

Министерство науки и высшего образования Российской Федерации

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Оренбургский государственный университет»

У.С. Баймуратова, Н.А. Белова

ПРАКТИЧЕСКИЙ КУРС ПО РАЗВИТИЮ НАВЫКОВ АНГЛИЙСКОЙ УСТНОЙ РЕЧИ

Учебное пособие

Рекомендовано ученым советом федерального государственного бюджетного образовательного учреждения высшего образования «Оренбургский государственный университет» для обучающихся по образовательной программе высшего образования по направлению подготовки 45.03.02 Лингвистика

Оренбург
2019

УДК 811.111'25(075.8)

ББК 81.432.1-8я73

Б18

Рецензент – кандидат филологических наук, доцент О.А. Хрущева

Баймуратова, У.С.

Б18

Практический курс по развитию навыков английской устной речи: учебное пособие / У.С. Баймуратова; Н.А. Белова; Оренбургский гос. ун-т. – Оренбург: ОГУ, 2019. – 115 с.

Учебное пособие предназначено для обеспечения аудиторной и внеаудиторной самостоятельной работы обучающихся, изучающих перевод и переводоведение. Пособие рекомендовано к применению на занятиях по практике развития устной речи и ориентировано на перевод с английского языка на русский и с русского на английский.

Учебное пособие предназначено для обучающихся направления подготовки 45.03.02 Лингвистика, профиль «Перевод и переводоведение».

УДК 811.111'25(075.8)

ББК 81.432.1-8я73

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Введение

Учебное пособие по практике устной речи предназначено для студентов 3 курса, обучающихся по программам высшего образования по направлению подготовки 45.03.02 Лингвистика, в качестве учебного материала для обеспечения 5 и 6 разделов дисциплины «Практический курс первого иностранного языка». Кроме того, оно может быть предложено в качестве дополнения к основному учебному материалу для дисциплин «Практический курс второго иностранного языка», «Устный перевод первого иностранного языка», «Устный перевод второго иностранного языка».

Наличие в пособии учебно-методического подхода позволит обучающимся предметно освоить, закрепить и развить соответствующие компетенции (ОПК-6 – «владение основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания – композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями»; ОПК-7 – «способность свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации»).

Аутентичные тексты пособия обладают высокой информативностью и представляют собой материалы интересных научно-популярных статей по изучаемым темам дисциплин, а именно «Суд и судебный процесс», «Цивилизация», «Глобализация», «Автоматизация в жизни человека», «Эмоциональное состояние человека», «Загрязнение окружающей среды» и «Защита окружающей среды», «Виды книг», «Библиотека», а также углубление ранее изученных тем «Система здравоохранения», «Спорт в будущем».

Задания разделов выстроены в соответствии с единой структурой. Речевые упражнения, предложенные после основного текста, носят творческий характер и построены таким образом, чтобы в них обязательно присутствовала мыслительная задача, максимально стимулирующая развитие навыков

говорения. Последний этап, способствующий лучшему развитию навыка устной речи, представлен в пособии в виде обширного блока дискуссионных заданий. Каждый раздел завершают справочные и вспомогательные таблицы, дополнительные сведения по грамматическому материалу. Данные упражнения предполагают, что представленные в пособии грамматические явления уже известны обучающимся и поэтому рассчитаны на повторение и дальнейшее углубление, и расширение знаний и навыков употребления их в речи.

Учебное пособие, состоящее из 10 уроков, направлено на решение следующих учебных задач, которые определяют его структуру:

- развить умения и навыки монологической речи, чтобы свободно выражать свои мысли на иностранном языке;
- расширить активный и пассивный словарный запас студентов;
- обеспечить усвоение и закрепление лексического и грамматического материала;
- закрепить навыки перевода с английского языка на русский и с русского на английский.

1 Lesson

The small and surprisingly dangerous detail the police track about you

The shocking police crackdown on protestors in Ferguson, Missouri, in the wake of the police shooting of Michael Brown, underscored the extent to which advanced military weapons and equipment, designed for the battlefield, are making their way to small-town police departments across the United States. Although much tougher to observe, this same thing is happening with surveillance equipment.

NSA-style mass surveillance is enabling local police departments to gather vast quantities of sensitive information about each and every one of us in a way that was never previously possible.

Location information can be very sensitive. If you drive your car around the United States, it can reveal if you go to a therapist, attend an Alcoholics Anonymous meeting, if you go to church or if you don't go to church. And when that information about you is combined with the same information about everyone else, the government can gain a detailed portrait of how private citizens interact.

This information used to be private. Thanks to modern technology, the government knows far too much about what happens behind closed doors. And local police departments make decisions about who they think you are based on this information.

One of the key technologies driving mass location tracking is the innocuous-sounding Automatic License Plate Reader. If you haven't seen one, it's probably because you didn't know what to look for – they're everywhere. Mounted on roads or on police cars, Automatic License Plate Readers capture images of every passing car and convert the license plate into machine-readable text so that they can be checked against hot lists of cars potentially wanted for wrongdoing.

But more than that, increasingly, local police departments are keeping records not just of people wanted for wrongdoing, but of every plate that passes them by, resulting in the collection of mass quantities of data about where Americans have gone. Did you know this was happening?

When Mike Katz-Lacabe asked his local police department for information about the plate reader data they had on him, this is what they got: in addition to the date, time and location, the police department had photographs that captured where he was going and often who he was with. The second photo from the top is a picture of Mike and his two daughters getting out of their car in their own driveway. The government has hundreds of photos like this about Mike going about his daily life. And if you drive a car in the United States, I would bet money that they have photographs like this of you going about your daily life.

Mike hasn't done anything wrong. Why is it okay that the government is keeping all of this information? The reason it's happening is because, as the cost of storing this data has plummeted, the police departments simply hang on to it, just in case it could be useful someday. The issue is not just that one police department is gathering this information in isolation or even that multiple police departments are doing it. At the same time, the federal government is collecting all of these individual pots of data, and pooling them together into one vast database with hundreds of millions of hits, showing where Americans have traveled. This document from the Federal Drug Enforcement Administration, which is one of the agencies primarily interested in this, is one of several that reveal the existence of this database. Meanwhile, in New York City, the NYPD has driven police cars equipped with license plate readers past mosques in order to figure out who is attending.

The uses and abuses of this technology aren't limited to the United States. In the U.K., the police department put 80-year-old John Kat on a plate reader watch list after he had attended dozens of lawful political demonstrations where he liked to sit on a bench and sketch the attendees.

License plate readers aren't the only mass location tracking technology available to law enforcement agents today. Through a technique known as

a cell tower dump, law enforcement agents can uncover who was using one or more cell towers at a particular time, a technique which has been known to reveal the location of tens of thousands and even hundreds of thousands of people. Also, using a device known as a Sting Ray, law enforcement agents can send tracking signals inside people's houses to identify the cell phones located there. And if they don't know which house to target, they've been known to drive this technology around through whole neighborhoods.

Just as the police in Ferguson possess high-tech military weapons and equipment, so too do police departments across the United States possess high-tech surveillance gear. Just because you don't see it, doesn't mean it's not there.

The question is, what should we do about this? I think this poses a serious civil liberties threat. History has shown that once the police have massive quantities of data, tracking the movements of innocent people, it gets abused, maybe for blackmail, maybe for political advantage, or maybe for simple voyeurism.

Fortunately, there are steps we can take. Local police departments can be governed by the city councils, which can pass laws requiring the police to dispose of the data about innocent people while allowing the legitimate uses of the technology to go forward.

<https://studyenglishwords.com/>

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|---------------------------|--------------------------------------|
| shocking police crackdown | продвинутые виды военного вооружения |
| advanced military weapons | шокирующие меры, принятые полицией |
| surveillance equipment. | глобальное наблюдение в стиле АНБ |
| mass surveillance | информация о местоположении |

| | |
|--|---|
| to gather vast quantities of information | за закрытой дверью |
| sensitive information | система распознавания номеров |
| location information | оборудование для слежки |
| to gain a detailed portrait | зарисовывать протестующих |
| behind closed door | дамп вышки сотовой связи |
| Automatic License Plate Reader | высокотехнологичное оборудование для слежки |
| watch list | конфиденциальная информация |
| to sketch the attendees | глобальное наблюдение |
| cell tower dump | собирать большие объёмы информации |
| NSA-style mass surveillance | черный список |
| high-tech surveillance gear | получить детальную картину |

2 Insert the following expressions into the text. Change tenses, if necessary.

Spies and criminals, at any time, phone records, European citizens, to leak secret documents, a top-secret American surveillance, to live safely, to spy on, personal data, to tap into, intimate detail

The European Union (EU) is worried about _____ program that has spied on its citizens. "Surveillance" means looking at the daily actions of_____. EU officials are angry that the program (called PRISM) _____normal EU citizens. The company that operates PRISM accessed millions of e-mails and - _____from Google, Facebook, Apple and other e-mail providers. EU spokesman Tonio Borg said the EU wants the USA to promise it will respect the rights of_____. He said the USA must not look at the personal information of Europeans. He is angry because US laws say PRSIM cannot spy on Americans, unless they are possible terrorists.

PRISM has the power to get the emails and _____ of non-US nationals. It can also _____ voice chat, videos and social networking details. A reporter from Britain's "The Guardian" newspaper said PRISM workers could access anyone's emails or phone calls _____. Dutch lawmaker Sophia Veld said: "500 million Europeans were shocked to find a foreign nation has access to every - _____ of their private lives." A former CIA worker, Edward Snowden, 29, _____ about the surveillance program to "The Guardian" last week. Mr Snowden is currently in hiding in Hong Kong. The USA says he has broken the law. Moscow has said Snowden may be able _____ in Russia.

<https://breakingnewsenglish.com/1306/130613-surveillance.html>

3 Fill in prepositions where necessary

How spies can use your cellphone to find you – and eavesdrop on your calls and texts

Surveillance systems that track the locations of cellphone users and spy _____ their calls, texts and data streams are being turned _____ Americans as they roam the country and the world, say security experts and U.S. officials.

Federal officials acknowledged the privacy risk to Americans _____ a previously undisclosed letter _____ the Department of Homeland Security to Sen. Ron Wyden (D-Ore.) last week, saying they had received reports that “nefarious actors may have exploited” global cellular networks “to target the communications of American citizens.”

The letter, dated May 22 and obtained by The Washington Post, described surveillance systems that tap _____ a global messaging system that allows cellular customers to move from network to network as they travel. The decades-old messaging system, called SS7, has little security, allowing intelligence agencies and some criminal gangs to spy _____ unwitting targets — based _____ nothing more than their cellphone numbers.

“I don’t think most Americans realize how insecure U.S. telephone networks are,” Wyden said _____ a statement. “If more consumers knew how easy it is for bad

guys to track or hack their mobile phones, they would demand the FCC and wireless companies do something _____ it. These aren't just hypotheticals.”

4 Translate the following text into English using active vocabulary

Глобальное наблюдение в стиле АНБ позволяет местным полицейским участкам собирать большие объёмы конфиденциальной информации о каждом из нас так, как это не было возможно никогда ранее.

Информация о местоположении может быть весьма конфиденциальной. Если вы управляете машиной в Штатах, она может показать, ходите ли вы к врачу, посещаете ли собрания анонимных алкоголиков, ходите или не ходите в церковь. И когда эта информация о вас объединяется с такой же информацией обо всех остальных, правительство может получить детальную картину того, как взаимодействуют между собой частные лица.

Раньше эта информация была личной. Но благодаря современным технологиям, правительство знает слишком много о том, что происходит за закрытой дверью. Опираясь на эту информацию, в местных полицейских участках составляют ваш «портрет».

Одно из основных приспособлений, позволяющих массово следить за местоположением, это, казалось бы, безобидная система распознавания номеров. Если вы ни одной не видели, так это потому, что вы не знали, где их искать – они есть везде. Установленные на дорогах или полицейских машинах, эти устройства захватывают изображение каждой проезжающей мимо машины и преобразуют номерной знак в текст, понятный компьютеру, чтобы его можно было сопоставить со списком машин, возможно разыскиваемых за какие-либо правонарушения.

5 Summarize the introductory text in 3 paragraphs, specifying the following: 1) modern surveillance equipment; 2) advantages and disadvantages of the mass location tracking technologies; 3) the reasons the government is keeping all this private information about citizens.

Discussion

- 1.** Former minister Chris Huhne said the existence of some of GCHQ's mass surveillance programmes were kept from the cabinet – and from members of the National Security Council. Why weren't ministers allowed to know about the programmes – particularly when they were relevant to discussions about data retention set out in the so-called snoopers' charter?
- 2.** Privacy campaigners, former cabinet ministers and even a former chair of the ISC, Lord King, have called in recent weeks for the laws that govern Britain's intelligence agencies to be overhauled. The agencies have argued against any changes. Why? What do the agencies have to fear from having more up-to-date laws?
- 3.** Edward Snowden was one of 850,000 employees and contractors who had access to the secret material he leaked to the Guardian and others. Did the chiefs know that so many people outside the UK had access to British secrets? What has been done to reduce the numbers who can see this material?
- 4.** Last year, 550 analysts (300 British, 250 American) were working on GCHQ's Temporal programme, which analyses calls, emails and Google search traffic coming in and out of the UK. How many are working on it now?
- 5.** Documents seen by the Guardian describe how GCHQ regards the UK's legal regime as a "unique selling point" to be exploited when collaborating with the US. Why is Britain's legal framework deemed to be so attractive to the US?
- 6.** The Washington Post revealed this week that GCHQ had "hacked" into Google's private fibre-optic cables in the UK as part of a joint programme with America's National Security Agency. Google said this was outrageous. Did GCHQ have legal authority to do this – and if so, which minister signed the relevant "warrant" – and when?
- 7.** The NSA eavesdropped on Angela Merkel's mobile phone for at least 10 years. Documents also show the NSA targeted the phones of another 35 government heads. Did Britain's intelligence agencies receive any transcripts of these conversations? Did GCHQ help the NSA tap any of these calls?

8. The agencies insist they seek legal approval for all their major programmes, and that if they want information from other agencies, such as the NSA, they need warrants for that material too. But do they need warrants for information offered or gifted by another agency?

9. The former home secretary David Blunkett said this week the intelligence agencies tended to "get carried away" and their claims needed to be treated with a "breath of scepticism". What do you think he meant? And wouldn't stronger oversight of the agencies be better in the long run?

<https://www.theguardian.com/world/2013/nov/06/10-questions-intelligence-agency-chiefs>

Grammar section

Table 1 – English Tenses (Active)

| | SIMPLE | CONTINUOUS | PERFECT | PERFECT CONTINUOUS |
|---------|--|---|--|---|
| | verb | be + -ing | have + Past Participle | have been + -ing |
| Present | ask(s) *Repeated, customary action <i>usually/generally always/never often/seldom sometimes/every day</i> *Fact Future action (to a timetable, schedule) | am is are asking *Action (process) going on at the present moment <i>now, at present, at the moment Look! Listen!</i> *Future action planned *before | Have/ has asked *Completed action whose result is visible in the present <i>ever/never just/already/yet lately/recently this week/today by now for since</i> | Have/has been asking *Action (process) which began in the past and is still going on now <i>For a month/a long time since 5 o'clock how long/since when</i> |
| Past | asked/took *Action (succession of actions) in the past | Was/were asking *Action (process) taking place at a given moment/period of time in the past | had asked *Action completed before a certain moment in the past | had been asking * Action (process) which began before a definite moment in the past and was still going at that moment |

The End of Table 1 – English Tenses (Active)

| | SIMPLE | CONTINUOUS | PERFECT | PERFECT CONTINUOUS |
|--------|--|---|---|--|
| | yesterday last week 3 days ago in 2005 | at 5 yesterday from 5 to 6 yesterday all day long/the whole day when we came | by 5 o'clock yesterday before he came by the end of last year *Sequence of tenses | He had been working for 2 hours when my brother came. |
| Future | will ask *Future action tomorrow next week in 3 days in 2050 | will be asking *Action (process) taking place at a given moment/period of time in the future at 5 tomorrow from 5 to 6 tomorrow all day long tomorrow when he comes | will have asked *Action completed before a definite moment in the future by 5 o'clock tomorrow when he comes by next summer | will have been asking *Action (process) which will begin before a definite moment in the future and will be going on at that moment When you come, I'll have been working for 2 hours. |

1. Complete the sentences using a suitable form of the verb in brackets

- 'What exactlywhen you saw the smoke?' 'I pressed the fire alarm.'
(do)
- By the time we get to the stadium, the match (start)
- 'How longhero for?' 'I don't know. I haven't decided yet.'
(stay)
- Jacksonthe Nobel Prize, but says she is still hoping forrecognition.
(win)
- If you happen to sec any one in the garden, don't worry. It the gardener
(be)
- 'I'm sorry to be late. I hope you long. (wait)
- Anna didn't understand why the mysterious strangerher such a letter.
(send)
- Tom sends his apologies but he in a few minutes late. (be)
- I don't like this bed. Ituncomfortable. (feel)
- Therea strike this morning, hut It has been cancelled.(be)

11. It's really unfair! You (always).....me (criticize)

12. I'm glad I've run into you. Ito get in touch with you for ages. (mean)

2. The arguments about climate change. Choose the right variant.

According to all the measurements, climate change *1happens /is happening* but science *2appears / is appearing* to be split on what to do about it. Unfortunately, scientists *3 do not all agree / are not all agreeing,*' about the causes of global warming. In a recent book, two scientists - Fred Singer, a climate physicist, and Dennis Avery, a biologist - *4argue /are arguing* that the warming currently observed around the world is part of a 1,500-year cycle in solar energy. Singer, an outspoken critic of The idea that humans *5warm/are warming* the planet, and Avery, *6believe/are believing* that a well-established, 1,500-year cycle in the Earth's climate can explain most of the global warming that *7takes place/has taken place* in the last 100 years. We are currently on an upswing, getting warmer after the Little Ice Age, but in a few hundred years *8will he/ are* back on the downswing, and getting colder again. They *9say/ are saying* that efforts to slow down the current warming by reducing emissions of greenhouse gases are at best pointless, or at worst economically damaging. This, of course, is not what the fourth assessment report of the UN Intergovernmental Panel on Climate Change (IPCC) *10 has said/ said* a few weeks ago. That report from the UN climate science working group *11hasconcluded/ concluded* that it *12is/ has been* likely that rising greenhouse gas concentrations *13have caused/ caused* most recent warming and that, depending on our actions now to slow the growth of emissions, warming by 2100 *14will probably be / is probably* between about 1.5°C and 6°C. So, which scientists *15tell /are telling* us the truth?

2 Lesson

Which country does the most good for the world?

I've been thinking a lot about the world recently and how it's changed over the last 20, 30, 40 years. Twenty or 30 years ago, if a chicken caught a cold and sneezed and died in a remote village in East Asia, it would have been a tragedy for the chicken and its closest relatives, but I don't think there was much possibility of us fearing a global pandemic and the deaths of millions. Twenty or 30 years ago, if a bank in North America lent too much money to some people who couldn't afford to pay it back and the bank went bust, that was bad for the lender and bad for the borrower, but we didn't imagine it would bring the global economic system to its knees for nearly a decade.

This is globalization. This is the miracle that has enabled us to transship our bodies and our minds and our words and our pictures and our ideas and our teaching and our learning around the planet ever faster and ever cheaper. It's brought a lot of bad stuff, like the stuff that I just described, but it's also brought a lot of good stuff. A lot of us are not aware of the extraordinary successes of the Millennium Development Goals, several of which have achieved their targets long before the due date. That proves that this species of humanity is capable of achieving extraordinary progress if it really acts together and it really tries hard. But if I had to put it in a nutshell these days, I sort of feel that globalization has taken us by surprise, and we've been slow to respond to it. If you look at the downside of globalization, it really does seem to be sometimes overwhelming. All of the grand challenges that we face today, like climate change and human rights and demographics and terrorism and pandemics and narco-trafficking and human slavery and species loss, I could go on, we're not making an awful lot of progress against an awful lot of those challenges.

So in a nutshell, that's the challenge that we all face today at this interesting point in history. That's clearly what we've got to do next. We've somehow got to get

our act together and we've got to figure out how to globalize the solutions better so that we don't simply become a species which is the victim of the globalization of problems.

Why are we so slow at achieving these advances? What's the reason for it? Well, there are, of course, a number of reasons, but perhaps the primary reason is because we're still organized as a species in the same way that we were organized 200 or 300 years ago. There's one superpower left on the planet and that is the seven billion people, the seven billion of us who cause all these problems, the same seven billion, by the way, who will resolve them all. But how are those seven billion organized? They're still organized in 200 or so nation-states, and the nations have governments that make rules and cause us to behave in certain ways. And that's a pretty efficient system, but the problem is that the way that those laws are made and the way those governments think is absolutely wrong for the solution of global problems, because it all looks inwards. The politicians that we elect and the politicians we don't elect, on the whole, have minds that microscope. They don't have minds that telescope. They look in. They pretend, they behave, as if they believed that every country was an island that existed quite happily, independently of all the others on its own little planet in its own little solar system. This is the problem: countries competing against each other, countries fighting against each other. This week, as any week you care to look at, you'll find people actually trying to kill each other from country to country, but even when that's not going on, there's competition between countries, each one trying to shaft the next.

This is clearly not a good arrangement. We clearly need to change it. We clearly need to find ways of encouraging countries to start working together a little bit better. And why won't they do that? Why is it that our leaders still persist in looking inwards?

