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Министерством образования Республики Беларусь
в качестве учебного пособия
для студентов учреждений высшего образования
по специальности «Современные иностранные языки»*

Под общей редакцией проф. Е.Б. Карневской

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Является второй частью учебного пособия, предназначенного для развития навыков чтения и восприятия текстов различных стилистических и жанровых видов. Охватывает темы «Работа в жизни человека», «Здоровье и медицинское обслуживание», «Спорт», «У карты мира», «Городская жизнь», «Путешествия по миру», «Культурное и этическое наследие Библии». Каждая тема содержит 2–3 раздела, которые включают урок для аудиторных занятий и урок на основе внеаудиторной деятельности. Уроки содержат тексты, задания по чтению, восприятию и анализу текста.

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INTRODUCTION

This book is designed for Second-Year University and College students majoring in English (from Upper-Intermediate to Advanced levels). It is aimed at enhancing the students' ability to understand authentic English texts of different stylistic varieties and genres.

Reading in this book, as well as in *Book 1*, is treated as a self-contained course with its own specific requirements to the overall structure and composition. At the same time Reading Comprehension is integrated into the general syllabus of English speech practice primarily through the choice of reading materials. These are centered around the following broad areas, or topics: *Work in a Person's Life, Health and Medical Care, Sports and Games, At the Map of the World, City Life, Going Places and Seeing the World, The Cultural and Ethical Heritage of the Bible.*

In accordance with the number of topics the book contains 7 Sections consisting of 2–4 units each. The units in their turn are further subdivided into 2 lessons: A and B.

Lessons A presuppose the students' out-of-class preparation for an in-class detailed analysis of the essential elements of the text contents and structure. Special emphasis is laid on *features* such as *linking, cohesion, expressiveness* and *modal-stylistic variation*. The lessons include three main stages: Reading and Comprehension Tasks; Text Features and Language Focus; Follow-Up or Discussion, each stage providing a set of vocabulary exercises and communicative activities.

Vocabulary development and reinforcement is provided in two steps. Apart from pre-reading word lists intended as an aid for comprehension there are vocabulary tasks in *Language Focus* including multiple choice and matching exercises, word-meaning definition and word-building practice as well as Russian-English translation, serving as a bridge to implementing new vocabulary.

The purpose of the *Discussion* and *Follow-Up* stage is to stimulate the students' creative speaking and writing skills by providing them with the background information and relevant issues and ideas encouraging communicative activity.

Lessons B focus on the skills and strategies of 'quick' reading: synthesizing, summing up and comparing information, extracting main ideas, identifying topic (key) sentences, completing paragraphs, etc.

SECTION I

WORK IN A PERSON'S LIFE

UNIT I. Ambitions and Opportunities

A man can succeed at almost anything for which he has unlimited enthusiasm.

Charles M. Schwab

PART I

LESSON A. INTENSIVE READING

I. Reading and Comprehension Tasks

1. The following words are essential for understanding and discussing the main ideas of the text. Learn the meaning and pronunciation of these words.

Permanent Under-Secretary: senior civil servant responsible for advising the elected Minister and effectively in charge of the department.

The crisis in 1973: the oil crisis which caused the price of oil to rise very quickly and was responsible for a fall in industrial production.

Palm Springs: a place in California famous for the wealth of the inhabitants.

Nouns

gambler [ˈɡæmblə] a person who risks money or possessions on cards, horse races, etc

misery [ˈmɪzəri] great suffering or discomfort caused by being very poor or sick

Verbs

anticipate [ænˈtɪsɪpeɪt] think about something that is going to happen and be ready for it

invest [ɪnˈvest] give money to business companies to get profit

miss [mɪs] fail to use an opportunity to do smth

part [pɑ:t] end a relationship with someone

regard [rɪˈɡɑ:d] think about smth in a particular way

succeed [səkˈsi:d] *smb* come next after *smb* to take their place in a position

Adjectives

civil ['sɪvəl] connected with the ordinary people or things in a country rather than the military ones

crazy ['kreɪzi] not sensible

reasonable ['ri:zənəbl] fair and sensible

Adverbs

inevitably [ɪ'nevɪtəblɪ] unavoidably

sharply ['ʃɑ:pli] quickly and suddenly

2. Practise the pronunciation of the following proper, geographical and official names.

Paulette [pɔ:'let]

Marilyn ['mæri:lɪn]

James Graham ['dʒeɪmz 'græm]

Alaska [ə'læskə]

Los Angeles [lɒs 'ændʒəli:z]

Palm Springs ['pɑ:m 'sprɪŋz]

