

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
Нижегородский государственный университет им. Н.И. Лобачевского

АНГЛИЙСКИЙ ЯЗЫК В МОДУЛЯХ
MODULES OF THE ENGLISH LANGUAGE

**Сборник текстов для чтения и заданий по английскому языку для
бакалавров 1, 2 курса**

Практикум

Рекомендовано методической комиссией филологического факультета
для бакалавров 1, 2 курсов ННГУ им. Н.И. Лобачевского

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Настоящий практикум предназначен для бакалавров первого и второго курсов, изучающих английский язык. Цель данного пособия – совершенствование навыков просмотрового и поискового чтения, расширение лексического запаса, развитие устной речи.

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MODULE 1

Get acquainted

Exercise 1. Fill in the gaps.

HOME AND FAMILY

Where you from?

Where you born?

Where do you?

Do you in a house or flat?

Do you any brothers and sisters?

Do you any pets?

JOB/STUDIES

What do you ?

Where do you?

Do you your job?

What school/university do you to?

What yearyou in?

Can youany other languages? Which?

Where did you English before?

FREE TIME

What kind of music do you to?

Do you a musical instrument? Which?

What TV programmes do you?

Do you any sport or exercise? What?

What kind of books or magazines do you?

How often do you to the cinema?

What did you last weekend?

Exercise 2. In pairs, ask each other these questions. What do you have in common?

Example: *We both live in the city centre.*

Exercise 3. Ask different students the first question until somebody says yes. Then ask the follow up question. Then do the same with the second question and so on.

Present

/ drink a lot of tea/ coffee? How many cups?

/ go to bed early during the week? What time?

/ spend a long time on VKontakte every day? How long?

Past

/ have a big breakfast today? What?

/ go somewhere nice on Saturday? Where ?

/ see a good film last week? What film ?

MODULE 2

Description

Exercise 1. Discuss. Who do you think knows you better, your mother (or father) or your best friend? Why?

Exercise 2. Read the text and answer the questions: 1 What is the idea of the experiment? 2 Who is Charlotte? 3 Who are Alice and Katie? 4 What do Alice and Katie have to do? Then what happens?

WHO KNOWS YOU BETTER – YOUR MOTHER OR YOUR BEST FRIEND?

In our weekly experiment, single people who are looking for a partner ask their mother and their best friend to help. 'This week's single person is Charlotte Ramirez, a 25-year-old web designer. Her father is Spanish and her mother is English. She lives in Brighton and she doesn't have a partner at the moment. Her mother, Alice, chooses a man she thinks is perfect for her daughter and her best friend, Katie, chooses another. Then Charlotte goes on a date with each man. Which one does she prefer?

“I love going to the cinema, but I often feel like staying at home with a good book,” says Charlotte. “I'm quite friendly and sociable and I get on well with most people. I think I have a good sense of humour. What kind of men do I like? Well, I like interesting men who can make me laugh. Physically, I prefer men with a really nice smile who are taller than me. And I don't usually like men with beards! I like men who are into literature and art, and classical music. I'm not sure who is going to choose better for me. Both my mum and my best friend know me very well. Perhaps Katie could find me a guy who is physically more compatible, but my mother has known me for longer!”

Exercise 3. Cover the text. Can you remember? 1 What does Charlotte like doing? 2 What's she like? 3 What kind of men does / doesn't she like? 4 Who does she think is going to choose better? Why?

Exercise 4. Read how Charlotte describes her meeting with Alexander. What does she think of him? Do the same with Oliver.

My first impression of Alexander was that he was much older than me. In fact he was 32, but I thought he was older. But when we started talking I really liked him. He was extrovert and funny and he had a very good sense of humour. He works for a TV company and he told me a lot of good stories about his work. He was also interested in the same things as me — art and music, and we talked a lot about that. Physically he wasn't really my type. It's difficult to say why. He was tall and dark and quite good-looking and he had a nice smile but there just wasn't any chemistry

between us. I could imagine going to a concert or theatre with him, but as a friend. Sorry Mum, but no.

When I first saw Oliver I thought he looked warm and friendly, and more attractive than Alexander. He was quite tall with short blond hair and he had lovely blue eyes, a bit like the actor Jude Law. He was a bit shy and quiet at first but when we started chatting he relaxed and we found we had a lot of things in common—we both like books, and the cinema. He was generous too — he wanted to pay for everything. I really enjoyed the evening. When it was time to go he asked for my phone number and said he wanted to meet again. We walked out of the restaurant and went to look for a taxi. And then something happened, and I knew that it was impossible for me to go out with him. He said 'At last!' and took out a packet of cigarettes. That was it, I'm afraid. I could never have a boyfriend who was a smoker. I think perhaps for my next date I'm going to choose the man myself. I don't think another person can really choose a partner for you.

Exercise 5. Discuss. What does Charlotte decide in the end? Do you agree with her?

