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АНГЛИЙСКИЙ ЯЗЫК

**Практическое пособие для студентов 1-2 курсов
естественных и гуманитарных факультетов**

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Практическое пособие по курсу «Английский язык» включает тексты для чтения и аудирования, целью которых является формирование и совершенствование навыка ознакомительного, просмотрового и изучающего чтения на базе аутентичных английских и американских текстов, а также упражнений к ним направленных на развитие устной и письменной иноязычной речи. Пособие адресовано студентам 1-2 курсов естественных и гуманитарных факультетов.

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ВВЕДЕНИЕ

Предлагаемое практическое пособие по английскому языку предназначено для работы со студентами 1-2 курсов естественных и гуманитарных факультетов.

Данное практическое пособие состоит из трех разделов: тексты для чтения, тексты для аудирования и тексты для пересказа. Весь текстовый материал подобран из оригинальных английских и американских периодических изданий, а также Интернета с учетом возрастных особенностей и интересов студентов.

Первый раздел пособия включает в себя тексты для чтения, а также пред- и послетекстовые лексико-грамматические упражнения к ним. Тексты содержат новый материал и предназначены для изучающего чтения. В задачу предтекстовых упражнений входит постановка правильного чтения, изучение и усвоение новой лексики. На базе текстов формируются навыки и умения ознакомительного просмотрового и поискового видов чтения. Также данные тексты помогут привить культуру речи, т.е. развивать умения чтения текста не по словам, а по синтагмам: поиск главной и необходимой информации в тексте; анализ важных для понимания деталей; просмотр текста целиком для охвата и осмысления основного содержания прочитанного; а также аннотирования и реферирования текста. На формирование этих умений направлена система послетекстовых упражнений.

Также одной из целей работы с текстами является обучение навыкам и умениям аудированию, а именно:

1. воспринимать речь в естественном темпе;
2. принимать и удерживать в памяти сообщения принимаемые однократно;
3. принимать сообщение до конца без пропусков;
4. определять тему сообщения;
5. членить текст на смысловые части, определять факты;
6. устанавливать логические связи между частями текста;
7. определять главное от второстепенного и удерживать в памяти это главное;
8. выделять главную мысль сообщения;

Развитию выше перечисленных умений и навыков будет способствовать текстовый материал второго раздела с тестовой проверкой понимания.

В третьем же разделе представлены тексты, предназначенные для проверки выработанных умений и навыков работы с текстом, а именно пересказ.

Практическое пособие может быть использовано как для самостоятельной работы, так и при подготовке к занятиям по английскому языку. Текстовый материал основан на информации из различных сфер жизни, поэтому может быть применен для всех неязыковых специальностей.

Part I

Text I

Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

Halloween - канун дня всех святых;

pumpkin – тыква;

masquerade party - бал-маскарад, маскарад;

jack-o'-lantern - *амер.* фонарь из тыквы с прорезанными отверстиями в виде глаз, носа и рта;

disguise - *зд.* маскарадный костюм;

haunted house - дом с привидениями;

scarecrow - пугало чучело;

spook – привидение;

to go trick-or-treating – ходить от двери к двери и требовать угощения, угрожай какой-нибудь поделкой.

Ex. II *Read the text. Use the dictionary after the text if necessary.*

Halloween in America

Halloween is celebrated by nearly all American children, and over 70% of adults also take part in some Halloween activity. College students and other young adults may attend masquerade parties or Halloween parades. Many families carve pumpkins and decorate the outside of their homes with the traditional Halloween symbols. Businesses² get into the act³ too. Store windows⁴ display jack-o'-lanterns, scarecrows and witches. Servers⁵ in restaurants and salespeople in supermarkets and bookstores are often in costume. Many nightclubs and bars encourage customers to come in costumes by offering prizes for the best disguises.

Part of the fun of Halloween is to get scared out of your wits⁶. This can easily be done by visiting a haunted house. Supposedly, the spirits of dead people "live" in haunted houses. These spirits try to

scare away living residents or visitors so that the spirits can enjoy their afterlife (which really means a life after death) in peace. Why do spirits hate the living? The living always want to clean up and brighten⁷ their surroundings, while ghosts and skeletons prefer dust, spiders, cobwebs⁸, and darkness.

These days, it's hard to find a real haunted house. But every year shortly before Halloween, many charities⁹ and communities create fake haunted houses. They hire actors to dress up in scary costumes and hide inside. Customers pay a few dollars each to walk through these places and have "ghosts" surprise them with a loud "Boo!"¹⁰ and "skeletons" clang chains in their ears. Children usually love these haunted houses, but sometimes their parents are scared to death!

For those who have no haunted house nearby, another way to share a good scare is to go with friends to see a horror movie in a theatre or rent one and watch it together on Halloween night (in a dark room, of course).

Most American children have a wonderful, exciting day on Halloween. If Halloween falls on a schoolday, they sometimes bring their costumes to school and spend the last few hours of the schoolday with spooks instead of books.

After school and perhaps on into the evening, they go trick-or-treating. Often, there's a party at a friend's home or at the local community centre. At most Halloween parties, prizes are given for the best costumes. Bobbing for apples¹¹, telling fortunes, playing scary games, and snacking on caramel apples, candy, apple cider, and pumpkin pie are all part of the fun. Some communities build a bonfire¹², just as the Celts did. Children may sit around the bonfire telling scary stories while roasting¹³ hot dogs or toasting marshmallows¹⁴.

Halloween, which began hundreds of years ago as an evening of terror, is now an occasion of great fun.

NOTES

1 **to carve** – вырезать;

2 **business** - зд. предприятие, фирма;

3 **to get into the act** - принимать участие;

- 4 **store window** - амер. витрина (*Br.E. shop window*);
- 5 **servers** – обслуживающий персонал;
- 6 **to get scared out of one's wits** - напугаться до смерти;
- 7 **to brighten** – зд. украшать;
- 8 **cobweb** – паутина;
- 9 **charity** - благотворительная организация;
- 10 **Boo!** - У-у!;
- 11 **to bob for apples** - ловить зубами яблоки в воде (игра);
- 12 **bonfire** – костер;
- 13 **to roast** - подрумянивать на огне;
- 14 **marshmallow** – зефир.

Ex. III True/False

- 1 No one had ever celebrated Halloween as a day of great fun.
- 2 The main fun of Halloween is to get scared out of one's wits.
- 3 The tradition of "trick-or-treating" is similar to Russian "shedrovat".

Ex. IV SPOOKY HALLOWEEN QUIZ

1 When is Halloween celebrated?

- a) December 25th
- b) February 14th
- c) October 31st

2 What colours are associated with Halloween?

- a) red and green
- b) orange and black
- c) yellow and blue

3 What do people traditionally "bob" for at Halloween parties?

- a) pumpkins
- b) oranges
- c) apples

4 Which Shakespeare's play begins with three witches on a heath?

- a) Hamlet
- b) Richard III
- c) Macbeth

5 How many bones are there in the human skeleton?

- a) about 50
- b) over 200
- c) over 1000

6 Who can walk through walls?

- a) witches
- b) goblins
- c) ghosts

7 In Britain, if a black cat crosses your path it's considered:

- a) good luck
- b) bad luck
- c) a sign of bad weather to come

8 What is worn around the neck to keep vampires away?

- a) garlic
- b) onion
- c) pepper

9 In Scotland, what vegetable was traditionally carved into a jack-o'-lantern?

- a) a watermelon
- b) a turnip
- c) a pumpkin

Ex. V Speak on "Halloween in the USA" using the following questions.

1 Who celebrates Halloween in the USA?

2 What are the symbols of the holiday?

3 How do people celebrate Halloween?

4 What are the common Halloween activities?

5 What is a Halloween party?

ТЕХТ II
Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

Treat – угощение;

tangerine – мандарин;

crisps - хрустящий картофель;

chemical additives - химические добавки;

pre-packaged - расфасованный (заранее);

ready-made - готовый употреблению;

blackcurrant – черная смородина;

squash - сироп, который разбавляется водой;

sweetener - заменитель сахара;

decay - гниение, разрушение зубов;

overweight - весящий больше нормы, с избыточным весом;

obese - спадающий ожирением;

gravy – подливка.

Ex. II *Read the text. Use the dictionary after the text if necessary.*

Why DON'T British school children want to eat fruit and vegetables?

There are many problems that British schools are facing today. One of them is making sure that schoolchildren eat healthy food.

Gone are the days when children were thrilled with excitement at the thought of Christmas treats like oranges and tangerines or simple desserts like rice pudding. Nowadays any fruit and vegetables under the sun can be bought in supermarkets all the year round. There is only one problem with that — fruit and vegetables that are bought out of season have very little taste. On the contrary, sugar drinks like Coke and numerous varieties² of flavoured³ crisps are full of flavour — and chemical additives! Also, most British mums of today work full time and the last thing they want to do when they get home is

cook. Supermarkets are here to help — pre-packaged and ready-made meals have filled their shelves.

As a result, many schoolchildren would rather go hungry than eat fruit or vegetables instead of the more familiar crisps, burgers and chips. Of course, there are many families where kids still eat healthy food but the problem is certainly serious. An English primary school asked the pupils to keep a food diary and this is what one nine-year-old boy wrote:

'Before school: glass of blackcurrant squash, bottle of Coke, packet of crisps, few biscuits.

At school: sandwich, two chocolate biscuits, glass of orange juice.

After school: microwavable chips, pizza, three drinks of Coke.'

There's nothing wrong with having a can of Coke every now and then but four cans a day is asking for⁴ trouble. Did you know that a can of Coke contains about eight teaspoons of sugar and artificial sweeteners? As a result, many modern kids suffer from such illnesses as diabetes, cancer and tooth decay. And, of course, there are more and more children who are extremely⁵ overweight or even obese.

Unfortunately, school dinners play an important role in this sad situation. Often school dinners offer overcooked vegetables as the 'healthy' option⁶ against more appealing pizza, chips and burgers.

'My school mostly sells chips with everything you can think of — chips and pizza, chips and cheese, chips and gravy... It does of course sell some healthy things but the thing is they look extremely boring! Plus not many people eat them thinking it's not cool!' says 13-year-old Anna Smith.

In Britain, children can either choose to bring their own lunch or buy their lunch at school. Children from poorer families can have free school dinners but many of them don't take them for various reasons. Here are some of the common complaints:

"I hate my school dinners. The food is so disgusting!"

SAD FACTS

A recent survey⁷ showed that

- one child in ten in Britain eats no fruit

- 50% drink no fruit juice
- six out of ten kids eat no vegetables
- one child in ten is overweight
- one child in 25 is obese.
- over 40% of girls aged 14 and 15 go to school without eating breakfast because they want to look like fashion, models and pop stars: 'I never have school dinner because it's the same food day in day out⁸.' 'Our dinners are always cold!'

But it's not all bad. Some British schools are making a real effort to help their pupils make the right food choices. Some run competitions for the 'healthiest' class of the week or produce information leaflets⁹ to encourage their pupils eat healthily. And most important of all they make sure that school dinners are tasty as well as healthy.

DID YOU KNOW?

Scientists say that if you want to stay healthy you should eat five different portions of fruit and vegetables every day. Fresh, dried, frozen fruit and veg — all count.