Government Service ['gʌvəmənt 'sɜ:vɪs]

Martian Invaders ['mɑ:ʃən ɪn'veɪdəz]

Social Security ['səʊʃəl sɪ'kjʊərɪti]

Merchant Navy ['mɜ:tʃənt 'neɪvi]

3. Read the text and do the tasks that follow.

Missed Opportunities



It was about six o'clock on a winter afternoon. Everyone else who had attended James Graham's 'goodbye party' had gone home. I had intended to go home myself but James insisted on my staying. He looked rather sad and lonely, and I knew how he felt because I had been in the same position two years earlier when he had succeeded me as Permanent Under-Secretary to the Ministry of Social Security. I imagined he was looking forward to his retirement because he would have more time to spend in his garden but was wondering if he would find enough to do.

"It's not easy, after a lifetime of service", I said to cheer him up, "but at least you've got a good pension."

“Yes, I’m not worried about that”, he said. “I was thinking about my brother, actually.”

I had never heard that he had a brother, so naturally I was curious. “Rick’s about ten years younger than me”, James said. “He’s always been regarded as ‘the black sheep’ of the family. As you know, my father was a senior civil servant and he expected us both to follow him into Government service. I did, but Rick didn’t. When he was 17, he ran away and joined the Merchant Navy. My father couldn’t do anything to prevent it as Rick was already at sea. We should have done something to bring him back and find him a reasonable job, but he never answered our letters. We heard nothing until a few years later, when he sent us a postcard from Los Angeles to say he was getting married. He had got a job as a film extra*, and the leading actress, Paulette, had fallen in love with him.

Once he had decided to become an actor, he should have taken it seriously but he just had a good time and inevitably there was a divorce. If Paulette had been like my wife, Margaret, she wouldn’t have had any more to do with him, but they parted good friends and she even invested in his crazy schemes. He rang me up one day and asked me what I thought of investing money in Alaska! If they hadn’t found oil there, he would have lost all the money...” “Then they found oil,” I said, interrupting him.

“Oh, yes. They had no right to do so, up there in the ice and snow. However, they did well as the price of oil had gone up sharply after the crisis in 1973 and Rick became a rich man. Anyone with any sense would have stopped there, but instead of that he threw all the money into another mad idea. By that time, he had married again, and he and his wife – Marilyn, I think her name is – had two children. He should have had some consideration for them but instead he put all the money into some Japanese games called “Martian Invaders”, or something like that...”

“So where is he now?” I asked, anticipating a further tale of disaster.

“Oh, he’s a millionaire. He retired five years ago, and lives in Palm Springs. He belongs to the same golf club as Bob Hope. It makes you wonder whether we did the right thing, you and I. Perhaps we should have been gamblers, like Rick”.

“But you have to take into account that for every Rick there are 100 people who lose everything and finish up in misery.”

“No doubt”, he said, “but I can’t help thinking that when I was young I believed Rick had missed all his opportunities. And now I wonder whether I was the one who did that.”

(From “Synthesis Advanced”)

* film extra – one hired to act in group scenes in a motion picture or stage production.

4. Give evidence from the text to prove or disprove the following statements.

1. The narrator and James had been colleagues for a long time.
2. James didn't need to worry about his financial position in the future.
3. James had been in the civil service all his life.
4. Rick had always stayed in close contact with the family.
5. Rick remained true to his first choice of a career.
6. James had always approved of his brother's bold undertakings.
7. Rick was living and working in an elite area in California.
8. Rick's case is rather an exception than a rule.
9. James often wondered whether he had always made the right decisions.

5. Focus on the details of the text to answer these questions.

1. Why did the narrator stay behind at the party?
2. What was Rick's first independent decision?
3. Why couldn't the family do anything to bring him back?
4. How did Rick meet his first wife?
5. Did James believe they would find oil in Alaska?
6. Was investing money in Alaska the last of Rick's crazy schemes?
7. Where did Rick move after he had retired?

II. Text Features and Language Focus

1. Text Interpretation: Inference

*When reading a story we have to take into account the attitude of the person who is telling it, and sometimes not all the information we can deduce from it, is expressed clearly. It is then **inferred** from the facts and opinions given.*

• Decide which of the following interpretations is true.

1. James blamed
 - a) his father for Rick's decision to run away.
 - b) himself.
 - c) Rick.
2. He thinks Rick
 - a) should have stayed in the Merchant Navy.

