

**Владимирский государственный университет**

**Т. И. КОЙКОВА**

**MASTER YOUR READING  
AND RETELLING SKILLS**

**Учебное пособие по практическому курсу английского языка**

**Владимир 2023**

Владимирский государственный университет

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*Электронное издание*



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Рецензенты:

Доктор педагогических наук, доцент  
профессор кафедры педагогики  
Владимирского государственного университета  
имени Александра Григорьевича и Николая Григорьевича Столетовых  
*С. И. Дорошенко*

Кандидат педагогических наук  
доцент кафедры профессиональной языковой подготовки  
Владимирского юридического института  
Федеральной службы исполнения наказаний  
*С. П. Фокина*

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Цель учебного пособия – научить студентов видеть и использовать те сигналы, с помощью которых писатель привлекает внимание читателя к основным идеям, заложенным в его произведении.

Предназначено для студентов 3-го и 4-го курсов очной формы обучения направления подготовки 45.03.02 – Лингвистика. Может быть использовано широкой аудиторией заинтересованных в углубленном изучении английского языка.

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## ПРЕДИСЛОВИЕ

Понимание текста предполагает наиболее эффективное извлечение из него нужной информации. Какие стратегии мы при этом используем, зависит от того, какую цель мы перед собой ставим: вычленив основную мысль (например, при прочтении рекламы) или подробно изучить (например, при чтении статьи из научного журнала, представляющей профессиональный интерес). И в том, и другом случае мы должны обладать определенным арсеналом средств, позволяющих нам достичь поставленной задачи. Такими средствами являются упражнения на понимание прочитанного, многие из которых традиционные: определение соответствия содержанию текста тех или иных утверждений; нахождение английских соответствий русским словам и сочетаниям и т. д.

В пособии предлагается несколько иной подход к процессу чтения, который предполагает работу с каждым абзацем иностранного текста. Большинство читателей не обращает внимание на те важные сигналы, которые автор использует, чтобы указать на вопросы, ответы на которые он дает в своем произведении. Поэтому основные задания при работе над абзацем: “Finding question-signals”, анализ заголовка, поиск ключевых фраз и предложений.

Пособие состоит из трех частей, две из которых содержат теоретический материал (методы работы с параграфом и способы организации текста); в третьей части представлены аутентичные тексты для чтения и пересказа.

Задания пособия направлены на понимание содержания читаемого, формулирование основной мысли каждого абзаца, умение выстроить собственное высказывание.

Автор благодарит рецензентов Светлану Ивановну Дорошенко, доктора педагогических наук, и Светлану Павловну Фокину, кандидата педагогических наук, за ценные рекомендации по работе над пособием.

## INTRODUCTION

This study guide shows how a reader can use the signals, which are employed by the writers for directing attention to their ideas, and methods for the development of these ideas in their works.

This study guide asks students to formulate in their own words the questions and the ideas, which are either stated, or implied by the writers. It also encourages students to react properly to those ideas and to the ways in which they are developed. So, students are taught to think along with writers. It also familiarizes students with the organization of the text.

# PART ONE

## HOW TO READ A PARAGRAPH

### CHAPTER I

#### PARAGRAPH AS A COMPLETE PIECE OF SPEECH

Like an essay itself, a paragraph can be divided into three parts: a beginning, a middle and an end; it makes an assertion, which is supported by connected details. A paragraph is a complete unit of expression that can stand alone and make sense. When we describe a paragraph, we use the following words: unity, coherence and development. By the **unity** we mean that all sentences in the paragraph relate to a defined main point. **Coherence** means that there is a logical plan of the paragraph organization. According to this plan, the sentences of the paragraph follow each other smoothly and for apparent reason. The adequate details, which support the ideas of the paragraph provide the **development** of the defined main ideas.

Unity, coherence, and development are not mutually exclusive terms. Building a unified paragraph depends on a coherent structure – logical connections between sentences, for example.

#### *1.1 A paragraph usually has the following qualities:*

1. A paragraph is built around one controlling idea. As for sentences in the paragraph, they support and develop this idea.

2. The controlling idea may be a general statement within the paragraph (very often, near the beginning). At the same time, the general idea may not be stated in the paragraph; in this case, it can easily be inferred from the content of the paragraph.

3. Some transitional words at the beginning of a paragraph lead readers into the content of the paragraph. Such words can appear at the close of the paragraph as well; in this case, they serve as a bridge to the next paragraph.

4. A paragraph is long enough to express a complete thought.

5. Often, a paragraph presents concrete details, such as statistics, quotations and others, to support the controlling idea.

### ***1.2 Each paragraph should have a controlling idea***

The unity of a paragraph is achieved when the sentences support some central idea. This idea can be described by one sentence. The sentence that states the main point of a paragraph is called the topic sentence. The topic sentence is often the first sentence of the first paragraph.

These are two topic sentences to compare:

1. My father spent the first years of his childhood in Chicago.
2. My father spent the first years of a hard childhood in Chicago.

Both sentences are general statements about the topic, which can be formulated as “the father’s childhood”, but only the second sentence limits the topic to a dominant impression, to the fact that the childhood was hard.

### ***1.3 How do the topic sentences work?***

**EXAMPLE 1:** *illustrates how the limited topic sentence works in the paragraph.*

**My father spent the first years of a hard childhood in Chicago.** His father deserted the family, leaving a wife and five small children, of whom my father was the oldest. My father’s mother had to take in washing and had to clean house for rich people on Michigan Avenue just to keep her family together. My father cleaned up yards for ten cents an hour when he was eleven. He got a paper route when he was twelve and had to crawl out of bed at five in the morning seven days a week, winter and summer, to deliver the papers before breakfast. He gave all the money he made to his father for family expenses. Because they could not afford doctors, my father was left partly deaf by a childhood disease. Those were hard times, and he remembers every detail.



**Note:**

**a paper route** – разноска газет

**Comments on the passage:**

Every sentence in the paragraph supports the general statement expressed in the topic sentence. Every detail illustrates the idea of a hard childhood and supports the main point given at the beginning.

**EXAMPLE 2:** *illustrates how the topic sentences makes a generalization that limits and controls the topic*

**Although smoking has been a popular habit for centuries, it has always had its enemies.** Some American Indians advised young braves not to smoke too much because tobacco would cut their wind in a hunt or a battle. King James I of England called smoking “a branch of the sin of drunkenness, which is the root of all sins.” Ben Jonson, the playwright, said: “smoking was good for nothing but to choke a man and fill him full of smoke and embers.” Popular slang called cigarettes “coffin nails” long before the medical evidence on the harm from smoking was complete. Now every package of cigarettes and every advertisement for cigarettes must carry a warning from the Surgeon General that smoke is injurious to health.

**Note:**

**to cut the wind** – перехватить дыхание

**Comments on the passage:**

The first sentence announces the topic, asserting that smoking has always had enemies. This topic sentence helps the writer limit and control the paragraph; every sentence in the paragraph supports the topic.

**EXAMPLE 3:** *illustrates the first sentence as the essential sentence for catching and directing the reader's attention.*

The steam locomotive evokes nostalgia among many people who never rode a train pulled by one. **The nostalgia is better than the experience of the steam locomotive ever was.** The steam locomotive was a dirty, dangerous, and generally disagreeable companion to American life for well over a century. It spread filthy black smoke over large areas of every city it served, and it usually left a thick film of oily grime on the face of every passenger in the cars behind it. It started fire along the sides of the tracks in woods and fields. It was so heavy that it pounded rails until they broke, and when it crashed and turned over – as it frequently did – it poured lethal fire and steam on the engineer and the fireman in the cab. It had so many moving parts that it often broke down, stranding passengers for hours. And it was absurdly inefficient and costly to operate.

**Comments on the passage:**

The second sentence as a topic sentence tells that the paragraph will describe the disadvantages of steam locomotives. But the first sentence leads into the topic.

**EXAMPLE 4:** *shows that the first sentence of the paragraph being not a topic one is still vitally important because it sets the stage for what follows*

The bands are marching, the tailgates swinging open for the ritual of picnics and parties. The beverages are heady, the boosterism infectious, the old school colors vivid and bright. **This is college football, as the television slogan goes, a great way to spend an autumn afternoon.**

### **Comments on the passage:**

The last sentence, which is a topic one, unites all the concrete details given in the earlier sentences. Though the first sentence does not make a generation about the topic, it does introduce this topic.

#### ***1.4 The first sentence of a paragraph can play such roles as:***

- announcing the topic;
- stating the controlling idea in general terms;
- leading into the topic (focuses attention on the information to come);
- catching and directing the reader's attention;
- introducing a striking detail (details);
- presenting an interesting fact.

## **CHAPTER II PATTERNS OF WORKING AT A PARAGRAPH**

### **PARAGRAPH 1**

The paragraph given below begins with the following sentence: *“Ours is certainly the most time-conscious generation that has ever lived.”*

**Assignment 1:** *What questions do you think the rest of the passage will answer?*

### **Comments on the above question:**

You might have thought of the following questions:

- In what way is the statement true?
- What are the causes of this condition?
- Why does this condition exist?

**Assignment 2: Read the complete passage and decide which of the above questions it answers and what sentence would you choose as a topical one?**

Ours is certainly the most time-conscious generation that has ever lived. Our cameras, our television, our archaeological probing, pollen counts, underwater researches, magnetometer readings have resurrected lost cities, placing them accurately in stratigraphic succession. Each Christmas season the art of ice age Lascaux is placed beside that of Rembrandt on coffee tables. Views of Pompeii share honors with Chichen Itza upon the television screen in the living room. We unearth obscure ancestral primates and, in the motion picture “2001”, watch a struck fragment of bone fly into the air and become a spaceship drifting among the stars, thus telescoping in an instant the whole technological history of man. We expect the average onlooker to comprehend the symbolism; such as civilization, one must assume, should show a deep veneration for the past.

(“The Unexpected Universe” by Loren Eiseley)

**Note:**

- 1) **Lascaux** - Пещера Ласкó или Ляскó (фр. *Grotte de Lascaux*) во Франции — один из важнейших позднепалеолитических памятников по количеству, качеству и сохранности наскальных изображений. Иногда Ласко называют «Сикстинская капелла первобытной живописи».
- 2) **Chichen Itza** - Чичен-Ица — политический и культурный центр майя на севере полуострова Юкатан в Мексике, священный город народа Ица.
- 3) **Motion picture “2001”** - «Космическая одиссея 2001 года» — культовый научно-фантастический фильм Стэнли Кубрика 1968 года, ставший вехой в развитии кинофантастики и мирового кинематографа.

### **Comments on paragraph 1.**

The information given in the paragraph is rather specific. It includes the names of people and places and references to specific events and kinds of objects. The writer focuses on the ways of our civilization becoming time-conscious. The information of the paragraph supports the generalization expressed at the beginning of the passage.

The first sentence of the Eiseley passage is sure to be a topic sentence. It should be mentioned, that topic sentences often appear at the beginning of a paragraph. Meanwhile, the first sentence of a paragraph may serve as a question-raising general sentence and may not be a topic sentence of the selection.

### **PARAGRAPH 2**

The paragraph from “Memoir of a Revolutionary” by Milovan Djilas, begins with the following sentence:

*“Our love had a somewhat different beginning from the usual love affair of young Revolutionaries”*

**Assignment 1:** *What role does the opening sentence of the paragraph play (expresses the main idea, raises some questions, is developing the main idea)?*

### **Comments on the above question.**

You could expect it to comment on the usual relationship of Revolutionary lovers and to demonstrate the difference of their love from the love of ordinary people. Pay attention to the additional information the paragraph includes and observe what the topic turns out to be.

**Assignment 2:** *Read the complete passage and decide which sentence is the topic sentence – that is, either the most general one or the sentence that somehow states the largest or most important idea in the paragraph?*

“Our love had a somewhat different beginning from the usual love affair between young revolutionaries. It was love from the first instant. That is to say, I knew I was a Revolutionary, and she knew she wasn’t, and we fell in love not because we things alike ideologically, but because we couldn’t keep away from each other. At first, I thought she found me attractive because of my reputation as a young writer. Other people, particularly women, thought so too. Having sensed, she ignored, even underestimated, that side of me. At first I was angry, and then pleased – our relationship was developing unencumbered by any strains, uncomplicated and pure.”

### **Comments on paragraph 2.**

So, which sentence expresses the main idea? Do you agree that it is the last one? We can call it “the topic sentence” as it stresses that the love the two young people shared based on their strong personal attractions toward each other only – neither on political viewpoints nor on her admiration of his writing. But the question that the first sentence raised was an important one. As you were probably wondering what the love of revolutionaries is like, you were ready for Djilan’s comment that he and his girlfriend experienced a genuine strong emotion. And although Djilan does not explicitly say that most revolutionaries experience instead a kind of intellectual relationship based on shared ideological interests, he certainly implies this idea as an important secondary point.

### **PARAGRAPH 3**

There are paragraphs where the main idea is not stated not directly but only implied. For example, the passage below from Ralph Nader’s introduction to the book “The Consumer and Corporate Responsibility”, suggests a role of consumers in encouraging Detroit manufacturers to produce better automobiles. The first sentence of the paragraph - “*Take, for instance, a commonplace observation – the front bumper of an automobile*” - is given by the writer in informal style. For that reason it will probably raise

several questions for you rather than simply one. These will be questions, that the writer wanted you to have in mind as you read the rest of the paragraph.

**Assignment 1:** *Make up some questions suggested to you by the first sentence of the paragraph (even those that you are not at all sure the writer will answer).*

**Assignment 2:** *Read the remainder of the paragraph and say, which of your questions are answered.*

“Take, for instance, a commonplace observation – the front bumper of an automobile. Nearly every day most people casually or unconsciously look at car bumpers. Their view usually stops there. A few moments of consumer education would open the following sequence: bumpers are supposed to protect automobiles from minor property damage in minor collisions. For many years, however, bumper design has been largely ornamental: bumpers have been recessed and of different heights for different models. Much needless property damage has resulted when cars bumped or crashed at two, three, five, or eight miles per hour. Such damage costs U.S. motorists over one billion dollars a year. Insurance premiums rise as a consequence. More replacement parts, such as fender sectors, grille segments, and head lights have to be produced.

More coal, steel, glass, plastic, and other raw materials must be used, and more electricity and fuel expended. Prices of these commodities mount. Pollution of the air and water increases. What consumers spend on bumper repair, they do not spend on other goods and services which they might otherwise have purchased, and so reduce their standard of living as they would have it. Why did the auto companies design such bumpers? It is obvious that they knew how to do better, judging from the models of some fifty years ago, if not from the last generation’s advances in technology. Could it be that the companies profited by faulty design and covered their actions by promoting the aesthetics of egg-shell bumpers? Why not write and ask these companies? Why did the auto insurance companies take so

long to expose the facts and criticize the auto industry? Why not write and ask insurance companies, government auto safety agencies, university research institutes, and other sources for facts and viewpoints? Why do auto companies now promise to build more protective bumpers in future vehicles? How did this process of change get underway?"

**Assignment 3: *State briefly the idea that is implied throughout the paragraph.***

### **Comments on paragraph 3.**

You might probably have made up the following questions: "What's wrong with bumpers?" or "Aren't the bumpers of my car all write?" The writer obviously gives you the answer to your questions. Besides, the idea Nader implies here is that if people really observed the bumpers of today's automobiles and thought about how different they are from the car-protecting devices they are supposed to be, they would bombard Detroit with complaints and demands to introduce some changes. The first sentence prepares the reader to accept this line of thought, but you must agree that none of the sentences in the paragraph expresses the main idea directly.

### **PARAGRAPH 4**

Even when a paragraph does include some statement that makes a generalization and can be considered a topic sentence, it does not mean that it has to appear either at the beginning or at the end. But if it comes somewhere after the opening sentence, usually the first sentence will raise a question that in some way introduces it. That is true of the following paragraph.



**Assignment 1: *Read the following paragraph and select the topic sentence.***

“It is perfectly right and legitimate that we should consider as “good” the manners which our parents have taught us, that we should hold sacred the social norms and rites handed down to us by the tradition of our culture. What we must guard against, with all the power of rational responsibility, is our natural inclination to regard the social rites and norms of our cultures as inferior. The dark side of pseudo-speciation is that it makes us consider the members of pseudo-species other than our own as not human, as many primitive tribes are demonstrably doing, in whose language the word for their own particular tribe is synonymous with “Man”. From their viewpoint it is not, strictly speaking, cannibalism if they eat the fallen warriors of an enemy tribe. The moral of the natural history of pseudo-speciation is that we must learn to tolerate other cultures, to shed entirely our own cultural and national arrogance, and to realize that the social norms and rites of other cultures to which their members keep faith as we do to our own, have the same right to be respected and to be regarded as sacred. Without the tolerance born of this, it is all too easy for one man to see the personification of all evil in the god of his neighbor, and the very inviolability of rites and social norms which constitutes their most important property can lead to the most terrible of all wars, to religious war – which is exactly threatening us today.

**Note.**

**pseudo-speciation** - псевдовидообразование (the technical term used by Lorenz means simply the treatment of other members of one’s own species – in this case, humankind – as if they were members of an entirely different species).

**Assignment 2: *What relationship do you see between the first sentence and the topic sentence?***

#### **Comments on paragraph 4.**

Is the second sentence supposed to be the topic sentence? It gives the answer to the question posed by the first sentence: Why should we possibly consider the manners our parents have taught us anything but “good”? Although you may not have thought just that, you probably feel that the first sentence makes you wonder why the writer brings the subject up and the second sentence tells you exactly why.

#### **Conclusion on Chapter II**

There may occur a question with you, whether you should slow down every time before reading a paragraph, making a pause to consciously ask yourself a question before you go on. The answer is, of course, No. Often you will find that the ideas of paragraphs converge for answering a general question you have had in mind before beginning to read the paragraph as a whole. You may be nearly unconscious or completely unconscious of the question-answering function of individual paragraphs as you read them. Nevertheless, most paragraphs are structured so that they answer questions that are parts of a larger one. And sometimes in your reading you can find it useful to pause at the beginning of a paragraph and ask yourself what specific question the first sentence suggests. Practice will help you to learn how to do this when in need. And what is more important, such practice will be helpful in developing a questioning attitude that, in its turn, will enable you to find meaning in paragraphs and in larger units of thought in much of your reading without any deliberate analysis at all.

## CHAPTER III PARAGRAPHS FOR PRACTICE

### EXERCISE 1

*Read the following paragraph and do the following assignments:*

- What question does the first sentence of the paragraph suggest? Give in your own words the information, which the paragraph provides for answering that question.*
- What role does the first sentence play?*
- State the topic sentence(s) of the paragraph and say what role it plays*

With the coming of the V-2 to America a new chapter, or even a new volume, began for a fairly old science. This was the science, which had more or less begun some three centuries ago when Monsieur Perier carried a barometer up a mountainside in France to see whether the air pressure would really drop. “Man”, a famous biologist phrased it at a much later date, “is a creature which inhabits the bottom of the air ocean.” True enough, but he should have added that Man, although he didn’t actually dislike his environment, has always been possessed by the desire to leave the bottom of the air ocean, to get into the air ocean itself, and if at all possible, above it, to see what space is like. The V-2 was Man’s first chance to do this, even if, for a beginning, the rockets merely served as Man/s messengers with their operators resigned to stay planet-bound at the bottom for a little while longer, until they were certain of the natural facts they would encounter higher up. To find out Man needed remote sensing organs – called instruments – which not only could be more sensitive than his natural organs but which also could detect and measure things like magnetism. In addition to such organs, Man needed a mechanical messenger which would carry them to places where Man could not or would not yet go himself.

(From “Rockets, Missiles, and Men in Space” by Willy Ley)

### **Note.**

V-2 – это «Фау-2» (нем. Vergeltungswaffe-2 – «оружие возмездия»), одноступенчатая баллистическая ракета, разработанная немецким конструктором Вернером фон Брауном. Применялась Германией в конце Второй мировой войны для поражения городов и крупных объектов на территории Великобритании и Бельгии.