NOTES

- 1 **to be thrilled with excitement** - трепетать от волнения;
- 2 **variety** - зд. сорт;
- 3 **flavoured** - имеющий вкус, с каким-либо вкусом;
- 4 **to ask for** – вызывать;
- 5 **extremely** – чрезвычайно, крайне, очень;
- 6 **option** – альтернатива;
- 7 **survey** – опрос, анкетирование;
- 8 **day in, day out**- изо дня в день;
- 9 **leaflet** - листовка, тонкая брошюра.

Ex. III True/False

- 1 Most British mums of today work part time and the first thing they want to do is cook.
- 2 Many schoolchildren prefer to stay hungry than eat fruit or vegetables.

3 In Britain, children both from wealthy and poor families buy their lunch at school.

Ex. IV Answer the questions.

- 1 What do British schoolchildren prefer to fruit and vegetables and why?
- 2 What were the contents of the nine-year-old boy's diary?
- 3 What are the possible consequences of drinking Coke in huge amounts?

Ex. V Speak about healthy food using the following mind-map.

- 1 Supermarket food.
- 2 Most popular kids food.
- 3 Coke consequences.
- 4 School dinners.
- 5 Sad facts about food.
- 6 Real efforts to healthy food.

Healthy Eating Test

Here is your chance to take a look at your eating habits and find out whether you are on the right track.

1 How often can you eat at McDonald's without damaging your health?

- a) Once a week
- b) Once a month
- c) Once a year
- d) Never

2 Are ail McDonald's salads low in fat?

- a) Yes
- b) No

3 Which is the most important meal of the day?

- a) Breakfast
- b) Dinner
- c) Supper

4 According to experts, how much water should we drink each day?

- a) 1 litre
- b) 2 litres
- c) 3 litres

5 Is snacking (eating between meals) good for health?

- a) Yes, always.
- b) No, never.
- c) It depends upon what you eat.

6 According to doctors, how often should we eat fish?

- a) Once a week
- b) Twice a week
- c) Every day

7 Are only fresh (uncooked) vegetables good for health?

- a) Yes
- b) No

8 Is it bad to have bread and pasta for dinner?

- a) Yes
- b) No

9 What is the key factor in a healthy diet?

- a) Variety
- b) Moderation
- c) Balance
- d) All of the above

10 If you are trying to lose weight, what should you do?

- a) Eliminate all fat from your diet
- b) Reduce the calories you consume and exercise regularly
- c) Skip meals
- d) All of the above

ANSWERS

1 The correct answer is b. Once a month (sometimes twice) should be okay. A lot of fast food restaurants offer healthier choices. Try a fruit juice instead of a fizzy drink or a salad instead of a burger.

- 2 The correct answer is a. All salad leaves and vegetables themselves are low in fat but some salad dressings can be high in calories.
- 3 The correct answer is a. Do you remember the Russian proverb 'Eat your breakfast alone...'? Eating breakfast is the perfect way to start your day. Without breakfast you'll feel tired and sleepy.
- 4 The correct answer is b. But it doesn't have to be just water. Fruit juice, milk and tea count, too. So do fizzy drinks — but make sure you don't drink these too often.
- 5 The correct answer is c. Healthy snacks such as fresh fruit or vegetables are good for you. Besides, such snacks can also help to prevent you from overeating at your next meal.
- 6 The correct answer is b. Doctors say that we should eat fish twice a week.
- 7 The correct answer is b. It has been proven that all vegetables — whether they are fresh, frozen or even canned — are good for you.
- 8 The correct answer is b. It's a myth that eating starchy foods like pasta and bread is bad.
- 9 All above (d) is the correct answer!
- 10 The correct answer is b.

NOTES

on the right track - на правильном пути;

pasta - паста, блюда из макарон;

healthy diet - здоровое питание;

moderation – умеренность;

to lose weight – худеть;

to eliminate – исключать;

to consume – потреблять;

to skip - пропускать, не есть;

fizzy drink - газированный напиток;

dressing - приправа, соус;

canned – консервированный;

starchy - содержащий много крахмала.

TEXT III
Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

Secret agent - шпион, тайный агент;
naval intelligence - военно-морская разведка;
fictional character - вымышленный персонаж;
gambling - азартные игры;
intelligence - разведка, разведывательная служба;
spymaster - мастер, знаток шпионского дела;
assault unit - штурмовой отряд, отряд особого назначения;
to break into safes - взламывать сейфы;
gadget - приспособление, устройство;
to disguise – маскировать;
shoelace – шнурок; **saw** - пила, пилочка;
poison dart - отравленная стрела;
prisoner of war – военнопленный;
explosive – взрывчатка.

Ex. II *Read the text. Use the dictionary after the text if necessary.*

BOND, JAMES BOND

Did you know that the man who invented James Bond was a secret agent himself. Before he started writing James Bond stories, Jan Fleming worked for British Naval Intelligence. He even had a code name. It was not 007, however, but 17F.

In some ways, Jan Fleming was just like James Bond. When he was young, he was very attractive to women and even had the same hairstyle.

Just like Agent 007, Jan Fleming was educated at Eton and was very good at sports.

And like his fictional character, Jan Fleming liked adventure, gambling, fast cars, fine wines and good food.

In 1939, Jan Fleming met someone in the British Naval Intelligence who was looking for bright young men who were ready to do just anything as long as¹ it was dangerous and interesting. Fleming was perfect — intelligent, brave and imaginative².

Though he was young Jan Fleming was given a lot of responsibility. He plotted³ intelligence operations and carried out dangerous missions.

Very soon, he became the right-hand man to one of Britain's top spymasters, Admiral John Godfrey.

One of Fleming's best ideas was the creation of the 30 Assault Unit (known as '30 AU'). This unit went into action⁴ on the front lines⁵ and captured the enemy's important documents and secret code books. 30 AU started off as a small group of men, but soon grew to a unit of more than 300!

Under Fleming's direction, 30 AU broke into safes, photographed secret documents and stole never-seen-before German inventions, including Germany's first one-man submarine.

In his later life, Fleming enjoyed telling the story of how the one-man submarine was found. He was sure these submarines existed, but his commander at the time, Admiral Sir Bertram Ramsay, didn't think so. When 30 AU found one washed up on a beach, Ramsay refused to believe that a person could actually fit inside. One of Fleming's men asked Ramsay to look down the periscope. He did, and he looked right into the eye of the dead German sailor inside!

During his career, Fleming met many important people and he used some of them as models for the characters in his books.

If you've seen James Bond films you remember 'Q'. His job is to make different spy gadgets that are disguised as everyday objects like a pen or a toothbrush. 'Q' is based on a real person named Charles Frasier-Smith. During the Second World War, Frasier-Smith created all kinds of gadgets for British spies to use. Among those gadgets were shoelaces that could be used as saws, pens that shot poison darts, and hollow⁶ golf balls that were used to hide messages to prisoners of war. He hired more than 300 companies to make the gadgets in secret.

Fleming wrote Frasier-Smith into the novels as Major Boothroyd, whose name was changed to 'Q' in the Bond films.

And the mysterious James Bond's boss, 'M', is based on Admiral John Godfrey.

After the war, Jan Fleming promised a friend that he would write 'the spy story to end all spy stories.' And he kept his promise.

One day in 1952, he sat down in front of his old typewriter and typed: 'The scent⁷ and sweat⁸ of a casino are nauseating⁹ at three in the morning.' In doing so, he gave birth not only to his best creation, the attractive yet deadly¹⁰ James Bond, but to a whole literary genre: the super spy novel.

NOTES

- 1 **as long as** - если только, при условии;
- 2 **imaginative** – одаренный богатым воображением;
- 3 **to plot** - зд. продумывать, организовывать;
- 4 **to go into action** - начать действовать;
- 5 **front line** - линия фронта;
- 6 **hollow** - пустой, польный;
- 7 **scent** – запах;
- 8 **sweat** – пот;
- 9 **nauseating** – тошнотворный;
- 10 **deadly** - смертельно опасный.

Ex. III *True/False*

- 1 Admiral Sir Bertram Ramsay and Jan Fleming were sure that German one-man submarines existed.
- 2 Jan Fleming took all the characters from his own mind.
- 3 Mr “Q”’s job was to make different spy gadgets.

Ex. IV *Answer the questions.*

- 1 What did James Bond and Jan Fleming have in common?
- 2 How did Jan Fleming become a secret agent?
- 3 What was the purpose of the creation of the 30 Assault Unit?

Ex. V *Speak about James Bond and Jan Fleming using the following plan.*

- 1 James Bond
- 2 Jan Fleming
- 3 Agent himself
- 4 Agent's Intelligence mission
- 5 Fleming's stories
- 6 Fleming's books characters
- 7 Fleming's promise

Spy Language

How much do you know about spy talk? Write your best guesses in the blanks.

Spy Slang Box

<p>• a double agent • a shoe • a zoo • a bug • a legend • a tail • a spook • a sleeper • a dead drop • a black bag job • blown • black ops</p>
--

1 A site in a public place where agents leave messages for one another is called _____.

2 When a spy breaks into a house or office, photographs secret documents and then puts them back, he does _____. For it to be successful, every document must be put back exactly where it was found.

3 A spy who shadows another spy is called _____.

4 A spy who works for two intelligence services is called _____.

5 _____ is a very dangerous type of spy. They are instructed to move to a certain location and act normally so that they attract no suspicion. It may be months or even years before they are asked to carry out spying operations.

6 A spy often uses a fake life story known as _____.

7 If a spy wants to listen secretly to other people's conversations he can do it with the help of _____. This gadget can be planted in a wall, a phone receiver, a flower pot, etc.

8 A spy often needs a false passport or visa. The slang word for such a document is _____.

9 Secret spy operations which can include murder or kidnapping are called _____.

10 If a secret agent is discovered, he or she is _____.

11 A spy slang word for 'a police station' is _____.

12 Another way of saying 'a spy' is _____.

NOTES

to shadow - следовать за, быть на хвосте;

to attract no suspicion - не привлекать внимания, не вызывать подозрений; **fake** – фальшивый;

gadget - приспособление, устройство;

to plant - ставить, устанавливать;

phone receiver - телефонная трубка.

The James Bond Quiz

Are you a James Bond expert? Do this quiz and find out.

1 What country does he work for?

- a) Great Britain
- b) The USA
- c) Germany

2 What does the '00' bit in 007 mean?

- a) Top secret
- b) Licenced to kill
- c) On Her Majesty's Secret Service

3 James Bond is an officer, but in which service?

- a) Army
- b) Navy
- c) Air force

4 A wonderful athlete, James Bond has been shown in many sports EXCEPT

- a) Skiing
- b) Golf
- c) Tennis

5 Which letter is James Bond's boss named by?

- a) M
- b) N
- c) B

6 What is James Bond's favourite drink?

- a) Milkshake
- b) Scotch whisky with two lumps of ice
- c) Vodka martini, shaken not stirred

7 Which was the first James Bond film?

- a) Dr No
- b) From Russia with Love
- c) Goldfinger

8 Which of the following actors played James Bond in *Die Another Day* (which is not Fleming's work, by the way)?

- a) Sean Connery
- b) Roger Moor
- c) Pierce Brosnan

9 In which film does James Bond actually get married?

- a) From Russia with Love
- b) Never Say Never Again
- c) On Her Majesty's Secret Service

10 How many James Bond novels did Jan Fleming write?

- a) 14
- b) 18
- c) 20

11 How many James Bond films have there been so far?

- a) 20
- b) 10
- c) 30

12 The actor in this picture is

- a) Roger Moor
- b) Sean Connery
- c) Pierce Brosnan

HOW COURAGEOUS ARE YOU?

Do this quiz and find out.

