

Министерство образования Республики Беларусь

Учреждение образования
«Полоцкий государственный университет»

Т. А. КОНЕВА, С. В. ШУК

ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ АНГЛИЙСКОГО ЯЗЫКА

Учебно-методический комплекс
для студентов 5 курса специальностей
1-02 03 06-01 «Английский язык. Немецкий язык»,
1-02 03 06-03 «Английский язык. Французский язык»,
1-02 03 07-01 «Английский язык. Белорусский язык и литература»

В двух частях

Часть 2

Новополоцк
ПГУ
2010

УДК 811.111(075.8)
ББК 81.432.1-7я73
К64

Рекомендовано к изданию методической комиссией
историко-филологического факультета
в качестве учебно-методического комплекса
(протокол № 8 от 24.02.2010)

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К64 Практика устной и письменной речи английского языка : учеб.-
метод. комплекс. В 2 ч. Ч. 2 / Т. А. Конева, С. В. Шук. – Новополоцк :
ПГУ, 2010. – 172 с.

ISBN 978-985-531-082-3.

Организован по блочно-модульному типу. Каждый модуль включает задания, направленные на развитие навыков устной речи на уровне дискуссии, чтения с элементами анализа, аудирования. Большое внимание уделяется развитию навыков письменной речи в форме эссе и сочинений. Содержатся тексты для реферирования с русского на английский язык, лексико-грамматические тесты. Приведены образцы тестовых заданий для уровня «proficiency».

Составлен с учетом типовой программы, делает упор на самостоятельную работу студентов.

Предназначен для студентов пятого курса языковых специальностей, направлен на овладение иностранным языком как средством общения на уровне «proficiency», формирование у студентов коммуникативных компетенций на основе аутентичного языкового материала, тематика которого охватывает наиболее актуальные проблемы современности.