### **EXERCISE 2**

*Here is the first sentence of the paragraph given below “Adverts focus either on what products do, or how the products make us feel.”*

*-What role does the first sentence play?*

*- What questions do you think the rest of the passage will answer?*

*- Find the topic sentence*

Adverts focus either on what products do, or how the products make us feel. Our emotional response to a product is very important. If the advertisement makes us feel good, i.e. it has images, which we enjoy and remember, then, we start to associate good feelings with the product. We respond well to adverts, which demonstrate a lifestyle we would like to have. Famous people are often used in adverts because of their successful lifestyle. Footballers advertise sports drinks. We buy the drink, and sense the success. A survey of 4,000 adverts found that adverts with celebrities were ten per cent more effective than adverts without. Humor is also used, as funny adverts are remembered for longer. In addition, advert makers appeal to our senses. Unless your mouth waters, a chocolate advert is probably a failure. They want you to want their product.

### **EXERCISE 3**

*Here is the first sentence of the paragraph given below: “People who don’t make mistakes are unlikely to learn anything.”*

*- According to the content of the first sentence, what do you think the whole paragraph is about?*

*- Define the role of the first sentence.*

*- Read the whole paragraph, find the topic sentence.*

People who don't make mistakes are unlikely to learn anything. The best way to learn something is to make mistakes first. Thomas Edison, who invented the light bulb, told his colleagues: "Of the 200 light bulbs that didn't, every failure told me something I was able to incorporate into the next attempt." Benjamin Franklin, the US statesman and scientist once said: "I haven't failed, I have had 10 000 ideas that didn't work." Both these people understood that failures and false starts are the condition of success. In fact a surprising number of everyday objects had their beginnings in a mistake or misunderstanding. Post-it notes, packets of crisps and even bread are all unexpected inventions. In 2600 B.C., a tired Egyptian slave invented bread when the dough rose during his sleep. And crisps were first cooked by a chef in the USA when a customer complained that his fried potatoes were not thin enough. Successful businessmen have often made big, expensive mistakes in their past. When an employee of IBM made a mistake that cost the company \$600.000, Thomas Watson, the chairman, was asked if he would fire the man. "Of course not", he replied. "I have just spent \$600.000 training him. I am not going to let another company benefit from his experience." The important thing to remember is that you need to learn from your mistakes. If you don't, then there is no sense in making them.

**Note.**

a post-it note – самоклеющийся листочек (стикер)

**EXERCISE 4**

*Read the paragraph and do the following assignments:*

- *What role does the first sentence play?*
- *Indicate the question the first sentence suggests to you.*
- *State briefly in your own words the most important information the paragraph provides in answering that question;*
- *Find the sentence, which states the main idea of the paragraph*

Work may sometimes seem like hell, but when we haven't got it, we miss it. We miss it, we want it and perhaps we even need it. Everyone wants to be valued and a salary is proof that we matter. Not any job will do,

however. Housework and voluntary work tend to be seen as non-jobs. In our work-centered culture, a “proper job” means paid employment. Being paid for a job is better for our self-esteem. Of course, we would also prefer work to be useful and interesting, as well as paid. But you don’t have to enjoy your job to get psychological benefit from it. According to some experts, achieving unenjoyable tasks during our work actually contributes to our sense of well-being. The obligation to be in a particular place at a particular time, working as part of a team towards a common goal, gives us a sense of structure and purpose that we find difficult to impose on ourselves. For a lot of us, the workplace has also taken over from the community as a place of human contact. For most of us, work often functions as a social club, an information network, an informal dating agency and a marriage bureau. Although genuine workaholics are uncommon, many of us are job addicts without realizing it.

## **EXERCISE 5**

*Here is the first sentence of the paragraph given below: “While you stare at the corn flakes, you realize that dozens of businesses and hundreds of people worked to put that food on your table.”*

- What is the role of the first sentence?*
- What question(s) do you think the rest of that passage will answer?*
- Read the paragraph up to the end and define where it gives an answer to your question(s).*
- Find the sentence, that states the largest and most important idea in the paragraph?*

While you stare at the corn flakes, you realize that dozens of businesses and hundreds of people worked to put that food on your table. Farmers grew and harvested corn using fertilizers and tractors produced by people in the cities, states and countries. Grain elevators stored the corn, and railroads and trucking companies shipped it to the cereal company where it was made into corn flakes by machinery manufactured by yet other businesses. While the corn was being grown and processed, employees of

another business made the cardboard used in the cereal box, while still another business printed, cut, and folded the box. When the box was finally filled with flakes, a trucker took it to your neighborhood supermarket, and a clerk put it on a shelf for you to buy. It is amazing, but there were probably more steps and people involved in producing the corn flakes than there were flakes in the box. Yet in the United States no one assigns farmers to grow corn or tells them how much to plant. No one is required to build cereal factories or make boxes of corn flakes. In fact, no one assigns anyone to do any of the tasks required to produce your breakfast. So who - or what - organizes the efforts of all these people, most of whom have never even met one another?

## **EXERCISE 6**

*Read the paragraph and do the following assignments:*

- Define the role of the first sentence.*
- Indicate the question the first sentence suggests to you;*
- State briefly in your own words the most important information the paragraph provides in answering that question;*
- Find the sentence, which states the main idea of the paragraph*

Many experts agree that the most pressing problem facing all of us, not just in Britain, is that of the gradual warming of the earth's atmosphere caused mainly by the buildup of carbon dioxide and CFCs producing what has become known as the greenhouse effect. Informed opinion is that the atmosphere is getting warmer. In the past eighty years the average temperature has increased by half of one degree Celsius. Hardly the making of a heatwave, but the consequences are likely to be significant. Weather experts maintain that the rate of increase in the warming process is accelerating. Some predict that by 2090, the temperature in Southern Britain on a typical summer's day could be 26-30<sup>0</sup>C. Good news, you may think, but there'd be a price to pay. Even a small rise in temperature could, scientists say, have a dramatic effect on ice in the polar regions. Pieces would break off. Float away and melt. Sea levels would rise and Britain's

low-lying coastal regions would be flooded unless sea defenses were built. But the effect of higher temperatures on other countries could be even more severe. Hot countries, which are already suffering from droughts, could get even hotter and drier, and more arid.

**Note.**

**CFC** – chlorofluorocarbon – хлорфторуглерод (фреон)

**arid** – засушливый

**EXERCISE 7**

*Read the following paragraphs and:*

*- find the topic sentence in each paragraph,*

*- decide what role the first sentence of each paragraph plays*

1. Dawn awoke the fleet to gale winds. These raked down from the northeast against the Gulf Stream current, stirring confused cross seas. Most of the passengers and soldiers aboard Santa Margarita, even the experienced sailors, were soon seasick.

2. It is true that they have been rather disciplined in their public handling of the demonstrators. In this sense they have been rather publicly “nonviolent.” But for what purpose? To preserve the evil system of segregation. Over the last few years I have constantly preached that nonviolence demands that the means we use must be as pure as the ends we seek. So I have tried to make it clear that it is wrong to use immoral means to attain moral ends. But now I must affirm that it is just as wrong, or even more so, to use moral means to preserve immoral ends. Maybe Mr. Connor and his policemen have been rather publicly nonviolent as Chief Prichett was in Albany, Georgia, but they have used the moral means of nonviolence to maintain the immoral end of flagrant racial injustice. T.S. Eliot has said that there is no greater treason than to do the right deed for the wrong reason.

- Martin Luther King, Jr.



### Note.

- fragrant – зд. вопиющий
- Martin Luther King, Jr. - М'артин Лютер Кинг-младший - американский баптистский проповедник, общественный деятель и активист, получивший известность как самый заметный представитель и лидер движения за гражданские права чернокожих в США с 1954 года до своей смерти в 1968 году. Кинг выступал за защиту гражданских прав с помощью ненасилия и гражданского неповиновения

3. Bullfighting is an animal inside me, and it is the one I cannot dominate,” says the 43-year-old El Cordobes who returned to the bullring last year after a seven-year retirement. By the end of the season EL Cordobes was once again the most talked about matador in the sport. But, last month his comeback was interrupted, if not ended, by a serious goring.

### Note.

goring – подхватывание быком тореадора на рога

4. But wasn't truth, after all, an act of intuitive faith, something that left poor logic far behind? Truth, he told Ed that same month, was not something reasoned out but something intuitively grasped, something believed in. “Don't reason from feelings or other don't reason at all,” he told his brother. For he saw now that truth was not something, arrived at by syllogisms and proofs, but something grasped by a quantum leap of faith. Truth was, after all, an intuitive insight into the essence of a thing, something radiantly perceived in a moment.

### Note.

- **reason out** – прийти к чему-то логическим путем
- **syllogism** - силлогизм — это рассуждение, которое состоит из трёх простых высказываний вида «А есть Б», два из которых называются посылками, а третье — заключением. [Классический пример

силлогизма: Все люди смертны (первая посылка). Сократ — человек (вторая посылка). Следовательно, Сократ смертен (заключение)].  
- **quantum leap** – быстрый переход из одного состояния в другое

## EXERCISE 8

- *State the topic of each of the following paragraphs.*
- *Does the writer state that topic in a topic sentence?*
- *How does the first sentence of the paragraph lead into the topic?*

To feed the seemingly insatiable appetite for news about Star Wars, Twentieth Century-Fox and Lucas film have mounted a promotional onslaught whose scope resembles a rock and roll world tour. Over the last few weeks, the film stars have been hustled from Los Angeles to New York to Washington to London to Japan and then on to Australia to sit for literally hundreds of newspaper, radio, and television interviews. The effort is further supported by a multi-million dollar ad campaign and a glut of aggressive merchandising schemes that include everything from a soundtrack album to a proposed Yoda doll, the gnomelike Jedi Master.

There is a coarse and boisterous money making fellow in the out skirts of our town, who is going to build a bank-wall under the hill along the edge of his meadow. The powers have put this into his head to keep him out of mischief, and he wishes me to spend three weeks digging there with him. The result will be that he will perhaps get some more money to hoard and leave for his heirs to spend foolishly. If I do this, most will commend as an industrious and hard-working man; but if I choose to devote myself to certain labors, which yield more real profit, though but little money, they may be inclined to look on me as an idler. Nevertheless, as I do not need the police of meaningless labor to regulate me, and do not see anything absolutely praiseworthy in this fellow's undertaking, any more than in many an enterprise of our own or foreign governments, however amusing it may be to him or them, I prefer to finish my education at a different school.

If a husband and wife love one another, they do not think of divorcing; if a parent and child love one another, however, they must. So what my

daughter was mourning, I suspect, was not only the displacement to “out there” – she knew, after all, that it was as inevitable as sunset – but the end of a marriage whose break-up symbolizes that one has grown up. Some children are, of course, old at ten, and others are never young at all. My daughter was very lucky, and so have I. She had her childhood; I had hers too.

## CHAPTER IV

### MAIN IDEAS AND SUPPORTING DETAILS IN A PARAGRAPH

#### EXERCISE 1

*Read the opening paragraphs of some texts and define what categories they refer to*

- *summary of the main point*
- *question to attract reader's attention*
- *example*
- *anecdote*

#### Paragraph 1.

As the new university year gets underway, Elizabeth Dunn meets a man who lost a thousand jobs because he was too well qualified. Francis When, below, talks to a young hopeful who has just started life as a student and two girls who graduated this summer and are about to launch out into the real world of diplomas and jobs.

#### Note.

**hopeful** – претендент

#### Paragraph 2

More than 500 million sleeping pills are dispensed in Britain every year. They can help in a crisis, but they interfere with natural sleep and

reduce dreaming. Collen Toomey talked to seven people who suffer from insomnia and manage without drugs, and asked them what they did when they could not sleep. Some of the replies will surprise you ...

### **Paragraph 3**

A Montreal man, who found bed bugs and mice in his supposedly luxurious Caribbean hotel was awarded \$450 in damages yesterday by Provincial Court Judge Roland Robillard.

### **Paragraph 4**

Programming people means getting others to act consistently as you want them to act. Stern parents or employers often are pretty good at this, at least while the subjects are under observation. Hypnotists can obtain excellent results in achieving desired behavior from suggestible subjects for short periods.

### **Paragraph 5**

“Australia became prosperous because of the wickedness of England”, someone said. What was meant by this?

## **EXERCISE 2**

*Read the following paragraphs and in each of them find the sentence, which distracts readers from the main idea.*

### **Paragraph 1.**

In 1816, when she was 19, Mary Wollestonecraft was staying in Switzerland with her future husband – Shelley – and Lord Byron. They had read German short stories and decided to try to write their own. The result was a tale written by Mary and called “Frankenstein”. It is the story of a scientist who creates a monster, which will eventually destroy its creator. It was probably one of the first works of science-fiction. Mary’s mother, Mary Godwin, had been one of the first feminists.

## Paragraph 2.

Mandrakes are plants that grow in Southern Europe. People used to associate them with magic and witchcraft. Mandrake juice used by witches in lotions was supposed to cause hallucinations. The flowers of the mandrake are white and the berries bright yellow. According to popular belief, mandrake roots induced fertility in women and also grew under the gallows after a man had been hanged.

### Note.

- **mandrake** - мандрагора (род многолетних травянистых растений семейства Пасленовые. Виды мандрагоры встречаются в Средиземноморье, Передней и Средней Азии, в Гималаях).

- **gallows** – виселица

## EXERCISE 3

*1) Find the topic sentence of each paragraph in the text below*

*2) Pick out one sentence (in the whole passage) summing up the main idea*

*3) Convey the content of the passage*

I don't know why UFOs are never sighted over large cities by hordes of people. But it is consistent with the idea that there are no space vehicles from elsewhere in our skies. I suppose it is also consistent with the idea that space vehicles from elsewhere avoid large cities. However, the primary argument against recent extraterrestrial visitation is the absence of evidence.

Take leprechauns. Suppose there are frequent reports of leprechauns. Because I myself am emotionally predisposed in favor of leprechauns, I would want to check the evidence especially carefully. Suppose I find that 500 picnickers independently saw a green blur in the forest. Terrific. But so what? This is evidence only for a green blur. Maybe it was a fast hummingbird. Such cases are reliable but not particularly interesting.

Now suppose that someone reports: "I was walking through the forest and came upon a convention of 7,000 leprechauns. We talked for a while and I was taken down into their whole in the ground and shown pots of gold

and feathered green hats. I will reply: “Fabulous! Who else went along?” And he will say, “Nobody,” or “My fishing partner.” This is a case that is interesting but unreliable. In a case of such importance, the uncorroborated testimony of one or two people is almost worthless. What I want is for the 500 picnickers to come upon the 7,000 leprechauns ... or vice versa.

The situation is the same with UFOs. The reliable cases are uninteresting and the interesting cases are unreliable. Unfortunately, there are no cases, that are both reliable and interesting.

#### **EXERCISE 4.**

- 1) Find the topic sentence of each paragraph in the text below***
- 2) Pick out one sentence (in the whole passage) summing up the main idea***
- 3) Convey the content of the passage***

Even the cheapest and least complicated digitals are minor miracles of modern technology. They replace the traditional hands, springs and cogs with flickering digits and electronic circuits.

Some just display hours, minutes and seconds, but many function like baby computers. At the push of a button you can check the time in New York or New Dehli, see exactly how long Mario Andretti takes to lap a race track, set a small but shrill alarm, or even program the watch, months in advance, to flash out a reminder about birthdays and other special dates. Some digitals have calendars that “know” all about leap years and will remain accurate well into the 21<sup>st</sup> century.

Quartz, one of the world’s most common minerals, lies at the heart of every digital watch. More than a century ago, scientists discovered that quartz crystals vibrate at an absolutely constant frequency when an electric current is passed through them. But quartz digital watches did not become practical until miracles of miniaturization were developed to save weight and room in spacecraft. The typical watch crystal, powered by a battery the size of a fingernail, vibrates 32,768 times every second. The vibrations are fed into a tiny “chip” – little bigger than the end of a match – which is crammed with more than a thousand transistors and other components. This

microscopic maze is the watch's "brain" and can be designed to store a remarkable amount of information. But its most important single function is to keep dividing the vibrations by two until the quartz is pulsing precisely once every second.

Battery, crystal and chip combine to produce remarkably accurate watches whose timekeeping rarely strays by more than one or two seconds each month. They also tend to be very reliable, thanks to the absence of all the ticking machinery packed into a conventional clockwork watch.

If you fancy a digital watch, ask yourself how many of the tricks it performs are likely to be of genuine value. It makes no sense to spend extra money on what could become gimmicks once the novelty has worn off.

#### **EXERCISE 5.**

*Decide which of the given statements expresses the main idea of the paragraph below:*

- a) The murders of Leamas' agents were savage and cruel.*
- b) The police could not stop the murders of Leamas' men.*
- c) Leamas knew someone was killing his agents.*
- d) Leamas could not understand why so many people were killed.*

The first agent Leamas lost was a girl. She was only a small link in the network; she was used for courier jobs. They shot her dead in the street as she left a West Berlin cinema. The police never found the murderer and Leamas was at first inclined to write the incident off as unconnected with her work. A month later a railway porter in Dresden, a discarded agent from Peter Guillam's network, was found dead and mutilated beside a railway track. Leamas knew it wasn't coincidence any longer. Soon after that two members of another network under Leamas control were arrested and summarily sentenced to death. So it went on; remorseless and unnerving. (From J. Le Carre "The Spy Who Came in from the Cold")

### **EXERCISE 6.**

*Decide which of the given statements expresses the main idea of the paragraph:*

- a) There was an attendant waiting for Benjamin in the hotel.*
- b) Benjamin was going to stay in the Taft Hotel.*
- c) The quality of the hotel impressed Benjamin.*
- d) The hotel Benjamin went to was a luxurious one.*

The Hotel Taft was on a hill in one of the better sections of town. A wide street curved up past large expensive homes until it neared the top of the hill, then there was an archway over the street with the sign on the archway reading Taft Hotel and as it passed under the archway, the street turned into the entranceway of the hotel. Benjamin drove slowly under the archway, then up the long driveway until he came to the building itself. He had to slow his car and wait in a line with other cars, most of them driven by chauffeurs, stopped by the entrance of the building for a doorman to open the door for their passengers. When Benjamin was beside the entrance an attendant appeared at his car and pulled open the door.

(From C. Webb "The Graduate")

### **EXERCISE 7.**

*Classify the following statements according to the degree of their generality, i.e., go from most general to most specific.*

- a) My neighbor's Siamese cat can do all kinds of tricks.*
- b) Siamese cats are believed to be more intelligent than others.*
- c) My neighbor's Siamese cat is exceptionally intelligent.*
- d) Cats are extremely intelligent animals.*
- e) Some Siamese cats are just as intelligent as dogs.*

### **EXERCISE 8.**

*Decide which of the following statements are general and which ones are specific?*



- a) Do you know the name of the product for which Scotch Tape is but a brand name?
- b) When I was young I could think of nothing but becoming a policeman.
- c) All children cherish a dream.
- d) The youths who attacked X in Chicago last week had all seen the ABC movie three nights before.
- e) The aim of advertisers is to create consumer wants.
- f) A producer of paper handkerchiefs recently launched a campaign to convince people they needed one box of tissues in each room of their house.
- g) Violence on TV is probably more harmful than we think.
- h) If the people who originally built many of our Eastern cities had been able to predict the automobile, there would certainly be less traffic problems nowadays.
- i) So effective has brand advertising become that, for some products, the most familiar brand name is used to cover all similar items.
- j) Many of the problems one finds in city and suburban life result from a lack of proper planning.

## **EXERCISE 9.**

- 1) What is the main point of the following paragraph?*
- 2) Pick out the sentence(s) wandering away from the main idea*
- 3) Convey the content of the paragraph*

After vigorous exercise, the body enters a dangerous period that cooling off can help prevent. When you are swimming or running, a large blood supply from the heart brings your arms and legs the oxygen required for muscle activity. The human heart works like a pump. When the right upper chamber of the heart (the auricle) fills with blood, blood pushes down into the right lower chamber (ventricles). When this chamber fills, the strong muscles in its wall pump tired blood into an artery that speeds the blood to the lungs. As you exercise, the muscles squeeze, and blood going back to the heart gets an added push as long as you move your limbs. But if you stop suddenly, all this extra blood stays there: your arm and leg muscles are no

longer helping your heart pump the blood around. Blood that remains in the arms and legs is blood kept away from vital organs like the brain. But if you cool off, that is, slow down your activity gradually, you'll help bring your pulse rate and your body temperature down slowly, you'll help your muscles rid themselves of metabolic waste, and, most important, you'll keep the blood flowing normally throughout your body.