Well, the first and most obvious reason is because that's what we ask them to do. That's what we tell them to do. When we elect governments or when we tolerate unelected governments, we're effectively telling them that what we want is for them to deliver us in our country a certain number of things. We want them to deliver

prosperity, growth, competitiveness, transparency, justice and all of those things. So unless we start asking our governments to think outside a little bit, to consider the global problems that will finish us all if we don't start considering them, then we can hardly blame them if what they carry on doing is looking inwards, if they still have minds that microscope rather than minds that telescope. That's the first reason why things tend not to change.

The second reason is that these governments, just like all the rest of us, are cultural psychopaths. I don't mean to be rude, but you know what a psychopath is. A psychopath is a person who, unfortunately for him or her, lacks the ability to really empathize with other human beings. When they look around, they don't see other human beings with deep, rich, three-dimensional personal lives and aims and ambitions. What they see is cardboard cutouts, and it's very sad and it's very lonely, and it's very rare, fortunately.

But actually, aren't most of us not really so very good at empathy? Oh sure, we're very good at empathy when it's a question of dealing with people who kind of look like us and kind of walk and talk and eat and pray and wear like us, but when it comes to people who don't do that, who don't quite dress like us and don't quite pray like us and don't quite talk like us, do we not also have a tendency to see them ever so slightly as cardboard cutouts too? And this is a question we need to ask ourselves. I think constantly we have to monitor it. Are we and our politicians to a degree cultural psychopaths?

The third reason is hardly worth mentioning because it's so silly, but there's a belief amongst governments that the domestic agenda and the international agenda are incompatible and always will be. This is just nonsense. In my day job, I'm a policy adviser. I've spent the last 15 years or so advising governments around the world, and in all of that time I have never once seen a single domestic policy issue that could not be more imaginatively, effectively and rapidly resolved than by treating it as an international problem, looking at the international context, comparing what others have done, bringing in others, working externally instead of working internally.

And so you may say, well, given all of that, why then doesn't it work? Why can we not make our politicians change? Why can't we demand them? Well I, like a lot of us, spend a lot of time complaining about how hard it is to make people change, and I don't think we should fuss about it. I think we should just accept that we are an inherently conservative species. We don't like to change. It exists for very sensible evolutionary reasons. We probably wouldn't still be here today if we weren't so resistant to change. It's very simple: Many thousands of years ago, we discovered that if we carried on doing the same things, we wouldn't die, because the things that we've done before by definition didn't kill us, and therefore as long as we carry on doing them, we'll be okay, and it's very sensible not to do anything new, because it might kill you. But of course, there are exceptions to that. Otherwise, we'd never get anywhere. And one of the exceptions, the interesting exception, is when you can show to people that there might be some self-interest in them making that leap of faith and changing a little bit.

So I've spent a lot of the last 10 or 15 years trying to find out what could be that self-interest that would encourage not just politicians but also businesses and general populations, all of us, to start to think a little more outwardly, to think in a bigger picture, not always to look inwards, sometimes to look outwards. And this is where I discovered something quite important. In 2005, I launched a study called the Nation Brands Index. What it is, it's a very large-scale study that polls a very large sample of the world's population, a sample that represents about 70 percent of the planet's population, and I started asking them a series of questions about how they perceive other countries. And the Nation Brands Index over the years has grown to be a very, very large database. It's about 200 billion data points tracking what ordinary people think about other countries and why. Why did I do this? Well, because the governments that I advise are very, very keen on knowing how they are regarded. They've known, partly because I've encouraged them to realize it, that countries depend enormously on their reputations in order to survive and prosper in the world. If a country has a great, positive image, like Germany has or Sweden or Switzerland, everything is easy and everything is cheap. You get more tourists. You

get more investors. You sell your products more expensively. If, on the other hand, you have a country with a very weak or a very negative image, everything is difficult and everything is expensive. So governments care desperately about the image of their country, because it makes a direct difference to how much money they can make, and that's what they've promised their populations they're going to deliver.

So a couple of years ago, I thought I would take some time out and speak to that gigantic database and ask it, why do some people prefer one country more than another? And the answer that the database gave me completely staggered me. It was 6.8. I haven't got time to explain in detail. Basically what it told me was — the kinds of countries we prefer are good countries. We don't admire countries primarily because they're rich, because they're powerful, because they're successful, because they're modern, because they're technologically advanced. We primarily admire countries that are good. What do we mean by good? We mean countries that seem to contribute something to the world in which we live, countries that actually make the world safer or better or richer or fairer. Those are the countries we like. This is a discovery of significant importance — you see where I'm going — because it squares the circle. I can now say, and often do, to any government, in order to do well, you need to do good. If you want to sell more products, if you want to get more investment, if you want to become more competitive, then you need to start behaving, because that's why people will respect you and do business with you, and therefore, the more you collaborate, the more competitive you become.

This is quite an important discovery, and as soon as I discovered this, I felt another index coming on. I swear that as I get older, my ideas become simpler and more and more childish. This one is called the Good Country Index, and it does exactly what it says on the tin. It measures, or at least it tries to measure, exactly how much each country on Earth contributes not to its own population but to the rest of humanity. Bizarrely, nobody had ever thought of measuring this before. So my colleague Dr. Robert Govers and I have spent the best part of the last two years, with the help of a large number of very serious and clever people, cramming together all the reliable data in the world we could find about what countries give to the world.

And you're waiting for me to tell you which one comes top. And I'm going to tell you, but first of all I want to tell you precisely what I mean when I say a good country. I do not mean morally good. When I say that Country X is the goodest country on Earth, and I mean goodest, I don't mean best. Best is something different. When you're talking about a good country, you can be good, gooder and goodest. It's not the same thing as good, better and best. This is a country which simply gives more to humanity than any other country. I don't talk about how they behave at home because that's measured elsewhere. And the winner is Ireland. According to the data here, no country on Earth, per head of population, per dollar of GDP, contributes more to the world that we live in than Ireland. What does this mean? This means that as we go to sleep at night, all of us in the last 15 seconds before we drift off to sleep, our final thought should be, godammit, I'm glad that Ireland exists. In the depths of a very severe economic recession, I think that there's a really important lesson there, that if you can remember your international obligations whilst you are trying to rebuild your own economy, that's really something. Finland ranks pretty much the same. The only reason why it's below Ireland is because its lowest score is lower than Ireland's lowest score.

Now the other thing you'll notice about the top 10 there is, of course, they're all, apart from New Zealand, Western European nations. They're also all rich. This depressed me, because one of the things that I did not want to discover with this index is that it's purely the province of rich countries to help poor countries. This is not what it's all about. And indeed, if you look further down the list, I don't have the slide here, you will see something that made me very happy indeed, that Kenya is in the top 30, and that demonstrates one very, very important thing. This is not about money. This is about attitude. This is about culture. This is about a government and a people that care about the rest of the world and have the imagination and the courage to think outwards instead of only thinking selfishly.

Now that's the Good Country Index. What's it there for? Well, it's there really because I want to try to introduce this word, or reintroduce this word, into the discourse. I've had enough hearing about competitive countries. I've had enough

hearing about prosperous, wealthy, fast-growing countries. I've even had enough hearing about happy countries because in the end that's still selfish. That's still about us, and if we carry on thinking about us, we are in deep, deep trouble. I think we all know what it is that we want to hear about. We want to hear about good countries, and so I want to ask you all a favor. I'm not asking a lot. It's something that you might find easy to do and you might even find enjoyable and even helpful to do, and that's simply to start using the word "good" in this context. When you think about your own country, when you think about other people's countries, when you think about companies, when you talk about the world that we live in today, start using that word in the way that I've talked about this evening. Not good, the opposite of bad, because that's an argument that never finishes. Good, the opposite of selfish, good being a country that thinks about all of us. That's what I would like you to do, and I'd like you to use it as a stick with which to beat your politicians. When you elect them, when you reelect them, when you vote for them, when you listen to what they're offering you, use that word, "good," and ask yourself, "Is that what a good country would do?" And if the answer is no, be very suspicious. Ask yourself, is that the behavior of my country? Do I want to come from a country where the government, in my name, is doing things like that? Or do I, on the other hand, prefer the idea of walking around the world with my head held high thinking, "Yeah, I'm proud to come from a good country"? And everybody will welcome you. And everybody in the last 15 seconds before they drift off to sleep at night will say, "Gosh, I'm glad that person's country exists."

Ultimately, that, I think, is what will make the change. That word, "good," and the number 6.8 and the discovery that's behind it have changed my life. I think they can change your life, and I think we can use it to change the way that our politicians and our companies behave, and in doing so, we can change the world. I've started thinking very differently about my own country since I've been thinking about these things. I used to think that I wanted to live in a rich country, and then I started thinking I wanted to live in a happy country, I began to realize, it's not enough. I don't want to live in a rich country. I don't want to live in a fast-growing or

competitive country. I want to live in a good country, and I so, so hope that you do too.

https://www.ted.com/talks/simon_anholt_which_country_does_the_most_good_for_the_world/transcript

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|----------------------------------|---------------------------------|
| to fear a global pandemic | прекратить свое существование |
| to go bust | поощрять страны |
| to achieve targets | бояться глобальной эпидемии |
| human slavery | достичь цели |
| to encourage countries | порабощение людей |
| to deliver prosperity | внутренние проблемы |
| cardboard cutouts | обеспечить процветание |
| domestic agenda | международная повестка дня |
| international agenda | проводить исследование |
| domestic policy issue | фактический набор данных |
| to launch a study | страны с высокими темпами роста |
| to whip through the other slides | картонная фигура |
| actual datasets | перейти к другим слайдам |
| fast-growing countries | вопросы внутренней политики |

2 Insert the following expressions and words into the text. Change tenses, if necessary.

On low or no incomes, to benefit from, to become the exception, to predict, a higher income, in extreme poverty, World Bank, to join the ranks, successful neighbours, to have growing economies

The man who started Microsoft, Bill Gates, _____ that by 2035, there will be almost no poor countries in the world. Today, the _____ says there are 35 poor countries. Most of the people who live in them are _____. Gates said that nearly all these countries will be richer in the next 20 years. He wrote: "Every nation in South America, Asia, and Central America (with the possible exception of Haiti), and most in coastal Africa will have _____ of today's middle-income nations." He added: "When I was born, most countries in the world were poor. In the next two decades desperately poor countries will _____ rather than the rule."

Mr Gates said some countries will still be poor. These include North Korea, Haiti and nations in central Africa. He said the good news was that: "Nearly 90% will have _____ than India does today." He believes countries will become richer by copying their more _____. Countries will also _____ new medicines, better seeds for farmers, and the Internet. Gates said many countries that were very poor just a few decades ago are now doing well. He said China, India, Brazil and Botswana were poor thirty years ago but now _____. He said there was still a lot of work to do and that, "more than one billion people live _____, so it's not time to celebrate".

<https://breakingnewsenglish.com/1401/140125-poor-countries.html>

3 Fill in prepositions where necessary

A standard complaint _____ globalization is that it leads _____ cultural homogeneity: interaction and integration diminish difference; global norms, ideas or practices overtake local mores; many cultural flows, such as the provision of news, reflect exclusively Western interests and control; and the cultural imperialism of the United States leads _____ the global spread _____ American symbols and popular culture. The counterargument stresses new heterogeneity that results _____ globalization: interaction is likely to lead to new mixtures of cultures and integration is likely to provoke a defense of tradition; global norms or practices are necessarily interpreted differently according _____ local tradition, and one such norm stresses the

value of cultural difference itself; cultural flows now originate _____ many places; and America has no hegemonic grasp _____ a world that must passively accept whatever it has to sell.

4 Translate the following text into English using active vocabulary

В последнее время я много думаю о том, как изменился мир за прошедшие 20, 30, 40 лет. 20-30 лет тому назад, если где-то в восточноазиатской деревушке умирала от простуды курица, это было трагедией разве что для неё самой и её ближайших родственников. Вряд ли кто-то стал бы бояться глобальной эпидемии и смертей миллионов. 20-30 лет назад, если североамериканский банк предоставлял слишком большую ссуду людям, у которых не было возможности вернуть долг, и разорялся, это была проблема кредитора и заёмщика. Никто бы и не подумал, что это может поставить на колени всю мировую экономику почти на десять лет.

Всё дело в глобализации. В том самом чуде, благодаря которому наши тела и души, наши слова, образы, идеи, знания могут путешествовать по миру ещё быстрее и дешевле. У глобализации немало негативных последствий, о которых я только что сказал, но немало и преимуществ. Немногие знают об исключительном успехе проекта «Цели развития тысячелетия» - несколько целей удалось достичь задолго до назначенного времени. Это доказывает, что представители человеческого вида способны добиться исключительного прогресса, если объединят усилия и как следует, постараются. И всё же, если коротко, мне кажется, что глобализация застала нас врасплох, и мы не успеваем на неё отреагировать. Порой действительно кажется, что недостатков у глобализации куда больше. Сегодня перед нами стоит множество важнейших проблем: изменения климата, права человека, демография, терроризм, эпидемии, наркоторговля, рабство, вымирание животных и многое другое. Не сказать, что мы так уж продвинулись в борьбе со всем этим.

Словом, вот задача, с которой нам всем нужно справиться на данном этапе истории. Именно это нам предстоит решить в ближайшее время. Чтобы

человечество не стало заложником глобализации проблем, нам необходимо объединить усилия и разобраться, как лучше глобализировать их решения.

https://www.ted.com/talks/simon_anholt_which_country_does_the_most_good_for_the_world/transcript?awesm=on.ted.com_A2kl&utm_campaign=david_bismark_e_voting_without_fraud&utm_medium=on.ted.com

5 Give a summary of the introductory text. Make a computer presentation, expressing your idea of globalization.

Discussion

1. What is globalization?
2. Is globalization good for the world?
3. To what extent has globalization been realized?
4. Do you think it's possible to ignore globalization?
5. Are there aspects of globalization that lead to greater homogenization?
6. To what extent are trading blocs an effective and realistic response to globalization?
7. What are the effects of globalization on the culture of the people affected?
8. How does gender relate to globalization?
9. What are tools to enhance globalization?
10. Consider the following quote by Jerry Brown: "Multinational corporations do control. They control the politicians. They control the media. They control the pattern of consumption, entertainment, thinking. They're destroying the planet and laying the foundation for violent outbursts and racial division". To what extent does globalization contribute to sustainable prosperity for ALL people? To what extent does globalization affect the environment?
11. Agents of globalization are such things as: trade, migration, mass culture, and communications. How much do these differ from previous centuries? How do they affect structures of civilizations?

12. Name three examples of diplomatic globalization, economic globalization, and cultural globalization.
13. What is considered the major advantages and disadvantages of globalization?

Grammar section

Table 2 – Formation of the Passive Voice

| TENSE | | ACTIVE | PASSIVE | NOTE: <i>the action is done to the subject</i> |
|------------|---------|------------------|-----------------------|--|
| Simple | Present | ask(s) | am is are asked | He asks He is asked Он спрашивает Его спрашивают |
| | Past | asked | was / were asked | |
| | Future | will ask | will be asked | |
| Continuous | Present | am is are asking | am is are being asked | He is asking He is being asked Он сейчас спрашивает Его сейчас спрашивают |
| | Past | was /were asking | was /were being asked | |
| | Future | will be asking | - | |
| Perfect | Present | have /has asked | have /has been asked | He has asked He has been asked Он уже спросил Его уже спросили |
| | Past | had asked | had been asked | |
| | Future | will have asked | will have been asked | |

1. Change the sentences into the Passive Voice. Give two passive constructions.

1. The coach gave the boxer some instructions. 2. They will grant me a leave in July if there is no urgent work. 3. His friends never forgave him his dishonesty. 4. The management offered me several jobs and I can't decide which to take. 5. The commander charged him with a very responsible mission. 6. They will promise you much, but don't imagine they will give you everything. 7. His parents regularly sent him parcels with fruit from their garden. 8. The doctor ordered him a long rest. 9. They usually sent the children to camp in summer. 10. I gave him an English

magazine. 11. The teacher showed us some interesting diagrams. 12. They gave us a ticket to the concert.

2 Put the verbs in brackets into the correct active or passive forms.

1. Some kind of public demonstration (to plan) to take place at the airport tonight. 2. The flight (not to announce) yet. 3. The message, as Ann (to dictate) it, (to type) by a girl clerk. 4. It (to be) an old house that (to divide) into flats. 5. Each apartment usually (to share) by two or three girls. 6. When we (to come) to the seashore, the ship (to lose) sight of. 7. In our country children (to take care of). 8. A new Metro line (to construct) now. One of its stations (to build) in our street. 9. I am sure this event (to comment upon) in newspapers. 10. Little children (to look after) always. 11. His suggestions never (to object to). 12. These lines of poetry often (to refer to).

3. State the kind of the passive construction in the following sentences. Translate into Russian.

1. The question was often put to me but I never answered it. 2. I noticed at once that the room had been recently tidied. 3. Small feet were heard running in the hall. 4. Mike is not in the room, and his bed hasn't been slept in. 5. The drive was mysteriously silent. Tom was silent, too, wondering uneasily where he was being taken. 6. I had been given a card to the Club and in the afternoon I used to go to play billiard's. 7. The outstanding violinist was much spoken of. 8. Has the doctor been called for? 9. The scientific articles of this specialist are often referred to. 10. This cellar has never been lived in. 11. Little children are always looked after. 12. Everybody is sure that an agreement will be arrived at. 13. He does not like to be interfered with. 14. Will this material be made use of? 15. Why is he always made fun of? 16. When we came to the seashore, the ship had been lost sight of. 17. Can his words be relied on? 18. His proposal may be objected to.

3 Lesson

Coming crisis in antibiotics

The first patient to ever be treated with an antibiotic was a policeman in Oxford. On his day off from work, he was scratched by a rose thorn while working in the garden. That small scratch became infected. Over the next few days, his head was swollen with abscesses, and in fact his eye was so infected that they had to take it out, and by February of 1941, this poor man was on the verge of dying. He was at Radcliffe Infirmary in Oxford, and fortunately for him, a small team of doctors led by a Dr. Howard Florey had managed to synthesize a very small amount of penicillin, a drug that had been discovered 12 years before by Alexander Fleming but had never actually been used to treat a human, and indeed no one even knew if the drug would work, if it was full of impurities that would kill the patient, but Florey and his team figured if they had to use it, they might as well use it on someone who was going to die anyway.

So they gave Albert Alexander, this Oxford policeman, the drug, and within 24 hours, he started getting better. His fever went down, his appetite came back. Second day, he was doing much better. They were starting to run out of penicillin, so what they would do was run with his urine across the road to re-synthesize the penicillin from his urine and give it back to him, and that worked. Day four, well on the way to recovery. This was a miracle. Day five, they ran out of penicillin, and the poor man died.

So that story didn't end that well, but fortunately for millions of other people, like this child who was treated again in the early 1940s, who was again dying of a sepsis, and within just six days, you can see, recovered thanks to this wonder drug, penicillin. Millions have lived, and global health has been transformed. Now, antibiotics have been used for patients like this, but they've also been used rather frivolously in some instances, for treating someone with just a cold or the flu, which

they might not have responded to an antibiotic, and they've also been used in large quantities sub-therapeutically, which means in small concentrations, to make chicken and hogs grow faster. Just to save a few pennies on the price of meat, we've spent a lot of antibiotics on animals, not for treatment, not for sick animals, but primarily for growth promotion.

Now, what did that lead us to? Basically, the massive use of antibiotics around the world has imposed such large selection pressure on bacteria that resistance is now a problem, because we've now selected for just the resistant bacteria.

And I'm sure you've all read about this in the newspapers, you've seen this in every magazine that you come across, but I really want you to appreciate the significance of this problem.

So I don't know where you live, but wherever it is, it certainly is a lot worse now than it was in 1999, and that is the problem of antibiotic resistance. It's a global issue affecting both rich and poor countries, and at the heart of it, you might say, well, isn't this really just a medical issue? If we taught doctors how not to use antibiotics as much, if we taught patients how not to demand antibiotics, perhaps this really wouldn't be an issue, and maybe the pharmaceutical companies should be working harder to develop more antibiotics. Now, it turns out that there's something fundamental about antibiotics which makes it different from other drugs, which is that if I misuse antibiotics or I use antibiotics, not only am I affected but others are affected as well, in the same way as if I choose to drive to work or take a plane to go somewhere, that the costs I impose on others through global climate change go everywhere, and I don't necessarily take these costs into consideration. This is what economists might call a problem of the commons, and the problem of the commons is exactly what we face in the case of antibiotics as well: that we don't consider — and we, including individuals, patients, hospitals, entire health systems — do not consider the costs that they impose on others by the way antibiotics are actually used.

Now, that's a problem that's similar to another area that we all know about, which is of fuel use and energy, and of course energy use both depletes energy as well as leads to local pollution and climate change. And typically, in the case of

energy, there are two ways in which you can deal with the problem. One is, we can make better use of the oil that we have, and that's analogous to making better use of existing antibiotics, and we can do this in a number of ways that we'll talk about in a second, but the other option is the "drill, baby, drill" option, which in the case of antibiotics is to go find new antibiotics.

Now, these are not separate. They're related, because if we invest heavily in new oil wells, we reduce the incentives for conservation of oil in the same way that's going to happen for antibiotics. The reverse is also going to happen, which is that if we use our antibiotics appropriately, we don't necessarily have to make the investments in new drug development.