УДК 811.111(075.8)
ББК 81.432.1-7я73

ISBN 978-985-531-082-3 (Ч. 2)
ISBN 978-985-418-926-0

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Word List for Unit 4

<p>akin to (<i>adj</i>) adversely (<i>adv</i>) ambience (<i>n</i>) amend (<i>v</i>) arresting (<i>adj</i>) avalanche (<i>n</i>) back up (<i>v</i>) (one's claims) ban (<i>v</i>) barmy (<i>adj</i>) (go ~) be pulled out by the roots bend (<i>v</i>) (rules or laws) blank sth out (<i>v</i>) blithely (<i>adv</i>) breach (<i>v</i>) = contravene break under the strain (of sth) browse (around in a shop) (<i>v</i>) chain store (<i>n</i>) keep a check on sth claim (<i>n</i>); overclaim (<i>n</i>) come, turn, etc. full circle (<i>idm</i>) come into play commercial (<i>n</i>) compete (on) (<i>v</i>) concourse (<i>n</i>) congestion (~ charge) (<i>n</i>) consciousness-raising consumer zombie (<i>n</i>) cough up (<i>v</i>) create controversy credentials (<i>n, pl</i>) critical faculties (part from your ~) cumulative effect de'posit (to pay a ~) detergent (<i>n</i>) dismal (<i>adj</i>) disposable (<i>adj</i>) distraction marketing (<i>n</i>)</p>	<p>doom sb/sth (to sth) (<i>v</i>) [usu passive] make a down payment downmarket ≠ upmarket (<i>adj</i>) drastic (<i>adj</i>) dump (<i>n</i>) (AmE) = tip (BrE); waste dumping dupe (<i>v</i>) the economy settings (<i>n</i>) emblazon [usu passive] (<i>v</i>) enhance (<i>v</i>) be entitled to sth (<i>v</i>) fall over oneself/each other (infml) (<i>v</i>) far-sighted (<i>adj</i>) feature (<i>v</i>) smell sth fishy flex one's muscles (<i>idm</i>) franchise (<i>n</i>) frantic (<i>adj</i>) gauge (<i>n</i>) gawp (<i>v</i>) generate publicity give sb a (free) taste of sth good value (= worth the money it costs); value for money gormlessness (<i>n</i>) greenwash (<i>n</i>) groundswell (of sth) (<i>n</i>) (fml) a ~ of support / a ~ of opinion grovel (<i>v</i>) hoarding (<i>n</i>) (BrE) = billboard (AmE) pay homage to sb/sth huckster (<i>n</i>) incentive (<i>n</i>) inflame (consumer outrage) (<i>v</i>) join the ranks of jump / climb on the bandwagon (<i>idm</i>) (infml, disappr)</p>
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a knock-on effect	-pronged (<i>adj</i>)
landfill (<i>n</i>)	reach an amicable settlement = settle sth out of court
lawsuit (<i>n</i>)	'respite (from sth) (<i>n</i>) (fml)
leery of sth (infml) (<i>adj</i>)	revitalize (<i>v</i>)
lenient (<i>adj</i>)	a riot of colour
liability (<i>n</i>)	clearance / jumble / car boot sale
lull sb into sth (<i>v</i>)	sales slump (<i>n</i>)
make good (with) (<i>v</i>)	shopping mall (<i>n</i>)
make one's mark (on/in) (<i>idm</i>)	be on show
meander (<i>v</i>) + syn	show sb the door (<i>idm</i>)
merchandise (<i>n</i>)	stand up to examinations
misrepresent (<i>v</i>)	state-of-the-art (<i>adj</i>)
mock-up (<i>n</i>) = replica (<i>n</i>)	stir sb into action
you name it (<i>idm</i>)	stupefying (<i>adj</i>)
obsequious = subservient (<i>adj</i>)	supine (<i>adj</i>) = submissive
on standby (<i>idm</i>)	tackle (<i>v</i>)
ostentation, ostentatious (<i>adj</i>)	take green actions
outlet (<i>n</i>)	in the long / short term
overkill (<i>n</i> , U)	throng (<i>n</i> , <i>v</i>)
parlance (<i>n</i>)	tick off (<i>v</i>)
pay cash down	unduly (<i>adv</i>)
phoney (<i>adj</i>)	unwittingly (<i>adv</i>)
pick on (<i>v</i>)	vehicle (<i>n</i>) = medium
pitfall (<i>n</i>)	watchdog (<i>n</i>)
plastic (<i>adj</i>) (~ needs) = that seems arti- ficial; false; not real or sincere	well-stocked (<i>adj</i>); stock (<i>v</i>)
play fair	withdraw (<i>v</i>)
pledge (<i>v</i> , <i>n</i>)	withstand (<i>v</i>)
precinct (<i>n</i>)	if the worst comes to the worst (<i>idm</i>)
price an item	yardstick (<i>n</i>)
promote mass greenness	

4

Spending your money

4.1 SHOP TILL YOU DROP!

VOCABULARY DEVELOPMENT

A. Work in pairs. Discuss these questions with your partner:

If these products suddenly became difficult to obtain, which would you be prepared to pay the most money for and why?

*sugar salt coffee/tea rice water petrol soap chocolate
tickets to see your favourite pop group*

B. Work in groups. Discuss these questions with your partners:

1. What places do you enjoy shopping at (e.g. a market, a department store, a shopping mall, a boutique, etc.)? Give your reasons.
2. Think of the area you live in. Which is your favourite place locally to get:
magazines stationery books clothes DVDs or CDs electrical goods
3. Do you enjoy going shopping? Give your reasons.

C. 1. Why would / wouldn't you buy goods from the following people?

a person in the street a 'telephone' salesperson
a mail order catalogue a door-to-door salesperson

2. What do you understand by the following?

a charity shop; a jumble sale; a car boot sale.

D. In these sentences, THREE of the alternatives are correct and the rest are wrong. Decide which are correct and why the wrong alternatives seem incorrect.