MODULE 3

Holidays

Exercise 1. In one minute, write down five things you like doing when you're on holiday, e.g. relaxing, going to museums. Then compare with a partner.

Exercise 2. Work in pairs. Student A read about Joe's holiday. Student B read about Laura's holiday. Find the answers to questions 1-5.

- 1 Where did he / she go on holiday?
- 2 Who did he / she go with?
- 3 Where did he / she stay?
- 4 What was the weather like?
- 5 Why didn't he / she enjoy the holiday?

**THE PLACE IS PERFECT, THE WEATHER IS WONDERFUL BUT IF
YOU'RE WITH THE WRONG PERSON,
A HOLIDAY CAN BE A DISASTER...**

Joe 28, a flight attendant

Last October I went on holiday to Thailand for two weeks with my girlfriend, Mia. The holiday began well. We spent two days in Bangkok and saw the Floating Market and the Royal Palace. But things went wrong when we left Bangkok. I wanted to stay in hostels, which were basic but clean, but Mia said they were too uncomfortable and so we stayed in quite expensive hotels. I wanted to experience the local atmosphere but Mia just wanted to go shopping. I thought I knew Mia very

well, but you don't know a person until you travel with them. It was awful! We argued about everything. For our last four days we went to Ko Chang, a beautiful island. It was like being in paradise. The weather was lovely and the beaches were wonderful, but we just sunbathed without speaking. We spent our last night back in Bangkok and we went for a drink with some Australians. They were really friendly and Mia started flirting with one of the boys. That was the end.

When we arrived at Heathrow airport the next day we decided to break up. I took hundreds of photos, but when I got home I didn't show them to anyone.

Laura 26, a nurse

Last spring my best friend Isabelle and I booked a holiday in Venice. We rented a small apartment for a week with a fantastic view of the canals. At the last moment another friend, Linda, asked if she could come too. We felt sorry for her because she had problems with her boyfriend, so we said yes.

Venice was magical and the weather was perfect, but the holiday was a disaster for one simple reason: Linda was so mean! She has a good job so she's not poor, but she just didn't want to pay for anything. When we went sightseeing she didn't want to go to any museums or galleries that cost money. When we went on a gondola she complained that it was very expensive. When we went to have lunch or dinner she always wanted to go to cheap restaurants or she bought pizzas and ate them in the flat. But the night I invited her and Isabelle out on my birthday she chose the most expensive things on the menu! The worst thing was that although Isabelle and I paid for the apartment, Linda never once bought us a coffee or a drink. I'd love to go back to Venice one day...but without Linda.

Exercise 3. Now tell your partner about the holiday you read. Use questions 1-5 to help you.

Exercise 4. Discuss. Whose holiday do you think was worse? Why?

Exercise 5. Have you ever had a holiday you didn't enjoy? What happened? Tell other students about it.

MODULE 4

Story telling

Exercise 1. Read the story once. Then complete the gaps with a word or phrase from the box.

After that	Next day	One evening in October	Suddenly	Two minutes later
When				

Hannah met Jamie in the summer of 2010. It was Hannah's 21st birthday and she and her friends went to a club. They wanted to dance, but they didn't like the

music, so Hannah went to speak to the DJ. 'This music is awful,' she said. 'Could you play something else?' The DJ looked at her and said, 'Don't worry, I have the perfect song for you.'

_____ he said, 'The next song is by Scouting For Girls. It's called Blue As Your Eyes and it's for a beautiful girl who's dancing over there.' Hannah knew that the song was for her. _____ Hannah and her friends left the club, the DJ was waiting for her at the door. 'Hi, I'm Jamie,' he said to Hannah. 'Can I see you again?' So Hannah gave him her phone number.

_____ Jamie phoned Hannah and invited her to dinner. He took her to a very romantic French restaurant and they talked all evening. Although the food wasn't very good, they had a wonderful time. _____ Jamie and Hannah saw each other every day. Every evening when Hannah finished work they met at 5.30 in a coffee bar in the high street. They were madly in love.

_____, Hannah was at work. As usual she was going to meet Jamie at 5.30. It was dark and it was raining. She looked at her watch. It was 5.20! She was going to be late! She ran to her car and got in. At 5.25 she was driving along the high street.

She was going very fast because she was in a hurry. _____, a man ran across the road. He was wearing a dark coat, so Hannah didn't see him at first. Quickly, she put her foot on the brake...

Exercise 2. With a partner, answer the questions.

- 1 Why did Hannah go and speak to Jamie?
- 2 Why did Jamie play Blue As Your Eyes?
- 3 What happened when Hannah left the club?
- 4 What was the restaurant like?
- 5 Where did they go every evening after that?
- 6 What was the weather like that evening?
- 7 Why was Hannah driving fast?
- 8 Why didn't she see the man?