And if you thought that these two were entirely, fully balanced between these two options, you might consider the fact that this is really a game that we're playing.

Now, this is clearly not a game that can be sustained, or one that we can win by simply innovating to stay ahead. We've got to slow the pace of coevolution down, and there are ideas that we can borrow from energy that are helpful in thinking about how we might want to do this in the case of antibiotics as well. Now, if you think about how we deal with energy pricing, for instance, we consider emissions taxes, which means we're imposing the costs of pollution on people who actually use that energy. We might consider doing that for antibiotics as well, and perhaps that would make sure that antibiotics actually get used appropriately. There are clean energy subsidies, which are to switch to fuels which don't pollute as much or perhaps don't need fossil fuels. Now, the analogy here is, perhaps we need to move away from using antibiotics, and if you think about it, what are good substitutes for antibiotics? Well, turns out that anything that reduces the need for the antibiotic would really work, so that could include improving hospital infection control or vaccinating people, particularly against the seasonal influenza. And the seasonal flu is probably the biggest driver of antibiotic use, both in this country as well as in many other countries, and that could really help. A third option might include something like tradeable permits. And these seem like faraway scenarios, but if you consider the fact that we might not have antibiotics for many people who have infections, we

might consider the fact that we might want to allocate who actually gets to use some of these antibiotics over others, and some of these might have to be on the basis of clinical need, but also on the basis of pricing. And certainly consumer education works. Very often, people overuse antibiotics or prescribe too much without necessarily knowing that they do so, and feedback mechanisms have been found to be useful, both on energy – when you tell someone that they're using a lot of energy during peak hour, they tend to cut back, and the same sort of example has been performed even in the case of antibiotics. A hospital in St. Louis basically would put up on a chart the names of surgeons in the ordering of how much antibiotics they'd used in the previous month, and this was purely an informational feedback, there was no shaming, but essentially that provided some information back to surgeons that maybe they could rethink how they were using antibiotics.

Now, there's a lot that can be done on the supply side as well. If you look at the price of penicillin, the cost per day is about 10 cents. It's a fairly cheap drug. If you take drugs that have been introduced since then – linezolid or daptomycin – those are significantly more expensive, so to a world that has been used to paying 10 cents a day for antibiotics, the idea of paying 180 dollars per day seems like a lot. But what is that really telling us? That price is telling us that we should no longer take cheap, effective antibiotics as a given into the foreseeable future, and that price is a signal to us that perhaps we need to be paying much more attention to conservation. That price is also a signal that maybe we need to start looking at other technologies, in the same way that gasoline prices are a signal and an impetus, to, say, the development of electric cars. Prices are important signals and we need to pay attention, but we also need to consider the fact that although these high prices seem unusual for antibiotics, they're nothing compared to the price per day of some cancer drugs, which might save a patient's life only for a few months or perhaps a year, whereas antibiotics would potentially save a patient's life forever. So this is going to involve a whole new paradigm shift, and it's also a scary shift because in many parts of this country, in many parts of the world, the idea of paying 200

dollars for a day of antibiotic treatment is simply unimaginable. So we need to think about that.

Now, all of these are useful avenues to pursue, and they will become even more lucrative when the price of new antibiotics starts going higher, and we've seen that the market does actually respond, and the government is now considering ways of subsidizing new antibiotics and development. But there are challenges here. We don't want to just throw money at a problem. What we want to be able to do is invest in new antibiotics in ways that actually encourage appropriate use and sales of those antibiotics, and that really is the challenge here.

Now, going back to these technologies, you all remember the line from that famous dinosaur film, "Nature will find a way." So it's not as if these are permanent solutions. We really have to remember that, whatever the technology might be, that nature will find some way to work around it.

Now, what's common to all of these things is the idea that we've had these technologies to control nature only for the last 70, 80 or 100 years and essentially in a blink, we have squandered our ability to control, because we have not recognized that natural selection and evolution was going to find a way to get back, and we need to completely rethink how we're going to use measures to control biological organisms, and rethink how we incentivize the development, introduction, in the case of antibiotics prescription, and use of these valuable resources. And we really now need to start thinking about them as natural resources. And so we stand at a crossroads. An option is to go through that rethinking and carefully consider incentives to change how we do business. The alternative is a world in which even a blade of grass is a potentially lethal weapon.

https://www.ted.com/talks/ramanan_laxminarayan_the_coming_crisis_in_antibiotics

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|------------------------------|--|
| to overuse antibiotics | мучиться от |
| antibiotic resistance | возрастные заболевания |
| to be prone to | злоупотреблять антибиотиками |
| to vaccinate people | продолжительность жизни |
| to suffer from | сократить, урезать что-л. |
| age-related diseases | прививать людей |
| to cut back on smth. | устойчивость к антибиотикам |
| longevity | быть склонным к чему-либо |
| blood transfusion | кровеносный сосуд |
| to nourish brain with oxygen | спасать жизни |
| blood vessel | волшебное чудо лекарство |
| to let smb. down | переливание крови |
| to save lives | питать мозг кислородом |
| to boost longevity | подводить кого-л. |
| wonderful drug | продлевать продолжительность жизни |

2 Insert the following expressions into the text. Change tenses, if necessary.

Transfusion, prosecutor, to take ill, to keep a diary, serum, to lose much blood, lamb, blood groups, death, record, put the blood of a lamb

Blood _____ means the passing of blood into the body of a person (or an animal) from an outside source. Blood transfusion is now part of the regular practice of doctors, and it has saved many lives. This is due to the earlier work of men who experimented with and studied the blood itself. Blood transfusion was tried before 1700. There were many difficulties, and transfusion often caused serious illness, and even_____. No one in those days knew about the different _____ _____ and they thought that the blood of all human beings was exactly the same.

In the middle of the 17th century there lived in London a writer whose name was Samuel Pepys. He _____ of his life in the capital and took an interest in everything that happened in the great city.

Blood transfusion was tried on a man. Pepys wrote in his book that a poor man, Coga by name, received twenty shillings because he allowed some doctors to put the blood of a _____ into his body. The transfusion was done by an English scientist Richard Lower on November 23, 1667. Pepys met Coga a few days later. "Coga, as Pepys wrote, finds himself much better since, and a new man." It appears from the _____ that Coga was the first man who was given a blood transfusion in England.

But he was not the first man in Europe who received blood in this way. A blood transfusion had already been performed in France, earlier in 1667, by doctor Jean Denys; this transfusion was probably one of the earliest made on man. Denys _____ into the body of a sick man who had _____.

The first successful blood transfusion in Russia was made by Doctor G.S. Wolf in 1832. A woman was dying in a St. Petersburg's hospital and Doctor Wolf saved her life by giving her blood from another person.

Russian scientists and doctors contributed greatly to the development of blood transfusion. As far back as 1847 I.M. Sokolov, _____ of Moscow University, was the first in the world to put blood _____ into the body of a man who _____ with cholera.

3 Fill in prepositions where necessary

1. I've been suffering _____ insomnia lately. Do you think I might be heading _____ a nervous breakdown?
2. I can't stop scratching this place _____ my foot. Do you think it's athlete's foot?
3. I've got a rather _____ sore throat, and I keep feeling a bit flushed. Do you think it could be flu?
4. I've got a big bump(шишка) _____ the back of my head. Do you think it might be more than a bruise?
5. I keep getting shooting pains (острая боль) _____ my shin (голень) and ankle. Is it possible that I've broken or sprained something?

6. I've come out ____ a rash on my chest. Do you think it could be a skin disease?
7. She is ____ no condition to leave the house, she is too weak.
8. Researchers ____ the Common Cold Center at Britain's Cardiff University have discovered that cold weather is a major cause of catching a cold.
9. The cold makes the blood vessels ____ the nose narrower, which reduces our ability to fight viruses inside the nose.
10. Doctors advise children "to wrap ____ well in winter".
11. It's bad luck to sleep ____ your head facing north.
12. Keeping your nose warm will not protect you ____ colds.
13. Tinned fish like sardines are full ____ vitamin A and it's especially good ____ women.
14. Homeopathy is getting very popular in Hungary now, and holistic medicine, where people look ____ herbal healing and healing that looks at the whole person and their psychological problems.
15. So many illnesses come ____ the mind.

4 Translate the following text into English using active vocabulary

Антибиотики используются для профилактики и лечения бактериальных инфекционных заболеваний. Устойчивость к антибиотикам развивается в случае изменения бактерий в ответ на применение этих препаратов.

Устойчивость к антибиотикам развивается у бактерий, а не людей или животных. Эти бактерии могут заражать людей и животных, и вызванные ими инфекции лечить труднее, чем инфекции от бактерий, не имеющих такой устойчивости.

Устойчивость к антибиотикам возрастает до угрожающе высоких уровней во всем мире. Новые механизмы устойчивости появляются и распространяются повсюду, угрожая нашей способности лечить распространенные инфекционные заболевания. Все больше инфекций – например, пневмонию, туберкулез, заражение крови, гонорея, заболевания пищевого происхождения – становится

труднее, а иногда и невозможно лечить из-за снижения эффективности антибиотиков.

Следствием устойчивости к антибиотикам являются рост медицинских расходов, более продолжительные госпитализации и рост смертности.

Необходимо срочно изменить порядок назначения и использования антибиотиков во всем мире. Даже в случае разработки новых препаратов серьезная угроза устойчивости к антибиотикам будет сохраняться, если поведение не изменится. Изменение поведения должно включать меры по сокращению распространения инфекций с помощью вакцинации, мытья рук, надлежащей гигиены питания.

<http://www.who.int/mediacentre/factsheets/antibiotic-resistance/ru/>

5 Determine the main idea of the first article to this lesson. Make up a plan of the article. Retell the text in English according to your plan.

Discussion

1. What are antibiotics?
2. What kinds of infections are caused by viruses and should not be treated with antibiotics?
3. What is antibiotic resistance?
4. Why does antibiotic resistance matter?
5. What effects do resistant infections have on people?
6. How does antimicrobial resistance happen?
7. Why are bacteria becoming resistant to antibiotics?
8. What about antibacterial-containing products?
9. Do probiotics have a role in resistance or resistant infections?
10. How has antibiotic resistance changed medicine?
11. Is there any real harm in taking an antibiotic for a cold?
12. Why are antibiotics given to livestock?

13. What can individuals do to prevent resistance developing or spreading?
14. How can the use of antibiotics in animals pose a risk to humans?
15. Has the Food and Drug Administration regulated the use of antibiotics in agriculture?
16. How can healthcare providers help prevent the spread of antibiotic resistance?

Grammar section

Table 3 – Conditional Sentences

| Condition | Subordinate clause | Principal Clause | Translation |
|---------------------------------|---|--|------------------------|
| Real (Type 1) | If it looks like rain, If I have more time, If he is working on Friday, Present Simple/Continuous | we'll stay at home. I'll come over. he won't be able to go with us. Will + Inf. | без частицы «БЫ» |
| Unreal Present/Future (Type II) | If I were you, If I had more time, If you knew him better, If it were not raining, Past Simple/Continuous | I would go there myself. I would come over, you wouldn't think so. I could go out. (would, could, might + Inf. | с частицей «БЫ» |
| Unreal Past (Type III) | If you had gone there, If it hadn't been so hot last summer, | you would have seen him. we could have gone to the South. (would, could + have + Participle II) | с частицей «БЫ» |

1. Supply the correct form of the subjunctive mood of the verbs in brackets.

1. If I (not to work) so hard, I never (to make) progress.
2. I (to finish) the whole job in time if you (not to disturb) me.
3. If we (to have) enough petrol, we (can; cover another hundred miles today.
4. If I (to leave) earlier, I (to catch) the train.
5. If I (not to follow) your advice, I (to get) into trouble.
6. We (to prevent) the accident if we (to be) there at that time.
7. If men (to have) no radio, space flight (to be possible)?
8. You never (to succeed) if you (to have) no confidence in yourself.
9. The photographs (to be) much better if it (to be) lighter in the room.
10. People (to become) hardened to cold if they (to take) cold bath regularly.
11. If ice (to be) heavier than water, it (not to float).

2 Open the brackets using the appropriate tense form according to the pattern suggested.

Model: If you (pull) the cat's tail, it (scratch) you. - *If you **pull** the cat's tail, it **will scratch** you.*

1. If Mike (take) a taxi, he (get) to the station just in time for the train.
2. If the fog (get) any thicker, the plane (divert).
3. If you (go) on behaving like this, I (have) to punish you.
4. Unless you (have) a special permit you not find) a job here.
5. If the epidemic (spread) any further, the Ministry of Healthcare (start) a vaccination campaign.
6. If we (save) 50 dollars each week, we (have) enough money for a holiday by the beginning of summer.
7. Unless my computer (repair) today I (not be able) to present the necessary data.
8. Unless Andrew (promote) within the next three months he (leave) the company.
9. If you (look) for Angela, you (find) her upstairs.
10. If you (stay) for another night, I (ask) the manager to give you a more comfortable room.

3 Open the brackets using the verbs in the Conditional Mood Past

Model: I (speak) to him yesterday, but I was pressed for time. *I **would have spoken** to him yesterday, but I was pressed for time.*

1. Tom Coin) his friends, but his wife asked him to take the dog to the vet.
2. Lily (not get) into trouble, but she refused to listen to me.
3. It's such a pity you didn't come to the concert. You (like) the new compositions.
4. Paul regrets becoming a lawyer. He (achieve) much more as a musician.
5. Mandy (buy) this hat yesterday but she had no money left on ha credit card.
6. The secretary (finish) typing the documents two hours ago, but she has too many telephone calls to answer today.
7. I (complain) to the head waiter about the service but he was nowhere to be seen.
8. We (take) this room last summer but it turned out to be too small for the three of us.

9. Mr. Evans (not sign) the papers but he was made to do it at gun point
10. In your place I (paint) the walls cream instead of bright yellow.

4 Lesson

Collapse of civilization

Is it possible that global civilization might collapse within our lifetime or that of our children? Until recently, such an idea was the preserve of lunatics and cults. In the past few years, however, an increasing number of intelligent and credible people have been warning that global collapse is a genuine possibility. And many of these are sober scientists, including Lord May, David King and Jared Diamond – people not usually given to exaggeration or drama.

The new doomsayers all point to the same collection of threats – climate change, resource depletion and population imbalances being the most important. What makes them especially afraid is that many of these dangers are interrelated, with one tending to exacerbate the others. It is necessary to tackle them all at once if we are to have any chance of avoiding global collapse, they warn.

Many societies – from the Maya in Mexico to the Polynesians of Easter Island – have collapsed in the past, often because of the very same dangers that threaten us. As Diamond explains in his recent book, *Collapse*, the Maya depleted one of their principal resources – trees – and this triggered a series of problems such as soil erosion, decrease of useable farmland and drought. The growing population that drove this overexploitation was thus faced with a diminishing amount of food, which led to increasing migration and bloody civil war. The collapse of the civilization on Easter Island followed a similar pattern, with deforestation leading to other ecological problems and warfare.

Unlike these dead societies, our civilization is global. On the positive side, globalization means that when one part of the world gets into trouble, it can appeal to the rest of the world for help. Neither the Maya nor the inhabitants of Easter Island

had this luxury; because they were in effect isolated civilizations. On the negative side, globalization means that when one part of the world gets into trouble, the trouble can quickly be exported. If modern civilization collapses, it will do so everywhere. Everyone now stands or falls together.

Global collapse would probably still follow the same basic pattern as a local collapse but on a greater scale. With the Maya, the trouble began in one region but engulfed the whole civilization. Today, as climate change makes some areas less hospitable than others, increasing numbers of people will move to the more habitable areas. The increasing population will make them less habitable and lead to further migration in a domino effect. Huge movements of people and capital will put the international financial system under strain and may cause it to give way. In his book *The Future of Money*, the Belgian economist Bernard Lietaer argues that the global monetary system is already very unstable. Financial crises have certainly grown in scale and frequency over the past decade. The South-east Asian crisis of 1997 dwarfed the Mexican crisis of 1994 and was followed by the Russian crash of 1998 and the Brazilian crisis of 1999. This is another example of the way globalization can exacerbate rather than minimize the risk of total collapse.

This would not be the end of the world. The collapse of modern civilization would entail the deaths of billions of people but not the end of the human race. A few Mayans survived by abandoning their cities and retreating into the jungle, where they continue to live to this day. In the same way, some would survive the end of the industrial age by reverting to a preindustrial lifestyle.

The enormity of such a scenario makes it hard to imagine. It is human nature to assume that the world will carry on much as it has been. But it is worth remembering that in the years preceding the collapse of their civilization, the Mayans too were convinced that their world would last forever.

<http://www.inauka.ru/news/article60520.html>

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|------------------------------------|---------------------------------|
| preserve of lunatics and cults | мировая цивилизация |
| global collapse | прерогатива безумцев |
| sober scientists | глобальный крах |
| world civilization | трезвомыслящие ученые |
| climate change | изменение климата |
| habitable lands | новые пророки катастрофы |
| global warming | истощение ресурсов |
| new doom Sayers | глобальное потепление |
| resource depletion | пригодные для жизни земли |
| natural resources | дисбаланс населения |
| mass movements of people | природные ресурсы |
| to entail deathsbillions of people | массовые перемещения людей |
| disbalance of population | апокалипсис |
| collapse | повлечь смерть миллиардов людей |

2 Insert the following words and expressions into the text. Change tenses, if necessary.

To confirm, human activity, populated urban areas, to alter, to dry, populations shift, higher latitudes, availability, to pump, to conduct, shows, large-scale overuse.

The USA's space agency NASA _____ that human activity is responsible for a massive redistribution of freshwater across Earth. It said the redistribution is continuing as _____ _____ and demand for food increases. In particular, equatorial regions _____, while tropical areas and _____ were gaining water supplies. NASA warned that if this trend continued, many highly _____ _____ _____ could struggle to find sufficient water in the future. NASA's claims are the result of a 14-year study into shifting locations and depleting resources of freshwater. It was part of

a mission _____ between 2002-2016 called GRACE, which is an acronym for Gravity Recovery and Climate Experiment.

Researchers say that the shifting freshwater patterns are the result of_____. Jay Famiglietti, a co-author of the research and the Senior Water Scientist at NASA's Jet Propulsion Laboratory, said: "The study _____that humans have really drastically _____the global water landscape in a very profound way." He warned that: "The human fingerprint is all over changing freshwater_____. We see it in _____ of groundwater. We see it as a driver of climate change." Professor Famiglietti said at least 40 per cent of the 34 hot areas examined in the research were drier than two decades ago because of human activity, especially excessive groundwater _____for farming.

3 Fill in prepositions where necessary

Conflict is a constant feature of human history, and of international history _____ particular. As Martin Wight famously put it, _____ international politics, no progress is possible and if some people _____ the distant past returned to present and looked _____ international affairs, they 'would be struck _____resemblances to what they remembered' (Wight 1966, 26). As a consequence, as shown by Machiavelli (1988) but also by other realist thinkers, the only morality _____ politics is that identified _____expediency and prudence and _____the interest of the political community. Good politicians are those who protect their state and increase its power. _____ the absence of universal moral laws, the political woman/man should use her/his prudence to face difficult situations and 'to make a friend of every hostile occasion'

4 Translate the following text into English using active vocabulary

Причины гибели цивилизации выясняют учёные, работающие в Оксфордском университете (Британия). Они провели комплексные исследования, целью которых было определение наиболее вероятных рисков для выживания человека. Подробная заметка об этой работе была опубликована на страницах электронной версии TheTelegraph. В ней говорится, что самую

большую опасность для всех людей Земли представляют космические и геологические угрозы, такие как столкновения с небесными телами и взрывы непредсказуемых супер вулканов.

Также причиной для беспокойства должны послужить:

- возможность появления новых опасных штаммов вирусов;
- военные конфликты с применением ядерного оружия;
- масштабные климатические изменения.

Учёные не оставили без внимания и популярную в современной массовой культуре тему искусственного интеллекта и современных технологий, которые могут выйти из-под контроля и послужить причиной гибели всего человечества.

В завершающей главе научного исследования особое внимание уделяется тому факту, что национальные правительства и надгосударственные структуры не могут гарантировать полную защиту от названных в работе угроз. Также в статье акцент делается на том, что, возможно, идея об уникальности и высшей цели человечества должна быть подвергнута сомнению.

<https://promdevelop.ru/prichiny-gibeli-tsivilizatsii/>

5 Summarize the introductory text in 3 paragraphs. Present brief information on each paragraph.

Discussion

1. What are some of the factors in the collapse of a civilization? Which of these factors are external? Which are internal?
2. What are some of the things that happen when a society collapses?
3. Describe Maya civilization. When and where did it flourish? What factors led to the collapse of this civilization? What evidence tells us the causes of its collapse?
4. Has the collapse of our modern civilization begun?
5. When will civilization collapse?
6. Imagine our civilization has collapsed. You need to build a new civilization, where do you start?

7. Which countries could collapse by 2027?
8. Will atheism cause the collapse of civilization?
9. What civilizations have suddenly and mysteriously collapsed?
10. Why did the Ancient Egyptian civilization collapse?

Grammar section

Making a wish

You can express wishes about the present, past and future. We use *wish* to say that we regret something, that something is not as we would like it to be.