## **EXERCISE 10**

- 1) Formulate the main idea of each paragraph in your own words***
- 2) Pick out any distracting sentences***
- 3) Convey the content of each paragraph***

Obviously, in tough times, there is mounting pressure on publishers to collect payments earlier than in the past. Still, despite the booksellers' statements that publisher credit terms seem to be changing, the publishers insist that this new stringency does not mean a change of stated policy. Officially, payment to most publishers is due in 30 days; unofficially, the practice has been not to insist on payment until an overdue balance far exceeds the 30-day net terms. It is this appreciation or enforcement of credit terms that booksellers report has changed in recent months. Some credit managers did acknowledge changes in the enforcement of credit policy.

What gives a word its connotative meanings are the associations we bring to the word. The word "home" for most of us conjures up images of comfort and security, a place more warm and personal than a house or a dwelling. To a person who's never had a home it may exist as an ideal in the back of his mind. To the person far from home it means roots. But to an orphan the word "home" may mean something else entirely: an institution, something artificial, something not really his, something to run away from. Orphans beyond infancy present serious problems to orphanages. Unless a child is under a year old, adopting couples do not think of the child as desirable. Thus, orphan homes are filled with children and adolescents growing up without parents. Or think of "old people's home," "home for the

blind,” “home for unwed mothers.” How does a grandmother feel when her children say to her, “Behave yourself, gran-gran, or we’ll have to put you in a home.”

**Note.**

**an unwed mother** – мать-одиночка

**EXERCISE 11**

*1) Which sentence would you choose as a topic one in each paragraph of the text below.*

*2) Formulate the main idea of each paragraph in your own words.*

*3) Convey the content of each paragraph*

Psychophysicists who study food tastes have found four basic tastes: sweet, sour, salty, and bitter. There are wider variations in what people call sweet or bitter than in what they call sour or salty – variations we are only now beginning to understand. We have found, too, that there is not one but a number of receptor mechanisms in the mouth for bitterness, which may explain why people are sensitive to some bitter foods and not others. We have also discovered that certain substances can suppress one or more of the four tastes.

Some children dedicate themselves to being ridiculous, their behavior conjuring up memories of old Mack Sennett comedies and floppy-footed clowns. We have encountered a considerable number of these children in our counseling work over the last two decades. They are usually brought in for evaluation and treatment as “behavior problems”; they may be doing badly in school, be in conflict with everyone in the family, or have threatened to run away from home. Whatever the immediate difficulty, we have been impressed in each case with a theatrical clumsiness, a clownish awkwardness.

To begin with, there was the nature of the country. The front line, ours and the Fascists, lay in positions of immense natural strength, which as a rule could only be approached from one side. Provided a few trenches have been

dug, such places cannot be taken by infantry, except in overwhelming numbers. In our own position or most of those round us a dozen men with two machine-guns could have held off a battalion. Perched on the hill-tops as we were, we should have made lovely marks for artillery; but there was no artillery. Sometimes I used to gaze round the landscape and long – oh how passionately!- for a couple of batteries of guns. One could have destroyed the enemy positions one after another as easily as smashing nuts with a hammer. But on our side the guns simply did not exist. The Fascists did occasionally manage to bring a gun or two from Zaragoza and fire a very few shells plunged harmlessly into the empty ravines. Against machine-guns and without artillery there were only three things you can do: dig yourself in at a safe distance – four hundred yards, say – advance across the open and be massacred, or make small-scale night-attacks that will not alter the general situation. Practically, the alternatives are stagnation or suicide.

## **EXERCISE 12**

- 1) Formulate the main idea of each paragraph of the following article in your own words.*
- 2) Which of the paragraphs gives the summary of the article?*
- 3) Convey the content of the passage.*

### **Tit-for-tat Hindi letter irks doctor**

A North Wales family doctor was not amused when his letter in Welsh to a local hospital was answered in Hindi.

Dr. Carl Clowes, of Llanaelhenn, Gwynedd, sent a middle-aged woman patient with a knee injury x-ray, along with a referral note describing the symptoms, to the Caernarvon and Anglesey hospital at Bangor. The reply, signed by Dr. L.J. Price and written in Hindi, arrived by post.

Dr. Price later described the letter as “a bit of fun”. He was not Welsh-speaking and his two Indian colleagues in the casualty department, certainly, did not understand Welsh. “It’s a bit of fun really, our way of asking Dr. Clowes to write to us in English. We do not always have time to get his letters translated, especially as many nurses do not speak Welsh.”

Dr. Clowes is unrepentant. “This is an insult not only to myself and my patient but to the Welsh language. All my patients are Welsh-speaking and it is their first language. It is a matter of principle in an area where the vast majority of people are Welsh-speaking.” He has complained to the health authorities and to his MP.

Mr. Robert Freeman, administrator of the Gwynedd area health authority said yesterday that Welsh and English were equally valid. “But a lot of our medical staff are English or foreign, although we do try to ensure that there is always a competent Welsh speaker on hand in the casualty department.” Dr. Clowes could continue to write his letters in Welsh and in future he would receive a reply in Welsh.

(from “The Guardian”)

## **CHAPTER V**

### **METHODS OF BUILDING COHERENT PARAGRAPHS**

There are various means of making ideas of the text flow smoothly. Coherence of the paragraphs can be achieved by such techniques as:

- using pronouns;
- repeating important words and phrases;
- using parallel structures (repeating grammatical or syntactical structures);
- using transitional words and expressions, which can
  - a) signal spatial relations (examples: adjacent to, alongside, at a distance from, beyond, in the rear, next to, etc.);
  - b) signal relations in time (examples: afterward, formerly, furthermore, meanwhile, simultaneously, subsequently, later on, immediately, etc.);
  - c) add (examples: again, further, in addition, besides, furthermore, likewise, etc.);
  - d) show similarities (examples: alike, in the same way, likewise, resembling, similarly, etc.)

- e) show contrasts (examples: although, conversely, even though, on the contrary, on the other hand, nevertheless, etc.)
- f) indicate cause and effect (examples: as a result, because, accordingly, consequently then, since, accordingly, thus, therefore, etc.)
- g) conclude or summarize (examples: in summary, in short, in other words, finally, *in brief*, etc.)

## **EXERCISE 1**

***1) What method is used for binding sentences together in the paragraph below.***

***2) Formulate the main idea of the paragraph.***

We do not choose to be born. We do not choose our parents. We do not choose our historical epoch, or the country of our birth, or the immediate circumstances of our upbringing. We do not (most of us) choose to die; nor do we choose the time or conditions of our death. But within all this realm of choicelessness, we do choose how we shall live; courageously or in cowardice, honorably or dishonorably, with purpose or in drift. We decide what is important and what is trivial in life. We decide that what makes us significant is either what we do or what we refuse to do. But no matter how indifferent the universe may be to our choices and decisions, these choices and decisions are ours to make. We decide. We choose. And as we decide and choose, so are our lives formed. In the end, forming our own destiny is what ambition is about.

## **EXERCISE 2**

***1) What method is used for linking ideas in the paragraph below.***

***2) Formulate the main idea of the paragraph.***

We charge him with having broken his coronation oath; and we are told that he kept his marriage vow! We accuse him of having given up his people to the merciless inflictions of the most hot-headed and hard-hearted

of prelates; and the defense is, that he took his little son on his knee and kissed him. We censure him for having violated the article of the Petition of Right, after having, for good and valuable consideration promised to observe them; and we are informed that he was accustomed to hear prayers at six o'clock in the morning! It is to such considerations as these, together with his Van Dyck dress, his handsome face, and his peaked beard, that he owes, we verily, most of his popularity with the present generation.

### **EXERCISE 3**

- 1) What method is used for linking ideas in the paragraph below.*
- 2) Formulate the main idea of the paragraph.*

Many couples who want to adopt a child run into frustrating difficulties. They may have a comfortable home and financial security. And they may be loving and generous people. But they may be too old for the standards set down by the adoption agency. Or they may discover that no children are available. Then, when a child is available the couple may be charged an exorbitant fee. Nevertheless, couples who want to adopt a child usually persevere, and usually their determination pays off.

### **EXERCISE 4**

*Identify the techniques used to achieve coherence in the passages below.*

**I.** Who are these men, who defile the grassy borders of our roads and lanes, who pollute our ponds, who spoil the purity of our ocean beaches with the empty vessels of their thirst? Who are the men who make these vessels in millions and then say, "Drink – and discard"? What society is this that can afford to cast away a million tons of metal and to make of wild and fruitful land a garbage heap?

What manner of men and women need thirty feet of steel and two hundred horsepower to take them, singly, to their small destinations? Who demand that what they eat is wrapped so that forests are cut down to make

the paper that is thrown away, and what they smoke and chew is sealed so that the sealers can be tossed in gutters and caught in twigs and grass?

**II.** What could be more unpopular in an age of sexual equality than to insist that the psychological differences between men and women are as fundamental as their physical ones? Science writer Maggie Scarf, however, wonders what else could explain some lopsided statistics: for every man suffering from depression, there are two to six times as many women. Scarf studied case histories, observed women under treatment in psychiatric clinics and interviewed scores of others in her search for an answer. Now, in a powerful and disturbing book called “Unfinished Business: Pressure points in the Lives of Women”, she announces a conclusion that has aroused the ire of feminists – but may evoke the shock of recognition from many other women.

**III.** The popular acceptance of the notion of Seven Healthy Life Habits, as a way of staying alive, says something important about today’s public attitudes, or at least the attitudes in the public mind, about disease and dying. People has always wanted causes that are simply and easy to comprehend, and about which the individual can do something. If you believe that you can ward off the common causes of premature death – cancer, heart disease, and stroke, diseases whose pathogenesis we really do not understand – by jogging, hoping, and eating and sleeping regularly, these are good things to believe even if not necessarily true. Medicine has survived other periods of unifying theory, constructed to explain all of human disease, not always as benign in their effects as this one is likely to be. After all, if people can be induced to give up smoking, stop overdrinking and overeating, and take some sort of regular exercise, most of them are bound to feel the better for leading more orderly, regular lives, and many of them are surely going to look better.



## EXERCISE 5

*1) Analyze the following two paragraphs from the point of view of using the devices, which lend the coherence to these paragraphs.*

*2) Formulate the main idea of the whole text*

Experience, gained on the Santa Fe Trail was comparatively unimportant, and might be misleading. Conditions there were very different. The distance was only half as far, and the country was nearly all open and level. Even more important, as the expression “Santa Fe Trade” indicates, that trail was used by traders, and not by emigrants. When the Oregon and California emigrants imitated the Santa Fe traders, they nearly always came to grief – as in using big wagons, forming large companies, and organizing in military fashion.

On the other hand, the emigrants made use of a general backlog of experience with teams and wagons. Every farmer knew a good deal about that sort of thing, and he had probably made journeys of several hundred miles. What had to be faced, to get to California, were the new conditions – the tenfold-long pull, the untamed Indians, the lack of supply points, the difficult country of deserts and mountains. But in the handling of the wagon itself most of the men were already proficient, and this proficiency was essential to the success of the covered-wagon migration.

### **Note.**

**the Santa Fe Trail** - was a 19th-century route through central North America that connected Franklin, Missouri, with Santa Fe, New Mexico. The trail served as a vital commercial highway until 1880, when the railroad arrived in Santa Fe.

## EXERCISE 6

*Explain the devices used to build coherence within and between paragraphs in the following passage.*

We civilized members of Western culture like to think of ourselves as rational beings who go about satisfying our motives in an intelligent way. To a certain extent, we do that, but we are also emotional beings – more emotional than we often realize. Indeed, most of the affairs of everyday life are tinged with feeling and emotion. Joy and sorrow, excitement and disappointment, love and fear, attraction and repulsion, hope and dismay – all these and many more are feelings we often experience in the course of a week.

Life would be dreary without such feelings. They add color and spice to living; they are the sauce, which adds pleasure and excitement to our lives. We anticipate our parties and dates with pleasure, we remember with a warm glow the satisfaction we got from giving a good speech, and we even recall with amusement the bitter disappointments of childhood. On the other hand, when our emotions are too intense and too easily aroused, they can easily get us into trouble. They can warp our judgement, turn friends into enemies, and make us as miserable as if we were sick with fever.

Just what is an emotion? There is no concise definition, because an emotion is many things at once. First of all, a definition would probably say something about the way we feel when we are emotional. Then it might mention the behavioral arousal that occurs in certain emotional states. It might also refer to the physiological, or bodily, basis of the emotions. Of course, a definition would most likely include the idea that emotions are expressed by language, facial expressions, and gestures. Finally, a definition of emotion would probably point out that some emotions – fear and anger, for example – are very much like motive states in that they drive behavior; in fact, the line between motives and emotions is sometimes thin indeed.

## **CHAPTER VI**

### **DEVELOPING PARAGRAPHS IN SUFFICIENT DETAIL**

What do we mean by the term “sufficient detail”? This term includes expressions of the sensory language. This language is an essential quality of

fiction, but it also adds life, vividness and clarity to nonfiction prose. Among such expressions are

- concrete sensory details, which build images: specific actions, colors, and sounds; sensations of smell, taste and touch; sensory impressions; highly specific words as opposed to more general ones (for example, “chair” which is more concrete than “furniture”);
- statistics;
- cases;
- examples;
- quotations;
- paraphrases;
- summaries.

## **EXERCISE 1**

***Read the following passage and identify the techniques of the sensory language used there?***

In 1969 there were 178,476 Indian students, ages five to eighteen, enrolled in public, federal, private and mission schools. Approximately 12,000 children of this age group were not in school. Of the total in school, 119,000 were in public schools, 36,263 in boarding schools operated by the Bureau of Indian Affairs, 16,100 in Bureau day schools, 108 in Bureau hospital schools, and 4,089 in dormitories maintained by the Bureau for children attending public schools. The Bureau operated 77 boarding schools, 144 day schools, 2 hospital schools, and 18 dormitories. The number of Indian children being educated in public schools has steadily increased, aided by the financial assistance provided local school districts under the Johnson-O’Malley Act of 1934 (which provides financial support to fourteen states and four separate school districts with large Indian populations) and under Public Law 874 (which provided financial support , in cooperation with the Department of Health, Education, and Welfare, to add federally affected areas). The closer relationship between state school systems and the Indian system has been welcomed by many Indian groups.

Sixty-one tribes have established compulsory education regulations that comfort with those of the states where they live.

On the other hand, some more traditional Indian groups have rebelled at efforts to close down reservation schools. The attempt of the Bureau of Indian Affairs to close down, on July 1, 1968, a small grade-school at Tama, Iowa, created an instant reaction. Forty-five Mesquakie Indian children were attending school there on the reservation purchased by their ancestors, a separate body of the Sac tribe, which, with the Fox, had a hundred years earlier been pushed out of Iowa into Kansas. The Mesquakie Indians, who had not been consulted about the closing of the school, promptly sought judicial relief. They got it in September 1968, in the Federal District Court at Cedar Rapids, when United States District Court Judge Edward J. McManus ordered the school reopened in the fall. The Mesquakie were able to call upon a number of influential white friends in their attempt to retain their Indian school.

**Note:**

**Grade-school** - Начальная школа — уровень среднего или общего образования, на котором учащемуся даются самые необходимые и поверхностные знания, а также прививается пристрастие, любовь и уважение ко всему духовному, нравственному, кроме того, умение логически мыслить.

## **EXERCISE 2**

***Read the following selections and say what kinds of details the writers have used.***

During the 1970's the workforce expanded at an incredible annual rate of 2.3 per cent, nearly double the rate of increase during the 1960s. This was a direct result of the now famous Baby Boom of the late 1940s and early 1950s as well as of the sudden influx of women into the labor market. During the 1980s, some economists predicted, the workforce would grow by only 1.1 per cent a year, thus making job opportunities more readily available.

(John W. Wright)

When I first saw a water shrew swimming, I was most struck by a thing, which I ought to have expected but did not; at the moment of diving, the little black and white beast appears to be made up of silver. Like the plumage of ducks and grebes, but quite unlike the fur of most water mammals, such as seals, otters, beaver or coypus, the fur of the water shrew remains absolutely dry under water, that is to say, it retains a thick layer of air while the animal is below the surface. In the other mammals mentioned above, it is only the short, woolly undercoat that remains dry, the superficial hair tips becoming wet, wherefore the animal looks its natural color when underwater and is superficially wet when it emerges. I was already aware of the peculiar qualities of the waterproof fur of the shrew, and, had I given it a thought, I should have known that it would look, under water, exactly like the air-retaining fur on the underside of a water beetle or on the abdomen of a water spider. Nevertheless the wonderful, transparent silver coat of the shrew was, to me, one of those delicious surprises that nature has in store for her admirers.

(Konrad Z. Lorenz)

## CHAPTER VII REVISION

### PASSAGE 1

*Compare the following two passages from the point of having:*

- 1) the main idea (topic sentence)*
- 2) sentence(s) supporting the main idea*
- 3) sentence(s) distracting from the main idea*
- 4) techniques used to achieve coherence in the paragraphs*
- 5) sufficient details*

I. Wood-burning stoves are helping many Americans beat the huge inflation of oil prices. Wood is still readily available in some parts of the

United States. Many states set off parts of their state forests where residents can cut designated trees at no charge. The technology of wood stoves has improved so that they are very safe. Unfortunately, they are sometimes bulky and ugly and take up too much space in small rooms. Sometimes they make rooms too hot. Many homeowners who have gone to wood stoves for heat report savings of hundreds of dollars each year over the former price of heating their houses with oil.

**II.** Wood-burning stoves are helping many Americans beat the huge inflation of oil prices. Although the cost of oil, gas and coal has skyrocketed, wood is still a cheap fuel in some parts of the United States. A cord of wood, a stack measuring 4 x 4 x 8 feet, costs just over a hundred dollars but goes a long way in a typical heating season. In fact, many states like Massachusetts and Montana set off parts of their state forests where residents can cut designated trees at no charge. It is no surprise on a warm summer morning to see dozens of families sawing trees and loading vans or pickup trucks with logs for use as a winter fuel. Not only can wood be obtained cheaply, but also the technology of wood stoves has improved; the new models are far more efficient than in previous years. Now a family can heat a house with a wood stove with a minimum of waste or expense. A good airtight wood stove heats a room far more efficiently than a conventional fireplace or a Franklin stove. Many homeowners who have gone to wood stoves for heat report savings of hundreds of dollars each year over the price of heating their houses with oil.

## **PASSAGE 2**

*Analyze the following passages from the point of unity (main idea), coherence, and development*

The blizzard began early in the morning of February 6. The snow began falling before dawn. The flakes were small and hard. The snow itself was very thick. By nine o'clock, six inches of white covered the streets, and commuting traffic was reduced to a crawl. None of this affected me, since

the schools were closed, and I stayed home, warm and cozy by the fire. I read the morning newspaper and kept refilling the coffee mug that sat beside me on a glass-topped table. By ten-thirty, the streets were impassable, and motorists were abandoning their cars. By noon the offices in the city that had opened despite the storm were closing and sending workers home. At three o'clock the mayor declared a state of emergency and asked schools and churches and synagogues to give shelter to people stranded by the storm. By six o'clock, the city was locked in the enchantment of a profound silence. Two feet of snow lay on the ground, and more was falling from the low, heavy clouds.

Just after World War II a "portable radio" was a large rectangular box with tubes, a heavy expensive battery, and a handle on top that allowed the radio to be lifted out of the trunk of the car and carried a short distance to the beach or to a picnic table. No one would have thought of carrying a portable radio on a long hike in the mountains or for any distance at all. People used the portable radio to listen to the news, soap operas, jazz music, sports, and singing commercials. But with the invention of the transistor, the portable radio became the daily companion of millions, truly portable, a small object that could be tucked into a shirt pocket or hooked onto a belt and carried anywhere.