What would you do if...

1 You heard a strange noise in the middle of the night?

- a) I would tell my parents and go back to bed.
- b) I would hide under the bed.
- c) I would get up and have a look.

2 You saw a ghost?

- a) I wouldn't believe my eyes — I don't believe in ghosts.
- b) I would faint.
- c) I would speak to it nicely — it might be shy or lonely.

3 An alien spaceship landed in your garden?

- a) I would keep calm and phone the newspapers.
- b) If I were alone, I'd panic. I would be terrified.
- c) I would wait for the aliens to come out, and I'd take a picture.

4 You were on a desert island?

- a) If I could swim, I'd escape.
- b) If I couldn't swim, I'd build a boat.
- c) If I didn't have a friend, I would be frightened. I would explore the island.

5 You found an enormous spider in your bed?

- a) I would remove it carefully — it might be poisonous.
- b) I would scream and call for help.
- c) I would pick it up and put it in a bottle — it might interest my Science teacher.

to faint - падать в обморок;

alien – инопланетный;

desert island - необитаемый остров.

Score

2 points for every **a)** answer; **1** point for **b)** answer; **3** points for every **c)** answer

5-7 points - Oh dear, you aren't very brave at all!

8-11 points - You are brave and very cool. Well done.

12-15 points - You are very, very brave — or crazy!

TEXT IV
Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

The Gold Rush – золотая лихорадка;

to mine - производить горные работы, разрабатывать рудник; добывать; **nugget** – самородок;

canvas – холст, ткань;

to dye – окрашивать;

rivet – заклепка;

stitching – шивание, стачивание;

garment – одежда;

to shrink – садиться (о ткани);

to fade – выгорать, блекнуть, тускнеть.

Ex. II *Read the text. Use the dictionary after the text if necessary.*

Levi Strauss & Co.

Background Levi Strauss & Co.

- was founded in 1850
- makes more than 5,000 different products
- sells its products in more than 70 countries

Levi Strauss & Co. is the largest clothing manufacturer in the world. For years, the company depended on one basic product that was invented over 100 years ago: blue jeans. Top-selling Levi 501 jeans have remained almost exactly the same since they were created.

THE CREATION OF LEVI JEANS

The life of Levi Strauss is a U.S. success story. A German who immigrated to America in 1847 at age twenty, Levi Strauss began by

selling needles, thread, and buttons in New York. On the invitation of his brother-in-law, he appeared in San Francisco in 1853.

Gold had been discovered in California a few years before, and the Gold Rush had begun. More and more people came to try to get rich overnight¹. Suddenly, thousands of people started mining for gold. Strauss noticed that the miners complained that their pants were always tearing easily and that the pockets ripped apart² as soon as one put a few nuggets in them.

Levi Strauss saw a business opportunity. He began making pants out of some heavy brown canvas he had brought to use for tents or wagon covers. These new pants were stiff³, but they sold fast.

When the original fabric was used up, Strauss sent to Europe for more. What he got was a lighter, more flexible fabric from Nimes [nim], France, called "serge de Nimes". This cloth, which became known as denim, proved even more useful for pants, since it was just as strong but much more comfortable. With indigo (blue dye-stuff from plants), the pants were dyed the familiar blue color.

Miners still complained of problems with their pockets. On the advice of the Nevada tailor Jacob Davis, Strauss went to a blacksmith and had the jeans pockets reinforced⁴ with metal rivets. In 1873, they patented [=legally registered as company property] the popular innovation. The rivets, along with the patterned⁵ stitching on the hip pockets, became Levi trademarks.

Levi Strauss & Co. has continued to flourish. Since those early days, it has been a leader in the garment industry. Jeans have become desirable and even fashionable clothing for not only miners, farmers and cowboys, but also for movie stars, executives, women, children and teenagers from all over the world.

The company is still run by descendants⁶ of Levi Strauss. It now markets a wide range of clothing and accessories, all under the brand name Levi's.

Many new Levi products have been launched⁷ over the years. The company is still best known, however, as the maker of Levi jeans, the pants that are guaranteed to shrink and fade.

NOTES

- 1 **overnight** – внезапно; неожиданно;
- 2 **rip apart** – разрываться, распариваться;
- 3 **stiff** – плотный, жесткий;
- 4 **to reinforce** – укреплять;
- 5 **patterned** – фигурный, узорчатый;
- 6 **descendant** – отпрыск, потомок;
- 7 **to launch** – запускать, развивать, выпускать на рынок.

Ex. III *True/False*

- 1 Levi Strauss began his career as a miner in New York.
- 2 A more flexible fabric from France was called “Serge de Nimes”.
- 3 Even nowadays jeans are still clothing for workers all over the world.

Ex. IV *Answer the questions.*

- 1 When was the company founded?
- 2 Who was Levi Strauss?
- 3 What is supposed to be Levi’s innovation?

Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

To bring out – производить;

slacks – широкие брюки;

diversification - диверсификация, распространение промышленно-хозяйственной деятельности на новые сферы (расширение ассортимента продукции);

net profit – чистая прибыль;

fancy – модный.

Ex. II Read the text. Use the dictionary after the text if necessary.

OTHER LEVI STRAUSS PRODUCTS

The original and most famous Levi Strauss product is blue jeans. Throughout its history, however, the company has researched and developed a number of other products. Some of those have succeeded beautifully, but others have flopped¹ completely.

In 1954, Levi brought out a line of permanent press (no-iron) slacks. Within six months, 5 out of every 100 pairs sold had been returned, and Levi had to admit it didn't have the right fabric for permanent press.

Fifteen years later, as the company was planning its major expansion, it had a couple of other flops. First was the denim bathing suit - which, when wet, weighed the wearer down to the point of immediate drowning. Next was a line of disposable² sheets and towels. They were not high on the consumers' list of priorities. The company was "saved" when the factory that made the sheets burned down. Levi absorbed³ the \$250,000 loss.

Eventually, Levi created six new divisions, ranging from jeans to accessories and including a sizable [=large] effort in women's sportswear, Levi's for Gals⁴. The diversification worked.

In the mid-1970s Levi's sales hit⁵ the billion-dollar mark. Four years later sales hit \$2 billion. In 1979 the company ranked 16701 on Fortune's (an important U.S. business magazine) list of the 500 largest industrial corporations and 20th in net profits. Between 1970 and 1980 Levi had grown an average of 23 percent a year. In 1979 alone it sold 143 million garments.

In menswear, though, all Levi products had been aimed at the middle of the market with moderately dressy slacks and polyester leisure suits.

They needed to sell more expensive clothes - like the Tailored Classic. If Levi could sell sport coats, dress slacks, and suits, a whole new market would open up. The Tailored Classic might make money all by itself. But even more important, it would get Levi into the

business of producing fancier and costlier⁶ clothing. Then Levi could spin off⁷ many more such lines in the future.

NOTES

- 1 **to flop** – потерпеть неудачу;
- 2 **disposable** – одноразовый;
- 3 **to absorb** – зд. понести потери;
- 4 **gal** – девушка;
- 5 **to hit** – достигать;
- 6 **costly** – дорогой, шикарный;
- 7 **to spin off** – развиваться из ч.-л.

Ex. III *True/False*

- 1 A line of slacks were of the right fabric for permanent press.
- 2 The company absorbed some losses because of the denim bathing suit and some sheets and towels.
- 3 The Tailored Classic was a line of more expensive and fashionable clothing.

Ex. IV *Answer the questions.*

- 1 What is the basic product of Levi Strauss & Co.?
- 2 Why did the first denim bathing suit turn out to be a flop?
- 3 What was Levi's next line created?

Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

- Gear up** – ускорять;
skim off – убирать, отнимать;
to slash - урезать;
saturated – насыщенный;
bleak – жестокий, суровый.

Ex. II Read the text. Use the dictionary after the text if necessary.

WHY NEW PRODUCTS ARE NEEDED

Why, with such a record of success, would any company be worrying about making new products? Part of the answer is the sheer riskiness of depending so heavily on a single item. The boom in jeans was in many ways a historical accident, and what history has given it can also take away.

Then, too, the demographics of the marketplace were already beginning to change. Jeans, to be sure, were no longer the exclusive province of youth: baby boomers [=U.S. citizens born immediately after World War II (a period of high population growth)], who had grown up on Levi's, kept on wearing them into their twenties, but not everywhere and all the time, as they did when they were teenagers. And the next generation of adolescents was not so numerous. The birthrate had peaked in 1957; by 1964, the baby boom in the USA was over. Soon those born after WW II would be moving into a world of leisure suits, coats and ties. From a marketing point of view, that's where the action would be.

Finally, the competition had been gearing up. Levi's had always shared the market with Blue Bell's Wranglers and other national brands like Lee. But now everyone seemed to be selling jeans. Back in 1970, Levi probably couldn't have foreseen the popularity of «designer» jeans skimming off the upper end of the market.

To sell their jeans, Levi knew, retailers would have to slash their prices. The profit outlook in a saturated, competitive marketplace like this was bleak.

Ex. III True/False

- 1 The popularity of jeans was a historical accident.
- 2 Levi Strauss Co was the only one on the jeans market.
- 3 Levi had to slash their prices to sell their jeans.

Ex. IV Answer the questions.

- 1 Who are the baby boomers?

- 2 In what way are the baby boomers connected with Levi Strauss?
- 3 Why new products were needed?

Ex. V *Speak about “Levi Strauss” using the following plan.*

- 1 Levi’s biography.
- 2 Levi’s business opportunities.
- 3 “Serge de Nimes”.
- 4 Levi’s trademark.
- 5 Levi’s most famous product.
- 6 Other Strauss goods.
- 7 Levi’s competitors.

TEXT V

Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

Humanoid - гуманоид, человекоподобное существо;

to fetch - сходить и принести;

to run out - кончатся, садиться (*о батарейках*);

to recharge – перезарядить;

Czech – чешский.

Ex. II *Read the text. Use the dictionary after the text if necessary.*

THE ROBOTS ARE COMING

They are finally among us — creatures which have a computer instead of a brain and which are designed to make our life easier — or at least a lot more fun.

Asimo, created by the Honda Motor Corporation, is a humanoid robot. It has two legs, two arms and red lights for eyes. It can walk, talk, climb stairs and even dance. It also has cool¹ technology inside that helps it recognise people's faces, gestures² and voices.

"Meet him once and he never forgets," says one of Asimo's creators. "When he sees you again, he'll come up to you and say 'Hello'."

It took Honda's engineers 16 years to create Asimo. Today's model is 120 cm tall and weighs 43 kg. Asimo is not for sale yet because its creators want it to become even more intelligent. Very soon Asimo will be able to fetch food and drinks from the fridge and do lots of other things about the house.

If you are sick and tired of helping your parents about the house, then a new robot could be the answer.

Wakamaru, made by Mitsubishi, has been designed to make people's lives easier. This bright yellow robot with beady eyes³ can do different jobs for you and help you remember things you have to do.

Here are some things Wakamaru can say: "Let me search the Internet!", "Welcome back!", "You are home late!", "What time will you be back?"

If Wakamaru is on its own⁴ and something seems wrong, it can e-mail its owner to let them know there is a problem.

It is so clever that when its batteries run out Wakamaru knows that it needs to recharge itself, so it does!

Aibo the dog, designed by Sony, can walk, talk and wag⁵ its tail. It can express emotions of happiness, sadness, anger, surprise, fear and dislike. You can talk to it and it will respond⁶! And, unlike ordinary dogs, Aibo can read your e-mail and take pictures.

