

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ЦЕНТР ПОВЫШЕНИЯ КВАЛИФИКАЦИИ И ПЕРЕПОДГОТОВКИ СПЕ-  
ЦИАЛИСТОВ

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# **A GUIDE TO BETTER COMPREHENSION AND TRANSLATION**

**Учебное пособие для слушателей образовательной программы «Пере-  
водчик в сфере профессиональной коммуникации»**

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Учебное пособие предназначено для аудиторных и самостоятельных занятий по практическому курсу английского языка со слушателями, обучающимися по дополнительной образовательной программе «Переводчик в сфере профессиональной коммуникации». Тексты, включенные в учебное пособие, сопровождаются комплексом упражнений, типология которых определена видами заданий, рекомендуемых при подготовке к сдаче экзамена по программе TOEFL.

Пособие имеет целью оказать слушателям помощь в развитии навыков понимания и перевода аутентичных англоязычных, а также русских текстов.

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## ПРЕДИСЛОВИЕ

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Необходимость создания настоящего учебного пособия продиктована непрерывно возрастающим контингентом студентов, изучающих английский язык в рамках дополнительной образовательной программы «Переводчик в сфере профессиональной коммуникации».

При подборе учебных материалов авторы стремились отразить многообразие интересов будущих переводчиков, представляющих в рамках данной образовательной программы студентов разных университетских специальностей. В соответствии с этим часть материалов предназначена для занятий со студентами гуманитарных специальностей, другая - со студентами естественных факультетов, а третий цикл текстов по истории и культуре англоязычных стран может успешно использоваться всеми слушателями независимо от их основной специальности. Тексты, включенные в учебное пособие, сопровождаются комплексом заданий, выполнение которых предваряет перевод текстов; их типология основывается на видах заданий, рекомендуемых при подготовке к сдаче экзамена по программе TOEFL. В текстах могут иметь место случаи графического варьирования одного и того же слова (*favour - favor*), поскольку аутентичные материалы представлены образцами как британского, так и американского вариантов английского языка.

Материал учебного пособия распределяется по двум разделам, первый из которых, более сложный по своему содержанию и видам заданий, ориентирован на работу слушателей под контролем преподавателя, а второй раздел содержит задания для самостоятельной работы, и к ним прилагаются ключи ответов.

Авторы надеются, что включенные в пособие учебные материалы и сопровождающий их комплекс заданий помогут обучающимся развить навыки, составляющие основу переводческой деятельности.

Коллектив авторов выражает глубокую благодарность заведующему кафедрой английского языка для гуманитарных факультетов Нижегородского университета кандидату филологических наук, доценту Э.Н.Калининой за ценные советы и критические замечания.

**PART I**

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# CLASSWORK ASSIGNMENTS

## SECTION 1

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### TEXTS FOR READING, COMPREHENSION AND TRANSLATION FROM ENGLISH INTO RUSSIAN

#### Text 1. SUPERPLANTS

Few people realize that starting in the 1920s, scientists began to develop "superplants". Unlike "natural" plants, these plants were developed to withstand pollution, drought, dirty soil, and poor light. Superplants were first created with chemical changes in the plants, then with genetic changes. Some plants created this way include most new roses, the new elm, and some new cotton and corn species. Giant pumpkins, radishes, tomatoes, and strawberries are being developed now, as well as new violets and other flowers. These superplants were designed to thrive in home gardens and households, but the techniques have created plants that resist disease, require less special care, and, more importantly, grow larger seeds and fruits on fewer nutrients and less water. So what began as an effort to make stronger houseplants may end up as a major way to increase the yields of farms and garden crops.(144 words)

I. Choose the correct answer

1. This text is mainly about
  - a. superplants that grow in gardens.
  - b. developing hardier houseplants.
  - c. the development of superplants.
  - d. techniques of growing superplants.
  
2. Superplants were developed to withstand all of the following except
  - a. pollution
  - b. drought
  - c. poor light
  - d. disease
  
3. We can conclude from the text that
  - a. scientists did not fully anticipate the results of their initial experiments.



Local newspapers find reporting national news too expensive, and so far efforts to solve their problems have failed. Only 27 per cent of the nation's 1,200 daily newspapers actually have a reporter in Washington. To make it look as if they have "a man in Washington", many small-town papers reprint press releases. They seldom edit or check these press releases, and they always caption them "Washington, D. C." Very often the papers finally present only one side of the issue - the side they are handed by the people they are supposed to be watching over. In 1972 a Ralph Nader grant helped found Capitol Hill News Service, a cheap subscription service that supported ten reporters who reported to client newspapers. Ironically - and unfortunately - CHNS was too successful. Reports about graft and lists of ineffective Congressmen were among stories that drew the wrath of government officials. In 1975 the director of CHNS resigned, and the list of subscribers began to dwindle. (158 words)

I. Choose the correct answer

1. The main idea of the text is that

- a. efforts aimed at making news coverage in Washington affordable have not yet proved successful.
- b. CHNS offered newspapers up-to-date Washington news.
- c. CHNS failed because its number of clients dwindle.
- d. news that comes from press releases is not accurate.

2. Capitol Hill News Service was successful because it carried

- a. stories of bribery.
- b. lists of least-effective legislators.
- c. reports of the achievements of each senator.
- d. all of the above.

3. We can conclude from the text that

- a. Ralph Nader wanted to use the CHNS for his own personal crusades.
- b. CHNS offended the philosophies of many local papers.
- c. local news is usually biased owing to the paper's philosophy.
- d. some 73 per cent of the nation's newspapers rely on press releases for their Washington news.

4. The text suggests that

- a. CHNS failed because of the heavy work load on the director.
- b. CHNS failed because too few people used their services.
- c. CHNS failed because of the congressional pressure.
- d. accurate news can only be obtained from a national newspaper.

Is the following true or false?





Guernica was still burning. Though the Germans bombed the town at the request of Spanish officials, for rebel bands were using the town to rest, and captured German papers show that the town burned mainly because of wind conditions, Guernica is still viewed by most as a preview of the horror and destruction visited on entire civilian populations during any major war. (182 words)

I. Choose the correct answer

1. The text is mainly about

- a. Picasso's painting of Guernica.
- b. Guernica's unique place in history.
- c. the cruelty of the Germans during World War II.
- d. the effects of the media on history.

2. According to the text, which of the following statements is not true?

- a. Guernica was mined in 1937.
- b. Rebel armies were using the town as a regrouping and resting place.
- c. Picasso arrived at Guernica at the moment the bombs were being dropped.
- d. Guernica was bombed at the request of the Spanish officials.

3. We can conclude from the text that

- a. Guernica was destroyed by H-bombs.
- b. the precise number of civilians killed at Guernica is known.
- c. the media played a large part in making Guernica a "symbol".
- d. the Germans were justified in destroying Guernica.

4. The text suggests that

- a. the Germans had no idea how powerful their weapons were.
- b. Guernica was the first battle in World War II.
- c. the news media knew in advance about the impending attack on Guernica.
- d. not only the town dwellers were killed during the bombing.

5. We learn from the text that

- a. all modern wars have the effect similar to that of the bombing of Guernica.
- b. Spain and Germany united their forces against the Spanish bandits.
- c. the reports on the bombing of Guernica spread all over the world during the fire.
- d. on Picasso's canvass the figures of people are placed beside the battle scene.

Is the following true or false?

From the text we conclude that

6. the fire that destroyed the town of Guernica was made worse by the wind. True False

7. the rebels captured German newspapers with reports on the attack on Guernica. True False

8. As used in the text, the word "entire" means

- a. attacked
- b. civilian
- c. rebelling
- d. whole

9. As used in the text, the word "immortalized" means

- a. portrayed
- b. canonized
- c. distorted
- d. polluted

10. Find in the text the word similar to "aggressive and determined"

.....

11. Translate the text into Russian.

#### Text 4. COCA-COLA

People who lived in towns and cities could easily refresh themselves in the hot summers just before the turn of the century. Coca-Cola had been invented in Atlanta in the 1890s. It was for sale at thousands of drugstores and candy store soda fountains all over America. But people who lived in the country couldn't easily go into town every time they wanted a Coca-Cola or a flavored soda water. So Joe Biedenharn, a Vicksburg, Mississippi, candy store owner, decided soda should be taken out of the cities and into the country, where most Americans lived. He began to fill 10,5-ounce wire-stoppered bottles with Coca-Cola shipping them by wagon and boat to the small towns along the Mississippi River.

His business grew quickly; the bottled coke was so popular that Biedenharn was forced to move his bottling plant to a larger building. Ironically, the first bottling operation was viewed as a curiosity by the Coca-Cola Company. Biedenharn sent them his first two cases; he was politely thanked and then just as politely ignored. (171 words)

I. Choose the correct answer

1. The text

- a. tells the reader about the introduction of bottled Coca-Cola.
- b. is the history of soft drinks in the USA.
- c. is a short biography of Joe Biedenharn.
- d. shows the Coca-Cola Company's lack of concern for rural customers.

2. According to the text, which of the following is not true?

- a. Coca-Cola was invented in Atlanta in the 1890s.
- b. Biedenharn first shipped his bottled Coca-Cola to Vicksburg, Mississippi.
- c. At the time Biedenharn started his bottling operation, Coca-Cola was served only to a smaller part of the population.
- d. Joe Biedenharn was a candy store owner.

3. We can conclude from the text that

- a. the Coca-Cola Company stole Joe Biedenharn's idea.
- b. Joe Biedenharn sold his business to the Coca-Cola company.
- c. Joe Biedenharn's bottling business was very successful.
- d. Joe Biedenharn went bankrupt because of the poor management at his plant.

4. Which of the following is true?

- a. Joe Biedenharn sold sweets in his shop.
- b. Biedenharn planted and grew Coca-Cola for the bottled drink.
- c. Joe Biedenharn was made to move to another building by force.
- d. Joe Biedenharn was ignored by the Coca-Cola Company after he had politely thanked them.

5. We learn from the text that

- a. all Coca-Cola's customers lived in the Mississippi River Valley.
- b. There were candy stores and fountains all over America.
- c. Biedenharn served Coca-Cola in his candy store.
- d. the wire-stoppers didn't preserve the Coca-Cola well.

6. As used in this text, the word "curiosity" means

- a. disaster
- b. wonder

c. threat d. something new and rare

7. Find in the text the word similar to "pleasant" .....

8. Find in the text the word similar to "consider" .....

II. Translate the text into Russian.

### **Text 5. SMITHSONIAN INSTITUTION**

The largest museum in the world is in Washington, D.C., on the National Mall. The Smithsonian Institution completely fills thirteen large buildings - and the Washington Zoo. Even with all this room, 95 per cent of its collection is always in storage, loaned to other towns, or in travelling exhibits. No one knows why James Smithson, who died in Italy in 1829, left his entire wealth -almost \$500,000 - to found the museum. He was a scientist himself, but he had never even seen America. But the money was shipped, 105 bags of gold, in 1839, and the US government built and began to run this mammoth museum. The daily business of the museum is run by its secretary, but the Board of Regents is made up of the chief justice, the vice-president, six Congressmen, and nine private citizens. Over the years, the collection has grown to include more than 78 million items, including the buildings themselves - fine architecture and the scene of a great deal of history - as well as the tomb of Smithson himself. The donor's body was brought to the Smithsonian from Genoa in 1904, escorted by Alexander Graham Bell. Never before have a private gift and government funding built a museum to rival this one. (202 words)

I. Choose the correct answer:

1. The text

- a. describes how the Smithsonian Institution is structured administratively.
- b. provides a short biography of James Smithson.
- c. describes the Smithsonian building.
- d. provides a short history of the Smithsonian Institution.

2. According to the text, which of the following is not true?

- a. The Smithsonian Institution's collection consists of more than 78 million items.
- b. There are seventeen members on the Board of Regents for the Smithsonian Institution.
- c. The Smithsonian Institution is the largest treasure-house in the world.
- d. Jame Smithson was born in Italy.

3. The text suggests that
- Smithson must have had some unknown affinity for America.
  - the Italian government participates in running the Smithsonian Institution.
  - the vice-president is chairman of the Board of Regents.
  - Alexander Graham Bell knew Smithson personally.

According to the text, is the following true or false?

- |  |      |                 |
|--|------|-----------------|
| 4. Practically all the collection is in store for the visitors to the capital. | True | False           |
| 5. Smithson's original donation still supports the Smithsonian Institution.    | True | False           |
| 6. The Smithsonian Institution is considered an important governmental agency. | True | False           |
| 7. Smithson's disciples serve on the Board of Regents.                         | True | False           |
| 8. Many of the items in the museum are worthless.                              | True | False           |
| 9. The Museum started as an exhibition of animals.                             | True | False           |
| 10. As used in this text, the word "mammoth" means                             |      |                 |
| a. spacious  |      | b. animal       |
| c. colossal  |      | d. mesmerizing  |
| 11. As used in this text, the word "rival" means                               |      |                 |
| a. challenge   |      | b. compete with |
| c. defy  |      | d. approach     |

II. Translate the text into Russian.

### **Text 6. ICE CREAM**

The historical origins of the ice cream that young and old alike adore are shrouded in mystery. Before this popular dessert was invented, Marco Polo had returned from the Orient with a recipe for sherbet.

Hundreds of years earlier, the Roman emperor Nero had snow and ice rushed to Rome from the mountains by special teams of runners. He flavoured the ice with fruit juices. Ice creams like the modern variety were probably invented in Italy, and it quickly became an expensive treat for the very rich.

King Charles I of England bragged of his secret recipe for ice cream. Henry II of France served a different flavor to his court each day for a month to mark his marriage.

In America, Thomas Jefferson also bragged of his secret flavors. George Washington, according to a merchant's book, spent almost \$200 on ice cream in 1790. And Dolly Madison served ice cream at her husband's Second Inaugural at the White House. It was pointedly evident that the cream was from the president's cows; the fruit - from the White House garden. Not until the 19th century, when ice could be kept because of the use of insulated icehouses and a hand-cranked ice-cream freezer was invented, were the lower classes able to afford ice cream.  
(212 words)

I. Choose the correct answer:

1. The text

- a. says that ice cream came from the Orient.
- b. is about the history of the ice cream in America.
- c. is about the history of ice cream.
- d. compares ice cream and sherbet.

2. According to the text, which of the following is not true?

- a. Marco Polo brought the recipe for sherbet from the Orient.
- b. The Roman Emperor Nero liked ice and fruit juices.
- c. Henry of France served ice cream to celebrate his marriage.
- d. Ice cream like the modern variety was probably invented in France.

3. According to the text, which of the following is true?

- a. Nero got his idea for ice and fruit juices from the Orient.
- b. Many celebrities tried to make common people believe that they could make ice creams that no one else could.
- c. Ice cream is no longer popular in France and the USA.
- d. Ice cream making was refined in Italy after being introduced in the Orient.

4. The text suggests that
- a. the lower classes could enjoy ice cream in the late nineteenth century because they could make it instead of buying it.
  - b. after middle class people could have ice cream, the rich lost interest in it.
  - c. ice cream was introduced in America before it was known in France or England.
  - d. sherbet and ice cream are exactly the same thing.

5. As used in the text, the word "evident" means
- a. incredible
  - b. apparent
  - c. hidden
  - d. rumoured

6. Find in the text the word for "to hide" .....

7. Find in the text the word for "beginning" .....

8. Find in the text the word for "to give people as food" .....

II. Translate the text into Russian.

#### **Text 7. KILLER 'CANE:**

#### ***Thousands flee onslaught of 'Gilbert', storm of the century***

Galveston, Texas - Hurricane Gilbert - the most powerful storm of the century - took aim at the Texas Gulf coast this morning after its 200-plus mph winds and 15-foot waves left a wake of death and destruction along Mexico's Yukatan Peninsula.

The killer hurricane flattened poor areas in the Mexican coastal tourist city of Cancun and forced thousands of residents and tourists to flee. Looters reportedly roamed the deserted streets.

Forecasters say the monster storm, with winds last night clocked at 160 mph, should continue churning through the Gulf of Mexico, regain strength and smash into the south Texas coast early next morning. Officials say Gilbert will cause "catastrophic damage in Texas". Galveston officials said 15 percent of the island's 65,000 residents, had already been evacuated. All residents were asked to leave the island by 1 p.m. today.

"The sound of the wind outside is horrible", said receptionist Pablo Tarres at the Hotel Carrillos in Cancun in a telephone interview as the storm approached.





wards" .....

9. Find in the text the word for "hurry away  
or escape something" .....

10. Find in the text the word for "weather officials who tell what the weather  
will probably be" .....

11. Find in the text the word for "a violent attack" .....

II. Translate the newspaper article into Russian.

### **Text 8. A HEAVENLY PEACE OF KENTUCKY FRIED CHICKEN**

Traditional lion dances and crashing cymbals greeted the formal opening in Beijing yesterday of the world's largest Kentucky Fried Chicken shop.

"The one, the only, the original recipe" proclaimed the hoardings, as sinuous dancers waved red scarves and hundreds of balloons were released over the square in the heart of the city.

"The Chinese have some of the finest dishes in the world - now they have one more," said Mt Richard Mayer, chairman of the American fast food chain.

From the top of the new three-storey restaurant, the jolly, bespectacled features of the company's founding father, Colonel Sanders, looked out across the vast square towards the portraits of political leaders, on The Gate of Heavenly Peace.

The current government authorities say the welcome given to Kentucky Fried Chicken is in the line with the policy of opening to the outside world, reaffirmed at the party congress earlier this month.

The restaurant, a joint venture with two Chinese state corporations, seats 500 and can serve 2,000 chicken pieces an hour. The menu is the same as in 57 other countries.

Four policemen seen tucking into the cartons of chicken, mashed potato and coleslaw, said with some surprise: "It tastes not bad".

Other customers, however, found the secret blend of 11 herbs and spices somewhat less than finger-licking good. "I felt sick at the smell of it", said one.

In a city where a bowl of hot noodles or dumplings costs a few pence, a meal

at the American fast-food store costs up to £2, a week's wages for many Chinese.  
(260 words)

I. Choose the correct answer:

1. The article was published in  
a. China                      b. UK                      c. USA

2. The article states that the ceremony which opened the first Kentucky Fried Chicken shop in China was  
a. official and formal  
b. jolly and traditional  
c. noisy and colourful

3. We conclude from the article that the Chinese officials welcome Kentucky Fried Chicken because they  
a. want to be friends with America.  
b. like the idea of fast food.  
c. are eager to develop international relations.

4. The restaurant is situated in  
a. the capital of the country.  
b. in a provincial town.  
c. in the place that is not mentioned.

5. We can conclude from the text that the policemen  
a. liked the food.  
b. didn't like the food.  
c. thought the food smelt awful.

6. The article informs the reader that a meal in Kentucky Fried Chicken shop costs  
a. more than £2 b. as much as £2 c. about £2

Is the following true or false?

7. The original recipe is not known to cooks in 57 countries.                      True                      False

8. Trained animals danced at the opening ceremony.                      True                      False

9. The founder of the USA firm was looking across                      True                      False



even their red and white buildings with the golden arches. Today McDonald's is literally a household name. Its names for its sandwiches have come to mean hamburger in the decades since the day Ray Kroc watched people rush up to order fifteen-cent hamburgers. In 1976, McDonald's had over \$1 billion in total sales. Its first twenty-two years is one of the most incredible success stories in modern American business history. (292 words)

1. Choose the correct answer

1. The text tells the reader mainly about

- a. the business careers of Mac and Dick McDonald.
- b. McDonald's becoming a billion-dollar business.
- c. Ray Kroc's business abilities.
- d. the development of fast-food services.

2. Mac and Dick McDonald had experience in managing all of the following enterprises except

- a. a theatre.
- b. a drive-in.
- c. an ice-cream parlor.
- d. a barbecue restaurant

3. We can conclude from the text that

- a. having sold their idea to Kroc, Mac and Dick McDonald never became wealthy.
- b. Ray Kroc was a good businessman.
- c. the location chosen by the McDonalds was the only source of the great popularity of their drive-in.
- d. forty years ago there were numerous fast-food restaurants.

4. The text claims that

- a. creativity is an important ingredient of success.
- b. Ray Kroc spent long hours working in the first McDonald's.
- c. California is the best place to start a business career.
- d. the McDonalds sold only fresh homegrown vegetables.

5. According to the text, which of the following is true?

- a. The McDonalds' appeal to Kroc resulted in their signing a deal.
- b. Kroc struck by the routine of the McDonalds business introduced certain changes.
- c. The McDonalds' first drive-in was a routine enterprise.

d. Kroc was on the alert when the customers began to frequent his McDonald's.

6. As used in this text, the word "minimal" means

- a. attractive
- b. menial
- c. basic
- d. novel

7. As used in this text, the word "uniformity" means

- a. flavor
- b. success
- c. consistency
- d. appeal

8. As used in this text, the word "unique" means

- a. aesthetic
- b. financial
- c. ethnic
- d. unparalleled

9. As used in this text, the word "franchise" means

- a. a privilege
- b. alteration
- c. a statutory right
- d. a constitutional right

10. As used in this text, the word "modest" means

- a. immediate
- b. insignificant
- c. unpredicted
- d. overwhelming

II. Translate the text into Russian.

### **Text 10. THE WESTERN**

The western has been the favourite type of American adventure story since the nineteenth century. While the American West was being settled, newspapers and "dime novels" could depend on stories of the frontier settlements and tall tales about living in the untamed wilderness to sell. The public back East was eager to read about the West, even if the stories were more fiction than fact.

In 1902, Owen Wister published his novel "The Virginian", which was one of the first novels to treat the western as a serious literary form; the novel still sells well and has inspired several movies and a television series. In 1905, Bertha H. Bower and Zane Grey published their first novels, and the popular western novel has continued to flourish from the day on, with current novels by Luke Short, Max Brand, and Louis L'Amour carrying on the tradition.

The first western movie appeared even earlier than these serious western novels. Before the turn of the century, an associate of Edison's had filmed "Cripple Creek Bar-Room Scene", a few seconds of film showing the inside of a saloon, to help pub-

licize the invention of the movie camera. In 1903 the Edison company filmed the first "full-length" western, "The Great Train Robbery". The film lasts less than fifteen minutes, but a story is told in its entirety. In the movie, bandits rob a train and its passengers, killing the engineer, and find themselves tracked down by a posse (a military unit). Audiences loved the movie. Some theatres were actually opened for the single purpose of showing "The Great Train Robbery" and only later realized that they could do equally well showing other movies. The film was so successful that other companies, and finally even the Edison company itself, began producing copies and other versions of "The Great Train Robbery". Ironically, in an era when the West was still very real - Arizona, New Mexico, Oklahoma were all territories rather than states in 1903 - "The Great Train Robbery" was filmed in New Jersey. (332 words).

I. Choose the correct answer:

1. The text is about
  - a. the art of movie making.
  - b. the making of the movie "The Great Train Robbery".
  - c. the early western novels.
  - d. the development of the western as an American adventure story tradition.
2. We can conclude from the text that
  - a. people lost interest in the West after 1903.
  - b. Owen Wister was the first creator of the western.
  - c. New Jersey was still "untamed wilderness" in 1903.
  - d. films were fairly uncommon at the time "The Great Train Robbery" was made.
3. The text suggests that
  - a. Edison's invention of the movie camera happened by accident.
  - b. movie houses didn't make much money in the early days.
  - c. Easterners were fascinated by the "Wild West".
  - d. "The Great Train Robbery" was poorly received by the public because it lacked a plot.

Is the following true or false?

4. American newspapers told fairy-tales of the first settlers.      True      False





Still other people are not avoiding work, strictly speaking; they are merely procrastinating - rescheduling their day.

Laziness can actually be helpful. Like procrastinators, some people may look lazy when they are really thinking, planning, contemplating, researching. We should all remember that some great scientific discoveries occurred by chance or while someone was "goofing off". Newton wasn't working in the orchard when the apple hit him and he devised the theory of gravity. All of us would like to have someone "lazy" build the car or stove we buy, particularly if that "laziness" were caused by the worker's taking time to check each step of his work and to do his job right. And sometimes, being "lazy" - that is, taking time off for a rest - is good for the overworked student or executive. Taking a rest can be particularly helpful to the athlete who is trying too hard or the doctor who's simply working himself overtime too many evenings at the clinic.

So be careful when you're tempted to call someone lazy. That person may be thinking, resting, or planning his or her next book. (336 words)

I. Choose the correct answer:

1. The author claims that
  - a. laziness is a moral sin.
  - b. there are advantages and disadvantages in being lazy.
  - c. laziness is a sign of deep-rooted emotional problems.
  - d. lazy people do more careful work.
  
2. The text states that
  - a. some people appear lazy because they are insecure.
  - b. laziness is a disease.
  - c. laziness is more beneficial than harmful.
  - d. a good definition of laziness is emotional illness.
3. Which of the following conclusions does the text support?
  - a. The word "laziness" is sometimes used incorrectly.
  - b. Most of the time laziness is a virtue.
  - c. Most assembly line workers are lazy.
  - d. Most insecure people are lazy.

Is the following true or false?

4. Lazy people are ridiculed and mistrusted by their fellow students.      True      False

5. They who plan a great deal are never able to do little. True False
6. Some people like procrastinators. True False
7. Those who are afraid of mockery may mistrust their mates. True False
8. All like things made by lazy people. True False
9. As used in the text, the word "procrastinating" means  
 a. overworked                      b. putting things off  
 c. setting priorities                d. supervising
10. As used in the text, the word "devised" means  
 a. formulated                      b. understood  
 c. wrote                                d. proved
11. Find in the text the expression similar to "having a rest; relaxing; sleeping; dreaming" .....
- II. Translate the text into Russian.

**Text 12. FOXFIRE**

In 1966, Eliot Wigginton left Cornell University for a career in teaching. He had a bachelor's degree in English and a master's degree in teaching, and, in his words, he thought he "was a force to be reckoned with". Wigginton's first teaching job was at Rabun Gap-Nacoochee School, in Rabun Gap, Georgia, a school with fewer than three hundred pupils. Rabun Gap is in north Georgia in the Appalachian Mountains. Wigginton tried to ignore the breathtaking scenery and concentrate on teaching English and geography to his ninth and tenth grade pupils.

After about six weeks of trying to teach Shakespeare, among other things, Wigginton realized that he was boring his students and not really communicating with them. Rabun Gap students, despite the gorgeous mountain wilderness surrounding them, were no different from students in Chicago or Los Angeles who are bored by dull lecturers. No one has ever been convinced that English will be important after school merely because a teacher said the skills of communication

might someday be necessary.

Wigginton decided to throw away his textbooks and involve his students, all of them, in the day-to-day producing their own magazine. At first the students sold advertisements to local merchants to raise money for their magazine, but after the first issue the magazine sold enough copies to support itself. The students wrote poems, took pictures, wrote letters, and edited copy for the magazine. Famous poets' works appeared with the works of Wigginton's students. The students began to use spelling, grammar, and writing skills. Most importantly, they were using these skills to preserve the mountain ways that were starting to die out because the younger people were not seeking them out. The magazine, FOXFIRE, gained a national reputation and circulation for the students' interviews with the Rabun Gap mountain people. Every issue of FOXFIRE contains new articles about cabin building, quilt-making, soap-making, and preserving and cooking mountain foods; with their now-famous magazine, Wigginton and his once-bored students have helped keep this mountain lore alive for the next generation, too. (339 words).

I. Choose the correct answer:

1. The purpose of this text is to
  - a. compare rural and urban education.
  - b. provide a short account of Eliot Wigginton's attempts to teach Shakespeare.
  - c. describe the development of the magazine FOXFIRE.
  - d. discuss mountain life.
  
2. FOXFIRE contains articles about
  - a. quilt-making b. preserving food
  - c. soap-making d. all of the above
  
3. We can conclude from this text that
  - a. FOXFIRE demonstrated to the students the need for communication skills in the real world.
  - b. FOXFIRE developed into a nationally circulated magazine because it taught grammar, spelling, and writing skills.
  - c. the educational level of the students in Rabun Gap was below the national norm.
  - d. Wigginton's students never did learn to understand Shakespeare.
  
4. The text suggests that
  - a. Wigginton's students didn't respond to him at first because they had trouble understanding his accent.

- b. in Wigginton's opinion the most important thing in teaching English was to teach students to communicate.
- c. Wigginton no longer teaches in Rabun Gap.
- d. the parents did not support Wigginton's undertaking at first.

Is the following true or false?

From the text we can conclude that

- |  |      |       |
|--|------|-------|
| 5. Wigginton's students wrote articles encouraging the young people to keep the mountain paths from pollution. | True | False |
| 6. Readers all over America have taken a great interest in national lifestyles.                                | True | False |
| 7. The FOXFIRE readership consists of mountain dwellers.   | True | False |
| 8. The price for the first issue being raised, the students were able to support their magazine.               | True | False |
9. As used in this text, the word "breathtaking" means
- |             |                  |
|-------------|------------------|
| a. tiring   | b. awe-inspiring |
| c. altitude | d. polluted      |
10. As used in this text, the word "preserve" means
- |          |              |
|----------|--------------|
| a. save  | b. destroy   |
| c. alter | d. modernize |
11. As used in the text, the word "merely" means
- |            |               |
|------------|---------------|
| a. despite | b. needlessly |
| c. simply  | d. usually    |
12. As used in the text, the word "lore" means
- |                 |               |
|-----------------|---------------|
| a. falsehood    | b. popularity |
| c. superstition | d. tradition  |

II. Translate the text into Russian.

### Text 13. CRABBING

Living a calm, quiet life is still possible today. And it's possible in the midst of heavily populated areas. For example, Salem County, on the Delaware Bay, has the United States' largest chemical manufacturing companies located in its boundaries. There are plans to build a huge nuclear power reactor in Salem County soon. But the bay still affords about a dozen men a quiet, peaceful, independent way to earn their living.

These dozen men are crabbers, they gather wild crabs with traps that are called "pots", setting the fresh crabs to restaurants and commercial seafood packers in the areas. Each crabber has about 150 pots. From July through October, the men work an eight-hour day, beginning very early each morning, going out in boats to check their pots. Each pot has to be reeled in - and it is heavy. The crabber pours his catch into a trough, removes any old bait, then repacks fresh bait into the pot. After lowering the pot back into the water for another day's trapping, he moves on to the next pot.

It is very hard work. The pay isn't enough to make you rich, either. When there are plenty of crabs and good weather, a crabber can make around a hundred dollars a day during the limited season. So most of the crabbers have to work at another job on farms or in factories near the bay. So why do they continue this backbreaking work?

Most of the crabbers learned the skills as children, many of them are descended from families that produced their income from fishing and crabbing long before the industrial factories moved into the bay region. Crabbing is always a constant battle of intelligence with the crabs, for the crabber must move his pots as the crabs move; the crabber has to keep an eye out for patterns of empty pots and for changes in the bay's currents and conditions.

But most importantly the crabbers all love the work; they're independent. Each is his own boss, and the morning hours out on the bay, alone, with no hurry and no rush, have made addicts out of them all. It is the relaxed life-style, not the money or the challenge, that keeps them at their work. (372 words).

I. Choose the correct answer:

1. The title of the text might be
  - a. Salem County, Delaware.
  - b. Industrialism Versus Primitivism.

- c. Crabbing as an alternate life-style in Salem County, Delaware.
- d. How to run crab pots.

2. Is the following the correct order in handling crab pots?

- a. The crabber repacks fresh bait into the pots.
- b. The pots must be reeled in.
- c. The crabber removes any old bait.
- d. The crabber pours his catch into a trough.

3. We can conclude from the text that

- a. the most the crabber could make in a good season is around \$12,000.
- b. there is little market for crabs in New England because there are so many crabbers.
- c. crabbers don't mind the hard work because of the pay.
- d. most crabbers are unsuccessful because they can't outguess the crabs concerning their movement.

4. The text suggests that

- a. for many crabbers crabbing is a hobby.
- b. money is not as important as independence to the crabbers of Salem County.
- c. factories don't pay enough for the crabbers to make a living.
- d. crabbers don't like challenges.

According to the text, is the following true or false?

- |   |      |       |
|---|------|-------|
| 5. The Salem County crabbers constantly get injured in the back while crabbing.   | True | False |
| 6. Their lifestyle turns crabbers into people who can readily yield to drugs.   | True | False |
| 7. In the author's opinion, crabs are animals having intellect.   | True | False |
| 8. The crabbers constantly watch the crabs moving by the patterns formed by the empty pots.                             | True | False |
| 9. Polluting the sea with chemical and nuclear waste does not influence the reproduction of crabs - they are plentiful. | True | False |

10. As used in the text, the word "descended" means
- |               |                               |
|---------------|-------------------------------|
| a. trained by | b. to have as one's ancestors |
| c. bought by  | d. hindered                   |

II. Translate the text into Russian.

### **Text 14. PASSPORTS AND VISAS**

In the USA a passport is an official identification as an American citizen. In America, most people never consider obtaining a passport unless they are planning a trip out of the country. In Europe, where travel from one country to another is much more common, almost everyone carries a passport. A passport is final proof of identity in almost every country in the world.