Exercise 3. Make the verb phrases with a verb from **A** and a phrase from **B**

A	B
invite	along the high street
have	somebody your email / phone number
drive	a song
meet	across the road
give	in a hurry
take	in a coffee bar
wait	for somebody
be	for club very late
play	somebody to dinner
leave	somebody to a restaurant
run	a wonderful time

Exercise 4. Retell the story. Think of an end of the story.

Exercise 5. There are two endings – a happy and a sad. Choose which one you would like to read. Read it and answer the questions.

Happy ending

Narrator Suddenly, a man ran across the road. He was wearing a dark coat so Hannah didn't see him at first. Quickly she put her foot on the brake. She stopped just in time. She got out of her car and shouted at the man.

Hannah Don't you usually look before you cross the road? I nearly hit you. I didn't see you until the last moment.

Jamie Sorry! Hey, Hannah it's me. It's Jamie.

Hannah Jamie! What are you doing here? I nearly killed you!

Jamie I was buying something. I was in a hurry and I crossed the road without looking.

Hannah Come on. Get in!

Narrator Hannah and Jamie drove to the coffee bar. They sat down in their usual seats and ordered two cups of coffee.

Hannah What an evening! I nearly killed you.

Jamie Well, you didn't kill me, so what's the problem?

Hannah But what were you doing in the high street? I thought you were here, in the cafe, waiting for me.

Jamie I went to the theatre to buy these tickets for the Scouting For Girls concert. I know you wanted to go. And it's on the 15th of October—next Saturday. Our anniversary.

Hannah Our anniversary?

Jamie Yes. Three months since we first met. We met on Saturday the 15th of July. Remember?

Hannah Gosh, Jamie. I can't believe you remember the exact day! What a romantic! It's lucky I didn't hit you in the street...

Questions:

1. Why didn't Hannah see the man who was crossing the road?
2. Who was the man?
3. Why did he cross without looking?
4. Where did they go after that?
5. What did they order?
6. Why was Jamie in the High Street?
7. What and when was the concert?
8. What was special about the day?

Sad ending

Narrator Suddenly, a man ran across the road. He was wearing a dark coat so Hannah didn't see him at first. Quickly she put her foot on the brake. Although

Hannah tried to stop she couldn't. She hit the man. Hannah panicked. She drove away as fast as she could. When she arrived at the coffee bar Jamie wasn't there. She called him but his mobile phone was turned off. She waited for ten minutes and then she went home. Two hours later a car arrived at Hannah's house. A policewoman knocked at the door.

Policewoman Good evening, Madam. Are you Hannah Davis?

Hannah Yes, I am.

Policewoman I'd like to speak to you. Can I come in?

Narrator The policewoman came in and sat down on the sofa.

Policewoman Are you a friend of Jamie Dixon?

Hannah Yes.

Policewoman Well, I'm afraid I have some bad news for you.

Hannah What? What's happened?

Policewoman Jamie had an accident this evening.

Hannah Oh no! What kind of accident?

Policewoman He was crossing the road and a car hit him.

Hannah When...When did this happen? And where?

Policewoman This evening at 5.25. He was crossing the road in the high street by the theatre.

Hannah Oh no! How is he?

Policewoman He's in hospital. He's got a bad injury to his head and two broken legs.

Hannah But is he going to be OK?

Policewoman We don't know. He's in intensive care.

Hannah Oh no. And the driver of the car?

Policewoman She didn't stop.

Hannah She?

Policewoman Yes, it was a woman in a white car. Somebody saw the number of the car. You have a white car outside don't you, Madam? Is your number plate XYZ 348S?

Hannah Yes...yes, it is.

Policewoman Can you tell me where you were at 5.25 this evening?

Questions:

1. Why didn't Hannah see the man who was crossing the road?
2. What happened?
3. When did she go then and what did she do?
4. Who arrived at her house two hours later?
5. What news did she have for Hannah?
6. How was Jamie?
7. What did she tell Hannah about the car and the driver?
8. What happened in the end?

MODULE 5

New vocabulary

Exercise 1. Read the article. How many ways does it mention of creating new words? What are they?

900 NEW WORDS IN THREE MONTHS

Everyone knows the English language is changing. Every three months, the OED (Oxford English Dictionary) publishes updates to its online dictionary. One recent update contained 900 new words, new expressions, or new meanings for existing words. But where do they all come from?

New words are created in many different ways. We can make a new word by combining two words, like **gastropub** (gastronomy + pub) or **emoticon** (emotion + icon). Sometimes we put two words together in a new way, for example **road rage** or **toy boy**.

We also find that nouns can change into verbs. Take the word **text**. Text was always a noun (from about 1369, according to the OED), but it is now very common as a verb, **to text** somebody. Other new words already existed but with a different meaning. For example, **tweet** was the noise that a bird makes, but now we use it more often (as a verb or a noun) for a message that people put on the social networking site Twitter.

Another way in which we make new words is by 'adopting' words from foreign languages, like **barista** or **latte** (imported from Italian when coffee bars became really popular in the UK in the 1990s).

