // 1 September. – 2004–2005. – No 1–48.
6. Jones, L. Progress to First Certificate. Student's Book / L. Jones. – Cambridge : Cambridge University Press, 1990. – 226 p.
7. McCarthy, M. English Vocabulary in Use / M. McCarthy, F. O'Dell. – Cambridge : Cambridge University Press, 1995. – 296 p.
8. O'Neill, R. Kernel Two : Students' Book / R. O'Neill. – Harlow : Longman Group, 1989. – 131 p.
9. Speak Out : журнал для изучающих английский язык. – 2001–2005.
10. Soars, J. Headway. Upper-Intermediate / J. Soars, L. Soars. – Oxford : University Press, 1996. – 136 p.
11. Soars, J. Headway. Intermediate / J. Soars, L. Soars. – Oxford : University Press, 1996. – 122 p.
12. Sure! : The English monthly magazine for you. – Ashville : European Schoolbooks, 1995–1997.
13. Trappes-Lomax, H. Oxford Learner's Wordfinder Dictionary / H. Trappes-Lomax. – Oxford : Oxford University Press, 1997. – 520 p.
14. Власова, Е. Л. English for Everyday Use : Intermediate Course for Professionals / Е. Л. Власова, Э. Д. Фролькис. – СПб. : Специальная литература, 1999. – 255 с.
15. Маслов, Ю. В. Практикум по развитию навыков говорения на основе аутентичных текстов / Ю. В. Маслов, М. Е. Маслова. – Минск : Лексис, 2005. – 376 с.
16. Михайлова, Е. Д. Устные темы по английскому языку для выпускников и абитуриентов. Brush Up Your English / Е. Д. Михайлова, А. Ю. Романович – М. : ЮНВЕС, 2001. – 304 с.