In 1979 almost 15 million Americans held passports. Most of these passports were obtained to travel outside the country because, except for a few Western nations, passports are required to enter every country. And if you travel abroad, you must have a valid passport to reenter the country.

When travelling abroad, you will need a passport for identification when exchanging dollars for francs or marks or other foreign currency, or may also need your passport to use a credit card, buy an airplane ticket, check into a hotel or casino. As a passport is an official US document, it is valuable identification in any emergency overseas, such as floods, fires, or war.

Don't confuse passports and visas. Whereas a passport is issued by a country to its citizens, visa is official permission to visit a country granted by the government of that country. For some years, many countries were dropping their visa requirements, but that trend was reversed. Argentina, Brazil, and Venezuela now require visas from US citizens. They may be obtained from the embassy of the country you wish to visit.

Passport applications are available at passport agency offices in large cities like Boston, New York, or Chicago. In smaller cities, applications are available at post offices and at federal courts. To get your passport, you must submit the application in person, along with a birth certificate and two pictures.

Maybe because most Americans use their passports only when travelling and because they are good for five years, many people lose their passports. Last year, more than 25,000 passports were stolen. And every passport is worth thousands of dollars to smugglers or criminals who desire to enter this country illegally or assume a false identity. Travellers should keep their passports in their pockets or pocketbooks at all times; never pack them or leave them in a room or automobile;

when you arrive back home, store your passport in a safe or safety or deposit box. And report a lost or stolen passport immediately; it is literally your identity. (404 words)

I. Choose the correct answer:

1. The main purpose of the text is to
  - a. discuss travelling in other countries.
  - b. distinguish between passports and visas.
  - c. discuss the financial uses of a passport.
  - d. provide information about passports.
  
2. Passports are benefited for
  - a. exchanging currency.
  - b. using a credit card.
  - c. checking into hotels.
  - d. all of the above.
  
3. We can conclude from the text that
  - a. passports are more important than visas.
  - b. visas and passports are the same things.
  - c. foreign governments issue visas instead of passports.
  - d. One cannot obtain passports without visas.
  
4. The text suggests that
  - a. most people don't realize how important passports are.
  - b. passports aren't important once you are in the country you've chosen to visit.
  - c. passports are simple to obtain through the mail.
  - d. passports are obtained at the embassy once you enter country.

Is the following true or false?

From the text we learn that

- |   |      |       |
|---|------|-------|
| 5. if the period one uses his passport were longer, people would take more care of their passports. | True | False |
| 6. if there were no emergencies, people would never take passports to travel abroad.                | True | False |



7. if Americans didn't have passports, they wouldn't be able to travel abroad. True False

8. passports are beneficial for exchanging currency. True False

9. the Americans are advised to keep their passports in store for the police. True False

10. As used in this text, the word "valid" means  
a. foreign                      b. legal  
c. monetary                     d. illegal

12. As used in this text, the word "trend" means  
a. tendency                     b. flow  
c. law                             d. vocalization

13. As used in this text, the word "assume" means  
a. discover                      b. steal  
c. adopt                         d. smuggle

II. Translate the text into Russian.

### **Text 15. GEORGE AND JOHN JOHNSON**

Two of the wealthiest black men in America live in Chicago, with its large black middle-class community; because both men are named Johnson, their names and businesses are sometimes each confused with the other, aggravating both men. Each is justifiably proud of the business he has created for himself and the position it gives him in black cultural, social, and business life.

George Johnson is the founder of the Johnson Products Company, which manufactured cosmetics. The Johnson Products Company is one of the largest black-owned companies in the United States, and it is also one of the most successful. Its founders and its corporate officers are proud of the company's position. They also feel a certain pride because the Johnson Products Company was among the first companies to realize that blacks in America were a distinct market group, with distinct needs, and with the affluence to buy and support products aimed at meeting their needs. The Johnson Products cosmetics are all designed for the needs of blacks. Ultra-Sheen and Afro-Sheen were for many years unique

until companies saw Johnson's success and began to bring out rival cosmetics.

John Johnson is the founder of Johnson Publishing Company, the largest black-owned publishing company in the nation. As an office boy at Supreme Life Insurance, Johnson was assigned to maintain a file of news clippings about the achievements of blacks, and he noticed that there was no national newspaper or magazine devoted to coverage of black news. He borrowed the printing equipment at the life insurance offices, and he raised money for advertisements by mortgaging his mother's furniture. He knew he was going to make it when \$6,000 worth of subscriptions poured in for his first issue. His monthly "Negro Digest" made him wealthy enough to launch a second publication, "Ebon" which was even more successful than his first. "Ebony" has one and a third million subscribers. Mrs. Johnson, needless to say, was able to keep her furniture; today the Johnson Publishing Company has annual sales figures of around \$40 million. The company, if it were ever sold, would probably be worth more than \$60 million because the company has branched into real estate, banking, and insurance. The officers and owners are proud that this success has come from serving the black community, once again proving its power as a market. "Life" magazine, which "Ebony" followed in its use of large photographs, has ceased its publication, but "Ebony" keeps rolling off the presses every week. (412 words)

I. Choose the correct answer

1. The text

- a. provides a short biography of George Johnson.
- b. provides a short biography of two of the wealthiest Afro-Americans in the USA.
- c. discusses the buying power of the black community.
- d. provides a short biography of John Johnson.

2. According to the text, which of the following statements is not true?

- a. "Ebony" magazine provided Johnson with the capital to start "Negro Digest".
- b. The Johnson Products Company is one of the largest black-owned companies in the United States.
- c. John Johnson started out as an office boy.
- d. "Ebony" has over a million subscribers.

3. We can conclude from the text that

- a. "Ebony" imitated "Life" in an attempt to appeal to white audiences.
- b. there aren't enough affluent blacks to support a product aimed at them only.

- c. both George and John Johnson believed there was a product market in the black community.
  - d. John Johnson raised money for advertisements by borrowing the printing equipment.
4. The text suggests that
- a. Johnson Publishing Company is the third largest publishing house in the United States.
  - b. Johnson Publishing Company publishes only books by black authors.
  - c. most white-owned companies had ignored the black market before the Johnsons were a success.
  - d. white-owned companies have taken over the cosmetic field first tapped by the Johnson Products Company.

Is the following true or false?

- |  |      |       |
|--|------|-------|
| 5. If George Johnson and John Johnson hadn't shared the same black-community market, their attitude to each other would have been more friendly. | True | False |
| 6. As the Johnson Products Company was among the first at the black-community market, it had but few rivals.                                     | True | False |
| 7. If the wealthy blacks hadn't supported the Johnson Products Company, it would never have been a success.                                      | True | False |
| 8. "Ebony" was a success because it was the only issue with a collection of large pictures for the black community in the USA.                   | True | False |
9. As used in the text, the word "distinct" means
- |             |               |
|-------------|---------------|
| a. separate | b. poor       |
| c. divided  | d. profitable |
10. As used in the text, the word "affluence" means
- |              |              |
|--------------|--------------|
| a. wealth    | b. credit    |
| c. knowledge | d. rationale |
11. As used in the text, the word "rival" means
- |              |           |
|--------------|-----------|
| a. duplicate | b. better |
|--------------|-----------|

- c. more expensive                      d. competing

12. As used in the text, the word "devoted" means

- a. able                                      b. qualified  
c. supportive                              d. dedicated

13. As used in the text, the word "aggravating" means

- a. doing good to                          b. making aggressive  
c. making worse                          d. flattering

II. Translate the text into Russian.

### **Text 16. ISABELLA STEWART GARDNER**

In Boston, during the later part of the 19th century, \$6 or \$7 million dollars was not really a very impressive fortune to control, but Mrs Jack Gardner knew how to spend money and how to have a wonderful time doing it.

She was certainly never awestruck by the money of other people, however. Once when Mrs. Gardner was being shown the solid gold tableware of one of her social rivals, she coyly asked, "What do you use when you have company?" To showcase her personal fortune, she purchased the mansion next door to the mansion she already owned; this second mansion she ordered entirely redecorated to serve merely as an entertainment area.

And she certainly entertained well: in the adjoining mansion, Pavlova, the leading ballet artist of the day, danced as Paderewski, already a legend, played the piano for her. Strauss, Brahms, and Listz all visited her here and helped her turn the second mansion into a concert hall; Henry James and Henry Adams both wrote Mrs. Gardner fervent letters. She was the leading figure in Boston during a period when only Boston was thought to be civilized.

The Isabella Stewart Gardner Museum in Boston shows another side of this remarkable woman. She loved paintings from the Renaissance and filled her museum with them. She was also capable of being very business-minded about art, though, for all the paintings were bought at bargain prices; some famous and very desirable paintings she simply refused to buy because the price was unreasonable. Her very personal taste in art shows in the museum still.

She had one other consuming passion. After selecting the site and designing the building, she supervised each step of the construction and sometimes showed up with her own lunch pail and called the workmen together by blowing loudly on a trumpet. But what she really wanted from them was some serious conversation about her real passion - baseball. She was a lifelong, enthusiastic, and

knowledgeable fan of the local teams, even to the point of wearing a beaded headband emblazoned "Go Red Sox" to symphony balls. (345 words)

I. Choose the correct answer:

1. The text

- a. provides a brief biography of Isabella Stewart Gardner.
- b. describes the lifestyle of the wealthy.
- c. discusses the cultural atmosphere of 19th-century Boston.
- d. compares Mrs Gardner's two distinctly different interests.

2. We can conclude from the text that

- a. Mrs Gardner was an artist whose dreams were not realized.
- b. Mrs Gardner died impoverished.
- c. Mrs Gardner used her wealth to enjoy life.
- d. Mrs Gardner had enemies in Boston's society.

Is the following true or false?

- |  |      |       |
|--|------|-------|
| 3. Mrs Gardner was a woman of versatile interests and tastes.  | True | False |
| 4. Isabella Stewart Gardner was disposed to boast of her personal fortune by and redecorating the second mansion as an entertainment area. | True | False |
| 5. The text suggests that all the celebrities Isabella Stewart Gardner received and corresponded with were musicians and ballet dancers.   | True | False |
| 6. The celebrities were interested in Mrs Gardner because of her wealth.   | True | False |
| 7. Mrs Gardner was the leader of Boston's society which was laying down its cultural standards.  | True | False |
| 8. When her museum was packed with paintings, Mrs  | True | False |

Gardner bargained from the picture selling business.

9. As used in the text, the word "awestruck" means

- a. deeply impressed
- b. frightened
- c. bought
- d. greedy

10. As used in the text, the word "coily" means

- a. insolently
- b. bravely
- c. strangely
- d. deviously

11. As used in the text, the word "fervent" means

- a. passionate
- b. boring
- c. obscene
- d. threatening

12. As used in the text, the word "emblazoned" means

- a. refuting
- b. displaying
- c. disguised
- d. hoping

II. Translate the text into Russian.

### **Text 17. NORMAN ROCKWELL**

Norman Rockwell is probably America's best-known painter. His very popular scenes of home and small-town life have been used as illustrations for some of America's most widely sold magazines. As his illustrations were often used for the covers of these magazines, his style of drawing has become as familiar to most readers as the names of these magazines themselves -SATURDAY EVENING POST, McCALLS'S, LOOK, BOY'S LIFE. In fact, as he sometimes painted himself into paintings and illustrations, his is probably the only painter's face that is as well known as his work.

Rockwell's early training had an enormous influence on his style and popularity. The son of an artistic father, Rockwell was uninterested in most boyish pursuits. But even as a very young child he was interested in drawing and painting. At the age of fifteen, he attended the Chase School and the National Academy School in New York City. He later studied at the Art Students League, where he was taught by the eccentric and fiery George Bridgeman, one of the century's finest draftsman, who used skeletons to teach anatomy to his students and who would spit tobacco juice on any drawing he thought a failure. At the Art Students League, Rockwell also studied under Thomas Fogarty, who insisted that artists

use real costumes and settings for models and who also helped his students land real work assignments.

After leaving school, Rockwell earned a living by drawing for boys' adventure magazines. In addition to this sort of work, he began to pick up assignments to illustrate books and novels. He was paid the princely sum of \$ 150 for his first set of twelve illustrations for a book. But his biggest break came in 1915, when he was appointed art director for BOY'S LIFE magazine. For \$ 50 each month, he painted a cover for that month's issue, and he was obliged to illustrate at least one of the stories carried in an issue.

In his first year with BOY'S LIFE, Rockwell painted over seventy illustrations, but the important point was that the position of art director paid steadily, and he could do all the BOY'S LIFE work at his own studio - he had to travel to the magazine's office only once a week. This relative freedom allowed Rockwell to take on other jobs, and the title of art director gave him a professional status he would not have had otherwise. And the job with the Boy Scouts' magazine gave him a great deal of regular, monthly exposure in a popular, high-quality publication. Rockwell never forgot this early kindness. He knew what BOY'S LIFE had meant to his own career. Even after he left the magazine for greener pastures and greater fame, Rockwell continued his relationship with the Boy Scouts organization. He received the Boy Scouts' Golden Eagle award and was an honoured guest at many national "jamborees". He returned this kindness and the organization's earlier kindness by always managing to paint at least a picture a year for the Boy Scouts. (500 words).

I. Choose the correct answer:

1. A good title for this text might be:
  - a. Young Rockwell.
  - b. Rockwell and BOY'S LIFE.
  - c. Rockwell's Early Career.
  - d. Norman Rockwell, Artist.
  
2. This text is mainly about
  - a. Rockwell's schooling.
  - b. Rockwell's training and early career.
  - c. Rockwell's work in BOY'S LIFE.
  - d. Rockwell's artistic obligation to the Boy Scouts of America.
  
3. Rockwell was paid \$ 50 a month by BOY'S LIFE for
  - a. a cover painting and illustration for one article.
  - b. twelve illustrations.
  - c. designing their monthly cover.

d. editing their magazine.

4. We can conclude from the text that

- a. Rockwell felt indebted to the Boy Scouts of America.
- b. Rockwell's artistic talents weren't challenged by the work he did for BOY'S LIFE.
- c. Rockwell never made much money.
- d. Rockwell was only interested in making money.

5. The text suggests that

- a. Rockwell left BOY'S LIFE out of boredom.
- b. the steady pay provided by his job at BOY'S LIFE helped Rockwell develop as an artist because it provided him with free time.
- c. Rockwell strove for success at any cost.
- d. most Americans like Rockwell.

6. According to the text, which of the following might be true?

- a. After Norman Rockwell turned to country life his rustic paintings brought him great popularity.
- b. If Norman Rockwell hadn't been a magazine art director, he would never have become famous.
- c. Rockwell's popularity with Americans depended, to a great extent, on the circulation of the magazines.
- d. Every month the BOY SCOUTS' popular publication gave Rockwell an opportunity to exhibit his pictures.

7. According to the text, which of the following is not true?

- a. Norman Rockwell was a prolific artist.
- b. Though George Bridgeman was overflown with emotions, his manner of executing pictures was not impressionistic.
- c. Thomas Fogarty made an emphasis on sitters' appropriate environment.
- d. Norman Rockwell had a long interval in his painting career.

8. As used in this text, the word "pursuits" means

- a. interests
- b. chases
- c. races
- d. stupidity

9. As used in the text, the word "eccentric" means

- a. gentle
- b. calm
- c. boring
- d. inconvenient





but Americans now spend one-third of their total food budget eating out in various types of restaurants and fastfood shops.

Perhaps, the reason for this is that, compared to the early years of this century, the population has changed itself so dramatically. More housewives work, more people live alone for various reasons, and incomes are higher. For all of these reasons, people prefer to eat outside the home, either to save the time and energy that would have been spent on food preparation or simply to have a more enjoyable experience. Another reason for this trend is that the variety of restaurant services has increased, offering everything from takeout "fish-and-chips" to tacos, from steak to exotic ethnic foods.

As incomes have risen, the trend has always been toward more variety in foods and toward less labour on the part of the housewife. (509 words)

I. Choose the correct answer:

1. The text is mainly about
  - a. the eating habits of the 19th-century Americans.
  - b. the development of dietary habits in the 19th century and their changed patterns in the 20th century.
  - c. the variety of foods eaten by the working-class people.
  - d. the diets of upper-class Victorians.
  
2. As people moved into towns and away from the country,
  - a. dinner became a three-course meal.
  - b. preserved foods took the place of produce.
  - c. they began to substitute margarine for butter.
  - d. bacon, eggs, and fish became common in most houses.
  
3. We can conclude from the text that
  - a. dietary habits are greatly affected by income level.
  - b. modern dietary habits are unhealthy.
  - c. people ate more vegetables in the 19th century than we do today.
  - d. the upper-class people consider the use of the evening meal as a status symbol.
  
4. The text suggests that
  - a. as America has modernized, so have the Americans' eating habits.
  - b. people ate only fresh food in the 18th century.
  - c. fast-food restaurants have taken the place of the extravagant feasts of the 19th century.
  - d. the Women's Liberation Movement has affected America's dietary habits because women refuse to cook.

Which of the following is not true?

5. We learn from the text that

- a. many working-class people fled from England in the 19th century.
- b. the developing industries facilitated the production of preserved food.
- c. since 1870 margarine has been used in the production of butter.
- d. the average Victorian family had to hire a professional cook.

6. The text lets the reader draw a conclusion that

- a. in the USA both working-class and upper-class parties were similar to those in England.
- b. all families in America profited from the programme on how to vary meals and foods.
- c. the American wife practiced cooking nutritious foods occasionally.
- d. the Americans have revived the Victorian family tradition to dine out in restaurants and cafes.

7. As used in the text, the phrase "The population has changed itself dramatically" means that

- a. lifestyles have changed noticeably.
- b. the changes in the household patterns have resulted in many family conflicts.
- c. people's behaviour has become extravagant.
- d. most people have become commonplace.

Is the following true or false?

8. The living standards rising, people tend to have more varied food and use more household devices.      True      False

9. In America the policy to cater people for better foods have become the priority of state institutions.      True      False

10. As used in the text, the word "substantial" means

- a. ample
- b. unreal
- c. wealthy
- d. nutritional

11. As used in the text, the word "nostalgic" means

- a. unrealistic
- b. longed for

- c. culinary
- d. romantic

12. As used in the text, the word "lavish" means

- a. tasty
- b. catered
- c. extravagant
- d. torrent

13. As used in the text, the word "extravaganzas" means

- a. elaborate meals
- b. hearty meals
- c. useless affairs
- d. rarities

14. Find in the text the word similar to "achievements" .....

15. Find in the text the word similar to "try hard to persuade somebody to do something" .....

II. Translate the text into Russian.

### Text 19. SCIENCE FICTION WRITERS

Scientists and writers of science fiction have long predicted that humans will live in colonies in outer space. Some of the predictions sounded outlandish at first, and they still are. But in this era of space shuttles and manned exploration, some of the predictions are becoming very possible.

For example, one of the more outlandish predictions has been stated by Brian Aldiss, Britain's most popular science fiction writer. In his book "Who Can Replace a Man?" he predicted that the planet Venus would become Earth's first colony. In the year 2500, Venus would be moved into orbit around the Earth. The two planets would travel in circles around each other forever, and people would begin transforming Venus. Its atmosphere would become breathable, and its temperatures would become tolerable. Humans would make Venus a paradise for vacations.

Slightly more probable are the predictions of M. E. Davies, a space scientist and author. Davies predicts that the first colony will be on the planet Mars. This is logical enough, for Mars seems to be the planet attracting most exploration. But the entire atmosphere of the planet Mars would have to be altered before human beings could live there. Nevertheless, Davies maintains that both the pressure and the composition of the Martian "air" can be made suitable for humans. He predicts humans will walk on the Martian surface by 2010, that the first colony will exist by 2040, and that human cities will thrive on Mars twenty years

later.

Both Davies' and Aldiss' predictions of space colonies seem difficult to imagine; both depend upon the invention of technology that we do not now possess.

The predictions of Gerard K. O'Neill appear much more likely to us. O'Neill's predictions are the efforts of a physicist; they are systematic, they are possible, and they are designed to produce profit.

In his book "The High Frontier", O'Neill shows how space shuttle flights can lead to building a space colony. Shuttle flights can deliver the materials necessary to build a small, temporary colony for workers. O'Neill thinks the colony should be built midway between Earth and the moon. Once temporary quarters are established, the materials for building the larger, permanent quarters can be mined from the moon's surface. Because the moon has one-sixth the gravity of Earth, huge quantities of minerals can be mined cheaply. O'Neill claims that these minerals can be buried into space by the use of a mass driver, a device he has already invented.

The colony itself, "Island One", has been described as having various shapes; O'Neill is still refining his designs. Whether spherical or shaped like a huge can, the colony would rotate slowly to create a gravity force. The colony would be a mile around and would house 10,000 workers. Inside the colony would be a near-copy of Earth's environment; mirrors would let in sunshine, and the illusion of night could be created by screens. Crops could be grown outside in greenhouses; industry also might be located outside the colony itself, where there would be no gravity.

Although low or zero gravity would allow industrial processes to be speeded up and made more efficient, it would also have interesting effects on the occupants. New sports, new dances - all might be enhanced by the freedom allowed by a lower force of gravity. People with heart problems or high blood pressure might live longer; people with physical handicaps would find movement much easier.

But the important thing about O'Neill's ideas is that the colonies he envisions have a purpose. The greenhouses would provide food for the workers, and the industries would provide both profit to pay for the expense of construction and materials to begin building the next colony. The most profitable idea of all is that every colony could house a collector to draw energy from the sun. This pollution-free solar energy could be beamed back to Earth at great profit for any company willing to put up its own colony. (660 words)

I. Choose the correct answer:

1. A good title for this text might be

- a. Myths About Space.
- b. Science Fiction and Space.
- c. Space Patrol.
- d. Space Colonies of the Future.

2. This text is mainly about

- a. science fiction writers.
- b. space exploration beyond our solar system.
- c. the accuracy of science fiction writers' predictions.
- d. the feasibility of one of the many predictions made by writers.

3. Which of the following statements is true?

- a. Aldiss believes that people will colonize Venus.
- b. Davies believes that humans will learn to breathe the existing air on Mars.
- c. Gerard O'Neill wrote "Who Can Replace a Man?"
- d. Davies predicts a "city" on Mars by the year 2010.

4. Which of the following conclusions is wrong?

- a. The more scientifically-oriented the writer is, the more pragmatic his predictions are.
- b. The most improbable predictions are those of Brian Aldiss'.
- c. The most appealing element in O'Neill's predictions is companies' profiting from the use of solar energy.
- d. Mining minerals from the moon's surface would be more difficult because the moon has one-sixth the gravity of Earth.

5. Which of the following conclusions does the text support?

- a. In 2060 humans will start building cities in Mars.
- b. Temporary colonies will be transformed into permanent ones as soon as minerals are mined from the moon's surface.
- c. Neither people nor plants could survive in zero-gravity conditions.
- d. The shape of the colony is not important in creating a gravity force.

6. We can conclude from the text that

- a. foods grown in outer space will be larger because of the intake of excessive amounts of nitrogen.
- b. our planet's gravity is caused by the rotation of the planet as it orbits the sun.
- c. coal will probably be mined on the moon by the year 2500.
- d. the greatest danger to a space colony would be radiation poisoning.

7. The author feels that
- science fiction writers are better predictors of the future than scientists proper.
  - there is life on the planets outside of other universes.
  - of the three predictions he discusses, O'Neill's is most important because it has a purpose.
  - pollution will drive humans into space colonization in the next century.
8. As used in this text, the word "outlandish" means
- fantastic
  - superficial
  - feasible
  - gruesome
9. As used in the text, the word "systematic" means
- accurate
  - organized
  - scientific
  - proven
10. As used in the text, the word "illusion" means
- coolness
  - darkness
  - equivalent
  - appearance
- II. Translate the text into Russian.

### **Text 20. CONFUCIUS**

No teacher or thinker ever had as great an effect on a culture as Confucius has had on that of China. For twenty-five centuries, the central characteristic of Chinese culture has been its reliance on Confucius' teachings. At first ignored when Confucius was alive, Confucianism finally spread throughout China to Korea, Japan, and Vietnam. Three hundred years after his death, Confucius was declared the official creator of the creed of China. His books became the basis of all Chinese education. He single-handedly forged the many different cultures of the China of his day into the one culture that has flourished longer than any other culture on earth. Even the peasants who cannot understand philosophical works acknowledge Confucius as "supreme master".

Confucius was born in Shantung province in 551 B. C.; his original name was Chui (choo'), the Chinese word for hill, so named because of a prominent bump on Confucius' head. Confucius was raised by his mother because his father died when the boy was only three. As a child, Confucius enjoyed taking part in ceremonies and rituals; even his playing as a child consisted of pretending to perform

ceremonies.

Such a serious boy did not remain a child long. When he was fifteen, Confucius decided to become a scholar, so he found a job as a secretary in a ceremonial temple. Confucius attended every ceremony and asked questions about each ritual. He became an expert on rituals and began to attract followers of his own.

Confucius' study of ritual is one element of his thought that makes him difficult for Western minds to understand. In the age when Confucius lived, the old social order was being destroyed. In his own province, Confucius saw the old rulers losing control over rebellious dukes, each of whom claimed to own a section of the province. The poor people were suffering from hunger and war because government had become ineffective.

Confucius felt that the leaders of his day were neglecting the ancient ceremonies, performing them incorrectly or performing ceremonies that they had no right to perform. This was a symbol of the leaders' disrespect for authority. If only people learned to love each other and to respect authority, a perfect social order would result. Confucius felt that the social rituals of public worship and festivities illustrated a sense of propriety, that all things were in order.

At the age of fifty, Confucius was given a chance to translate his teachings into action, when he was made secretary of justice. He performed these duties admirably, and five years later was named prime minister.

Confucius had served only a few years, however, when he realized that social and economic conditions were not improving. He resigned his post and wandered through China for fifteen years, searching for the ideal ruler in whose service his theories could be put into practice. As Confucius and his group of disciples travelled throughout China, many rulers offered Confucius government positions, but these offers never met his standards. When he was sixty-eight, Confucius returned to his home and spent the next five years teaching his philosophy.

The "great teacher" had a greater effect on education in his lifetime than he had on politics. Education had, before Confucius' time, been reserved for only the rich and aristocratic. The rich students studied the 'six arts' of ritual, music, archery, history, chariot driving, and mathematics, all to learn how to rule themselves and others. But Confucius transferred education from the temple to the marketplace. In his lifetime, he taught over three thousand pupils from all over China. Confucius' popularization of the six arts helped produce a unified culture for China.

During this period, Confucius edited the classics for reference in his teaching, and he also produced a volume of his own, the Chun (choon) Chui, a history of his own province. His disciples gathered Confucius' sayings into the Lun Yu (loon yu), which became more popular than any of his classics. When Confucius died in 479 B. C. at the age of seventy-two, he was buried in his home province.



His disciples followed the ancient rituals of mourning, residing in huts beside the grave for three years. For twenty-five centuries, buildings at the grave site have been added to, until it has some of the most magnificent buildings and gardens in China. (714 words).

I. Choose the correct answer:

1. We can conclude that the text
  - a. provides a short biography of Confucius.
  - b. illustrates Confucius' influence on politics.
  - c. illustrates Confucius' impact on social change.
  - d. discusses Chinese culture.
  
2. The "six arts" do not include
  - a. music
  - b. history
  - c. art
  - d. archery
  
3. According to the text, which of the following statements is not true?
  - a. Confucius' teachings have spread to Japan, Korea, Vietnam.
  - b. Confucius' secretarial job was the beginning of his development as a scholar.
  - c. Confucius' greatest contribution was in the field of education.
  - d. The great scholar died at the age of sixty-eight.
  
4. We can draw a conclusion from the text that
  - a. Confucius was popular with the poor, underprivileged, and uneducated.
  - b. Confucius was influential only among the rich.
  - c. Confucius backed the dukes rebelling against the established order.
  - d. Confucius made an attempt to start a revolution in China.
  
5. We can conclude from the text that
  - a. Confucius helped to bring education to the common man.
  - b. Confucius did not believe in teaching the "six arts".
  - c. Confucius catered only to aristocratic students.
  - d. Confucius added an additional "art" to the "six arts".
  
6. The text suggests that
  - a. Confucius did not believe in respecting authority.
  - b. Confucius' teachings did not survive him.
  - c. Confucius is best remembered for his religious teachings.

d. Chinese culture is still based on Confucius' teachings.

7. As used in the text, the word "creed" means

- |               |              |
|---------------|--------------|
| a. government | b. structure |
| c. beliefs    | d. society   |

8. As used in the text, the word "reliance" means

- |               |                      |
|---------------|----------------------|
| a. refutation | b. misinterpretation |
| c. dependence | d. policy            |

9. As used in the text, the word "forged" means

- |              |              |
|--------------|--------------|
| a. scattered | b. segmented |
| c. shaped    | d. divided   |

10. As used in the text, the word "prominent" means

- |              |               |
|--------------|---------------|
| a. malignant | b. noticeable |
| c. normal    | d. unsightly  |

II. Translate the text into Russian.

## **SECTION 2**

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### **TEXTS FOR RENDERING FROM RUSSIAN INTO ENGLISH**

**Текст 1. ПЕРЕЧИСЛЕНИЕ ВСЕХ ЯЗЫКОВ  
ЗАНЯЛО 1600 СТРАНИЦ**

Сегодня на планете существует более 10 тысяч языков и наречий. Об этом не так давно сообщал Дэвид Дэлби, возглавляющий международную организацию «Лингвистическая обсерватория», штаб-квартира которой расположена в Кармартене (Уэльс).

Составление подробнейшего перечня всех языков мира заняло 35 лет упорной работы. На 1600 страницах этого невиданного доселе справочника собраны все знания, накопленные учеными всего мира, и личные исследования профессора Дэлби.

До сих пор общее количество языков народов, населяющих или населявших ранее нашу планету, варьировалось от 2,5 тыс. до 6,5 тыс. в силу условности различий между языками и диалектами одного языка. Согласно последним данным, наибольшее количество средств хранения и передачи информации существует в Папуа-Новой Гвинее - 750 и в Нигерии - около 400. Самым «говорливым» в этом смысле однозначно признан Африканский континент - от 2 до 3 тыс. языков.

Сам справочник планируется издать в полном варианте только к 2001 году.

*Комсомольская правда, 3.03.1998*

#### **Words and expressions to be used:**

- наречия - dialects
- невиданный доселе - unknown so far
- в силу - because of
- согласно - according to
- средства хранения и передачи информации - means of information storing and communication
- говорливый - multi-lingual
- однозначно - undoubtedly.

#### **Текст 2. ДУ Ю СПИК ИНГЛИШ**

Я люблю английский язык. Чем дольше я учу его и пользуюсь им, тем меньше, как мне кажется, я его знаю. Я прочитал сотни английских книг, годами жил среди англичан, перевел шесть-семь книг на русский язык, выступал с лекциями по всей Англии, а затем подошел к знакомому журналисту и спросил:

- Слушай, как же все-таки произносится слово - «директор» или «дай-ректор»?

Журналист раскрыл рот, чтобы ответить, затем закрыл его, ибо не нашел ответа. Попробовал шепотом произнести так, потом иначе, покачал головой и сказал:

- А как тебе больше нравится? Понимаешь, по-английски можно произносить его и так и эдак - ошибки не будет.

Я сидел в чужой гостиной в небольшой компании англичан. В разгар беседы сидевшая рядом красивая англичанка вдруг воскликнула:

- Мистер Орестов, не тяните меня за ногу!

Я ошалел, смутился и даже виновато взглянул на руки: одна держала сигарету, другая лежала на колене - моем собственном.

Откуда я мог тогда знать, что «тянуть за ногу» значит в английском языке «разыгрывать», «дурачить», «мистифицировать» и еще кое-что, не имеющее никакого отношения к ногам.

А знакомый джентльмен во время спора упрекнул меня:

- Не бегайте, пожалуйста, вокруг куста.

Поскольку в комнате, где шла беседа, естественно, не могло быть кустов, я понял, что опять поскользнулся на льду английского языка. Оказалось, это значит «не ходите вокруг да около» или проще, «говорите прямо».

*О. Орестов. Другая жизнь и берег дальний*

#### **Words and expressions to be used:**

- чем дольше я учу его, ... тем меньше я знаю - the more I learn it,... the less I know it
- по всей Англии - all over England
- шепотом - in a whisper
- в разгар беседы - at the height of the conversation
- «Не тяните меня за ногу» - дословный перевод английской идиомы «to pull one's leg» - здесь: Stop pulling my leg! - Перестаньте меня разыгрывать!
- Не бегайте, пожалуйста, вокруг куста - дословный перевод английской идиомы «to beat about the bush» - здесь: Stop beating about the bush! - Не ходите вокруг да около, говорите прямо.