## PART TWO

# ORGANIZATION OF THE TEXT

(Thematic patterns)

Any text can be organized by different thematic patterns among which are: main ideas and supporting details; chronological sequence; descriptions; analogy and contrast; classification; argumentative and logical organization

### **PATTERN I: MAIN IDEA AND SUPPORTING DETAILS**

One of the most popular thematic patterns named “Main idea and supporting details” was considered in Part One, on the example of the paragraph organization (see Chapter IV).

### **PATTERN II: CHRONOLOGICAL SEQUENCE**

#### **EXERCISE.**

*After reading the text given below, complete the sentences with one of the following words: before, after, when, since, while, during, as soon as:*

- 1) Michael left school ..... getting his A levels.
- 2) ..... he was at the London School of Economics, Michael did not work very hard.
- 3) ..... entering the Warburg Institute, Michael Godfrey brilliantly got his degree.
- 4) ..... his year in Canada, Michael thought that getting a job was no problem.
- 5) ..... his year in Canada, Michael found it was very difficult to get a job.



## **“It’s like having a criminal record”**

As the new university year gets underway, Elisabeth Dunn meets a man who lost a thousand jobs because he was too much qualified. Francis Wheen, below, talks to a young hopeful who has just started life as a student and two girls who graduated this summer and are about to launch out into the real world of diplomas and jobs.

Michael Godfrey, you will be relieved to learn, has got a job. It is not much of a job – 12 hours a week in a crammer – but with the first in history, an M. Phil, and over 1,000 unsuccessful job applications behind him, Mr. Godfrey is in no way complaining about it.

At 25, Michel Godfrey is a casualty of a society where the education and employment systems are at odds with each other. For him, there was a piquancy about Denis Healey’s cheery message – “We’re winning all the way’ – to the Labour Party Conference. He finds that the more educated he becomes, the more he loses.

He left school in 1970 with three good A levels and a place at the London School of Economics: “I was more ambitious than was warranted by my abilities which is not unusual in 18-year-olds,” he says. “But the line they adopted at school was that if you were clever, you should take the subject you were best at and get the best degree you could. It did not occur to anybody that someone could go through the education system and then stand in the dole queue.

At LSE, Godfrey found the work repetitive and his high-minded intentions of being a conscientious student dissipated: “I didn’t read very much and spent most of my time doing things which were not very constructive – drinking and going on silly demonstrations. In my last year, I thought if I pulled myself together I might get a II/I and I started to look around for things to do when I left.

“I’d been to the Warburg institute and I was extremely impressed, so I applied for a post-graduate place. Then, to my utter astonishment, I got a first, a very good first. I was shattered. I didn’t know what to do. I’d got this place at the Warburg and because I had such a good degree, they were very keen to have me.”

Bewildered by his unsuspected brilliance, Godfrey spent two further years as a student and wound up with his Master's degree in the summer of 1975. He studied the job columns of the educational press and landed a year's lecturing at a college in Canada. Job-hunting, he concluded, was not too arduous a business.

When he came back to England at the end of that year the scales began to fall from his eyes. Succeeding schools, colleges and universities thanked him for his interest but regretted that the post had been filled. So he applied for work in museums and libraries, for retraining courses in television and journalism, for jobs as a postman, a bus conductor, a swimming bath attendant. He calculates that for each job, he was competing with at least 200 other candidates.

"People told me I was too highly qualified. For a postman or a bus conductor, I can understand it because they reckon, quite rightly, that I would leave as soon as I was offered anything better. But as far as academic jobs are concerned, I really don't understand the argument. There seems to be an attitude which says: "You are too highly qualified for us but we are sure someone else will snap you up in no time." Also I think there is an element of jealousy in some cases.

"Around last March I got very depressed. I was going to the public library every day because I couldn't afford to buy the papers; coming home, writing letters, getting up in the mornings and find a pile of rejections on the doormat. Now I'm much less ambitious. I'm more human, I think. I give more time and thought to relationships."

In practical terms, Mr. Godfrey seems to be making the best of difficult circumstances. He rents a small house in the village near Chelmsford. Social Security pays the 10 pounds rent and he gets 11 pounds a week to live on: "Most of it goes on food. Sometimes I go without food if I've had a pint or two. I don't actually scrounge meals from friends but if I am asked out, I arrange to go on a day when I know I am going to be short of money. The worst thing of all is that at the age of 25, I have to ask my mother for the money to buy a pair of shoes.

"A little while ago I went to see a careers adviser at London University. Do you know, he actually said that with my qualifications, you

had to word your applications very carefully so as to turn it to your own advantage. It's like having a criminal record.”

### Notes:

- 1) **crammer** – краткосрочные курсы для подготовки к сдаче экзаменов.
- 2) **casualty of a society** – жертва общества
- 3) **LSE** – London School of Economics
- 4) **II/I - Upper second class honours (2:1)** – Большинство четверок и пятерок в дипломе, со средним баллом не ниже 4.0 из 5.0. Допустима пара троек, но чем выше позиция университета в рейтинге, тем более высоким должен быть средний бал.

### PATTERN III: DESCRIPTIONS

Many descriptive texts are organized so that the reader may visualize the scene. The most popular ways of their organization are: a) from details to general impression; b) from general impression to details; c) from outside to inside; d) from inside to outside; e) from down to up; f) from up to down.

### EXERCISE.

*Read the following passages and decide which of the two types of organization they represent.*

a) Dearest Meg,

It isn't going to be what we expected. It is old and little, and altogether delightful – red brick. We can scarcely pack in as it is, and the dear knows what will happen when Paul (younger son) arrives tomorrow. From hall you go right or left into dining-room or drawing-room. Hall itself is practically a room. You open another door in it, and there are the stairs going up in a sort of tunnel to the first floor. Three bedrooms in a row there, and three attics in a row above. That isn't all the house really, but it's all that one notices – nine windows as you look up from the front garden.

**b)** The house itself was long and low, as if a London house holidaying in the country had flung itself asprawl. It had two disconnected and roomy staircases, and when it had exhausted itself completely as a house, it turned to the right and began again as rambling, empty stables, coach house, cart sheds, men's bedrooms up ladders, and the outhouses of the most various kinds. On one hand was a neglected orchard, in the front of the house was a bald, worried-looking lawn area capable of simultaneous tennis and croquet, and at the other a copious and confused vegetable and flower garden.

**c)** The largest building, in the very centre of the town, is boarded up completely and leans so far to the right that it seems bound to collapse at any minute. The house is very old. There is about it a curious, cracked look that is very puzzling until you suddenly realize that at one time, and long ago, the right side of the front porch had been painted, and part of the wall – but the painting was left unfinished and one portion of the house is darker and dingier than the other. The building looks completely deserted. Nevertheless, on the second floor there is one window which is not boarded; sometimes in the late afternoon when the heat is at its worst a hand will slowly open the shutter and the face will look down on the town.

**d)** I entered. It was a very small room, overcrowded with furniture of the style, which the French know as Louis Philippe. There was a large wooden bedstead on which was on which was a billowing red eiderdown, and there was a large wardrobe, a round table, a very small washstand, and two stuffed chairs covered with red rep. Everything was dirty and shabby. There was no sign of the abandoned luxury that Colonel McAndrew had so confidently described.

**e)** Woodleigh Bolton was a straggling village set along the side of a hill. Galls Hill was the highest house just at the top of the rise, with a view over Woodleigh Camp and the moors towards the sea ... The house itself was bleak and obviously Dr. Kennedy scorned such modern innovations as central heating. The woman who opened the door was dark and rather forbidding. She led them across the rather bare hall and into a study where

Dr. Kennedy rose to receive them. It was a long, rather high room, lined with well-filled bookshelves.

## PATTERN IV: ANALOGY AND CONTRAST

### EXERCISE.

*After reading the text, fill in the tables given below:*

Common name	Genus	Family	Order	Class
Man				
Lion				
House cat				
Tiger				
e.g. class	vehicles			
order				
family				
genus				

### The Classification of Species

The group *species* is the starting point for classification. Sometimes smaller groups, *subspecies*, are recognized, but these will not concern us until we discuss evolution. There are many larger groups: genus, family, order, class, phylum, and kingdom.

Let us begin with the first seven species. We belong to the genus *Homo* and to these more inclusive groups: (1) the family Hominidae, which includes in addition to *Homo*, extinct men not of the Genus *Homo*, and (2) the order Primates, which includes also the lemurs, monkeys and apes. The three cats – lion, house cat, and tiger – belong to the genus *Felis*. In general, we can think of a *genus* as a group of closely related species. The three cats also belong to the family Felidae. Generally, a *family* includes related genera (in the table, this is shown only in the case of the two genera of robins).

The first seven species, different enough to be put in three orders, are yet alike in many ways. All are covered with hair, they nurse their young with milk, and their red blood cells are without nuclei. Because of these and other resemblances they are combined in a still more inclusive group, Class Mammalia. A class, therefore, is composed of related orders.

Biologists have classified all of the known animals and plants in the way just described. Their system of classification not only shows how organisms are related to one another, but it also conveys much information about the organisms themselves. This can be brought out by analogy. Suppose you are told that object X belongs to a group “vehicle”. Even if you have never seen this particular X you would be able to make some very general predictions about its structures and function. It would probably have wheels or runners, be used for carrying objects or people, and so on. If you were then told that X belongs to a more specific group, “vehicles with internal combustion engines”, you would make more specific predictions. It would probably have spark plugs and pistons and use and fuel derived from petroleum. If you were told that X is an “automobile” you would be able to make still more specific predictions. Finally, if you were told that X is a “Ford automobile” you would know a great deal more about it. The group, “Ford”, might be thought to correspond to the group, genus, in biological classification. The many kinds of Fords would correspond to the various species within a genus.

## **PATTERN V: CLASSIFICATION**

### **EXERCISE**

*Read the following passage and make a diagram using the words given below:*

*ethnology, linguistics, archeology, historical linguistics, paleontology, physical anthropology, neonatology, cultural anthropology, ethnography, structural linguistics, anthropology*

## **Anthropology**

We shall outline the four major subfields of anthropology that have emerged in the twentieth century: physical anthropology, archeology, linguistics and cultural anthropology.

Physical anthropology deals with human biology across space and time. It is divided into two areas: paleontology, the study of the fossil evidence of the primate (including human) evolution, and neonatology, the comparative biology of living primates, including population and molecular genetics, body shapes (morphology), and the extent to which behavior is biologically programmed.

Archeology is the systematic retrieval and analysis of the physical remains left behind by human beings, including both their skeletal and cultural remains. Both the classical civilizations and prehistoric groups, including our prehuman ancestors, are investigated.

Linguistics is the study of language across space and time. Historical linguistics attempts to trace the tree of linguistic evolution and to reconstruct ancestral language forms. Comparative (or structural) linguistics attempts to describe formally the basic elements of languages and the rules by which they are ordered into intelligible speech.

Cultural anthropology includes many different perspectives and specialized sub-disciplines but is concerned primarily with describing the forms of social organization and the cultural systems of human groups. In technical usage, ethnography is the description of the social and cultural systems of one particular group, whereas ethnology is the comparison of such descriptions for the purpose of generalizing about the nature of all human groups.

## **PATTERN VI: ARGUMENTATIVE AND LOGICAL ORGANIZATION**

### **EXERCISE 1**

*Read the following text and make up a list of arguments for and against canned food.*

One of the first men to make a commercial success of food conservation was Henry John Heinz. He started by bottling horse-radish, and he was so successful that in 1869 he founded a company in Pittsburgh, USA. Like other Americans of his generation, Heinz made his name a household word throughout the western world. At last, man seems to have discovered how to preserve food without considerably altering its taste. The tins of food (Heinz tins!) which Captain Scott abandoned in the Antarctic were opened 47 years after his death, and the contents were not only edible, but pleasant.

The main argument against conserved foods is not that the canning of food makes it taste different; rather people complain that the recipes, which the canning chefs dream up, are tedious or tasteless. But any recipe is tedious and tasteless when it is eaten in great quantities. And a company like Heinz can only produce something if it is going to eat in great quantities. The tomato is very pleasant to eat when it is freshly picked. A regular diet of tomatoes alone could well prove tedious. The canning companies try to cook the tomato in as many ways as possible. The Heinz factories in Britain use millions and millions of tomatoes every year. They claim that if all the tomatoes were loaded on to 15-ton lorries, the lone of lorries would stretch for 60 miles.

But there are many people who do not like to eat food out of season. They like their food to be fresh, and they like to cook it themselves in “the old-fashioned way. But it is very difficult for modern man to realize what it is like to live without the advantages of pre-packaged and canned food. European society in its present form could not cope without modern methods of food processing. Imagine your local supermarket without all the cans of pre-packaged food. There wouldn’t be much variety left, and what was left would have to be increased enormously in order to give the same amount of



food. The supermarket would turn into a chaos of rotting vegetables, stale bread and unhealthy meat. The health problems would be insurmountable , unless we all went back into the country to support ourselves.

**Note:**

**household word** – имя нарицательное

**EXERCISE 2**

*Read the following text and make up a list of arguments for and against canned food.*

**Double Glazing**

Presumably, you have already insulated your roof and walls if you are considering double-glazing? In an “ordinary” home you lose 25 per cent of heat through the roof and 35 per cent through the walls, so they must be your priorities unless your house is made of windows.

New buildings now have to meet new standards of insulation and are often fitted with double glazing when built, especially since the Government’s Save It campaign. Usually this factory-made double-glazing does not just add to the comfort but is very well designed and actually looks quite good.

Still, it’s a difficult decision to double glaze an existing house, since you are going to spend a lot of money on what, in an ordinary small house with smallish windows, will save you about 10 per cent of the heating bill. And that’s if you install sealed units.

Of course, there are other benefits besides the financial one. The room will be much more comfortable. You won’t get a chilly feeling when sitting near the window and draughts will be fewer. So on the whole if the wherewithal exists double-glazing is not a foolish enterprise, though even good double-glazing won’t be as effective as a brick wall!

Double-glazing is not just “Double Glazing”. There are several ways of achieving it. You can install Replacement Windows with two sheets of single glass or twin-sealed units. Or, you can have Secondary Windows,

either hinged to the existing window or sealed to it. Secondary windows are cheaper, can often be installed by the owner, but not likely to be so efficient as replacement windows.

The simplest form DIY double-glazing is the applied frame method, which means fixing a second pane of glass directly on to the original frame using beading or special frame sections. The most important thing is, that the second leaf should be completely sealed, and that the seal should be long lasting.

Points to check are: that condensation will not occur between the two panes; that you will be able to open “openable” windows (or that you are prepared to give up that luxury); that you will (or won’t) want to be able to clean the window and that you have some other form of ventilation.

If you think that by double-glazing you automatically insulate against sound too – think again. To have a noise insulating effect the two leaves will need a gap of 110 mm or 200 mm (the wider the gap the better) so double-glazing with noise insulation needs to be specially made. It is more difficult to make it look nice and to fit it into the existing window openings. With this gap it won’t work as well for heat insulation unless thicker glass is used. So unless you live directly under Concorde’s flight path it will hardly be worth insulating for sound.

**Notes:**

- **wherewithal** – необходимые средства (деньги)

- **DIY** – «Сделай сам»

## PART THREE

# TEXTS FOR READING AND RETELLING

### TEXT 1

## PSYCHOLOGY AND SOCIAL PROBLEMS

### Vocabulary

- disquieting** – вызывающий беспокойство  
**affluent society** – общество изобилия  
**pocket of poverty** – район бедноты  
**human yearnings** – стремления человека  
**baffled** – сбитый с толку (озадаченный)  
**upheavals** – глубокие социальные изменения  
**insight** – способность проникать в суть (проблемы)  
**purge of smth.** – избавиться от  
**disturbed children** - дети с расстройствами (неуравновешенные дети)  
**mentally disturbed** - психически неуравновешенный  
**nauseating chemicals** – тошнотворные препараты  
**institution for the hopeless** – заведение для неисправимых  
**mentally retarded** – умственно отсталый  
**faulty heredity** – дурная наследственность  
**for organic reasons** – в силу естественных причин  
**tensions in marriage** – семейные неурядицы

As anyone who reads a newspaper or watches a television news program is well aware, hardly a day goes by without some important and often **disquieting** new development in the pattern of modern American society. The years since the end of the Second World War have produced rapid and sometimes bewildering social changes. The population has grown swiftly and the cities have become more and more crowded; at the same

time, there has been an education boom, that has given more and more young people high school and college degrees. Technology has sent men to the moon and produced an “**affluent society**” in which more people enjoy more material goods than ever before in history – yet it also has resulted in widespread pollution, concern about the ecology, numerous large **pockets of poverty**, and uncertainty about the ability of material prosperity to satisfy **human yearnings**. Issues of race relations and school integration are constantly in the news. The divorce has risen, and the women’s liberation movement has raised some profound questions about the whole institution of marriage and the family and the relationships between men and women.

Of all the problems of modern society, perhaps the basic one is this: how, in this new world of rapid and tumultuous change, can man get along satisfactory with himself and with his fellows? It is a question, to which many psychologies have devoted themselves in many various ways. One must not expect too much of the science, of course – for the psychologist, as a human being, is just as **baffled** by the **upheavals** in his society as anyone else. However, the psychologist can at least investigate and analyze some of the facts and factual information, rather than mere guess or prejudice, is the great need of the modern world. It would be impossible to list all the social problems to which psychology has contributed **insights**.

There are many other social problems, for which the findings of psychology have provided, if not the answers, at least some solid and objective information. Some of the information has already been put to work by our society. For example, research by clinical psychologists into the problem of abnormal behavior has helped bring about vast changes in the treatment of the mentally disturbed, who are no longer subjected to such barbarous practices as having holes bored into their skulls to let out evil spirits or being dosed with **nauseating chemicals** to purge them of their ailments. Disturbed children are no longer all classified alike and thrown together into **institutions for the hopeless**. Research has made it possible to distinguish among those who are **mentally retarded for organic reasons** or through **faulty heredity**, those who have been held back by bad environments, those who suffer from the psychosis called schizophrenia,

and those who are delinquents; these various groups now receive different and often more successful treatment.

Research also has dispelled the old pessimistic notion that many people are destined from birth to be stupid or psychotic; it has shown that environment as well as heredity plays an important part in creating these problems. In particular, psychologists have learned the importance of the early years of childhood in establishing personality and have pointed the way toward more favorable methods of dealing with the child in the family, nursery schools and day-care centers. They are investigating whether violence on TV or Internet can be harmful for children and have helped in the creation of shows that have a proven educational value. They also have provided valuable information about teaching in the schools, the problems of adolescents, sexual behavior and home sexuality, **tensions in marriage**, and the problems of divorce.

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph  
Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. What were the consequences of producing an “affluent society”?
2. When did social changes become especially rapid?
3. What question are the psychologists eager to find the answer?
4. What was the contribution of the psychologists to the treatment of mentally disturbed?
5. What conclusion did the psychologists make about the reasons of occurring a mental disorder?

### **Exercise 3**

***Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.***

1. Social changes have been especially rapid for the recent decades.
2. The education boom in the US resulted from the urban growth.
3. Great changes in the Institute of marriage were the consequences of the women's liberation movement.
4. Technology achievements lead to the impoverishment of many people.
5. The main psychologist's objective is to study the information concerning some social problems.
6. All groups of mentally retarded get the same treatment.

### **Exercise 4**

***How do you understand the following words, word combinations and sentences? Give your own interpretation in English.***

1. disquieting
2. affluent society
3. faulty heredity
4. tensions in marriage
5. "... a human being, is just as baffled by the upheavals in his society as anyone else."
6. "Research also has dispelled the old pessimistic notion that many people are destined from birth to be stupid or psychotic"

### **Exercise 5**

***Define, how the title of the text relates to its content.***

***Make up a plan of the content of the text for further retelling.***

***Retell the text using the given vocabulary.***

## TEXT 2

### THE GENERATION GAP

#### Vocabulary

- **controversial problem** - спорный вопрос
- **self-indulgent** – потакающий своим желаниям
- **put into perspective** – рассматривать в перспективе
- **personal advancement** – личностный рост

One of the most widely discussed and **controversial problems** of recent years has centered around what has come to be called the “generation gap.” Because of differences in dress, life styles, and attitudes, many young people have decided that adults represent an “establishment” that they are prepared to reject or perhaps even tear down; many adults have decided that young people are **self-indulgent**, mindlessly rebellious, and dangerous to the American society.