A lot of new words come from the names of brands or companies, for example we play music on an **iPod** and we **google** information. We also need more general words to describe new technology or new gadgets: **Wi-fi**, **ringtone**, and **smartphone** are some recent examples.

The invention of new words is not a new phenomenon. The word **brunch** (breakfast + lunch) first appeared in 1896, **newspaper** (news + paper) in 1667, and English speakers started to use the word **café** (from French) in the late 19th century. The difference now is how quickly new words and expressions enter the language and how quickly we start to use and understand them.

Exercise 2. Look at the **highlighted** new words. What do you think they mean? Match them to the definitions below.

1. (n) a young man who is going out with a much older woman
2. (v) to send a message using a mobile phone
3. (n) a person who works in a coffee bar
4. (n) feeling angry because of the traffic or another person's driving
5. (n) coffee with hot milk
6. (n) a pub where you can also have very good food

Exercise 3. Can you explain the meaning of these other words from the text.

emoticon
to tweet
iPod
to google
Wi-fi
ringtone
smartphone

MODULE 6

Fast life

Exercise 1. Read an article about living faster and match the headings to the paragraphs.

No time for Snow White

More time on the road

No time to write

No time for Van Gogh

No time to wait

No time to stop

WE'RE LIVING FASTER, BUT ARE WE LIVING BETTER?

1

People in cities around the world walk 10% more quickly than they did twenty years ago. Singapore, a world business centre, is top of the list for fast walkers.

2

In the USA there is a book called One-Minute Bedtime Stories for children. These are shorter versions of traditional stories, especially written for busy parents who need to **save time**.

3

People aren't as patient as they were in the past. If the lift **takes more than 15 seconds** to arrive, people get very impatient because they think they're **wasting time**. It's exactly the same when an Internet page does not open immediately.

4

Written communication on the internet is getting shorter and shorter and using more and more abbreviations, like BFN (bye for now) or NP (no problem). Twitter only allows you to use 140 characters, and now a new social networking site has a limit of just ten words.

5

Even in our free time we do things **in a hurry**. Twenty years ago when people went to art galleries they spent ten seconds looking at each picture. Today they spend much less time — just three seconds!

6

Our cars are faster, but the traffic is worse, so we drive more slowly. The average speed of cars in New York City is 15 km/h. We **spend more time** than ever sitting in our cars, feeling stressed because we aren't going to arrive **on time**.

Exercise 2. Look at the **highlighted** words in the text. Discuss what they mean.

Exercise 3. Look at a questionnaire about living faster. In pairs, ask and answer the questions. Answer with often, sometimes, or never and give more information.

How Fast Is Your Life?

1. Do people tell you that you talk too quickly?
2. Do you get impatient when other people are talking?
3. Are you the first person to finish at mealtimes?
4. When you are walking along a street, do you feel frustrated when you are behind people who are walking more slowly?
5. Do you get irritable if you sit for an hour without doing anything, e.g. waiting for the doctor?
6. Do you walk out of shops and restaurants if there is a queue?

Exercise 4. Read the results. Do you agree?

How to score:

1 point for never

2 points for sometimes

3 points for often

Is your score between 6 and 9? You are living life in the slow lane. Compared to most people you take things easy and don't get stressed by modern-day living. You are patient, relaxed, and easy-going. Most of the time this is good news, but sometimes it can be a problem. For example, are you sometimes late for appointments?

Is your score between 10 -14? You have a medium pace of life. You are probably somebody who can change the speed at which you live depending on the situation.

Is your score between 15 and 18? You are living life in the fast lane, rushing around and trying to do many different activities and projects at the same time. You are impatient and you find it difficult to relax. You are probably very productive, but your relationships and health could suffer as a result.

Exercise 5. Think about how your life changed over the last 3-5 years. Discuss these questions with a partner.

1. Do you spend more or less time on these days? Say why.

working or studying	sleeping
getting to work/university	cooking
sitting in traffic	shopping
talking to friends	eating
meeting friends	using your phone
being online	using your computer
2. Do you have more or less free time?
3. What don't you have time for nowadays? What would you like to have more time for?

MODULE 7

What you eat

Exercise 1. Are the foods in the list carbohydrates or proteins? With a partner, think of four more kinds of food for each category: cake chicken pasta salmon.

Exercise 2. With a partner, answer the questions below with either carbohydrates or proteins,

What kind of food do you think it is better to eat...?

- for lunch if you have an important exam or meeting
- for breakfast
- for your evening meal
- if you are feeling stressed

Exercise 3. Look at the title of the article. What do you think it means? Read the article once to find out, and to check your answers to the previous exercise.

Exercise 4. Read the article. Then with a partner say in your own words why the following people are mentioned. Give as much information as you can.