1. Believe it or not, there really are _____ of soft drink called *Calpis, Pocari Sweat, Pschitt, Sic and Dribly!*
brands ✓ categories commodities makes ✓ species styles varieties ✓
2. The _____ was thronged with shoppers on the Saturday before Christmas.
boutique business kiosk mall shopping centre precinct
3. They stock a wide range of _____ in most department stores.
articles goods materials merchandise objects supplies
4. The goods they have on offer in the market are certainly _____ .
a bargain good value invaluable valued value for money worthy
5. Complaints about goods should be made to the retailer, not the _____ .
author creator inventor manufacturer supplier wholesaler
6. Consumer protection laws must be observed by every _____ .
end user patron purchaser retailer trader vendor

7. Shopkeepers can be fined if they _____ the law.
break contradict contravene disregard omit
8. An electronic cash register keeps a record of every _____ .
bargain contract deal negotiation purchase sale transaction
9. Manufacturers can inform the public about a new product _____ .
by mail order by propaganda in advertisements in commercials on posters
10. If you want a shop to keep something for you until later, you may have to _____ .
give a discount give a refund make a down payment pay a ransom
pay cash down pay a deposit open an account pay a bribe
11. You can get something repaired free of charge if it's still under _____ .
assurance certificate guarantee twelve months old warranty
12. Sales staff are trained to be polite and helpful to every _____ .
client customer dealer merchant purchaser stockist
13. I enjoy going to that shop because the staff are so _____ .
courteous helpful humble knowledgeable lenient obsequious subservient

4.2 SOMETHING FOR EVERYONE

READING

A. Read this article and MAKE NOTES on which aspects of West Edmonton Mall would appeal to you, and which would not. Then compare your notes with a partner, and discuss your reactions to the article.

Canada's palace of kitsch convenience

First impressions of the West Edmonton Mall are numbingly familiar, especially if you enter by the east wing. Outside, the sleet may be whipping across the flatlands of Alberta, but the processed ambience swiftly renders your senses supine in a manner well known to any visitor to Gateshead's Metro Centre or London's Brent Cross. 1

There is antiseptic Muzak and the glare of fluorescent lights. The concourse is decorated with indoor plants and "anchored" – to use the parlance of this most fanatical of service industries – at each end by a major department store. 2

Wander for a day among its glass and plastic halls and discover a complex so vast that its length is three times the height of the Empire State Building. The pursuit of aimless leisure here approaches the surreal. It is not the kind of place you drop in to for a bag of jelly babies and a packet of cigarettes. When you visit West Edmonton Mall and its avalanche of attractions, there is only one thing to do – hand in your coat at the cloakroom and submit. 3

You could go both barmy and bankrupt in this place and it wouldn't hurt a bit. For as well as the consumer seductions of Ikea, Sears, Athletes' 4

World and 800 other shops, a thematic mock-up of New Orleans' Bourbon Street containing several of the Mall's 110 eating establishments, plus a chapel, a nightclub and a bingo hall, West Edmonton Mall offers far more.

There is Fantasyland, a full-scale children's funfair complete with dodgems, miniature railway and stomach-churning repertoire of plunges, slides and spins; the World Waterpark, whose main pool features the Blue Thunder wave machine and a labyrinth of spiralling, high-velocity tunnel rides; the Deep Sea Adventure, an artificial oceanscape containing a replica of Christopher Columbus's ship, the Santa Maria, six mini-submarines for sub-aquatic sightseeing, a school of dolphins and an entire community of undersea life; a competition-standard skating rink, the Ice Palace; an 18-hole miniature golf course; a 19-studio cineplex and, of course, 15 banks and other financial service outlets.

5

When the mall's public relations person reaches for comparisons, she does not trouble with the obvious competitors but talks about Disneyland. "We've created a 365-day-a-year summer environment which provides entertainment for people. We have something for everyone. Disney has set the standard, and I like to think we match it."

6

Mickey Mouse himself would have to admit she has a point. West Edmonton Mall is not so much a shopping city as a fully integrated consumer fantasy that succeeds in being mindless, utterly ridiculous and absolutely out of this world. My girlfriend and I, and our two young children, meandered among the fountains and plastic mouldings in a condition of ever-increasing gormlessness, simultaneously stunned and seduced by the diabolically manufactured mechanism for parting you from your critical faculties and your cash.

7

Everything is scrupulously designed to prolong your visit and, in the end, everything is welcome. For example, is there a Western parent alive who, in the middle of a frantic day, would not welcome the oasis of a children's facility like Fantasyland?