Table 4 – Making a wish

| | | | |
|---|---|---------|------------|
| I wish(ed) | <ul style="list-style-type: none"> - I were/was beautiful. Как бы мне хотелось быть красивой | PRESENT | |
| | <ul style="list-style-type: none"> - we knew Sue's address. - <u>Как жаль</u>, что мы <u>не знаем</u> адреса Сью - it weren't/wasn't raining. <u>Жаль</u>, что <u>идет</u> дождь - you didn't work so much. Я бы не хотела, чтобы вы так много работали | | |
| | <ul style="list-style-type: none"> - I had brought my camera. Жаль, что я <u>не взял</u> с собой фотоаппарат | | PAST |
| | <ul style="list-style-type: none"> - I could have gone to the theatre yesterday. <u>Жаль</u>, что я <u>не смог</u> пойти в театр вчера | | |
| | <ul style="list-style-type: none"> - they could come to see us tomorrow. Как <u>жаль</u> , что они <u>не смогут</u> зайти к нам завтра | | FUTURE |
| | <ul style="list-style-type: none"> - someone would answer that telephone! Да снимите уж кто-нибудь трубку! | | Complaints |
| <ul style="list-style-type: none"> - the music would stop! Когда же прекратится эта музыка! | Annoyance | | |
| <ul style="list-style-type: none"> - you would give her my message Не могли бы вы передать ей мою просьбу | Request | | |

1. Use the correct form of the subjunctive mood of the verbs in brackets.

1. Oh, I wish I (not to send) him that letter. I'd give anything to take it back. 2. I wish I (to be) as sure as you. 3. But he wished that there (to be) some way in which he could help the young lawyer. 4. "I wish I (not to cry) so much," said Alice trying

to find her way out. 5. And here I wish I (can) tell you half of the things Alice used to say. 6. I wish I (to know) it was your friend. 7. He wished he (to come) by air. 8. I wish I (to learn) what to do now. 9. I wish I (to be sure) it was your birthday. 10. I wish they (to be) back. 11. I wish I never (to hear) of it. 12. I wish I (to know) where we are going. 13. I wish I (to be) with my relatives. 14. You are looking wonderful, I wish I (to have) your health and vitality. 15. I wish I (can be) at the meeting yesterday. 16. They wish you (to read) more in future. 17. Do you wish he (to take) care of by an experienced doctor?

2. Answer the following questions using the subjunctive mood after the verb *wish* according to the model.

Model - Are you a teacher?
- I wish I were.

1. Are you a third-year student? 2. Can you speak English? 3. Did he speak at the meeting yesterday? 4. Will she come to the party? 5. Have you got a raincoat with you? 6. Is dinner ready? 7. Do you know where she is now? 8. Will they take part in the coming competitions? 9. Is her hair naturally wavy? 10. Has he returned from the business trip? 11. Shall we go there together? 12. Are you an interpreter? 13. Have you got a dictionary with you? 14. Have you seen this wonderful programme? 15. Is your report ready? 16. Will she come to your birthday party? 17. Did you get a good mark in English?

3. Translate into English using the subjunctive mood after the verb *wish*

1. Как бы я хотел, чтобы твоя дочь была немножко похожа на тебя. 2. Я бы хотел, чтобы ты пришел к тому или иному решению. 3. Он очень хотел, чтобы этот вечер кончился. 4. Я иногда жалею, что решил написать эту книгу. 5. Мне бы хотелось, чтобы у нас был настоящий сад. 6. Как я жалею, что я сделал это. 7. Я бы хотел, чтобы ты снова начал писать стихи. 8. Я бы хотел, чтобы он перестал мне писать. 9. Как жаль, что я не застал его дома. 10. Я пожалела, что рассказала им о себе. 11. Жаль, что я не сказала правды. 12. Как жаль, что я не знала, что тебе нужен этот журнал. 13. Я пожалел, что не принял участия в экскурсии. 14. Жаль, что вы не послушались совета врача. 15.

Желательно, чтобы студенты говорили друг с другом по-английски. 16. Как жаль, что идет дождь. 17. Как бы я хотела быть сейчас дома. 18. Как жаль, что его нет с нами. 5. Жаль, что вы не пошли с нами на лекцию вчера. 19. Жаль, что ты мне мешаешь работать. 20. Жаль, что вы не поверили моему рассказу. 21. Жаль, что вы отвергли это предложение. На вашем месте я бы принял его. 22. Жаль, что они вмешиваются в чужие дела. 23. Жаль, что вы мне не помогли. 24. Жаль, что вы не известили меня заранее. Я, конечно, встретил бы вас. 25. Жаль, что мы не заказали билеты по телефону. 26. Жаль, что я не сказала правды. 27. Как бы я хотела, чтобы он был с нами! 28. Жаль, что мы не застали никого дома. 29. Я бы хотел знать, что этот словарь уже вышел. 30. Жаль, что я не посоветовался с врачом. Я бы чувствовал себя лучше сейчас.

5 Lesson

Global warming threatens mankind

Global warming could melt almost the entire top layer of Arctic permafrost by the end of the century. Scientists say the thaw would release vast stocks of carbon into the atmosphere, threaten ocean currents and wreck roads and buildings across Canada, Alaska and Russia.

David Lawrence, a climate scientist with the US National Centre for Atmospheric Research in Boulder, Colorado, said: "There's a lot of carbon stored in the soil. If the permafrost does thaw, as our model predicts, it could have a major influence on climate." Thawing permafrost is one of several climate "tipping points" feared by environmental experts, because carbon released by melted soil would accelerate global warming. Permafrost makes up about a quarter of land surface in the northern hemisphere and the upper layer is believed to hold at least 30% of the carbon stored in soil worldwide.

Dr Lawrence said: "In terms of its impact on the global climate, I don't see how it can be good news, but just how bad it is unclear. It's very difficult to see how we can halt it. We may be able to slow it down."

Dr. Lawrence and Andrew Slater, of the University of Colorado's national snow and ice data centre used a computer to simulate how the Arctic permafrost - defined as soil that remains below freezing for at least two years - would react to Earth's changing climate.

Assuming that emissions of carbon dioxide and other greenhouse gases from cars, power stations and other sources continue to rise, they found the area holding permafrost within about 3.5 meters of the surface will shrink from 4m square miles to a little over 1m square miles by 2050. The area of surface permafrost will shrink further by 2100, to about 400,000 square miles. Deeper permafrost will remain largely unaffected. A low emission scenario, which assumes that new technology and energy efficiency measures will slash future greenhouse gas pollution, the permafrost area shrinks to about 1.5m square miles by 2100. The results appear in the journal *Geophysical Research Letters*.

Dr. Lawrence said the study was the first to examine permafrost in a model that accounted for interactions between the atmosphere, ocean, land and sea ice, as well as the freezing and thawing of soil. He said the predictions of the computer model were already being backed up by observations in and around the Arctic. In August, scientists working in Siberia reported an unprecedented thaw in the world's largest peat bog, which they fear could release billions of tones of methane, a greenhouse gas 20 times more potent than carbon dioxide. Melting permafrost frees carbon because warmer temperatures allow bacteria to degrade previously frozen dead vegetation.

Recent warming has degraded large sections of surface permafrost across central Alaska, with pockets of soil collapsing as the ice within it melts. The melting has buckled roads, destabilized houses and produced so-called "drunken forests" in which the trees lean at wild angles. Sections of the Alaskan Arctic oil pipeline buried in sensitive areas are refrigerated to keep the permafrost around it solid.

The computer model also predicted that the massive thaw would significantly increase the amount of fresh water draining into the Arctic Ocean, which could affect global currents. "Thawing permafrost could send considerable amounts of water to the oceans," said Dr Slater. Water runoff from permafrost to the ocean has increased by 7% since the 1930s. In the high-emission simulation, the computer predicted a further increase of 28% by 2100. About half of this is down to ice melting within the surface soil, with the rest because of increased rainfall, snowfall and increased drainage.

<https://www.theguardian.com/environment/2005/dec/21/climatechange.climatechangeenvironment>

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|----------------------------------|---|
| global warming | оставаться большей частью нетронутой |
| melting of permafrost | ключевые показатели |
| top layer of permafrost | глобальное потепление |
| climate scientist | таяние вечной мерзлоты |
| hemisphere | климатолог |
| tipping points | полушарие |
| carbon dioxide | ливень |
| greenhouse gases | углекислый газ |
| peat bog | верхний слой |
| to buckle roads | разрушать дороги |
| oil pipeline | парниковые газы |
| rainfall | торфяник |
| to release vast stocks of carbon | выбрасывать в атмосферу огромное количество углекислого |

| | |
|------------------------------|------------------------------|
| | газа |
| upper layer | верхний слой вечной мерзлоты |
| to remain largely unaffected | нефтяной газопровод |

2 Insert the following words and expressions into the text. Change tenses, if necessary.

To know, to give off, drawbacks, to smell a bomb, to be trained, to monitor, to save, to be, to crawl, to get out, to get into small spaces, wreckage, to be better.

In the earthquake capitals of the world – Japan, Los Angeles, Turkey - rats will soon _____ Man's new best friend.

In the aftermath of an earthquake, rescue teams send in dogs which are trained to smell people. No one _____ how many lives they _____, but there are, of course, _____: dogs are big and they can't _____ _____. Now a new research project is using a smaller animal to save lives: the rat.

How does it work? Firstly, the rat _____ _____ to smell people. When this happens, the rat's brain _____ _____ a signal, similar to what happens when a dog _____ _____. So, the trained rats are sent into the _____. On their back is a very small radio, which is connected to the rat's brain. The rescuers, at a safe distance, - _____ the radio signals. When the rat's brain activity jumps, the rescuers know that someone is alive.

Of course there are already robots which can do this job, one of which looks and moves like a snake, but rats _____ _____ because they can smell more efficiently than robots, whose noses don't work well when there are other smells around. Rats also _____ efficiently in destroyed buildings - something which robots are not as good at - and they don't need electricity. What's more, rats have a survival instinct: they _____ _____ when it isn't safe.

3 Fill in prepositions where necessary

Findings _____ a new study released recently proves that global warming is caused _____ human activity, and not _____ natural environmental factors.

Researchers_____the Scripps Institute of Oceanography have found clear evidence of human-produced warming _____ the world's oceans that is likely to impact water resources _____ regions around the globe.

This finding removes much of the uncertainty associated _____ debates _____global warming. Many world leaders have closed their ears to this fact so they don't have to limit their economic activity or introduce expensive pollution controls.

This is one of the reasons America has not signed the Kyoto Treaty _____ climate change. The US government prefers to believe global warming is a natural phenomenon, caused _____ volcanoes and solar energy. Professor Tim Barnett said, "This is perhaps the most compelling evidence yet that global warming is happening right now and it shows that we can successfully simulate its past and likely future evolution."

Barnett says the results hold implications _____ millions of people _____ the near future. _____ the decades immediately ahead, the changes will be felt _____ regional water supplies, including areas impacted _____ accelerated glacier melting _____ the South American Andes and _____ western China, putting millions of people _____ risk without adequate summertime water. Perhaps now more countries will sign up to the Kyoto Protocol.

<https://breakingnewsenglish.com/0502/19.globalWarming.html>

4 Translate the following text into English using active vocabulary

Глобальное потепление: взгляд из позапрошлого века

О глобальном потеплении, связанном с накоплением в атмосфере углекислого газа из-за сжигания органического топлива, широко заговорили только в конце 80-х годов прошлого века. Оказывается, его предсказал ещё в 1896 году знаменитый шведский химик Сванте Аррениус (1859-1927), причём он приветствовал надвигавшееся изменение климата.

В статье под заголовком «О влиянии углекислоты в воздухе на температуру земной поверхности» Аррениус, будущий лауреат Нобелевской премии (1903 год, за теорию электролитической диссоциации), рассчитал

поглощение инфракрасных волн атмосферной двуокисью углерода и водяным паром как по отдельности, так и вместе. Физики уже знали, что инфракрасные лучи сильно поглощаются этими двумя газами, присутствующими в воздухе, и было ясно, что человечество активно сжигает уголь, нефть и дрова, причём выделяется углекислый газ. По вычислениям Аррениуса выходило, что оба газа будут действовать вместе: больше CO_2 – становится теплее, стало теплее – больше воды испаряется в воздух из водоёмов, водяных паров стало больше – температура ещё поднялась. Тогда часть снегового и ледового покрова Земли начнёт таять. Снег и лёд отражают часть инфракрасных лучей обратно в космос, отражение ослабеет – станет ещё теплее. Правда, в игре участвуют и облака. Испаряется больше воды – усиливается облачный покров. С одной стороны, он, как плотное одеяло, должен утеплять атмосферу, с другой – отражает солнечный свет, затеняет поверхность Земли. Результат будет зависеть от площади, высоты и температуры облаков. Аррениус учёл оба процесса, насколько позволяли тогдашние данные физики и метеорологии.

Кропотливо и подробно рассчитав общее действие всех факторов, после долгих расчётов учёный пришёл к выводу, что удвоение содержания CO_2 повысит глобальную температуру на $5,5^\circ\text{C}$. Современные компьютерные модели атмосферных процессов в основном дают прирост от 2 до $4,5^\circ\text{C}$. Аррениус даже рассчитал, что в высоких широтах потепление будет сильнее, чем у экватора. Кроме того, он понимал, что немалая часть лишнего углекислого газа растворится в воде океанов и всё же оставшегося будет достаточно для потепления. Но о том, что повышенная кислотность воды начнёт растворять кораллы, раковины моллюсков, некоторые водоросли, Аррениус не подумал – всё же он не был биологом. Не мог он предвидеть и многие другие отрицательные последствия идущего процесса.

Конечные выводы Аррениуса были прямо противоположны современным теориям: он радовался ожидаемому глобальному потеплению! Проведя почти всю жизнь в холодной Швеции, учёный надеялся, что наш мир станет теплее. Зимы окажутся мягче, а летом погода на севере Европы будет немножко жарче

– что же в этом плохого? И к тому же всего за несколько десятилетий до исследований Аррениуса учёные узнали, что в истории нашей планеты бывали длительные ледниковые периоды, когда Европа покрывалась толстым слоем льда, и самый последний из них закончился всего 10 000 лет назад. Нет, уж лучше потепление...

Того, что оно приведёт к подъёму уровня моря, который через какой-нибудь век после выхода статьи Аррениуса начнёт угрожать многим островам, что ещё лет через сто придётся, видимо, переселять сотни миллионов людей в глубь суши, подальше от океана, учёный предвидеть не мог.

<https://www.nkj.ru/archive/articles/33496/>

5 Do some library research and present brief information on global warming that threatens mankind.

Discussion

1. What is global warming?
2. What causes global warming?
3. What is climate change? Is it different than global warming?
4. What does global warming have to do with severe weather, like droughts and hurricanes?
5. If global warming is real, why is it so cold and snowy this winter?
6. What does global warming have to do with rising sea levels?
7. What is ocean acidification?
8. What does eating meat and dairy have to do with climate change?
9. What does climate change have to do with spreading disease?
10. How does climate change affect the food supply?
11. What is a carbon footprint and how can I reduce my carbon footprint?
12. What are renewable sources of energy?
13. What is the United States doing to combat global warming?
14. What are corporations doing to combat global warming?
15. What is the United Nations doing to combat climate change?
16. Is there hope that we will be able to do something before it is too late?

17. What happens if the next solar cycle becomes less active? Will we go into a new ice age?

18. Can you explain the urban heat island effect?

Grammar section

Table 5 – Modal Verbs

| Модальный глагол и его эквивалент | Значение | Present | Past | Future |
|---|----------|----------------------------------|--------------------------------------|-----------------------------------|
| Непосредственно модальные глаголы и их эквиваленты | | | | |
| can to be able (to) | | can am/are/is able (to) | could was/were able (to) | --- will be able (to) |
| may to be allowed (to) | | may am/are/is allowed (to) | might was/were allowed (to) | --- will be allowed (to) |
| must | | must | --- | --- |
| ought (to) | | ought (to) | --- | --- |
| Эквиваленты глаголов долженствования (must, ought, shall, should) | | | | |
| to have (to) / to have got (to) (британский разговорный вариант) | | have/has (got) (to) | had (got) (to) | Will have (got) (to) |
| to be (to) | | am/are/is (to) | was/were (to) | --- |
| To be obliged (to) | | am/are/is obliged (to) | was/were obliged (to) | Will be obliged (to) |
| Многофункциональные глаголы, выполняющие функцию модальных | | | | |
| shall | | --- | --- | shall |
| should | | should | --- | --- |
| will | | --- | --- | will |

The End of Table 5 – Modal Verbs

| Модальный глагол и его эквивалент | Значение | Present | Past | Future |
|-----------------------------------|----------|---------|-------|--------|
| would | | --- | would | --- |
| need | | need | --- | --- |
| dare | | dare | dared | --- |

1 Fill in the blanks with the verb *can, may, must, should, ought to, need, have to, be to*

1. All this time hehave been nearly forty-seven. 2. Surely hehave stayed with her on her birthday. 3. Shenever have married him! 4. Younot bother with these things here for you are among friends. 5. If anythinghappen to me, my wife will be left quite alone. 6. Tell him I'd wait twenty years for him if Ito. 7. Thisbe the very last dinner he would ever eat at his friend's. 8. Younot be afraid, I never cry. 9. Whyyou and I talk about it? 10. He told me that Istay with him for a few days so that he show me something of the surrounding country. 11. My mother says that I (not) be out after eleven o'clock. 12. It was of himself and of his own future, that hethink. 13. It is absurd to have a hard and fast rule about what one read and what one 14. Youread a document carefully before you sign it. 15. You know, youto see a doctor.

2 Translate the following sentences into English using suitable modal verbs

1. Вы можете не приносить доклад сегодня. Но завтра утром он должен быть у меня. 2. Он бы мог сходить туда сам; ему незачем было посылать вас, вы все же постарше его. 3. Где я могу найти товарища Иванова? Он, должно быть, в соседней комнате. 4. Не может быть, что он был искренен, когда отказался ехать с вами на юг. Возможно, родители не разрешили ему ехать. 5. Ему не нужно было называть свою фамилию так громко, это привлекло внимание. 6. Она не такая застенчивая. Возможно, ваш вопрос был неожиданным для нее. 7. Тебе не нужно было спрашивать у отца: я нашел журнал на твоём письменном столе. 8. Неужели он действительно так растерялся? – Конечно, и даже покраснел. 9. Вы бы могли предупредить его об этом и не ставить его в такое неловкое положение. 10. Почему ее нет? Неужели она обиделась и решила не

приходить? 11. Почему ты так рано? – Нам не пришлось долго заседать: все вопросы решили быстро. 12. Билеты можно было заказать по телефону. Мне не нужно было ехать на вокзал. 13. Я был в Москве, поэтому мне пришлось осмотреть весь город. 14. Вам не нужно было бросать эту работу. Ведь вы были так близко к цели. 15. Я смогу выполнить эту работу завтра. Я должен был сказать вам об этом вчера, но я не мог позвонить вам, так как у меня не было времени.

6 Lesson

Will automation take away all our jobs?

Here's a startling fact: in the 45 years since the introduction of the automated teller machine, those vending machines that dispense cash, the number of human bank tellers employed in the United States has roughly doubled, from about a quarter of a million to a half a million. A quarter of a million in 1970 to about a half a million today, with 100,000 added since the year 2000.

These facts, revealed in a recent book by Boston University economist James Bessen, raise an intriguing question: what are all those tellers doing, and why hasn't automation eliminated their employment by now? If you think about it, many of the great inventions of the last 200 years were designed to replace human labor. Tractors were developed to substitute mechanical power for human physical toil. Assembly lines were engineered to replace inconsistent human handiwork with machine perfection. Computers were programmed to swap out error-prone, inconsistent human calculation with digital perfection. These inventions have worked. We no longer dig ditches by hand, pound tools out of wrought iron or do bookkeeping using actual books. And yet, the fraction of US adults employed in the labor market is higher now in 2016 than it was 125 years ago, in 1890, and it's risen in just about every decade in the intervening 125 years.

This poses a paradox. Our machines increasingly do our work for us. Why doesn't this make our labor redundant and our skills obsolete? Why are there still so many jobs?

There are actually two fundamental economic principles at stake. One has to do with human genius and creativity. The other has to do with human insatiability, or greed, if you like. Let's call the first of these the O-ring principle, and it determines the type of work that we do. The second principle is the never-get-enough principle, and it determines how many jobs there actually are.

Let's start with the O-ring. ATMs, automated teller machines, had two countervailing effects on bank teller employment. As you would expect, they replaced a lot of teller tasks. The number of tellers per branch fell by about a third. But banks quickly discovered that it also was cheaper to open new branches, and the number of bank branches increased by about 40 percent in the same time period. The net result was more branches and more tellers. But those tellers were doing somewhat different work. As their routine, cash-handling tasks receded, they became less like checkout clerks and more like salespeople, forging relationships with customers, solving problems and introducing them to new products like credit cards, loans and investments: more tellers doing a more cognitively demanding job. There's a general principle here. Most of the work that we do requires a multiplicity of skills, and brains and brawn, technical expertise and intuitive mastery, perspiration and inspiration in the words of Thomas Edison. In general, automating some subset of those tasks doesn't make the other ones unnecessary. In fact, it makes them more important. It increases their economic value.