This is a problem, that public opinion polls and psychological analysis of trends in American society can at least **put into perspective**. The surveys show that there are indeed a number of sharp differences of opinion between many young people and many older people, on all kinds of topics ranging from military policies to issues of race and poverty and the nature of the college curriculum. But the evidence seems to indicate that these differences represent more of an “education gap” than a “generation gap”. According to the *Census Bureau*<sup>1</sup> report there has been a tremendous boom in education in the United States since 1970s.

It means that today’s young people, on the average, have had far more formal education than their parents. Many research studies have shown that people who have attended college tend to have different opinions from non-college people on such questions as politics, sexual behavior, child-rearing practices, religion, and relations among ethnic and racial groups; they also tend to be more concerned about the general welfare of society than about their own **personal advancement**.

Surveys have also shown that the “gap”, whatever its cause, is not nearly so large as some of the militant young people and more conservative adults often assume – or as even an objective observer might gather from some of the news events reported on television and in the newspapers.

A study of history and of current trends in other nations shows that differences between young people and their elders have existed before and exist today in many other parts of the world, including Mexico, France, Japan, and Russia.

**Note.**

- **Census Bureau** - Бюро переписи населения США — правительственное агентство, на которое возложена ответственность за организацию и проведение переписи населения США.

## **EXERCISES**

### **Exercise 1**

*Read the text and formulate the controlling idea of each paragraph  
Find, if there is, the topic sentence of each paragraph of the text.*

### **Exercise 2**

*Answer the following questions*

1. What do we mean by the term “generation gap”?
2. Why do many young people consider the adults to be an “establishment”?
3. What is the range of issues on which young people and adults have different opinion?
4. How does education effect the views of the people?



### **Exercise 3**

***Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.***

1. The reason of conflicts between young people and adults is in the elders being too strict and demanding to youngsters.
2. There is a correlation between the “generation gap” and the “education gap”.
3. Surveys have also shown that the “gap” is as large as some young people and adults suppose.
4. As compared to non-educated people, the University graduates take care of the welfare of the country but not of their own benefits.
5. The “generation gap” is the phenomenon of modern society.

### **Exercise 4**

***How do you understand the following words, word combinations and sentences? Give your own interpretation in English.***

1. controversial problems
2. to tear down an “establishment”
3. to be self-indulgent
4. mindlessly rebellious
5. militant young people

### **Exercise 5**

***Define, how the title of the text relates to its content.***

***Make up a plan of the content of the text for further retelling.***

***Retell the text using the given vocabulary.***

## TEXT 3

### DRUGS

#### Vocabulary

- **with (some) reservations** – с оговорками
- **combined score** – суммарный балл
- **lower inhibitions** – снимать запреты
- **crave the drug** – испытывать тягу к наркотикам
- **suffer withdrawal symptoms** - страдать от абстинентного синдрома
- **soothing (effect)** – успокаивающее действие
- **“pep pills”** – бодрящие таблетки
- **abuse of the drug** – злоупотребление наркотиком

One thorny aspect of the “generation gap” has centered around the use of drugs, notably marijuana. Many adults are convinced that marijuana is a dangerous drug that leads to antisocial behavior and, probably, to addiction to even more dangerous drugs such as heroin. Many young people use marijuana despite the fact that it is illegal in some states and consider it no more dangerous than alcohol.

Research into the actual effects of marijuana poses some extremely difficult problems. Even if a psychologist set up a careful double *blind experiment*<sup>1</sup> to inquire into its effect on automobile driving, the results would have little real value. They would show only what happens when a known amount of the active chemical in marijuana is administered under laboratory conditions and the subject then tested on a machine that simulates the driving experience. They would not necessarily predict what might happen when many different kinds of drivers, in many different kinds of automobiles under different road conditions, smoke varying quantities of marijuana. This is especially true because researchers have found that there are probably more than 100 different varieties of the marijuana plant, some of which may be 400 times as strong as others. Moreover, marijuana users

often combine the drug with varying amounts of alcohol, thus further complicating the problem of studying its effects.

Thus, all experimental evidence on marijuana has to be viewed **with reservations**. Insofar as can be judged from laboratory experiments, marijuana raises the pulse rate and causes reddening of the eyes and dryness of the mouth and throat; it does not produce any other marked physical effects. As for the psychological effects, laboratory subjects often report that they get feelings of happiness and elation, become more friendly for a time and then tend to withdraw, become less aggressive, have trouble concentrating, tend to get dizzy and feel as if they were dreaming, and eventually become sleepy. On a simulated test of driving skill they make more speedometer errors, as if they were not watching the speedometer as much as they normally would. Tests of ability to think through a series of logical steps have suggested that the drug reduces short-term memory and the ability to make decisions rapidly. In one experiment a control group received marijuana from which the active ingredients had been removed, while other groups received various strengths of the drug. The subjects then were asked to start with a number such as 114, subtract 7, then add either 1, 2, or 3, and repeat the process until they reached another number, such as 54. The **combined score** for speed and accuracy was highest for the control group, which did about 50 percent better than subjects who had received a small dose of marijuana and more than 100 percent better than subjects who had received a large dose.

Studies of people who use the drug outside the laboratory have suggested that they probably have different reasons and obtain different kinds of reactions. One investigator, after interviewing a large group of college students and “street people” who were regular users, concluded that they fell into three categories: 1) “insight users”, who believed the drug gave them an expanded awareness and made them more creative; 2) “social users”, who took the drug mostly for enjoyment and a feeling of warmth and togetherness with their friends; and 3) “release users”, who found that it **lowered their inhibitions** and gave them a feeling of escape from reality. This study may explain why there are so many conflicting reports about the kinds of effects that users experience.

Some observers have concluded that the regular use of marijuana produces long-term personality changes, notably loss of motivation, ambition, and judgement. Other observers, however, have concluded that it is less likely that the drug causes loss of motivation than that people who have low motivation to begin with are more inclined than others to use it heavily.

So far as is known, marijuana does not produce any physical dependence that makes its users **crave the drug** and **suffer *withdrawal symptoms***<sup>2</sup> in its absence, as do users of “hard” drugs such as heroin. However, it does seem to produce a psychological dependence. In Egypt, where marijuana can be obtained easily despite laws against it, a study of people who use it five to fifty times a month showed that two-thirds wanted to stop – yet continued because of its **soothing** and mood-elevating effects as well as the fact that they were used to smoking it in social situations. Whether the use of marijuana tends to lead to addiction to heroin is not known. Many heroin addicts began with marijuana – but obviously only a small number of marijuana users go on to hard drugs.

There is no question at all about the extreme danger of “hard” drugs. Heroin is highly addictive, and anyone who thinks he can get away with trying it for a few times is likely to become dependent on it before he has ever aware that he is “hooked”. The addict needs more and more of the drug as time goes on, not only to achieve the feeling the drug produces but also to avoid extremely painful withdrawal symptoms, and his habit may eventually cost as much as \$125 a day – a fact that leads many addicts to turn to crime. Overdose frequently kills addicts; indeed in New York City heroin addiction is the leading cause of death among people between the ages of fifteen and thirty five. As for the ***amphetamines***<sup>3</sup>, sometimes known as “**pep pills**,” “meth,” and “speed”, these too are addictive in that users build up a tolerance and must use more and more to achieve the same effect. The “high” created by amphetamines, especially when injected into the blood stream, may be accompanied by severe feelings of anxiety and irrational thinking leading to violent behavior, followed by a depression in which the user becomes suicidal. The drug can cause psychological disturbances that make it impossible for the user to keep attending college

or work at a job, and prolonged **abuse of the drug** has been found to produce brain damage.

### Notes.

**1. blind experiment** – «слепой эксперимент»: процедура проведения исследования реакции людей на какое-либо воздействие, при котором испытуемые не посвящаются в важные детали проводимого исследования. Метод применяется для исключения субъективных факторов, которые могут повлиять на результат эксперимента.

**2. withdrawal symptoms** – «абстинентный синдром»: комплекс патологических симптомов психологического и физического характера, возникающий после отмены или резкого снижения дозы приема алкоголя, никотина, наркотических и психоактивных веществ, антидепрессантов и медикаментов, после их неоднократного и активного потребления.

**3. amphetamine** – амфетамин: синтетический стимулятор центральной нервной системы

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph*

*Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. What is the main aspect of the “generation gap”?
2. Why is a blind experiment useless for assessing the effect of marijuana on driving habits?
3. How many varieties of marijuana have the scientists found?
4. What makes it difficult to study the effects of marijuana?

5. What are the physical effects of taking marijuana?
6. What is the foundation of dividing marijuana users into three groups?
7. What kind of dependence does marijuana produce?
8. Why is it next to impossible for the hard drug addicts to give up?
9. What are the consequences of taking amphetamines?

### **Exercise 3**

***Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.***

1. Marijuana is not more dangerous than alcohol.
2. All kinds of marijuana plants are equal in their efficiency.
3. ... the drug increases short-term memory and the ability to make decisions rapidly
4. The people with low motivation are more inclined to use the drugs heavily.
5. The use of marijuana tends to lead to the heroin addiction.

### **Exercise 4**

***How do you understand the following words, word combinations and sentences? Give your own interpretation in English.***

1. thorny aspect
2. Thus, all experimental evidence on marijuana has to be viewed with reservations.
3. Insofar as can be judged from laboratory experiments.
4. ... the drug gave them an expanded awareness
5. conflicting reports
6. Heroin is highly addictive, and anyone who thinks he can get away with trying it for a few times is likely to become dependent on it before he has ever aware that he is "hooked".

## Exercise 5

*Define, how the title of the text relates to its content.*

*Make up a plan of the content of the text for further retelling.*

*Retell the text using the given vocabulary.*

### TEXT 4

## I DISCOVER MY FATHER

By Sherwood Anderson

### Vocabulary

**to show off** – выпендриваться

**to get up a show** – устроить шоу

**a livery stable** – платная конюшня (извозчий двор, где берут лошадь на содержание)

**lit up / corned / potted** – (разговорный) пьяный

**a harness shop** – магазин сбруи (шорно-седельная мастерская)

**to go broke** - разориться

**to fool around** - развлекаться

**superintendent** – директор (заведующий)

**a hardware store** – хозяйственный магазин

**a windbag**- пустозвон

**to liven up** – оживлять

**get a burr into speech** - картавить

**an orderly at headquarters** - ординарец в штаб-квартире

**to slip off** – незаметно скрыться

**to call it quits** – поднять белый флаг (признать поражение)

**to lick** – разг. нанести сокрушительный удар

**immaculate** – безупречный

**to get out** – зд. выплыть наружу (о секрете)/ стать достоянием гласности

corned=potted

**(to be) down and out** – оказаться в безнадежном положении

**fancies** – фантазии

**to strike out** – поплыть

You hear it said that fathers want their sons to be what they feel they cannot themselves be, but I tell you it also works the other way. A boy wants something very special from his father. I know that as a small boy I wanted my father to be a certain thing he was not. I wanted him to be a proud, silent, dignified father. When I was with other boys and he passed along the street, I wanted to feel a flow of pride. “There he is. That is my father.”

But he wasn't such a one. He couldn't be. It seemed to me then that he was always **showing off**. Let's say someone in our town had **got up a show**. They were always doing it. The druggist would be in it, the shoe-store clerk, the horse doctor, and a lot of women and girls. My father would manage to get the chief comedy part. It was, let's say, a Civil War play and he was a comic Irish soldier. He had to do the most absurd thing. They thought he was funny, but I didn't.

I thought he was terrible. I didn't see how mother could stand it. She even laughed with the others. Maybe I would have laughed if it hadn't been my father. Or there was a parade, the Fourth of July or **Decoration Day**<sup>1</sup>. He'd been in that, too, right at the front of it, as **Grand Marshal**<sup>2</sup> or something, on a white horse hired from a **livery stable**.

He couldn't ride for shucks. He fell off the horse and everyone hooted with laughter, but he didn't care. He even seemed to like it. I remember once when he had done something ridiculous, and right out on Main Street, too. I was with some other boys and they were laughing and shouting at him, and he was shouting back and having as good a time as they were. I ran down an alley back of some stores and there in the Presbyterian Church sheds I had a good long cry.

Or I would be in bed at night and father would come home a little **lit up** and bring some men with him. He was a man who was never alone. Before he went broke, running a **harness shop**, there were always a lot of men loafing in the shop. He **went broke**, of course, because he gave too much credit. He couldn't refuse it and I thought he was a fool. I had got to hating him.



There'd be men I didn't think would want to be **fooling around** with him. There might even be the **superintendent** of our schools and a quiet man who ran the **hardware store**. Once I remember there was a white-haired man who was a cashier of the bank. It was a wonder to me they'd want to be seen with such a **windbag**. That's what I thought he was. I know now what it was that attracted them. It was because life in our town, as in all small towns, was at times pretty dull and he **livened it up**. He made them laugh. He could tell stories. He'd even get them to singing.

If they didn't come to our house they'd go off, say at night, to where there was a grassy place by a creek. They'd cook food there and drink beer and sit about listening to his stories. He was always telling stories about himself. He'd say this or that wonderful thing had happened to him. It might be something that made him look like a fool. He didn't care.

If an Irishman came to our house, right away father would say he was Irish. He'd tell what county in Ireland he was born in. He'd tell things that happened there when he was a boy. He'd make it seem so real that, if I hadn't known he was born in southern Ohio, I'd have believed him myself. If it was a Scotchman the same thing happened. He'd **get a burr into his speech**. Or he was a German or a Swede. He'd be anything the other man was. I think they all knew he was lying, but they seemed to like him just the same. As a boy that was what I couldn't understand. And there was mother. How could she stand it. I wanted to ask but never did. She was not the kind you asked such questions.

I'd upstairs in my bed, in my room above the porch, and father would be telling some of his tales. A lot of father's stories were about the Civil War. To hear him tell it he'd been in about every battle. He'd known Grant, Sherman, Sheridan and I don't know how many others. He'd been particularly intimate with General Grant so that when Grant went East to take charge of all the armies, he took father along.

"I was **an orderly at headquarters** and Sim Grant said to me, "Irve", he said, I'm going to take you along with me." It seems he and Grant used **to slip off** sometimes and have a quiet drink together. That's what my father said. He'd tell about the day Lee surrendered and how, when the great moment came, they couldn't find Grant.

“You know,” my father said, “about General Grant’s book, his memories. You’ve read of how he said he had a headache and how, when he got word that Lee was ready to call it quit, he was suddenly and miraculously cured. “Huh,” said father. “He was in the woods with me. I was in there with my back against a tree. I was pretty well corned. I had got hold of a bottle of pretty good staff. They were looking for Grant. He had got off his horse and came into the woods. He found me. He was covered with mud. I had the bottle in my hand. What’d I care? The war was over. I knew we had them **licked.**”

My father said that he was the one who told Grant about Lee. An orderly riding by had told him, because the orderly knew how thick he was with Grant. Grant was embarrassed. “But, Irve, look at me. I’m all covered with mud,” he said to father. And then, my father said, he and Grant decided to have a drink together. They took a couple of shots and then, because he didn’t want Grant to show up potted before the immaculate Lee, he smashed the bottle against the tree.

“Sim Grant’s dead now and I wouldn’t want it **to get out** on him,” my father said.

That’s just one of the kind of things he’d tell. Of course the men knew he was lying , but they seemed to like it just the same.

When we got broke, **down and out**, do you think he ever brought anything home? Not he. If there wasn’t anything to eat in the house, he’d go off visiting around at farmhouses. They all wanted him. Sometimes he’d stay away for weeks, mother working to keep us fed, and then home he’d come bringing, let’s say, a ham. He’d got it from some farmer friend. He’d slap it on the table in the kitchen. “You bet I’m going to see that my kids have something to eat,” he’d say, and mother would just stand smiling at him. She’d never say a word about all the weeks and months he’s been away, not leaving us a cent for food. Once I heard her speaking to a woman in our street. Maybe the woman had dared to sympathize with her. “Oh,” she said, “it’s all right. He isn’t ever dull like most of the men in this street. Life is never dull when my man is about.”

But often I was full with bitterness, and sometimes I wished he wasn’t my father. I’d even invent another man as my father. To protect my mother,

I'd make up stories of a secret marriage that for some strange reason never got known. As though some man, say the president of a railroad company or maybe a Congressman, had married my mother, thinking his wife was dead and then it turned out she wasn't. So they had to hash it up but I got born just the same. I wasn't really the son of my father. Somewhere in the world there was a very dignified, quite wonderful man who was really my father. I even made myself half believe these **fancies**.

And then there came a certain night. He'd been off somewhere for two or three weeks. He found me alone in the house, reading by the kitchen table. It had been raining and he was very wet. He sat and looked at me for a long time, not saying a word. I was startled, for there was on his face the saddest look I had ever seen. He sat for a time, his clothes dripping.

"Come on with me," he said. I got up and went with him out of the house. I was filled with wonder but I wasn't afraid. We went along a dirt road that led down into the valley, about a mile out of town, where there was a pond. We walked in silence. The man who was always talking had stopped his talking. I didn't know what was up and had the queer feeling that I was with a stranger. I don't know whether my father intended it so. I don't think he did.

The pond was quite large. It was still raining hard and there were flashes of lightning followed by thunder. We were on a grassy bank at the pond's edge when my father spoke, and in the darkness and rain sounded strange.

"Take off your clothes," he said. Still filled with wonder, I began with to undress. There was a flash of lightning and I saw that he was already naked. Naked, we went into the pond. Taking my hand, he pulled me in. It may be that I was too frightened, too full of a feeling of strangeness, to speak. Before that night my father had never seemed to pay any attention to me. "And what is he up to now?" I kept asking myself. I did not swim very well, but he put my hand on his shoulder and **struck out** into the darkness.

He was a man with big shoulders, a powerful swimmer. In the darkness I could feel the movement of his muscles. We swam to the far edge of the pons and then back to where we had left our clothes. The rain continued and the wind blew. Sometimes my father swam on his back and when he did he

took my hand in his large powerful one and moved it over so that it rested always on his shoulder. Sometimes there would be a flash of lightning and I could see his face quite clearly. It was as it was earlier, in the kitchen, a face filled with sadness.

There would be the momentary glimpse of his face and then again the darkness, the wind and the rain. In me there was a feeling I had never known before. It was a feeling of closeness. It was something strange. It was as though I had been jerked suddenly out of myself, out of my world of the schoolboy, out of a world in which I was ashamed of my father. He had become blood of my blood; he the strong swimmer and I the boy clinging to him in the darkness. We swam in silence and in silence we dressed in our wet clothes, and went home.

There was a lamp lighted in the kitchen and when we came in, the water dripping from us, there was my mother. She smiled at us. I remember that she called us "boys". "What have you boys been up to", she asked, but my father did not answer. As he had begun the evening's experiment in silence, so he ended it. He turned and looked at me. Then he went, I thought, with a new and strange dignity out of the room. I climbed the stairs to my own room, undressed in the darkness and got into bed. I couldn't sleep and did not want to sleep. For the first time I knew that I was the son of my father. He was a storyteller as I was to be. It may be that I even laughed a little softly there in the darkness. If I did, I laughed knowing that I would never again be wanting another father.

## **Notes.**

**1. Decoration Day** — a day, May 30, originally appointed for decorating with flowers the graves of the Union soldiers and sailors, who fell in the Civil War in the United States, now called {Memorial Day}, and established as the last Monday in May.

**2. Grand marshal** is a ceremonial, military, or political office of very high rank. The term has its origins with the word "marshal" with the first usage of the term "grand marshal" as a ceremonial title for certain religious orders. The following are some additional usages of the term grand marshal: As a

court title, a grand marshal is normally the supreme court official in a government legislative branch.

## **EXERCISES**

### **Exercise 1**

*Read the text and formulate the controlling idea of each paragraph  
Find, if there is, the topic sentence of each paragraph of the text.*

### **Exercise 2**

*Answer the following questions*

1. What traits of character did the author want his father to have?
2. Why did Sherwood's father go broke?
3. What attracted people to Sherwood's father?
4. What stories about his friendship with General Grant did Anderson's father tell?
5. Why was Sherwood's mother so tolerant to her husband?
6. How did Sherwood try to protect her mother?
7. What surprised Sherwood in his father's behavior when Anderson the Elder returned after having been away for some weeks?
8. When did Sherwood experience the feeling of closeness to his father?