8

An hour of such blissful respite, followed by coffee and a sandwich at some glitzy pre-fab cafe, and we were ready once again to disappear into our consumer daze, blithely coughing up a few more dollars for a tiepin, a woolly hat or baseball pennant, pausing to peer down at the sharks which glide through the depths of the Deep Sea Adventure or to gawp swivel-eyed at the Ice Palace skaters. In its idiotic way, it's all too wonderful for words. I like malls, partly because they usually fulfil their promise to be clean, safe and efficient, but mostly because they emit such a stupefying sensory cocktail of obsession, ostentation and overkill. At West Edmonton Mall – the

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world's biggest, according to the Guinness Book of Records – these characteristics reach absurd heights.

Mall-building is a precise science and this indoor panorama is nothing if not state-of-the-art. It is not that the shopping itself is so very thrilling; as ever with such malls, the stores are plentiful but ultimately banal. Rather, the pleasure is in being part of a quietly lunatic alternative universe where the thin line that divides shopping from entertainment in the late twentieth century becomes almost totally erased. 10

Entirely the product of private capital, West Edmonton Mall is owned by the Triple Five Corporation, the company of the Ghermazin family (three brothers and their father), who came from Iran to New York as rug traders, moved to Montreal and later made good with the discovery of Albertan oil. West Edmonton Mall has been built with the proceeds, a financial investment well over the \$1 billion mark. 11

As well as the World Waterpark, the Ice Palace and Fantasyland, it includes a hotel – the Fantasyland Hotel, naturally – as final confirmation, perhaps, that the mall is not just a place to pass through, but a modern day pleasure dome. 12

Can you imagine spending your holiday in a glorified shopping precinct? Well, plenty of people do, booking in to any of half-a-dozen themed Fantasyland Hotel quarters with names like "Hollywood", "Polynesian" and "Truck". Others simply take in the mall as part of bigger package tours. Of the annual 20 million visitors, around nine million are tourists, including a growing proportion of Japanese for whom no North American itinerary is complete without dropping in on Disneyland, Disney World and the mall. 13

With pilgrims descending on it from all corners of the globe, the mall enjoys a status approaching that of a sacred monument where worshippers pay homage with their credit cards. As a way to spend your time, West Edmonton Mall is as gratifyingly mind-rotting an experience as you could wish, positive proof that everyone should become a consumer zombie at least once in their lives. 14

Dave Hill

B. 1. Highlight the following words in the article and work out their meanings from the context. The paragraph numbers (¶) are given.

- ¶1 *ambience, supine*; ¶2 *concourse, parlance*;
¶3 *surreal, avalanche*; ¶4 *barmy, mock-up*;
¶7 *meandered, gormlessness, part sb from sth, critical faculties*;
¶8 *frantic, oasis*; ¶9 *respite, blithely, cough up, stupefying, ostentation, overkill*;
¶10 *state-of-the-art, banal*; ¶11 *proceeds*; ¶12 *pleasure dome*;
¶13 *glorified*; ¶14 *gratifyingly, pay homage*.

Match their meanings to the words below.

ability to judge objectively; agreeably; crazy; in a carefree manner; jargon; palace of delights; plethora; atmosphere; profits; refuge; repetitious and dull; replica; seeming more important than reality; spend sth, esp. money, unwillingly; dreamlike; ultra-modern; not willing to act; making you unable to think; wandered; a large open part of a public building; too much of sth that reduces the effect it has; done quickly and with a lot of activity, but in a way that is not very well organized; stupidity; show respect for sb; exaggerated display; deprive sb of sth; a short break or escape from sth difficult or unpleasant.

2. Now fill the gaps in these sentences with suitable words from above.

1. It was a four-day camel ride before we reached the _____ .
2. They donated the _____ of the jumble sale to charity.
3. They were _____ complimentary about my essay, but I thought it was rather _____ . Maybe their _____ are not very sharp!
4. The stream _____ across the plain and then flowed into the river.
5. We had to _____ £25 when we lost our car park ticket.
6. A shop is a 'retail outlet' in commercial _____ .
7. They received an _____ of replies to the advertisement for 'senior administrator' – but I think they're just looking for a _____ office boy.
8. The architect constructed a _____ of the new mall to show to her clients.
9. This hi-fi system contains all the latest _____ features.
10. Such security measures may well be _____ .
11. He _____ strolled into the interview room an hour late – he must be _____ !
12. The relaxed _____ of the city rendered their senses _____ .
13. They made _____ attempts to revive him.
14. The drug brought a brief _____ from the pain.
15. The kings of France _____ to no one.
16. The _____ boredom of family dinners _____ him _____ any desire to be gallant.