In 1986, the space shuttle Challenger exploded and crashed back down to Earth less than two minutes after takeoff. The cause of that crash, it turned out, was an inexpensive rubber O-ring in the booster rocket that had frozen on the launchpad the night before and failed catastrophically moments after takeoff. In this multibillion dollar enterprise that simple rubber O-ring made the difference between mission success and the calamitous death of seven astronauts. An ingenious metaphor for this tragic setting is the O-ring production function, named by Harvard economist

Michael Kremer after the Challenger disaster. The O-ring production function conceives of the work as a series of interlocking steps, links in a chain. Every one of those links must hold for the mission to succeed. If any of them fails, the mission, or the product or the service, comes crashing down. This precarious situation has a surprisingly positive implication, which is that improvements in the reliability of any one link in the chain increases the value of improving any of the other links. Concretely, if most of the links are brittle and prone to breakage, the fact that your link is not that reliable is not that important. Probably something else will break anyway. But as all the other links become robust and reliable, the importance of your link becomes more essential. In the limit, everything depends upon it. The reason the O-ring was critical to space shuttle Challenger is because everything else worked perfectly.

Here's the broader point. In much of the work that we do, we are the O-rings. Yes, ATMs could do certain cash-handling tasks faster and better than tellers, but that didn't make tellers superfluous. It increased the importance of their problem-solving skills and their relationships with customers. The same principle applies if we're building a building, if we're diagnosing and caring for a patient, or if we are teaching a class to a roomful of high schoolers. As our tools improve, technology magnifies our leverage and increases the importance of our expertise and our judgment and our creativity.

And that brings us to the second principle: never get enough. You may be thinking, OK, O-ring, got it, that says the jobs that people do will be important. They can't be done by machines, but they still need to be done. But that doesn't tell me how many jobs there will need to be. If you think about it, isn't it kind of self-evident that once we get sufficiently productive at something, we've basically worked our way out of a job? In 1900, 40 percent of all US employment was on farms. Today, it's less than two percent. Why are there so few farmers today? It's not because we're eating less.

A century of productivity growth in farming means that now, a couple of million farmers can feed a nation of 320 million. That's amazing progress, but it also

means there are only so many O-ring jobs left in farming. So clearly, technology can eliminate jobs. Farming is only one example. There are many others like it. But what's true about a single product or service or industry has never been true about the economy as a whole. Many of the industries in which we now work – health and medicine, finance and insurance, electronics and computing – were tiny or barely existent a century ago. Many of the products that we spend a lot of our money on -- air conditioners, sport utility vehicles, computers and mobile devices -- were unattainably expensive, or just hadn't been invented a century ago. As automation frees our time, increases the scope of what is possible, we invent new products, new ideas, new services that command our attention, occupy our time and spur consumption. But may think some of these things are frivolous – extreme people desire these things, and they're willing to work hard for them. The average worker in 2015 wanting to attain the average living standard in 1915 could do so by working just 17 weeks a year, one third of the time. But most people don't choose to do that. They are willing to work hard to harvest the technological bounty that is available to them. Material abundance has never eliminated perceived scarcity. In the words of economist Thorstein Veblen, invention is the mother of necessity.

So if you accept these two principles, the O-ring principle and the never-get-enough principle, then you agree: there will be jobs. Does that mean there's nothing to worry about? Automation, employment, robots and jobs – it'll all take care of itself? No. Automation creates wealth by allowing us to do more work in less time. There is no economic law that says that we will use that wealth well, and that is worth worrying about. Consider two countries, Norway and Saudi Arabia. Both oil-rich nations, it's like they have money spurting out of a hole in the ground.

But they haven't used that wealth equally well to foster human prosperity, human prospering. Norway is a thriving democracy. By and large, its citizens work and play well together. It's typically numbered between first and fourth in rankings of national happiness. Saudi Arabia is an absolute monarchy in which many citizens lack a path for personal advancement. It's typically ranked 35th among nations in happiness, which is low for such a wealthy nation. Just by way of

comparison, the US is typically ranked around 12th or 13th. The difference between these two countries is not their wealth and it's not their technology. It's their institutions. Norway has invested to build a society with opportunity and economic mobility. Saudi Arabia has raised living standards while frustrating many other human strivings. Two countries, both wealthy, not equally well off.

And this brings me to the challenge that we face today, the challenge that automation poses for us. The challenge is not that we're running out of work. The US has added 14 million jobs since the depths of the Great Recession. The challenge is that many of those jobs are not good jobs, and many citizens cannot qualify for the good jobs that are being created. Employment growth in the United States and in much of the developed world looks something like a barbell with increasing poundage on either end of the bar. On the one hand, you have high-education, high-wage jobs like doctors and nurses, programmers and engineers, marketing and sales managers. Employment is robust in these jobs, employment growth. Similarly, employment growth is robust in many low-skill, low-education jobs like food service, cleaning, security, home health aids. Simultaneously, employment is shrinking in many middle-education, middle-wage, middle-class jobs, like blue-collar production and operative positions and white-collar clerical and sales positions. The reasons behind this contracting middle are not mysterious. Many of those middle-skill jobs use well-understood rules and procedures that can increasingly be codified in software and executed by computers. The challenge that this phenomenon creates, what economists call employment polarization, is that it knocks out rungs in the economic ladder, shrinks the size of the middle class and threatens to make us a more stratified society. On the one hand, a set of highly paid, highly educated professionals doing interesting work, on the other, a large number of citizens in low-paid jobs whose primary responsibility is to see to the comfort and health of the affluent. That is not my vision of progress, and I doubt that it is yours.

But here is some encouraging news. We have faced equally momentous economic transformations in the past, and we have come through them successfully. In the late 1800s and early 1900s, when automation was eliminating

vast numbers of agricultural jobs – remember that tractor? – the farm states faced a threat of mass unemployment, a generation of youth no longer needed on the farm but not prepared for industry. Rising to this challenge, they took the radical step of requiring that their entire youth population remain in school and continue their education to the ripe old age of 16. This was called the high school movement, and it was a radically expensive thing to do. Not only did they have to invest in the schools, but those kids couldn't work at their jobs. It also turned out to be one of the best investments the US made in the 20th century. It gave us the most skilled, the most flexible and the most productive workforce in the world. To see how well this worked, imagine taking the labor force of 1899 and bringing them into the present. Despite their strong backs and good characters, many of them would lack the basic literacy and numeracy skills to do all but the most mundane jobs. Many of them would be unemployable.

What this example highlights is the primacy of our institutions, most especially our schools, in allowing us to reap the harvest of our technological prosperity.

It's foolish to say there's nothing to worry about. Clearly we can get this wrong. If the US had not invested in its schools and in its skills a century ago with the high school movement, we would be a less prosperous, a less mobile and probably a lot less happy society. But it's equally foolish to say that our fates are sealed. That's not decided by the machines. It's not even decided by the market. It's decided by us and by our institutions.

Now, this talk was started with a paradox. Our machines increasingly do our work for us. Why doesn't that make our labor superfluous, our skills redundant? Isn't it obvious that the road to our economic and social hell is paved with our own great inventions?

History has repeatedly offered an answer to that paradox. The first part of the answer is that technology magnifies our leverage, increases the importance, the added value of our expertise, our judgment and our creativity. That's the O-ring. The second part of the answer is our endless inventiveness and bottomless desires means that we never get enough, never get enough. There's always new work to do. Adjusting to the

rapid pace of technological change creates real challenges, seen most clearly in our polarized labor market and the threat that it poses to economic mobility. Rising to this challenge is not automatic. It's not costless. It's not easy. But it is feasible. And here is some encouraging news. Because of our amazing productivity, we're rich. Of course we can afford to invest in ourselves and in our children as America did a hundred years ago with the high school movement. Arguably, we can't afford not to.

Now, you may be thinking, Professor Autor has told us a heartwarming tale about the distant past, the recent past, maybe the present, but probably not the future. Because everybody knows that this time is different. Right? Is this time different? Of course this time is different. Every time is different. On numerous occasions in the last 200 years, scholars and activists have raised the alarm that we are running out of work and making ourselves obsolete: for example, the Luddites in the early 1800s; US Secretary of Labor James Davis in the mid-1920s; Nobel Prize-winning economist Wassily Leontief in 1982; and of course, many scholars, pundits, technologists and media figures today.

These predictions strike me as arrogant. These self-proclaimed oracles are in effect saying, "If I can't think of what people will do for work in the future, then you, me and our kids aren't going to think of it either." I don't have the guts to take that bet against human ingenuity. Look, I can't tell you what people are going to do for work a hundred years from now. But the future doesn't hinge on my imagination. If I were a farmer in Iowa in the year 1900, and an economist from the 21st century teleported down to my field and said, "Hey, guess what, farmer Autor, in the next hundred years, agricultural employment is going to fall from 40 percent of all jobs to two percent purely due to rising productivity. What do you think the other 38 percent of workers are going to do?" I would not have said, "Oh, we got this. We'll do app development, radiological medicine, yoga instruction, Bitmoji."

I wouldn't have had a clue. But I hope I would have had the wisdom to say, "Wow, a 95 percent reduction in farm employment with no shortage of food. That's an amazing amount of progress. I hope that humanity finds something remarkable to do with all of that prosperity."

https://www.ted.com/talks/david_ator_why_are_there_still_so_many_jobs/transcript#t-14365

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|---|---|
| automated teller machine | выдача и приём наличных |
| the O-ring principle | ракетный ускоритель |
| the never-get-enough principle | банкомат |
| cash-handling tasks | теория уплотнительных колец |
| technical expertise | век роста производительности в сельском хозяйстве |
| the booster rocket | принцип уплотнительного кольца |
| a century of productivity growth in farming | техническая сноровка |
| the O-ring production function | принцип «вечно-не-хватает» |
| to eliminate jobs | стимулировать потребление |
| to eliminate perceived scarcity | достичь стандарта среднего уровня жизни |
| to spur consumption | становиться достаточно производительным в чём-то |
| to harvest the technological bounty | материальное изобилие |
| to attain the average living standard | сокращать рабочие места |
| to get sufficiently productive at something | устранять мнимый дефицит |
| material abundance | пожинать технологические плоды |

2 Insert the following words and expressions into the text. Change tenses, if necessary.

To be equipped, to identify movements, a jobless future, obsolescence, automation, to enter information, cute technological novelty, to live on, fully automated, a radical leap, permanent unemployment.

The Great Tech Panic: Robots Won't Take All Our Jobs

Last year, the Japanese company SoftBank opened a cell phone store in Tokyo and staffed it entirely with sales associates named Pepper. This wasn't as hard as it sounds, since all the Peppers were robots.

Humanoid robots, to be more precise, which SoftBank describes as “kindly, endearing, and surprising.” Each Pepper _____ with three multidirectional wheels, an anticollision system, multiple sensors, a pair of arms, and a chest-mounted tablet that allows customers)_____. Pepper can “express his own emotions” and use a 3-D camera and two HD cameras “_____ and recognize the emotions on the faces of his interlocutors.”

The talking bot can supposedly identify joy, sadness, anger, and surprise and determine whether a person is in a good or bad mood – abilities that Pepper's engineers figured would make “him” an ideal personal assistant or salesperson. And sure enough, there are more than 10,000 Peppers now at work in SoftBank stores, Pizza Huts, cruise ships, homes, and elsewhere.

In a less anxious world, Pepper might come across as _____. But for many pundits and prognosticators, he's a sign of something much more grave: the growing _____ of human workers. (Images of the doe-eyed Pepper have accompanied numerous articles with variations on the headline “robots are coming for your job.”)

Over the past few years, it has become conventional wisdom that dramatic advances in robotics and artificial intelligence have put us on the path to _____. We are living in the midst of a “second machine age,” to quote the title of the influential book by MIT researchers Erik Brynjolfsson and Andrew McAfee, in which routine work of all kinds – in manufacturing, sales, bookkeeping,

food prep – is being automated at a steady clip, and even complex analytical jobs will be superseded before long. A widely cited 2013 study by researchers at the University of Oxford, for instance, found that nearly half of all jobs in the US were at risk of being _____ over the next 20 years. The endgame, we're told, is inevitable: The robots are on the march, and human labor is in retreat.

This anxiety about _____ is understandable in light of the hair-raising progress that tech companies have made lately in robotics and artificial intelligence, which is now capable of, among other things, defeating Go masters, outbluffing champs in Texas Hold'em, and safely driving a car. And the notion that we're on the verge of _____ forward in the scale and scope of automation certainly jibes with the pervasive feeling in Silicon Valley that we're living in a time of unprecedented, accelerating innovation. Some tech leaders, including Y Combinator's Sam Altman and Tesla's Elon Musk, are so sure this jobless future is imminent – and, perhaps, so wary of torches and pitchforks – that they're busy contemplating how to build a social safety net for a world with less work. Hence the sudden enthusiasm in Silicon Valley for a so-called universal basic income, a stipend that would be paid automatically to every citizen, so that people can have something _____ after their jobs are gone.

It's a dramatic story, this epoch-defining tale about automation and _____. But it has one major catch: There isn't actually much evidence that it's happening.

<https://www.wired.com/2017/08/robots-will-not-take-your-job/>

3 Fill in prepositions where necessary

Toyota shows video of driverless car

Toyota has released a video of its new driverless car. The real car will be ____ show at an electronics show in Las Vegas, USA. The car is full of special "intelligent" safety features to make sure it does not crash. It uses radars and video cameras to understand where other cars are. It can also "see" people and slow down to avoid hitting them. The car can also communicate ____ other cars that have the

same technology. A Toyota spokesperson said: "We're looking ___ a car that would eliminate crashes. Zero-collisions is our ultimate aim." He added that the car should be used ___ a driver, but that it can also drive itself. This would be useful if the driver wants to use his or her laptop, or falls asleep.

Toyota is not the first car maker to showcase self-driving cars. In May 2012, the Swedish company Volvo tested a self-drive convoy of cars ___ a Spanish highway. The search engine Google has also invested a lot of money ___ the technology for these cars. The German auto manufacturers Audi and Mercedes are also developing similar cars. The chairman of the Ford Motor Company, Bill Ford Jr., said these cars will reduce traffic jams ___ the future. He said the cars will receive information from computers that monitor traffic and then the cars will take a different route around any gridlock. Toyota's video says: "Lexus advanced active safety research vehicle is leading the industry ____ a new automated era."

<https://breakingnewsenglish.com/>

4 Translate the following text into English using active vocabulary

Если задуматься, многие из великих изобретений последних двухсот лет создавались для замены человеческого труда. Тракторы были придуманы, чтобы заменить изнуряющий физический труд механическим. Конвейеры были сконструированы, чтобы заменить ручной труд идеальной работой машины. Компьютеры были предусмотрены, чтобы заместить подверженные ошибкам, неточные расчёты, производимые человеком, цифровым совершенством. Эти технологии отлично работают. Мы больше не роём канавы вручную, не куём монеты из железа, а бумажная волокита уже не связана с бумагой как таковой. Однако, процент работающих взрослых американцев сейчас, в 2016 году, выше, чем был 125 лет назад, в 1890 году, и с каждым десятилетием на протяжении всех 125 лет он только растёт.

Получается какой-то парадокс. Машины делают за нас всё больше работы. Почему же это не обесценивает наш труд, а наши умения не устаревают? Почему у нас до сих пор так много работы?

На кон поставлено два основополагающих экономических принципа. Один связан с человеческим гением и творчеством. Другой – с человеческой алчностью, или жадностью, если хотите. Назовём первый «принципом уплотнительного кольца», он определяет тип выполняемой нами работы. Второй принцип назовём «вечно-не-хватает», он показывает, сколько работы существует.

Начнём с уплотнительного кольца. Один банкомат заменил двух банковских служащих. Как и предполагалось, они стали выполнять бóльшую часть работы банковских служащих. Количество сотрудников на отдел снизилось на треть. Но банки быстро поняли, что открывать новые филиалы стало дешевле, и число новых банковских отделений выросло на 40% за тот же период времени. В итоге появилось больше филиалов и увеличилось число кассиров. Но тот персонал делал уже немного другую работу. Как только их обычная рутина – выдача и приём наличных – отступила, они стали не столько кассирами, сколько продавцами, занимающимися выстраиванием отношений с клиентами, решением вопросов, предложением новых услуг, таких как ссуды, кредитные карты и вклады. Бóльшее количество сотрудников занято сложной мыслительной деятельностью. Тут существует основной принцип. Бóльшая часть выполняемой нами работы требует разнообразных навыков, как умственных, так и физических, технической сноровки и профессиональной интуиции, вдохновения и трудолюбия, как говорил Томас Эдисон. Вообще, автоматизация ряда одних задач не отменяет необходимости выполнения других. Более того, она делает их более значимыми. И увеличивает их экономическую ценность.

5 Do some Internet research and present brief information on automation in our life, show a list of pros and cons.

Discussion

1. What images are in your mind when you hear the word 'robot'?
2. How do you feel about robots?

3. What do you think of giving guns to robots?
4. In what ways would robots be better police officers than humans?
5. What would happen if robots took over the world?
6. Why are most robots in robot movies scary or bad?
7. How would you feel about having a robot to do your housework?
8. Do robots take away people's jobs or create more jobs?
9. What role do robots play in your country?
10. What do you think of a police station staffed by only robots?
11. How can robots increase happiness levels?
12. Which jobs do you think robots should never be allowed to do?
13. Will robots ever think and feel just like humans?
14. What will robots be doing in our lives in 50 years from now?
15. What questions would you like to ask a robot expert?
16. What do you think of the idea of driverless cars?
17. What new technology would you like to see in cars of the future?
18. What would you do in a self-driving car if you didn't have to drive?

Grammar section

Table 6 – The Participle

| | | Active Voice | Passive Voice |
|----------------------|---------|--|--|
| Participle I | Simple | V+ing (eating – кушающий, кушая) | being + III (being eaten – поедаемый, будучи поедаем) |
| | Perfect | Having+III (having eaten) съев (действие уже произошло) | having been + III (having been eaten) был съеден (уже) |
| Participle II | | — | III (eaten) съеденный |

1. Translate from Russian into English.

1) приносящий; принесенный; принося; принеся; приносимый; будучи принесенным;

- 2) переводящий; переведенный; переводя; переведа; переводимый; будучи переведенным;
- 3) дающий; данный; давая; дав; даваемый; будучи данным;
- 4) делающий; сделанный; делая; сделав; делаемый; будучи сделанными;
- 5) говорящий; сказанный; говоря; сказав; будучи сказанным; произносимое;
- 6) играющий; сыгранный; играя; сыграв; играющийся; будучи сыгранным.

2. Work with the construction to have (to get) something done. Translate into Russian. See the difference.

Note. It is used to show the action done by a specialist but expressed not through the subject. E.g. I have my watch repaired at the watchmaker's. Я починил (мне починили) часы в мастерской. But: I have repaired my watch. Я починил часы (т.е. сам).

1. I have my hair cut at the hairdresser's.
2. She has cut her son's hair quite well.
3. My brother has repaired the TV-set and now we can watch any TV programme.
4. Last year he had his TV-set repaired in the workshop.
5. My friend has a new dress made at the dressmaker's.
6. Where can I have my umbrella repaired?
7. My brother got his photo taken at the photographer's yesterday.
8. My husband has his suit made at the tailor's.
9. He has his hair cut at the barber's.

3. Translate into English using the model "I want to have smth done":

Я хочу починить зонтик (сумку, обувь) в мастерской.
 постричься в парикмахерской.
 сшить костюм (платье, пальто, юбку, брюки) в ателье.
 отремонтировать часы (наручные, настенные, будильник).
 сфотографироваться.
 отремонтировать телевизор (телефон).

7 Lesson

The world's most mysterious book

Deep inside Yale University's Beinecke Rare Book and Manuscript Library lies the only copy of a 240-page tome. Recently carbon dated to around 1420, its vellum pages features looping handwriting and hand-drawn images seemingly stolen from a dream. Real and imaginary plants, floating castles, bathing women, astrology diagrams, zodiac rings, and suns and moons with faces accompany the text.

This 24x16 centimeter book is called the Voynich manuscript, and its one of history's biggest unsolved mysteries. The reason why? No one can figure out what it says. The name comes from Wilfrid Voynich, a Polish bookseller who came across the document at a Jesuit college in Italy in 1912. He was puzzled. Who wrote it? Where was it made? What do these bizarre words and vibrant drawings represent? What secrets do its pages contain? He purchased the manuscript from the cash-strapped priest at the college, and eventually brought it to the U.S., where experts have continued to puzzle over it for more than a century.

Cryptologists say the writing has all the characteristics of a real language, just one that no one's ever seen before. What makes it seem real is that in actual languages, letters and groups of letters appear with consistent frequencies, and the language in the Voynich manuscript has patterns you wouldn't find from a random letter generator. Other than that, we know little more than what we can see. The letters are varied in style and height. Some are borrowed from other scripts, but many are unique. The taller letters have been named gallows characters. The manuscript is highly decorated throughout with scroll-like embellishments. It appears to be written by two or more hands, with the painting done by yet another party.

Over the years, three main theories about the manuscript's text have emerged. The first is that it's written in cypher, a secret code deliberately designed to hide secret meaning. The second is that the document is a hoax written in gibberish to make money off a gullible buyer. Some speculate the author was a medieval con

man. Others, that it was Voynich himself. The third theory is that the manuscript is written in an actual language, but in an unknown script. Perhaps medieval scholars were attempting to create an alphabet for a language that was spoken but not yet written.