- 1 Dr Paul Clayton
- 2 people on diets
- 3 schoolchildren
- 4 Paul and Terry
- 5 nightclub owners in Bournemouth

Exercise 5. Find adjectives in the article for the verbs and nouns in the list. What's the difference between the two adjectives made from stress?

stress (noun) (x2)	relax (verb)	wake (verb)	sleep (verb)	power (noun)
violence (noun)	oil (noun)			

Exercise 6. Ask and answer the questions with a partner.

1. What time of day do you normally eat protein and carbohydrates? How do they make you feel?
2. How often do you eat chocolate? Does it make you feel happier?
3. After reading the article, is there anything you would change about your eating habits?

MOOD FOOD

We live in a stressful world, and daily life can sometimes make us feel tired, stressed, or depressed. Some people go to the doctor's for help, others try alternative therapies, but the place to find a cure could be somewhere completely different: in the kitchen.

Dr Paul Clayton, a food expert from Middlesex University, says ‘The brain is affected by what you eat and drink, just like every other part of your body. Certain types of food contain substances which affect how you think and feel.’

For example, food which is high in carbohydrates can make us feel more relaxed. It also makes us feel happy. Research has shown that people on diets often begin to feel a little depressed after two weeks because they are eating fewer carbohydrates.

On the other hand, food which is rich in protein makes us feel awake and focused. Research has shown that schoolchildren who eat a high- protein breakfast often do better at school than children whose breakfast is lower in protein. Also, eating the right kind of meal at lunchtime can make a difference if you have an exam in the afternoon or a business meeting where you need to make some quick decisions. In an experiment for a BBC TV programme two chess players, both former British champions, had different meals before playing each other. Paul had a plate of prosciutto and salad (full of protein from the red meat), and his opponent Terry had pasta with a creamy sauce (full of carbohydrate). In the chess match Terry felt sleepy, and took much longer than Paul to make decisions about what moves to make. The experiment was repeated several times with the same result.

Another powerful mood food could become a secret weapon in the fight against crime. In Bournemouth in the south of England, where late-night violence can be a problem, some nightclub owners have come up with a solution. They give their clients free chocolate at the end of the night. The results have been dramatics with a 60% reduction in violent incidents.

Why does chocolate make people less aggressive? First, it causes the brain to release feel-good chemicals called endorphins. It also contains a lot of sugar, which gives you energy, and can help stop late-night tiredness turning into aggression. These two things, together with a delicious taste, make chocolate a powerful mood changer.

Mood food – what the experts say

- Blueberries and cocoa can raise concentration levels for up to five hours.
- Food that is high in protein helps your brain to work more efficiently
- For relaxation and to sleep better, eat carbohydrates.
- Dark green vegetables (e.g. cabbage and spinach) and oily fish (e.g. salmon) eaten regularly can help to fight depression.

Adapted from a British newspaper

MODULE 8

Being an only child

Exercise 1. Which do you think has more advantages, being an only child, or having brothers and sisters? Why?

Exercise 2. Work in pairs. A read *The younger brother*, B read *The only child*.

Exercise 3. Tell your partner about 1 and 2 below. Whose childhood sounds happier?

1. other family members who are mentioned
2. how the writer's experience as a child affects him /her now?

Exercise 4. Look at the **highlighted** words in the two texts. Try to 'work out their meaning from the context. Then match them with definitions 1-12.

1. *adj.* ill
2. it's no surprise that
3. *noun* competition between two people
4. *noun* the time when you were it child
5. *noun* a meeting of people, e.g. family
6. *noun* people who are fully grown
7. *adj* knowing about or being conscious of sth
8. *noun* a school where children can live during the year
9. *verb* think that sb or sth is important
10. *verb* divided sth between two or more people
11. *verb* try to hurt sb else
12. *noun* a group of friends

Exercise 5. Talk to a partner. Do you have brothers and sisters, or are you an only child? Do you feel positive or negative about it?

THE YOUNGER BROTHER NOVELIST TIM LOTT

Rivalry between brothers is normal, but there was a special reason for the tension between us. I was very ill when I was born, and spent three months in hospital with my mother. My brother did not see her at all during that time, as he went to stay with an aunt. When our mother returned home, it was with a **sick** newborn baby who took all the attention. **No wonder** he hated me (although if you ask Jeff, he will say that he didn't – we remember things differently).

My brother and I were completely different. We **shared** the same bedroom, but he was tidy, and I was really untidy. He was responsible, I was rebellious. He was sensible, I was emotional. I haven't got any positive memories of our **childhood** together though there must have been good moments. Jeff says we used to play Cowboys and Indians but I only remember him trying to suffocate me under the bedcovers.

My relationship with Jeff has influenced my attitude towards my own four daughters. If the girls **fight**, I always think that the younger child is innocent. But the good news about brothers and sisters is that when they get older, they **value** each other more. Jeff is now one of my best friends, and I like and admire him greatly. For better or for worse, we share a whole history. It is the longest relationship in my life,

THE ONLY CHILD JOURNALIST SARAH LEE

I went to **boarding school** when I was seven, and the hardest thing I found was making friends. Because I was an only child, I just didn't know how to do it. The thing is that when you're an only child you spend a lot of your time with **adults** and you're often the only child in **a gathering** of adults. Your parents go on living more or less the way they have always lived, only now you are there too.