#### **Текст 3. НЕВЕЖЛИВАЯ ГУСЕНИЦА**

Кроме принципа кооперации, в общении должен соблюдаться принцип вежливости: не навязывать своего мнения собеседнику, оставлять возможность выбора, не хулить других, отстранять от себя похвалы, избегать возражений, высказывать благожелательность к собеседнику и прочее. Требования вежливости не строги, но следование им позволяет избежать конфликтов. В то же время, если слишком скрупулезно их выполнять, это может приводить к нелепым ситуациям, когда каждый готов перешагнуть другого в вежливости (вспомните Чичикова с Маниловым в дверях дома).

Принципы кооперации и вежливости позволяют говорящему выразить коммуникативное намерение косвенным образом, не оказывая слишком

явного давления на собеседника. Предполагается, что тот в состоянии уловить истинный смысл высказывания. В диалоге: «Хорошо бы выпить чаю». - «Буфет на втором этаже еще не закрылся», ответная реплика может быть не только напоминанием или советом. В определенной ситуации (в ответ на скрытую просьбу об угощении) она может быть вежливым отказом.

Все эти условности общения делают возможным двоякое толкование высказывания (буквальное или глубинное), хотя говорящий обычно рассчитывает на глубинное понимание. Буквальное толкование при этом оказывается недостаточно вежливым и порождает так называемые коммуникативные неудачи.

Двусмысленные ситуации общения остроумно обыгрывает Л. Кэрролл в сказке «Алиса в Стране Чудес». Алиса, которую учили правилам вежливого общения, порой сталкивается с собеседниками, понимающими все буквально.

Так, фраза «видите ли» обычно предваряет объяснение, оправдание и рассчитана на сочувственное внимание. Однако ее внешняя вопросительная форма может вызвать формальный отрицательный ответ.

« - Что это ты выдумываешь? - строго спросила Гусеница, - да ты в своем уме?

- Не знаю, - отвечала Алиса. - Должно быть, в чужом. Видите ли...

- Не вижу, - сказала Гусеница.»

Словом «знаете» часто начинают признание. Алиса, ожидая участия, признается Гусенице:

« - ... знаете, так неприятно все время меняться ...

- Не знаю, - отрезала Гусеница.»

Условные формы выражения определенных скрытых смыслов закрепляются в нормах речевого взаимодействия, которые могут различаться в разных языковых сообществах. Так, в английском языке утверждения, начинающиеся со слова please («пожалуйста»), нормально трактуются как просьбы. Например, фраза Please, it's cold in here (буквально «Пожалуйста, в доме холодно») может в определенной ситуации означать просьбу закрыть окно. Утверждения, начинающиеся со слова here («вот», «здесь»), имеют смысл просьбы или предложения, например в диалоге:

- Here, I need a stick («Эй, мне нужна палка».)

- Here, that's no way to take down the cat from the tree («Послушай, таким образом не снять кошку с дерева»), т. е. предлагается помощь. Другой возможный ответ: Here you are («Вот, пожалуйста»; буквально «Вот ты здесь»). Без слова please, here эти фразы были бы двусмысленны. Значение обращения к собеседнику имеет сочетание I say! (буквально, «Я говорю», т.е. «Послушай») в начале любого высказывания.

**Words and expressions to be used:**

- не навязывать своего мнения собеседнику - not to thrust one's opinion on another person
- коммуникативное намерение - a communicative intention
- ответная реплика - a response utterance
- скрытая просьба - an implied request
- двоякое толкование - ambiguous interpretation
- буквальное или глубинное толкование - interpretation of (its) literal or underlying meaning
- коммуникативная неудача - a communicative failure
- двусмысленная ситуация общения - an ambiguous communicative situation
- сталкиваться - to come across
- скрытый смысл - an underlying meaning
- речевое взаимодействие - speech (communicative) interaction
- языковые сообщества - speech communities.

**Текст 4. СЛЕНГ**

У английского языка есть шумный, веселый, невоспитанный, зато остроумный братишка - это сленг. Не то, что по-русски именуется просторечием, и не жаргон, свойственный некоторым слоям общества, и не диалектная речь, хотя и в русском языке есть ходовые модные словечки того же порядка, что и сленг. Эти словечки появляются в языке, широко распространяются и бытуют некоторое время, а затем исчезают, уступая место, вместе с новой модой, и новым веяниям.

Сленг стар, как мир. Это отмечает крупный специалист в области сленга и составитель словаря сленга Эрик Партридж. «Сленг» был и в греческом и в латинском языках - ведь люди всегда оставались людьми, они всегда стремились оживить речь, расцветить ее образными словечками и фразами, переиначивая на свой лад непонятные «ученые» и официальные слова. И во всех языках можно отметить эту тенденцию в живой речи.

Но английский сленг своеобразен и неповторим. Он родился и рождается в недрах самого английского языка, в разных социальных сферах и возрастных группах как стремление к краткости, выразительности, иногда как протест против приевшегося или длинного слова, как желание по-своему окрестить предмет или его свойства. В молодежных же кругах, где

сленготворчество особенно распространено, кроме всего прочего явно выражено стремление обособиться от мира взрослых, «зашифровать» свой язык, а также желание просто взбалмутить зеркальную гладь уважаемого английского языка - Queen's English.

Особенно пышно расцветает сленготворчество в периоды крупных социальных изменений, войн, экономических и культурных сдвигов, когда ощущается настоятельная необходимость именовать то новое, с чем приходится сталкиваться каждый день.

Хотя далеко не все в сленге приемлемо, он заметно украшает английскую речь своей живостью и неожиданным остроумием. Ознакомьтесь с некоторыми словами и выражениями из этого строя лексики будет, я полагаю, полезно.

О человеке: dead-cash - порядочный; drag - надоедливый; pretty boy - хвостун; fishy - подозрительный; leery - хитрый; pot-boiler - халтурщик; shy fish - застенчивый; roog fish - простофиля; clod fish - сдержанный (или недружелюбный); kinky - странный.

О лице: clock, dish, mask, pan, signboard, smiler, kisser, snoot.

О жене: best piece, carving-knife.

О девушке, женщине: peach, foxy, cobra, vamp; flapper, tomato, gold-digger.

О еде, напитках: grub, eats - еда вообще, spam - консервы, cat beer - молоко, sludge - пиво.

О деньгах: dirt, cabbage, dough, long green, blood, boot; chip - монета, yellow boys - золотые монеты, bob - шиллинг, quid - фунт стерлингов, Charlie, buck - доллар, nickel - 5 долларов, quarter - 25 долларов, monkey - 500 фунтов.

Слова, связанные с театром: tear-bucket - пожилая актриса на сентиментальных ролях; pocket artist - посредственный актер; dead hopper - плохой танцор; chair-warmer - красивая актриса на маленьких ролях; to get the big bird - быть освистанным; screamer - спектакль, имеющий большой успех; gooser - спектакль, освищенный публикой.

Ознакомившись с этим любопытным лексиконом, вы сможете увидеть, какими различными средствами образуются новые слова и выражения, какие остроумные сравнения кроются в словосочетаниях. Надо отметить, что проблема сленга интересовала и интересует лингвистов как за рубежом, так и в нашей стране, ведь в живом языке нет ничего второстепенного - все важно, все интересно!

*М.Колтакчи. Дружеские встречи с английским языком.  
С.-Петербург, 1993*

**Words and expressions to be used:**

- не то, что по-русски именуется просторечием - it is not what in Russian is called a popular speech
- жаргон - jargon
- свойственный - characteristic of
- ходовые модные словечки - popular words in current usage
- новая мода и новые веяния - new fashion and new trends
- стар, как мир - as old as the hills
- переименовывать - to modify
- непонятные «ученые» и официальные слова - incomprehensible «learned» words and officialese
- живая речь - spontaneous speech
- своеобразен и неповторим - peculiar and unique
- сленготворчество - slang-creation
- зашифровать - to code
- обособиться - to separate themselves
- взбаламутить зеркальную гладь respectable английского языка - to agitate the polished system of respectable standard English
- настоятельная необходимость - imperative need
- сталкиваться каждый день - to come across daily.

### **Текст 5. КАК ПОПАСТЬ В «ДЕСЯТКУ»?**

Изучающие английский язык часто испытывают трудности с произношением буквосочетания «th» и произносят его либо как «s», либо как «t». Таким образом, глагол «худеть» (to thin) в устах иностранцев может прозвучать как «грешить» (to sin) или даже как «консервировать» (to tin).

Созданная в Центре исследования механизма речи при Эдинбургском университете компьютерная обучающая система, работающая в режиме диалога, поможет изучающим английский язык овладеть правильным произношением. Ее главным элементом является подключаемая к персональному компьютеру электронная приставка, которая позволяет различать элементы речи. Процедура обучения предполагает, что обучающийся будет произносить перед микрофоном определенные слова и фразы, как в лингафонном кабинете. Заложенная в компьютере программа даст возможность проанализировать ошибки, допущенные в произношении, и показать обучающемуся, как эти ошибки исправить.

Работа системы основывается на расчленении речи на отдельные фонемы. В обычном английском языке имеются 44 фонемы. Обучающийся вы-



бирает вид занятий: совершенствование произношения гласных или согласных звуков, отработка ритма или интонации речи. Компьютер может, например, воспроизвести на экране около 10 слов, который обучающийся должен произнести вслух. В запоминающем устройстве компьютера на компакт-диске заложена база данных, содержащая сведения о возможных мелких ошибках в произношении этих слов, что облегчает фиксирование отклонений от правильного произношения. Компьютер сравнивает произнесенное слово с имеющимся в его памяти эталоном, начитанном диктором-англичанином.

Если обучающийся отрабатывает произношение гласных, то в центре экрана появляется изображение мишени в виде концентрических окружностей, а оценка качества произношения отображается в виде точки попадания в мишень. Чем ближе точка к центру мишени, тем адекватнее произношение эталону (который представлен в памяти машины в виде усредненной записи данного звука, произнесенного 11 дикторами-англичанами). Обучающийся может многократно произносить слова, добиваясь все более точных «попаданий».

При обработке буквосочетания «th» компьютер подсказывает обучающемуся, как перейти к правильному произношению этого звука, отталкиваясь от звука «s» (или «t»), который они обычно произносят в начале изучения языка. При обработке ритмов речи компьютер анализирует правильность распределения ударений по слогам.

*По материалам зарубежной прессы.*

*Поиск, № 21 (май) 1994*

#### **Words and expressions to be used:**

- как попасть в десятку - how to make a hit
- в устах иностранца - pronounced by a foreigner
- Центр исследования механизма речи - The Speech Mechanism Research Centre
- расчленение речи на отдельные фонемы - segmentation of speech into separate phonemes
- запоминающее устройство компьютера - computer memory bank
- мелкие ошибки - minor errors
- фиксировать отклонения - to register errors
- концентрические окружности - concentric circles
- оценка качества произношения - evaluation of the pronunciation quality
- чем ближе точка к центру мишени, тем адекватнее произношение эталону - the closer the point is to the target center, the more adequate the pronunciation is to the standard

- усредненная запись - mean quality recording
- попадание - hitting
- буквосочетание - digraph
- отталкиваясь от - referring to
- обработка ритма речи - speech rhythm processing
- распределение ударений по слогам - stress distribution on the syllables.

### Текст 6. ПЕРЕВОД ЗА СЕКУНДУ

Среди прочих научно-технических чудес посетители выставки «Экспо-92» в Севилье могли наблюдать работу автоматизированных переводчиков, способных практически мгновенно переводить устную испанскую речь на английский язык или делать обратный перевод. Это - совместная разработка отделения «Телефоника инвестигасьон и дезаролло» испанской фирмы «Телефоника де Эспана» и отделения «Белл лабораториз» американской корпорации АТ&Т. Словарный запас новой системы - 450 слов, используемых в международных валютных операциях. Она настроена на распознавание голосов определенных людей и поэтому обслуживает лишь «избранных». Перевод предложения, сказанного кем-либо из них нормальным голосом, система может сделать менее чем за секунду, причем тут же дать ответ в виде синтезированной речи. Систему обслуживает специализированный компьютер фирмы АТ&Т на 127 параллельных процессорах, обеспечивающих быстрое действие – миллиард операций в секунду.

Рассказавший о новинке журнал «**Нью сайентист**» отметил, что перевод устной речи в реальном времени с помощью средств вычислительной техники представляет большую техническую проблему. Японская фирма «Ниппон электрик» продемонстрировала образец автоматизированного японско-английского переводчика прямого и обратного перевода на конференции, состоявшейся в октябре 1991 года в Женеве. По данным японской фирмы, ее система обеспечивает независимость от голоса говорящего, разделяя речь на полуслоги или части слогов. Поэтому японскому автоматизированному переводчику, имеющему словарь из 500 слов, для перевода связной речи из нескольких предложений требуется 2-3 секунды.

Следующим этапом работ фирмы АТ&Т в этом направлении будет создание системы, построенной на принципе независимости от диктора, а затем расширение словаря до 1000 слов. А фирма «Ниппон электрик» в конечном итоге надеется создать автоматический телефонный переводчик, который мог бы поступить в продажу в первые годы следующего столетия.

*Поиск, ' 23, 1992*

### Words and expressions to be used:

- автоматизированный перевод - automatized translation
- прямой и обратный перевод - direct translation and back translation
- словарный запас компьютера - computer dictionary
- настроен на распознавание - is tuned to identify
- «избранные» - the elect
- параллельные процессоры - parallel processors
- вычислительная техника - electronic computing machines
- представлять проблему - to offer a problem
- связная речь - coherent speech.

### Текст 7. УМНЫЙ КОМПЬЮТЕР ПЕРЕВОДИТ ПУШКИНА С РУССКОГО НА РУССКИЙ

Компьютерный переводчик - штука хорошая. Они призвана облегчить жизнь тем, кто никакими языками, кроме русского, не владеет, но вынужден работать с иностранной литературой. Вариаций компьютерных толмачей существует множество, они постоянно совершенствуются, специализируются (тексты-то ведь бывают разные: от биржевых котировок до анекдотов, для перевода каждого нужен отдельный словарный запас), есть и Web-транслейтеры, призванные облегчить поиск в Сети. Удобно, словом. Есть только ма-а-ленький недостаток. Читаешь определенный текст, вроде все слова знакомы, а смысла - ноль. Первоисточник угадывается с трудом.

И мы решились на эксперимент. Хорошо знакомые еще по школьной программе строки заложили в два разных переводчика - Socrat Translation System 2.0 и Stylus 3.0 для Windows 95. Прodelали двойной перевод: с русского на английский и обратно. А вот что из этого получилось, угадывать предстоит вам, дорогие читатели.

\*\*\*

*Моя дядя наиболее оплаченных в срок правил,  
Когда не для забавы упал больным,  
Это (он), чтобы уважать себя вынудило,  
И лучшие изобрести, мог бы не ...*

\*\*\*

*Я Вам запись. Какая боль, которую я могу еще сказать  
Теперь я знаю - в вашем будет  
Я презрением, чтобы наказать*

*Но Вы, в моем несчастный в акции  
Хотя капля жалости сохраняя,  
Вы не оставляете меня...*

*Комсомольская правда, 4.03.1998*

**Words and expressions to be used:**

- компьютерный переводчик - a computer translator
- призван - is called (to)
- биржевые котировки - exchange quotations
- отдельный словарный запас - specific vocabulary
- словом - in short
- ма-а-аленький недостаток - a teeny - tiny drawback
- читаешь ... вроде все слова знакомы - you are reading ... all the words seem to be familiar
- первоисточник - the original text
- прямой и обратный перевод - double translation
- что из этого получилось - what has come out of it
- угадывать предстоит вам - it is for you to guess.

**Текст 8. НЕ ВЕРЬ СЛОВАМ МОИМ**

Специалисты лаборатории невербальной коммуникации Института психологии РАН утверждают: важно не ЧТО говорит собеседник, а КАК он говорит. Еще Талейран замечал: слова существуют для того, чтобы скрыть свои мысли. Интонации, отражающие психологические черты, так же индивидуальны, как узоры на пальцах. Только актеры могут управлять своими интонациями. У остальных же они безошибочно выдают, что собой представляет человек: добрый он или злой, скромн или чванлив, уважает людей или относится к ним свысока.

Мозговые центры, ответственные за восприятие эмоциональной окраски речи, начинают работать чуть не с момента рождения. Двухнедельный малыш безошибочно реагирует на эмоциональную окраску обращенной к нему речи, хотя значение слов начинает понимать гораздо позже. Дети не подойдут к взрослому, если услышат в его речи неприятный тон, как бы тщательно тот ни пытался его скрыть. Поэтому дети так безошибочно точно делят людей на плохих и хороших.

Тест на эмоциональный слух позволяет выяснить способность человека к эмпатии, то есть к сопереживанию. Умение сопереживать - дар Божий. Особенно он важен для певцов, актеров, музыкантов. Испытуемым предла-

гается прослушать на магнитофонной пленке голос Олега Басилашвили, произносящего, например, фразу «Прости, я сам все расскажу» с разными интонациями, и суметь услышать в его голосе страх, гнев, радость или печаль. Такой тест прошли в Институте психологии тысячи людей. В среднем человек дает 65 процентов правильных ответов. Оказалось, что у людей гуманитарных профессий эмоциональный слух лучше, чем у программистов, математиков и инженеров. Точнее угадывают интонации собеседника женщины: эмоциональный слух у них лучше, чем у мужчин, на 10-15 процентов. Алкоголики слышат собеседников только на 10 процентов, причем в трезвом состоянии.

Недавно проведенные исследования показали притупление эмоционального слуха у школьников. Более 60 процентов оценили гневные и угрожающие интонации как нейтральные. Это говорит о глубоком перерождении нашей психики: агрессия в сознании многих вытолкнула норму и заняла ее место.

*Комсомольская правда, 18.10.1996*

**Words and expressions to be used:**

- невербальная коммуникация - non-verbal communication
- так же индивидуальны, как узоры на пальцах - as specific as the patterns on the finger tips
- эмоциональная окраска речи - emotional colouring of speech
- двухнедельный малыш - a two-week-old baby
- как бы тщательно тот ни пытался скрыть его - however carefully the man may try to conceal it
- тест на эмоциональный слух - emotional ear testing
- эмпатия - empathy, ability to share other person's feelings
- испытуемый - the tested
- собеседник - an interlocutor
- притупление эмоционального слуха - deadening of the emotional ear
- это говорит о глубоком перерождении - this informs about series regeneration.

**Текст 9. ВЫПУСКНИКИ ОКСФОРДА ПИШУТ СЛОВО «КАПИТАЛИСТ» С ДВУМЯ ОШИБКАМИ**

У «новых русских», отдающих детей в престижные британские учебные заведения, есть повод задуматься.

Какой русский не мечтает поучиться сам или поучить свое чадо в Англии? И мало кто поверит тому, что слухи о высочайшем качестве получаемого в Британии образования и исключительной элитарности здешнего диплома преувеличены.

Можно заглянуть в учебники обыкновенной, по-нашему говоря, средней английской школы и несказанно поразиться тому, что уважаемые английские десятиклассники трудятся над математическими задачками 5-6-х (по российским меркам) классов... Впрочем, если вы думаете, что я субъективна, послушаем, что думают о качестве своей образовательной системы сами англичане.

Свежайший доклад, представленный британскому правительству Комиссией по учебным планам и квалификации, засвидетельствовал, что знания 14-летних английских школьников по ключевым предметам находятся на катастрофическом уровне. Больше половины учащихся старших классов не имеют понятия о том, что солнце восходит на востоке, а заходит на западе. Север они путают на карте с югом. Многие не в состоянии пояснить, какое положение занимает наша планета относительно Венеры и Юпитера. 14-летние подростки нередко не могут извлечь процент от числа и произвести действие с десятичными дробями.

Еще хуже обстоят дела с грамотностью. Добрая половина опрошенных старшеклассников не видит грамматической разницы между словами «их» (their), «там» (there) и «они есть» (they are) в силу похожежности этих слов в произношении.

Да что там старшеклассники! Бывший преподаватель Оксфордского университета Бернард Ричардс, проработавший в стенах святылища британской науки четверть века, бьет тревогу по поводу ужасающей безграмотности студентов... Оксфорда! Суммировав регулярно повторяющиеся у них ошибки, Ричардс присудил оксфордцам «приз тупиц». Например, оксфордские студенты пишут слово «адресованный» (по-английски, разумеется) с одним «д» вместо требуемых двух, зато в слове «колонна» пишут два «л» вместо одного. Слово «economist» в оксфордском правописании превратилось в «econiamist», а «capitalist» - в «capatilist»!

С ошибками пишут такие слова, как «погода», «аргумент», «злой», «агрессия», «ярлык», «ритм», «случай» и так далее и тому подобное. Заклучая длиннейший перечень грамматических ошибок, Бернард Ричардс с горечью признает, что в целом ряде случаев Оксфорд не оправдывает свою высокую репутацию...

*Комсомольская правда, 21.02.1998*

**Words and expressions to be used:**

- есть повод задуматься - a cause to fall to thinking
- какой русский не мечтает - which of Russians doesn't dream of...
- и мало кто поверит - and few will believe
- исключительная элитарность - exceptional elitism
- несказанно поразиться - to be unspeakably surprised
- по российским меркам - according to Russian standards
- впрочем - however

- Комиссия по учебным планам и квалификации - the Curriculum and Qualification Committee
- ключевые предметы - key subjects
- не иметь понятия - to have no idea
- еще хуже обстоят дела с грамотностью - even worse are the things in the field of literacy
- добрая половина - a good half
- да что там старшеклассники - but senior pupils are not the worst thing
- святилище британской науки - the sanctuary of British science
- бить тревогу - to sound the alarm
- «приз тупиц» - «blockheads' prize»
- Оксфордское правописание - the Oxford spelling
- оправдывать... репутацию - to justify... the reputation.

### **Текст 10. БЕРНАРД ШОУ ОТВЕЧАЕТ НА ПИСЬМА**

Бернард Шоу неохотно вступал в переписку с незнакомыми корреспондентами. А между тем почта знаменитого писателя угрожающе увеличивалась с каждым годом. Но оставлять без ответа письма читателей или тех, кто просто надеялся заполучить автограф писателя, Шоу не считал возможным. Если же отвечать на каждое послание, то пришлось бы только этим и заниматься с утра до вечера. И Б.Шоу разработал свой метод, с помощью которого он подразделял всю поступающую корреспонденцию по цветам. Это позволяло быстро и лаконично отвечать на письма. В чем же состоял этот способ?

Было заготовлено большое число карточек 16 цветов. Скажем, тем, кто просил отзыв у Шоу о своем собственном произведении, писатель отправлял ответ на карточке абрикосового цвета. Г-н Шоу, говорилось в отпечатанном заранее ответе, считает, что «его мнение не может принести никакой пользы авторам и даже, (если оно будет опубликовано), может серьезно повредить им». Адресат, приславший книгу в надежде получить ее обратно с автографом писателя, получал обычно ответ на синей карточке: если бы он удовлетворял все подобные просьбы, писал Шоу, то его скоро одолели бы спекулянты, стремящиеся разбогатеть путем продажи его книг «по тем фантастическим ценам, по которым продаются экземпляры с автографами».

Голубые карточки предназначались тому, кто интересовался вегетарианской диетой, в них назывались блюда, которые Шоу предпочитает. Коричневые - обращавшимся с просьбой, чтобы Шоу написал предисловие к их работам.

При жизни Шоу не все карточки были им использованы. Сохранившаяся часть недавно была выставлена в Лондоне на распродажу.

Среди вещей писателя, появившихся на аукционе, было лишь одно письмо, написанное рукой писателя. В нем Бернард Шоу, недовольный условиями опубликования одной из его статей информационным агентством, заявлял, что в этом агентстве сидят мошенники. Видимо, дельцы из агентства ничего не имели против такой оценки, ибо получили в руки редкий автограф своего великого соотечественника.

*Литературная газета, 22 ноября 1966 года*

#### **Words and expressions to be used:**

- неохотно вступал в переписку - was not eager to be in correspondence
- между тем - meanwhile
- не считал возможным - didn't consider it possible
- пришлось бы только этим и заниматься с утра до вечера - he would have to do it, excluding anything else, from morning till night
- В чем же состоял этот способ? - And what was the essence of the method?
- скажем - suppose
- отпечатанный заранее ответ - the answer typed in advance
- не может принести никакой пользы - can't do any good
- адресат - an addressee
- получал обычно ответ - would get the answer
- при жизни Шоу - during Shaw's life-time.

### **Текст 11. УСЛОВНОЕ РАЗЛИЧИЕ**

Надписи улиц, независимо от того, одно ли это слово над входом в магазин или убористая листовка у входных дверей, афиши или плакат, будем называть текстами улиц. Среди них будем различать информационные, рекламные и пропагандистские.

Но такое различие условно, потому что:

- информация о событиях, товарах, услугах, обратившая на себя внимание, запомнившаяся, превращается в рекламу;

- реклама, демонстрируя, например, способы проведения свободного времени, манеру одеваться, есть, пить, становится пропагандой определенного образа жизни.

Современная реклама не только содействует продаже тех или иных товаров, но формирует потребности и нормы поведения. Правда, так было не



всегда. Вначале реклама служила исключительным орудием борьбы с конкурентами («Покупайте только у нас!») и была способом навязывания товаров («Пейте томатный сок!»).

Создавая или, по крайней мере, популяризируя общественные ценности, реклама выступает не только как инструмент экономического характера, но и как инструмент идеологический.

Помимо общности функций тексты улицы обладают общностью средств. Информация, реклама, пропаганда, как большое дерево, развиваются из одного корня. Имя ему - массовая коммуникация.

Один из первых исследователей массовой коммуникации, профессор Йельского университета в США Г.Лассуэл, предложил использовать для описания коммуникации ответы на пять вопросов:

1. Кто говорит?
2. Что говорит?
3. Кому говорит?
4. Какой канал связи используется?
5. С каким эффектом?

*Л.С.Школьник, Е.Ф.Тарасов. Язык улицы. М., 1977*

#### **Word and expressions to be used:**

- надписи улицы, независимо от того, одно ли это слово... - street signs irrespective of whether it is a single word...
- свободное время - spare time
- образ жизни - mode of life
- норма поведения - norm (standard) of behaviour
- общественные ценности - social values
- помимо общности функций тексты улицы обладают общностью средств - in addition to their common functions, street signs also use common means
- канал связи - communication channel.

### **Текст 12. НЕТ ЦАРСКИХ ПУТЕЙ**

Однажды царь Птолемей спросил у Эвклида, нет ли каких-нибудь способов побыстрее и полегче изучить геометрию. На это математик ответил: «Нет царских путей к геометрии!»

То же и при создании рекламы: нет царских путей к сердцам и умам читателей текстов улицы. Есть закономерности восприятия, усвоения и запоминания информации. Переделать их невозможно. Поэтому различные

«универсальные» рекомендации текстостроителям, оторванные от реальных условий функционирования рекламы и пропаганды, не могут быть приняты всерьез.

Например, некий зарубежный теоретик требует, чтобы рекламный текст был увлекательным, интересным, психологически сильным, лаконичным, занимательным, вежливым, тактичным, серьезным, образным и оптимистичным.

Что за текст он имеет в виду? Рекламу в журнале? Специальный каталог? Или вывеску? Все это - разные вещи, и вряд ли их можно измерить «на один аршин». Тем более, что аршин этот часто оказывается разной длины.

Вот что говорит, к примеру, о лаконичности другой зарубежный ученый: писать нужно настолько детально и подробно, как того требует сама тема. Никакой текст не может считаться длинным, если его читают внимательно. Текст, состоящий из одного предложения, не вызывающего интереса читателя, - тоже слишком длинный.

*Л.С.Школьник, Е.Ф.Тарасов. Язык улицы. М., 1977*

#### **Words and expressions to be used:**

- нет царских путей - there are no royal ways
- измерять на один аршин - to measure others' corn by one's own bushel
- тем более, что аршин этот оказывается разной длины - and the more so, since the bushel often turns out to be of a different capacity
- писать нужно настолько детально и подробно, как того требует сама тема - the description should be as detailed and minute as the topic demands it.

### **Текст 13. AIDA**

Это классическая схема поэтапного действия текста рекламы на психику человека, широко используемая в зарубежной рекламной практике.

Первый этап - привлечение внимания (attention) к тексту.

Второй этап - проявление интереса (interest) к содержанию информации.

Третий этап - возбуждение желания (desire) иметь предлагаемое.

Четвертый этап - побуждение к действию (action), т. е. доведение до совершения покупки.

По первым буквам английских слов и сложилась формула - AIDA.

Это идеальная модель. Текст может и не решить всех задач, если они осуществлены уже другими средствами. Например, в рекламе очень известного товара или товара известной фирмы (скажем, «Диор») часто отсутствует четвертая часть, так как предполагается, что все знают, где его можно

купить (т. е. знают, где расположены магазины этой фирмы). Возможны тексты, которые решают только одну из задач. Обычно такие тексты располагают недалеко друг от друга, и тогда они воспринимаются как единое целое.

Есть и другие схемы действия рекламы, предлагаемые зарубежными теоретиками, например, трехходовка «остановись - посмотри - купи» или шестиходовка «определение - отождествление - доказательство - принятие - желание - действие».

Мы же предпочитаем наиболее четкую и психологически верную формулу AIDA, так как любой текст улицы, целью которого является побудить прохожего к какому-либо действию, в той или иной степени обязан решить эти четыре задачи.

*Л.С Школьник., Е.Ф.Тарасов. Язык улицы. М., 1977*

#### **Words and expressions to be used:**

- поэтапное действие - step-by-step action
- довести до совершения покупки - to drive into buying (a thing)
- предполагается, что все знают - everybody is supposed to know
- трехходовка - a three-step scheme
- шестиходовка - a six-step scheme.

### **Текст 14. КЛИО ПРАВИТ МИРОМ**

В эпоху Возрождения авторитет истории был столь общепризнанным, а ее вердикты были столь непререкаемыми, что в глазах сильных мира сего история уступала разве одной лишь теологии. Придворный духовник и придворный историк в равной мере распоряжались посмертными судьбами правителей: первый - на небесах, второй - на земле.

Во всяком случае, это было время, когда история восседала на интеллектуальном троне, а стоявшие по сторонам его философия и поэзия внимали ей с благоговением. Служение истории рассматривалось как занятие в высшей степени почетное (а временами и выгодное), поскольку в этом видели проявление не только высших интеллектуальных способностей, но и гражданских доблестей. Ни раньше, ни позже с подобной оценкой роли и значения истории в европейской культуре мы не сталкиваемся.

Символически это столь высокое положение истории в духовном мире гуманистов отражено в гравюре на обложке «Всемирной истории» Уолтера Рэли (1614). История изображена в виде женщины, держащей на поднятых вверх руках земной шар: справа и слева от нее - фигуры, символизирующие

атрибуты истории (истину и т. д.). Над шаром - «всевидящее око», олицетворяющее божественный промысел, воплощением которого, по мысли Рэли, история и является.

*М.А.Барг. Шекспир и история. М., 1979*

**Words and expressions to be used:**

- «сильные мира сего» - the high and mighty
- эпоха Возрождения - the Renaissance epoch
- теология - theology
- во всяком случае - at any rate
- служение истории рассматривалось как... - the service to history was considered to be...
- в высшей степени почетное - extremely honourable
- временами - at times
- «всевидящее око» - an all-seeing eye
- божественный промысел - Divine Providence.

**Текст 15. ИСТОРИЯ АНГЛИИ В СРЕДНИЕ ВЕКА**

Эдуард IV умер внезапно в возрасте 41 года. Королем должен был стать его старший сын, 12-летний Эдуард. При нем важную роль играла его мать Елизавета и ее родичи Вудвили и Грей. Все они были крайне непопулярны как среди знати, так и в Лондоне. У покойного короля был еще сын Ричард и 5 дочерей. На роль регента претендовал брат умершего короля Ричард Глостер: он был достаточно влиятелен, популярен и успел зарекомендовать себя как умный и деятельный правитель. /.../

В 70-е годы Ричард представлял королевские интересы на севере. Именно там были у Ричарда основные связи и большинство сторонников. Особенно тесными были его отношения с городом Йорком. К этому городу он и обратился за помощью, когда стал протектором.

В целом при жизни Эдуарда IV Ричард вел себя лояльно. Смерть Кларенса, которую Шекспир приписывает интригам Ричарда, очевидно, все же не была непосредственно его делом. Томас Мор прямо говорит, что Ричард возражал против расправы над Кларенсом.

Суждение о Ричарде не должно основываться на более поздней истории с убийством принцев. Поскольку Ричард Глостер - фигура спорная, не следует видеть в его ранних поступках больше того, что было. Последующая традиция изображает Ричарда почти чудовищем: тюдоровские историографы рисуют его чуть ли не карликом, сухоруким и горбатым, со злым демо-

ническим лицом. Это, бесспорно, преувеличение: Глостер хотя и был сухорук и низкого роста, но носил оружие и прекрасно умел сражаться, а его тонкое, умное лицо резко контрастировало с грубым лицом Эдуарда IV, в молодости слывшего красивым.