- b) would have been a good actor if he had made an effort.
 c) owed it to Paulette to earn money as an actor.
3. He thinks Rick's investments succeeded because he was
 a) clever.
 b) dishonest.
 c) lucky.
4. His remark about Rick's second wife suggests that
 a) he has a bad memory.
 b) he has never met her.
 c) he doesn't like her.
5. The impression we have of James' attitude towards his brother in telling the story is that
 a) he is very fond of him.
 b) he would have been a successful gambler himself.
 c) he thinks life is unfair.

2. Expressiveness

The language of the text is, on the whole, neutral both in style and in the degree of expressiveness. In other words, it is neither formal nor conversational in its vocabulary or structure and it is not emotionally coloured either. Yet, the text is not devoid of some features of expressiveness without which the narration would be less interesting for the reader. These features particularly include:

- a) idioms and set phrases such as e.g. 'the black sheep', etc.;*
b) words and word-combinations conveying the author's opinion and evaluation of the facts and events being described, e.g. 'a crazy scheme'.

- **Go over the list of word-combinations below and pick out those which add expressiveness to the text.**

a crazy scheme	finish up in misery
a further tale of disaster	have consideration for smb
a mad idea	put money into smth
the black sheep	take smth into account
look forward to	take smth seriously
go up sharply	throw money into smth
not to have any sense	make smb wonder

III. Reinforcing Vocabulary

1. Look at the words below and decide on their meaning in the text choosing the correct variant.

<i>actually</i>	a) at the moment	b) urgently	c) in fact
<i>attend</i>	a) assist	b) be present	c) enjoy
<i>consideration</i>	a) care	b) advice	c) doubt
<i>curious</i>	a) interested	b) intelligent	c) strange
<i>miss</i>	a) be absent from	b) long for	c) lose a chance
<i>reasonable</i>	a) decent	b) justifiable	c) wise
<i>sense</i>	a) creativity	b) practicality	c) imagination

2. Replace the italicized words in the sentences below by their equivalents from the text.

- Mr. Brown *took over* after I had retired.
- As the prices of gas *had risen dramatically* the overall economic situation changed for the worse.
- When deciding on your final assessment the teachers will *take* your recent illness *into consideration*.
- If that teenager doesn't stop shoplifting, he'll *end up* in prison one day.
- The community authorities are encouraging businessmen to *put money* into local industry.
- Their marriage *was bound to break up* eventually.
- She has always been regarded as a *failure* by the members of her family.
- We have always *thought of* Jack as our personal friend.
- Any *reasonable person* must agree that praising children for good behaviour is better than punishing them for bad.
- Anyone *interested in* the history of art is recommended to read this book.

3. Fill in the appropriate boxes with the words from the text related to the ones in the chart.

Verbs	Nouns	Adjectives/Adverbs
act		
consider		
	million	
		miserable
	reason	
retire		
	success	

4. Translate the following sentences into English using the vocabulary of the text.

1. Когда генеральный директор одной крупной фирмы был вынужден рано *уйти на пенсию*, его старший сын *сменил его на посту*.
2. Он, пожалуй, был одним из самых способных студентов в университете, но, к сожалению, *упустил свои возможности* и проработал всю жизнь рядовым клерком.
3. Мой отец никогда не настаивал на том, чтобы я *пошла по его стопам*, но очень огорчился, когда я сказала, что предпочитаю работать в рекламном бизнесе.
4. Если бы я был на вашем месте, я бы *не имел ничего общего* с людьми такого сорта.
5. Мы часто *задумываемся* над тем, правильно ли мы *поступаем* в жизни.
6. Один из ее братьев был картежник, который проиграл всё, что у него было, и *закончил жизнь в нищете*.
7. Мой знакомый сказал, что *с нетерпением ждет* того момента, когда *уйдет на пенсию*, чтобы заняться своим любимым делом.
8. Это была *безумная идея* – отправиться в горы в такую плохую погоду.
9. Он много раз пытался найти *приличную работу*, но *неизбежно* терпел неудачу.
10. Они *развелись*, но *расстались* хорошими друзьями.
11. Если бы мне предложили совершить поездку в Лондон, я бы никогда не *упустила этот шанс*.

IV. Follow-Up Activity

- Share your ideas about taking opportunities that life offers. Do you think it is worth taking risks in life?

LESSON B. PRACTICE TESTS

Test 1

You are going to read an article about the importance of body language and appearance to police officers, customs officers, and job interviewers. Read the article and do the tasks that follow.

What Are They Looking At?

Police officer

Some people turn into nervous wrecks simply by walking past a police officer. They may be guilty of nothing more than jaywalking back in 1992, but their body language still screams ‘Arrest me!’

Учебное издание

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