You don't have to clean after it and its feeding is very cheap — just recharge its batteries.

You can programme Aibo to respond to a specific name. You can also change its software so that it becomes a puppy, complete with crying and demanding⁷ behaviour.

For people who prefer cats there are robot cats of course.

American scientist David Hanson, who used to work for Disney, has invented a robot face that looks exactly like a human one. Called the K-bot, the face has 24 special motors under its rubber skin. It means that it will be able to smile, laugh, frown⁸ and even make faces⁹.

Would you like to have a robot that could understand how you feel, maybe even help you if you felt a bit down in the mouth¹⁰?

US robot maker Nilanjan Sarkar and psychologist Craig Smith are building just such a machine.

They want it to be as sensitive to our moods and emotions as humans are themselves.

It won't have emotions of its own but it should be able to respond to its owner's mood.

So, if you're a bit down in the mouth the robot will move forward and ask if it can help you.

Of course it's not an easy job because everyone shows emotions in quite different ways.

US scientists are working on a mechanical super-soldier that will be able to jump from buildings, kill enemies, heal his own wounds¹¹ and even become invisible!

The world-famous Massachusetts Institute of Technology (MIT) is putting millions of dollars into research for the soldier of the future.

Hopefully, the soldier of the future won't be ready for at least 10 years.

So the robots are finally among us. But will they really help us create a more pleasant way of life? Or will they cause¹² problems too?

DID YOU KNOW?

- The word 'robot' is a Czech word for a servant, or slave. It was invented by the Czech writer Karel Capek in 1920.
- The word 'robotics' was first used by Isaac Asimov in 1937 in a story called *Robby*. Isaac Asimov also formulated the *Three Laws of Robotics* (so that robots wouldn't be able to take over¹³ the world when they become too smart):
 1. A robot may not injure¹⁴ a human being, or allow a human being to come to harm.
 2. A robot must obey the orders given by human beings except where such orders would conflict with the First Law.

3. A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.

- The smallest robot in the world is a *nano-bot*. They are small enough to travel inside your blood vessels¹⁵ or float through the air!
- One of the hardest things to make a robot do... is walk.

NOTES

- 1 **cool** - зд. современный;
- 2 **gesture** – жест;
- 3 **beady eyes** - глаза-бусинки;
- 4 **on one's own** - зд. один, в одиночестве;
- 5 **to wag** - вилять (*хвостом*);
- 6 **to respond** (to) - отвечать, отзываться;
- 7 **demanding** – требовательный;
- 8 **to frown** - хмурить брови;
- 9 **to make faces** - корчить рожи;
- 10 **down in the mouth** - в унынии, а плохом настроении;
- 11 **to heal wounds** - залечивать раны;
- 12 **to cause** - быть причиной, вызывать;
- 13 **to take over** – захватывать;
- 14 **to injure** - причинять зло, вредить;
- 15 **to blood vessel** - кровеносный сосуд.

Ex. III *True/False*

- 1 Nowadays you can buy Asimo in every shop.
- 2 Aibo can express different emotions but can't respond when you talk to it.
- 3 If you are a bit down in the mouth the robot will show its immediate reaction.

Ex. IV *Answer the questions.*

- 1 What is Asimo famous for?
- 2 For what reason has Wakamaru been designed?
- 3 What kind of robot has David Hanson invented?

Ex. V *Speak about robots using the words from the scheme below.*

1 Asimo - human robot

2 Asimo's appearance

3 Asimo's abilities

4 Aibo

5 K-Bot

6 Super-soldier robot

7 Three Laws of Robotics

Science and technology quiz

Think you know everything about science and technology? Test your knowledge by taking this quiz.

1 Who discovered the law of gravity when an apple fell on his head?

a) Isaac Newton

b) Michael Faraday

c) Archimedes

2 How many chromosomes are there in a human cell?

a) 4

b) 46

c) 406

3 Who discovered radium and later died from the effects of experiments with X-rays?

a) Marie Curie

b) Albert Einstein

c) James Maxwell

4 What travels at 2,997,924,580 metres per second?

a) sound

b) light

c) Concorde

5 The name of the first cloned sheep was

a) Dolly

b) Molly

c) Billy

6 Who created the periodic table of the elements?

- a) Michael Lomonosov
- b) Dmitri Mendeleev
- c) Konstantin Tsiolkovsky

7 Who made a great discovery while having a bath?

- a) Archimedes
- b) Hippocrates
- c) Democritus

8 Where was the first nuclear-powered icebreaker built?

- a) in Germany
- b) in the USA
- c) in Russia

9 What is Johann Gutenberg's famous invention?

- a) computer
- b) television
- c) printing machine

10 Who discovered penicillin?

- a) Alexander Fleming
- b) Louis Pasteur
- c) Dmitri Mendeleev

11 What substance has the chemical formula H₂O?

- a) oxygen
- b) helium
- c) water

12 Where do veins bring blood?

- a) to the heart
- b) from the heart
- c) to and from the heart

13 Who invented the telephone?

- a) Bell
- b) Baird
- c) Babbage

14 What is Alfred Nobel's famous invention?

- a) steam engine
- b) telegraph
- c) dynamite

NOTES

law of gravity - закон тяготения;
chromosome – хромосома;
cell – клетка;
X-ray – рентген лучи;
nuclear-powered – атомный;
Ice-breaker - ледокол;
printing machine - печатный станок;
penicillin – пенициллин;
substance – вещество;
oxygen – кислород;
helium – гелий;
vein – вена;
steam engine - паровой двигатель;
dynamite – динамит.

TEXT VI

Pre-text exercise

Ex. I *Make sure if you can read the words correctly. Try to memorize them.*

Alter ego - второе я;
lightning scar - шрам в виде молнии;
telling - замечательный, яркий;
to give a due – намекать;
transition - превращение, переход;
the underdog - несчастные, обиженные, обездоленные;
class-related - связанный с классовыми различиями (неравенством);
pure blood - чистая (аристократическая) кровь;
to look down on smb - смотреть на кого-то свысока.

Ex. II *Read the text. Use the dictionary after the text if necessary.*

WHY ARE THE BRITISH MAD ABOUT HARRY?

Who has the most recognized face in Britain at the moment? No, it's not the Queen, nor is it the Prime Minister, Tony Blair, it's not even Robbie Williams! The most recognized face belong to a young man called Daniel Radcliffe. Although he is not generally known to the public as Daniel Radcliffe. In fact, some people don't even know that his name is Daniel Radcliffe, they only know his face as being that of his alter ego, Harry Potter. Daniel Radcliffe is the actor who plays Harry Potter on film and whose face looks out from a thousand posters across the nation. The image of Harry Potter is so familiar that even people who haven't read any of the books or seen any of the films know exactly who he is and exactly what he looks like.

The phenomenal success of JK Rowling's Harry Potter books has been one of the most talked about and unexpected success stories in the book world. It has been said that many parents and teachers have been as impressed by the books as the children and libraries and bookshops across Britain have had to deal with a great demand for the Harry Potter series in the book world. The big surprise has been how many children have been drawn¹ to the books, often with little encouragement² from either teachers or parents. The subsequent³ success of the films and the merchandise⁴ that goes with them is far less surprising, but the fact that thousands of children have actually read the original books has been seen as almost incredible.

Since the 1960s Britain has seen a steady decline in the popularity of reading amongst school-age children (especially boys), and this has been blamed on the lure of television, films, computer games and excitingly presented magazines. The popularity of the Harry Potter series was seen so unusual that many newspaper and magazine articles were written about it to try to understand its success. The theme of the books is not very original and there have been many similar tales published before without the same success. Why then, should these books be so popular in this day and age?

Firstly, Harry, like all the best heroes or heroines, appears to be a normal child. Of course, this is only on the surface, as the lightning scar on his forehead⁵ gives the reader a clue to who he really is such as the question of 'pure blood'. It is well-known that in many public schools⁶ children from poorer and lower-class families are looked down on. The organisation of Hogwarts is also very similar to a public school with its strict teachers, boarding houses⁷ and attention to sports. However, it is still easy for children to identify with Harry and his friends because they also behave like ordinary modern teenagers. And, of course, children (and their parents) just love all the horrible, dark things that happen in the books.

Thanks to JK Rowling's story telling talent, it is easy to believe that Harry's transition from sad schoolboy to famous wizard is the most natural thing in the world.

Secondly, British people always see to take the side of the underdog and Harry has all the attributes⁸ of one. Harry is an orphan⁹ and is forced to live with his cruel Aunt Petunia and Uncle Vernon, and their dreadful son, Dudley.

Thirdly, the school which Harry is sent to, Hogwarts, has a lot in common with a classic British public school. For example, a lot of the problems that Harry and his friends are facing in Hogwarts are class-related.

The popularity of Harry Potter and the sale of Harry Potter goods are likely to stay for the near future at least. However, amongst the hundreds of things for sale connected to the books and films, the most interesting development has been the dramatic increase in the sale of traditional broomsticks¹⁰. Look towards Britain on a clear night and you never know what you might see flying in the sky!

Thanks to Harry Potter, Britain has got a tourism boost¹¹. As Harry Potter movies have been filmed all around Britain there are no a few places that are proud to have been seen in the Harry Potter films. For example, Harrow School, Durham Cathedral and now the Highlands in Scotland. Many people decide to visit those places only because the feature¹² in the Harry Potter films.

ABOUT THE WRITER – J. ROWLING

J.K. Rowling was born in a small town near Bristol. She always liked writing and wrote her first story when she was only five. After school she went to university to study languages and then became a teacher of French. The writer says that Harry Potter was born on a long train journey and was originally seen as just a bit of entertainment for the writer's daughter Jessica. At the time, J. Rowling, known as Jo to her friends, was a single mother working hard to make enough money to support her daughter. It was the publishers who advised Jo to use her initials – J.K. instead of Jo, as they thought that adventures of an 11-year-old boy would not be popular amongst teenagers if written by a woman. Now, Harry Potter books are so popular all around the world that J.K. Rowling has become one of the richest people in the UK. She is even richer than the Queen with an estimated¹³ fortune¹⁴ of 280 million pounds.

ABOUT THE MAIN CHARACTER – DANIEL RADCLIFFE

Daniel Radcliffe who plays Harry Potter is a pleasant 13-year-old. People who know him say that he is a very friendly, kind and intelligent young man. He likes playing the guitar and does all the things that young people of his age normally do. However, playing Harry Potter has not been easy for him. Daniel says that there was a time when he was not sure where Harry ended and Daniel began. He felt so close to Harry as if they were the same person. Daniel even wanted to stop playing Harry Potter to concentrate on studies and get his life back but later changed his mind.

NOTES

- 1 **to draw** - притягивать, привлекать;
- 2 **encouragement** - поддержка, поощрение, совет;
- 3 **subsequent** – последующий;
- 4 **merchandise** – товары;
- 5 **forehead** – лоб;

- 6 **public school** - частная школа;
- 7 **boarding house** – пансион;
- 8 **attribute** - свойство, отличительная черта;
- 9 **orphan** – сирота;
- 10 **broomstick** – метла;
- 11 **tourism boost** - туристический бум;
- 12 **to feature** - фигурировать, быть представленным;
- 13 **estimated** - приблизительный, оцениваемый в;
- 14 **fortune** – состояние.

Ex. III *True/False*

- 1 Every person in Britain knows who Daniel Radcliffe is.
- 2 Children read Harry Potter because their teachers or parents make them do it.
- 3 The organization of Hogwarts differs greatly from public schools in Britain.