6 июля в присутствии почти всей английской знати состоялась коронация Ричарда III и его жены Анны Невиль. Народ отнесся к этому событию в общем равнодушно. /.../

Режим, установленный новым королем, был деспотическим.

*В.В.Штокмар. История Англии в средние века. М., 1982*

#### **Words and expressions to be used:**

- в возрасте - at the age of
- должен был стать - was to become
- брат умершего короля - the late king's brother
- успел зарекомендовать себя - he had time to prove himself to be...
- именно там были у Ричарда основные связи - it was there that Richard had his main connections
- к этому городу он и обратился за помощью - it was that very town that he turned to for help
- в целом - in general
- не следует видеть в его ранних поступках больше того, что было - one shouldn't find in his early actions more faults than there actually were.

### **Текст 16. ПОИСКИ ПРЕДКОВ**

Человечество давно стремилось выяснить свое происхождение. Когда научных знаний еще не существовало, люди складывали об этом красивые легенды. Например, австралийские аборигены верят, что вначале, «в эпоху сновидений», земля была покрыта морем. На выступающих скалах и в воде жили человеческие личинки. Когда Земля высохла, предок ящериц каменным ножом отделил зародыши друг от друга, прорезал им глаза, уши, рот, нос, пальцы. Он научил добывать их огонь трением, готовить пищу, дал им орудия.

В Библии - священной книге иудеев и христиан - говорится, что Бог, создав мир за шесть дней, под самый конец сотворил человека «по образу Своему, по образу Божию сотворил его; мужчину и женщину сотворил их» (Быт. 1.27).

Таких мифов много. Они красивы, интересны, но не имеют ничего общего с наукой. В них можно верить, но нельзя подтвердить. Есть и другие

более или менее обоснованные гипотезы создания человека некими высшими существами - от богов до инопланетян. В их основе лежит идея о том, что некогда единожды был акт творения. Поэтому такие предположения называют креационизмом (от лат. creatio - «сотворение»). Однако ученые и люди, далекие от науки, но привыкшие доверять только фактам и логике, не могут ими удовлетвориться.

«Осколки» далекого прошлого лежат, как правило, глубоко в земле. Человек всегда интересовался этими находками, хотя часто не мог дать им правильную оценку. Еще в VI веке до н. э. вавилонский царь Набонид начал раскопки, чтобы найти глиняные таблички с надписями, оставленные предшествующими поколениями. Древние греки и римляне, обнаруживая кости вымерших животных (мамонтов, носорогов и др.), считали их останками доисторических героев. Иногда над ними сооружали курганы и храмы.

История человечества началась с каменных орудий. Долгое время к ним относились с подозрением, называя «ведьмиными стрелами», и не изучали. Положение изменилось в начале XIX века. В 1837 году француз Буше де Перт нашел в земле на глубине 7 метров каменное рубило и объявил, что это - орудие древнего человека. Хотя ему не поверили, он продолжал собирать коллекцию и делать зарисовки. Затем энтузиаст издал пятитомное собрание их описаний, но оно никого не заинтересовало. Другие археологи часто находили огромные кости, и таких находок становилось все больше. Стало ясно, что человеческий род появился сотни тысяч лет назад и жил во времена огромных вымерших животных - мамонтов, похожих на нынешних слонов, но покрытых длинной густой шерстью.

*Комсомольская правда, 9.10.1999*

**Words and expressions to be used:**

- предок - an ancestor
- ящерица - a lizard
- по образу своему - in his own image
- по образу Божию - in God's image
- не иметь отношения к... - to have nothing to do with
- миф - a myth
- более или менее - more or less
- некие высшие существа - certain most highly-developed creatures
- инопланетянин - a space alien
- креационизм - creationism
- осколки далекого прошлого - fragments of the remote past
- доисторический - prehistoric
- каменные орудия - stone tools

- ведьмины стрелы - witch's arrows
- делать зарисовки - to make sketches
- пятитомное собрание - a five-volume collection
- человеческий род - the human race
- вымершие животные - extinct animals
- мамонт - a mammoth.

### **Текст 17. ЧЕЛОВЕЧЕСКИЙ МОЗГ ЗАПОМИНАЕТ БОЛЬШЕ, ЧЕМ КОМПЬЮТЕР**

Ученый Томас Ландауэр из лаборатории Бэлл (США), где изучают современную теорию информации, измерил функциональную способность человеческой памяти, проанализировав объем информации, помещающийся... в телефонных линиях. Ландауэр считает, что человеческая память похожа на «новую телефонную линию», которая несет информацию от прошлого к будущему. Вместимость этого канала может быть определена, когда измеряют количество информации на входе. Ландауэр проводил множество экспериментов, во время которых люди читали тексты, смотрели разные изображения, слушали слова, музыкальные фрагменты и т.д. Через несколько дней проверялось, что же люди запомнили. Причем испытания были не в форме вопроса: «Что вы помните?», а использовались такие вопросы, которые позволяли сделать правильный выбор, даже имея просто смутное воспоминание.

В контрольных испытаниях использовались две группы: первой давали исходный материал, а члены второй не были предварительно загружены информацией, но могли отвечать на вопросы в силу своего интеллектуального развития и логики. Разница в ответах двух групп использовалась для оценки реального объема незабытой информации. Когда количество усвоенной информации было поделено на время, дававшееся на запоминание, то выяснилось, что скорость запоминания у человека при любых обстоятельствах и в любом состоянии составляет два бита в секунду. В течение же всей жизни, по мнению Ландауэра, человек запоминает от одного до двух гигабайтов информации (гига равен  $10^9$  в 9-й степени), что значительно превосходит память обычного компьютера.

Помните, когда вы учились в школе, как вас раздражали сверстники, которые учились лучше безо всякого напряжения? Теперь ученые из университета Гамильтона (Онтарио) нашли объяснение этому явлению. Исследовательская группа Сандры Вителсон изучила умственные способности более ста мужчин и женщин и пришла к выводу, что в 80 % случаев существует связь между плотностью расположения клеток мозга в так называемой префронтальной коре, которая отвечает за обучение и память, и высокими

умственными показателями. Поскольку нейроны общаются друг с другом при помощи электрических импульсов, то значит, чем короче расстояние, которое должен преодолеть такой импульс, тем более эффективно работает мозг.

Исследователь Джой Хирш нашел, что наш мозг использует разные области для изучения иностранного языка в зависимости от возраста. Одна из причин, почему взрослому так трудно усвоить новый язык, заключается в том, что область мозга, необходимая для нового языка, уже использовалась для чего-то еще.

А ученый Питер Жустик из университета Джона Хопкинса обнаружил, почему родной язык усваивается детьми до того, как они начинают говорить. Новое доказательство показывает, что дети используют долговременную память, чтобы хранить новые слова, и уже в возрасте 8 месяцев они многое понимают, а не в 12-16, как считали раньше.

*Комсомольская правда, 18.12.1999*

**Words and expressions to be used:**

- количество информации на входе - information quantity at the input
- смутное воспоминание - vague reminiscence
- контрольное испытание - control testing
- оказалось - it turned out
- собеседник - an interlocutor
- выяснилось - it was found out
- скорость запоминания - memorizing rate
- два бита в секунду - two bites a second
- гигабайт - a gigabite
- умственные способности - intellectual faculties
- прийти к выводу - to make a conclusion
- плотность расположения клеток мозга - location density of the brain cells
- префронтальная кора - the prefrontal cortex
- нейрон - neuron
- чем короче расстояние..., тем более эффективно работает мозг - the shorter the distance to be covered by the impulse is..., the more efficiently the brain works
- одна из причин, почему взрослому так трудно усвоить новый язык... - one of the reasons explaining why it is so difficult for a grown-up to learn a new language ...
- область мозга - a brain zone
- долговременная память - long-lasting memory

**Текст 18. НАШЕ СОЛНЦЕ УНИКАЛЬНО**



Раньше считали, что нет особенных характеристик, присущих нашему Солнцу: оно является одной из сотен миллиардов подобных звезд. Но, как выяснилось, именно уникальность Солнца позволила зародиться жизни на нашей планете. Г.Гонзалес из Вашингтонского университета говорит, что есть несколько особенностей, которые делают наше Солнце неповторимым.

Во-первых, тепловая мощность у него более устойчива, чем у большинства звезд. А живой материи гораздо проблематичнее возникнуть около звезды, чья энергия постоянно колеблется вверх-вниз. И наконец, орбита Солнца вокруг галактического центра довольно необычна тем, что находится на таком расстоянии от других космических объектов, которое помогает защитить жизнь на Земле. Иначе бы близкое соседство с ними привело к каменным дождям из комет и астероидов, которые обрушились бы на Землю, и люди просто исчезли бы, как это произошло в свое время с динозаврами.

*Комсомольская правда, 25.09.1999*

**Words and expressions to be used:**

- раньше считали - It was believed earlier...
- как выяснилось - as it was discovered
- именно уникальность Солнца позволила зародиться жизни - it was a unique character of the Sun which made it possible for life to spring up
- живой материи гораздо проблематичнее - it is much more problematic for living matter to ...
- иначе ... привело бы - otherwise ... would have caused
- и люди просто исчезли бы - and people would have simply disappeared.

**Текст 19. «ГРИНПИС»**

В переводе с английского слово «Гринпис» означает «зеленый мир». «Гринпис» - международная организация защитников окружающей среды. Она возникла в начале 70-х годов из группы активных противников испытания ядерного оружия. Сегодня в нее входят почти два миллиона человек из двух десятков стран. Международная штаб-квартира «Гринпис» находится в Лондоне. Однако организация имеет десятки своих представителей и контор во многих государствах.

«Гринпис» приступил к активным действиям сразу после своего создания. В 1972-73 гг. она начала кампанию протеста против ядерных испытаний Франции на атолле Муруроа. Она осудила практику захоронения в океане радиоактивных отходов, бесконтрольную деятельность западных

монополий, порождающую кислотные дожди в Северной Америке и Европе.

Основной метод борьбы «Гринпис» - пассивное сопротивление. Активисты «Гринпис» направляются на парусниках и яхтах к районам испытания ядерного оружия, взбираются на заводские трубы и т.д. Таким образом они пытаются будоражить мировое общественное мнение, привлечь его внимание к проблеме выживания самого рода человеческого. За годы своего существования (своей деятельности) организация осуществила свыше нескольких сотен акций.

10 июля 1985 года агенты французских спецслужб взорвали один из судов организации - «Рейнбоу Уорриор» в новозеландском порту Окленд. Это судно готовилось отплыть к атоллу Муруроа. Взрыв был устроен с целью запугать сторонников мира, настойчиво требуя немедленного прекращения испытаний ядерного оружия, проводимых Францией в южной части Тихого океана.

*Блокнот агитатора. М., 1986. 1 б.*

**Words and expressions to be used:**

- защита окружающей среды - environmental protection
- испытания ядерного оружия - nuclear tests
- в нее входят - it numbers
- штаб-квартира - headquarters
- начать кампанию - to launch a campaign
- атолл Муруроа - the Mururoa atoll
- осудить - to denounce
- захоронить радиоактивные отходы - to dump radioactive waste
- порождать кислотные дожди - to result in acid rains
- направляться на парусниках - to set out by sailing boats
- заводские трубы - chimneys
- будоражить мировое общественное мнение - to rouse public opinion
- род человеческий - the human race
- осуществить акции - to undertake actions
- «Рейнбоу Уорриор» - «Rainbow Warrior»
- готовиться к - to be about to
- запугать - to frighten

**Текст 20. КТО ВИНОВАТ В ГИБЕЛИ ТИТАНИКА?**

В ночь с 14 на 15 апреля 1912 года огромный трансатлантический лайнер «Титаник» совершал свой первый рейс из Лондона в Нью-Йорк. Все было в полном порядке, и надвигавшаяся ночь не давала никаких поводов для тревоги.

В 23.30 мирное течение жизни на «Титанике» было внезапно прервано громким скрежетом. Корабль столкнулся с огромной ледяной горой - айсбергом, случайно оказавшимся на его пути и ставшем причиной гибели. Удар был настолько силен, что корабль не спасли 13 водонепроницаемых переборок, которые, по мнению владельцев «Титаника», должны были обеспечить его непотопляемость при любом столкновении. Колоссальный лайнер пошел ко дну, как вспоротая консервная банка. Из 2200 пассажиров удалось спасти всего лишь 650...

В Северном полушарии айсберги рождаются на ледниках, покрывающих Гренландию, Северную Землю и другие острова Северного Ледовитого океана. От ледниковых языков, спускающихся к морю, отламываются с треском и сваливаются в воду огромные куски пресного материкового льда. Так появляются айсберги.

Вблизи Антарктиды айсберги образуются иначе. Ледники, сползающие с Антарктического материка, столь мощны, что подходя к берегу, они не обламываются, а продолжают ползти по дну дальше в море, образуя вокруг Антарктиды так называемый ледниковый барьер. И только вдали от берегов, там, где глубина моря велика, от ледяного барьера под действием ветра и волнения начинают откалываться колоссальные глыбы - настоящие горы льда. Они имеют причудливые формы.

Как удивительно окрашены эти глыбы льда! Они напоминают гигантские кристаллы драгоценных камней. Палитру красок обогащают солнечные лучи, преломляющиеся в идеально чистых и насыщенных пузырьками воздуха полярных льдах.

Но то, что видит глаз человека, всего лишь небольшая часть айсберга. Над поверхностью воды находится только 1/6-1/7 часть ледяной громады, остальное скрыто под водой. В Арктике айсберги возвышаются над уровнем моря в среднем на 70 метров, достигая иногда высоты 190 метров, а длина некоторых из них доходит до нескольких километров.

Айсберги в океане представляют серьезную опасность для кораблей. После трагической гибели «Титаника» была создана специальная Международная служба охраны кораблей от столкновения с ними. Благодаря успехам радиолокации современные корабли оснащены совершенными прибо-

рами, которые на большом расстоянии предупреждают о приближении любого препятствия, в том числе и айсбергов.

*Энциклопедия для детей и юношества. Т. 3: География. М., 1997*

**Words and expressions to be used:**

- в полном порядке - in perfect order
- столкнуться - to run into
- ставшей причиной гибели - which caused its wreck
- кто виноват в гибели «Титаника» - who is to blame for the Titanic's wreck?
- по мнению владельцев - in the owners' opinion
- водонепроницаемый - water-proof
- должны были обеспечить - were to have provided
- родиться - to arise
- так появляются айсберги - this is how icebergs come into existence
- и только вдали от берегов - and only far off the shore
- насыщенные пузырьками - saturated with air bubbles.

## **Текст 21. СОЛО ДЛЯ ИНФАРКТА**

*Скоро врачи вместо пилюль будут прописывать симфонии Баха или шлягеры «Битлз»*

Почему музыка занимает такое значительное место в нашей жизни? Платон, Аристотель и Пифагор считали музыкальную терапию лекарством, исцеляющим не только тело, но и душу. А современные исследователи выяснили, что весь мир, включая человеческое тело, находится в постоянной музыкальной вибрации. Только наше ухо распознает 1378 тонов в различных диапазонах, а вне спектра слышимости существуют миллионы звуков. Но даже самые незначительные изменения в их частоте влияют на состояние наших внутренних органов.

Преподавателю музыки из США Сьюзен Александер пришла в голову идея: записать излучения, исходящие от человека, и, применив математику и физику, попытаться их озвучить. И оказалось, что наше тело буквально напичкано различными вибрациями. Это – сердечные сокращения, эндокринные циклы и многое другое. А если все эти вибрации существуют, то их можно не только зарегистрировать, но и прослушать?

За помощью Александер обратилась к биологу из Калифорнийского университета Дэвиду Дэймеру с вопросом: могут ли звучать молекулы ДНК? Дэймер измерил молекулярные колебания ДНК при помощи инфракрасного спектрометра, затем преобразовал невидимые вибрации в звуковой спектр и получил... музыку! Запись мелодии ДНК напоминала медитативные мелодии Индии!

Теперь исследователи планируют записать мелодии органов человека. Уже ясно: у каждого из нас внутри звучит своя симфония. Когда меняемся мы, изменяется и наша музыка. Наше тело само является инструментом не менее прекрасным, чем скрипка или фортепиано.

*Комсомольская правда, 21.09.1999*

**Words and expressions to be used:**

- считали музыкальную терапию лекарством, исцеляющим ... - considered musical therapy to be a medicine healing ...
- вне спектра - out of spectrum
- пришла в голову идея - an idea occurred to ...
- у каждого из нас внутри звучит своя симфония - each of us has his own symphony sounding inside
- не менее прекрасный - no less beautiful.

**Текст 22. ЧЕЛОВЕЧЕСТВО ЗАМЕРЗНЕТ,  
А ПОТОМ СВАРИТСЯ**

Среди теорий, предрекающих Земле всяческие катаклизмы, есть прогноз, в соответствии с которым нам вскоре предстоит замерзнуть, утонуть, задохнуться, а потом свариться в кипятке. Все начнется (вернее, уже началось) с потепления климата, им же и закончится.

Большинство ученых связывают это явление с парниковым эффектом из-за массовых выбросов в атмосферу углекислого газа от сжигания нефти, торфа, угля, газа. Но статистика показывает, что с середины 70-х годов объемы сжигания не растут, а концентрация углекислого газа продолжает увеличиваться. До причин докопался вице-президент Академии проблем сохранения жизни, замдиректора Института биофизики клетки РАН Валерий Карнаухов.

По его мнению, за миллионы лет природа разработала гигантские биосистемы, которые связывают атмосферный углекислый газ: болота, планктон и организмы, использующие его для строительства своих скелетов и

оболочек. Но за последние полстолетия человек практически осушил все болота в Европе и Северной Америке. В южных морях загрязнение приводит к массовой гибели планктона и микроорганизмов, связывающих углекислый газ. Потепление мирового климата на несколько градусов вызовет катастрофическое ускорение этих процессов.

Прогноз Карнаухова-старшего дополняет его сын, кандидат физико-математических наук Алексей Карнаухов. Его предсказания еще более зловещи. Потепление всего на несколько градусов вызовет повышение влажности в Северном полушарии. Усилятся таяние снегов и сток вод, выпадающих в Северный Ледовитый океан. На севере возникнет сплошной вал, останавливающий сток северных рек. Их воды разольются по сибирским просторам, образуя новый пресный океан. Придется срочно переселять миллионы людей. Из хороших новостей - только одна: новый ледниковый период слегка отодвинет фатальное потепление. Но не снимет его с повестки дня.

При общем похолодании человек поневоле начнет сжигать больше топлива. В Южном полушарии изменятся карта течений и роза ветров. Взбесившиеся штормы, ураганы, наводнения поменяют свою географию и календарь. Климатические изменения повлекут цепочку катастроф для животного и растительного мира. Все это ускорит приближение парниковой катастрофы и теплового взрыва. Под угрозой окажется существование самой жизни на планете.

Нельзя исключать возникновение ледникового периода уже в XXI веке, если человек продолжит безумно рубить сук, на котором сидит. Одно радует: если Карнауховы правы, перспектива увидеть закипающие озера и испаряющиеся океаны человечеству не грозит. Оно задохнется и сварится раньше.

*Аргументы и факты. Февраль. 2000, № 6*

**Words and expressions to be used:**

- предсказать катаклизмы - to foretell (prognosticate) cataclysms
- в соответствии с - in accordance with
- нам ... предстоит замерзнуть, утонуть, задохнуться, свариться в кипятке - we ... are to get frozen, drowned, choked, boiled
- парниковый эффект - the greenhouse effect
- из-за - caused by; углекислый газ - carbonic acid (gas)
- болото - marsh (bog)
- планктон - plankton
- сток вод - water flow

- загрязнение - pollution
- пресный океан - freshwater ocean
- ледниковый период - glacial epoch
- роза ветров - wind-rose
- тепловой взрыв - thermal explosion
- рубить сук, на котором сидишь - to saw off the bough on which one is sitting.

**PART II**

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**ASSIGNMENTS  
FOR SELF-STUDY**



## SECTION 1

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### TEXTS FOR READING, COMPREHENSION AND TRANSLATION FROM ENGLISH INTO RUSSIAN

#### Text 1. A WARMER OR COLDER EARTH?

For the last fifty years, the globe has been warming up. It is true that the average temperature rise is only about two degrees, but that has been enough to start the glaciers receding in many parts of the world.

A rise of one degree per generation is a large increase. Nature seldom moves as swiftly as this. We may have been helping her. To a very large extent, the temperature of the Earth is determined by the amount of solar heat which the atmosphere can keep. The air above us acts like a glass in a greenhouse trapping many of the heat waves, which would otherwise bounce back into space. Carbon dioxide (CO<sub>2</sub>) in the air is mostly responsible for the "greenhouse effect"; it is a gas produced by all our countless fires, furnaces and combustion engines.

The end of the short-lived age of fossil fuel is already in sight; soon - in one or two centuries at the most - we will have wasted all the world's resources of oil and coal. This no longer means disaster, for atomic energy has arrived in time to save our civilization from dying through lack of power. We are moving into a brighter and cleaner age. But for that very reason, it may also be a colder age.

This suggests that it may be easier to effect the climate - the long pattern of temperature and moisture-than to control the behavior of the weather, which is a local and short phenomenon.

**1. Choose the answer which, according to the text, is true:**

- a. The glaciers have receded in many parts of the world.
- b. The average temperature of the Earth has remained the same in the course of fifty years.
- c. The globe has been getting warmer for the last fifty years.
- d. The changes in nature are often swift.

**2. The temperature of the Earth is determined by**

- a. the amount of solar heat which the atmosphere can keep.
- b. the world resources of fuel.
- c. the "greenhouse effect".
- d. the sources of the energy on the Earth.

**3. Which of the following is mostly responsible for the "greenhouse effect"?**

- a. The amount of solar heat.
- b. Carbon dioxide.
- c. Limits of the world resources of oil and coal.
- d. The atmosphere acting like a glass.

**4. The text explains best the effect of**

- a. the sources of the solar heat.
- b. the start of glaciers receding.
- c. the trapping of the heat waves.
- d. the «greenhouse».

**5. The fossil fuel has the short-lived age because**

- a. carbon dioxide appeared in the atmosphere.
- b. we have wasted all the world's resources of oil and coal.
- c. resources of fossil fuel are not inexhaustible.
- d. the average globe temperature rise is about two degrees.

**6. Translate the text into Russian.**

**TEXT 2. THE CLIMATE OF THE EARTH**

The climate of the Earth is determined to no small extent by the immense quantities of ice locked up at the poles, and that ice remains perpetually frozen, in spite of the twenty-four-hour-long summer days, because the Sun's heat is reflected off the blinding white wastes, and has no chance of being absorbed. If that ice could be removed, it would never reform on the same scale. The darker, closed soil would collect and keep so much of the Sun's warmth now lost to us, that the general Earth temperature would be at a higher level.

If such a melting of the polar ice could be achieved, we would gain a fifth continent; the Antarctic, with its unknown wealth of minerals, might be the home of new nations and new civilizations.

In a few decades we may, by using atomic power, be able to thaw out the ancient ice that covers the poles. But there may be a better way; why not let the Sun itself do the work?

Even at the South Pole the radiation received from the Sun at Midsummer's Day equals the heat from a network of one-kilowatt electric fires, spaced five feet apart. Catch that energy for a few years, perhaps by dusting the snows with carbon black in some form that would not be easily scattered, and we might be able to make a permanent impression upon our planet's polar caps. However, the price of Antarctica might be higher than we would care to pay, for the sea level over the whole Earth would rise at least a hundred feet.

**1. The word 'it' (line 5) means**

- a. the pole.
- b. the heat.
- c. the ice.
- d. the climate.

**2. According to the passage, the climate of the earth is**

- a. connected with the quantities of ice at the poles.
- b. determined by the sun's heat reflected off the ice, locked up the poles.
- c. connected with the soil that would keep the sun's warmth.
- d. determined to no small extent by radiation received from the sun.

**3. The main topic of the text is**

- a. the use of atomic power.
- b. the Antarctic ice.
- c. the sun's warmth reflection.
- d. sea level of the whole earth.

**4. The author believes that if the sun's heat were absorbed and not reflected off the white wastes at the poles, we would gain**

- a. the rise of the sea level.
- b. a fifth continent.
- c. the heat from a network of electric lines.
- d. permanent impression upon our polar caps.

**5. What could happen to the Antarctic if the ice were removed?**

- a. It might become the home of new nations.
- b. The sea level would remain the same.
- c. The ice would reform again on the same scale.

- d. The sun's heat would be reflected off.

**6. Translate the text into Russian.**

**TEXT 3. LAST CHANCE FOR MOTHER EARTH?**

The U. S. environment is seriously threatened by the garbage of the economy. The Apollo 10 astronauts could see Los Angeles as a camorous smudge from 25,000 miles in outer space. What most Americans now breathe is closer to filth than to air. Americans know pollution well. It is car-clogged streets and junk-filled landscape - their country's visible decay.

California's air pollution is already so bad that on many days Los Angeles school children are warned not to breathe too deeply because of heavy smog conditions.

The United States is far from alone in its pollution and waste. The smog is dense in Tokyo. Some of Norway's legendary fjords are awash with stinking industrial wastes.

Sections of the Rhine River which flows through the industrial Ruhr Valley to the North Sea are so toxic that even hardy eels have difficulty surviving. In Sweden, not long ago, black snow fell on the province of Smoland.

The Earth has its own waste-disposal system, but it has limits. The winds that ventilate the earth are only six miles high; toxic garbage can kill the tiny organisms that normally clean rivers. Meanwhile, modern technology is pressuring nature with tens of thousands of synthetic substances, many of which almost totally resist decay. This includes aluminum cans that do not rust, inorganic plastics that may last for decades, floating oil that can change the thermal reflectivity of oceans and radioactive wastes whose toxicity lingers for centuries.

**1. Most Americans now breathe**

- a. smudge.
- b. clean air.
- c. synthetic substances.
- d. heavy smog.

**2. What does the text bring as an example of «earth waste - disposal system»?**

- a. Winds.
- b. Rivers.
- c. Thermal reflectivity.
- d. Snow.

**3. Eels (line 13) are**

- a. animals.
- b. human beings.
- c. fish.
- d. birds.

**4. The main topic of this text is**

- a. U.S. economy.
- b. pollution.
- c. Appolo astronauts.
- d. the earth waste.

**5. The black snow fell**

- a. in Sweden.
- b. in Ruhr Valley.
- c. in Norway.
- d. in Tokyo.

**6. Translate the text into Russian.**

#### **TEXT 4. GETTING READY**

"When I was a girl, I wanted to be an astronaut," 39-year-old Barbara Hurst-Cushing, one of the researchers, told me. "This is the closest I'll come."

Indeed the departure of the Palmer from Lyttelton, New Zealand, was a logistic exercise akin to the launching of a space shuttle. About half a million gallons of diesel were pumped into the fuel tanks, and enough food for a year was lowered into the hold. Duplicates of all engine parts were stored on the ship, which is equipped with machine, carpentry, and electronics shops. The Palmer sails without a physician or a dentist, so we had to pass thorough physical and dental exams. Luckily, I'd already had my wisdom teeth out; otherwise they'd have been pulled.

In my small cabin I stowed a few mystery novels, a poster of a tropical beach, my favorite Motown and Rachmaninoff tapes, and a stash of candy bars and sodas. During the voyage our only contact with the outside world would be e-mail - no newspapers, no magazines, no TV, not even radio. Some members of the crew - including the Texan chef - avoided going on deck and never even contemplated stepping onto the ice. "Too damn cold," growled the chef.

To avoid confusion that might arise from gaining or losing days when we crossed the date line, we switched to a system of 'Julian days', in which the days

of the year are numbered sequentially. So there were no more days of the week - not that it mattered much, because every day was a workday. There was no such thing as a weekend on the sea ice.

**1. The comparison in the text is made between the launching of a space shuttle and**

- a. the departure for a trip.
- b. the departure of a fishing expedition.
- c. the departure for the excursion.
- d. the departure of the scientific sea expedition.

**2. The word «hold» (line 6) is equivalent to**

- a. a cabin.
- b. confinement.
- c. the interior of a ship below decks.
- d. a harbour.

**3. The narrator had to pass through physical and dental exams because**

- a. he'd had his wisdom teeth out.
- b. there was no medical service on the ship.
- c. his wisdom teeth had to be pulled out.
- d. he was ill.

**4. What kind of books did the narrator stow in his cabin?**

- a. Science.
- b. Fiction.
- c. Essays.
- d. Poetry.

**5. During the expedition the only contact with the outside world would be**

- a. e-mail.
- b. radio.
- c. telephone.
- d. letters.

**6. Translate the text into Russian.**

## TEXT 5. ANTARCTIC ICE

The temperature is 1 F, not very cold for this part of the world, and a moderate breeze ruffles the fur around the hoods of our regulation-issue blood-red parkas. It's our first day out on the ice, and with a dozen other people I am shoveling snow from a frozen ocean that stretches to the horizon like a white desert.

We are digging holes to measure the snow and ice thickness.

The skies, which dawned a clear, blazing blue, have grayed.

As I push the shovel into the snow, a hairline crack streaks from the ship's bow a hundred yards away right past the tips of my boots. I point it out to Martin Jeffries, our chief scientist. Jeffries, a 37-year-old glaciologist from the Geophysical Institute of the University of Alaska Fairbanks, has 14 years' experience with Arctic and Antarctic sea ice.

The icy landscape looks solid enough, but just two feet below my white rubber boots lie 12,000 feet of rigid water. Padded with 20 pounds of clothes, I might survive in the water a few minutes - if I had the presence of mind to inflate my life vest.

Suddenly Packard shouts a warning. The crack at the end of the line is widening. We stop digging and, in the silence, hear Watson's calm voice: "Greg, the pool under the wing is getting deeper."

We seize shovels, tape measures, ice corers, and sledges and shuffle across the floe as fast as we can. The buckled section of ice is now a large pond from which seawater pours onto the rest of the floe like a mountain stream. As we gather inside the ship, the flat ice we stood on with all the confidence of explorers on newly conquered land begins disintegrating.

We're at day seven of a fifty-day international scientific expedition that will take us 8,400 miles through the winter sea ice encircling Antarctica. It is early August, and a little more than a month from now the ice will reach its greatest expanse - twice the area of the entire United States. The ice appears and disappears every year. Beginning in March, the Antarctic autumn, it grows rapidly - at a rate of 22 square miles a minute.

**1. The main topic of this text is**

- a. the Geophysical Institute.
- b. the research of Antarctic ice.
- c. the Antarctic autumn.
- d. the measurements of Arctic snow.

**2. Which according to the passage, is true?**

- a. The flat ice was disintegrating from the very beginning.
- b. The icy landscape was solid enough.
- c. The ice was all covered with pools and ponds.

d. The ice only looked solid, but it cracked.

**3. The scientists are shoveling and digging in order**

- a. to seize shovels.
- b. to survive in the water.
- c. to measure the ice thickness.
- d. to shuffle as fast as they can.

**4. The word "glaciologist" (line 9) means**

- a. a specialist that deals with meteorology.
- b. a metronome specialist.
- c. a specialist dealing with snow or ice accumulation.
- d. a specialist that deals with weather forecasting.

**5. The ice reaches its greatest expanse in**

- a. September.
- b. August.
- c. March.
- d. the Antarctic autumn.

**6. Translate the text into Russian.**

## **TEXT 6. PARTICLE POLLUTION**

Some 293 people died last year from particle pollution in Tel Aviv, with experts blaming most of the pollution on diesel engines used in buses, trucks and taxi cabs.

According to a report published in the World Transport Policy and Practice, and prepared by a panel of Israeli experts, particle pollution from diesel engines accounts for some 350 tons of an estimated 427 tons of particle pollution dumped into the air in Tel Aviv annually.

The 293 deaths represented 7 percent of the 4,048 deaths (not counting accidents) recorded last year in the city.

The report says that particle pollution was responsible for 134 new cases of chronic bronchitis, and estimates that the total health costs of particle pollution tops \$600 million a year in lost work and hospitalizations.

The report, prepared by Dr. Gary Ginsberg, Joshua Shemer and Eric Karsenty of the Health Ministry, Aharon Serri of the Environment Ministry, Dr. Danny



Koutik of the Electric Corporation, and Flaine Fletcher, an investigative reporter, is the first from official sources in Israel to link deaths to pollution.

Particle pollution is pollution involving liquid or solid particles that are emitted by engines. The particles do not dissipate in the air, and when breathed into the lungs get trapped in the respiratory system, causing infections and other respiratory problems.

According to the report, the number of people who died from pollution in the city last year was 10 times the number of those who were killed in automobile accidents in the city, indeed more than the total of unnatural deaths, including murders, car accidents, and work accidents.