### **Exercise 3**

*Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.*

1. Anderson's father was the only person of the town community who did not take part in the Civil War play.
2. When Anderson's father got up a show in front of his son's friends, Sherwood Anderson was not confused.
3. Sherwood Anderson's father was born in Ireland.

4. Anderson's father invented most of his stories.
5. Anderson's father did not think much of his family when he got broke.
6. Sherwood used to communicate much with his father.
7. When Sherwood and his father came back from the pond, they were taking much in the kitchen.

#### **Exercise 4**

*How do you understand the following words, word combinations and sentences? Give your own interpretation in English.*

1. He was always showing off.
2. He couldn't ride for shucks.
3. He'd get a burr into his speech.
4. When he (Grant) got word that Lee was ready to call it quits ...
5. I was pretty well corned.
6. What is he up to now?
7. He was a story teller as I was to be.

#### **Exercise 5**

*Define, how the title of the text relates to its content.*

*Make up a plan of the content of the text for further retelling.*

*Retell the text using the given vocabulary.*

### **TEXT 5**

#### **BICYCLE TOUR THROUGH BAIA DEL SUR**

**By Judy and Don Davis**

#### **Vocabulary**

- **loco** – (амер. разг.) чокнутый
- **foliage** – растительность
- **haphazardly** – бессистемно (хаотично)

- **ruggedness of terrain** – неровности рельефа
- **to bulge** – выпячиваться
- **odometer** – счетчик пробега
- **at her best** – в своих лучших проявлениях
- **date palm** – финиковая пальма
- **ferocious** – яростный, беспощадный
- **vulture** – стервятник (гриф, коршун)
- **open country** – открытая местность
- **fool-hardy** – безумно отважный (безрассудный)
- **vista** – вид (перспектива)
- **heyday** – период расцвета
- **pitch out tent** – поставить палатку
- **to clam** - собирать съедобных моллюсков
- **squat** – сидеть на корточках
- **powdered egg** – яичный порошок
- **fruit and date bar** - батончик с фруктами и финиками
- **to dawn on (smb.)** – доходить до сознания
- **seemingly oblivious** – казалось бы, не замечающий (кого-либо/чего либо)
- **thrive** - процветать, благоденствовать

Our bicycles fit snugly in the back aisle of the eighteen-passenger plane. The two Mexican pilots look back through the cockpit entrance and laugh and wave. They think we're **loco**, as do all our friends back in the States, but anyone who wants to see *Baja del Sur*<sup>1</sup> badly enough to consider bicycling through it has to be a good guy, and so they've let us abroad with our bikes. And, when the slim Aeronaves Alimentadoras plane lands at the hilltop airport outside of *Santa Rosalia*<sup>2</sup>, the pilots formally shake our hands and wish us luck on our journey.

Stretching off beyond the airport is a sandy, mouse-colored desert, dotted with the muted green of desert **foliage**. At one end of the landing field lies a cemetery; below the airport, Santa Rosalia sprawls haphazardly across an *arroyo*<sup>3</sup> and up the side of the next hill.

Airport personnel and passengers waiting to board the plane for points south stare as we carefully lift our bicycles off the plane and out into the sun of Baja. Baja del Sur, southern half of the Mexican peninsula, is famous for the remoteness and **ruggedness of its terrain**. Until recently, cars passing through were advised to travel in pairs and to always carry spare tires and parts. Many natives of Baja have never even seen ten-speed bicycles, and a small crowd gathers as we fasten bright blue saddlebags **bulging** with food, water and camping supplies onto ours.

“Where are you going?” the boldest in the group finally asks.

We grin, and say, “*Cabo San Lucas*<sup>4</sup>.” His mouth falls open, he stares at us, then whistles. It is the reaction, we will constantly get on our 500-mile journey through Baja.

“Don’t you have a car?” gasps a boy about eighteen. We explain that we left our car in Guaymas, at the airport, where the watchman will look after it. Don checks the slim tires on the bikes one last time, I take a quick look at the **odometer** fastened to my front wheel and we head down the dusty dirt road into Santa Rosalia, which combines the charm of Mexico **at her best** with the picturesqueness of an old French mining town.

Our next real town will be the **date palm** oasis of *Mulege*<sup>5</sup>, famous for her deep-sea fishing, and a two-day ride over cactus-dotted hills to the south. We have chosen the time of year for our trip with great care. It is the last day of November when we cycle along the beach out of Santa Rosalia and, though the sun is still **ferocious** and we need hats to protect us from sunstroke, the snakes are asleep for the winter, and the heat isn’t so bad we can’t cycle through it.

The brand-new road seems our private highway. It stretches ahead, as far as the eye can see, empty except for an occasional truck bringing supplies back and forth from La Paz, Baja del Sur’s largest city, and one of our southern destinations. The sky is a bleached blue and we are amused and, secretly, a little worried, by the two **vultures** who come within stone-throwing distance and, as we hit **open country**, stay with us for over forty miles.

This is a country of scorpions and tarantulas, of settlements so spread apart that ranches are named on the maps, just as though they were towns.



We have planned carefully for the trip and don't consider ourselves **fool-hardy**, but the vultures seem to think we're worthwhile candidates for dinner. And, after all, this is their country. Maybe they know more about it than we do. This is not only our first trip to Baja, but our first bicycling trip. And we are both in our mid-thirties, two unlikely cyclists with a Spanish-English dictionary tucked in our back pockets.

The first couple of days are rough, but we survive and soon the vultures lose interest in us. Baja is a bicyclist's dream. It is a land of volcanic hills, humped like resting dinosaurs; sprawling *ocotillo*<sup>6</sup> and huge relatives of *saguaro cactus*<sup>7</sup> called cardons; vast deserted beaches and clear warm water, perfect for swimming. There is always something to see, some breathtaking vista or oddity of nature, some remnant of history hanging on in the form of *petroglyphs*<sup>8</sup> or crumbling mission walls.

And Baja, of course, is a land of churches. The sheet metal church in Santa Rosalia which was shipped, piece by piece, across from France in the **heyday** of copper mining in Santa Rosalia ...the rebuilt mission of Mulege, which some claim is one of the three best-preserved of all the mission churches ... Loreto's church, topped with a tower rebuilt by money won by its priest in the national lottery ... the crumbling wall, still standing guard over a graveyard, which is all that is left of an early mission chapel at San Juan Londo.

But mostly Baja is a land of space. There are no fences and wild horses, cattle and burros roam freely. The horses ignore us, the cattle are suspicious, but the burros are terrified and run or crowd together when we ride by. We feel badly about it and try to murmur words of reassurance, but it isn't until Don stops to take pictures, and I ride on ahead, that I see why the burros are so frightened. From a distance he looks exactly like a rider astride a nightmarish, science-fiction burro, its body formed by his sagging blue saddlebags – something a burro might have bad dreams about after eating too much wild grass.

Finding camping spots is no problem. The first four or five nights we **pitch out tent** along the Sea of Cortez – the Gulf of California – on beautiful palm-lined beaches. We **clam**, swim and watch playful dolphins splashing in the sunrise as we break camp in the mornings. As we swing away from

the gulf, over the Sierra de la Giganta Range and down the Magdalena Plain, we camp in the desert, under giant cardons, mesquite trees and graceful *palo blancos*<sup>9</sup> and *paloverdes*<sup>10</sup>.

Baja is famous for its fabulous resort hotels and we stop at a few of these for a shower and a change from the desert floor as a bed. We spend time, also, at Loreto, famed not only for being the first capital of Baja and a former *Jesuit*<sup>11</sup> capital but also as a fishing resort; and at the bleak, raw-looking town of Villa Insurgente, we buy blankets because the nights are getting chilly.

Whenever we stop at or near a settlement, men and boys materialize from nowhere to stare at the bikes. “Ahhh,” they say, shy smiles on their faces, hands shoved in their back pockets as they stare. The odometer on my bike always attracts special notice. One fellow, either familiar with odometers or more mechanically adept than the others, will **squat**, point to it, and explain how it works. But never are our bicycles or gear even touched and I am ashamed to remember worrying about theft.

The people we run into on our trip are warm and helpful, possessing a natural courtesy. Only in La Paz, a bustling free port city, which sees many tourists due to its first class airport and ferry service from both Mazatlan and Topolobumpo on the mainland, do we run into the charming old Mexican custom of “Pay whatever you feel the meal is worth.”

Food turns out to be our biggest problem bicycling through Mexico. We carry some, of course: dehydrated mixes, **powdered eggs, fruit and date bars** which we eat by the side of the road for quick energy. But we don't have enough and most markets outside of La Paz, which has a supermarket to rival any in the U.S., can do little to help us with lightweight, easily prepared food. Our lifesaver is the ranches. Some make a regular practice of selling food to travelers. The “Fresca” sign nailed to an outside wall identifies these. It's a cigarette ad and is invariably found on restaurant walls. Often, unless you see a gasoline-powered refrigerator sitting outside, it is the only indication that meals are sold at a particular spot. Our mode of travel, however, plus the novelty of having an American senora as a guest, assure us meals at other ranches, too.

Once, when Don cycles down a sandy road a quarter of a mile to a goat ranch nestled among the cardons, we are refused food. But as he starts to turn around to come back to the road, it **dawns on** the senora that he has said, “por me (sic) esposa y me” and she calls him back. His wife is with him? Where? On a bicycle, too? Of course, she will feed us!

The kitchen she ushers us into is a board lean-to tacked onto the side of her house. A soap opera plays on the ever-present battery-powered radio. We try not to stare at the businesslike rifle poked into the rafters. Rounds of goat cheese are drying on shelves along one wall. The young senora, all alone here except for her baby pokes mesquite branches into her oil-drum stove and begins making *tortillas*<sup>12</sup> by hand. In Baja, you accept what is offered, and she fixes us eggs, *frijoles*<sup>13</sup>, tortillas and coffee. The food is terrific. The tortillas make us realize the wisdom of the old Mexican custom of sampling a senorita’s tortillas before proposing marriage – our senora would have nothing to fear in such an arrangement – and two of the freshly gathered eggs would make six of our puny, sterile supermarket eggs.

Our speed is determined mainly by the steepness and frequency of the hills. “This whole peninsula is nothing but hills,” one burly truck driver laughs when we wistfully ask about the terrain ahead. He is just about right. Except for a hundred miles or so between Villa Insurgente and La Paz, we are either slowly struggling up a hill or else speeding downhill, hunched over our handle bars like racing cyclists. Maybe the downhill stretches help; at any rate, we average thirty-two miles a day, and go fifteen miles on our slowest day, fifty on our fastest.

With each hilltop the landscape changes, and often the sheer richness of view is more than our eyes can take in. There is so much to study; the twisted shapes of the elephant trees, the noisy life in a tide pool fed by a hot mineral spring, the laboriously slow progress of a hairy tarantula as he crosses the road, seemingly oblivious of us bent over staring at him. We stop often and prop our bicycles by the side of the road to explore a fascinating bit of cacti or wildflower or simply to ease our weary bodies into the cement storm drains that line the road. They are contoured just right for our backs, and make excellent chairs to relax in while we nibble a fruit bar and take a drink of water.

**The last leg of our trip**, from La Paz south to Cabo San Lucas, takes a full week. The weather has been delightful, ever since Mulege, but once we leave La Paz we run into a hot weather again, for a day, and then two days of a light drizzle. Until the road cuts back to the coast and the land of fishing resorts, we are in mining country. We spend several hours prowling around the rust-colored *adobe*<sup>14</sup> and brick ruins at IL Triunfo, where once 10,000 people **thrived** and where 500 people live. Farther down the road, we cycle off to take a look at San Antonio, a mining town 100 years older than El Triunfo but not nearly so beautiful.

Our favorite of the towns south of La Paz is Miraflores from the highway, where craftsmen make finely carved leather goods by hand. As we cycle along the side road that leads to Miraflores from the highway, we see newly whitewashed houses, surrounded by tin cans full of blooming flowers, and hear the unexpected sound of someone playing a violin in one of the adobe huts. Miraflores is one of the towns in Baja, which boasts a restaurant (not all do) and after a fine meal of *machaca*<sup>15</sup>, a national dish made of dried beef or venison, vegetables and seasonings, we visit Alcides Verduzco, a leather worker. Alcides, we have been told, knows all about Indian sites in the area. He is a small man with a big moustache who has taught himself English at night from a book. He shows us fossils and arrowheads he has collected, then takes us fifteen or twenty miles back into the hills, where he shows us rock paintings and hand prints made by extinct Indians who once populated Baja.

By the time we reach Cabo San Lucas, the twenty-five pounds of extra weight on my bike and the forty-five on Don's seem very heavy. We have been a little cold, a little hot, and sometimes very sore as we dismounted for the day. But we have made it. We have had an adventure we'll never forget.

And, back at the airport at La Paz, as we prepare to board a plane for the mainland of Mexico, so that we can get back to Guayamas and our camper, a bearded American of about twenty hurries up to us. "I beg your pardon," he says in astonishment, "but what are you doing with those bikes in Baja?"

We explain the trip we've just made and, as we answer his excited questions, we know that we may have been the first to see southern Baja from the seat of a bicycle, but we won't be the last.

## Notes

1. **Baja del Sur** - the ninth-largest Mexican state in terms of area.
2. **Santa Rosalia, Mazatlan, Topolobumpo, IL Triunfo** – Mexican cities
3. **arroyo - арройо** – Spanish word meaning a creek, which often dries out in summer.
4. **Cabo San Lucas**, also known simply as **Cabo**, is a resort city at the southern tip of the Baja California peninsula, in the Mexican state of Baja California Sur.
5. **Mulege** - Мулехе , a full official name - Eroica-Mulege — the town in Mexico, South Low California State
6. **ocotillo** – “окотилло” - пустынный кустарник, излучающий ярко-розовые цветы на плетевидных тростниках. Его часто называют кактусом окотилло, но на самом деле это не кактус, хотя он растёт в аналогичных условиях.
7. **saguaro cactus** – карнегия гигантская (другое название – кардон), растение размером с дерево
8. **petroglyph** - петроглифы — выбитые или нанесенные краской изображения на каменной основе. Могут иметь самую разную тематику — ритуальную, мемориальную, знаковую.
9. **palo blanco** – пустынная акация
10. **paloverde** - дерево с корой зеленого цвета, покрытое колючками и практически лишённое листвы
11. **Jesuits** - The Jesuits are a male spiritual order of the Roman Catholic Church, founded in 1534 by Ignatius Loyola and approved by Pope Paul III in 1540.
12. **tortillas** - тортилья - тонкая, плоская, круглая пресная лепешка
13. **frijoles** – исп. фасоль (в мексиканской кухне). Br. – kidney bean = Am. -frigole
14. **adobe** – «саман» – древний материал для строительства (глина (глинистый грунт), перемешанный с мелко нарезанной соломой,

травой, камышом или другими растительными "наполнителями". Часто саманом называют кирпич-сырец (то есть не обожженный) из такого материала.)

**15. machaca** (Spanish: [ma'tʃaka]) is a traditionally dried meat, usually spiced beef or pork, that is rehydrated and then used in popular local cuisine in Northern Mexico and the Southwestern United States.

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph*

*Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. Why is it advisable for those traveling to Baja del Sur by car to do it in tandem and to carry spare tires and parts?
2. What is the destination of the travelers?
3. How many people are making a trip to Cabo San Lucas?
4. What time of the year have the travelers chosen for their a trip? Why?
5. Who accompanied the travelers for over forty miles?
6. How old were the travelers?
7. What is the animal world of Baja?
8. Why do people call Baja the land of churches?
9. Where did they take money for rebuilding Loreto's church?
10. What proves that Baja is a land of space?
11. Where do the travelers spend their first nights?
12. Why do the travelers make the decision to buy blankets?
13. How do were the travelers met by the Mexican people
14. What is the attitude of Mexicans to tourists?

15. What is the biggest problem for the travelers bicycling through Mexico?
16. What indicates the spot in Mexican province where you can buy some meals?
17. Why are the travelers refused food at the goat ranch?
18. What is the old Mexican custom concerning a bride?
19. Why do travelers sometimes feel like racing cyclists?
20. Why do weary travelers chose the cement storm drains lining the road for a rest?
21. What was the weather like during the trip through Baja?
22. What territory is called the “mining country”?
23. What are the ingredients of machaca, which is one of the traditional dishes?
24. Why do the travelers ask Alcides Verduzco to be their guide? What does he show to the tourists?
25. Why are Don and his wife sure that they have been the first to see southern Baja from the seat of a bicycle, but they won't be the last?

### **Exercise 3**

*Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.*

1. The travelers have arrived in Santa Rosalia by bicycles.
2. Santa Rosalia is located on the flatland.
3. Leaving for Cabo San Lucas the travelers did not take any luggage with them.
4. Santa Rosalia is a classic Mexican city.
5. The roads in Baja are of a high quality.
6. This is the first travelers' trip to Baja.
7. Burros were the only animals who ignored the bicycle riders.
8. It took the travelers not so much time to find the place to stay overnight.
9. The city of Loreto is the capital of Baja.
- 10 The theft of bicycles was a common thing in Baja.

11. La Paz attracts tourists because it is a bustling free port city.
12. There are no good markets out of La Paz.
13. The mistress of the goat ranch has only frijoles and coffee to serve the travelers.
14. The travelers cover 30 miles a day.
15. It takes the travelers a week to get from La Paz to Cabo San Lucas.
16. Ten hundred thousand people live in the “mining country”.
17. Miraflores is a very beautiful modern city.

#### **Exercise 4**

*How do you understand the following words, word combinations and sentences? Give your own interpretation in English.*

1. They think we're loco.
2. ... muted green of desert foliage
3. Santa Rosalia sprawls haphazardly across an *arroyo*<sup>3</sup> and up the side of the next hill.
4. ... deep-sea fishing
5. ... as we hit open country
6. ... some breathtaking vista or oddity of nature , some remnant of history hanging on in the form of petroglyphs or crumbling mission walls
7. We feel badly about it and try to murmur words of reassurance
8. ... we break camp in the mornings
9. ... the bleak, raw-looking town
10. La Paz ... has a market to rival any in the U.S.
11. ... a board lean-to tacked onto the side of her house
12. ... two of the freshly gathered eggs would make six of our puny, sterile supermarket eggs.
13. This whole peninsula is nothing but hills.
14. ... often the sheer richness of view is more than our eyes can take in.



## Exercise 5

*Make up a plan of the content of the text for further retelling.  
Retell the text using the given vocabulary.*

### TEXT 6

#### THE DYING GIRL THAT NO ONE HELPED

By Loudon Wainwright

#### Vocabulary

- **heedless** – невнимательный, беспечный
- **callous** – бессердечный
- **poke around** – рыться (в поисках чего-то)
- indignation – возмущение, негодование
- **to stalk** – преследовать (с агрессивной целью)
- **to stab** – нанести ножевое ранение
- **little eternity** – бесконечность
- **entreaty** – мольба
- **bum** – (ам.) никчемный человек (бомж, бродяга)
- **guilt-ridden** – охваченный чувством вины
- **to pick up as a suspect** – задержать в качестве подозреваемого

To judge from the recent, bitter example given us by the good folks of a respectable New York residential area, *Samaritans*<sup>1</sup> are very scarce these days. In fact, if the reactions of the 38 **heedless** witnesses to the murder of Catherine Genovese provide any true reflection of a national attitude toward our neighbors, we are becoming a **callous**, chicken-hearted and immoral people. *Psychiatrists*<sup>2</sup>, **poking around** in the ruins of character at the scene of the crime, have already come up with some generous, culture blaming excuses for this grotesque piece of bad fellowship. But the matter calls for something more than sheer **indignation**. An examination of the pitiful facts

of Miss Genovese's terminal experience makes very necessary the ugly personal question each of us must ask: What would I have done?