Ex. IV *Answer the questions.*

- 1 Who has the most recognized face in Britain and why?
- 2 Are teachers and parents also impressed by the books about Harry Potter?
- 3 Do British schoolchildren and Harry Potter have anything in common?

Ex. V *Speak about “Harry Potter” using the following plan.*

- 1 The most recognizable face in Great
- 2 Daniel Radcliffe
- 3 Book popularity boom
- 4 Lifelike story, lifelike boy
- 5 Tourism boost in Great Britain

PART II

TEXT I

Ex. I Read the text. Consult the notes below with the words you may not know.

BODY LANGUAGE

Have you ever wished you could read someone's mind? Well, you can, just by picking up the unconscious messages their body gives you.

Did you know that 93 per cent of our communication with others is non-verbal? What we actually say makes up only seven per cent of the picture! That's what US scientist Ray Birdwhistell found out when he began to study body language back in the 1950s. He filmed conversations and then played them back in slow motion to examine gestures¹, expressions and posture². When he noticed the same movements happening again and again, he realised that the body can talk too!

We use our bodies to send messages all the time. We nod³ instead of saying 'Yes', shrug⁴ our shoulders to mean 'I don't know', or raise our eyebrows to show surprise. But even when we don't want other people to know how we're feeling, our body language can give us away⁵. It's not difficult to find out what someone is really thinking — and they won't even know it! The way we sit or stand, the expression on our face can reveal far more than words. But many of us miss these important signals, because we don't know what to look out for. Here are some useful tips⁶!

How can you tell if a friend is fibbing⁷ to you? They'll often start blushing⁸. They're embarrassed⁹ because they know they're not telling the truth. They'll probably look away¹⁰ while they're talking as well. That's because our eyes can reveal what we're thinking, even if we're saying the opposite out loud.

Boys tend to¹¹ look at the ground when they're lying, while girls look at the ceiling. If they put a hand over their mouth, it's another signal they're lying. It's as if they're trying to cover up the lie.

Imagine you're asking your teacher for a few more days to finish your homework. As you talk, she starts rubbing her ear. This is a signal that she doesn't want to hear what you're saying — so forget it!

Remember putting both hands over your ears as a child to block out your parents' words? Someone who folds their arms¹² tightly across their chest is sending a similar signal. We use folded arms as a defensive barrier¹³ to protect ourselves when we feel nervous or think someone is criticising us. So, if you're making a point¹⁴ in a discussion, and the others fold their arms, you'd better give up! They're shutting your ideas out¹⁵ and you won't convince them — even if they say they agree with you.

Now you can use this information to your own advantage¹⁶. You've met someone who you'd like to get to know better. Look them in the eye — it shows you're sincere. When they're talking, lean slightly forward¹⁷ towards them and tilt¹⁸ your head on one side. This gives the message 'I'm interested and I'm paying attention.' Imitate their gestures. If they cross their legs, do the same. But be careful! Don't be too obvious or they'll think you're making fun of them.

NOTES

- 1 **gesture** - жест, телодвижение;
- 2 **posture** – поза;
- 3 **to nod** - кивать головой;
- 4 **to shrug shoulders** - пожимать плечами;
- 5 **to give smb away** - выдавать кого-то;
- 6 **tip** – совет;
- 7 **to fib** - разг. привирать, говорить неправду;
- 8 **to blush** – краснеть;
- 9 **embarrassed** - смущенный, сконфуженный;
- 10 **to look away** - отводить взгляд, смотреть в сторону;
- 11 **to tend to** - быть склонным к чему-либо;
- 12 **to fold one's arms** - скрестить руки;
- 13 **defensive barrier** - защитный барьер;

- 14 **to make a point** - высказываться, настаивать на своем;
 15 **to shut smth out** - не принимать что-то;
 16 **to use smth to one's own advantage** - использовать что-то в своих интересах;
 17 **to lean forward** - наклоняться вперед;
 18 **to tilt** – наклонять.

Ex. II Choose the right variant according to the text to complete the statements.

1 We can read someone's mind by

- a) the messages he/she writes to us
- b) reading someone's diary
- c) unconscious messages of the body

2 ... with others is verbal.

- a) 7 % of our communication
- b) 93 % of our signs
- c) 100 % of our actions

3 In 1950 the US scientist Ray Birdwhistell

- a) shot a comedy film
- b) filmed conversations for experiment
- c) observed people's gestures and expressions just for fun

4 He realized that our body can talk

- a) by means of postures and gestures
- b) with the help of our lips and tongue
- c) verbally

5 We shrug our shoulders to

- a) say "I'm hungry"
- b) develop our shoulder muscles
- c) say "I don't know"

6 The way we sit or stand, the expression of our faces

- a) can give us or our thoughts away
- b) means we want to sit or stand
- c) is an important alarm signal

7 When you are fibbing you

- a) feel safe and comfort
- b) start blushing, look away while talking

c) are embarrassed because everybody believes you

8 People close or rub their ears

a) because it is too loud outside or nearby

b) not to hear one's words

c) because their ears are dirty

9 Looking in one's eyes shows you

a) are sincere

b) can't take your eyes off him/her

c) can't recall where you've seen that person before

10 Learn these tips

a) and you'll become a secret agent

b) and you'll get a credit on English

c) if you want to read people's mind

Ex. III *Arrange the statement in a right chronological order according to the text.*

1 There are some unconscious position of our arms: folded arms, putting arms over one's ears, etc.

2 Our body gives us away.

3 Our eyes reveal us when we are lying.

4 Our body can talk too with the help of gestures, expressions and postures.

TEXT II

Ex. I *Read the text. Consult the notes below with the words you may not know.*

MARTIN LUTHER KING

Martin Luther King, Jr, was the son of a black Baptist pastor. His mother was a schoolteacher. Young Martin spent a fairly quiet childhood in Atlanta, Georgia. After high school, he went to college and studied to be a pastor, like his father. Nobody could have guessed, in those days, the place in history that Martin Luther King, Jr, was to have.

It all started in Montgomery, Alabama, on December 1, 1955. The buses in Montgomery were segregated. Black people had to sit in the back of the bus, or stand, if the back was full. One day, a black woman, Rosa Parks, was returning home after a hard day's work. She sat in the front of the bus, and then refused to give up her seat to a white passenger who got on the bus after her. Rosa Parks was arrested, and the black community of Montgomery was abused.

Martin Luther King persuaded the black citizens to protest peacefully. He organized a boycott of the bus service. For 381 days, the buses of Montgomery rolled back and forth on their routes, virtually empty. It was not easy for the blacks to give up riding the buses. For most of them, the buses were their only means of transportation. But they supported the boycott. King and his supporters were threatened. King's house was destroyed by a bomb. But still, the buses rolled on empty. At last, the bus company gave in. The law was changed. Martin Luther King, Jr, had won his first protest against injustice — peacefully. King's name became synonymous with nonviolent¹ demonstrations.

King led protests and demonstrations all over the country during the next few years. Everywhere he went, he preached² love, patience, and most of all, non-violence. He believed that blacks could win their struggle for equal rights without violence. He was both admired and ridiculed³, loved and hated.

In 1964, King won the Nobel Peace Prize⁴. He was only thirty-four years old — the youngest man to ever receive this high honour.

However, real change, for most black people, was very slow in coming. Some of King's supporters began to question his belief in peaceful protests. They were tired of waiting. They wanted change NOW. Suddenly, there was a period of terrible violence and hatred⁵ between blacks and whites. Everything King had worked so hard for seemed lost. The nation was divided by fear, hatred, and violence.

In April of 1968, King was in Memphis, Tennessee. He had gone there to help garbage workers⁶ strike⁷ peacefully for better pay and working conditions. The strike had not been peaceful, however, and King pleaded⁸ with both sides to be patient and calm, to live together as brothers.

He had been threatened many times but had no fear of any man.

Martin Luther King, Jr, a man of peace, had been killed by an assassin's⁹ bullet¹⁰.

Today, King is acknowledged¹¹ as an American hero, and in 1983 Congress made his birthday, January 15th, a national holiday in his honour.

NOTES

1 **non-violent** – ненасильственный;

2 **to preach** – проповедовать;

3 **to ridicule** - осмеивать, поднимать на смех;

4 **Nobel Prize** - Нобелевская премия;

5 **hatred** – ненависть;

6 **garbage workers** – мусорщики;

7 **to strike** – бастовать;

8 **to plead** - призывать, просить;

9 **assassin** - убийца (*политического или общественного деятеля*);

10 **bullet** – пуля;

11 **to acknowledge** – признавать.

Ex. II *Choose the right variant according to the text to complete the statements.*

1 M. L. King wanted to become a pastor

a) because he liked this job

b) just like his friend

c) because his father was one

2 The buses in Alabama were segregated, that is,

a) black people had to sit apart from the white

b) there were special black buses for the black and white buses for the white

c) the blacks were not allowed to use buses

3 Rosa Parks was arrested

a) because she was black

b) because she refused to give up her seat to a white passenger

c) as she had been wanted by the police

4 Martin Luther organized peaceful protest because

- a) of Rosa Parks and the black
 - b) he didn't like buses
 - c) were the only means of transportation
- 5** King's name became synonymous with
- a) patience, love and non-violence
 - b) basketball team
 - c) violent demonstrations
- 6** M.L. King was 34 years old when he
- a) became a film star
 - b) won a million dollars
 - c) got the Nobel Peace Prize
- 7** Martin Luther went to Memphis to
- a) Help workers to strike peacefully
 - b) meet Elvis Presley
 - c) give the workers better pay and working conditions
- 8** "A Man of Peace"
- a) died fighting for a better life
 - b) had been killed by an assassin's bullet
 - c) died because he was old
- 9** January 15 is celebrated in the USA as a
- a) national holiday in King's honour
 - b) continuation of New Year's Day
 - c) day of all American heroes

Ex. III *Arrange the statement in a right chronological order according to the text.*

- 1** As real change for blacks was very slow they began question his peaceful protests.
- 2** All the black community was abused because of the case with Rosa Parks's arrest.
- 3** Martin Luther King, Jr, a son of a black Baptist pastor decided to become a pastor himself.
- 4** Peaceful protests and boycotts of the blacks changed the law.
- 5** Martin Luther King is an American hero, whose birthday is celebrated as a national holiday.

6 Martin King got the Nobel Prize for preaching love, patience and non-violence.

TEXT III

Ex. I Read the text. Consult the notes below with the words you may not know.

THE MONA LISA ROBBERY

At seven o'clock in the morning of Monday, August 21, 1911, three cleaners in the Louvre museum, in Paris, were walking through the Salon Carre. The three men stopped to look at one of the world's most famous paintings — the Mona Lisa.

After staring at the famous smile for a moment or two, they walked on to continue with some repair work. It was 8.35 am before they passed through the Salon Carre again, and one of the men noticed that the Mona Lisa had now gone.

It was not unusual for someone to move a painting in the gallery. They were often taken away to be photographed, and then put back later, so the three cleaners did not think any more about it.

At 7.20 the next morning, Poupardin, one of the Louvre guards¹, passed through the Salon Carre and noticed that the Mona Lisa was not in its place. He, too, thought someone had taken it away to be photographed.

At 9 am a man called Louis Beroud, a painter, arrived at the museum to paint a picture of the Salon Carre.