According to studies overseas, particle pollution is particularly dangerous for the elderly, children and those with chronic respiratory problems. Unlike pollution from specific events, like fires, industrial accidents and accumulated smog, exposure to particle pollution is a daily occurrence.

To bring down the level of pollution, the report's authors recommend a campaign for the use of natural gas in commercial vehicles, and on the basis of «the polluter pays», they recommend a substantial increase in the price of diesel fuel both to reduce its use and to raise money to help pay for the health expenses resulting from the pollution.

**1. The published report blames for damaging people's health**

- a. murders.
- b. transport policy and practice.
- c. accidents in the city.
- d. particle pollution.

**2. Particle pollution does not cause**

- a. nervous breakdowns.
- b. bronchitis.
- c. death.
- d. respiratory diseases.

**3. According to the passage,**

- a. murders, car accidents and work accidents damage the people's health.
- b. the number of people who died from pollution is much bigger than the number of people killed in automobile accident.
- c. the number of people who died from pollution is smaller than the number of unnatural deaths.
- d. unlike pollution emitted by cars, pollution from specific events like fires, industrial accidents is a daily occurrence.

**4. Particle pollution is**

- a. pollution with solid and liquid particles given out by engines.
- b. pollution breathed into the lungs.
- c. pollution trapped in the respiratory system.
- d. pollution which is dangerous for the elderly and children.

**5. To bring down the level of pollution the authors recommend**

- a. to pay the polluter.
- b. to use natural gas
- c. to reduce the price of diesel fuel.
- d. to reduce the health expenses.

**6. Translate the text into Russian.**

**TEXT 7. WHERE DO MOST OF THE POLLUTANTS END UP?**

Where do most of the pollutants end up? Probably in the oceans, which cover 70 per cent of the globe and have vast power of self-purification. Yet even if the oceans can absorb only so much filth; many scientists are worried about the effects on plankton - passively floating plants and animals, which produce about one fifth of the earth oxygen. Emerging now is the importance of the science of survival - ecology. Trying to awaken a sense of urgency about the situation, ecologists sometimes do not hesitate to predict the end of the world. Yet they hold out hope too.

Ecology is the study of how living organism and the nonliving environment function together as a whole, or ecosystem, in the biosphere - that extraordinarily thin global envelope which sustains the only known life in the universe. Hundreds of millions of years ago, plant life enriched the earth's atmosphere to a life supporting mixture of 20 per cent oxygen, plus nitrogen, argon, carbon dioxide and water vapor. The mixture has been maintained ever since by plants, animals and bacteria, which use and return the gases at equal rates. The result is a closed system, a balanced cycle, in which nothing is wasted and everything counts.

The process is governed by distinct laws of life and balance. One is adaptation; each species finds a precise niche in the ecosystem. Another law is the necessity of diversity: the more different species in the area, the less chance that any single type will destroy the balance. Man has violated these laws - and endangered nature as well as himself.

**1. Ecologists sometimes predict the end of the world**

- a. to awake the instinct of self-preservation.
- b. to hold out hope.
- c. to control the situation.
- d. to show the importance of ecology.

**2. A vast power of self-purification is characteristic of**

- a. plankton.
- b. oceans.
- c. non-living environment.
- d. living organisms.

**3. The word «plankton» (line 4) means**

- a. biosphere.
- b. living organism.
- c. bacteria.
- d. floating plants and animals.

**4. Enriching the earth's atmosphere resulted in**

- a. a closed system.
- b. plant life.
- c. a life supporting mixture.
- d. a balanced cycle.

**5. Ecology studies**

- a. ecosystem.
- b. living organisms.
- c. the environment.
- d. biosphere.

**6. Translate the text into Russian.**

## **TEXT 8. THE ENVIRONMENT CRISIS**

A primitive community could harm only its own immediate environment. When it ran out of food, it had to move on or perish. But a modern community can destroy its land and still import food, thus possibly destroying ever more distant land without knowing or caring. Technological man forgets that his pressure upon nature may provoke revenge.

What most appals ecologists is that technological man remains so ignorant of his impact. Neither the politicians nor the physicists who developed the first atomic bomb were fully aware of the consequences of radioactive fallout. The men who designed the automobile did not foresee that its very success would turn cities into parking lots and destroy greenery in favor of highways, all over the

world.

Man's inadvertence has even upset the interior conditions of the earth. Wherever huge dams are built the earth starts shuddering. The enormous weight of the water in the reservoirs behind the dams puts a new stress on the subsurface strata. In consequence the earth quivers.

If technology got man into this environment crisis and pollution mess, surely technology can get him out of it again.

**1. The passage explains best**

- a. getting into the environment crisis.
- b. harm of the primitive community.
- c. modern community.
- d. getting out of the pollution mess.

**2. The problem to be solved is**

- a. to stop the destruction of lands.
- b. to reduce enormous weight of water in reservoirs.
- c. to prevent the harm caused to greenery.
- d. to get out of the environment crisis.

**3. The word «inadvertence» means**

- a. awareness of radioactivity consequences.
- b. upset of the interior conditions.
- c. technological man's ignorance of his impact.
- d. ability to foresee the success or harm caused by invention.

**4. The author believes in**

- a. men who designed the automobile.
- b. technology that can get us out of the pollution mess.
- c. physicists who develop weapons.
- d. the modern community.

**5. Huge dams are an example of**

- a. the upset of the interior conditions.
- b. the earth shuddering.
- c. the enormous weight of the water in the reservoirs.
- d. the subsurface strata.

**6. Translate the text into Russian.**

## **TEXT 9. INFORMATION STORAGE (FROM «SCIENTIFIC RESEARCH»)**

It is clear, everyone agrees, that a serious problem of information storage faces scientists today, and some splendid and bold suggestions have been made for dealing with the crisis.

But it appears to me that the real problem is that the reader does not know what to believe in the surfeit of the so-called "information" that retrieval systems may disgorge. Consider the plight of the reader who wants to make use of the scientific gems of knowledge contained in the 30,000 technical journals published every year. What does he get?

A bibliography of papers, reports, conference proceedings and other scraps each of which says something about the desired datum. How is he to find out what information these items contain? How is he to decide what to believe?

What is the solution? We must find a way to throw out, for good and for all, a good fraction of the published scientific literature, and after a short time virtually all of the unpublished report literature. We must increase the density of the useful information in the literature. Information that is wrong is not useful.

We need better quality control in science.

### **1. The information explosion is**

- a. ability to know what has been discovered or invented in any field.
- b. the enormous growth of the amount of information.
- c. the problem of information storage.
- d. the density of useful information.

### **2. The text brings as an example of the solution**

- a. a better quality control in the published scientific literature.
- b. finding out what information all the items contain.
- c. making use of the scientific gems of knowledge.
- d. the unpublished report literature.

### **3. The author's opinion about the real problem of the information storage today is:**

- a. a reader wants to make use of the technical knowledge.
- b. technical journals are published every year in too great numbers.
- c. a reader gets nothing about the desired datum.
- d. a reader does not know what to choose in the surfeit of "information".

**4. The word «storage» (line 1) means:**

- a. cost of storing.
- b. space for storing.
- c. keeping the information.
- d. the surfeit of "information".

**5. The main subject of the passage is**

- a. technical journals' publishing problems.
- b. the surfeit of so-called "information".
- c. dealing with bibliography of papers, reports, conference proceedings.
- d. finding out what information the items contain.

**6. Translate the text into Russian.**

**TEXT 10. ARE WE ALONE IN THE UNIVERSE?**

For some time men have speculated on the possibility that there is intelligent life elsewhere in the universe.

Do we really expect to find intelligent life beyond our solar system? Well, man has often assumed that he occupies a special position in the natural scheme of things and often with humbling results. It was once thought that the earth was at the center and that the sun and planets moved about the earth. Then it was realized that the earth was a rather minor blob of stuff moving around a mighty central sun, and in due course we have learned that our sun is in no way privileged, but is rather a common type of star moving with a billion others around the center of our galaxy.

So we see that it has been a good guiding principle to assume that we are not specially privileged, or unique, and on this reasoning alone we would be more prepared to accept the existence of other intelligent life in the universe than to deny it. We can now make an interesting application of the principle that we are only average. Of the other intelligent communities that have evolved on other planets in the galaxy, some will be more advanced technologically than we are, and some will be less advanced. But those that are more advanced may be very much more advanced indeed.

**1. A good guiding principle consists in assuming**

- a. we are not unique.
- b. we are privileged.
- c. we have to make an interesting application of other intelligent communities.

d. some of the other communities are less advanced and some are more advanced.

**2. The man has changed his view about the natural scheme of things in the following way:**

- a. we occupy a special position in the natural scheme.
- b. it was realized that the earth is a center of the galaxy.
- c. our sun is not a common type of the star.
- d. he has taken as granted that we are not specially privileged.

**3. The author claims that**

- a. all other communities are more advanced.
- b. obviously all other communities on other planets are less advanced than we are.
- c. we can accept the existence of the intelligent life on other planets in the galaxy.
- d. there is no doubt that intelligent life exists only on the earth.

**4. The minor blob of stuff (line 7) is**

- a. the sun.
- b. the earth.
- c. any planet.
- d. a common type of star.

**5. The word «average» (line 15) means**

- a. being common, not out of the ordinary.
- b. to come to an average.
- c. to be more advanced.
- d. to be intelligent.

**6. Translate the text into Russian.**

## **TEXT 11. INTERSTELLAR COMMUNICATION**

Let us now consider what we could do to make contact with other communities of intelligent life in the universe. If we start exploring the neighboring planets, will we find them? The answer to this is given by the experience of Columbus. He did not find in the Americas a civilization that was technologically more advanced than that of Europe. Had there been one there, it would have discovered Europe. In general, when we go out exploring, we discover inferior things. The startling conclusion to this is that the more advanced communities, whose exis-

tence we have surmised, ought to be here discovering us. Have they discovered us? Were they here long ago? If so have they left any signs of their visit?

As there are about one billion stars in our galaxy, the number of planets would be about 10 billion, if astronomers are right in thinking that stars like the sun normally possess planets. Now not all of these planets would be habitable, some would be too hot and some too cold, depending on their distance from the central star.

This is not to imply that no life would be found outside the habitable zone. There may be some exotic forms of life depending on the chemistry of the silicon atom, instead of the carbon atom on which all terrestrial life depends. Thus if there are any silicon communities it would certainly be fascinating. Instead of breathing out carbon dioxide as we do they would breathe out silicon dioxide, which is sand.

How do we first make contact with these other communities? First of all we must realize that it is pointless trying to contact communities less advanced technologically than ourselves. If they haven't got command of radio, the radio method would fail. But we have only had radio ourselves for a few decades and so any community that is lagging us is unlikely to be of interest to us just now.

The main gap in our knowledge is that we don't know whether life has evolved on the planets where the conditions are favorable. But there is no reason to think it couldn't happen elsewhere if it has happened here.

**1. In what aspect may the exploring of the neighboring planets and the experience of Columbus be alike?**

- a. Columbus who started to explore America did not find a civilization more advanced than that of Europe.
- b. We cannot make contact with communities less advanced technologically than ourselves.
- c. We cannot contact other civilizations if they don't know radio.
- d. Only civilizations more advanced than ours can discover us.

**2. The meaning of the word «inferior» (line 6) is**

- a. more advanced.
- b. situated lower.
- c. habitable.
- d. favorable.

**3. The main idea of the text is that**

- a. it is impossible to predict the technological progress.
- b. we don't know whether other civilizations have visited us.



- c. only civilizations more advanced than ours can discover us.
- d. the advanced communities won't be interested in us.

**4. Which of the following has nothing to do with the exploring of America?**

- a. Discovery of new lands.
- b. Existence of life.
- c. Looking for new lands.
- d. Technologically advanced community.

**5. The difference between forms of life depending on the chemistry of the silicon atom and the forms depending on the carbon atom is the following:**

- a. the first would breathe out sand.
- b. they would breathe out carbon dioxide.
- c. both won't breathe.
- d. both may have exotic appearance.

**6. Translate the text into Russian.**

## **TEXT 12. LIFE IS EVERYWHERE**

The deathly quietude of the noonday summer desert, where no creature seems to stir, is an illusion. Life does go on here, a teeming life that is highly successful if all but invisible. Going about their business in a tightly interlocked association are insects and spiders, fishes, snakes and lizards, cats, rats and bats, birds and foxes. In fact, species of all the familiar animals of the woods are at home here, and many more.

Animal life on the desert, as anywhere else, is completely dependent upon plant life for sustenance. Only a green plant can manufacture organic food from inorganic materials - carbon dioxide, water and energy from the sun. Upon the "economic foundation" of plants there develops a complex society of animal species; some eat plant foods directly, some eat each other; but all in the final analysis trace their livelihood back to green leaves and radiant sun energy. The nature of the vegetation, therefore, governs the kinds and relative abundance of animals. On the desert there are two primary phases of plant growth - the lush period of rainfall when all kinds of vegetative foods are in good supply (tender leaves, flowers, seeds and fruits), and the long droughts when the only available foods are plant stems, roots, drought-resistant leaves and seeds dropped to the ground. The critical time for animals, naturally, is the drought period, and the animals

which populate desert environments are those that have found a way to cope with or to evade the lean, dry seasons.

**1. The text explains best the dependence of animal life on**

- a. organic food.
- b. plants.
- c. water.
- d. energy from the sun.

**2. An illusion is**

- a. teeming of life.
- b. a highly successful life.
- c. the seeming absence of life in the summer afternoon desert.
- d. invisible creatures.

**3. Which of the following are not transformed into organic food by plants?**

- a. Seeds.
- b. Carbon dioxide.
- c. Water.
- d. Sun energy.

**4. The word "supply" (line 16) means**

- a. an offer for sale.
- b. provision.
- c. goods to be sold.
- d. the quantity available.

**5. The animals populating desert endure the critical time**

- a. during the rainfall.
- b. during the lush period.
- c. during the drought.
- d. during their livelihood.

**6. Translate the text into Russian.**

**TEXT 13**

Red dust swirled as our van lurched up China's Green Dragon Mountain on a ride so jarring a door fell off. I didn't mind. I was preoccupied by the ovoid shapes I kept seeing. Surely too numerous to be fossils, I thought. Yet when we stopped, my fin-

gers felt the unmistakable textures of dinosaur eggshell - not just single eggs but entire clutches. One egg was even used as a building stone!

Soon villagers crowded round our party. Through narrow streets lined by humble homes, children led us to still more eggs. Over the eons geologic forces endowed this region of central China with a great bonanza: fossilized eggs of incalculable scientific value and substantial monetary worth.

In 1991 a farmer discovered eggs while building a foundation. Villagers began selling eggs to collectors for a dollar apiece, a significant sum in backroads China. Soon even small eggs were fetching \$ 1,200 in North America. A nest of ten eggs was auctioned for \$78,000, part of a buying frenzy fanned by reports of purchases by celebrities such as director Steven Spielberg. Alarmed Chinese officials cracked down. Eggs were deemed "national treasures," and customs officers seized thousands. Some smugglers went to prison.

It's not just an egg that makes my paleontologist's heart beat faster. It's the chance that one will contain an identifiable embryo. Only an embryo can positively establish a dinosaur's species, something that has been done only half a dozen times.

**1. A suitable title for this passage may be:**

- a. Paleontologists' Research.
- b. Dinosaur Eggs In North America.
- c. Jurassic Park By Steven Spielberg.
- d. Dinosaur Eggs In China.

**2. The author thought the ovoid shapes were too numerous to be**

- a. fossils.
- b. real.
- c. an illusion.
- d. building stones.

**3. The word «fossilized» (line 8) means**

- a. remained in the earth crust preserved from past ages.
- b. extracted from the ground.
- c. resembled a plant or an animal.
- d. a killed animal.

**4. Smugglers got to jail because**

- a. eggs were judged "national treasures".
- b. customs officers seized thousands of them.
- c. the Chinese officials cracked down.
- d. the eggs were auctioned for \$ 78,000.

**5. A dinosaur's species could be established**

- a. if an egg contained an identifiable embryo.
- b. if a paleontologist's heart beat faster.
- c. if that had been done half a dozen times.
- d. if eggs were in great numbers.

**6. Translate the text into Russian.**

**TEXT 14. GAS**

Gas is burned in many industrial furnaces because of its cleanliness, ease of control of furnace atmosphere, ability to produce a long slow burning flame with uniform and gradual energy liberation, and ease of temperature regulation. Natural gas is used for steam generation in gas-producing areas and in areas served by natural-gas transmission lines where coal is not available at a competitive price. It is also burned extensively in coal- or oil-fired units during the summer months in districts served by natural-gas pipe lines, at which time the absence of the domestic heating load creates a temporary surplus of natural gas. By-product gas such as blast-furnace gas may be available at the steel mills for steam generation. Because of the variable or seasonal supply of gaseous fuels, combination burners have been developed to permit the simultaneous burning of the available gas together with pulverized coal or oil in an amount sufficient to produce the required steam.

When a molecule of combustible gas is mixed with the oxygen necessary for its combustion at a temperature above the ignition temperature, combustion is practically instantaneous. For steam generation, where a short flame is desired in order to reduce the required furnace volume, the burner should provide for rapid and thorough mixing of the fuel and air in the correct proportions for good combustion. For such applications, a good burner is primarily a proportioner and mixing device. In industrial furnaces where long «lazy» flames are desired, slow and gradual mixing of the air and fuel in the furnace is necessary.

**1. Gas is believed to be a very good fuel because**

- a. it is used in gas-producing areas.
- b. it is clean and easy for control and regulation.
- c. it can be used in transmission lines.
- d. its price is competitive.

**2. The word «furnace» (line 2) probably means**

- a. burning fuel.
- b. a sort of a flame.
- c. a structure in which heat is produced.
- d. the action of fire and heat.

**3. It is possible to get the simultaneous burning of gas with coal or oil**

- a. in natural gas pipe lines.
- b. at the steel mills.
- c. in domestic heating systems.
- d. in combination burners.

**4. The combustion is instantaneous**

- a. when gas is mixed with the oxygen at a certain temperature.
- b. when gas is combustible.
- c. when the temperature is ignitionable.
- d. when the process of igniting permits the simultaneous burning.

**5. A good burner is fundamentally**

- a. a furnace volume reducer.
- b. a mixing device.
- c. a steam providing device.
- d. an industrial furnace.

**6. Translate the text into Russian.**

### **TEXT 15. LIGHTNING**

The lightning flash is certainly the earliest manifestation of electricity known to man, although for a long time nobody knew that lightning and atmospheric electricity are one and the same thing. Indeed, for thousands of years people knew nothing about thunderstorms. However, they saw long sparks falling from the dark sky and heard thunder. They knew that these sparks could kill people or strike their houses and destroy them. Trying to understand that dangerous phenomenon, they imagined things and invented numerous stories.

Take the early Scandinavians as an example. They thought that thunderstorms were produced by Thor, the god of thunder. Besides his throwing both thunder and lightning at some people, he was a hammer-thrower. According to the story, his powerful hammer had the property of always coming back to his hands after it had been thrown. The fifth day of the week, that is Thursday, was named after him. A story like that invented by those early Scandinavians could be also heard from other peoples.

However, time flies. Thunderstorms have long stopped being a problem that scientists tried to solve. Now everybody knows that lightning is a very great flash of light resulting from a discharge of atmospheric electricity either between a charged cloud and the earth or between charged clouds.

Even now some people do not like being out during a thunderstorm. Dark clouds cover the sky, turning day into night. There are lightning flashes followed by thunder, which can be heard for kilometers around. Needless to say, there is always some danger in a thunderstorm for a very high building or a man standing in the open field.

**1. The main subject of this passage is**

- a. lightning and thunderstorm.
- b. atmospheric electricity.
- c. early Scandinavians' idea of thunder.
- d. dangerous phenomena.

**2. People didn't understand for many centuries**

- a. that thunderstorms are dangerous.
- b. that sky sparks could kill people.
- c. that lightning could destroy their houses.
- d. the origin of thunderstorms.

**3. The word «Thor» can be interpreted because**

- a. early Scandinavians' legend has survived till nowadays.
- b. he was the god of thunder.
- c. he was a hammer-thrower.
- d. he was believed to throw both thunder and lightning

**4. The fifth day of the week was named after**

- a. the early Scandinavians' god.
- b. Thor's hammer.
- c. thunder.
- d. a planet.

**5. Some people do not like being out during a thunderstorm because**

- a. scientists explained that lightning results from a discharge of atmospheric electricity.
- b. there is always some danger for those who are in the open area.
- c. thunder can be heard for kilometers around.
- d. day is turning into night.

**6. Translate the text into Russian.**

## TEXT 16. HISTORY OF THE THERMOMETERS

Placing a kettle full of cold water on the fire is quite an ordinary thing. This time we shall do it to carry out a simple experiment. Placing a finger into the kettle from time to time, we find, of course, that the water is gradually becoming hotter and hotter, until it boils at last. In scientific language we describe this phenomenon by saying that the temperature of the water is rising.

However, we need some more exact means of measuring the difference of temperature than the use of our finger. In effect, the finger can give us neither exact information, nor numerical data.

As a matter of fact, the very first step in the development of heat engineering made it necessary to find a device for indicating temperature and for measuring its changes. As is well known, the thermometer is the very instrument that serves this purpose.

As early as 1602, Galileo invented an air thermometer. It consisted of a glass bulb containing air and connected to a glass tube, the latter being immersed into a coloured liquid. Galileo's air thermometer was sensitive not only to temperature changes but also to changes of atmospheric pressure.

The type of thermometer familiar to everyone at present was first put into general use as early as 1654. Making the first measuring instruments was not an easy thing at all. Needless to say, the most difficult problem of all was that of marking the degrees on the thermometer, in other words, of graduating the scale. It was decided, at last, to take two fixed points and to divide the interval between them into the same number of degrees. And then, in 1701, Isaac Newton, the famous English scientist, whose name is known all over the world, constructed a scale in which the freezing point of water was taken as zero and the temperature of the human body as  $12^{\circ}$ .

**1. A finger placed into the kettle can give us the information about**

- a. the temperature rising data.
- b. the rise of the temperature.
- c. the degree of heating.
- d. the needed difference of temperature.

**2. The word «very» in line 11 is roughly equivalent to**

- a. exact.
- b. to a high degree.
- c. right.
- d. mere.

**3. The main difference between Galileo's thermometer and the type of thermometer familiar at present is expressed in the statement:**

- a. Galileo's thermometer was connected to a glass tube.
- b. Galileo's thermometer was made of a glass bulb.
- c. Galileo's device was sensitive both to temperature changes and to atmospheric pressure.
- d. Galileo's thermometer was filled with coloured liquid.

**4. It was not easy to make first measuring instruments because**

- a. there was a problem of graduating the scale.
- b. there were only two fixed points.
- c. it was difficult to divide the interval into the same number of degrees.
- d. it was needless.

**5. The type of thermometer familiar to us was put into general use**

- a. in the middle of the 17th century.
- b. in the middle of the 18th century.
- c. when Newton constructed his scale.
- d. when Newton took the temperature of human body as  $12^{\circ}$  C.

**6. Translate the text into Russian.**

### TEXT 17. AFRICA

Africa extends south from the Mediterranean Sea, and is almost bisected by the equator. Africa approaches Europe at the Strait of Gibraltar in the north-west, and touches Asia at the Isthmus of Suez in the north-east. Off the south coast lies the large island of Madagascar, off the north-west coast - the Canaries. The African coast-line is singularly unbroken. The principal inlets are in the north and the Gulf of Guinea in the west. The land rises rapidly from the coast; from the fairly continuous outer rim of mountains the greater part of the surface spreads inwards in two tablelands. The higher plateau (southern) has a number of ridges, and in the equatorial regions there are many craters of extinct volcanoes, such as Kili-manjaro. Along the eastern part of the plateau there are many large lakes. The north-east of the continent is drained by the Nile and its tributaries, the south-west by the Limpopo, Zambezi, etc.; the principal west coast rivers are the Niger, Volta, Congo. Africa also contains the world's most extensive and empty desert regions: the Sahara, the Kalahari, and others.

Rainfall is slight except near the equator and some coastal parts. The rainiest region lies west of the Cameroon mountains. The interior is exposed to dry winds.



Except in the moister parts of the equatorial regions, where dense liana-bound forests occur, the prevailing vegetation, where there is any vegetation at all, consists of treeless, or nearly treeless, grassy steppes. Cacti of all kinds in the south are characteristic. In the desert thorny shrubs and scattered tufts of coarse grass form the principal vegetation.

Among animals the quadrupeds that most abound are antelopes, giraffes, zebras, buffaloes, etc. The single-humped camel is found solely as a domesticated animal. Africa possesses a peculiar species of elephant, whose tusks furnish most of the ivory for commerce. Monkeys and apes, rhinoceroses, hippopotamuses, and crocodiles are also likewise abundant, besides lions, hyenas, and other beasts of prey. Among large birds must be mentioned the ostrich.

**1. The African principal bays are situated**

- a. along the coast-line.
- b. only in the north.
- c. in the north and in the west.
- d. along the south coast.

**2. In the north-west Africa approaches**

- a. Gibraltar.
- b. Europe.
- c. Asia.
- d. Madagascar.

**3. The word «ridges» (line 8) could be replaced by**

- a. a range of hills.
- b. strips.
- c. craters.
- d. mountain chains.

**4. The plant cover of an African area is mostly**

- a. dense liana.
- b. forests.
- c. grass.
- d. treeless steppes.

**5. The main difference between hyenas and elephants is that**

- a. hyenas are beasts of prey.
- b. elephants are used for commerce.
- c. hyenas have no tusks.

- d. there are peculiar species of elephant in Africa.

**6. Translate the text into Russian.**

**TEXT 18. THE SHAKESPEARE BIRTHDAY CELEBRATIONS**

This year, however, there will be nothing local about the Shakespeare Birthday celebrations. They will burst out from Avonside to engulf not only the whole country but most of the world, and they will not be confined to a single day but will extend from spring to autumn. For this is the Shakespeare Year of the century - the four hundredth anniversary of the birth of a genius who belongs not merely to Stratford or to Britain but to all humanity. There will be nothing like it again until 2064, and there has been nothing like it in all the 348 years that have passed since Shakespeare died.

But Stratford, of course, will be the focal point of the celebrations, and those who know the town will hardly recognize the familiar view across the river from the Royal Shakespeare Theatre. For on the meadows on the opposite bank of the Avon a great pavilion, a hundred yards long and a hundred feet wide, will house the most remarkable Shakespeare Exhibition ever devised, illustrating Shakespeare's life and career against the contemporary background of Elizabethan and Jacobean England. Painters and sculptors, stage and television designers, will recreate scenes of life in town and country, in palace and university, and in "the great Globe itself". The exhibits will include the Quartos and Folios of Shakespeare's plays, first editions of his poems and copies of the books which he read and which inspired him. There will be a "Long Gallery" (a feature of many of the great mansions of the period), with portraits of the famous personalities of Shakespeare's time, and the voices of eminent living actors will be heard in well-known passages from the plays. There will be a detailed model of the Globe Theatre in London, where many of the plays were first performed, and the music of Shakespeare's time will be heard, including the original settings for some of the songs in the plays.

**1. The word «engulf» (line 2) is equivalent to**

- a. extension.
- b. enclose.
- c. gulf.
- d. separation.

**2. The celebrations will extend from spring to autumn because**

- a. 348 years have passed since Shakespeare died.

- b. Shakespeare belongs not merely to Stratford.
- c. Shakespeare is the greatest playwright in the world.
- d. this is the four hundredth anniversary of the birth of Shakespeare.

**3. The Shakespeare Exhibition will be exposed**

- a. in «the great Globe itself».
- b. in the Shakespeare Memorial House.
- c. on the bank of the Avon across the river from the «Globe».
- d. in the focal point of the celebrations.

**4. Which of the following professional groups is not going to participate in the Exhibition?**

- a. Scientists.
- b. Painters.
- c. Sculptors.
- d. Designers.

**5. According to the text, a Long Gallery is characteristic of**

- a. large residences of Shakespeare's time.
- b. art galleries.
- c. museums.
- d. the Globe theatre in London.

**6. Translate the text into Russian.**

### **TEXT 19. MOUNTING THE GUARD**

The colourful spectacle of Mounting the Guard, at the Horse Guards, in Whitehall, always attracts London sightseers.

It can be seen at 11 a. m. every weekday and at 10 a. m. on Sundays. The guard is provided by a detachment of the Household Cavalry and involves units of the Royal Horse Guards, known as the "Blues", and the Life Guards, sometimes referred to as "The Tins".

The Life Guards wear scarlet uniforms and white metal helmets with white horsehair plumes and have white sheepskin saddles. The Royal Horse Guards wear deep-blue tunics and white metal helmets with red horsehair plumes and have black sheepskin saddles.

Both wear steel cuirasses - body armour that reaches down to the waist and consists of a breastplate and a back plate buckled or otherwise fastened together.

It is said that many of these cuirasses retain the battle scars that were inflicted during the famous battle of Waterloo, which was in fact the last time they were worn in armed combat. The uniforms are completed with buckskin breeches, black jack-boots and spurs.

The actual ceremony is dependent on whether or not the Queen is in residence in London. If she is, there is more to see. On these occasions the ceremony is performed by what has become known as the "long guard". The guard is commanded by an officer in charge of sixteen troopers, a corporal of horse, a corporal major, and a trumpeter. The trumpeter rides a gray horse; the others ride black chargers. A standard is carried, except when the Queen is not in London, when, also, there is no officer in command.

First the old guard is dismissed. It is drawn up in the forecourt which faces Whitehall. With the arrival of the new guard, the trumpeter sounds a call. The two officers salute and then stand their horses side by side while the guard is changed. The ceremony lasts for just over fifteen minutes, and ends with the old guard returning to its barracks.

**1. The phrase «is provided by» (line 4) can be replaced by**

- a. is measured beforehand by.
- b. is seen ahead.
- c. is supplied by.
- d. is offered by.

**2. The comparison in the description is made between**

- a. the Life Guards and Royal Horse Guards.
- b. the uniform colours.
- c. the Life Guards and Royal Horse Guards uniforms.
- d. the Life Guards and Royal Horse Guards body armour.

**3. The cuirasses are**

- a. the armour that has been worn since Waterloo.
- b. steel plates that reach down to the waist and are fastened together.
- c. the battle scars.
- d. steel back buckles.

**4. The ceremony is dependent on**

- a. the absence of the officer in command.
- b. the Queen's residence in London.
- c. on the "long guard".

d. the Queen's presence in London.

**5. The word "dismissed" (line 24) means**

- a. removed from the employment.
- b. removed from the place they are standing.
- c. sent away from the service.
- d. put out of mind.

**6. Translate the text into Russian.**

**TEXT 20. THE EISTEDDFOD**

The Welsh are a nation of singers. Wherever you get a crowd of Welshmen, whether they're down the mine, in the factory or waiting on the platform for a train, they just can't help bursting into song. "Anyone," said Mr. Evans, "who has heard a crowd of 50,000 Welshmen before a Rugby match at Cardiff singing Land of my Fathers, will never forget it." You could hardly find a town in Wales, however small, that hasn't a choir. Its conductor isn't a trained musician; he may be only a miner, an agricultural labourer or "Jones the milk"; but the university lecturer or the doctor's daughter will be happy to work under his leadership. The choir will gather in the little chapel almost every night for practice - for they are preparing for the Eisteddfod, and the pieces set for competition (this year they are two difficult works by Bach and Brahms) need a lot of practice to bring them to perfection. I should think the Welsh are the only people in the world whose only national festival is devoted to music and poetry. For that is what an Eisteddfod is. During the week of the competition about a hundred thousand people will travel to the Eisteddfod to hear the competitors and listen to the judges' decisions.

The Eisteddfod is one of the oldest of all Welsh customs; the first one of which we have any record was held in the 6<sup>th</sup> century, and as early as A. D. 940 the prize for the winning "bard" (poet) was a chair or throne. And that is still the prize today. In medieval times every chieftain used to keep a bard; and there were other bards who wandered about the country singing songs and making poems. There must have been quite a lot of poor singing and bad poetry then, for Queen Elizabeth I ordered an Eisteddfod to be held every year with the object of raising the standard of music and getting rid of the lazy, worthless bards.

**1. The Welsh are a nation of singers because**

- a. they sing on the platforms waiting for a train.

- b. they can't help singing wherever they are.
- c. they sing before a Rugby match.
- d. it is hard to find a town that has a small choir.

**2. According to the text the conductor of the town choir**

- a. has to be an educated man.
- b. must be a trained musician.
- c. is usually a doctor or a university lecturer.
- d. may be a worker or a farmer.

**3. The Eisteddfod is**

- a. devoted to music and poetry.
- b. sports competition.
- c. the only national festival in the world.
- d. a competition of choirs.

**4. A chair or throne as a prize for the winning bard**

- a. was not popular in the medieval ages.
- b. used to be the prize in the 6<sup>th</sup> century.
- c. is given at present.
- d. has been used since A. D. 940 and up to today.