I found being an only child interesting because it gave me a view of the world of adults that children in a big family might not get. And I know it has, at least partly, made me the kind of person I am – I never like being one of a group, for example. If I have to be in a group, I will always try to go off and do something on my own, or be with just one other person - I'm not comfortable with being one of a gang. My parents are divorced now and my mother lives in the US and my father in the UK. I feel very responsible for them – I feel responsible for their happiness. I'm the closest relative in the world to each of them, and I **aware of** that.

Adapted from a British newspaper

MODULE 9 Money

Exercise 1. Read the questionnaire and choose your answers. Compare your answers with a partner. Say why.

ARE YOU A SPENDER OR A SAVER?

1. You go shopping and you see something very expensive that you really want, but can't afford. You...
 - a. buy it with your credit card. You can worry about the bill next month.
 - b. already have some money in the bank and plan to save for a couple of weeks and then buy the thing you want.
 - c. borrow the money and agree to pay back a small amount every week.
2. You get £100 for your birthday. You
 - a. spend some of it and save some.
 - b. go straight to a shopping centre and spend it all.
 - c. put all of it in your bank account until you know what you want to spend it on.
3. Do you always know how much money you have, how much money you have spent, and on what?
 - a. Yes. I'm very organized and know exactly what I have and what I've spent.
 - b. No. I haven't got a clue. When I have money I usually just spend it.
 - c. I usually have a rough idea about what I spend my money on.
4. You've borrowed some money from a friend, but you don't think that you'll be able to pay it back by the time you promised to. You...
 - a. don't worry about it. Hopefully your friend will forget about it too!

b. work out how much money you have and how much you owe. You speak to your friend and explain the situation and offer to pay the money back in small instalments.

c. speak to your friend and promise that you'll pay him/her back, but it might take a bit longer than you first thought.

5. You have a friend who often borrows money from you and never pays it back. He/she wants to borrow £50. You...

a. lend him / her the money. You can afford it and it doesn't matter- if you don't get it back.

b. say no; he / she owes you too much already.

c. lend the money, but explain that it is the last time, until he / she has paid back this loan.

Exercise 2. Check your results, then compare with a partner. Do you agree with your results?

Mostly 'a' answers

You can't be trusted with your own money! You definitely need someone to help you to manage your finances better. Why not speak to an organized friend about how to plan? This will help you to make your money go further and stop you getting into debt.

Mostly 'b' answers

Although you understand how to manage your money, sometimes you need to be a bit more organized. Try setting yourself a weekly or monthly budget, then keep to it. You will then know how much money you have, what you spend it on, and how much you can save.

Mostly 'c' answers

Congratulations! It sounds like you really know what you are doing when it comes to managing your money. You know how important it is to keep track of your spending and are responsible with your money.

Exercise 3. In pairs, answer the questions. Give as much information as you can.

1. Think of two people you know personally or have heard of who are very rich. Did they...?

a. earn their money (how?)

b. inherit their money (who from?)

c. win it (how?)

2. If they earned their money, was it because...?

a. they were very lucky

b. they worked very hard

c. they had a special talent

Exercise 4. Now read an article about a millionaire. How did he become so rich? Why is his success surprising? How did he make his daughter proud of him?

Exercise 5. Now read the article again and number the events in the order in which they happened.

- A. He became a millionaire again.
- B. He learnt to read and write.
- C. He lost all his money.
- D. He sold old clothes in the market.
- E. He opened a department store.
- F. He won an important prize.
- G. He opened a small clothes shop.
- H. He became a millionaire.
- I. He sold clothes in the market again.
- J. He wrote his autobiography.
- K. His shop was on the front page of a newspaper.

Exercise 6. Discuss with a partner. What do you think you can learn from Jeff's story?

Exercise 7. Look at the **highlighted** words and phrases related to money and business. With a partner, try to work out the meaning from the context.

Exercise 8. Complete the questions with one of the **highlighted** words and phrases. Then ask and answer the questions with a partner.

1. When was the last recession in your country? How long did it last (has it lasted)?
2. Do you know anybody who works as a? What does he (she) sell? Does he (she) enjoy his (her) job?
3. If you were completely, who would you ask to lend you some money?
4. Have you ever bought something the first day it? What?
5. Do you know anybody who has on their own? Is it successful?

THE MILLIONAIRE WITH A SECRET

Jeff Pearce was a successful businessman - but he had a secret: he couldn't read or write.

His name is not really Jeff. His mother changed it because he could never spell his real name, James, and she thought Jeff was easier.