In that case, the Voynich manuscript might be like the rongorongo script invented on Easter Island, now unreadable after the culture that made it collapsed. Though no one can read the Voynich manuscript, that hasn't stopped people from guessing what it might say. Those who believe the manuscript was an attempt to create a new form of written language speculate that it might be an encyclopedia containing the knowledge of the culture that produced it. Others believe it was written by the 13th century philosopher Roger Bacon, who attempted to understand the universal laws of grammar, or in the 16th century by the Elizabethan mystic John Dee, who practiced alchemy and divination. More fringe theories that the book was written by a coven of Italian witches, or even by Martians.

After 100 years of frustration, scientists have recently shed a little light on the mystery. The first breakthrough was the carbon dating. Also, contemporary historians have traced the provenance of the manuscript back through Rome and Prague to as early as 1612, when it was perhaps passed from Holy Roman Emperor Rudolf II to his physician, Jacobus Sinapius.

In addition to these historical breakthroughs, linguistic researchers recently proposed the provisional identification of a few of the manuscript's words. Could the letters beside these seven stars spell Tauran, a name for Taurus, a constellation that includes the seven stars called the Pleiades? Could this word be Centaurun for the Centaurea plant in the picture? Perhaps, but progress is slow. If we can crack its code, what might we find? The dream journal of a 15th-century illustrator? A bunch of nonsense? Or the lost knowledge of a forgotten culture? What do you think it is?

https://www.ted.com/talks/stephen_bax_the_world_s_most_mysterious_book/transcript

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|--|--|
| carbon | веленевый пергамент |
| astrology diagrams | ломать над чем-либо голову |
| cash-strapped priest | обладать всеми чертами настоящего языка |
| a Jesuit college | радиоуглеродный анализ |
| a random letter generator | повторяться с определенной частотностью |
| vellum | быть богато украшенным |
| seemingly stolen from a dream | витиеватые узоры |
| to puzzle over smth | бедный священник |
| to have all the characteristics of a real language | коллегия иезуитов |
| to appear with consistent frequencies | буквы наобум |
| to be varied in style and height | словно пригрезившиеся кому-то во сне |
| a hoax written in gibberish | отличаться друг от друга по стилю написания и высоте |
| to be highly decorated | астрологические схемы |
| scroll-like embellishments | продать доверчивому покупателю |
| to make money off a gullible buyer | фальшивка, которую написали на тарабарщине |

2 Insert the following words and expressions into the text. Change tenses, if necessary.

Printed, volume, involved, types, formats, button, graphics, far, pairs, old, fewer, unstoppable, toddlers, traditional, fingers, bedtime.

The march of technology may seem _____, but all things digital may have a way to go before they replace the _____ bedtime book – the paper one. A new study shows that paper books are better than e-books for _____ reading. The study suggests that the good _____ printed book, with real pages that you turn with your _____, makes parents and children interact more than they do when reading with an electronic book. Researchers from the University of Michigan studied how 37 _____ of parents and _____ interacted with e-books and paper books. The researchers found that with electronic books, parents asked their children _____ questions and made fewer comments about the story.

The study _____ observing parents and children (aged two or three) reading from three different book _____. These were _____ books, basic e-books on a tablet, and enhanced e-books with features such as animation, _____ and sound effects. The researchers discovered that the parents and toddlers interacted with each other less with both _____ of e-books than they did with the printed books. A researcher said that when they did speak, they were _____ likelier to talk about the device and the technology rather than about the story. Children were likelier to say things like, "don't push that _____ " or "don't change the _____" than ask questions or make observations about the story.

<https://breakingnewsenglish.com/1903/190328-paper-books.html>

3 Fill in prepositions where necessary

What really happened to the Library of Alexandria?

2,300 years ago, the rulers of Alexandria set out to fulfill one of humanity's most audacious goals: to collect all the knowledge in the world ____ one roof. In its prime, the Library of Alexandria housed an unprecedented number of scrolls and attracted some of the Greek world's greatest minds. But ____ the end of the 5th

century CE, the great library had vanished. Many believed it was destroyed in a catastrophic fire. The truth of the library's rise and fall is much more complex.

The idea for the library came from Alexander the Great. _____ establishing himself as a conqueror, the former student of Aristotle turned his attention to building an empire of knowledge headquartered in his namesake city. He died before construction began, but his successor, Ptolemy I, executed Alexander's plans for a museum and library.

Located in the royal district of the city, the Library of Alexandria may have been built with grand Hellenistic columns, native Egyptian influences, or a unique blend of the two – there are no surviving accounts of its architecture. We do know it had lecture halls, classrooms, and, of course, shelves. As soon as the building was complete, Ptolemy I began to fill it _____ primarily Greek and Egyptian scrolls. He invited scholars to live and study in Alexandria at his expense. The library grew as they contributed their own manuscripts, but the rulers of Alexandria still wanted a copy of every book in the world.

Luckily, Alexandria was a hub _____ ships traveling through the Mediterranean. Ptolemy III instituted a policy requiring any ship that docked in Alexandria to turn over its books for copying. Once the Library's scribes had duplicated the texts, they kept the originals and sent the copies back to the ships. Hired book hunters also scoured the Mediterranean _____ search of new texts, and the rulers of Alexandria attempted to quash rivals by ending all exports of the Egyptian papyrus used to make scrolls.

These efforts brought hundreds of thousands of books to Alexandria. As the library grew, it became possible to find information _____ more subjects than ever before, but also much more difficult to find information on any specific subject. Luckily, a scholar named Callimachus of Cyrene set to work _____ a solution, creating the pinakes, a 120-volume catalog of the library's contents, the first of its kind.

Using the pinakes, others were able to navigate the Library's swelling collection. They made some astounding discoveries. 1,600 years before Columbus set sail, Eratosthenes not only realized the earth was round, but calculated its

circumference and diameter _____ a few miles of their actual size. Heron of Alexandria created the world's first steam engine _____ a thousand years before it was finally reinvented during the Industrial Revolution. For about 300 years after its founding in 283 BCE, the library thrived.

But then, in 48 BCE, Julius Caesar laid siege to Alexandria and set the ships in the harbor on fire. For years, scholars believed the library burned as the blaze spread _____ the city. It's possible the fire destroyed part of the sprawling collection, but we know from ancient writings that scholars continued to visit the library for centuries _____ the siege. Ultimately, the library slowly disappeared as the city changed from Greek, to Roman, Christian, and eventually Muslim hands. Each new set of rulers viewed its contents as a threat rather than a source of pride. In 415 CE, the Christian rulers even had a mathematician named Hypatia murdered _____ studying the library's ancient Greek texts, which they viewed as blasphemous.

Though the Library of Alexandria and its countless texts are long gone, we're still grappling _____ the best ways to collect, access, and preserve our knowledge. There's more information available today and more advanced technology to preserve it, though we can't know _____ sure that our digital archives will be more resistant to destruction than Alexandria's ink and paper scrolls. And even if our reservoirs _____ knowledge are physically secure, they will still have to resist the more insidious forces that tore the library apart: fear of knowledge, and the arrogant belief that the past is obsolete. The difference is that, this time, we know what to prepare for.

https://www.ted.com/talks/elizabeth_cox_what_really_happened_to_the_library_of_alexandria/transcript

4 Translate the following text into English using active vocabulary

В Библиотеке редких книг и рукописей Бейнеке Йельского университета хранится единственный экземпляр книги объёмом в 240 страниц. Согласно радиоуглеродному анализу, рукопись датирована примерно 1420 годом. В книге на веленовом пергаменте содержится текст, написанный от

руки, и рисунки, словно пригрезившиеся кому-то во сне. Настоящие и фантастические растения, летающие замки, купающиеся женщины, астрологические схемы, зодиакальные круги, а также светила и планеты с лицами – все эти рисунки сопровождают текст.

Книга размером 24 на 17 см известна как рукопись Войнича и считается одной из величайших неразгаданных тайн в истории. Почему? Никто не может узнать, о чём же говорится в книге. Книга названа по имени Вильфрида Войнича, польского книготорговца, обнаружившего книгу в одной из коллегий иезуитов в Италии в 1912 году. Находка удивила Войнича. Кто её написал? И где? Что означают эти странные слова и яркие рисунки? Какие секреты зашифрованы на страницах книги? Войнич приобрёл рукопись у бедного священника коллегии, а потом привёз в США, где специалисты уже более века продолжают ломать над ней голову.

Криптологи утверждают, что текст книги обладает всеми чертами настоящего языка, но такого, который никто до сих пор не встречал. Этот вывод сделан благодаря тому, что в существующих языках буквы и группы букв повторяются с определённой частотностью. То же самое наблюдается в рукописи Войнича. Такой текст невозможен, если писать буквы наобум. Помимо этого мы знаем не больше, чем можем сами увидеть. Буквы отличаются друг от друга по стилю написания и высоте. Некоторые взяты из других алфавитов, но многие из них уникальны. Буквы побольше называли «буквы-виселицы». Страницы рукописи богато украшены витиеватыми узорами. Похоже, что книга написана двумя или более рукописцами, а рисунки создал кто-то ещё.

Со временем появились три главные теории относительно происхождения рукописи. Первая гласит, что книга написана шифром, секретным кодом, предназначенным для сокрытия таинственного смысла. По второй версии, книга – фальшивка, которую написали на тарабарщине, а затем продали доверчивому покупателю. Одни полагают, что автор – средневековый мошенник. Другие – что автором является сам Войнич. Третья теория

утверждает, что книга написана на существующем языке, но неизвестным доселе письмом.

Возможно, средневековые учёные пытались создать алфавит для языка, на котором говорили, но ещё не писали. В таком случае рукопись Войнича может быть как ронго-ронго, дощечки, придуманные на острове Пасхи, сейчас их невозможно прочитать, так как знавших это письмо не осталось. Хотя никто не способен прочитать рукопись Войнича, это не помешало строить догадки о тексте книги. Те, кто полагал, что рукопись была попыткой создать новый письменный язык, думают, что это может быть энциклопедия, содержащая знание о некоем народе. Другие приписывают авторство книги Роджеру Бэкону, философу XIII века, пытавшемуся открыть универсальные законы грамматики, или мистика елизаветинской эпохи XVI века, Джону Ди, занимавшемуся алхимией и предсказаниями будущего. Согласно разным альтернативным теориям, книгу написали итальянские ведьмы или даже марсиане.

Спустя почти сто лет тщетных поисков, учёные лишь недавно пролили луч света на эту тайну. Первым успехом была датировка на основании радиоуглеродного анализа. Кроме того, современные историки проследили происхождение и путь книги, и обнаружили, что в 1612 году она находилась в Риме и Праге и, возможно, перешла от императора Священной Римской Империи Рудольфа II к его врачу Якобу Синапиусу. Кроме исторических открытий, лингвисты недавно сделали предположения относительно значений некоторых слов. Могут ли буквы рядом с семью звёздами звучать как Tauran, наименование Тельца, созвездия, включающего семь звёзд, известных как Плеяды? Может ли это слово на рисунке означать Centaurin, то есть Centaurea, или василёк? Возможно, но прогресс невелик. Чем же окажется книга, если удастся её расшифровать? Дневником сновидений иллюстратора XV века? Книгой без смысла? Или потерянным знанием о забытом народе? А вы как считаете?

5 Summarize the information from this lesson in 3 paragraphs, specifying the following: 1) ancient books; 2) modern printed books and ebooks; 2) the Library of Alexandria and modern libraries.

Discussion

1. What images are in your mind when you hear the word 'book'?
2. What do you think of books?
3. What are the good and bad things about paper books?
4. What is your favourite book, and why?
5. How important is bedtime reading for children?
6. What do you think of the march of technology?
7. Which are better - paper books or e-books?
8. What are your childhood memories of books?
9. What format of books will we be reading in 100 years?
10. What are the best things about e-books?
11. What is the best children's book ever?
12. How can technology make books better?
13. Should we delay using digital devices with children?
14. Should we use e-books to help save trees?
15. What book format do you think toddlers prefer?
16. What do you think of libraries?
17. How important are books to you?
18. What do you think of throwing books away?
19. What is your favourite genre of books?
20. How can we create a greater passion for reading in children?
21. What was the last book you read like?

22. How do you feel when you are in a library?

23. Do we need libraries today?

24. What will libraries be like in the future?

Grammar section

Table 7 – The Gerund

| | Active Voice | Passive Voice |
|---------------------|-----------------------|----------------------------|
| Indefinite (Simple) | writing | being written |
| Perfect | having written | having been written |

1. Learn by heart the list of verbs followed by a gerund

Admit (признавать), *advise* (советовать), *avoid* (избегать), *burst out* (разразиться), *delay* (задерживать), *deny* (отрицать), *dislike* (не нравится), *enjoy* (получать удовольствие), *escape* (вырваться, избавиться), *finish* (закончить), *forgive* (прощать), *give up* (отказываться, бросать), *keep on* (продолжать), *mention* (упоминать), *mind* (возражать — только в вопросах и отрицаниях), *miss* (скучать), *put off* (отложить), *postpone* (откладывать), *recommend* (рекомендовать), *suggest* (предлагать), *understand* (понимать).

2. Learn by heart the expressions followed by a gerund: *can't help*, *can't stand*, *to be worth*, *it's no use*. Think up your own five sentences on each of these expressions.

- *can't help* – не могу не, нельзя не

She couldn't help falling in love with him. – Она не могла не влюбиться в него.

- can't stand – не могу терпеть

I can't stand his smoking in the room. – Я не могу терпеть, когда он курит в комнате.

- to be worth – стоить чего-либо

This place is worth visiting. – Это место стоит посетить.

- it's no use – бесполезно

It's no use trying to escape. – Бесполезно пытаться сбежать.

8 Lesson

Most amazing animal on Earth

This is one of the most amazing animals on the face of the Earth. This is a tapir – the cutest animal offspring in the animal kingdom.

I have dedicated the past 20 years of my life to the research and conservation of tapirs in Brazil, and it has been absolutely amazing. But at the moment, I've been thinking really, really hard about the impact of my work. I've been questioning myself about the real contributions I have made for the conservation of these animals I love so much. Am I being effective in safeguarding their survival? Am I doing enough? I guess the big question here is, am I studying tapirs and contributing to their conservation, or am I just documenting their extinction?

The world is facing so many different conservation crises. We all know that. It's all over the news every day. Tropical forests and other ecosystems are being destroyed, climate change, so many species on the brink of extinction: tigers, lions, elephants, rhinos, tapirs.

This is the lowland tapir, the tapir species I work with, the largest terrestrial mammal of South America. They're massive. They're powerful. Adults can weigh up to 300 kilos. That's half the size of a horse. They're gorgeous.

Tapirs are mostly found in tropical forests such as the Amazon, and they absolutely need large patches of habitat in order to find all the resources they need to

reproduce and survive. But their habitat is being destroyed, and they have been hunted out of several parts of their geographic distribution.

This is very, very unfortunate because tapirs are extremely important for the habitats where they are found. They're herbivores. Fifty percent of their diet consists of fruit, and when they eat the fruit, they swallow the seeds, which they disperse throughout the habitat through their feces. They play this major role in shaping and maintaining the structure and diversity of the forest, and for that reason, tapirs are known as gardeners of the forest. Isn't that amazing? If you think about it, the extinction of tapirs would seriously affect biodiversity as a whole.

I started my tapir work in 1996, still very young, fresh out of college, and it was a pioneer research and conservation program. At that point, we had nearly zero information about tapirs, mostly because they're so difficult to study. They're nocturnal, solitary, very elusive animals, and we got started getting very basic data about these animals.

But what is it that a conservationist does? Well, first, we need data. We need field research. We need those long-term datasets to support conservation action, and I told you tapirs are very hard to study, so we have to rely on indirect methods to study them. We have to capture and anesthetize them so that we can install GPS collars around their necks and follow their movements, which is a technique used by many other conservationists around the world. And then we can gather information about how they use space, how they move through the landscape, what are their priority habitats, and so much more.

Next, we must disseminate what we learn. We have to educate people about tapirs and how important these animals are. And it's amazing how many people around the world do not know what a tapir is. In fact, many people think this is a giant anteater. Tapirs do not eat ants. Never.

And then next we have to provide training, capacity building. It is our responsibility to prepare the conservationists of the future. We are losing several conservation battles, and we need more people doing what we do, and they need the skills, and they need the passion to do that. Ultimately, we conservationists, we must

be able to apply our data, to apply our accumulated knowledge to support actual conservation action. Our first tapir program took place in the Atlantic Forest in the eastern part of Brazil, one of the most threatened biomes in the world. The destruction of the Atlantic Forest began in the early 1500s, when the Portuguese first arrived in Brazil, beginning European colonization in the eastern part of South America. This forest was almost completely cleared for timber, agriculture, cattle ranching and the construction of cities, and today only seven percent of the Atlantic forest is still left standing. And tapirs are found in very, very small, isolated, disconnected populations. In the Atlantic Forest, we found out that tapirs move through open areas of pastureland and agriculture going from one patch of forest to patch of forest. So our main approach in this region was to use our tapir data to identify the potential places for the establishment of wildlife corridors in between those patches of forest, reconnecting the habitat so that tapirs and many other animals could cross the landscape safely.

After 12 years in the Atlantic Forest, in 2008, we expanded our tapir conservation efforts to the Pantanal in the western part of Brazil near the border with Bolivia and Paraguay. This is the largest continuous freshwater floodplain in the world, an incredible place and one of the most important strongholds for lowland tapirs in South America. And working in the Pantanal has been extremely refreshing because we found large, healthy tapir populations in the area, and we have been able to study tapirs in the most natural conditions we'll ever find, very much free of threats.

In the Pantanal, besides the GPS collars, we are using another technique: camera traps. This camera is equipped with a movement sensor and it photographs animals when they walk in front of it. So thanks to these amazing devices, we have been able to gather precious information about tapir reproduction and social organization which are very important pieces of the puzzle when you're trying to develop those conservation strategies.

And right now, 2015, we are expanding our work once again to the Brazilian Cerrado, the open grasslands and shrub forests in the central part of Brazil. Today

this region is the very epicenter of economic development in my country, where natural habitat and wildlife populations are rapidly being eradicated by several different threats, including once again cattle ranching, large sugarcane and soybean plantations, poaching, roadkill, just to name a few. And somehow, tapirs are still there, which gives me a lot of hope. But I have to say that starting this new program in the Cerrado was a bit of a slap in the face. When you drive around and you find dead tapirs along the highways and signs of tapirs wandering around in the middle of sugarcane plantations where they shouldn't be, and you talk to kids and they tell you that they know how tapir meat tastes because their families poach and eat them, it really breaks your heart.

The situation in the Cerrado made me realize - it gave me the sense of urgency. I am swimming against the tide. It made me realize that despite two decades of hard work trying to save these animals, we still have so much work to do if we are to prevent them from disappearing. We have to find ways to solve all these problems. We really do, and you know what? We really came to a point in the conservation world where we have to think out of the box. We'll have to be a lot more creative than we are right now. And I told you, roadkill is a big problem for tapirs in the Cerrado, so we just came up with the idea of putting reflective stickers on the GPS collars we put on the tapirs. These are the same stickers used on big trucks to avoid collision. Tapirs cross the highways after dark, so the stickers will hopefully help drivers see this shining thing crossing the highway, and maybe they will slow down a little bit. For now, this is just a crazy idea. We don't know. We'll see if it will reduce the amount of tapir roadkill. But the point is, maybe this is the kind of stuff that needs to be done.

And although I'm struggling with all these questions in my mind right now, I have a pact with tapirs. I know in my heart that tapir conservation is my cause. This is my passion. I am not alone. I have this huge network of supporters behind me, and there is no way I'm ever going to stop. I will continue doing this, most probably for the rest of my life. And I'll keep doing this for Patrícia, my namesake, one of the first tapirs we captured and monitored in the Atlantic Forest many, many years ago; for

Rita and her baby Vincent in the Pantanal. And I'll keep doing this for Ted, a baby tapir we captured in December last year also in the Pantanal.

And I will keep doing this for the hundreds of tapirs that I've had the pleasure to meet over the years and the many others I know I will encounter in the future. These animals deserve to be cared for. They need me. They need us. And you know? We human beings deserve to live in a world where we can get out there and see and benefit from not only tapirs but all the other beautiful species, now and in the future.

https://ted2srt.org/talks/patricia_medici_the_cooliest_animal_you_know_nothing_about_and_how_we_can_save_it

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|---|--|
| On the brink of extinction | Обеспечить сохранность данного вида животных (тапиров) |
| Terrestrial mammal | Обширные участки среды обитания |
| To safeguard the conservation of tapirs | Поддерживать разнообразие леса |
| Large patches of habitat | На грани исчезновения |
| Nocturnal animal | Наземное животное |
| Elusive animals | Гигантский муравьед |
| To maintain the diversity of the forest | Ловушки с камерами |
| Giant anteater | Ночное животное |
| Camera traps | Ошейники с «Джи-Пи-Эс» |
| To fight with poaching | Неуловимые животные |
| GPS collars | Полевые исследования |

| | |
|-----------------|-----------------------------|
| To set rules | Небольшие заминки |
| Minor hiccups | Бороться с браконьерством |
| Field research | Естественная среда обитания |
| Natural habitat | Устанавливать правила |

2 Insert the following expressions into the text. Change tenses, if necessary.

Know, to be sent into the wreckage, to get into small spaces, to smell people, rescue teams, to give off a signal, to be trained, survival instinct, to be alive, to use, to smell a bomb, monitor, to move like a snake, to crawl.