**5. Eisteddfod is held annually in order**

- a. to sing songs and make poems.
- b. to gather bards who wander about the country.
- c. to raise the standard of music.
- d. to aid worthless bards.

**6. Translate the text into Russian**

**TEXT 21. JAZZ**

What is Jazz? An anecdote, doubtless apocryphal, describes a bewildered matron asking that question of Louis Armstrong, to which Armstrong is said to have replied that if she had to ask what it was, she did not have it.

The continual tension between two sets of rhythms, the underlying beat and the superimposed variations of the improvising instrumentalists, gives jazz much of its unique quality.

Once a tune falls into the hands of a jazz musician it stands to lose much of its

identity. Performer becomes composer, elaborating certain phrases and eliminating others, interpolating his own musical ideas, and ultimately bringing forth an unmistakably individual re-creation of the original composition.

Melodically, however, the jazzman's liberty is somewhat restrained. The harmonic structure is, in fact, the cement of the jazz group, the discipline that keeps the wandering impulses of its members within reasonable bounds. Without such discipline, collective improvisation would be out of the question.

If the jazzman's rhythmic and melodic improvisations are the basic ingredients of the music he produces, the spice of the mixture is its spontaneity. No jazz performance exactly duplicates any other. The jazzman remains free to follow whatever paths are pointed out to him by his own inspiration.

The essence of jazz and the reasons for its magnetism remain elusive. Perhaps the answer lies in the flexibility of the performance and its capacity for producing the unexpected.

**1. The jazz musician becomes a composer because**

- a. his liberty is restrained.
- b. a tune in his hand loses much of its identity.
- c. there are two sets of rhythms.
- d. he interpolates his own musical ideas.

**2. The unique quality of jazz is in**

- a. the tension between rhythms and instrumentalists' variations.
- b. keeping of the musical identity.
- c. a group of musicians playing a tune together.
- d. the importance of rhythms.

**3. Which of the following, according to the text, is elusive?**

- a. The harmonic structure.
- b. The collective improvisation.
- c. The reason for the magnetism of jazz.
- d. The flexibility of the performance.

**4. The basic ingredients of the jazz music are**

- a. incomparable jazz performances.
- b. melodic and rhythmic improvisations.
- c. the paths pointed out to jazzmen.
- d. the spontaneity and the spice of the mixture.

**5. The accepted view regarding the jazzman is that**

- a. his liberty is restrained by harmonic structure.
- b. his impulses are wandering without bonds.
- c. his ability of individual re-creation of the original composition is out of the question.
- d. his ability to follow the beat is of little importance.

**6. Translate the text into Russian.**

**TEXT 22. BOXING**

A stranger at a boxing match is likely to be amazed at the hell that the widely cheering audience can set up, bellowing encouragements to their favourite and shouting threats at his opponent. If the stranger has any appreciation for sport, he will be charmed by the impatient movements of some contestants, but if he is squeamish about torture, he may be taken aback by the sight of a punch-drunk fighter staggering on his feet in the ring until he catches a strong blow on his chin and is sent sprawling on the canvas. The novice spectator should be told by his escort that a boxer who is knocked down may rise to fight again but one who is knocked out will probably lie there through the count of ten.

Brutal though it may seem, boxing like most other sports, has a long history: it was mentioned by Homer and included in the seventh century B.C. in the original Olympic games. After the Romans, who boxed with their fists bound with a knotted, and sometimes metal-weighted leather gloves, lost their city to the barbarian challengers, the game died out but was revived in England in the eighteenth century, when boxers fought with their bare hands. Modern boxing is intimately associated with the Marquis of Queensbury, who introduced a code of rules which prescribed, among other features, the use of boxing gloves, a limited number of three-minute rounds, the forbidding of wrestling and a count often before a downed figure was declared the loser.

**1. Boxing may seem brutal at times because**

- a. the movements are impatient.
- b. the audience can set up the hell.
- c. boxers hurt each other during the fight.
- d. the fighters are punch-drunk.

**2. In the eighteenth century England boxers**

- a. used boxing gloves.
- b. used to fight with their bare hands.



- c. observed a code of rules.
- d. used knotted gloves.

**3. The game died**

- a. after the Romans had lost their city.
- b. together with the original Olympic games.
- c. in the 18<sup>th</sup> century England.
- d. because of barbarian challengers.

**4. Marquis of Queensbury introduced into boxing**

- a. a code of rules.
- b. metal-weighted leather gloves.
- c. an unlimited number of three-minute rounds.
- d. wrestling.

**5. The word «bellowing» (line 2) probably means**

- a. sending.
- b. shouting.
- c. giving.
- d. placing lower in space.

**6. Translate the text into Russian.**

**TEXT 23. DO WE REALLY NEED POETRY?**

Poetry suffers from more misunderstanding than possibly any other topic. The average Englishman considers that poetry is "nice" for children; becoming for girls; appropriate for women teachers; and a necessary evil for students of literature. Few people read poetry and fewer still pay for it.

The reason for the common man's dislike of poetry is the notion that poetry should deal only with certain specific, "nice" themes and topics such as birds, bees, flowers, trees and love.

But the fact is that life in all its forms can provide inspiration for poetry. The so-called ugly and ordinary are as remarkable in their way as the beautiful and the sublime. Modern poets have discovered this and given us many fine poems on unpoetical subjects.

Do we really need poetry or, for that matter, any of the arts? They may be desirable or even excellent, but are they of any practical use? Would it really matter if they did not exist? The answer seems to be that man is an artistic animal, and as long as man exists so some form of art will exist. The human being must ex-

press his ideas and yearnings in some form of activity. The arts satisfy man's emotional needs and his desire for beauty in all manifestations. If we doubt this let us examine some of the abundant evidence that everywhere surrounds us.

To return to poetry, we have to admit that when we wish to express some precious, tender emotion, we instinctively turn to poetry. We may not normally like poetry; we may know very little about it; but we recognize that it is the only way to express the best that is within us.

The purpose of this discussion has not been to convert anyone to "poetry". We cannot do it. Half the trouble in the old days was that we tried "to teach" poetry. We cannot "teach" poetry. We cannot "teach" appreciation of any of the arts. All we can do is "to expose" children to the arts under the direction of an enthusiastic and clever teacher. If a child can get something out of any branch of art, he will get more later.

**1. In the author's opinion, poetry is important because**

- a. life in all its forms can provide inspiration for poetry.
- b. it is the only way to express the best that is within us.
- c. it can deal with «nice» themes and topics.
- d. it is excellent and desirable.

**2. The word «this» (line 10) refers to**

- a. human desire for beauty.
- b. manifestation of beauty.
- c. the ability of arts to satisfy our emotional needs.
- d. the form of human activity.

**3. In the third paragraph the writer claims that**

- a. poetry shouldn't deal with nice themes and topics.
- b. the ugly and the ordinary are as interesting in their way as the pretty.
- c. it is difficult to find the inspiration for poetry.
- d. modern poets are unpoetical.

**4. The phrase «average Englishman» can be replaced by**

- a. a common man.
- b. the English people.
- c. a unique man.
- d. an eccentric Englishman.

**5. From the second paragraph we learn that**

- a. a man is an artistic animal.

- b. we have to admit the arts.
- c. we doubt the human desire for beauty.
- d. we don't really need poetry or any of the arts.

**6. Translate the text into Russian.**

**TEXT 24**

The detective story is a popular type of fiction in which the solution of a crime is traced step by step. Edgar Allan Poe's "Murders in the Rue Morgue" is considered to be the first modern detective story, and Wilkie Collins's "The Moonstone" is the first detective novel.

In the average story the chief characters are fairly predictable. The detective, the person who unravels the mystery with astonishing ease in the last chapter, is customary an eccentric genius like Sherlock Holmes, who appears in a series of adventures by the British writer Conan Doyle.

Nothing escapes the eyes of the detective, who, after a brief and apparently superficial inspection, can picture the scene of the crime in detail days or months later. Often the detective is supplied with a friend or assistant who narrates the events of the story.

That assistant usually possesses less acute powers of observation than the master.

It is quite routine for the detective to stage a little test in which the guilty party reveals himself. In the end the assistant is speechless with amazement while the detective, on the contrary, is wholly calm as he points out the flaw in the criminal's plan.

**1. Which of the following would be the best title for this text?**

- a. Step-by-step solution.
- b. Famous detectives.
- c. The detective story.
- d. The power of observation.

**2. The chief characters of the average story are**

- a. powerful.
- b. speechless.
- c. eccentric.
- d. predictable.

**3. The word «picture» (line 10) means**

- a. to describe.
- b. to paint.
- c. to copy.
- d. to imagine.

**4. According to the text, what is quite routine for the detective?**

- a. A brief inspection.
- b. Making a test in which the guilty side reveals his secret.
- c. Supplying a friend or assistant with details of the crime.
- d. Narrating the events of the story.

**5. One can infer from the text that**

- a. in an average detective story the criminal is easily predictable.
- b. the detective stories are psychological tests.
- c. the detective stories are very popular with the reading public.
- d. the blood-and-bones atmosphere of the detective stories makes them unreadable.

**6. Translate the text into Russian**

**TEXT 25**

A glance at any linguistic map of Ethiopia will show the small yet compact Semitic Island stretching from northern Eritrea to Addis Abeba in the south. There are, perhaps, seven million Semitic speaking Ethiopians and nearly as many who speak languages of the Cushitic and Nilotic groups. The Semitic languages of Ethiopia represent next to Arabic, the living Semitic tongues spoken by the largest number of people; Amharic is well in the lead, followed by Tigrinia.

In the many classification schemes that have been proposed for the Semitic languages the position of Ethiopic has always been: a South Semitic language, which is to be grouped with South Arabic. The linguistic significance of the Ethiopian languages lies not only in their geographical position as a bridge between Asia and Africa and their proximity to the area, i. e. South Arabia, which is frequently considered to have been the original habitat of the Semites, but especially in their close contacts with the Hamitic tongues. In Ethiopia we find the most favourable conditions for observing the interaction of Semitic and Cushitic and thus for revealing the original unity of the Hamito-Semitic languages.

Considering the comparatively small distinctions between the various dialects of epigraphic South Arabic, we are unlikely to find any indications of those rather minute differences in the fully developed Geez language. Nor does there appear to be any need to make Amharic claim descent from an unknown "sister" tongue of Geez. The evolution of Amharic and the other modern languages can be best envisaged in this way: classical Ethiopic, in the course of time, spread over a fairly large area and, when political and other circumstances were propitious, eventually became differentiated to such an extent that the varying speech forms were mutually unintelligible.

**1. An appropriate title for this text could be**

- a. The Arabic Language In Ethiopia.
- b. Languages In Ethiopia.
- c. Semitic Speaking Ethiopians.
- d. Languages Related To The Semitic Tongues.

**2. One can infer from this text that**

- a. the Ethiopian languages interacted with the Hamitic tongues.
- b. Tigrinia follows Amharic in the lead.
- c. most of the Ethiopians speak Cushitic languages.
- d. most of the Ethiopians speak Neolithic languages.

**3. The linguistic significance of the Ethiopian languages lies first of all**

- a. in the proximity to Asia and Africa.
- b. in their geographical position.
- c. in their relations to Hamitic tongues.
- d. in their making a bridge between the Cushitic and Neolithic languages.

**4. The word «propitious» (line 25) means**

- a. equal.
- b. favourable.
- c. proportionate.
- d. overflowing.

**5. Amharic and other modern languages developed from classical Ethiopic when**

- a. the varying speech forms became unintelligible in various parts of the area.
- b. political and other circumstances were propitious.
- c. classical Ethiopic mixed with other languages.

- d. classical Ethiopic separated from Geez languages.

**6. Translate the text into Russian.**

**TEXT 26**

It's been said that Albert Einstein suffered from learning disabilities. Organizations for the learning disabled persistently pull out this story of the dyslexic scientist. Parents use it as an argument with skeptical teachers - to demonstrate that look, it even happens to geniuses. Yet, it is hard to find any hard evidence for this. The reason is simple: the term "learning disabilities" did not exist in Einstein's day.

But perhaps there is no need to cast our sights so high any more. Over the past three years, Dr. Lea Kozminsky of the department of special education at Kay College of Education in Beer Sheva has been conducting a study of people with learning disabilities who have made a success of their lives. The study is entitled "Factors Contributing to Successful Adjustment of Individuals with Learning Disabilities." She interviewed adults who were diagnosed as learning disabled, or who volunteered the information that they suffered from the problem, in order to identify those who have succeeded and have reached senior positions in their field or who have achieved a high professional level and satisfaction in their work, despite their disability.

The aim of the study was to analyze the success of these people and to build a personality and behavioral model for education so that it would be possible to apply their experiences for the benefit of children who have been diagnosed as learning disabled.

Studies of this sort, especially those of the sort that test geniuses, or else individuals with specific problems who have succeeded, are popular in the world of psychology and education today. Thus, for example, in a recent book by Howard Gardner, the well-known proponent of the theory of multiple intelligences, the author interviews famous writers and painters in an attempt to understand what creativity is and how it has influenced the course of their lives. The journal Psychology Today recently published an article examining what emotional strength is through the life stories of people who succeeded in achieving their ambitions, despite traumas like abuse that they experienced in their childhood.

**1. Which of the following would be the best title for the text?**

- a. The Secret Of The Success.
- b. How People Triumph Over Learning Disabilities.
- c. Einstein Was A Bad Pupil.
- d. People Who Have Achieved A High Professional Level.

**2. It's hard to find any solid evidence for Einstein's suffering from learning disabilities because**

- a. in the days of his childhood such term was not used.
- b. the story was invented by the parents of learning disabled children.
- c. he was dyslexic.
- d. sceptical teachers do not believe in it.

**3. The word «dyslexic» (line 2) probably means**

- a. mentally deficient.
- b. a disturbance of the ability to read and therefore to learn.
- c. silly.
- d. bright-minded.

**4. Who was interviewed by Dr. Lea Kozminsky in Beer Sheva?**

- a. Only people who succeeded in life.
- b. Volunteers.
- c. Grown up people with learning disabilities.
- d. Those who achieved a high professional level.

**5. The purpose of Dr. Kozminsky's study was**

- a. to test geniuses.
- b. to carry out a sort of world popular studies of education.
- c. to examine individuals with specific problems.
- d. to build the education model for the benefit of learning disabled children.

**6. Translate the text into Russian.**

**TEXT 27. RULES FOR HEALTHY LIVING**

The game has been going on for centuries. Your great-great-grandfather took it up when he shuffled his cards containing ancestral genes with your great-great-grandmother's cards. Innumerable genes are mixed up at each mating: the good once preserved, the harmful ones - or most of them - eliminated. Some cards, maybe, will never be revealed in your generation, but genes go on and on. The vast majority of human beings are given good cards and often indifferent cards can be turned into winners. In this game of health there are many unforeseeable chances.

But are there really no practical rules for healthy living? Precious few. The formula for the healthy life cannot be put into words - it can only be practiced. Some people break the so-called health rules every day and escape punishment and we all have conscientious friends who brood on health and don't live any longer in the end.

There are hardly any rules worth having but there are some principles, which will help to counteract the harmful genes.

These principles are: love in childhood. Love from parents. Such love is the ideal soil for a human seed to grow, and much ill health originates when this love is, for some reason, denied. Another principle is - healthy nutrition - with all elements in proper proportion.

Then comes control of environment - air, water and especially the new pollutants, the atomic dust we add to our already loaded atmosphere. Remember, too, the animals - they have a right to share in the health we want ourselves.

Stresses in living form an essential part of being alive - but the art of life is to arrange that stress does not become strain. A healthy organism is tremendously tough. It can withstand overwork, fatigue, anxiety, microbes - up to a certain point, after which it kicks back. And we have to learn by experience our own risk threshold.

**1. In the text the writer implies that**

- a. there are really no practical rules for healthy living.
- b. health is a game of skill, that can be practiced, and a game of chance.
- c. the people who break health rules every day don't escape punishment.
- d. there are hardly any principles which will help to counteract the genes.

**2. From the first paragraph we learn that**

- a. these cards will be revealed in every generation.
- b. heredity is of no importance where health is concerned.
- c. the vast majority of human beings aren't born healthy.
- d. health is really a thrilling game.

**3. The word «brood» (line 11) means**

- a. to think anxiously about something.
- b. a family of young animals.
- c. kept for breeding.
- d. to shelter with the wings.

**4. Which of the following doesn't depend on ourselves?**

- a. control of environment.
- b. healthy food.
- c. ancestral genes that may be revealed in our generation.
- d. the rights of the animals.



**5. Fatigue (line 23) is**

- a. weariness.
- b. being fat.
- c. manual work.
- d. physical effort.

**6. Translate the text into Russian.**

**TEXT 28**

Announcing in television is part of what is called "Presentation", the department, which presents programs. The TV planners decide which programs are to be given over a certain period. Producers take care of the individual items, and the engineers are responsible for the actual transmission. The Presentation department co-ordinates all the items into a balanced program of continuous viewing, and therefore it must have a properly timed sequence of programs to present. Announcers are necessary because without them television would proceed in a series of disconnected jerks.

What is the right personality? There are several obvious answers. A good appearance is naturally of the first importance. This does not mean good looks alone.

The first assets are an attractive face and a reasonably good figure in a girl, and, in a man, the ability to hold himself well. Next comes intelligence. This is not intellectualism. It includes first a good understanding of the English language, and a very large measure of common sense. You must also have a good memory.

Next to appearance and intelligence you should have a friendly, likable manner, not over-friendly or with any hint of that detestable chumminess which is the stamp of insincerity. The right kind of voice is important. It must be pleasant, yet have sufficient quiet authority to make the viewer listen to what is being said. You are there as an announcer to convey information and to get the viewer to listen to it. "Confidence" is perhaps a better word than "authority" in this connection and it is linked with the most important tiling of all - the ability to be poised and at ease before the cameras. If you have this gift by nature, you are fortunate: not too many possess it. The majority of people are self-conscious or become so when they face a microphone or a camera.

**1. What matters most for the TV announcer?**

- a. «Authority».

- b. Intellectualism.
- c. Common sense.
- d. A likable appearance.

**2. A suitable title for this text may be:**

- a. Announcer.
- b. Presentation.
- c. Television.
- d. Presenting Programs.

**3. The right kind of voice must be**

- a. loud.
- b. pleasant.
- c. quiet.
- d. peculiar.

**4. One can infer from this passage that announcing in television needs**

- a. a loud voice.
- b. knowledge of English.
- c. the right personality.
- d. special manners.

**5. As used in the text «the ability to be poised» (line 23) probably means**

- a. to be self-conscious facing a camera.
- b. to be balanced.
- c. to be a poisoner.
- d. a particular way of carrying oneself.

**6. Translate the text into Russian.**

**TEXT 29. ENGLISH BY TV**

Can one learn a foreign language by TV? Many intelligent people have merely turned the question into a statement - of course one can't. The truth is that there are many different ways of learning a language provided one wants to do so. Some are slower, others are quicker and pleasanter. In that final count it seems to me that if you have a certain aptitude and desire to learn, you can acquire a language even by the poorest method offered. It is all a question of efficacy and speed. But one thing seems certain. If you want to learn the spoken lan-

guage, you must hear it spoken. Conversations reproduced in textbooks are necessarily dead matter. A classroom situation is at least half dead matter since the only good speaker of English is the teacher. Being in the country where the language is spoken is of course excellent, but some preparatory training is indispensable if you are to profit fully by it.

A good TV program with accompanying texts seems to offer nearly ideal conditions for observing the language at work, but what about learner's participation? Won't the learner remain a mere passive listener? Certainly he may, but the program itself provides that he does not. His participation is ensured through questions addressed to him.

Viewers are not only invited to answer questions but also to repeat words and phrases just as they might be in a classroom. A TV learner of course lacks a guide to point out to him his individual mistakes, but if he is intelligent enough, he will develop a sharp ability of self-observation. All these we believe to be powerful stimulants to active participation in the course, provided again the viewer is willing to participate. If not, he will at least have been exposed to the language for so many minutes a week, which will inevitably be of some help. How much he will learn from such a course depends after all chiefly on himself. But isn't this true of any method of teaching?

**1. The comparison in this text is made between**

- a. conversations in text books and being in the country where the language is spoken.
- b. an intelligent TV learner and a passive listener.
- c. a classroom situation and a TV program.
- d. quicker and slower methods of learning a language.

**2. The TV learner is supposed to repeat words and phrases and answer questions**

- a. in order to participate in the teaching process.
- b. to realize his mistakes.
- c. to show off his intellect.
- d. to become more intelligent.

**3. According to the text, the classroom situation differs from being in the country where the language is spoken in the following way:**

- a. There is no effective training in the class.
- b. In the class the only good speaker of English is the teacher.
- c. You can't acquire a language by the poor classroom methods.
- d. The textbooks used in class are dead matter.

**4. The word "are" (line 12) could be replaced by**

- a. would like.

- b. are able.
- c. must.
- d. are going.

**5. It may be inferred from the text that there are many different effective ways of learning a language if**

- a. you have a certain aptitude and desire to learn.
- b. you are provided by good text books.
- c. you develop a sharp ability of self-observation.
- d. you participate in the class work.

**6. Translate the text into Russian.**

**TEXT 30**

Presents and present giving should be fun. The whole idea of giving a present is that you should enjoy planning an especial pleasure and surprise for someone and that they should feel warmed and thrilled by your thoughtfulness for others.

The value of a present is the least important thing about it. What matters is that it is a token of your love and appreciation of a particular person. Generosity is like sunshine: we all respond to it. The most worthwhile gift of all is to give of yourself. The French call it "dicoeur" - the gift of warm-heartedness. Those who never give anything away, not even sympathy, are bound to be disappointed and unhappy people.

An ideal present should be something the recipient will like and want, not just something you like. Everyone has simple tastes as well as extravagant ones and by listening carefully you can usually find something inexpensive to buy or easy to make. The simplest present is often the most appreciated because it is just right.

The most successful present givers I know shop all the year round for presents. They see just the right present for a friend, buy it then and there, and put it away till it is wanted.

In this case, I suggest you keep a list of suitable presents for your friends so that when the time comes, you can go out confidently to buy something special.

Hand-made presents are always a success because the recipients know you have taken trouble on their behalf.

Having chosen your gift, do spend time and a little money on wrapping it attractively; and of course a gift to you must be acknowledged as quickly as you can, by return post if possible.

**1. «Dicoeur» is believed to be the most worthwhile gift of all because**

- a. the simplest present is the most appreciated one.
- b. it is something you like.
- c. it is a token of love.
- d. you give something away.

**2. An appropriate title for this text could be:**

- a. How To Receive Presents.
- b. Shopping For Presents.
- c. Spending Time And Money.
- d. Present Giving.

**3. What is the accepted view regarding gifts?**

- a. Presents and present giving are fun.
- b. The value of a present matters a lot.
- c. The most successful present is always cheap.
- d. Hand-made presents are no good.

**4. The word «thoughtfulness» (line 3) is an equivalent to**

- a. mark of careful thinking
- b. sympathy.
- c. pensiveness.
- d. thinkable.

**5. One can infer from this passage that**

- a. it is easy to buy an inexpensive gift.
- b. it is easy to make a present.
- c. the most thoughtful present givers buy presents then and there.
- d. if you never give anything away you won't be disappointed.

**6. Translate the text into Russian.**

**TEXT 31. BASES FOR MATE SELECTION**

Does modern research throw any light on the validity of romance as a basis for mate selection? What are the findings of recent studies of marital problems? Romance according to some researchers is a process of fantasy formation, usually adolescent when one idealizes another person, ignoring the faults and magnifying the virtues of the loved one. (After marriage, there is usually an emotional return to reality). Other students of the problem see it as a striving for emotional security, so lacking in casual relations of our everyday life.

Whatever the facts may be in each of these interpretations, it should be noted that all see romantic love as some form of compensating emotion, personally satisfying, idealizing someone else but unrelated to reality.

Studies of marital failure and success show quite clearly that marriages based chiefly or wholly on romantic attraction do not turn out nearly so well as those built upon more comradely affection.

Supporting this conclusion are other studies showing that the longer the period of acquaintance before marriage, the greater are the chances of marital success.

Perhaps most essential is the importance of similarity of social background for marital success. This means that like should marry like. "Marriage," writes a well-known family sociologist, "involves living with a person, not merely loving him." It is this prosaic fact that places romantic love in its proper proportions as a basis for marriage. Romance must be termed the prelude to the more sober and realistic consideration of a mate, but romance alone is not enough.

**1. In choosing a mate in marriage the most important thing is**

- a. romantic love prelude.
- b. comradely affection and companionship.
- c. loving a person.
- d. ignoring the faults and magnifying the virtues of matrimonial mates.

**2. The main idea of the last paragraph is that**

- a. romantic love is a basis for marriage.
- b. romance must be the prelude to realistic consideration.
- c. marriage involves living with a person, not loving him.
- d. like should marry like.

**3. The word «those» (line 12) refers to**

- a. successful marriages.
- b. studies of marital failure.
- c. marriages built upon companionship.
- d. romantic attractions.

**4. Similarity of social background in contrast to romance**

- a. is too prosaic.
- b. doesn't matter in the long run.
- c. is a basis for mate selection.
- d. ruins love.

**5. The writer is trying to explain that**

- a. romantic love preceding marriage is usually unrelated to reality.
- b. the longer the period of acquaintance before marriage is, the less is the chance of successful marriage.
- c. marriage needn't be carefully considered.
- d. marriage based chiefly on romantic attraction contributes to personality's development.

**6. Translate the text into Russian.**

**TEXT 32. CELTS OF GAUL**

Let us take a closer look at these Celts of Gaul who had prowled round the carefully laid-out Roman camp on the shores of Kent. They were tall and fair-skinned with bright hair made brighter by thick washes of chalk. So weighted and stiffened was the hair that it stood out like a horse's mane.

Headhunters, they cut the heads off dead foes, hung them round their horses' necks, and then nailed them to the walls of their houses, as hunters do with wild beasts.

There, then, is the man, gaudy and loud-voiced, the Celtic warrior in his tunic of blue, red, and green, and his plaid cloak attached with a brooch or ring at the shoulder.

He was trader as well as warrior, bartering the skins of sheep, bear, or wolf for textiles or decorations from abroad. He hunted and he fought other tribes. He had his clients and slaves, and he exacted a tribute from the farmers on land in his power. But there were also free villages, communally organizing their way of life.

His wife and daughters wore much the same clothes as he did, and they were as capable of violence as he. A historian of the 4th century wrote: «A whole band of foreigners could not manage a single Gaul if he called up his wife...»

Still, «husbands have power of life and death over their wives as well as their children» Caesar tells us.

**1. According to the text Celts of Gaul were**

- a. horse hunters.
- b. wild beast hunters.
- c. headhunters.
- d. not hunters.

**2. Their hair was**

- a. stiff like horse's mane.
- b. fair.
- c. waist-long.
- d. very dark.

**3. The word «bartering» (line 11) probably means**

- a. presenting.
- b. exchanging.
- c. sacrificing.
- d. submitting.

**4. Celts dealt with**

- a. land-trading.

- b. money-exchange.
- c. decoration-selling.
- d. skins.

**5. According to the text, the major difference between the Celt men and their women was that**

- a. the Celt women admitted their men's power over their lives.
- b. the women were less violent than the men.
- c. the Celt women had the power of life and death over their children.
- d. they wore different clothes.

**6. Translate the text into Russian.**

**TEXT 33. ABOUT PERU AND PERUVIANS**

Everywhere that day I saw the Peruvian flag, from every public building, from every private home. Red and white. The city - the whole country, I would later discover - was aflutter with these two colors. I remarked to the woman standing next to me in the jubilant Miraflores crowd that Peruvians seemed awfully patriotic. Her happy, open face suddenly darkened. "We never used to be," she grimly replied. "You never, never used to see a Peruvian flag. For the first time in a long time we are proud to be Peruvians."

Peruvians have a lot to be proud of: their Indian heritage reaches back into civilizations preceding the Inca Empire by more than 2,000 years. Some three dozen distinct tribes still inhabit the Peruvian jungles east of the Andes. Offshore, Pacific waters teem with fish; the mountains and jungle hold vast reserves of copper, zinc, lead, silver, and gold, as well as oil and natural gas; the irrigated valleys of the desert coast have some of the most favorable conditions in the world for large-scale production of fruits and vegetables. These rich resources have been largely neglected or mismanaged. Now Peruvians appear to be anxious to make up for lost time.

During the 1940s and '50s Peru's economy grew steadily. By the end of the 1960s, however, the rising tide of fugitives from the impoverished sierra could not find jobs in Lima. Urban unemployment soared. Then, in the 1980s, there was another explosion of migration as poor peasants from the Andes flooded the city in a desperate attempt to flee Shining Path guerrillas.

In 1960 Lima was a picturesque, if somewhat colonialist, enclave of nearly two million people. Today the city founded by conquistador Francisco Pizarro is a cacophonous metropolis of seven million people, drawn here from all over the country.



**1. Which of the following has nothing to do with the Peruvian resources?**

- a. historical heritage.
- b. copper.
- c. natural gas.
- d. lead.

**2. Which areas have the most favorable conditions for production of fruits and vegetables?**

- a. Sierra.
- b. Coastline.
- c. Jungles.
- d. Irrigated valleys.

**3. The main subject of the text is**

- a. Peruvian flag.
- b. Peru's economy.
- c. the Indian heritage.
- d. Shining Path guerrillas.

**4. What does the author think about Peruvians?**

- a. They are not proud of their country.
- b. They never used to be patriotic.
- c. They are patriotic.
- d. They are awful.

**5. The poor peasants from the Andes came to the city in an attempt**

- a. to escape from guerrillas.
- b. to start an urban life.
- c. to find jobs.
- d. to become street sellers.

**6. Translate the text into Russian.**

### **TEXT 34. THE KARAITES**

Hundreds of members of the Karaite community in Lithuania and the Crimean Peninsula in the Ukraine want to immigrate to Israel, according to leaders of the Karaite community in Israel who recently visited those countries.

Rabbi Haim Halevy, the head of the Karaite community in Israel, which is made up mostly of people of Egyptian descent, said on Tuesday that the Karaites in Lithuania and the Crimean Peninsula have maintained the Karaite traditions for generations, pray in Hebrew in their own synagogues and bury their dead in separate cemeteries. Inter-marriage with people of other religions, including Jews, is also not common.

In Soviet censuses, the Karaites were not defined as Jews, but as a separate nationality. As opposed to Jews and members of other religions, they were permitted to practise their customs and to publish religious books or other material about the Karaite culture, because they were considered small and insignificant.

According to the last Soviet census, carried out in 1989, there were 2,602 Karaites in the Soviet Union. More than half of them, 1,404 people, live on the Crimean Peninsula. The second largest community, of 289, lives around Vilna, the capital of Lithuania. Several other small communities scattered around Russia have not expressed interest in Israel.

Although the Karaites are not registered as Jews, they are allowed to immigrate to Israel according to the Law of Return. The first three Karaite families from Lithuania and the Crimea have immigrated to Israel recently and many others have expressed interest in Israel and in the possibility of immigrating.

**1. Israel Karaites come from**

- a. the Ukraine.
- b. Lithuania.
- c. the Crimea.
- d. Egypt.

**2. According to Karaite traditions it is not common**

- a. to pray in Hebrew.
- b. to marry people of other religions.
- c. to go to synagogues.
- d. to bury their dead in separate cemeteries.

**3. In the Soviet Union the Karaites were considered to be**

- a. a significant opposition to Jews.
- b. Jews.
- c. a separate small nationality.
- d. a Crimean tribe.

**4. The largest Karaite community in the Soviet Union was**

- a. the Crimean community.
- b. the Vilna community.
- c. the Russian community.

d. the immigrated to Israel community.

**5. The word «census» means**

- a. centigrade.
- b. a monetary unit.
- c. law.
- d. a count of population.

**6. Translate the text into Russian.**

**TEXT 35. POLITICAL AFTERMATH OF THE WAR**

German citizenship is still determined by national affiliation rather than place of birth. There are many who believe that the Social Democrats will display greater flexibility on this issue.

Three other issues were of importance to Jewish voters in this election.

The first was restitution payments for the Jews from the former East Germany. Under the Communists, they were unable to submit applications for payments before the deadline. The leaders of Germany's two major parties have expressed support for the creation of a special restitution fund for East German Jews, although it is interesting that the idea for such a fund was actually initiated by the Greens.

Both the Social Democrats and the Christian Democrats favor a plan under which German firms would make restitution payments to concentration camp inmates who were forced to work in their plants during the war. Two such firms have already announced the creation of a compensation fund for this purpose. But both Kohl and Schroeder were opposed to demands that the German government make any financial contribution to such 15 restitution funds.

A second issue divided the two major parties: the construction of a major memorial in downtown Berlin in memory of victims of the Holocaust. Kohl was strongly in favor of the idea, while Schroeder was much more low-key, and his candidate for the post of education minister in the new government is vigorously opposed to the project.