The story is simple and brutal. As she arrived home in the early morning darkness, Kitty Genovese, a decent, pretty young woman of 28, was **stalked** through the streets close to her Kew Gardens apartment and **stabbed** again and again by a man who had followed her home and who took almost a half hour to kill her. During that bloody **little eternity**, according to an extraordinary account published in the New York Times, Kitty screamed and cried repeatedly for help. Her **entreaties** were unequivocal. "Oh, my God!" she cried out at one point. "He stabbed me! Please help me! Someone help me!" Minutes later, before the murderer came back and attacked her for the final time, she screamed, "I'm dying! I'm dying!"

The reason of the murderer's actions and his victim's calls being so documented is that police were able to find 38 of Kitty's neighbors who admitted they witnessed the awful event. They heard the screams and most understood her cry for help. Peeking out their windows, many saw enough of the killer to provide a good description of his appearance and clothing. A few saw him strike Kitty, and more saw her staggering down the sidewalk after she had been stabbed twice and was looking for a place to hide. One especially sharp-eyed person was able to report that the murderer was sucking his finger as he left the scene; he had cut himself during the attack. Another witness has the awful distinction of being the only person Kitty Genovese recognized in the audience taking in her final moments. She looked at him and called to him by name. He did not reply.

No one really helped Kitty at all. Only one person shouted at the killer ("Let that girl alone!"), and the one phone call that was finally made to the police was placed after the murderer had got in his car and driven off. For the most part the witnesses, crouching in darkened windows like watchers of a Late Show, looked on until the play had passed beyond their view. Then they went back to bed.

Not all of these people, it must be said, understood they were watching a murder. Some thought they were looking on at a lovers' quarrel; others saw or heard so very little that they could not have reached any conclusion about the disturbance. Even if one of her neighbors had called the police

promptly, it cannot be definitely stated that Kitty would have survived. But that is quite beside the point. The fact is that no one, even those, who were sure something was terribly wrong, felt moved enough to act.

On the scene, a few days after, the killer had been caught and had confessed, Police Lieutenant Bernard Jacobs discussed the investigation. “The word we kept hearing from the witnesses later was ‘involved,’ ” Jacobs said. A dark-haired, thoughtful man, he was standing on the sidewalk next to two fist-sized, dark-grey blotches on the cement. These were Kitty’s bloodstains and it was there that the killer first stabbed her. “People told us they just didn’t want to get involved,” Jacobs said to me. “They don’t want to be questioned or have to go to court.” He pointed to an apartment house directly across the quiet street. “They looked down at this thing,” he went on, “from four different floors of that building,” Jacobs indicated the long, two-story building immediately next to him. A row of stores took up the ground floor; there were apartments on the upper floor. “Kitty lived in one of them,” Jacobs said. “People up there were sitting right on top of the crime.” He moved his arm in a gesture that included all the buildings. “It’s a nice neighborhood, isn’t it?” he went on. “Doesn’t look like a jungle. Good, solid people. We don’t expect anybody to come out into the street and fight this kind of **bum**. All we want is a phone call. We don’t even need to know who’s making it. You know what this man told us after we caught him?” Jacobs asked. “He said he figured nobody would do anything to help. He heard the windows go up and saw the lights go on. He just retreated for a while and when things quieted down, he came back to finish the job.”

Later, in one of the apartment houses, a witness to part of Kitty Genovese’s murder talked. His comments – agonized, contradictory, **guilt-ridden**, self-excusing - indicate the price in bad conscience he and his neighbors are now paying. “I feel terrible about it,” he said. “The thing keeps coming back in my mind. You just don’t want to be involved. They might have picked me up as a suspect if I’d bounced right out there. I was getting ready but my wife stopped me. She didn’t want to be a hero’s widow. I woke up about the third scream. I pulled the blind so hard it came off the window. The girl was on her knees struggling to get up. I didn’t know if she was drunk or what. I never saw the man. She staggered a little when she walked,

like she had a few drinks in her. I forgot the screen was there and I almost put my head through it trying to get a better look. I could see people with their heads out and hear windows going up and down all along the street.”

The man walked to the window and looked down at the sidewalk. He was plainly depressed and disappointed at his own failure. “Every time I look out here now”, he said, “it’s like looking out at a nightmare. How could so many of us have had the same idea that we didn’t need to do anything? But that’s not all that’s wrong. Now he sounded betrayed and he told what was really eating him. Those 38 witnesses had, at least, talked to the police after the murder. The man pointed to a nearby building. “There are people over there who saw everything,” he said. “And there hasn’t been a peep out of them yet. Not one peep.”

## Notes

**1. Samaritan** - a charitable person, one who helps others (from the Bible story in Luke 10:30–37)

**2. A psychiatrist** - a physician who specializes in psychiatry, the branch of medicine devoted to the diagnosis, prevention, study, and treatment of mental disorders. Psychiatrists are physicians and evaluate patients to determine whether their symptoms are the result of a physical illness, a combination of physical and mental ailments or strictly mental issues.

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph  
Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. How many people witnessed the murder of Catherine Genovese?

2. What does the matter call for?
3. When did the accident happen?
4. How did the police know what had happened?
5. Why was one of the witnesses sure that the killer was wounded?
6. How did the murderer leave the scene of crime?
7. How did some people explain their not having reacted to the accident on the street?
8. Who conducted investigations?
9. What struck the Police Lieutenant in the witnesses' explanations most of all?
10. Why did the criminal act so straightforwardly?
11. What comments did the witness to part of Kitty Genovese's murder give?
12. How many witnesses talked to the police after the murder?

### **Exercise 3**

*Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.*

1. Psychiatrists have found the reason of the neighbors' indifference in their being too busy to interfere.
2. The murderer assaulted Catherine Genovese at her apartment.
3. Kitty was stabbed more than once.
4. Kitty was so frightened that she even could not yell for help.
5. Nobody could describe the killer.
6. Kitty recognized some witnesses and called to them by name.
7. Only one person shouted at the killer and made a call to the police.
8. The telephone call to the police could save Kitty.
9. Kitty's apartment was in a four-story building.
10. The witness to part of Kitty's murder did not feel guilty.

#### **Exercise 4**

*How do you understand the following words, word combinations and sentences? Give your own interpretation in English.*

1. Psychiatrists, in the ruins of character at the scene of the crime, have already come up with some generous, culture blaming excuses for this grotesque piece of bad fellowship.
2. Her entreaties were unequivocal.
3. ... until the play had passed beyond their view
4. But that is quite beside the point.
5. The fact is that no one ... felt moved enough to act.
6. People up there were sitting right on top of the crime
7. "... a nice neighborhood ... Doesn't look like a jungle. Good, solid people."
8. The thing keeps coming back in my mind.
9. They might have picked me up as a suspect if I'd bounced right out there.
10. He told what was really eating him.

#### **Exercise 5**

*Define, how the title of the text relates to its content.*

*Make up a plan of the content of the text for further retelling.*

*Retell the text using the given vocabulary.*

#### **TEXT 7**

#### **I BECOME A STUDENT**

**(from the autobiography of Lincoln Steffens<sup>1</sup>)**

#### **Vocabulary**

- **the faculty** – преподавательский состав
- **to lose smb. a degree** – лишить кого-то ученой степени
- **to hit on a method** – придумать метод

- **to con** – выучить наизусть
- **to quiz** – проверять знания
- **to throw upon (historical questions)** – затрагивать (исторические вопросы)
- **to take the course (in)** – изучить курс (по)
- **to flunk** – провалиться на экзамене
- **industry** – зд. трудолюбие
- **trapper** – охотник, зверолов
- **memorandum** – зд. конспект
- **graft** - взяточничество
- **prosecution office** – прокуратура
- **backer** - спонсор, покровитель
- **to make a fortune** – сколотить состояние, разбогатеть
- **to do over** – переделывать
- **rah-rah boys** - весёлая студенческая молодёжь (студенты, предпочитающие занятиям веселое времяпрепровождение)
- **petting party** – вечеринка с поцелуями, (амер. парочка, предающаяся любовным утехам)
- **somehow or other** – так или иначе
- **wrestle with smth.** – «ломать голову», биться над чем-то
- **in a literal sense** – в буквальном смысле
- **to be in awe of** – благоговеть (перед кем-то)
- **to look up to** - относиться с почтением, уважать
- **high priest** – первосвященник
- **to succeed smb. in** – стать чьим-то приемником в (какой-то сфере)

It is possible to get an education at a university. It has been done; not often, but the fact that a proportion, however small, of college students do get a start in interested, methodical study, proves my thesis and the two personal experiences I have to offer illustrate it and show how to circumvent **the faculty**, the other students, and the whole college system of mind-fixing. My method might **lose a boy his degree**, but a degree is not worth so much as the capacity and the drive to learn, and the undergraduate desire for an empty baccalaureate is one of the holes the educational system has on

students. Wise students some day will refuse to take degrees, as the best men (in England, for example) give, but do not themselves accept, titles.

My **method was hit on** by accident and some instinct. I specialized. With several courses prescribed, I concentrated on the one or two that interested me most, and letting the others go, I worked intensively on my favorites. In my first two years, for example, I worked at English and political economy and read philosophy. At the beginning of my junior year, I had several cinches in history. Now I liked history; I had neglected it partly, because I rebelled at the way it was taught, as positive knowledge unrelated to politics, art, life, or anything else. The professors gave us chapters out of a few books to read, **con** and **be quizzed** on. Blessed as I was with a “bad memory” I could not commit to it anything that I did not understand and intellectually need. The bare record of the story of man, with names, dates, and irrelative events, bored me. But I had discovered in my readings of literature, philosophy, and political economy that history had light **to throw upon unhistorical questions**. So I proposed in my junior and senior years to specialize in history, **taking all the courses** required and those also that I had **flunked** in. With this in mind I listened attentively to the first introductory talk of Professor William Cary Jones on American constitutional history. He was a dull lecturer, but I noticed that, after telling us what pages of what books we must be prepared in, he mumbled off some other references “for those that may care to dig deeper.”

When the rest of the class rushed out into the sunshine, I went up to the professor and, to his surprise, asked for this memorandum. He gave it to me. Up in the library I ran through the required chapters in the two different books, and they differed on several points. Turning to other authorities, I saw that they disagreed on the same facts and also on others. The librarian, appealed to, helped me search the book-shelves till the library closed, and then I called ON Professor Jones for more references. He was astonished, invited me in, and began to approve my industry, which astonished me. I was not trying to be a good boy; I was better than that: I was a curious boy. He lent me a couple of his books, and I went off to my club to read them. They only deepened the mystery, clearing up the historical question, but leaving the answer to be dug for and written.



The historians did not know! History was not a science, but a field for research, a field for me, for any young man, to explore, to make discoveries in and write a scientific report about. I was fascinated. As I went on from chapter to chapter, day after day, finding frequently essential differences of opinion and of fact, I saw more and more work to do. In this course, American constitutional history, I hunted far enough to suspect that the Fathers of the Republic who wrote our sacred Constitution of the United States not only did not, but did not want to, establish a democratic government, and I dreamed for a while-as I used as a child to play I was Napoleon or a **trapper** – I promised myself to write a true history of the making of the American Constitution. I did not do it; that chapter has been done or well begun since by two men: Smith of the University of Washington and Beard (then of Columbia )afterward forced out, perhaps for this very work. I found other events, men, and epochs waiting for students. In all my other courses, in ancient, in European, and in modern history, the disagreeing authorities carried me back to the need of a fresh search for (or of) the original documents or other *clinching testimony*. Of course, I did well in my classes. The history professors soon knew me as a student and seldom put a question to me except when the class had flunked it. Then Professor Jones would say, “Well, Steffens, tell them about it.”

Fine. But vanity wasn't my ruling passion then. What I had was a quickening sense that I was learning a method of studying history and that every chapter of it, from the beginning of the world to the end, is carrying out to be rewritten. There was something for Youth to do; these superior old men had not done anything, finally.

Years afterward I came out of the **graft prosecution office** in San Francisco with Rudolph Spreckels, the banker and backer of the investigation. We were to go somewhere, quick, in his car, and we couldn't. The chauffeur was trying to repair something wrong. Mr. Spreckels smiled; he looked closely at the defective part, and to my silent, wondering inquiry he answered: “Always, when I see something badly done and not done at all, I see an opportunity to make a fortune. I never kick at bad work by my class: there's lots of it and we suffer from it. But our failures and neglects are chances for the young fellows coming along and looking for work.”

Nothing is done. Everything in the world remains to be done or done over. “The greatest picture is not yet painted, the greatest play isn’t written (not even by Shakespeare), the greatest poem is unsung. There isn’t in all the world a perfect railroad, nor a good government, nor a sound law.” Physics, mathematics, and especially the most advanced and exact of the sciences, are being fundamentally revised. Chemistry is just becoming a science; psychology, economics, and sociology are awaiting a Darwin, whose work in turn is awaiting an Einstein. If the **rah-rah boys** in our colleges could be told this, they might not all be such specialists in football, **petting parties**, and unearned degrees. They are not told it, however; they are told to learn what is known. This is nothing, philosophically speaking.

Somehow or other in my later years at **Berkeley**<sup>2</sup>, two professors, Moses and Howison, representing opposite schools of thought got into controversy, probably about their classes. They brought together in the house of one of them a few of their picked students, with the evident intention of letting us show in conversation how much or how little we had understood of their respective teachings. I don’t remember just what the subject was that they threw into the ring, but we wrestled with it till the professors could stand it no longer. Then they broke in, and while we sat silent and highly entertained, they went at each other hard and fast, and long. It was after midnight when, the debate over, we went home. I asked the other fellows what they had got out of it, and their answers showed that they had seen nothing but a fine, fair fight. When I laughed, they asked me what I, the **D.S.**<sup>3</sup>, had seen that was so much more profound.

I said that I had seen two highly-trained, well-educated Masters of Arts and Doctors of Philosophy disagreeing upon every essential point of thought and knowledge. They had all there was of the sciences; and yet they could not find any knowledge upon which upon which they could base an acceptable conclusion. They had no test of knowledge; they didn’t know what is and what is not. And they have no test of right and wrong; they have no basis for even an ethics.

Well, and what of it? They asked me that, and that I did not answer. I was stunned by the discovery that it was philosophically true, **in a most literal sense**, that nothing is known; that it is precisely the foundation that is

lacking for science; that all we call knowledge rested upon assumptions which the scientists did not all accept; and that, likewise, there is no scientific reason for saying, for example, that stealing is wrong. In brief: there was no scientific basis for an ethics. No wonder men said one thing and did another; no wonder they could settle nothing either in life or in the academies.

I could hardly believe this. Maybe these professors, whom I greatly respected, did not know it all. I read the books over again with a fresh eye, with a real interest, and I could see that, as in history, so in other branches of knowledge, everything was in the air. And I was glad of it. Rebel though I was, I had got the religion of scholarship and science; I **was in awe** of the authorities in the academic world. It was a release to feel my worship cool and pass. But I could not be sure. I must go elsewhere, see and hear other professors. Men these California professors quoted and looked up to as their **high priests**. I decided to go as a student when I was through Berkeley, and I would start with the German universities.

My father listened to my plan, and he was disappointed. He had hoped I would **succeed him in** his business; it was for that that he was staying in it. When I said that, whatever I might do, I would never go into business, he said, rather sadly, that he would sell out his interest and retire. And he did soon after our talk. But he wanted me to stay home and, to keep me, offered to buy an interest in a certain San Francisco daily paper. He had evidently had this in mind for some time. I had always done some writing, verse at the poetical age of puberty, then a novel, which my mother alone treasured. Journalism was the business for a boy who liked to write, he thought, and he said I had often spoken of a newspaper as my ambition. No doubt I had in the intervals between my campaigns as Napoleon. But no more. I was now going to be a scientist, a philosopher. He sighed; he thought it over, and with the approval of my mother, who was for every sort of education, he gave his consent.

## Notes.

1. **Lincoln Austin Steffens** (April 6, 1866 – August 9, 1936) was an American investigative journalist and one of the leading muckrakers of the Progressive Era in the early 20th century.

2. **Berkeley** - американский исследовательский университет, расположенный в Беркли, штат Калифорния. Университет пользуется мировой известностью как один из лучших центров подготовки специалистов по компьютерным и информационным технологиям, экономике, праву, бизнесу, физике, химии, биологии.

3. **D.S.** – Doctor of Sciences

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph*

*Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. Do you agree with the author's attitude to the university degree?
2. What subjects were the author's favorites?
3. What was the reason of the author's lack of interest in the university course of history?
4. What conclusion did the author come after working at the professor's memorandum?
5. Why did the history professors seldom put questions to the author?
6. What relation does Rudolph Spreckels have to the author's investigation?
7. What is the attitude of Rudolph Spreckels to the work badly done by his class?
8. What was the aim of two professors from Berkeley when they arranged debates in the house of one of them?
9. What were Steffens' plans after graduation from Berkeley University?

### **Exercise 3**

***Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.***

1. In the author's opinion, the main idea of studying at a university is getting a scientific degree.
2. The author studied at the university only those subjects that interested him.
3. The author got interested in history being at school.
4. The history professors never put questions to the author.
5. The author was very proud of being an advanced student in history.
6. The disagreeing authorities encouraged the author to search for the original documents.
7. All scientists have made a conclusion that knowledge rests upon assumptions.
8. Steffens' father hoped his son would succeed him in his business.
9. Steffens' mother approved his strive for science.

### **Exercise 4**

***How do you understand the following words, word combinations and sentences? Give your own interpretation in English.***

1. college system of mind-fixing
2. My method was hit on by accident and some instinct.
3. I had neglected it partly because I rebelled at the way it was taught.
4. I found other events, men, and epochs waiting for students.
5. clinching testimony
6. I did well in my classes.
7. ... every chapter of it (history) is carrying out to be rewritten.
8. I never kick at bad work by my class
9. ... psychology, economics, and sociology are awaiting a Darwin, whose work in turn is awaiting an Einstein.

10. I don't remember just what the subject was that they threw into the ring, but we wrestled with it till the professors could stand it no longer.

11. It was a release to feel my worship cool and pass.

12. Rebel though I was, I had got the religion of scholarship and science

### Exercise 5

*Define, how the title of the text relates to its content.*

*Make up a plan of the content of the text for further retelling.*

*Retell the text using the given vocabulary.*

## TEXT 8

### PLANTS HAVE A FEW TRICK, TOO

(From Natural History, by Arthur W. Galston)

#### Vocabulary

- **predator** - хищник
- **to fend off** – отражать (удар), отбиваться
- **stamina** – выносливость
- **ward off** – отгонять
- **fungus (pl. fungi)** – грибок (fungal disease – грибковое заболевание)
- **filamentous fungi** – мицелиальные грибы (или плесени)
- **ingest** - проглатывать
- **sundew** – росянка
- **Venus's-flytrap** - Венерина мухоловка
- **to forage** - добывать корм
- **Mimosa pudica** – мимоза стыдливая
- **deter** - отпугивать
- **omnivorous** – всеядный
- **tendrils** – усик, побег
- **strangler fig** – фикус золотистый

- **epiphytes** – эпифиты
- **pungent, volatile materials** - едкие, летучие вещества
- **germicidal materials** – бактерицидные вещества
- **plant pathologist** – фитопатолог
- **virulent** – вирулентный (опасный, смертельный)
- **thrust and counterthrust** – удар и ответный удар
- **oxidative enzyme** – окислительный фермент

All creatures living in the wild are subject to attack by predators, and their survival as a species depends in large measure on their success in **fending off** such attacks. Animals have many obvious self-defense mechanisms. Some, for example, hide from enemies by merging into the landscape so that it is difficult to see them; others hide by deliberately popping into a hole or under a rock. Because of their speed, some creatures outrun potential predators, while others outlast them by superior **stamina** during a long pursuit. A cornered or alarmed animal can **ward off** an enemy by obnoxious odors, gestures, or noises, and in a pinch can stand and fight off an attacker. Even when faced with a microscopic invader, such as a bacterium, a fungus, or a foreign protein of any kind, many animals can react with a variety of defenses, including **ingestion** of an attacker by special mobile body cells or the formation of special antibodies that couple with the invading protein or cell and render it harmless.