In the earthquake cities of the world – Japan, Los Angeles, Turkey - rats will soon be Man's new best friend.

In the aftermath of an earthquake, _____ send in dogs which _____ to smell people. No one _____ how many lives they have saved, but there are, of course, drawbacks: dogs are big and they can't _____. Now a new research project _____ a smaller animal to save lives: the rat.

How does it work? Firstly, the rat is trained _____. When this happens, the rat's brain _____, similar to what happens when a dog _____. So, the trained rats - _____. On their back is a very small radio, which is connected to the rat's brain. The rescuers, at a safe distance, _____ the radio signals. When the rat's brain activity jumps, the rescuers know that someone _____.

Of course there are already robots which can do this job, one of which looks and _____, but rats are better because they can smell more efficiently than robots, whose noses don't work well when there are other smells around. Rats also _____ efficiently in destroyed buildings - something which robots are not as good at – and they don't need electricity. What's more, rats have a _____ they get out when it isn't safe.

3 Fill in prepositions where necessary

The Most Interesting Animal Species You Probably Haven't Heard Of

Turns out, the animal world isn't just ____ lions, giraffes, dogs, cows, and cats. Mother Earth contains many creatures that are just now being discovered ____ scientists, and not only ____ the bottom of the ocean. A six-foot long tree lizard and a new African antelope were discovered ____ the last couple of years. If you're not a scientist, you may find you have some news to catch up on.

The Angora Rabbit is the product of hundreds of years of domestic breeding ____ its wool. The result looks something like a cat that has touched a power line, a cotton ball ____ a face, or a sheep that's been ____ a straightener. There are actually multiple breeds of this rabbit, and they were very popular ____ French royalty.

The kakapo is the world's largest parrot. It evolved ____ such a large and peaceful bird because ____ the former lack ____ mammalian predators in its island home in New Zealand. Among its qualities: it smells weird, barks like a dog, and is portly and nocturnal.

It is critically endangered (there are less than 200 left, and most of these individual kakapos have names). When Europeans brought dogs and cats over to New Zealand, these animals learned the kakapo's smell, and were able to find them ____ ease. Once again an example of humans messing ____ nature. Poor kakapos. At least it is fun to say their name.

Tarsiers are interesting creatures. These little animals grow to be a whopping five inches. They eat insects and have been known to jump ____ tree ____ tree and eat birds.

They're nocturnal, and move very, very fast using their bony fingers and long tail. Females usually have about one little baby tarsier ____ year. What else is unnatural about these creatures? They can twist their heads 180 degrees like an owl. If they were any bigger, I'd be terrified of them.

This once again proves that Mother Nature has more creativity than science fiction writers.

<https://owlcation.com/stem/10-interesting-animal-species-you-probably-havent-heard-of>

4 Translate the following text into English using active vocabulary

Какие животные могут скоро исчезнуть с лица земли

Международный союз охраны природы (IUCN) опубликовал отчет «Бесценные или бесполезные?» о сотне самых нуждающихся в защите видах животных. По словам ученых-биологов, если не предпринять соответствующих мер по восстановлению популяции этих видов, они исчезнут с лица Земли до 2020 года.

После смерти последнего в мире самца северного белого носорога этот подвид животных занесли в список исчезнувших. Это означает, что надежды на сохранение этого подвида на Земле теперь связаны только с технологиями искусственного оплодотворения.

Последний оставшийся на планете 45-летний самец долго болел и его пришлось усыпить. Остались лишь две самки этого подвида крупных млекопитающих, по размерам уступающих только слонам.

Эта ситуация уникальна в своей сложности, считает Колин Батфилд из Всемирного фонда дикой природы (WWF).

То же самое может произойти по меньшей мере с еще двумя видами: это вакита (морское животное, которое еще называют калифорнийской морской свиньей) и яванский носорог.

Однако под угрозой вымирания находятся и многие другие животные.

Среди них: суматранский носорог, черный носорог, дальневосточный леопард, африканский лесной слон, борнейский орангутан. Некоторых из этих видов или подвидов животных сократились до менее чем 100 особей.

Международный союз охраны природы (МСОП) издает Красную книгу, в которой собраны редкие виды растений, млекопитающих, птиц, амфибий и морских обитателей в семи категориях: от вызывающих наименьшие опасения

до находящихся под угрозой исчезновения, исчезающих, находящихся на грани исчезновения, и вероятно исчезнувших.

Согласно Красной книге, в настоящее время критическая опасность исчезновения угрожает 5583 видам.

<https://www.bbc.com/russian/features-43500654>

5 Give a summary of the text. Make a computer presentation, expressing your idea of safeguarding tapirs.

Discussion

1. Is the world a safe place for all animals and plants? Why or why not?
2. What does it mean for a species to be endangered?
3. What animal or plant species do you know of that are endangered or extinct?
4. What is the difference between a threatened species and an endangered species?
5. As a human being, how do you think or feel about this ongoing global and potentially disastrous problem?
6. What are the primary ways in which species are endangered?
7. Which of these are caused by human activities?
8. What does this mean for the future of our planet and future generations?
9. What is the name of the world's last surviving male northern white rhinoceros (he went viral in 2017 when a picture of him was posted on Twitter)?
10. Elephants are now better protected from the ivory trade, but poachers have turned their attention to another animal, now at risk from extinction. Which is it?
11. Scientists have reported that Earth is undergoing a new "mass extinction" because of the "biological annihilation" of wildlife in recent decades. How many of these events have occurred in the planet's history?
12. There are only around 30 vaquita porpoises left in the world. But why was a conservation plan to breed them in captivity criticised recently?
13. Which two types of creatures, native to the UK, are now thriving in the wild after being hunted to extinction centuries ago?
14. Which popular fruit is under threat of extinction from a fungus?

15. What has Stephen Hawking warned could lead to the extinction of humans?

Grammar section

Common Uncountable Nouns

Countable nouns are nouns which can be counted in numbers. For example, one house / two houses. When we use countable nouns, we use the article “a” and the plural “s” (a house, two houses).

Uncountable nouns are nouns which can't be counted. For example, information. It is not possible to say one information / two informations. The word “information” can't be counted using numbers. It can never have a plural “s”. It can never have an article “a” or “an”. And it can never be quantified with any number.

Most uncountable nouns relate to:

liquids (milk, water)

abstract ideas (advice, chaos, motivation)

powder and grain (rice, wheat, sand)

mass nouns (furniture, hair, transportation)

natural phenomena (sunshine, snow, rain, weather)

states of being (sleep, stress, childhood)

feelings (anger, happiness, enthusiasm, courage)

gas (oxygen, air)

Uncountable Nouns & Grammar

- How much ...? = uncountable nouns / How many ...? = countable nouns
- These = countable / This = uncountable
- many = countable / a lot of = uncountable (and countable)
- not many = countable / not much uncountable (we use “much” with negative uncountable nouns)

To express an amount of an uncountable noun, you must use other words.

- some information = a piece of information
- some clothing = one item of clothing / two items of clothing

- some equipment = a piece of equipment / two pieces of equipment
- some water = a cup of water / two glasses of water

1. Fill in the plural as in the example:

I wonder who decides what sort of 1) ...*animals*... (animal) are kept in 2).....(zoo)? You expect to see a lot of 3).....(monkey), 4).....(rhino), and 5).....(lion), but you rarely see 6).....(ox), 7).....(sheep), 8).....(deer) or 9).....(goose), probably because these can be seen commonly enough in the wild. Each day large 10).....(delivery) of food arrive for the 11).....(beast) to eat. Not expensive items like 12).....(salmon) or 13).....(trout), but ordinary things like 14).....(potato) and 15).....(tomato) - although the 16)..... (panda) like 17).....(bamboo). The whole family, 18).....(man), 19).....(woman) and 20).....(child) can take 21).....(photo) or make 22).....(video) of them eating with their 23).....(paw) and 24).....(tooth), since animals do not use 25).....(knife) and 26).....(fork) to eat.

2. Write the countable and uncountable nouns into two columns.

Air, aviation, hair, bread, darkness, water, glass (стекло), glass (стакан), iron (железо), iron (утюг), happiness, hero, sand, music, friend, friendship, coffee, coin, money, ink, watch, tree, ice, horse, speed, umbrella, butter, cow, heat, chalk, armchair, sand, idea, ship, meat.

3. State whether the nouns in bold type are countable or uncountable. Translate the sentences into Russian.

1. The box is made of **iron**. 2. A red-hot **iron** pressed her hand. 3. He saw a **light** in one window on the ground floor. 4. The moon gave good **light** though it was low in the sky. 5. The boys stood on the bank throwing **stones** into the river. 6. When I think of this my heart turns **to stone**. 7. Her **hair** has gone quite grey. 8. Among the guests I saw a man with hardly a **hair** on his head. 9. I prefer **fish** for supper. 10. All the water rushed out and the reeds were full of **fishes**. 11. The doctor says that the

patient is past **danger**. 12. Old seamen like to talk about past **dangers** at sea. 13. The Crimea is famous for its **wines**. 14. **Wine** is made of grapes. 15. **Ice** is frozen water. 16. **Ices** are made of cream, sugar and eggs.

9 Lesson

How augmented reality will change sports ... and build empathy

What do augmented reality and professional football have to do with empathy? And what is the air speed velocity of an unladen swallow? Now unfortunately, I'm only going to answer one of those questions today, so please, try and contain your disappointment.

When most people think about augmented reality, they think about "Minority Report" and Tom Cruise waving his hands in the air, but augmented reality is not science fiction. Augmented reality is something that will happen in our lifetime, and it will happen because we have the tools to make it happen, and people need to be aware of that, because augmented reality will change our lives just as much as the Internet and the cell phone.

Now how do we get to augmented reality? Step one is the step I'm wearing right now, Google Glass. I'm sure many of you are familiar with Google Glass. What you may not be familiar with is that Google Glass is a device that will allow you to see what I see. It will allow you to experience what it is like to be a professional athlete on the field. Right now, the only way you can be on the field is for me to try and describe it to you. I have to use words. I have to create a framework that you then fill in with your imagination. With Google Glass, we can put that underneath a helmet, and we can get a sense of what it's like to be running down the field at 100 miles an hour, your blood pounding in your ears. You can get a sense of what it's like to have a 250-pound man sprinting at you trying to decapitate you with every ounce of his being. And I've been on the receiving end of that, and it doesn't feel very good.

Now, I have some footage to show you of what it's like to wear Google Glass underneath the helmet to give you a taste of that. Unfortunately, it's not NFL practice footage because the NFL thinks emergent technology is what happens when a submarine surfaces, but we do what we can.

Fans want that experience. Fans want to be on that field. They want to be their favorite players, and they've already talked to me on YouTube, they've talked to me on Twitter, saying, "Hey, can you get this on a quarterback? Can you get this on a running back? We want that experience."

Well, once we have that experience with GoPro and Google Glass, how do we make it more immersive? How do we take that next step? Well, we take that step by going to something called the Oculus Rift, which I'm sure many of you are also familiar with. The Oculus Rift has been described as one of the most realistic virtual reality devices ever created, and that is not empty hype. I'm going to show you why that is not empty hype with this video. (Video) Man: Oh! Oh! No! No! No! I don't want to play anymore! No! Oh my God! Aaaaah!

So that is the experience of a man on a roller coaster in fear of his life. What do you think that fan's experience is going to be when we take the video footage of an Adrian Peterson bursting through the line, shedding a tackler with a stiff-arm before sprinting in for a touchdown? What do you think that fan's experience is going to be when he's Messi sprinting down the pitch putting the ball in the back of the net, or Federer serving in Wimbledon? What do you think his experience is going to be when he is going down the side of a mountain at over 70 miles an hour as an Olympic downhill skier? I think adult diaper sales may surge.

But this is not yet augmented reality. This is only virtual reality, V.R. How do we get to augmented reality, A.R.? We get to augmented reality when coaches and managers and owners look at this information streaming in that people want to see, and they say, "How do we use this to make our teams better? How do we use this to win games?" Because teams always use technology to win games. They like winning. It makes them money.

So a brief history of technology in the NFL. In 1965, the Baltimore Colts put a wristband on their quarterback to allow him to call plays quicker. They ended up winning a Super Bowl that year. Other teams followed suit. More people watched the game because it was more exciting. It was faster.

In 1994, the NFL put helmet radios into the helmets of the quarterbacks, and later the defense. More people watched games because it was faster. It was more entertaining.

In 2023, imagine you're a player walking back to the huddle, and you have your next play displayed right in front of your face on your clear plastic visor that you already wear right now. No more having to worry about forgetting plays. No more worrying about having to memorize your playbook. You just go out and react. And coaches really want this, because missed assignments lose you games, and coaches hate losing games. Losing games gets you fired as a coach. They don't want that.

But augmented reality is not just an enhanced playbook. Augmented reality is also a way to take all that data and use it in real time to enhance how you play the game. What would that be like? Well, a very simple setup would be a camera on each corner of the stadium looking down, giving you a bird's-eye view of all the people down there. You also have information from helmet sensors and accelerometers, technology that's being worked on right now. You take all that information, and you stream it to your players. The good teams stream it in a way that the players can use. The bad ones have information overload. That determines good teams from bad. And now, your I.T. department is just as important as your scouting department, and data-mining is not for nerds anymore. It's also for jocks. Who knew?

What would that look like on the field? Well, imagine you're the quarterback. You take the snap and you drop back. You're scanning downfield for an open receiver. All of a sudden, a bright flash on the left side of your visor lets you know, blind side linebacker is blitzing in. Normally, you wouldn't be able to see him, but the augmented reality system lets you know. You step up into the pocket. Another flash alerts you to an open receiver. You throw the ball, but you're

hit right as you throw. The ball comes off track. You don't know where it's going to land. However, on the receiver's visor, he sees a patch of grass light up, and he knows to readjust. He goes, catches the ball, sprints in, touchdown. Crowd goes wild, and the fans are with him every step of the way, watching from every perspective.

Now this is something that will create massive excitement in the game. It will make tons of people watch, because people want this experience. Fans want to be on the field. They want to be their favorite player. Augmented reality will be a part of sports, because it's too profitable not to.

But the question I ask you is, is that's all that we're content to use augmented reality for? Are we going to use it solely for our panem, our circenses, our entertainment as normal? Because I believe that we can use augmented reality for something more. I believe we can use augmented reality as a way to foster more empathy within the human species itself, by literally showing someone what it looks like to walk a mile in another person's shoes. We know what this technology is worth to sports leagues. It's worth revenue, to the tune of billions of dollars a year. But what is this technology worth to a teacher in a classroom trying to show a bully just how harmful his actions are from the perspective of the victim? What is this technology worth to a gay Ugandan or Russian trying to show the world what it's like living under persecution? What is this technology worth to a Commander Hadfield or a Neil deGrasse Tyson trying to inspire a generation of children to think more about space and science instead of quarterly reports and Kardashians?

Ladies and gentlemen, augmented reality is coming. The questions we ask, the choices we make, and the challenges we face are, as always, up to us.

https://www.ted.com/talks/chris_kluwe_how_augmented_reality_will_change_sports_and_build_empathy/transcript

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|-------------------|----------------|
| augmented reality | создать каркас |
|-------------------|----------------|

| | |
|--|--|
| the air speed velocity of an unladen swallow | наполнить своим воображением |
| to create a framework | ролик подготовки НФЛ |
| to fill in with your imagination | дополненная реальность |
| your blood pounding in your ears | прорываться сквозь линию |
| trying to decapitate you with every ounce of his being | скорость полета ласточки без груза |
| NFL practice footage | поток информации |
| a roller coaster | шлемное радио |
| to burst through the line | чувствовать стучащую в висках кровь |
| information streaming | добыча данных |
| helmet radio | уходить с траектории |
| an enhanced playbook | желая каждым сантиметром своего существа одержать верх |
| massive excitement in the game | горки |
| data-mining | массовый азарт в игре |
| to come off track | улучшенная схема игры |

2 Insert the following expressions into the text. Change tenses, if necessary.

Viewing perspective, huddle, cameras, blind, helmet, cell phones, augmented reality, favorite, sporting, fighter jets, clunky.

With Google Glass, how do you see that technology changing the landscape of football – and other sports – in the future?

Chris Kluwe: I think it will initially shift the _____ _____. People will now have another way to watch the game – from the athlete’s perspective. It’ll no longer be just the overhead _____ and the sweeping Skycam – you’ll actually

be able to see what your _____ player did on the play from his or her perspective. That's something that we've never really had up to this point.

From there, it leads to people becoming more comfortable with the idea of things like _____ and virtual reality, which leads into that being adopted more and more into everyday life. In the _____ world, that means augmented reality being adopted into the actual sports themselves. For football, you could have a projector that displays your next series of plays on your _____ as you're running back to the _____. Or something that highlights the receiver, or warns you if a guy is coming off your _____ spot, for instance tackling against quarterback.

You see this a lot in the military – on displays in _____, and I think they're working on actual ground-based troop systems as well – there's this filter of information between you and the world, an additional layer of information that you can use to enhance your own senses. I think we're at that point right now where not a lot of people realize that, just like not a lot of people realized that the Internet was going to be something that spread and covered the entire world, or that _____ would be as ubiquitous. No one even thinks of not having a cell phone, but there was a point when cell phones were big briefcase, _____ things that only executives on Wall Street had.

<https://ideas.ted.com/what-will-sports-look-like-in-the-future-three-ted-experts-discuss/>

3 Fill in prepositions where necessary

Google Glass is still expensive, but have you heard from any recreational players that have tried that out in their own sport?

I've seen videos _____ people who've worn it, or worn GoPros or something similar, trying to get that perspective in. Obviously a lot of it has to do with the popularity of your sport, and what the ease of access is to get that technology. Because when you see that actually it's using a product, that product is obtainable _____ terms _____ the average working person's income, it's going to trickle down much, much faster than something like, say, a hyperbaric oxygen chamber. For the average

person, that's not something they can just go out and pick up at a sporting goods store.

Professional sports are more the prototyping stage where companies put this technology out there so that they can gauge the interest in it, and see what kind of impact it has ___ the game. If people are interested ___ it, economies of scale can be put into place to make it attainable by enough people. That's when you start seeing that trickle-down effect. That's when you start seeing people getting better Nike and UnderArmour-type compression girdles and sports gear.

In terms of the concussion testing, that's something that I don't think you're going to see trickling down until the sport itself makes even more of an emphasis on saying, "Hey, this is something that we have to deal ___." Because right now, it's very much a public perception thing where the NFL wants people to say, "Yeah, they're trying to do something." But the fact remains, the NFL wants players out on the field playing the game because that's how they make their money. That's what people are there to see. Until that changes, then you're not going to get that trickle-down to the lower levels of sports, because the players will always want to go back _____ the game, because they're out there to play. It's up to the people around them to be able to say, "No, you can't go back into that game because you haven't passed the appropriate test. You can harm yourself further ___ going back in. You need to be saved from yourself."

<https://ideas.ted.com/what-will-sports-look-like-in-the-future-three-ted-experts-discuss/>

4 Translate the following text into English using active vocabulary

Большинство людей, думая о дополненной реальности, представляют кадры из «Особого мнения» и Тома Круза, водящего руками в воздухе, но дополненная реальность не фантастика. Дополненная реальность – нечто, что произойдёт при нашей жизни и произойдёт потому, что у нас для этого есть инструменты, и люди должны об этом знать, ведь дополненная реальность изменит нашу жизнь так же сильно, как интернет и мобильный телефон.

Как мы придём к дополненной реальности? Первый шаг – это то, что на мне сейчас: Очки Google Glass. Я уверен, многие из вас знакомы с Google Glass. Однако вы можете не знать, что Google Glass – устройство, которое позволит вам видеть то, что вижу я. Они позволят вам почувствовать, что такое быть профессиональным атлетом на поле. Сейчас вы можете оказаться на поле, только если я попробую рассказать вам о нём. Я должен использовать слова. Я должен создать каркас, который вы затем наполните своим воображением. С помощью Google Glass, поместив устройство под шлем, можно почувствовать, что это такое – бежать по полю со скоростью 160 километров в час и чувствовать стучащую в висках кровь. Вы можете ощутить, на что похоже ощущение, когда 110-килограммовый мужчина несётся на вас, желая каждым сантиметром своего существа одержать верх. Я был в таком положении – не очень-то это приятно.

Я хочу показать вам, что будет, если поместить Google Glass под шлем, чтобы вы могли это себе представить. К сожалению, это не ролик подготовки НФЛ, потому что НФЛ считает, что зарождающиеся технологии – это когда всплывает подводная лодка, но мы делаем, что можем.

5 Determine the main idea of the first article to this lesson. Make up a plan of the article. Retell the text in English according to your plan.

Discussion

1. What will sports look like in the future?
2. Will sports be automated?
3. With Google Glass, how do you see that technology changing the landscape of football – and other sports – in the future?
4. What's an advance in science or technology that you think will change the landscape of sports in the coming years?
5. When it comes to using technology or science to improve sport performance, what's the line between fair and unfair? Think about the example of doping earlier. That's a medical technology that is totally taboo in sports. So what do you think is

different between doping or something like Google Glass, or an improved swimsuit, or lighter running shoes, or any of these technologies?

6. How do these scientific and technological improvements trickle down from the pros to the average player? One of those people who works 40 hours a week and maybe plays on the company softball team, or a kid in a soccer club at school. At what point do these technologies reach the rest of us?