Pearce was born in Liverpool in the 1950s, in a very poor family. At school, all the teachers thought he was stupid because he couldn't learn to read or write — at that time, not many people knew about dyslexia. But there was something that he was good at: selling things. Pearce's first experience as a **salesman** was when he was a boy, and he and his mother used to go door-to-door asking for old clothes that they could sell in the market. He instinctively knew what people wanted, and it soon

seemed that he could **make money** from anything. His mother always believed in him and told him that one day he would be successful and famous.

In 1983, when he already owned a small **boutique**, he decided to invest £750 in leather trousers, and to sell them very cheaply in his shop. 'It was a bit of a **gamble**, to tell you the truths' he says. But Liverpool loved it, and there were photos of shoppers sleeping in the street outside his boutique on the front page of the local newspaper. The first day the trousers **went on sale**, the shop took £25,000. Jeff became a **millionaire**, but later he lost most of his money in the **recession** of the Nineties. He was almost 40, and he was **broke** again. He even had to go back to selling clothes in the market. But he never gave up, and soon he **set up a new business**, a department store, called Jeff's, which again made him a millionaire.

However, success didn't mean anything to Jeff because he still couldn't read or write. Even his two daughters did not realize that their father couldn't read. When one of them asked him to read her a bedtime story he went downstairs and cried because he felt so ashamed. At work he calculated **figures** in his head, while his wife Gina wrote all the **cheques** and read **contracts**.

In 1992 Pearce was awarded a Businessman of the Year prize for the best clothes store in Liverpool. It was at this moment that he told his friends and colleagues the truth, and decided to write a book about his experience. But first he had to learn to read and write. He went to evening classes, and employed a private teacher, but he found it very difficult because of his dyslexia. Finally, with the help of a ghost-writer, his autobiography, *A Pocketful of Holes and Dreams*, was published, and became a best-seller. Recently, he was woken in the middle of the night by someone knocking on his front door. It was his daughter to whom he hadn't been able to read a bedtime story all those years earlier. She had come to tell him that she had just read his book. 'Dad, I'm so proud of you,' she said — and burst into tears in his arms.

Adopted from the Times

MODULE 10

Race across London

Exercise 1. You are going to read about a race which the BBC car programme *Top Gear* organized across London. Read the introduction and answer the questions.

1. Where do they have to go from? Where to?
2. What are the four methods of transport?
3. Which one do you think will be the fastest? Why?
4. In what order do you think the other three will arrive? Why?

Exercise 2. Now read about the journeys by boat, bike and car. Do you still think your predictions are right?

TOP GEAR CHALLENGE

WHAT'S THE FASTEST WAY TO GET ACROSS LONDON?

On *Top Gear* a very popular BBC TV series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city. The idea was to start from Kew Bridge, in the south-west of London: and to finish the race at the check-in desk at London City Airport, in the east, a journey of approximately 15 miles. Four possible forms of transport were chosen, a bike, a car, a motorboat and public transport. The show's presenter **Jeremy Clarkson**, took the **boat** and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**: and **The Stig** took public **transport**. He had an Oyster card. His journey involved getting a bus, then the Tube, and then the Docklands Light Railway, an overground train which connects east and west London.

They set off on a Monday morning in the rush hour...

Jeremy on a motorboat

His journey was along the River Thames. For the first few miles there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point he realized that he was going in the wrong direction. But he **turned round** and got back onto the right route. Soon he was going past Fulham football ground. He phoned Richard and asked him where he was – just past Trafalgar Square. This was good news for Jeremy. He **was ahead of** the bike! He **reached** Wandsworth Bridge. The speed limit finished there, and he could now go as fast as he liked. Jeremy felt like the fastest moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now? He could see Tower Bridge ahead. His journey was seven miles longer than the others, but he was now going at 70 miles an hour. Not far to the airport now!

Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to **crash into** the buses! He hated buses! Horrible things! When the traffic lights **turned red** he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly he was delighted to see that there was a terrible traffic jam — he could go through the traffic, but James, in his Mercedes, would **get stuck**. He got to Trafalgar Square, and then went into a cycle lane. From now on it was going to be easier...

James in the car

He started off OK. He wasn't going fast but at a steady speed — until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was **getting worse**. Now he was going really slowly, 25 miles an hour, 23, 20... 18... It was so frustrating!

Exercise 3. Read the three journeys again and answer the questions with Jeremy, Richard or James.

Who

1. was asked to show a piece of paper

2. went much faster in the later part of his journey
3. nearly did something illegal
4. went more slowly in the later part of his journey
5. was happy to see that there was a lot of traffic
6. got slightly lost
7. had the most exciting journey

Exercise 4. Look at the **highlighted** verbs and verb phrases. With a partner, work out their meaning from context.

Exercise 5. Now read what happened to The Stig.

Stig on the Underground

The Stig was using public transport for the first time in his life! He saw a big red thing coming towards him. A bus! He got on it, and used his Oyster Card to pay. Ten minutes later he got off and got the tube at Acton Town to take the District line to Monument. 18 stops!