Beroud was annoyed when he didn't find the Mona Lisa. He wanted to continue his work, but he decided to wait for the return of the famous painting. He waited all morning and in the afternoon he told Poupardin to go and ask the photographer to send back the painting as he couldn't wait any longer.

But the picture wasn't there and the photographer didn't know anything about it. So Poupardin hurried away to find his boss — Georges Benedite.

At 3 pm that afternoon, people were asked to leave the Louvre as it was closing without giving any explanation. It was not until they read the newspapers the next day that someone had stolen the Mona Lisa.

The museum was closed for a week. When the Louvre opened again, crowds hurried to look at the empty place on the wall of the Salon Carre. They could not believe their eyes. The Mona Lisa really had been stolen!

Then, one morning in November, in 1913, Alfredo Geri, a man who bought and sold paintings, opened a letter in his office in Florence, in Italy. The letter was from Paris, from someone who signed his name as 'Leonard'.

The writer said that he was an Italian living in Paris. He said that he had stolen the Mona Lisa and wanted to return it to Italy, where it belonged, and where it had been before it was "stolen" during the war with France in the nineteenth century.

Geri decided to write to Leonard and ask him to bring the painting to Milan. On Wednesday, December 10, a thin young man with a small dark moustache arrived at Geri's office. He told Geri that the Mona Lisa was in his hotel room, and that he wanted 500,000 lire (100,000 dollars) for the picture. Geri asked Leonard to take it to the Uffizi Gallery and to look at it with photographs of the real Mona Lisa. The young man agreed. Later, the young man went back to his hotel — and was arrested by Italian detectives.

The young thief's real name was Vincenzo Perugia, and he was a house painter. He was actually one of the many people questioned by the French police not long after the painting was stolen, because he had once been employed by the museum. They had searched his room at the time, but had found nothing.

Perugia had been in trouble with the law before — for a robbery.

The trial² of Vincenzo Perugia began on June 4, 1914 in Florence. He was sent to prison for 1 year and 15 days, but this was later shortened to 7 months.

Some people believe that Perugia was working with other criminals, one of whom was a painter, and that they offered the missing Mona Lisa to rich Americans who collected paintings. Each

of the American collectors bought their Mona Lisa secretly, not realizing that it was forged³ by one of the criminals and that other forgeries⁴ were being sold, too.

NOTES

- 1 **guard** – охранник;
- 2 **trial** - судебный процесс, суд;
- 3 **to forge** – подделывать;
- 4 **forgery** – подделка.

Ex. II Choose the right variant according to the text to complete the statements.

1 The first who noticed the Mona Lisa missing were

- a) the first visitor of that day
- b) three cleaners in the Louvre
- c) Leonardo DaVinci

2 The Mona Lisa was not in its place (as the cleaners thought) because it could have been

- a) stolen
- b) invited to a party
- c) taken to be photographed

3 Louis Beroud arrived at the Louvre to

- a) to continue his work
- b) meet the Mona Lisa
- c) to steal the Mona Lisa

4 People were leaving the Louvre at 3 pm that afternoon because

.... .

- a) someone had stolen the Mona Lisa
- b) they were bored to death by all those pictures
- c) it was time to close the museum

5 ... got a letter signed as from "Leonard".

- a) Paris police
- b) the boss of Louvre, George Benedite
- c) Alfredo Geri, a man who bought and sold paintings

6 The author of the letter wanted to

- a) blackmail the Louvre

- b) to return the Mona Lisa to Italy
 - c) to sell the picture to a rich American
- 7** Leonard was arrested in Milan when he
- a) was walking with the Mona Lisa along the streets
 - b) was trying to sell the picture
 - c) came to the Uffizi Gallery
- 8** ... was a house painter.
- a) a young thief
 - b) a French police officer
 - c) the boss of the Louvre
- 9** V. Peruga spent ... in prison.
- a) 1 year and 15 days
 - b) the best years of his life
 - c) 7 months
- 10** Many American painting collectors
- a) made copies of the Mona Lisa to sell them to the Louvre
 - b) were in trouble with law
 - c) bought the forged Mona Lisa

Ex. III *Arrange the statement in a right chronological order according to the text.*

1 \$ 100,000 for the Mona Lisa.

2 It was a usual thing to move a painting in the gallery to be photographed.

3 Geri wrote a letter about his intention to return the Mona Lisa to Italy where it belonged.

4 Peruga and other criminals sold forged Mona Lisas to rich Americans who collected paintings.

5 Beraud, a painter, encouraged the search of the Mona Lisa.

TEXT IV

Ex. I Read the text. Consult the notes below with the words you may not know.

THE HISTORY OF THE SONY WALKMAN

Once upon a time, a long, long time ago, people used to walk, cycle, sit on trains, lie on the beach and just stare into the distance. Now they do all these things and still stare into the distance. But if you look closely you will see that they are listening, passing the time pleasantly, with a Walkman attached. These wonderful machines are also used in the bath (but not the shower!), on planes, in bed (a great sleeping pill), in cafes, when playing truant¹, while jogging — the list is endless. And the best thing of all? They don't disturb anyone else.

So sit back and listen to the history of the Sony Walkman! (Actually, you'll have to read it.)

AKIO MORITA, the legendary head of Sony, once said how he had got his idea for² the Sony Walkman. He used to go to the beach with his children, and the kids and their friends would listen to loud music from boom boxes from morning till night. Teenagers are a cultural plague³ that we must all endure⁴, you say. But not Mr Morita. He asked his engineers to build a small radio or cassette player that would sound like a high-quality car stereo and yet could be attached to a person's head. That way, people could take their music with them, they could listen to it while riding bikes and doing other things, and they wouldn't annoy other people.

The Sony Walkman was first introduced in Japan in 1979. The Walkman was a truly original product and Sony used innovative methods to launch⁵ and advertise⁶ it. It was decided to test this launch first on a group of magazine journalists.

The journalists arrived at the Sony Building located in the Ginza area of Tokyo, they were handed⁷ a Walkman, taken to Yoyogi (a major park in Tokyo) and asked to put on the headphones⁸ and push the play button.

Meanwhile, Sony staff members⁹ and students hired¹⁰ for the launch carried out various demonstrations of the product, including a young man and woman listening to a Walkman while riding on a tandem bicycle¹¹. All staff members and students wore Walkman T-shirts.

The journalists saw that the Walkman enabled people to listen to music of their choice, wherever and whenever they liked.

After the launch, young recruits¹² walked around the busy Tokyo districts on Sundays, offering passersby the chance to listen to the Walkman. When people put on the headphones and listened, their sceptical expressions were replaced with ones of delight.

The popularity of the Walkman spread by word of mouth¹³. It became a fashionable new way to enjoy music.

The plan had been to sell the Walkman worldwide. However, doubts about the name appeared and various other names were suggested. Plans were made to call it "Soundabout" in the United States, "Stowaway" in the United Kingdom and "Freestyle" in Sweden.

But when Mr Morita went on a business trip¹⁴ to Europe prior to¹⁵ its overseas launch, he met parents in both France and the United Kingdom who had been told by their children, "When you meet Mr Morita, please ask him where I can get a Walkman." It seemed that many tourists who had visited Japan had taken a Walkman home with them and as a result the name was already known outside Japan. The name Walkman was easy to understand and had spread quickly.

In 1981, Walkman was listed in¹⁶ *Le Petit Larousse*, a well-known French dictionary, and in 1986 the name was included in the *Oxford English Dictionary*. Mr Morita said that nothing made him happier than the fact that Walkman had been accepted around the world as an English word.

The Walkman became a much loved product all over the world.

NOTES

1 to play truant – прогуливать;

- 2 **how he got his idea for...** - Что натолкнуло его на идею создания...;
- 3 **cultural plague** - культурное бедствие, наказание, бич;
- 4 **to endure** - выносить, терпеть;
- 5 **to launch** - начинать производство, выпускать (товар) на рынок;
- 6 **to advertise** – рекламировать;
- 7 **to hand** - вручать, передавать;
- 8 **headphones** – наушники;
- 9 **staff members** - персонал компании;
- 10 **to hire** - нанимать, брать на работу;
- 11 **tandem bicycle** – тандем (велосипед для двоих);
- 12 **recruits** - зд. участники рекламного проекта;
- 13 **by word of mouth** - устно, на словах, из уст в уста;
- 14 **to go on a business trip** - поехать в командировку;
- 15 **prior to** – до;
- 16 **was listed in** - был внесен в.

Ex. II Choose the right variant according to the text to complete the statements.

- 1 The main difference of Walkman from other boom boxes is that you can listen to music and
- a) the others can enjoy it with you
 - b) it won't annoy other people
 - c) watch TV simultaneously
- 2 Walkman first appeared
- a) in Japan
 - b) in Europe
 - c) in America in 1979
- 3 First to test this launch of Sony Co. were
- a) students
 - b) Sony staff members
 - c) magazine journalists
- 4 All who tested Walkman
- a) were only young people
 - b) had Walkman T-shirt on

c) wore sport clothing

5 With Walkman you could

- a) listen to any sort of music whenever and wherever you liked
- b) listen to forbidden kind of music
- c) be the king of the streets

6 When passersby put on the headphones and listened to Walkman they

- a) became skeptical
- b) refused to put on the headphones on
- c) they were delighted

7 Mr. Morita decided to name the product

- a) Soundabout
- b) Walkman
- c) Freestyle

8 Walkman was listed in

- a) French and Oxford English Dictionary
- b) a catalogue
- c) the Hines Record Book

Ex. III *Arrange the statement in a right chronological order according to the text.*

1 Walkman had been accepted around the world as an English word.

2 Mr. Morita wanted to have music with him all the time without annoying other people.

3 A fashionable new way of enjoying music had many names in different countries.

4 Walkman is a great sleeping pill, a nice time spending in planes, cafes, a nice companion for playing truant and jogging.

5 First journalists, students and Sony staff members tested the launch.

PART III

Texts for retelling

TEXT I

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

Channel Tunnel

The construction of the Channel Tunnel, also called the Euro Tunnel or Chunnel, is one of the greatest technological and engineering feats of the 20th century. In 1986, after almost 200 years of debate and planning (the idea of an undersea tunnel linking Britain with France was first mentioned in talks with Napoleon), the governments of both countries finally agreed to start construction and signed a treaty.

Engineers were faced with a huge challenge. Not only would they have to build one of the longest tunnels in the world; they would have to convince the public that passengers would be safe in a tunnel this size. Tunnel fires were common at this time. How did the engineers solve this problem? They built an escape route.

The Channel Tunnel, actually consists of three tunnels. In between the two full-sized train tunnels there is a smaller service tunnel that can be used as an emergency escape route. There are connections between it and the train tunnels every 375 metres. Just one year after the Chunnel opened, this engineering design was put to the test. Thirty-one people were trapped in a fire that broke out in a train coming from France. The design worked. Everyone was able to escape through the service tunnel.

It took three years for the boring machines from France and England to chew through the chalky earth and meet 45 metres below the surface of the English Channel. Today, trains roar through the tunnel at speeds up to 160 km per hour and it's possible to get from one end to the other in only 20 minutes!

TUNNEL FACTS

- When construction began in 1988, British and French tunnel workers raced to reach the middle of the tunnel first. The British won.
- Many of the boring machines used on the Chunnel were as long as two football fields.
- The Channel Tunnel is 10 years old. It was officially opened in May, 1994.
- The length of the Chunnel is 50 kilometres (of which 37 kilometres are under the water).
- The average depth under the seabed is 45 metres.
- The volume of soil removed from the tunnel was so huge that it increased the size of Britain by 90 acres. Equivalent to 68 football fields, this area has been made into a park.
- It takes three hours to get from London to Paris by Eurostar.