The third issue is German-Israeli relations, which are perceived as a "Jewish topic" by most Germans. The conventional wisdom - even if not explicitly stated - is that the change in government will also lead to certain changes in the nature of the ties between the two countries.

**1. The word «affiliation» (line 1) is equivalent to**

- a. organization.
- b. associating as a member.

- c. confirmation.
- d. causing affliction.

**2. One can infer from the passage that to receive German citizenship is easier if**

- a. your place of birth is appropriate.
- b. you were born in Germany.
- c. the government display flexibility in this issue.
- d. you are a German.

**3. According to restitution funds the leaders of both major parties favour**

- a. special funds for Jews and concentration camp inmates.
- b. payments to those who worked at the plants during the war.
- c. payments to East German Jews.
- d. government contribution to funds.

**4. The comparison in the text is made between the attitude of the two major parties to**

- a. a new government.
- b. the education minister project.
- c. the construction of a memorial.
- d. Kohl's favourite idea.

**5. Certain changes may take place in the nature of the German-Israel relations because of**

- a. the change in government.
- b. a «Jewish topic».
- c. most Germans supporting them.
- d. the conventional wisdom.

**6. Translate the text into Russian.**

### TEXT 36. TRADING CLIMATE

The trading climate at the beginning of the month was clouded by the terror attack on a Jerusalem street and the tension in the north following the death of 12 Israeli sea commandos in Lebanon, as well as the death of an IDF officer in an artillery bombardment of an army position in South Lebanon. Subsequently, the

trading climate was adversely affected by a number of other developments: the increased tension with the Palestinian Authority due to the Ras-AI-Amud episode; warnings of more planned terror attacks; the wounding of two guards at the Israeli Embassy in Jordan by armed assailants; the death of the son of the Hizbulah leader in a confrontation with Israeli soldiers in southern Lebanon, and the resulting announcement of a heightened state of the alert in the region due to fears of reprisals. Concurrently, the visit of US Secretary of State Madeline Albright to the Middle East region ended unsuccessfully.

Trading in New York was volatile and prices rose, sometimes sharply and mainly during the first and third weeks of the month. The price rise derived from a technical adjustment following the fall in prices during August, from reports of an increase in labor productivity in the US economy and from expectations of favorable financial statements as a result. On the other hand, the market was adversely affected by fears of a further crash in South East Asian money markets and its possible implications for companies operating in those countries. A number of brokers claim that the crisis in South East Asia could harm the US stock market, and that it will be difficult to reach new record levels in the market for as long as no favorable third quarter reports are published.

**1. The subject of the first abstract is**

- a. New York trading.
- b. Israeli shares.
- c. Asian money markets.
- d. Political events and security in the Middle East.

**2. The trading climate was not affected by**

- a. the weather.
- b. the Palestinian Authority.
- c. warnings of terror attacks.
- d. the confrontation between Israeli soldiers and Hisbullah in Lebanon.

**3. The fall in prices during August was followed by**

- a. a technical development.
- b. reports of labour productivity.
- c. a price rise.
- d. expectations of favorable results.

**4. The market was affected by**

- a. the unsuccessful visit of Madeline Albright to the Middle East.
- b. the possibility of Asian money market crash.
- c. brokers.

- d. the expectations of favourable financial statements.

**5. Some brokers claim that it will be difficult to reach new record levels in the market because**

- a. the index of the shares rose.
- b. the US stock market could be injured by the crisis in East Asia.
- c. the trend among shares was positive.
- d. no favourable reports are published yet.

**6. Translate the text into Russian.**

**TEXT 37**

The teenage world is a place of extremes. The vigor of the teenage body and mind is a driving force. This is what first of all makes them feel different. Different enough to segregate themselves into groups in self-defence against the older generation.

The home is too narrow a place for youngsters to grow up in entirety. They must be allowed to move away, involve themselves in their own society and work out their own problems.

A positive way to help them is always to welcome them under the home roof, and not to feel hurt if they want to be alone from time to time, for they certainly will. It also demands a serene acceptance of parties and prolonged coffee and record sessions. If a special room can be given up for this purpose, so much the better, but a room, where sometimes by invitation the group of youngsters can meet people older than themselves.

Teenage eccentricity rouses a good deal of unkind criticism. Their tastes in clothes and hairstyles, for instance, can seem strange and incomprehensible. But once again, these things are to a great extent an expression of their tremendous enthusiasm for a separate existence. Try to forbid this teenage behavior, criticize or deny it, and you will only make it all the more desirable. Wise parents can save themselves much heartache and high blood pressure by trying to understand their teenage children.

**1. Which of the following would be the best title for this passage?**

- a. The Teenage World.
- b. You And Your Teenagers.
- c. Incomprehensible Young People.
- d. Self-defence.

**2. Teenagers involve themselves in their own society because**

- a. they feel different.

- b. we don't understand them.
- c. we don't want to help them.
- d. they dislike grown-ups.

**3. According to the text, the best way to help the youth is**

- a. to provide a special room for meetings.
- b. to feel hurt if they want to move away.
- c. not to allow record sessions.
- d. to welcome them at home under our roof.

**4. The teenagers' tastes are incomprehensible because**

- a. we feel hurt if they want to separate.
- b. they are unkind.
- c. they strive for separate existence.
- d. they involve themselves in their own society.

**5. The word «segregate» (line 3) means**

- a. cutting off from others.
- b. dividing things.
- c. joining into groups.
- d. protecting oneself.

**6. Translate the text into Russian.**

**TEXT 38**

Simon Lundie, 17, suffered years of hell at the hands of a school bully. Finally he snapped - and stabbed his tormentor to death.

"This was a wicked and terrible thing you did," Mr. Justice Alliot told Simon today at the Old Bailey.

He accepted that Lundie had been provoked but had decided that such outrageous behavior demanded stern punishment. Lundie's mother wept as he was sentenced to five years' youth custody.

The boy he stabbed was 17-year-old Robert Tucker, whose parents silently watched as Lundie was taken to the cells.

Mr. Timothy Langdale, prosecuting, said Tucker bullied and threatened Lundie. "Every day for 18 months he forced him to hand over his dinner money of 75p." Tucker constantly telephoned Lundie at home - sometimes five times a day. "He carried on threatening him and making even greater demands for money" said counsel. "Lundie was very nervous and frightened of the other boy."

Two weeks before his death Tucker ordered Lundie to have a fight with one of his cronies. Lundie was reluctant, but there was a minor scuffle involving Tucker as well.

When arrested Lundie told detectives: "It is a long story. This has been going on for years. I could not take any more."

Lundie, of Rochford Avenue, Waltham Abbey, pleaded not guilty to murder but 20 admitted manslaughter. His plea was accepted.

**1. An appropriate title for this text could be**

- a. The Boy Who Killed A School Bully.
- b. Years Of Hell.
- c. Youth Custody.
- d. His Plea Was Accepted.

**2. According to the text, Tucker had bullied and threatened Lundie for**

- a. having fights with him.
- b. months.
- c. being beaten by him.
- d. being provoked.

**3. The bully forced Simon Lundie to**

- a. threaten his cronies.
- b. telephone him five times a day.
- c. hand over his money.
- d. steal money.

**4. The arrested boy claimed that**

- a. he was guilty of murder.
- b. he could not bear that hell any longer.
- c. he had no money to give the bully.
- d. he wanted to fight with one of the Tucker's cronies.

**5. It may be inferred from the text that Simon Lundie**

- a. stabbed his tormentor.
- b. met one of his cronies.
- c. complained about the bully to his mother and teachers.
- d. carried on threatening and making demands.

**6. Translate the text into Russian.**

**TEXT 39. TO MY SON**

My dear son, it is six o'clock in the morning on the island of Hong Kong. You



are asleep cradled in my left arm and I am learning the art of one-handed typing. Your mother, more tired yet more happy than I've ever known her, is sound asleep in the room next door and there is soft quiet in our apartment.

Naturally your mother and I were only too happy to believe that. We had wanted you and waited for you, imagined you and dreamed about you and now that you are here no dream can do justice to you.

Your coming has turned me upside down and inside out. So much that seemed essential to me has, in the past few days, taken on a different color. Like many foreign correspondents I know I have lived a life that, on occasion, has veered close to the edge: war zones, natural disasters, darkness in all its shapes and forms.

In a world of insecurity and ambition and ego, it's easy to be drawn in, to take chances with our lives, to believe that what we do and what people say about us is reason enough to gamble with death. Now, looking at your sleeping face, inches away from me, listening to your occasional sigh and gurgle, I wonder how I could have ever thought glory and prizes and praise were sweeter than life.

And it's also true that I am pained, perhaps haunted is a better word, by the memory, suddenly so vivid now, of each suffering child I have come across on my journeys. To tell you the truth, it's nearly too much to bear at this moment to even think of children being hurt and abused and killed. And yet looking at you, the images come flooding back.

Daniel, these memories explain some of the fierce protectiveness I feel for you, the tenderness and the occasional moments of blind terror when I imagine anything happening to you. But there is something more, a story from long ago that I will tell you face to face, father to son, when you are older. It's a very personal story but it's part of the picture. It has to do with the long lines of blood and family, about our lives and how we can get lost in them and, if we're lucky, find our way out again into the sunlight.

**1. The image of the happy child in the text is used**

- a. to explain why the author is upside down and inside out.
- b. to refer to the dreams of the parents.
- c. to portray the sweetness of life.
- d. to characterize the world of insecurity and ambition.

**2. According to the text, the author had lived a life that was**

- a. dangerous.
- b. naturally disastrous.
- c. dark in all its shapes and forms.
- d. ambitious but reasonable enough.

**3. The expression 'to do justice' (line 7) means**

- a. to be honest.
- b. to appreciate adequately.
- c. to fit well.
- d. to be good.

**4. According to the text people gamble with death because**

- a. a life is always close to the edge.
- b. people are not afraid of death.
- c. they can hardly believe in what we do.
- d. they think that glory and prizes are sweeter than life.

**5. The memories of the author explain why**

- a. he wants to shield his son.
- b. everything has taken a different colour.
- c. he feels sad.
- d. he had to do with the long lines of blood.

**6. Translate the text into Russian.**

**TEXT 40**

Two-and-a-half years ago the Nicholls separated and then divorced. The children live in Surrey with their mother, Amy, whose own parents divorced when she was a child. The children visit their father every weekend. Theirs is an everyday tale of the one-in-four children who are the fall-out of the 160,000-plus divorced and splitting of cohabiting couples that occur every year. But at least the Nicholls children are lucky in that, from the start, their mother was clear she wanted her children to express their feelings.

Hearing children's voices and giving credence to their feelings is vital, according to Dr. Brynna Kroll, senior lecturer in social studies at Brunei University and programme adviser on a three-part television series, *Children Of Divorce*, in which children aged 9 to 28 discuss their memories and experiences: the time they first detected unhappiness at home, the time when the parent left, the complications and upsets of access and coping with step-parents.

Over the three programmes we see the chronology of divorce through chil-

dren's eyes and how parents' distress can easily overshadow the emotional needs of children. And we are reminded of how routinely children lose fathers and the pain this causes them. Nine out of ten fathers leave to become the non-resident parent. Fifty per cent of these dads see their children just once a week, and divorced fathers have just a one-in-20 chance of getting custody. It has also been widely documented that some 50 per cent of fathers lose contact with their children altogether after two years and Kroll says fiercely that it is too easy to blame a casual approach to their kids, when all too often they cannot bear the distress of parting from children and the amount of conflict the visits appear to cause: "These fathers may feel they are doing the best thing for their children, but of course it is devastating for a child who only sees that the parent no longer wants them."

**1. An appropriate title for the text could be:**

- a. Vital Social Studies.
- b. Children Of Divorce.
- c. Emotional Needs Of Children.
- d. Divorced Fathers.

**2. According to the text, it is vital**

- a. to observe the distress of fathers parting from children.
- b. to give credence to step-parents' feelings.
- c. to follow the chronology of divorce to observe the distress of fathers parting from children.
- d. to understand children's experiences in the divorced families.

**3. One can infer from this text that**

- a. children of divorced parents experience pain and sadness.
- b. fathers are doing the best for their children.
- c. divorced parents no longer want their children.
- d. both parents lose contact with their children.

**4. The word «access» (line 13) could be replaced by**

- a. fit.
- b. attack.
- c. capacity to approach.
- d. entrance.

**5. What can easily overshadow the emotional needs of children?**

- a. Getting custody by their fathers.
- b. The father's casual approach to their children.

- c. The routine of losing the father after the divorce.
- d. Their parents' sufferings.

**6. Translate the text into Russian.**

**KEYS TO THE ANSWERS**

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

Text 11	1 a	2 b	3 c	4 d	5 b
Text 12	1 b	2 c	3 a	4 d	5 c
Text 13	1 a	2 b	3 d	4 c	5 a
Text 14	1 b	2 c	3 d	4 a	5 b
Text 15	1 a	2 d	3 c	4 a	5 b
Text 16	1 b	2 a	3 c	4 a	5 a
Text 17	1 c	2 b	3 a	4 d	5 a
Text 18	1 b	2 d	3 c	4 a	5 a
Text 19	1 c	2 c	3 c	4 d	5 b
Text 20	1 b	2 d	3 a	4 d	5 c
Text 21	1 d	2 a	3 c	4 b	5 a
Text 22	1 c	2 b	3 a	4 a	5 b
Text 23	1 d	2 c	3 b	4 a	5 a
Text 24	1 c	2 d	3 a	4 b	5 c
Text 25	1 b	2 a	3 c	4 b	5 b
Text 26	1 b	2 a	3 b	4 c	5 d
Text 27	1 b	2 d	3 a	4 c	5 a
Text 28	1 d	2 a	3 b	4 c	5 d
Text 29	1 c	2 a	3 b	4 d	5 a
Text 30	1 c	2 d	3 a	4 a	5 c
Text 31	1 b	2 d	3 c	4 c	5 a
Text 32	1 c	2 a	3 b	4 d	5 a
Text 33	1 a	2 d	3 b	4 c	5 a
Text 34	1 d	2 b	3 c	4 a	5 d
Text 35	1 b	2 d	3 a	4 c	5 a
Text 36	1 d	2 a	3 c	4 b	5 d
Text 37	1 b	2 a	3 d	4 c	5 a
Text 38	1 a	2 b	3 c	4 b	5 a
Text 39	1 c	2 a	3 b	4 d	5 a
Text 40	1 b	2 d	3 a	4 c	5 d

## SECTION 2

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### RESTATEMENTS

**Choose the version closest in its meaning to the original statement;  
translate the latter into Russian:**

**1. Don't read newspapers at table.**

- a. You may spot newspapers reading them at table.
- b. Don't read newspapers at the table, read them sitting in the armchair.
- c. Reading newspapers at table will do you no good.
- d. Don't read newspapers while you are eating.

**2. We are still strangers round here.**

- a. People living here find us strange.
- b. We haven't made any acquaintances here yet.
- c. We have got a number of friends round here.
- d. We don't want to mix with other people.

**3. She wished she had the courage to tell him the truth.**

- a. She shouldn't have told him the truth because it upset him.
- b. She thought she shouldn't have told him the truth.
- c. She wasn't brave enough to tell him the truth.
- d. She couldn't tell him the truth because she didn't know it herself.

**4. Word was out that he was going to make his next film in New York.**

- a. There was a rumour that he was going to make his next film in New York.
- b. Everyone was sure that he was going to make his next film in New York.
- c. It was out of the question that he was going to make his next film in New York.
- d. Nobody believed that he was going to make his next film in New York.

**5. I would rather stay at home tonight.**

- a. I want to stay at home tonight, but I can't do it.
- b. I don't want to go out tonight.
- c. Staying at home tonight disagrees with my plans.
- d. I am against staying at home tonight.

**6. The only way to happy life is through hard work.**

- a. Hard work may ruin your happy life.
- b. Constant hard work will make your life unhappy.
- c. The only way to happy life is to avoid hard work.
- d. Only hard work can lead you to happy life.

**7. I owe the wonderful holiday I had to her.**

- a. But for her I could have had a wonderful holiday.
- b. She had nothing to do with the wonderful holiday I had.
- c. I should thank her for the wonderful holiday I had.
- d. I described to her the wonderful holiday I had.

**8. After the accident Mary was on the verge of a nervous breakdown.**

- a. The result of the accident was Mary's nervous breakdown.
- b. After the accident Mary had a heavy nervous breakdown.
- c. After the accident Mary had a number of nervous breakdowns.
- d. After the accident Mary was very close to a nervous breakdown.

**9. What do you say to an hour on the ice?**

- a. Wouldn't you like to skate for an hour?
- b. What did you say about an hour on the ice?
- c. An hour on the ice would do you a lot of good.
- d. Don't even tell me about an hour on the ice!

**10. Never mind thanking me for the help.**

- a. Thanking me for the help you show your good manners.
- b. I'm pleased at your thanking me for the help.
- c. You needn't thank me for the help.
- d. You forgot to thank me for the help.

**11. I wonder why all his suggestions were turned down.**

- a. I wonder why all his suggestions turned so dull.
- b. I wonder why all his suggestions were rejected.
- c. I wonder why all his suggestions were accepted so enthusiastically.
- d. I wonder why all his suggestions were laughed at.

**12. People say my elder brother took after my father.**

- a. People say my elder brother looks like my father.
- b. People say my elder brother is not my father's son.
- c. People say my elder brother has chosen my father's profession.
- d. People say my elder brother and my father enjoy each other's company.

**13. I don't feel like eating this dinner.**

- a. I don't feel well so I'm against eating this dinner.
- b. I wouldn't like to eat this dinner.

- c. I like this dinner very much so I advise you to eat it.
- d. I feel you may like eating this dinner.

**14. She couldn't run the house properly.**

- a. She didn't do the right things in the house.
- b. The house was so small that she couldn't run in it.
- c. She couldn't run but she was a good housewife.
- d. She was not a good housewife.

**15. Highsmith looked gloomy because everybody found fault with his acting.**

- a. Highsmith looked pleased because he didn't know that everybody found fault with his acting.
- b. Highsmith looked happy because everybody praised his acting.
- c. Highsmith was sad because everybody criticized his acting.
- d. Highsmith looked gloomily at everybody who found fault with his acting.

**16. Ann loses her temper very easily and it takes her a long time to pull herself together.**

- a. Ann becomes angry and impatient very easily and it takes her a long time to get her emotions under control.
- b. Ann loses her things very easily and it takes her a long time to find them.
- c. Ann loses her temper very easily and it takes her a long time to make other people forgive her.
- d. Ann loses her temper easily and it takes her a long time to pull other people into her company.

**17. Some stocks and bonds are not even worth the paper they are written on.**

- a. Some stocks and bonds only seem to be as cheap as the paper they are written on.
- b. Some stocks and bonds are even cheaper than the paper they are written on.
- c. Some stocks and bonds have their prices written on them.
- d. Some stocks and bonds are not even worth buying because of the paper they are written on.

**18. If you want to try your new dish on me I'll fast all day long.**

- a. If you want to try your new dish on me I'll hurry to your place.
- b. If you want to try your new dish on me I'll go without food all day long.
- c. If you want to try your new dish on me I'll think about it all day long.
- d. If you want to try your new dish on me I'll take all possible care not to eat it.

**19. Listen carefully and try to block out everything else.**



- a. Listen carefully and memorize what you hear.
- b. Listen carefully and try to recollect what you have heard about it before.
- c. Listen carefully and try to sum up what you know about the matter discussed.
- d. Listen carefully and try to stop thinking of anything else.

**20. I feel so useless just hanging around with nothing to do.**

- a. I feel so useless wasting time in idleness.
- b. If there is nothing to do, stop hanging around.
- c. I hate hanging useless things around.
- d. If you feel so useless, go and enjoy doing nothing.

**21. Some modern drugs and the expert care pulled him through.**

- a. Some modern drugs and the expert care cost him a lot of money.
- b. Though he was a drug-addict, the expert care pulled him through.
- c. Some modern drugs and the expert care made him bankrupt.
- d. Some modern drugs and the expert care helped him to recover.

**22. If you want to read this book, be my guest.**

- a. If you want to read this book, you must be my guest at the nearest party.
- b. If you want to read this book, you are welcome to borrow it.
- c. Only my guests can read this book.
- d. If you want to read this book, you should ask my guests for it.

**23. I must have eaten something at the party that didn't agree with me.**

- a. I must go to the party and eat something there even if it doesn't agree with me.
- b. I had to eat something at the party though at first I didn't agree to do it.
- c. I must have eaten something at the party that had a bad effect on me.
- d. I must have eaten something at the party though others didn't agree with my choice.

**24. Stan is the kind of fellow that's always willing to go an extra mile.**

- a. Stan is the kind of fellow that's always willing to do more than necessary.
- b. Stan is a kind fellow, that's why he's always willing to go an extra mile to help his friends.
- c. Stan is the kind of fellow that's always willing to walk mile after mile.
- d. Stan is the kind of fellow who is fond of hiking.

**25. I'd like to see the film, if they ever re-run it.**

- a. I'd like to see the film if they ever shoot it.
- b. I'd like to see the film, if they make a new copy of it.
- c. I'd like to see the film, if they ever show it again.
- d. I'd like to see the film, if I ever run into it.

**26. I can pick you up in an hour in front of the drugstore.**

- a. I can take you into my car in an hour in front of the drugstore.
- b. I can drive you up and leave in front of the drugstore.
- c. I can meet you in an hour in front of the drugstore.
- d. I can come and wait for you in front of the drugstore for an hour.

**27. I have got a surprise for you: I got that raise I'd been promised.**

- a. I promised you a surprise and I have got it.
- b. I have got a surprise for you: I got up earlier than I'd promised.
- c. I have got a surprise for you: the raise I'd been promised was given to someone else.
- d. I have got a surprise for you: I have been promoted as I was promised.

**28. We've got too many complications and there's no telling what may happen.**

- a. We've got too many complications and there's no way to know what may happen.
- b. We've got too many complications and nobody wants to tell us what may happen.
- c. We've got too many complications and there's nobody we could tell them about.
- d. We've got too many complications and there's no one to complain about them.

**29. We used to drill her on the names of painters and their paintings.**

- a. We used the names of painters and their paintings to drill her.
- b. We helped her to memorize the names of painters and their paintings by repeating them over and over again.
- c. The names of painters and their paintings made the topic of our constant discussions with her.
- d. We used to have the names of painters and their paintings in our drills.

**30. It's better to be safe than sorry.**

- a. In order to be safe you should not feel sorry for anybody.
- b. It's better to be careful than full of regret later.
- c. When you feel sorry for someone don't forget to be safe yourself.
- d. It's not safe to react to every «sorry».

**31. You should never go back on your promise to a child.**

- a. You should never fail to fulfil your promise to a child.
- b. If you have promised something to a child, you should go back and fulfil it.
- c. You should never promise to a child the things you cannot fulfil.

d. A promise to a child should never be taken very seriously.

**32. All my attempts to help him went down the drain.**

- a. All my attempts to help him were rejected indignantly.
- b. All my attempts to help him were «washed away by the rain».
- c. All my attempts to help him worked wonderfully.
- d. All my attempts to help him turned out useless.

**33. We'd better go easy on the milk, there is not much left.**

- a. We'd better not use any milk today, there is not much left.
- b. We'd better go and buy some milk, there is not much left.
- c. We'd better use milk with much care, there is not much left.
- d. It won't be easy for us to feed the child on milk, there is not much left.

**34. Tim's new speech has gone down better with the newspapers than his last one.**

- a. It was said in the newspapers that Tim's new speech was worse than the previous one.
- b. Tim's new speech has been turned down with all the newspapers.
- c. Tim's new speech was accepted with the newspapers better than his last one.
- d. It was said in the newspapers that Tim would write his speech anew.

**35. When we came to this area the houses were going for a song.**

- a. When we came to this area, one could hear a song in every house.
- b. When we came to this area the houses were sold at a very low price.
- c. When we came to this area, the houses were very expensive.
- d. When we came to this area it was a custom to have a house of your own.

**36. We must go over the account book together.**

- a. We must go together now, so leave the account book aside.
- b. We must go and buy the account book together.
- c. We must write the account book together.
- d. We must examine the account book together.

**37. Many women these days would rather go Dutch to show their independence, than be paid for by a man.**

- a. Many women these days would rather share the expense themselves to show their independence, than be paid for by a man.

- b. Many women these days would rather let men pay for them than share the expenses themselves.
- c. Many women these days would use Dutch to show their education.
- d. Many women these days only pretend to show their independence while in reality they are eager to be paid for by a man.

**38. Because we live in the country we don't socialize that much.**

- a. Because we live in the country we don't meet too many people.
- b. Because we live in the country we are not interested in the socialist ideas that much.
- c. Because we live in the country we don't invite many guests.
- d. Because we live in the country we are eager to meet as many people as possible.

**39. John talked to his younger brother like a Dutch uncle.**

- a. John talked to his younger brother the way their Dutch uncle used to talk to them.
- b. John lectured his younger brother candidly and severely.
- c. John talked to his younger brother in a most polite and careful manner.
- d. John talked to his younger brother about their Dutch uncle.

**40. He can play the piano for 3 hours without turning a hair.**

- a. He can play the piano for 3 hours without turning a page of his music book.
- b. He can play the piano for 3 hours without any damage to his hair-style.
- c. He can play the piano for 3 hours without making an interval.
- d. He can play the piano for 3 hours turning everything around him upside down.

**41. It didn't take him long to enter into the thrilling life of the Eternal City.**

- a. It didn't take him long to understand that the thrilling life of the Eternal City was not his style.
- b. It didn't take him long to enter into the thrilling life of New York.
- c. It didn't take him long to enter into the exciting life of Rome.
- d. It didn't him long to become a famous person in the Eternal City.

**42. He became very unhappy and spoke of the loss of face.**

- a. He became very unhappy and spoke of his humiliation.

- b. He became very unhappy and spoke of his damaged face.
- c. He became very unhappy and spoke of his ruined fortune.
- d. He became very unhappy and spoke of the loss of his job.

**43. Mrs. Donnelly told her husband it was a great shame for him to speak that way of his own flesh and blood.**

- a. Mrs Donnelly told her husband it was a great shame for him to speak that way of himself.
- b. Mrs. Donnelly told her husband it was a great shame for him to speak that way of his own son.
- c. Mrs. Donnelly told her husband it was a great shame for him to speak that way to his servant.
- d. Mrs. Donnelly told her husband it was a great shame for him to speak that way of herself.

**44. As a councillor he was always ready to work himself to the bone.**

- a. As a councillor he didn't exhaust himself with work.
- b. As a councillor he was always ready to work himself to exhaustion.
- c. As a councillor he had all his writing materials made of carved bone.
- d. As a councillor he could always stop his work whenever he felt his bones ache.

**45. I don't know whether I'll go abroad in winter, everything is in the air.**

- a. I don't know whether I'll go abroad in winter, prices have risen to the skies.
- b. I don't know whether I'll go abroad in winter, but if I do, it will be only by air.
- c. I don't know whether I'll go abroad in winter, everything is against my doing it.
- d. I don't know whether I'll go abroad in winter, everything is still so unsettled.

**46. The world economic crisis came like a bolt from the blue.**

- a. People feel so blue after the world economic crisis.
- b. The world economic crisis has been expected for a long time.
- c. The world economic crisis came so unexpectedly.
- d. The world economic crisis have affected all the countries of the world.

**47. Modern industries put a premium on technology rather than manpower.**

- a. Modern industries do not pay so much attention to technology at present as they used to do earlier.
- b. It will be easy to find a job in big cities because they have many branches of modern industries.
- c. Modern industries no longer need a large labour force because technology is their first priority at present.
- d. It's more profitable for modern industries to use manpower than develop technology.

**48. The flood of «urbanities» is engulfing not the richest countries but the poorest ones.**

- a. Urban growth is a problem for Third World Countries, while it's not urgent for First World Countries.
- b. Only the richest countries can afford building new cities and towns.
- c. Urban life is a typical feature of the richest countries.
- d. In many poorest countries cities and towns situated on the coasts have been washed down by the floods.

**49. Optimists maintain that runaway urban growth can be stemmed by making rural or small-town life more attractive.**

- a. Optimists believe that making rural or small-town life more attractive will be no obstacle to the runaway urban growth.
- b. Optimists hope that uncontrolled growth of cities and towns can be stopped by making rural or small-town life more attractive.
- c. Optimists hope that people will never prefer the life in big cities to the rural or small-town life.
- d. «Making rural or small-town life more attractive can hardly solve the problem of runaway urban growth», - optimists think.

**50. Ability to listen both comprehensively and critically is one of the most hard-attainable and valuable skills of a debater.**

- a. It is very difficult for a debater to develop an ability to listen both comprehensively and critically, but at the same time it is one of his most valuable skills, too.
- b. Critical thinking is a most valuable skill of a debater.
- c. Ability to listen both comprehensively and critically is one of the most valuable skills of a debater, but it is hardly attainable.
- d. Ability to listen critically is one of the most valuable skills of a debater but it does not agree with comprehensive listening.

**51. The Englishman's home is his castle.**

- a. Englishmen choose ancient castles to live in.
- b. The Englishman's house looks like a castle.
- c. The Englishman's house is as difficult to penetrate into as a castle.
- d. Being at home the Englishman likes to be shut off from his neighbours.

**52. The children are looking forward to seeing their classmates after the summer holidays.**

- a. Their classmates have just returned from the summer holidays.
- b. The summer holidays are over.
- c. The children want to see their classmates after the summer holidays.
- d. The children are soon going to have their summer holidays.

**53. My friend talked me into getting this job.**

- a. My friend talked much about this job.
- b. My friend advised me to get this job.
- c. My friend and me discussed the prospects of this job.
- d. My friend was against my getting this job.

**54. John is in two minds about his visit to the doctor.**

- a. John has not decided yet whether he should see the doctor or not.
- b. The doctor told John to come and see him twice.
- c. John is determined to see the doctor immediately.
- d. John's visit to the doctor didn't help him.

**55. The students found the test to be a piece of cake.**

- a. The students were eager to write the test.
- b. The students had tea with a piece of cake after the test.
- c. The students didn't manage to write the test successfully.
- d. The test was quite easy for the students.

**56. Unfortunately Mary's son has no head for mathematics.**

- a. Mary's son is not good at mathematics.
- b. Mary's son always forgets about his mathematics lessons.
- c. Mary's son is not taught mathematics.
- d. Mary's son refused to study mathematics.

**57. The lady asked the tailor to take her dress in.**

- a. The lady came to the tailor to get a new dress.
- b. The lady asked the tailor to take her dress back.
- c. The lady wanted the tailor to make her dress smaller.
- d. The lady asked the tailor to make her dress as soon as possible.

**58. John advised Nick to take his failure at the examination easy.**

- a. John advised Nick to have another try at the examination.
- b. John advised Nick not to worry about his failure.
- c. John advised Nick to choose an easier subject for the next examination.
- d. John offered Nick his help in preparing for the next examination.

**59. I hate you to go away!**

- a. I don't want you to go away.
- b. I am sick and tired of your company.
- c. Go away!

d. I hate you and want you to go away.

**60. He is not trustworthy, he has already let a lot of people down.**

- a. He is not trustworthy, he has already borrowed money from a lot of people and never returned.
- b. He is not trustworthy, he has never helped people who fell down.
- c. He is not trustworthy, he rejoices when people are down.
- d. He is not reliable, he has already deceived and betrayed a lot of people.

**61. He was silent for a minute or two, then he went straight to the point.**

- a. He was silent for a minute or two, then he spoke directly about the matter.
- b. He was silent for a minute or two, then he went straight to the corner of the room.
- c. He was silent for a minute or two, then he started the conversation.
- d. He was silent for a minute or two, not knowing what to say.

**62. If we put two heads together, we'll find the way out.**

- a. If we put our heads together, we'll find the way out of the room.
- b. If we discuss the problem together, we'll solve it.
- c. If we put our heads together, we'll never come to agreement.
- d. If we put our heads together, we find a lot of ways out.

**63. The boss has just given me the sack.**

- a. The boss has just given me the salary.
- b. The boss has just given me a warning.
- c. The boss has just given me his piece of mind.
- d. The boss has just dismissed me from the job.

**64. But for the rain, we could go to the country now.**

- a. It hasn't rained for a long time in the country.
- b. We don't want to go to the country.
- c. It is raining, so we can't go to the country.
- d. We wish the rain would start.

**65. She is too clever to say such things.**

- a. She is very clever and will never say such things.
- b. I often hear her say such things.
- c. She is very clever and knows a lot about such things.
- d. She understands such things easily, as she is very clever.

**66. I prefer walking to cycling.**



- a. I like both, walking and cycling.
- b. I enjoy walking more than cycling.
- c. I like cycling more than walking.
- d. I find cycling more useful than walking.