C. Decide whether these statements are true (T) or false (F), according to the article. Justify your answers by finding the relevant information in the text.

1. The writer had never visited a large shopping mall before.
2. West Edmonton Mall appeals mainly to dedicated shoppers.
3. You can put on a wet suit and mingle with the dolphins underwater.
4. You can swim, skate and play golf all the year round there.
5. It is closed on Sundays and holidays.
6. West Edmonton Mall is the second largest shopping centre in the world,
7. The writer's family were enchanted by the Mall, but he detested it wholeheartedly.

8. They only bought a few odds and ends.
9. It was constructed from the profits of a carpet business.
10. Most of the visitors to West Edmonton Mall are not Canadian.
11. For many visitors a visit to West Edmonton Mall is rather like a religious experience.
12. The writer seems to have an ambivalent love-hate attitude to the Mall.

4.3 ENHANCING CUSTOMERS' LIVES

LISTENING

A. Work in groups and decide which of these factors are most important when buying the products below:

QUALITY	PRICE	SERVICE	PARKING	CONVENIENCE	FRIENDLY ADVICE
food	clothes	books	electrical goods	CDs or DVDs	

B. You'll hear a broadcast about Japanese department stores. As you listen for the first time, choose the word or phrase which best completes each sentence:

- 1 Downmarket department stores
a are luxurious **b** are cheap **c** cater for the rich **d** are unique
- 2 A Japanese department store sets out to.....
a sell things you need every day **b** improve customers' lives
- 3 The first Mitsukoshi store opened in
a 1637 **b** 1673 **c** 1736 **d** 1763
- 4 Mitsukoshi-mae means ' Mitsukoshi'.
a beneath **b** beside **c** in front of **d** inside
- 5 At opening time, the sales staff are all
a standing at the main entrance; **b** waiting at their tills
c ready to greet you as you enter their department; **d** handing out brochures
- 6 The 'Ladies Club' provides
a companionship **b** discounts **c** free lunches **d** courses
- 7 The facilities offered at other Japanese department stores are ... to Mitsukoshi's.
a identical **b** inferior **c** dissimilar **d** comparable
- 8 English is spoken by of the sales staff.
a all **b** most **c** none **d** some
- 9 Japanese department stores are open.....
a every day of the week **b** every day except national holidays
c every day except Sunday **d** six days a week
- 10 At one store the sales staff wear badges showing their hobbies so that.....
a they don't need to wear a uniform; **b** you can discuss hobbies with them
c customers can relate to them as people; **d** they seem more interesting

- 11 Japanese department stores are in direct competition with
a discount stores **b** each other **c** mail order houses **d** supermarkets

Words and expressions to remember:

enhance (<i>v</i>)	you name it (<i>idm</i>)
cater for (<i>v</i>)	flower arranging (<i>n</i>)
downmarket ≠ upmarket (<i>adj</i>)	calligraphy (<i>n</i>)
hang out (with your friends) (<i>v</i>)	crèche [krefʃ] (<i>n</i>)
(kimono) outlet (<i>n</i>)	give sb a taste of sth
browse (around in a shop) (<i>v</i>)	commuter train (<i>n</i>)
well-stocked (<i>adj</i>)	make one's mark (on/in) <i>idm</i>
	compete (on) (<i>v</i>)

C. 🎧 Listen to the broadcast again. Fill each blank with one or two words:

- 1 A ticket for a lunchtime performance at the theatre includes a _____ containing *sushi*, _____, _____ and a _____.
- 2 There is a crèche called a '_____ room for resting babies'.
- 3 In the food department there are hundreds of _____ selling everything from _____ to _____.
- 4 On the upper floors you can find many small _____.
- 5 In summer, you can go up to the roof garden where you can sit in a _____ and enjoy the _____ and the _____.
- 6 Summer in Japan officially begins on _____ and ends on _____.
- 7 At the main entrance you can get a _____ and brochure in English.
- 8 As you enter the lift the operator will _____ to you and _____ you.
- 9 Department stores in Japan are open from _____ to _____.
- 10 Some department stores are owned by _____ companies. There you can take the lift down to the _____ where your _____ is waiting.
- 11 Japanese department stores compete in terms of _____, how much of a _____ it is to go there, and the _____ of goods on offer.
- 12 At Mitsukoshi in London, helping Japanese tourists encourages _____.