7. What are your predictions on the craziest, coolest or most shocking thing we'll see happening in sports 10 years from now?

8. A top designer for one of the world's most popular computer games has said that video games should be an Olympics sport. What do you think about the idea of e-Sport?

Grammar section

Table 8 – Complex Object

| <i>Verb</i> | <i>Object</i> | <i>Infinitive/Participle I</i> |
|--|---------------|---|
| 1. <i>Mental activity</i> : know, believe, think, etc. 2. <i>Declaring</i> : report, pronounce, declare, etc. 3. <i>Wish and intention</i> : wish, intend, want, etc. 4. <i>Feeling and emotion</i> : love, hate, like, etc. 5. <i>Order and permission</i> : allow, order, etc. | Somebody | To + V |
| 1. <i>Sense perception</i> : see, hear, watch, etc. 2. <i>Compulsion</i> : make (заставлять), have (заставлять), get (добиваться) | Somebody | V |
| <i>Sense perception</i> : watch, hear, see, notice, etc. | Somebody | V (for a single action) |
| | | V-<u>ing</u> (for continuous action in progress) |

1. Translate into Russian paying attention to the Complex Object:

1. I watched them disappear down the street. 2. I know your friend to have taken part in the international conference. 3. We expect the guests to come in time. 4. I like to hear her saying so. 5. I want you to understand me. 6. They didn't expect him to come back so soon. 7. We expected the delegation to arrive in the morning. 8. He wishes the paper to be published as soon as possible. 9. Do you want me to see you off? 10. Did you hear them talk and laugh in the next room? 11. The doctor made his patient follow the prescription. 12. Parents do not let their children keep late hours.

2. Translate into English the sentences using the Complex Object construction:

1. Он хочет, чтобы вы позвонили ему сегодня. 2. Я бы хотел, чтобы вы доставили товары к концу месяца. 3. Я не слышал, как он говорит по-английски. 4. Вы сегодня услышите, как она поет. 5. Я знаю, что он лучший студент в группе. 6. Я не ожидал, что Стив – такой невежливый. 7. Все ожидали, что он прочтет хорошую лекцию. 8. Я слышал, что его имя упоминали на собрании. 9. Мы смотрели, как они играли в шахматы. 10. Я хотел бы, чтобы они приняли участие в этом эксперименте. 11. Я полагаю, что он знает об этом. 12. Он не заметил, как мы подошли к нему. 13. Я бы хотел, чтобы никто не брал мои вещи. 14. Преподаватель заставил студентов посещать лекции регулярно. 15. Я не могу позволить вам приходить так поздно.

10 Lesson

The gift and power of emotional courage

In South Africa, where I come from, "sawubona" is the Zulu word for "hello." There's a beautiful and powerful intention behind the word because "sawubona" literally translated means, "I see you, and by seeing you, I bring you into being." So beautiful, imagine being greeted like that. But what does it take in the way

we see ourselves? Our thoughts, our emotions and our stories that help us to thrive in an increasingly complex and fraught world?

This crucial question has been at the center of my life's work. Because how we deal with our inner world drives everything. Every aspect of how we love, how we live, how we parent and how we lead. The conventional view of emotions as good or bad, positive or negative, is rigid. And rigidity in the face of complexity is toxic. We need greater levels of emotional agility for true resilience and thriving.

My journey with this calling began not in the hallowed halls of a university, but in the messy, tender business of life. I grew up in the white suburbs of apartheid South Africa, a country and community committed to not seeing. To denial. It's denial that makes 50 years of racist legislation possible while people convince themselves that they are doing nothing wrong. And yet, I first learned of the destructive power of denial at a personal level, before I understood what it was doing to the country of my birth.

My father died on a Friday. He was 42 years old and I was 15. My mother whispered to me to go and say goodbye to my father before I went to school. So I put my backpack down and walked the passage that ran through to where the heart of our home my father lay dying of cancer. His eyes were closed, but he knew I was there. In his presence, I had always felt seen. I told him I loved him, said goodbye and headed off for my day. At school, I drifted from science to mathematics to history to biology, as my father slipped from the world. From May to July to September to November, I went about with my usual smile. I didn't drop a single grade. When asked how I was doing, I would shrug and say, "OK." I was praised for being strong. I was the master of being OK.

But back home, we struggled – my father hadn't been able to keep his small business going during his illness. And my mother, alone, was grieving the love of her life trying to raise three children, and the creditors were knocking. We felt, as a family, financially and emotionally ravaged. And I began to spiral down, isolated, fast. I started to use food to numb my pain. Binging and purging. Refusing to accept

the full weight of my grief. No one knew, and in a culture that values relentless positivity, I thought that no one wanted to know.

But one person did not buy into my story of triumph over grief. My eighth-grade English teacher fixed me with burning blue eyes as she handed out blank notebooks. She said, "Write what you're feeling. Tell the truth. Write like nobody's reading." And just like that, I was invited to show up authentically to my grief and pain. It was a simple act but nothing short of a revolution for me. It was this revolution that started in this blank notebook 30 years ago that shaped my life's work. The secret, silent correspondence with myself. Like a gymnast, I started to move beyond the rigidity of denial into what I've now come to call emotional agility.

Life's beauty is inseparable from its fragility. We are young until we are not. We walk down the streets sexy until one day we realize that we are unseen. We nag our children and one day realize that there is silence where that child once was, now making his or her way in the world. We are healthy until a diagnosis brings us to our knees. The only certainty is uncertainty, and yet we are not navigating this frailty successfully or sustainably. The World Health Organization tells us that depression is now the single leading cause of disability globally – outstripping cancer, outstripping heart disease. And at a time of greater complexity, unprecedented technological, political and economic change, we are seeing how people's tendency is more and more to lock down into rigid responses to their emotions.

On the one hand we might obsessively brood on our feelings. Getting stuck inside our heads. Hooked on being right. Or victimized by our news feed. On the other, we might bottle our emotions, pushing them aside and permitting only those emotions deemed legitimate.

In a survey I recently conducted with over 70,000 people, I found that a third of us – a third – either judge ourselves for having so-called "bad emotions," like sadness, anger or even grief. Or actively try to push aside these feelings. We do this not only to ourselves, but also to people we love, like our children – we may

inadvertently shame them out of emotions seen as negative, jump to a solution, and fail to help them to see these emotions as inherently valuable.

Normal, natural emotions are now seen as good or bad. And being positive has become a new form of moral correctness. People with cancer are automatically told to just stay positive. Women, to stop being so angry. And the list goes on. It's a tyranny. It's a tyranny of positivity. And it's cruel. Unkind. And ineffective. And we do it to ourselves, and we do it to others.

If there's one common feature of brooding, bottling or false positivity, it's this: they are all rigid responses. And if there's a single lesson we can learn from the inevitable fall of apartheid it is that rigid denial doesn't work. It's unsustainable. For individuals, for families, for societies. And as we watch the ice caps melt, it is unsustainable for our planet.

Research on emotional suppression shows that when emotions are pushed aside or ignored, they get stronger. Psychologists call this amplification. Like that delicious chocolate cake in the refrigerator – the more you try to ignore it ... the greater its hold on you. You might think you're in control of unwanted emotions when you ignore them, but in fact they control you. Internal pain always comes out. Always. And who pays the price? We do. Our children, our colleagues, our communities.

Now, don't get me wrong. I'm not anti-happiness. I like being happy. I'm a pretty happy person. But when we push aside normal emotions to embrace false positivity, we lose our capacity to develop skills to deal with the world as it is, not as we wish it to be. I've had hundreds of people tell me what they don't want to feel. They say things like, "I don't want to try because I don't want to feel disappointed." Or, "I just want this feeling to go away."

"I understand," I say to them. "But you have dead people's goals." Only dead people never get unwanted or inconvenienced by their feelings. Only dead people never get stressed, never get broken hearts, never experience the disappointment that comes with failure. Tough emotions are part of our contract with life. You don't get to have a meaningful career or raise a family or leave the world a better place without stress and discomfort. Discomfort is the price of admission to a meaningful life.

So, how do we begin to dismantle rigidity and embrace emotional agility? As that young schoolgirl, when I leaned into those blank pages, I started to do away with feelings of what I should be experiencing. And instead started to open my heart to what I did feel. Pain. And grief. And loss. And regret.

Research now shows that the radical acceptance of all of our emotions – even the messy, difficult ones – is the cornerstone to resilience, thriving, and true, authentic happiness. But emotional agility is more than just an acceptance of emotions. We also know that accuracy matters. In my own research, I found that words are essential. We often use quick and easy labels to describe our feelings. "I'm stressed" is the most common one I hear. But there's a world of difference between stress and disappointment or stress and that knowing dread of "I'm in the wrong career." When we label our emotions accurately, we are more able to discern the precise cause of our feelings. And what scientists call the readiness potential in our brain is activated, allowing us to take concrete steps. But not just any steps – the right steps for us. Because our emotions are data.

Our emotions contain flashing lights to things that we care about. We tend not to feel strong emotion to stuff that doesn't mean anything in our worlds. If you feel rage when you read the news, that rage is a signpost, perhaps, that you value equity and fairness – and an opportunity to take active steps to shape your life in that direction. When we are open to the difficult emotions, we are able to generate responses that are values-aligned.

But there's an important caveat. Emotions are data, they are not directives. We can show up to and mine our emotions for their values without needing to listen to them. Just like I can show up to my son in his frustration with his baby sister – but not endorse his idea that he gets to give her away to the first stranger he sees in a shopping mall.

We own our emotions, they don't own us. When we internalize the difference between how I feel in all my wisdom and what I do in a values-aligned action, we generate the pathway to our best selves via our emotions.

So, what does this look like in practice? When you feel a strong, tough emotion, don't race for the emotional exits. Learn its contours, show up to the journal of your hearts. What is the emotion telling you? And try not to say "I am," as in, "I'm angry" or "I'm sad." When you say "I am" it makes you sound as if you are the emotion. Whereas you are you, and the emotion is a data source. Instead, try to notice the feeling for what it is: "I'm noticing that I'm feeling sad" or "I'm noticing that I'm feeling angry." These are essential skills for us, our families, our communities. They're also critical to the workplace.

In my research, when I looked at what helps people to bring the best of themselves to work, I found a powerful key contributor: individualized consideration. When people are allowed to feel their emotional truth, engagement, creativity and innovation flourish in the organization. Diversity isn't just people, it's also what's inside people. Including diversity of emotion. The most agile, resilient individuals, teams, organizations, families, communities are built on an openness to the normal human emotions. It's this that allows us to say, "What is my emotion telling me?" "Which action will bring me towards my values?" "Which will take me away from my values?" Emotional agility is the ability to be with your emotions with curiosity, compassion, and especially the courage to take values-connected steps.

When I was little, I would wake up at night terrified by the idea of death. My father would comfort me with soft pats and kisses. But he would never lie. "We all die, Susie," he would say. "It's normal to be scared." He didn't try to invent a buffer between me and reality. It took me a while to understand the power of how he guided me through those nights. What he showed me is that courage is not an absence of fear; courage is fear walking. Neither of us knew that in 10 short years, he would be gone. And that time for each of us is all too precious and all too brief. But when our moment comes to face our fragility, in that ultimate time, it will ask us, "Are you agile?" "Are you agile?" Let the moment be an unreserved "yes." A "yes" born of a lifelong correspondence with your own heart. And in seeing yourself. Because in seeing yourself, you are also able to see others, too: the only sustainable way forward in a fragile, beautiful world. Sawubona.

https://www.ted.com/talks/susan_david_the_gift_and_power_of_emotional_courage/transcript?referrer=playlist-the_path_to_reconciliation

Active vocabulary

1 Match the expressions in the left column with their Russian equivalents on the right

| | |
|-----------------------------------|--|
| emotional agility | категоричность непризнания |
| the master of being OK | отгораживаться категоричными реакциями |
| triumph over grief | заикливаться на правоте |
| the rigidity of denial | эмоциональная гибкость |
| to lock down into rigid responses | переключиться на решение проблемы |
| to brood on feelings | профессиональный «хорошист» |
| to hooked on being right | подавление эмоций |
| to bottle emotions | амплификация |
| to push aside feelings | триумф над горем |
| to jump to a solution | спешить дать выход эмоции |
| emotional suppression | размышлять о переживаниях |
| amplification | подавлять эмоции |
| radical acceptance | отогнать от себя переживания |
| to race for the emotional exits | индивидуализированное внимание |
| individualized consideration | полное принятие |

2 Insert the following expressions into the text. Change tenses, if necessary.

To come into play, knowing, courageous conversation, be vulnerable, sharing, emotional cues, basic emotions.

The importance of Emotional Intelligence or EQ and its effect on relationships at work, at home, or in our communities has been a topic of much interest. So what is the difference between EQ and Emotional Courage? EQ is often defined as the ability to understand and manage our emotions and those around us. It helps us have the ability to connect with others. As vulnerability researcher Brené Brown shares, we must _____ and allow ourselves “to be seen.” EQ is about _____ others and ourselves.

But knowledge is not enough. Emotional Courage is being willing to be vulnerable, truthful, and aware of the full spectrum of both negative and positive emotions. The word courage comes from the Latin word “cur” meaning heart, and according to Brown, in this context it’s about being able to tell the story of who you are with your whole heart. Emotional courage is about _____ our self-knowledge with others and actively listening when others share their self-knowledge with us.

According to Dr. Paul Wieand, Emotional Courage is the missing link for EQ. While emotional intelligence is important, in the I&D sphere it’s not enough. What happens when you misread the _____ of coworkers or supervisors? How they express their emotional state, both non-verbally and even verbally, is often affected by their cultural upbringing. According to researchers at the University of London, “_____ such as amusement, anger, fear and sadness are shared by all humans. ... However, the way that we communicate is not always the same – for example, people from different cultures may not understand the same words and phrases or body language” Beyond the basics, emotional expression is not universal.

This is where emotional courage _____. It takes courage to share hard truths about yourself and situations in the workplace. It takes courage to bring to light different communication styles, cultural values, and cultural influences. It takes courage to initiate or participate in a _____. Before a courageous conversation can take place, participants need to have a moderate level of emotional courage.

3 Fill in prepositions where necessary

Emotional Courage is the foundation of spiritual growth and development

Individuals who have acted courageously have left their mark in the history books. People who were willing to stand and fight ___ a cause greater than themselves, are the people that changed the course of history and the world as we know it. These people do not necessarily belong to any particular race or gender and they aren't necessarily always rich or poor. What they do have in common though is an unceasing commitment to follow their own inner truth regardless of the consequences. This unceasing commitment is what I like to call living from a place of emotional courage.

Courage in the physical sense is putting your body ___ the line in the face of fear and physical threats. Emotional courage is your ability to put your ego on the line in the face of fear relating to threats to your comfortable beliefs, habits and past conditioning. Embodying emotional courage is about being willing to step ___ your vulnerabilities and follow your inner truths ___ the face of emotional adversity.

Emotional courage can look very different ____ one person to the next, but it has many qualities that define it. Here is a list of what emotional courage can look like in action:

- Being true to yourself regardless of what other people think
- Being willing to go out of your comfort zone and challenge your comfortable habits and beliefs
- Not shutting yourself off from the struggles of others
- Having a difficult conversation even though you don't know the outcome
- Making hard decisions when either option is not going to be easy
- Putting yourself out there for that new job or relationship even when you fear being rejected
- Being willing to fully embrace and step into the challenges in your life
- Being able to sit in and face uncomfortable emotions
- Being willing to let go of the stories and beliefs that no longer serve you
- Not judging someone in a situation where you normally would
- Not judging yourself in a situation when you normally would

- Being honest with yourself about how you really feel about something
- Being honest with others about how you truly feel about something
- Being true to your values even when it is inconvenient
- Letting people see you even when you're not your best self
- Letting down your guard in places where you don't need to have it up
- Letting people in emotionally even when it's hard too

These are just some examples of what emotional courage can look like in action, but everybody has unique examples in their life where emotional courage is necessary. Actively practicing emotional courage, in your day ___ day life, is one of the most powerful spiritual practices you can engage in. It has the power to radically transform your life ____ the inside out if you are willing to feel the vulnerability and do it anyway.

<https://skerrettequine.com/what-is-emotional-courage/>

4 Translate the following text into English using active vocabulary

Обыкновенные, естественные эмоции теперь делятся на хорошие и плохие. А быть позитивным стало новой формой моральной корректности. Людям с онкологией автоматически советуют сохранять позитивный настрой. Женщинам – перестать так раздражаться. И список можно продолжать. Это называется насилием, оно мучительно, жестоко и неэффективно. А мы совершаем его над собой, и совершаем над другими.

Если есть особенность, объединяющая размышления, подавление или ложную позитивность, то вот она: это всё – категоричная реакция. Если есть урок, который мы можем извлечь из неизбежного падения апартеида, он в том, что категоричное непризнание не работает. Оно разрушительно. Для человека, для семьи, для общества. Мы наблюдаем таяние ледников, и оно разрушительно для нашей планеты.

Исследование подавления эмоций показало, когда эмоции отбрасываются или игнорируются, то они усиливаются. Психологи называют это

амплификацией. Это как с вкусным шоколадным тортом в холодильнике – чем сильнее стараетесь его игнорировать,

5 Summarize the introductory text in 3 paragraphs. Present brief information on each paragraph.

Discussion

1. What role do emotions play in our life?
2. What is emotional courage?
3. What are seven ways to boost your emotional courage from your point of view?
4. What do you think about positive thinking?
5. Do you think that your luck totally depends on your frame of mind?
6. Is positive thinking a kind of self-hypnosis? In what situations positive thinking is helpful?
7. In what situations can it be harmful?
8. Is it essential for everyone to be optimistic?
9. Do you agree, that pessimists attribute their misfortunes to inner (“I’m such a loser!”), constant (“It’s always the same!”) and global (“Whatever I do, everything goes wrong!”) reasons? And do they attribute their luck to circumstances, unstable and contextual?
10. Do you agree that optimists attribute their luck to inner, constant and global reasons (“I passed the exam. There is for my intelligence and assiduity. I’m also good at other subjects”) and account their misfortunes to circumstances?
11. Are you a pessimist or an optimist?
12. Why do people become pessimists or optimists (under necessity of circumstances, because of inborn features of character, etc)?
13. Is being realist is neither being pessimist, nor optimist?
14. What do you typically do, if things come tough:
 - shut down completely;
 - turn to friends/family for support;
 - remind yourself to focus on the good things in your life instead of the bad;
 - try to look at it from different angles in order to come up with a solution;

- refuse to give up, no matter how tough things get?

15. Why do people become pessimists or optimists (under necessity of circumstances, because of inborn features of character, etc)?

16. Is there pressure in our society to be always optimistic?

17. “This isn’t much of a recipe for making more diverse societies happier and healthier. For that, we’ll need to stop chasing the notion that one or another frame of mind is the Best One To Have. Optimism, pessimism, introversion, and extraversion – maybe they can all work, except when we insist that everyone makes the same choice.” Do you agree with that?

Grammar section

Table 9 – Complex Subject

| <i>Subject</i> | <i>Passive</i> | <i>Infinitive</i> |
|------------------|--|--|
| Somebody/anybody | 1. <i>Sense perception</i> : hear, watch, see, etc. 2. <i>Mental activity</i> : know, consider, suppose, etc. 3. <i>Compulsion</i> : have (заставлять), make (заставлять) 4. Constructions « <i>to be sure</i> » (точно) и « <i>to be likely</i> » (вероятно) для выражения будущего действия | To + V |
| Somebody/anybody | 1. <i>Sense perception</i> : hear, watch, see, etc. | V-ing (for continuous action in progress) |

1. Translate into Russian paying attention to the Complex Subject construction:

1. St Petersburg is known to have been founded in 1703 on the banks of the Neva.
2. Moscow is believed to have been founded in 1147.
3. The climate in England is mild; spring seems to be the best season in the country.
4. The weather

doesn't seem to be changing. 5. My friend is considered to know English best of all in the group. 6. The foreign delegation is expected to arrive next month. 7. He is unlikely to have done it. 8. They happened to start the test two days before. 9. He is known to speak five foreign languages. 10. These historic events were regarded to have taken place as far back as the ancient times.

2. Change the sentences according to the model:

Model: It is known (that) one inch is equal to 2.54 centimetres. **One inch** is known **to be equal** to 2.54 centimetres.

1. It is known that Newton had formulated the laws of motion. 2. It is believed that the discovery greatly influenced the development of science. 3. It is considered that Russian contribution to space science is enormous. 4. It seems that the weather is changing. 5. It happened that I was ill that time. 6. It is likely that he will leave for Moscow tomorrow. 7. It is unlikely they have met him. 8. It was known he had arrived five days before the event. 9. It was supposed that pedestrians followed the traffic signs. 10. It is certain he won't return till they finish the investigation.

3. Say the following in English according to the model:

Model: Приготовление пищи (не) входит в ее обязанности. She is(n't) supposed to do the cooking.

1. Кормить ребенка – это не его обязанность. 2. Выгуливать собаку не входит в мои обязанности. 3. Мыть посуду по утрам – это не ее обязанность. 4. Я не обязана делать стирку каждый день. 5. Присматривать за малолетними детьми – это ее обязанность. 6. Ходить по магазинам входит в их обязанность. 7. Гладить белье входит в твои обязанности. 8. Убирать дом не входит в мои обязанности.

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