The train now approaching is a District line train to West Ham. Please mind the gap between the train and the platform.

The Stig noticed that everyone was reading a newspaper, so he picked up a free one that was on a seat and started reading.

The next station is Monument. Change here for the Central line and the Docklands Light Railway.

He got off the tube and ran to the platform for the Dockland Light Railway. After a few minutes a train arrived. Now it was just ten stops and he would be there!

Exercise 6. Read again. What information or warning do you hear when you are travelling on the Tube.

Exercise 7. With partner, write down the order in which you now think the four people arrived. Then read what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?

Jeremy Clarkson, who had travelled in the boat, ran into London City airport and ran straight to the check-in desk. The man at the check-in desk said, 'Unfortunately, a gentleman on a bike has checked in already.' Jeremy couldn't believe it! He looked at Richard Hammond, who was standing nearby laughing. They waited for the other two to arrive. They needed public transport to come last. Top Gear, after all, is a programme about cars. A few minutes later came The Stig. He was third. And 15 minutes later, James, 'Who had come by car, arrived at the airport. Disaster! Public transport had beaten the car!

Exercise 8. Think of your city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport what order do you think they would arrive in?

MODULE 11

Stereotypes

Exercise 1. In pairs, answer the questions.

1. Are you a talkative or a quiet person?
2. Who is...?
 - a. the most talkative person in your family
 - b. the most talkative person you know
3. Do you think that, generally speaking, women are more talkative than men?
4. What topics do
 - a. men talk about more than women?
 - b. women talk about more than men?

Exercise 2. Student A read the article *Men talk just as much as women* and student B read the article *A gossip with the girls?* Find answers to questions 1-4 below.

1. What was the stereotype that the researchers wanted to investigate?
2. Where was the research done?
3. How was the research done?
4. What did the research show?

Exercise 3. In pairs, tell each other about your article, using questions 1-4 to help you.

Exercise 4. Now read both articles again and look at the **highlighted** words and phrases, which are commonly used in articles about research. Match them with definitions 1-10.

1. *adverb* really
2. *verb* make less
3. usually do it
4. *adverb* a little bit
5. linking word used to connect or contrast two facts
6. *verb* say that something is true
7. as said or shown by. Somebody
8. *verb* include several different things in addition to the ones mentioned
9. *adverb* nearly
10. not completely believed, doubted

MEN TALK JUST AS MUCH AS WOMEN – CAN IT REALLY BE TRUE?

Research by psychologists at the University of Arizona has shown that the stereotype that women talk more than men may not be true. In the study, hundreds of university students were fitted with recorders and the total number of words they used during the day was then counted.

The results, published in the New Scientist, showed that women speak about 16,000 words a day and men speak only **slightly** fewer. **In fact**, the four most talkative people in the study were all men.

Professor Matthias Mehl, who was in charge of the research, said that he and his colleagues had expected to find that women were more talkative.

However, they had been **sceptical** of the common belief that women use three times as many words as men. This idea became popular after the publication of a book called *The Female Brain* (2006) whose author, Louann Brizendine, **claimed** that 'a woman uses about 20,000 words per day, whereas a man uses about 7,000.'

Professor Mehl accepts that many people will find the results difficult to believe. However, he thinks that this research is important because the stereotype that women talk too much and men keep quiet is bad not only for women but also for men. 'It says that to be a good male, it's better not to talk – that silence is golden.'

A GOSSIP WITH THE GIRLS? JUST PICK ANY ONE OF FORTY SUBJECTS

Women are experts at gossiping and they often talk about trivial things, or at least that's what men have always thought. However **according to** research carried out by Professor Petra Boynton, a psychologist at University College London, when women talk to women their conversations are not trivial at all, and cover many more topics (up to 40) than when men talk to other men.

Women's conversations **range from** health to their houses, from politics to fashion, from films to family, from education to relationship problems. **Almost** everything, in fact, except football. Men **tend to** talk about fewer subjects, the most popular being work, sport, jokes, cars, and women.

Professor Boynton interviewed over 1,000 women for her study. She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

Professor Boynton also says that men and women chat for different reasons, in social situations women use conversation to solve problems and **reduce** stress, while men chat with each other to have a laugh or to swap opinions.

Exercise 5. In small groups discuss if the statements below about men and women are stereotypes or true.

MEN WOMEN stereotypes or true?

- Women worry more about their appearance than men
- Women spend more time than men on social networking sites.
- Men talk more about things; women talk more about people.
- Men are more interested than women in gadgets like phones and tablets.
- Women are better at multitasking than men.
- Men find it more difficult than women to talk to their friends or family if they have a problem.

- Women spend more time than men talking about celebrities and their lifestyles.
- Men are more interested than women in power.
- Women are less interested in sport than men.
- Men worry more about her health than women.

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АНГЛИЙСКИЙ ЯЗЫК В МОДУЛЯХ

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бакалавров 1, 2 курсов**

Практикум

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