Plants, by contrast, seem at first sight to be relatively defenseless against attack, but a closer look reveals that they do have some mechanisms for warding off other organisms. For the most part, they are incapable of sufficiently rapid motion to do damage to an animal, although the insect-trapping devices of the *sundew*<sup>1</sup> and of *Venus's-flytrap*<sup>2</sup> have been widely popularized. Upon mechanical stimulation the leaves of the sensitive plant will rapidly fold, which is said to protect the plant against **foraging** animals. Thus, botanical humor has it that a goat entering a patch of wild **Mimosa pudica** would starve to death, because the plant's sudden folding of its leaves after jostling would make it seem unavailable for foraging. I personally doubt whether such an obvious ploy would **deter** an **omnivorous** goat.

Another kind of movement results from the tactile sensitivity and coiling growth of **tendrils** and other climbing organs; this permits some vines to grow over trees and, as in the case of the **strangler fig**, to completely kill the more upright host. The tree can do nothing to escape the ever tightening clutches of its unwanted *epiphyte*<sup>3</sup>

Most successful plant defenses are exerted against insects and microbes. It is well known, for example, that among closely related varieties or species of plants, some are eaten by insects while others are not. In such cases the differences between the related plants are often a clue to their defense mechanisms. Protection may be rather mechanical; some leaves are very leathery in texture and are covered on both surfaces by a *waxy cuticle*<sup>4</sup> or a thick, cushiony tuft of matted hairs. Such structural modifications of the leaf's surface repel some insect predators such as thorns repel some animals.

Other defense mechanisms are more chemical. For example, many wild plants contain bitter-tasting chemicals like alkaloids, tannins, or simple phenols, whose value to the plant is not well defined. Because of a general belief that everything in a wild creature must have some function (or else it would have been selected against and eliminated during the course of evolution), it has been suggested that these materials may discourage insects and large animals from eating the plant. Similarly, **pungent, volatile materials** like those of the onion and mustard are said to repel some insects at a distance, before they even get to the plant.

In some instances **plant pathologists**<sup>5</sup> have been able to draw correlations between a plant's content of certain chemical components, such as the phenols, and its resistance to **fungal diseases**. Phenols are, after all, well-known **germicidal materials**; the carbolic acid so easily smelled in hospital corridors is phenol itself. If effective against external microbes, why not against internal ones as well?

But there are some difficulties with this theory. Why don't the phenols kill the plant itself? The answer may be that the phenols, tannins, and other germicidal materials of plants are found in *vacuoles*<sup>6</sup>, separated from the living part of the cell by a membrane through which they cannot pass. They do not, therefore, act to repel or kill an invader unless the cell is first attacked in such a way as to break the membrane down and "liberate" the previously



restricted phenol. The phenol thus triggers the release of a counter-weapon hidden in a storage vault in the cell.

In recent years, a more active defense against microbial invaders has been shown to exist in some plants. When they are invaded by **filamentous fungi**, these plants respond by making a germicidal compound that they did not contain before the invasion. These substances are called *phytoalexins*<sup>7</sup>, from the Greek *phyton*, “plant”, and *alexin*, a warding off substance. Unlike antibodies, they tend not to be specific with regard to fungal toxicity, and are restricted to a zone immediately surrounding the infected area. Thus, they are of no use in providing systemic immunity.

One phytoalexin, a complex phenol called pisatin, has been isolated from pea pods inoculated with the pathogenic fungus *Ascochyta* or the nonpathogenic fungus *Monilinia*. In general, pea varieties resistant to the pathogenic organism form more pisatin than nonresistant varieties, a picture consistent with a functional role for pisatin in disease resistance. Some especially virulent invaders have the ability to break down the pisatin that is formed by the plant, which may account for their virulence. Plant and invader appear to deliver **thrust and counterthrust** in the chemical battle for survival. Tissues invaded by filamentous fungi also seem to form large quantities of certain **oxidative enzymes** like *peroxidase*.<sup>8</sup> When peroxidase acts on phenols, it converts them to “free radicals”, especially active forms of these compounds that may be the actual toxic material acting against the fungi. Thus, the active defense mechanism of the plant may involve not only the formation of a potential chemical toxin but also of the catalytic “fuse” that activates it.

There is much interest in these recent findings among plant geneticists, for the production of new agriculturally important and disease-resistant crops may be linked to phytoalexin production and activation. If successful, such an approach might even lessen our dependence on troublesome, externally applied pesticides.

## Notes

**1. sundew** - росянка — род плотоядных растений семейства Росянковые, встречающихся на болотах, песчаниках, в горах — почти на любых видах почв.

2. **Venus's-flytrap** - венерина мухоловка - растение болотистых областей восточного побережья Соединенных Штатов Америки (Северная и Южная Каролины)
3. **epiphyte** - эпифит — растение, произрастающее или постоянно прикрепленное на других растениях — форофитах, при этом не получающие от форофитов никаких питательных веществ.
4. **waxy cuticle** - кутикула волоса (**hair cuticle**) - наружный слой волоса, выполняющий защитную функцию
5. **plant pathologist** – фитопатолог - это специалист, который изучает болезни растений, вызванных патогенами (инфекции) и экологией (физиологические факторы). Разрабатывает средства по борьбе с заболеваниями, а так же профилактику от заболеваний растений.
6. **vacuole** – вакуоль — пространство в центральной части клетки, заполненное клеточным соком.
7. **phytoalexins** - фитоалексины – защитные вещества высших растений, подавляющие рост грибов-паразитов
8. **peroxidase** - пероксидаза - фермент, утилизирующий пероксид водорода в клетке

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph  
Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. How do animals manage to fend off their predators' attacks?
2. What is considered a microscopic invader?
3. What mechanisms do plants have for their defense?
3. How does *Mimosa pudica* defend itself from foraging animals?
4. What enables some vines to completely kill the more upright host?

5. What are the most successful plant defenses?
6. What structural modifications of the leaf's surface can become the plant defense mechanisms?
7. Why do some plants contain bitter-tasting chemicals?
8. Where can each of us feel the smell of phenol?
9. What prevents phenol from killing the plant itself?
10. What is the etymology of the term "phytoalexin"?
11. What is the function of peroxidase?
12. What is the attitude of plant geneticists to the new findings of plant pathologists?

### **Exercise 3**

*Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.*

1. Animals are not able to cope with microscopic invaders.
2. Plants have no mechanisms for warding off other organisms.
3. A tree cannot avoid epiphyte.
4. There is no difference between mechanical and chemical mechanisms for the plant defense.
5. Volatile materials are said to be unable to repel insects.
6. Phytoalexins are equal to antibodies by their action.
7. Nothing can break down the pisatin formed by the plant.
8. The main function of pisatin is to resist diseases.
9. Pea varieties resistant to the pathogenic organism form more pisatin than nonresistant varieties.

### **Exercise 4**

*How do you understand the following words, word combinations and sentences? Give your own interpretation in English.*

1. ... alarmed animal can ward off an enemy by obnoxious odors

2. ... some creatures outrun potential predators, while others outlast them by superior stamina during a long pursuit.  
foraging animals
2. epiphyte
4. ... botanical humor has it that a goat entering a patch of wild *Mimosa pudica* would starve to death
5. ... some are susceptible to a disease
6. The phenol ... triggers the release of a counter-weapon hidden in a storage vault in the cell.
7. warding-off substance
8. Thus, the active defense mechanism of the plant may involve not only the formation of a potential chemical toxin but also of the catalytic “fuse” that activates it.
9. ... such an approach might even lessen our dependence on troublesome, externally applied pesticides.

### **Exercise 5**

*Define, how the title of the text relates to its content.*

*Make up a plan of the content of the text for further retelling.*

*Retell the text using the given vocabulary.*

## **TEXT 9 THE POOL (by Allen Planz)**

### **Vocabulary**

- **mosquito wriggler** – куколка комара
- **stasis** – застой (крови)
- **concourse** – место, где собирается публика
- **encroach** – вторгаться (выходить за пределы)

- **lush grasses upcountry** - пышные травы на севере страны
- **to sift through** - просеивать (фильтровать)
- **depression** – углубление
- **to be overgrazed** - быть истощенным чрезмерным выпасом скота
- **overfarming** - перепроизводство (с/х культур)
- **dumping-ground** – свалка
- **to junk** - выбросить на свалку
- **slaughtered beasts** – забитый скот
- **locust** – саранча
- **sludge** – осадок
- **crankcase** – картер (двигателя)
- **to scour** – размывать
- **dust devil** – пылевой смерч
- **grit** – гравий
- **osprey** – (зоол.) скопа
- **rancid oil** – прогорклое масло
- **sewage** – сточные воды

On the west bank of the brown river there is a place where the wildness of nature mingles savagely with the wildness of civilization. Bare rocks have shouldered the rain into a sunken meadow, and more than a dozen auto bodies create a ring of metallic resonance around the small pond, from which all life, even the **mosquito wriggler**, has been choked by chemical **stasis**. Sunlight sickens on rust and purpled alloys, glints on the black water and shimmers on oil stained sand. This was a watering place once, a ford, a **concourse**, and one of many thousands of departure points. Buffalo rested by the rocks, heads to the wind, and geese held back the encroaching swamp for centuries, until guns killed off the geese and later gasoline killed the weeds. The erosion gully was a stream when **lush grasses upcountry sifted** the rain through their roots. Now every drizzle means sudden flood.

Here Indians made camp near the bank, and watched the fire shape and shadow the waters. The pioneer paused to collect his forces for the plunge farther into the west on the trail, which under moonlight, stirred faintly above the dark. A family settled here, and built a homestead, of which only a few rectangular **depressions** remain. This land was **overgrazed**, **over**

**farmed**, and abandoned, then assumed a civilized function as a **dumping-ground** for vandalized car wrecks from the highway a mile off. Though doubtless title to it is jealously guarded, nobody possesses it now, nobody watches over it, and it is nameless. One can come across it hiking and descending the rocks to the black pond and rest among the **junked** cars and among **slaughtered beasts**. **Locusts** skid in the sand or sing, entombed, in the sticky **sludge** spilled from **crankcases**. The river with its machined flow **scours** the pocked bank. The shadows inside and under the cars are bruises of blue air. **Dust devils** snake in the fine **grit**, and whirl flakes of rusted metal. One may calculate and possess again all the miles he has traveled, all the cities and towns that he called home and that irresistibly erupted him back on the road. One may calculate all those whom money had bought, or killed. One may do nothing and wish nothing. If the hot breeze stirs, it brings only the hands of buried men, and bears no witness to the riposte of **osprey** and eagle above terraces of clear water. And the night comes on, upside down, gaining on the earth a darkness it never has in the sky. The air smells of heated iron, **rancid oils**, and of water thickened with **sewage**. Voices in the blood begin talking of the blood's cessation. One picks up a theme, then, of the splendor of empire weighted against the dust of the people who built it.

And gives it to the heaviness of the night through which one has lived each night, getting drunk under stars arranged in patterns long since prefigured in the fears of men. And with the geophysics of the night in one hand, a bottle in the other, invokes that theme, so that, when the dawn splays the broken figure of man or beast on a hilltop, the wind may come again, if ever it comes again, singing not requiem but revolution.

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph  
Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. How did the place on the west bank of the brown river look like?
2. What indicates that people used to live or stay in this place?
3. Why did people leave this place?
4. What is the general idea the author wants to render with this article?

### **Exercise 3**

***Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.***

1. The place described has always been the place where the wildness of nature mingles savagely with the wildness of civilization.
2. There is a highway three miles away off the place.
3. Not only people but also animals and birds left the place.

### **Exercise 4**

***How do you understand the following words, word combinations and sentences? Give your own interpretation in English.***

1. ... all life, even the mosquito wriggler, has been choked by chemical stasis.
2. junked cars and slaughtered beasts
3. This land was overgrazed, over farmed, ... then assumed a civilized function as a dumping-ground for vandalized car wrecks.
4. water thickened with sewage
5. One picks up a theme, then, of the splendor of empire weighted against the dust of the people who built it.

### **Exercise 5**

***Define, how the title of the text relates to its content.***

***Make up a plan of the content of the text for further retelling.***

***Retell the text using the given vocabulary.***

## TEXT 10

### LETTER

#### Vocabulary

- **warrant** -
- **seize** – конфисковать (**seizure** – конфискация)
- **cock and bull story** – неправдоподобная история
- **to dodge a tax** – уклоняться от уплаты налога
- **dachshund** – такса
- **oversight** – недосмотр
- **cryptic** – зашифрованный
- **lumber** – пиломатериалы
- **alder thicket** – ольшаник
- **every once in a while** – время от времени
- **to be sore about** – переживать из-за
- **woodshed** – дровяной сарай

#### *Collector of Internal Revenue*<sup>1</sup>

Divisional Office

Bangor, Maine

Dear sir:

I have your notice about a payment of two hundred and some odd dollars that you say is owing on my income tax. You say a **warrant** has been issued for the **seizure** and sale of my place in Maine. But I don't know how awkward that would be right at this time, because in the same mail I also received a notice from the Society for the Prevention of Cruelty to Animals here in New York taking me to ask for harboring an unlicensed dog in my apartment. And I have written them saying that Minni is licensed in Maine, but if you seize and sell my place, it is going to make me look pretty silly with the Society, isn't it? Why would I license a dog in Maine, they will say, if I don't live there? I think it is a fair question. I have written the Society,



but purposefully did not mention the warrant of seizure and sale. I didn't want to mix them up, and it might have sounded like just some sort of **cock and bull story**. I have always paid my taxes promptly, and the Society would think I was kidding or something.

Anyway, the way the situation shapes up is this: I am being accused in New York State of **dodging** my dog **tax**, and accused in Maine of being behind in my federal tax, and I believe I'm going to have to rearrange my life somehow or other so that everything can be brought together, all in one state, maybe Delaware or some state like that, as it is too confusing for everybody this way. Minni, who is very sensitive to my moods, knows there is something wrong and that I feel terrible. And now she feels terrible. The other day it was the funniest thing, I was packing a suitcase for a trip home to Maine, and the suitcase was lying open on the floor and when I wasn't looking she went and got in and lay down. Don't you think that was cute?

If you seize the place, there are couple of things I ought to explain. At the head of the kitchen stairs you will find an awfully queer boxlike thing. I don't want you to get a false idea about it, as it looks like a coffin, only it has a partition inside, and two small doors on one side. I don't suppose there is another box like it in the entire world. I built it oneself. I made it many years ago as a dormitory for two snug-haired **dachshunds**, both of whom suffered from night chill. Night chill is the most prevalent dachshund disorder, if you have never had one. Both these dogs, as a matter of fact, had rheumatoid tendencies, as well as a great many other tendencies, especially Fred. He's dead, damn it. I would feel a lot better this morning if I could just see Fred's face, as he would know instantly that I was in trouble with the authorities and would be all over the place, hamming it up. He was something.

About the tax money, it was an **oversight**, or mixup. Your notice says that the "first notice" was sent last summer. I think that is correct, but when it arrived I didn't know what it meant as I am no mind reader. It was **cryptic**. So I sent it to a lawyer, fool-fashion, and asked him if he knew what it meant. I asked him if it was a tax bill and shouldn't I pay it, and he wrote back and said, No, no, no, no, it isn't a tax bill. He advised me to wait till I got a bill and then pay it. Well, that was all right, but I was building a small henhouse

at the time, and when I get building something with my own hands I lose all sense of time and place. I don't even show up for meals. Give me some tools and some second-handed **lumber** and I get completely absorbed in what I am doing. The first thing I knew, the summer was gone, and the fall was gone, and it was winter. The lawyer must have been building something, too, because I never heard another word from him.

To make a long story short, I am sorry about this nonpayment, but you've got to see the whole picture to understand it, got to see my side of it. Of course I will forward the money if you haven't seized and sold the place in the meantime. If you have, there are a couple of other things on my mind. In the barn, at the far end of the tie ups, there is a goose sitting on eggs. She is a young goose and I hope you can manage everything so as not to disturb her until she has brought off her goslings. I'll give you one, if you want. Or would they belong to the federal government anyway, even though the eggs were laid before the notice was mailed? The cold frames are ready, and pretty soon you ought to transplant the young broccoli and tomato plants and my wife's petunias from the flats in the kitchen into the frames, to harden them. Fred's grave is down in the **alder thicket** beyond the dump. You have to go down there **every once in a while** and straighten the head stone, which is nothing but a couple of old bricks that came out of a chimney. Fred was restless, and his head stone is the same way – doesn't stay quiet. You have to keep at it.

I am sore about your note, which didn't seem friendly. I am a friendly taxpayer and do not think the government should take a threatening tone, at least until we have exchanged a couple of letters kicking the things around. Then it might be all right to talk about selling the place, if I proved stubborn. I showed the lawyer your notice about the warrant of seizure and sale, and do you what he said? He said, "Oh, that doesn't mean anything, it's just a form." What a crazy way to look at a piece of plain English. I honestly worry about lawyers. They never write plain English themselves, and when you give them a bit of plain English to read, they say, "Don't worry, it doesn't mean anything". They're hopeless, don't you think they are? To me a word is a word, and I wouldn't dream of writing like "I am going to get out a warrant to seize and sell your place" unless I mean it, and I can't believe that my government would either.

The best way to get into the house is through the woodshed, as there is an old crocus sack nailed on the bottom step and you can wipe the mud off on it. Also, when you go in through the woodshed, you land in the back kitchen right next to the cookie jar with Mrs. Freethy's cookies. Help yourself, they're wonderful.

Sincerely yours,  
E.B. White

### Notes.

**1. Collector of Internal Revenue** – someone who collects money for the government

## EXERCISES

### Exercise 1

*Read the text and formulate the controlling idea of each paragraph  
Find, if there is, the topic sentence of each paragraph of the text.*

### Exercise 2

*Answer the following questions*

1. What message did the author of the letter receive from the Tax Service?
2. How was Mr. White going to rearrange his life?
3. What pleased Mr. White in his dog behavior?
4. How does the dormitory for two snuggly-haired dachshunds look like?
5. Why does Mr. White think that his dormitory for dogs is unique?
6. How does Mr. White explain his having got in trouble with the Tax Service?
7. What duties about the house does Mr. White want to delegate to the Tax inspector?
8. Whom does Mr. White blame in his problems?
8. What are your feelings about the style of Mr. White's letter? What do you think about Mr. White?

### **Exercise 3**

***Define which of the following statements correspond to the content of the chapter. Make corrections in the false statements.***

1. Mr. Whites was to license his dog both in New York and in the State of Maine.
2. In case the house in Maine were seized, the owner had many things to explain.
3. Mr. White's dogs were suffering from fevers.
4. Mr. White's lawyer advised him to ignore the notice from the Tax Service.
5. Mr. White is ready to pay off his debts.
6. Mr. White feels offended by the tone of the note from the Tax Service.

### **Exercise 4**

***How do you understand the following words, word combinations and sentences? Give your own interpretation in English.***

1. ... harboring an unlicensed dog in my apartment
2. ... sort of cock and bull story
3. ... accused of being behind in my federal tax
4. ... an awfully queer boxlike thing
5. ... (he) would be all over the place, hamming it up
6. I am no mind reader
7. I don't even show up for meals.
8. ... until we have exchanged a couple of letters kicking the things around

### **Exercise 5**

***Define, how the title of the text relates to its content.***

***Make up a plan of the content of the text for further retelling.***

***Retell the text using the given vocabulary.***

## CONCLUSION

Умение правильно читать оригинальную неадаптированную литературу, извлекая из читаемого именно те мысли, которые автор стремится донести до читателя – это то, что лежит в основе формирования и развития способности излагать содержание текста своими словами, то есть приобретения навыков пересказа.

Система упражнений, представленная в пособии, помогает в работе над каждым абзацем текста, предлагая находить в них ключевые предложения или формулировать их исходя из понимания содержания того или иного абзаца. Такая работа позволяет выстроить четкий план будущего устного высказывания о прочитанном, в котором отсутствуют несущественные детали.

Автор выражает надежду, что издание будет полезно тем, кто хочет научиться читать аутентичные тексты со смыслом, что формулируется в методике преподавания английского языка как “reading for meaning”

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Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых  
Изд-во ВлГУ  
rio.vlgu@yandex.ru

Гуманитарный институт  
кафедра иностранных языков профессиональной коммуникации  
koykovati@mail.ru