**67. He was hardly hit by the financial crisis.**

- a. Though he worked hard, he could not overcome the financial crisis.
- b. He was ruined by the financial crisis.
- c. He worked hard to overcome the financial crisis.
- d. He practically didn't suffer from the financial crisis.

**68. I like the children to be quiet.**

- a. I like when the children make no noise.
- b. I like the children.
- c. The children are so quiet - are they all right?
- d. I don't like the children when they are quiet.

**69. The knowledge of how it should be done was not common.**

- a. Only few people knew how it should be done.
- b. Nobody knew how it should be done.
- c. Most people knew how it should be done.
- d. The knowledge of how it should be done was familiar to everyone.

**70. The question sometimes comes to my mind whether it was worth the effort.**

- a. I never ask myself a question whether it was worth the effort.
- b. I never doubt whether it was worth the effort.
- c. Sometimes I am not sure that I should have tried to do it.
- d. I am absolutely sure it was worth the effort.

**71. You might have given me a little encouragement behaving better.**

- a. I was much encouraged by your behavior.
- b. Your bad behavior discouraged me.
- c. I expect you to behave well.
- d. Behave yourself!

**72. I'm prepared to gratify all your wishes, however unreasonable they may be.**

- a. I find it difficult to realize all your wishes since they are very unreasonable.

- b. Your unreasonable wishes embarrass me very much.
- c. Your unreasonable wishes are impossible to realize.
- d. I'm ready to fulfil all your wishes even if they are quite unreasonable.

**73. You know what you are talking about, but you don't realize that I am still in the dark.**

- a. You know what you are talking about, but you don't realize that I have no idea of the topic.
- b. You know what you are talking about, but you don't realize that I find it's very dark here.
- c. You know what you are talking about, but you don't realize that I am still when it's dark.
- d. You know what you are talking about, but you don't realize that I like when it is still and dark.

**74. The new Headmaster will stand no nonsense from anybody as he was not born yesterday.**

- a. The new Headmaster will stand no nonsense from anybody as he is a bright and experienced person.
- b. The new Headmaster will stand no nonsense from anybody as he found out everything yesterday.
- c. The new Headmaster will gain the information about everybody who was born yesterday.
- d. The new Headmaster is not interested in anybody who wasn't born yesterday.

**75. Stop throwing around your accusations - they'll get us nowhere.**

- a. If you stop throwing around your accusations, we'll be a success.
- b. Stop throwing around your accusations - we are not going anywhere.
- c. Stop blaming us - it will not lead us to any progress.
- d. Nowhere else can you throw your accusations around so efficiently.

**76. It's no use crying over spilt milk.**

- a. Spilt milk can't be used.
- b. Spilt milk is of no use.
- c. One should not waste time regretting what has happened.
- d. Crying over spilt milk ruins your health, so don't do it.

**77. Herbert was a good worker and far from stupid, so he got on very well at school.**

- a. Herbert was a good worker and far from stupid, so he could get to school

alone very easily.

- b. Herbert was a good worker and quite bright, so he did very well at school.
- c. Herbert was a good worker and, though sometimes stupid, he was still understood very well at school.
- d. Herbert was a good worker and far from stupid, still he had to leave school too early.

**78. Yesterday she had a very narrow escape from death.**

- a. The chance for her to escape from death was too narrow yesterday.
- b. Yesterday she had a serious warning from death.
- c. Yesterday she didn't manage to escape from death.
- d. Yesterday she hardly escaped from death.

**79. I think the shoes are done for.**

- a. I think the shoes have been sold out.
- b. I think the shoes have been made for you, so go and fetch them.
- c. I think the shoes have been repaired and you can wear them.
- d. I think the shoes are worn out.

**80. I'll give her a good talking to when she comes.**

- a. I'll talk to her about the matter when she comes.
- b. When she comes we'll have a nice talk together.
- c. When she comes, I'll scold her (rebuke).
- d. I'll give her a piece of my mind about that talk when she comes.

**81. The manager put off the meeting.**

- a. The manager put down the meeting.
- b. The manager postponed the meeting.
- c. The manager made up the meeting.
- d. The manager turned off the meeting.

**82. He'll soon recover from his illness.**

- a. He'll soon get out of his illness.
- b. He'll soon get off his illness.
- c. He'll soon get over his illness.
- d. He'll soon manage to overcome his illness.

**83. He is used to living in a hot climate.**

- a. He had to live in a hot climate.
- b. He used hot climate to live in.
- c. He could live in a hot climate.

d. He is accustomed to living in a hot climate.

**84. John is supposed to call me tomorrow.**

- a. I expect John to call me tomorrow.
- b. I am waiting for John to call on me tomorrow.
- c. I am going to ring John up tomorrow.
- d. I suppose to call on John tomorrow.

**85. He'll complete his article by writing an appendix.**

- a. He'll fill out his article by writing an appendix.
- b. He'll fill in his article by writing an appendix.
- c. He'll fill up his article by writing an appendix.
- d. He'll fill his article by writing an appendix.

**86. He removed the page from this book.**

- a. He tore up the page from this book into pieces.
- b. He tore off the page from this book.
- c. He tore down the page from this book.
- d. He tore out the page of this book.

**87. We were having a lot of fun while fooling around in New York.**

- a. It was foolish to spend a lot of time in New York.
- b. We were having a lot of fun meeting so many fools in New York.
- c. We had fun while wasting time in New York.
- d. Wasting time in New York was a silly thing to do.

**88. Do you feel like going to a show?**

- a. Do you like going to a show?
- b. Would you like to go to a show?
- c. Would you rather go to a show?
- d. Could we go to a show?

**89. He was head over heels in love with her.**

- a. He was crazy about her.
- b. He was sick and tired of her.
- c. He was at her heels.
- d. He turned up his heels.

**90. I don't recollect that he ever did anything, at least not in my time.**

- a. I can't recollect him, since he never did anything to remember by.

- b. I don't remember him, because he wasn't here in my time.
- c. He was doing something, but not in my time.
- d. I think he never did anything in so far as I know.

**91. My farther-in-law is asleep. As soon as he wakes, he will, I know, want to see you.**

- a. I'm not sure, if my farther-in-law will be able to see you.
- b. My farther-in-law can't see you, because he is asleep.
- c. When my-farther-in law wakes, he'd like to see you.
- d. My farther-in-law wants to see you immediately, though he's asleep.

**92. He is at a loose end.**

- a. He doesn't have anything to do.
- b. He lost his head.
- c. He lost his job.
- d. He is panicked.

**93. I am at the end of my tether.**

- a. I forgot to do something.
- b. I have no patience or strength left.
- c. I'm frightened.
- d. I became angry and excited.

**94. Her hair stood on end.**

- a. She was amused at something.
- b. She was very much surprised.
- c. She got her hair cut.
- d. She was terrified.

**95. You could have knocked me down with a feather.**

- a. I was very surprised.
- b. I was so weak that you could have knocked me down with a feather.
- c. I'll make your back ache if you pick up a feather.
- d. I lost my temper.

**96. His lips are sealed.**

- a. He was afraid of something and wouldn't talk.
- b. He was deceived.
- c. He promised to keep a secret.
- d. He was silent.

**97. He looked up the information in a dictionary.**

- a. He picked up the information in a dictionary.
- b. He looked for the information in a dictionary.
- c. He looked through the information in a dictionary.
- d. The information was missed in a dictionary.

**98. Jacob has made up an interesting story.**

- a. Jacob has written down an interesting story.
- b. Jacob has composed an interesting story.
- c. Jacob figured out an interesting story.
- d. Jacob has copied an interesting story.

**99. Before entering his father's room he stopped to smoke.**

- a. He wouldn't have smoked a cigarette if he had entered his father's room.
- b. Before entering his father's room he stopped smoking.
- c. Before he entered his father's room he stopped in order to smoke a cigarette.
- d. He finished smoking his cigarette before entering his father's room.

**100. I remember sending them the letter.**

- a. I remember how I sent them off with the letter.
- b. I must remember to send the letter to them.
- c. I remember that I've sent them the letter.
- d. I remember that I've sent them for the letter.

**101. On passing that exam, we had spare time.**

- a. We lost our temper during that exam.
- b. When we were passing that exam we were at a loss.
- c. On passing that exam we were on the loose.
- d. After we'd passed this exam we had free time.

**102. His wife is a wicked woman, he leads a dog's life.**

- a. He has no rest because his wife constantly watches him.
- b. Because of his wife he used to live in the dog-house.
- c. His wife makes him look after their dog.
- d. Being always pushed around by his wife he doesn't belong to himself.

**103. He looked so sheepish during their first date!**

- a. He was regarded as a black sheep when making an appointment.
- b. He was very timid during their first meeting.

- c. On the day of their meeting he lost his sheep.
- d. After their first date their meetings became regular.

**104. The child is father to the man.**

- a. What is put into a child forms a grown-up.
- b. Everybody who are fathers now were children some years ago.
- c. Every child becomes a man and a father.
- d. The father is upbringing a child.

**105. His turn on's and turn off's always cause his snap judgements.**

- a. His likes and dislikes lead him to instant decisions.
- b. His judgements are always snappish because of his turnings.
- c. He arrives at decisions very quickly, that's why he has time for likes and dislikes.
- d. He always snaps out of his turn on's and turn off's before he judges.

**106. The current affairs made us live according to our means.**

- a. We couldn't move against the current and we didn't mean to.
- b. There were little currents in the garden and we had to be mean.
- c. The affairs of the day made us spend not more than we could afford.
- d. Those affairs forced me to spend my currency.

**107. The government abolished the practice of giving milk in schools.**

- a. The government practiced giving milk in schools.
- b. Giving milk in schools was postponed by the government.
- c. The government did away with the practice of giving milk in schools.
- d. In practice the milk was given to schools by the dismissed government.

**108. He brought himself to kick against humiliation of any kind.**

- a. He was irritated because he felt himself humiliated.
- b. He made himself rebel against humiliation.
- c. He was kicked out and felt himself hurt.
- d. He was humiliated when he kicked against the pricks.

**109. She didn't keep arguing her case even in a special emergency.**

- a. She couldn't help arguing even if it was not the case.
- b. She wasn't waiting, though it was necessary in a case like hers.
- c. In her case she didn't argue therefore she was ready for all emergencies.
- d. She didn't believe in her own opinion even if it was absolutely imperative.

**110. To be a life-committed partner is not only to exchange rings but to be together in joy and sorrow.**

- a. The exchange of rings during the wedding means that a young couple is going to share their grief and joy of life.

- b. To exchange rings with anybody is to commit a vital error of being always together in joy and sorrow.
- c. The exchange is the place where not only rings but any exchange can be successfully or unsuccessfully committed with any partner.
- d. The life commitment to somebody is to be always nearby but is not always to be on a par with the person even if you've exchanged rings with him or her.

**111. She couldn't help going to that silly play because her mother was playing the lead.**

- a. She couldn't help her mother to play the leading role, because she couldn't go to that silly play.
- b. Her mother, being a leader, didn't allow her to go to that play, because it was silly.
- c. She couldn't refuse to go to the theatre because it was her mother who took her to that silly play.
- d. She couldn't keep from seeing that play because her mother was starring in it.

**112. I'm sorry, you can't see him now, we don't want him disturbed.**

- a. I'm sorry, but you are not able to see him now without being disturbed.
- b. We don't want him to disturb you, that's why you'd better come and see him another day.
- c. You are not permitted to see him, because we don't want you to disturb him.
- d. He doesn't want to be disturbed and has forbidden us to see him.

**113. Don't create problems, you are to stay in bed until you are allowed to get up.**

- a. You are staying in bed since you are not allowed to get up.
- b. If you don't want to have problems you must stay in bed till your doctor permits you to get up.
- c. You needn't solve these problems, so you may lie in bed until you are able to get up.
- d. You can't solve these problems so you had better stay in bed and allow us in the meanwhile to get ahead.

**114. At any rate she murmured something to the effect that he might stay if he wished.**

- a. He wished he had stayed, because at any rate she murmured something to this effect.
- b. Her attitude to him was displayed only by permitting him to stay if he wanted to.
- c. She murmured to him that he might have changed his mind and stay if he wished.
- d. At any rate he wished she'd murmur something to let him stay, if he might.



**115. They would not have met four years ago if it hadn't been for me.**

- a. I arranged their meeting four years ago.
- b. I met them four years ago and never introduced them to each other.
- c. I put off our meeting four years ago and they had never met since then.
- d. I might as well have arranged their meeting four years ago, but I didn't.

**116. We are actually ruining our own habitat.**

- a. Our own habitat had been ruined before we came to live in it.
- b. We do everything possible not to ruin our own habitat.
- c. We are actually destroying our natural environment.
- d. Our own habitat has already been ruined and cannot be restored.

**117. Big cities are now becoming self-defeating, for their growth entails numerous insoluble problems.**

- a. Big cities should not be developed, for their growth entails numerous insoluble problems.
- b. Big cities are now becoming more prosperous and flourishing, for they can cope successfully with numerous problems accompanying their growth.
- c. Big cities are now ruining themselves because in the process of their growth they are faced with a lot of problems that cannot be solved.
- d. Numerous insoluble problems accompanying the growth of big cities can be coped with in the course of time.

**118. A primitive community moved on to another place, when it ran out of food.**

- a. A primitive community moved on to another place, when it was running fast for food.
- b. A primitive community moved on to another place, when the sources of food had been exhausted.
- c. Traditions of life made a primitive community move from one place to another.
- d. When a primitive community ran out of food, it tried to produce it in the same area.

**119. The "misinformation" explosion will definitely influence the progress of science.**

- a. There is no definite interrelation between the "misinformation" explosion and the progress of science.

- b. There is no serious danger for the progress of science in the "misinformation" explosion.
- c. The progress of science may be speeded up by the "misinformation" explosion.
- d. A great amount of wrong information will, no doubt, slow down the progress of science.

**120. These two aspects of the same problem cannot be divorced from each other.**

- a. These two aspects of the same problem are of crucial importance for solving the problem.
- b. These two aspects of the same problem must be treated individually.
- c. These two aspects of the same problem have nothing to do with each other.
- d. These two aspects of the same problem must be treated in close relationship.

**121. There is no point at all in trying to discuss this problem any longer.**

- a. Further attempts to discuss this problem are completely useless.
- b. It seems reasonable trying to discuss this problem longer.
- c. Some points of this problem are worth discussing longer.
- d. No points of this problem admit of satisfactory solution.

**122. This field of science being very obscure, we have little command of it.**

- a. Since this field of science has not been researched properly, we don't know much of it.
- b. We were commanded to make things clear in this field of science.
- c. This field of science being very obscure, we cannot rely on the information published.
- d. This field of science being very obscure, we have no desire to get a better command of it.

**123. In a few decades we may, by using atomic power, be able to thaw out the ancient ice that covers the poles.**

- a. It would not be safe to thaw out the ancient ice that covers the poles.
- b. Even atomic power will not be able to thaw out the ancient ice that covers the poles.
- c. The ancient ice on the poles can be melted with the help of atomic power in a few decades.
- d. Mankind would benefit a lot from thawing out the ancient ice that covers the poles.

**124. Warming up of the globe is hardly desirable, so man should not enhance it.**

- a. Warming up of the globe is highly desirable, so man should do everything possible to enhance it.
- b. Warming up of the globe cannot be of much benefit to man, so people should not stimulate it.
- c. Man does everything possible to warm up the globe, which is hardly desirable.
- d. Man thinks the warming up of the globe is hardly desirable but cannot stop the process.

**125. It had a very insignificant impact, if at all, on the development of other sciences.**

- a. It had not practically influenced the development of other sciences.
- b. Its impact on the development of other sciences was considerable.
- c. The development of other sciences was facilitated by it.
- d. The development of other sciences was barred by it insignificantly.

**126. The United States is far from alone in its pollution and waste.**

- a. The United States cannot cope with its pollution and waste.
- b. The United States is the only country in the world suffering from pollution and waste.
- c. The United States is still very far from the problem of pollution and waste.
- d. In addition to the United States there are a lot of other countries which suffer from pollution and waste.

**127. There is no lack of hopeful ideas for balancing the environment.**

- a. There are few hopeful ideas for balancing the environment so far.
- b. There has already been developed quite a number of hopeful ideas to balance the environment.
- c. Hopeful ideas for balancing the environment are no use.
- d. People still lack hopeful ideas for balancing the environment.

**128. Ecology was outside the scope of the subjects discussed at the conference.**

- a. The problems of ecology were not discussed at the conference.
- b. Ecology was the leading subject of discussion at the conference.
- c. Ecology was one of the subjects discussed at the conference.
- d. Not only ecology was outside the scope of the subjects discussed at the conference.

**129. Many of synthetic substances resist decay.**

- a. Resistance to decay is not characteristic of synthetic substances.
- b. Many of synthetic substances decay easily.
- c. Many of synthetic substances almost do not decay.
- d. Synthetic substances are ecologically safe because they resist decay.

**130. The previous speaker was kept in the dark about the harm done to nature.**

- a. The previous speaker did not mention anything about the harm done to nature.
- b. The previous speaker was well informed about the harm done to nature.
- c. The previous speaker was not informed about the harm done to nature.
- d. The previous speaker avoided the topic about the harm done to nature.

**131. There is no reason to think life couldn't evolve elsewhere.**

- a. It is possible that life has developed on some other planets.
- b. There is not a slightest reason to think that life exists elsewhere.
- c. It is impossible for life to evolve elsewhere.
- d. There is every reason to think that the Earth is the only planet where life has evolved.

**132. We cannot make contacts with communities less technologically advanced than ourselves.**

- a. We can make contacts with other communities, no matter what their technological advancement level may be.
- b. We can make contacts with other communities if they are as technologically advanced as ourselves.
- c. We can make contacts with other communities even if they are less technologically advanced than ourselves.
- d. We cannot make contacts with other communities if we are less technologically advanced.

**133. The man who makes health his god has lost it already.**

- a. The man who believes in god remains healthy.
- b. The man who is careless about his health has lost it already.
- c. Health should never become a whole-time occupation for man.
- d. Health ought to be worshipped as much as god.

**134. There is no reason why one should put up with all the noise of teenage parties.**

- a. Before forbidding teenage parties with all their noise we should think of

the reason for doing it.

- b. There is a great psychological reason in our putting up with all the noise of teenage parties.
- c. Teenage parties with all that noise do not disturb anyone.
- d. One should not bear all the noise of teenage parties.

**135. Making children learn poetry will stifle their interest in it.**

- a. Making children learn poetry will arouse their interest in it.
- b. At their age children learn poetry without any interest in it.
- c. At their age children can learn poetry only under compulsion.
- d. Learning poetry under compulsion will lead children to losing interest in it.

**136. The previous speaker underestimated the role of poetry in our every-day life.**

- a. The previous speaker said that it was impossible to overestimate the role of poetry in our every-day life.
- b. The previous speaker emphasized the role of poetry in our every-day life.
- c. The previous speaker failed to reveal the role of poetry in our every-day life.
- d. The previous speaker neglected the role of poetry in our every-day life.

**137. These teenagers are given too much freedom to do what they like.**

- a. These teenagers should be indulged by giving them freedom to do what they like.
- b. These teenagers are not given enough freedom to do what they like.
- c. These teenagers should not be given so much freedom to do what they like.
- d. Giving these teenagers freedom to do what they like is no threat to the society.

**138. It is not a gap that can be bridged.**

- a. We can't help it.
- b. In order to be crossed a gap ought to be bridged.
- c. Any gap can be bridged.
- d. Some gaps need longer bridges.

**139. The authors recommend a substantial increase in the price of diesel fuel to reduce its use.**

- a. The authors hope that a substantial increase in the price of diesel fuel will reduce its use and solve the problem of pollution to a certain degree.

- b. The authors recommend to increase the price of diesel fuel to make its production more profitable.
- c. The authors recommend a substantial increase in the price of diesel fuel because there is a great demand for it.
- d. The authors recommend a substantial increase in the price of diesel fuel, though they don't think it will reduce its use.

**140. Students are graded on everything from their effectiveness on the speaker's platform to their ability to analyze success or failure.**

- a. Students are taught to make public speeches and analyze success or failure on the basis of grading.
- b. When students are estimated, there are taken into consideration their abilities to speak in public, analyze success or failure, and many other qualities.
- c. Students' effectiveness on the speaker's platform and their ability to analyze success or failure depend on their grading.
- d. Students' grading on everything from their effectiveness on the speaker's platform to their ability to analyze success or failure is not connected anyway with the teaching process.

**141. God save me from such friends!**

- a. God saves me from such friends.
- b. I wish God would not give me such friends.
- c. I would like God to give me such friends in future.
- d. Such friends are God's gift to me.

**142. The report says that particle pollution was responsible for 134 new cases of chronic bronchitis.**

- a. The report says that 134 cases of chronic bronchitis caused by particle pollution were registered for the first time.
- b. Particle pollution has nothing to do with 134 new cases of chronic bronchitis.
- c. More people fell ill with chronic bronchitis because of particle pollution.
- d. The report says that in addition to chronic bronchitis particle pollution was responsible for some other new diseases.

**143. Central archaeological sites in Israel have been preserved as attractions.**

- a. It was not wise to have preserved Central archaeological sites in Israel as attractions.
- b. Central archaeological sites in Israel cannot serve as tourist attractions.
- c. Central archaeological sites in Israel have been turned into museums.

d. Central archaeological sites in Israel have been preserved as research centers.

**144. Jobs and the social consequences of economic policy ought to rank high after years of deficit reducing.**

- a. Years of deficit reducing had far-going social consequences and caused job problems.
- b. Years of deficit reducing didn't cause any social consequences or job problems.
- c. Jobs and the social consequences of economic policy ranked high during the years of deficit reducing.
- d. Jobs and the social consequences of economic policy must be paid closer attention to after years of deficit reducing.

**145. Beauty and honesty seldom agree.**

- a. Beauty and honesty often disagree.
- b. Beautiful people are always dishonest.
- c. Honest people are never good-looking.
- d. Beautiful people are never reliable.

**146. In the average detective story the criminal is usually easily predictable.**

- a. In the average detective story the criminal is usually easily identified.
- b. In the average detective story the criminal is not easy to guess.
- c. In the average detective story the criminal is unusually cruel.
- d. In the average detective story the criminal is unusually clever.

**147. He will make a good TV-announcer.**

- a. He will invite a good TV-announcer.
- b. He will train a good TV-announcer.
- c. He will become a good TV-announcer.
- d. He will introduce a good TV-announcer.

**148. A good figure in a woman TV-announcer is not so important as it may seem on the face of it.**

- a. A good face seems less important in a woman TV-announcer than her figure.
- b. A good figure in a woman TV-announcer seems as important as her face.
- c. At first sight, a good figure in a woman TV-announcer seems important, but actually it is not.
- d. A good figure in a woman TV-announcer is more important than it may

seem on the face of it.

**149. I can't believe that the speaker failed to grasp the essence of the problem.**

- a. I can't believe that the speaker managed to grasp the essence of the problem.
- b. I can't believe that the speaker wasn't able to understand the main idea of the problem.
- c. I can't believe that the speaker found any essence in the problem.
- d. I can't believe that it was possible for the speaker to grasp the essence of the problem.

**150. There are no planets in the universe with conditions favorable for evolving life.**

- a. There are no planets in the universe with conditions unfit for evolving life.
- b. There are no planets in the universe with conditions on which life could develop.
- c. All planets in the universe have conditions favorable for evolving life.
- d. Not all planets in the universe have conditions favorable for evolving life.

**151. This is not a problem to be solved without any preliminary discussion.**

- a. This is a problem to be solved without any preliminary discussion.
- b. This is not a problem to be solved even with all possible preliminary discussions.
- c. This is a problem not to be solved even after some preliminary discussions.
- d. This is not a problem that can be solved without discussing it in advance.

**152. Teenagers must not be left alone to solve their problems.**

- a. Teenagers can solve their problems most successfully if they are left alone.
- b. Grown-ups must not interfere with teenagers when they have to solve their problems.
- c. Teenagers must be allowed to live alone if they want to solve their problems.
- d. Grown-ups must help teenagers to solve their problems.

**153. The choice of a matrimonial mate should be computerized.**

- a. The choice of a matrimonial mate with the help of a computer seems hardly reasonable.
- b. It is reasonable to use a computer while choosing a marriage partner.
- c. A matrimonial mate found by a computer cannot be a good choice.



d. The choice of a matrimonial mate by a computer seems to be formal and improper.

**154. The price of an article bought in a hire-purchase way includes, in addition to the price proper, a charge for interest.**

- a. The price of a hire-purchase article is higher than that of an article paid in cash.
- b. The price of a hire-purchase article does not differ from that of an article paid in cash.
- c. An article paid in cash is more expensive than a hire - purchase article.
- d. A hire - purchase article is cheaper than an article paid in cash.

**155. Not everyone agrees that a formal academic program is the best way to develop future leaders.**

- a. Future leaders cannot be trained on the basis of a formal academic program.
- b. Future leaders can be trained in the best way on the basis of a formal academic program.
- c. Some people do not think that a formal academic program can provide a good training to future leaders.
- d. The use of a formal academic program is the only possible way to train future leaders.

**156. A principal reason for the blossoming of leadership studies is that students and their parents see the program as "career-planning resources".**

- a. Leadership studies are not popular with students and their parents because they do not contribute to the "career-planning".
- b. Leadership studies are very popular among students and their parents because they serve as "career-planning resources".
- c. In the opinion of students and their parents, leadership studies are the same as career planning.
- d. Career planning is not influenced in any way by leadership studies.

**157. The International Monetary Fund offered an unusually gloomy forecast for the world economy.**

- a. In the opinion of the International Monetary Fund, the world economy will flourish in the nearest future.
- b. In the opinion of the International Monetary Fund, serious difficulties will face the world economy.
- c. The International Monetary Fund did not make any definite forecast concerning the world economy.

d. The International Monetary Fund will do its best to save the world economy from coming problems.

**158. If the ball moves down the field, who are we to be fussy?**

- a. If the ball moves down the field, pay no attention to it.
- b. If the ball moves down the field, it should be stopped at once.
- c. If the ball moves down the field, the game will soon be over.
- d. It's silly to worry, if things go all right.

**159. It had rained solidly for months, and the shells often failed to explode.**

- a. Because of the heavy rains many shells did not explode.
- b. Though it had rained solidly, many shells did not explode.
- c. In spite of the heavy rains, many shells often exploded.
- d. It had rained solidly for months and the shells turned to explode.

**160. Although his fund had gone bankrupt there was still a chance that the Mexican peso might bail it out.**

- a. Although he had lost his fund, still there was a chance, that the Mexican peso might improve the situation.
- b. Although his fund had gone bankrupt, the fall of the Mexican peso might make the situation even worse.
- c. He had lost his fund, and there was no chance that the Mexican peso might help.
- d. His fund had gone bankrupt because of the fall of the Mexican peso.

**161. Romance and romantic attraction, however wonderful, have little to do with a successful marriage.**

- a. A little romance and romantic attraction can only do good to a successful marriage.
- b. A successful marriage is impossible without romance and romantic attraction.
- c. Successful marriage very seldom results from preceding romance and romantic attraction, however wonderful they may be.
- d. A successful marriage has nothing to do with romance and romantic attraction, however wonderful they may be.

**162. Divorce should be made harder to get.**

- a. Though divorce is hard to get nowadays, still it should be made harder.
- b. Divorce should be made impossible to get.
- c. Divorce should not be made an unsolvable problem.
- d. Divorce should be made more difficult to obtain.

**163. She lost her temper and I didn't mine.**

- a. She lost her self-control but I didn't.
- b. Her temper was lost before mine.
- c. Her temper was as calm as mine.
- d. She wasn't angry but I was.

**164. Misfortunes never come singly.**

- a. Misfortunes never come to single ones.
- b. Troubles do not come one by one but usually several come together.
- c. Misfortunes never come unexpectedly.
- d. Misfortunes never come but fly.

**165. You'll get into hot water if you don't follow your parents' advice.**

- a. You'll get into troubles, if you don't follow your parents' advice.
- b. If you get into hot water you'll follow your parents' advice.
- c. Your parents' advice will get you into hot water.
- d. Your parents advise you to get into hot water when you have a cold.

**166. We should unite our efforts because everyone is in the same boat.**

- a. If we unite our efforts we shall be able to get into the same boat.
- b. We should unite our efforts in order to get into the same boat.
- c. We should unite our efforts because everyone has the same dangers to face.
- d. We should disunite our efforts because everyone should strive for himself to get into the boat.

**167. The times were so hard that they hardly could make both ends meet.**

- a. The times were so hard that it was impossible for them to make both ends meet.
- b. The times were so hard that at the end of them they had to meet again.
- c. The times were so hard that they didn't manage to overcome them.
- d. The times were so hard that they were on the point of financial disaster (crisis).

**168. The driver had his heart in his boots when we lost our way in the desert.**

- a. When we lost our way in the desert, the driver took off his boots though his heart sank.
- b. The driver lost his heart and boots when we were in the desert.

- c. The driver was frightened and depressed badly when we lost our way in the desert.
- d. The driver's heart ached when we lost our way in the desert.

**169. I wish I had met them at the party yesterday.**

- a. It was so nice to meet them at the party yesterday.
- b. It's a pity I didn't meet them at the party yesterday.
- c. They never attend parties, which I do willingly.
- d. I wish they had come to the party yesterday.

**170. Your husband will be treated exactly as if he were a member of the royal family.**

- a. As your husband is a member of the royal family, he will be treated with much respect.
- b. Though your husband is not a member of the royal family, he will be treated as one of it.
- c. Since your husband is not a member of the royal family, he won't be treated as one of it.
- d. Your husband shouldn't expect much respect, because he is not a member of the royal family.

**171. Children are fond of all kinds of sweets, not to mention ice-cream.**

- a. Children like both, sweets and ice-cream.
- b. Children are fond of all kinds of sweets, but they do not like ice-cream.
- c. Children prefer sweets to ice-cream.
- d. Children do not have ice-cream if they have sweets.

**172. It is quite impossible to name a scientific problem he did not turn his attention to.**

- a. He paid his attention to few scientific problems.
- b. It is quite impossible to name the scientific problems he paid attention to.
- c. There is a scientific problem he did not turn his attention to.
- d. Practically he dealt with almost all scientific problems.

**173. Placing a needle on the fire at the same time as a kettle of cold water, we find that the needle is red-hot before there is any marked difference in the water temperature.**

- a. When two bodies at different temperatures are brought into contact, the warmer body attracts heat from the colder one.
- b. Making a needle red-hot takes the same amount of heat as boiling water.
- c. Being placed into the boiling water, a red-hot needle takes heat from the water.
- d. Similar quantities of heat may produce different effects on different substances.

**174. In the course of the industrial revolution in England a number of steam engines were designed with a view to meeting the urgent demand for these machines.**

- a. Steam engine designers were not stimulated by any socio-economic events.
- b. The invention of steam engines marked the starting point of the industrial revolution in England.
- c. The industrial revolution in England developed the urgent demand in steam engines, so a number of them were designed.
- d. Steam engines had been designed before the industrial revolution in England.

**175. Lady Godiva took her husband at his word.**

- a. Lady Godiva's husband meant what he was saying.
- b. Lady Godiva didn't believe her husband.
- c. Lady Godiva made her husband keep his promise.
- d. Lady Godiva didn't act as her husband had meant her to.

**176. Nothing's illegal if a hundred businessmen decide to do it.**

- a. A hundred businessmen can justify any illegal deed of theirs.
- b. If a hundred businessmen decide to do something, be sure it is an illegal thing.
- c. A hundred businessmen can profit only from illegal affairs.
- d. If a hundred businessmen decide to do something, it's never an illegal thing.

**177. I wish he didn't imply that I'm mean.**

- a. I didn't want to speak about him by any means.
- b. He didn't imply that was I mean.
- c. I don't want him to hint at my being mean.
- d. He implied that I'm a man of means.

**178. After that concert Anne postponed her entering the conservatoire**

**and then left off singing at all.**

- a. Ann's concert at the conservatoire was cancelled and she left without singing.
- b. After that concert Anne put off her entering the conservatoire and after some time gave up singing.
- c. On singing successfully at the concert Anne left the conservatoire hastily.
- d. The concert was put off and Anne left the conservatoire without singing there.

**179. What's up, John?**

- a. What's on your mind, John?
- b. What are you going to do, John?
- c. What's there up on the ceiling, John?
- d. It's up to you, John, you're free to make a choice.

**180. Machine food is underrated.**

- a. Machine food is not popular.
- b. Machine food is cheap.
- c. Machine food is better than it is traditionally believed to be.
- d. Machine food is not tasty.

## KEYS TO THE RESTATEMENT

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19 - d	64 - c	109 - d	154 - a
20 - a	65 - a	110 - a	155 - c
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22 - b	67 - d	112 - c	157 - b
23 - c	68 - a	113 - b	158 - d
24 - a	69 - a	114 - b	159 - a
25 - c	70 - c	115 - a	160 - a
26 - a	71 - b	116 - c	161 - c
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