NOTES

Channel Tunnel - туннель под Ла-Маншем;

construction – строительство;

feat – подвиг; **treaty** – договор;

to be faced with - столкнуться с;

challenge - сложная задача, проблема;

escape route - дорога к отступлению, запасной путь;

service tunnel - служебный туннель;

to be put to the test - подвергнуться испытанию;

to be trapped - попасть в ловушку, застрять;

boring machine - бурильная машина, перфоратор;

chalky – известковый; **to roar** - реветь, проноситься с шумом;

acre - акр (= 0,4 га).

TEXT II

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

CIRCLES ON THE GROUND

In August 1980, farmer John Scull was surprised to find a circle eighteen metres across in one of his fields in Wiltshire. This was the first of the now famous 'crop circles' of the 1980s. Since then 5,000 more crop circles have appeared, mainly in the same part of Britain, but also in about forty other countries.

Although the shapes began as ordinary circles, over the years they have become more and more interesting. To draw some of them, you need to do difficult mathematics. They are also very large: the biggest are about 300 metres across. Wiltshire is famous as the home of mysterious Stonehenge, and in July 1996 a wonderful shape, known as a Julia Set, appeared in a field there.

Scientists who have studied the circles say that some of them are perhaps made by the weather, by a special kind of storm. We know that they have appeared since the seventeenth century — when people believed they were made by magic. Some people still think that they are made by magic, or by visitors from another planet flying above the fields!

But in 1992 two artists, Doug Bower and Dave Chorley, appeared on British television. They showed how for many years they had made strange shapes appear in English fields by making the crops flat. Bower is now dead and Chorley is an old man, but other groups of artists say that they have followed their example. They do not want to show what they do because the mystery is part of their art. But some people think that the artists are lying because they want to be famous. Perhaps the circles follow the same kind of energy lines as *feng shui*.

Feng shui comes from China; the name means wind and water. Some people use feng shui to tell you how to arrange your house or office, so that you can live and work comfortably. They believe that

as well as north, south, east and west, an energy called *chi* is important to us. They say that everything in the world is made up of two opposite energies, *yin* and *yang*. You should work, for example, on the southern, sunny side of your house (*yang*), and sleep on the northern side (*yin*). Try it and see!

NOTES

circle – круг;

Wiltshire – Уилтшир;

to do difficult mathematics - производить сложные математические расчеты;

mysterious – таинственный.

TEXT III

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

UFOs OVER MEXICO

Ever since the eclipse of the sun on July 11, 1991, millions of people in Mexico have been spotting UFOs in their skies. More than a thousand professional and home videos have recorded these events and Mexican TV has featured many hours of programmes about the OVNI (Objecto Volodaro No Identificado), the Mexican name for UFOs.

Most Mexicans readily accept the UFO visitors because they believe in the prophecies of their Mayan ancestors. According to the Mayan priests, the 1991 eclipse is the start of a new era, the so called Sixth Sun, or Tiger Sun. This is the era of 'cosmic awareness through encounters with the masters of the stars and coming earth changes.'

So just after noon on July 11, 1991, millions of Mexicans gathered in the streets and rooftops, equipped with cameras, coloured filters and camcorders. The mood was festive. As they watched the sun disappearing, they saw a bright silvery UFO appear. Many people unknown to one another caught this UFO on their home video

cameras, so the vision must have been a real object, one that could easily be seen from many different places.

When their sacred volcano Popocatepetl, which had been sleeping, began to wake up and spurt smoke, the Mexicans believed in the ancient Mayan prophecy even more. In the spring of 1992, thousands of people saw a silvery triangular object flying over the volcano. Elderly women knelt to pray. Children, raised to their fathers' shoulders, squealed in delight, women applauded and men clanked bottles of beer, toasting the appearance of the masters of the stars.'

If Popocatepetl fully erupts, it will blanket Mexico City in ash and debris. Many Mexicans hope that 'the masters of the stars' will quell the eruption.

On January 1, 1993, several UFOs made a six-hour appearance over Mexico City. Amazed people of all ages stood looking at the sky. Young people climbed up onto rooftops for a better view, while elderly people shared binoculars in the streets below. Headlines of every major newspaper in the capital carried the story the following day. *La Prensa*, the second largest newspaper in the country, declared: 'UFOs over Mexico!' and 'Amazement in the Streets of the Capital!' Television and radio talk shows became non-stop forums on the subject.

In May 2004, two Mexican pilots filmed a movie which showed 11 bright objects moving quickly in the sky! The pilots, however, were not frightened.

'We are not afraid of them. We don't know who they are, why they are here or where they are from. But we don't think they want to harm anyone,' said one of the pilots.

UFOs have become a normal, everyday reality for most Mexican people and they accept these visitors as possible friends.

NOTES

UFO (сокp. от unidentified flying object) НЛО;

eclipse – затмение;

to spot – замечать;

to record – записывать;

to feature - показывать, «крутить» (*фильм*);
readily – охотно, с готовностью;
prophecy – пророчество;
Mayan – майяский, принадлежащий к племени майя;
ancestor – предок;
priest – священник, жрец;
awareness – осведомленность;
encounter – случайная встреча;
coming – предстоящий, грядущий;
to equip – снаряжать;
camcorder – портативная камера;
festive – праздничный;
vision – зрелище, видение;
sacred – священный;
to spurt – выбрасывать;
elderly – пожилой;
to kneel – становиться на колени;
to squeal in delight – визжать от удовольствия;
to erupt – извергаться;
to blanket – покрывать;
ash – пепел;
debris – осколки, обломки;
to quell – успокаивать, подавлять;
binoculars – бинокль;
headline – газетный заголовок;
to carry – сообщать;
to declare – заявлять.

TEXT IV

Ex.1 Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.

THE GLASS LENS

Many of the scientific advances that have shaped the modern world were possible only because people devised tools to improve their ability to see. The development of glass lenses, which can be used to see things that are either very small or very far away, has had profound consequences for humanity.

The first application of ground, or polished, pieces of glass was not for the microscope or telescope, however, it was for spectacles (eyeglasses), which improve the vision of people with imperfect eyesight. It might be argued that without the invention of spectacles, printing would have taken much longer to catch on. Most people become farsighted as they age, and printed material held near the face dissolves into a blur. Without corrective lenses reading becomes frustrating, if not impossible. The first spectacles were invented in Italy in the late 13th century although crude versions may have been used in China several centuries earlier.

It took several hundred years before anyone assembled glass lenses in a way that made distant objects appear close. The credit for the invention of the telescope goes to Dutch optician Hans Lippershey. In 1608 Lippershey demonstrated his "looker" for the Dutch government, which immediately grasped its usefulness as a military tool. The next year, Italian physicist and astronomer Galileo used an improved version of Lippershey's invention to study the sky. Galileo's telescope could magnify things to 20 times their actual size. With this instrument he observed moons orbiting Jupiter, which contradicted the prevailing belief that all heavenly bodies revolved around the Earth. Galileo's observations helped initiate the scientific revolution that has fundamentally altered our world.

Early-17th-century Holland was a hotbed of optics development. It was here around the year 1600 that the microscope was invented,

although sole credit for this achievement is difficult to determine. By 1625 optical workshops had been set up to build these new instruments, and in the late 1600s scientists were using microscopes to observe teeming microbes in a drop of water and the physical structure of living cells. These and other microscopic discoveries transformed biology. It was also during the 1600s that Dutch naturalist Antoni van Leeuwenhoek built his own microscope and discovered what he called animalcules, which are now known as bacteria and protozoa. Much of our knowledge of disease and how to fight it, including the concept of immunization, has flowed from the use of the microscope.

NOTES

profound – сильный, глубокий;

printing – зд. печатное издание;

to catch on – понять, стать модным;

to dissolve into a blur – расплываться;

crude – грубый, черновой вариант;

to assemble – собирать, монтировать;

hotbed – очаг, рассадник; **sole** – единственный, исключительный;

teeming – кишаший;

protozoa - простейшие одноклеточные животные организмы.

TEXT V

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

MARY CELESTE

The story happened to a ship named The Mary Celeste was the most extraordinary one as it disappeared without any trace. There were plenty of versions about the disappearance of the ship so that the facts were interwoven with the fiction.

The Mary Celeste was a 103-foot, 282-ton brigantine. Originally built as the Amazon in [Spencer's Island, Nova Scotia](#) in 1861, the

ship seemingly had bad luck and, due to numerous negative occurrences, had changed hands several times. It became the Mary Celeste in 1869.

On November 7, 1872, the ship under the command of Captain Benjamin Briggs, picked up a cargo of American alcohol shipped in New York City and set sail for Genoa, Italy.

On December 4, 1872 the Mary Celeste was sighted by the Dei Gratia, captained by a Captain Morehouse, who knew Captain Briggs. The Dei Gratia had left New York harbor only seven days after the Mary Celeste. Dei Gratia's crew observed her for two hours and concluded that she was drifting, though she was flying no distress signals. Oliver Deveau, the Chief Mate of the Dei Gratia, led a party in a small boat to board the Mary Celeste. He reported finding only one operable pump, with a lot of water between decks and three and one-half feet of water in the hold. He reported that "the whole ship was a thoroughly wet mess". The ship seemed otherwise to be in good condition, but no one was aboard.

The forehatch and the lazarette were both open, the clock was not functioning and the compass was destroyed. The sextant and chronometer were missing, suggesting the ship had been deliberately abandoned. The only lifeboat appeared to have been intentionally launched rather than torn away. Other accounts claim the lifeboat was still on the ship.

The cargo of 1700 barrels of alcohol was intact, though when it was eventually unloaded in Genoa, nine barrels were noted as being empty. A six-month supply of food and water was aboard. All of the ship's papers except the captain's logbook were missing. The last log entry was dated November 24 and placed her 100 miles west of the Azores. The last entry on the ship's slate showed her as having reached the island of St Mary in the Azores on November 25th.

None of the Mary Celeste's crew or passengers were ever found. Their fate may never be known, and rumors abound.

In early 1873 it was reported that two lifeboats landed off the shores of Spain, one containing a body and an American flag, the other containing five bodies. It was never investigated whether or not it could be the remains of the crew of the Mary Celeste.

NOTES

hand – зд. матрос;
to sight – замечать;
forehatch – форлюк;
to launch – спускать шлюпку на воду;
lifeboat – спасательная шлюпка;
intact – нетронутый;
logbook – журнал учета.

TEXT VI

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

BERMUDA TRIANGLE

Bermuda Triangle is the region of the western Atlantic Ocean that has become associated in the popular imagination with mysterious maritime disasters. Also known as the Devil's Triangle, the triangle-shaped area covers about 1,140,000 sq km between the island of Bermuda, the coast of southern Florida, and Puerto Rico.

The sinister reputation of the Bermuda Triangle may be traceable to reports made in the late 15th century by navigator Christopher Columbus concerning the Sargasso Sea, in which floating masses of gulfweed were regarded as uncanny and dangerous by early sailors; others date the notoriety of the area to the mid-19th century, when a number of reports were made of unexplained disappearances and mysteriously abandoned ships. The earliest recorded disappearance of a United States vessel in the area occurred in March 1918, when the USS Cyclops vanished.

The incident that consolidated the reputation of the Bermuda Triangle was the disappearance in December 1945 of Flight 19, a training squadron of five U.S. Navy torpedo bombers. The squadron left Fort Lauderdale, Florida, with 14 crewmen and disappeared after radioing a series of distress messages; a sea-plane sent in search of

the squadron also disappeared. Aircraft that have disappeared in the area since this accident include a DC-3 carrying 27 passengers in 1948 and a C-124 Globemaster with 53 passengers in 1951. Among the ships that have disappeared are the tanker-ship Marine Sulphur Queen with 39 men aboard in 1963 of nuclear-powered submarine Scorpion with a crew of 99 in 1968.

Books, articles, and television broadcasts investigating the Bermuda Triangle emphasize that, in the case of most of the disappearances, the weather was good, the disappearances occurred in daylight after a sudden break in radio contact, and the vessels vanished without a trace. However, sceptics point out that many supposed mysteries result from careless or biased consideration of data. For example, some losses attributed to the Bermuda Triangle actually occurred outside the area of the triangle in violent weather conditions or in darkness, and some can be traced to known mechanical problems or inadequate equipment. In the case of Flight 19, for example, the crew commander was relatively inexperienced, a compass was faulty, the crew failed to follow instructions, and the aircraft was operating under conditions of worsening weather and visibility and with a low fuel supply. Other proposed explanations for disappearances in the Bermuda Triangle include the action of physical forces unknown to science, a "hole in the sky", an unusual chemical component in the region's seawater, and abduction by extraterrestrial beings.

Scientific evaluations of the Bermuda Triangle have concluded that the number of disappearances in the region is not abnormal and that most of the disappearances have logical explanations. Paranormal associations with the Bermuda Triangle persist in the public mind, however.

NOTES

Sinister – дурной, мрачный;
traceable – прослеживаемый;
gulfweed – саргассова водоросль;
uncanny – сверхъестественный;
notoriety – дурная слава;

consolidate – усиливать;
squadron – эскадрон;
faulty – неисправный;
abduction – похищение;
extraterrestrial – внеземной.

TEXT VII

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

THE SILK ROAD

The Silk Road was the most important trade route linking China, Central Asia, Persia and western Asia, and Europe. A 19th-century German scholar named the network of trails the Silk Road for the precious Chinese cloth that was originally the most valuable and abundant commodity transported on it. Although historians traditionally date the origin of the Silk Road to the 2nd century BC, a trickle of goods—principally jades, bronzes, and silks—was conveyed across Central Asia as early as about 1000 BC. Commerce kept on the Silk Road until ocean-borne trade surpassed and superseded trade on the land route in the late 15th and early 16th centuries AD.

Journeys on the Silk Road entailed numerous hardships and obstacles. Some of the route's difficulties arose from the inhospitable climate and territory it passed through. Passing through the desert was extremely hazardous, as travellers had to overcome heat, thirst, and sudden sandstorms. Accidental spillage or theft of water was a potential disaster. At the high elevations of mountain passes, travellers encountered extremely low temperatures. Icy conditions, avalanches, frostbite, and altitude sickness threatened life and limb. To help cope with such obstacles, desert caravans relied on camels to serve as pack animals. Camels could carry more weight and required less water than any other available beast. Yet raising and maintaining camels required expertise and was time-consuming and expensive.

Bandit raids, bribes, and customs duties added to the cost and danger of travelling on the Silk Road. Various kingdoms and towns along the route demanded payments in return for permitting caravans to pass through their territories.

Considering the expense and insecurity of Silk Road trade, its continuance for 1,500 years requires explanation. The elites of western Asia and Europe were willing to pay substantial sums for Chinese products, such as silk and porcelain, that no other people knew how to produce. Merchants recognized the potential profits to be made on these goods. With that incentive, they gambled on their ability to overcome the numerous obstacles of the route and deliver their cargo intact.

NOTES

abundant – богатый;

commodity – товар;

trickle – струйка;

jade – лошадь;

surpass – превышать;

supersede – вытеснить;

spillage – потеря;

encounter – случаться;

avalanche – лавина, обвал;

frostbite – обморожение;

expertise – опыт, знание;

incentive - стимул, побуждение;

intact – целый, неповрежденный.

TEXT VIII

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

WARNER BROTHERS

Warner Brothers, or WARNER BROS. INC., is the American motion-picture studio that introduced the first genuine talking picture. The company was founded by four brothers, Harry, Albert, Samuel, and Jack Warner, who were the sons of Benjamin Eichelbaum, a Polish immigrant. The brothers began their careers by showing moving Pictures in Ohio and Pennsylvania on a travelling basis. Beginning in 1903 they started acquiring movie theatres, and they then moved into film distribution. In about 1913 they began producing their own films, and in 1917 they lifted their production headquarters to Hollywood. They established Warner Brothers Pictures, Inc., in 1923. The eldest of the brothers, Harry, was president of the company and drove its headquarters in New York City, while Albert was its treasurer and head of sales and distribution. Sam and Jack managed the studio in Hollywood. When the company ran into financial difficulties in the mid-1920s, Sam Warner got his brothers to collaborate in developing talking pictures. Warner Brothers then made *Lights of New York*, the first full-length all-talking film, and *On with the Show*, the first all-talking colour film. The enormous financial success of these early sound films let Warner Brothers to become a major motion-picture studio. By the 1930s Warner Brothers was producing about 100 motion pictures a year and controlled 360 theatres in the United States and more than 400 abroad. Warner Brothers became known for its tightly budgeted, technically competent entertainment films. Jack Warner was Warner's long-time vice president in charge of production and became the company's president in 1956, after the last of his elder brothers had retired. He retired in 1972. Meanwhile, Warner Brothers had undergone various corporate changes and had diversified into television programming, book publishing, and musical recordings by

the 1970s. In 1969 it became Warner Bros. Inc., a subsidiary of Warner Communications Inc. In 1989 the latter company merged with Time Inc. to form Time Warner Inc., the largest media and entertainment corporation in the world.

NOTES

Genuine – реальный, настоящий;

collaborate – сотрудничать;

diversify – модифицировать;

to merge – соединяться.

TEXT IX

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

THE STATUE OF LIBERTY

The Statue of Liberty, formally Liberty Enlightening the World, is a colossal statue on Liberty Island in the Upper Bay of New York Harbour that celebrates the friendship of the peoples of the United States and France. Standing 302 ft high including its pedestal, it represents a woman holding a torch in her raised right hand and a tablet bearing the date July 4, 1776, in her left, proclaiming liberty. An elevator rises to the balcony level, and a spiral staircase leads to an observation platform in the figure's crown. A plaque at the pedestal's entrance is inscribed with a sonnet, "The New Colossus", by Emma Lazarus. It was written to help raise money for the pedestal. The American Museum of Immigration is contained in the statue's base.

A French historian, Edouard de Laboulaye, made the proposal for the statue after the American Civil War. Funds were contributed by the French people, and work began in France in 1875 under sculptor Bartholdi. The statue was constructed of copper sheets, hammered into shape by hand and assembled over a framework of four gigantic

steel supports. In 1885 the completed statue, 151 feet inch high and weighing 225 tons, was disassembled and shipped to New York City. The pedestal, designed by American architect Richard Morris Hun and built within the walls of Fort Wood on Bedloe's Island, was completed later. The statue, mounted on pedestal, was climbed by President Cleveland on October 28, 1886. In the mid-1980s the statue was repaid and restored by both American and French workers a centennial celebration held in July 1986. The statue at first supervised by the Lighthouse Board, because illuminated torch was considered a navigational aid. Because Fort Wood was still an operational Army post, the statue was transferred in 1901 to the War Department. It was declared a national monument in 1924. Fort Wood was deactivated in 1937, and the rest of the island was incorporated into the monument. In 1956 Bedloe's Island was renamed Liberty Island, and in 1965 nearby Ellis Island, once the country's major immigration station, was added, bringing the monument's total area to about 58 acres.

NOTES

torch – факел;

plaque – дощечка у входа (вывеска);

centennial – вековой;

deactivate – вывести из строя.

TEXT X

Ex.1 *Read the text. Consult the dictionary after the text if necessary. Be ready to retell the text.*

TORNADOES

The name tornado comes from the Spanish tronada - "thunderstorm". The most violent of atmospheric storms, a tornado is a powerful vortex, or "twister", whose rotational speeds are estimated to be close to 480 kilometres per hour but may occasionally exceed

800 kilometres per hour. The direction of rotation in the Northern Hemisphere is usually, though not exclusively, counterclockwise. The first visible indication of tornado development is usually a funnel cloud, which extends downward from the cumulonimbus cloud of severe a thunderstorm. As this funnel dips earthward, it becomes darker because of the debris forced into its intensifying vortex. Some tornadoes give no visible warning until their destruction strikes the unsuspecting victims. Tornadoes often occur in groups, and several twisters sometimes descend from the same cloud base. The forward speed of an individual tornado is normally 48 to 64 kilometres per hour but may range from nearly zero to 112 kilometres per hour. The direction of motion is usually from the southwest to the northeast, although tornadoes associated with hurricanes may move from the east. The paths of twisters average only several hundred metres in width and 26 kilometres in length, but large deviations from these averages may be expected; for example, a devastating tornado that killed 689 persons in Missouri, Illinois, and Indiana in the midwestern United States on March 18, 1925, was at times 1.6 kilometres wide, and its path extended 352 kilometres.

In the short time that it takes to pass, a tornado causes fantastic destruction. There have been cases reported in which a schoolhouse with 85 pupils inside was demolished and the pupils carried 137 metres with none killed; and five railway coaches, each weighing 70 tons, lifted from their track and one coach was moved 24 metres. Although much remains to be learned about tornado formation and movement remarkable advances have been made in the effectiveness of tornado detection and warning systems. These systems involve analyses of surface and upper-air weather, detection and tracking of atmosphere changes by radar, and spotting severe local storms.

NOTES

Vortex – водоворот, вихрь, воронка;

twister – смерч, ураган;

counterclockwise – против часовой стрелки;

funnel – дымовой, воронкообразный;

cumulonimbus - грозное облако;

dip – окунаться;
earthwards – по направлению к земле;
debris – осколки, обломки, мусор;
deviation – отклонение;
devastation – разрушительный.

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KEYS TO THE QUIZES

SPOOKY HALLOWEEN QUIZ

1)C 2)B 3)C 4)C 5)B 6)C 7)A 8)A 9)B 10)C 11)B 12)B 13)A
14)C 15)B 16)A

THE JAMES BOND QUIZ

1)A 2)B 3)B 4)C 5)A 6)C 7)A 8)C 9)C 10)A 11)A 12)B

SPY LANGUAGE QUIZ

1) a dead drop 2) a black dog job 3) a tail 4) a double agent
5) a sleeper 6) a legend 7) a bug 8) a shoe
9) a black ops 10) blown 11) a zoo 12) a spook

SCIENCE AND TECHNOLOGY QUIZ

1)A 2)B 3)A 4)B 5)A 6)B 7)A 8)C 9)C 10)A 11)C 12)A
13)A 14)C

KEYS TO THE TESTS (Part II Exercises II)

Body Language

1c 2a 3b 4a 5c 6a 7b 8b 9a 10c

Martin Luther King

1c 2a 3b 4a 5a 6c 7a 8b 9a

The Mona Lisa Robbery

1b 2c 3a 4a 5c 6b 7b 8a 9c 10c

The History of the Sony Walkman

1b 2a 3c 4b 5a 6c 7b 8a

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