D. Work in groups and discuss your reactions to the broadcast.

- How do Japanese stores compare with department stores in your country?
- Which of their facilities and services seem most attractive?
- If you were going to open a shop, what would you sell? What facilities and services would you offer to your customers?

DO ADVERTISEMENTS SOMETIMES DISTORT THE TRUTH?

The short answer is yes, some do. Every week hundreds of thousands of advertisements appear for the very first time. Nearly all of them play fair with the people they are addressed to. A handful do not. They misrepresent the products they are advertising. As the Advertising Standards Authority it is our job to make sure these ads are identified, and stopped.

1

WHAT MAKES AN ADVERTISEMENT MISLEADING?

If a training course had turned a 7 stone weakling into Mr Universe the fact could be advertised because it had been proved. But a promise to build 'you' into a 15 stone he-man would have us flexing our muscles because the promise could not always be kept.

2

'Makes you look younger' might be a reasonable claim for a cosmetic. But pledging to 'take years off your life' would be an overclaim akin to a promise of eternal youth.

3

A garden centre's claim that its seedlings would produce a 'riot of colour in just a few days' might be quite contrary to the reality. Such flowery prose would deserve to be pulled out by the roots.

4

If a brochure advertised a hotel as being '5 minutes walk to the beach', it must not require an Olympic athlete to do it in the time. As for estate agents, if the phrase 'overlooking the river' translated to 'backing onto a ditch', there would be nothing for it but to show their ad the door.

5

HOW DO WE JUDGE THE ADS WE LOOK INTO?

Our yardstick is The British Code of Advertising Practice. Its 500 rules give advertisers precise practical guidance on what they can and cannot say. The rules are also a gauge for media owners to assess the acceptability of any advertising they are asked to publish.

6

The Code covers magazines, newspapers, cinema commercials, brochures, leaflets, posters, circulars posted to you, and now commercials on video tapes. The ASA is not responsible for TV and radio advertising. Though the rules are very similar they are administered by the Independent Broadcasting Authority.

7

WHY IT'S A TWO-WAY PROCESS

Unfortunately some advertisers are unaware of the code, and breach the rules unwittingly. Others forget, bend or deliberately ignore the rules. That is why we keep a continuous check on advertising. But because of the sheer volume, we cannot monitor every advertiser all the time. So we en-

8

courage the public to help by telling us about any advertisements they think ought not to have appeared. Last year over 7,500 people wrote to us.

WHAT DO WE DO TO ADVERTISERS WHO DECEIVE THE PUBLIC?

Our first step is to ask advertisers who we or the public challenge to back up their claims with solid evidence. If they cannot, or refuse to, we ask them to either amend the ads or withdraw them completely. Nearly all agree without any further argument. In any case we inform the publishers, who will not knowingly accept any ad which we have decided contravenes the Code. If the advertiser refuses to withdraw the advertisement he will find it hard if not impossible to have it published.

9

WHOSE INTERESTS DO WE REALLY REFLECT?

The Advertising Standards Authority was not created by law and has no legal powers. Not unnaturally some people are sceptical about its effectiveness. In fact the Advertising Standards Authority was set up by the advertising business to make sure the system of self control worked in the public interest. For this to be credible, the ASA has to be totally independent of the business.

10

Neither the chairman nor the majority of ASA council members is allowed to have any involvement in advertising. Though administrative costs are met by a levy on the business, no advertiser has any influence over ASA decisions. Advertisers are aware it is as much in their own interests as it is in the public's that honesty should be seen to prevail.

11

If you would like to know more about the ASA and the rules it seeks to enforce you can write to us at the address below for an abridged copy of the Code.

12

The Advertising Standards Authority ✓

If an advertisement is wrong, we're here to put it right.

ASA Ltd, Dept. T, Brook House, Torrington Place, London WC1E 7HN

A. Find these words in the passage and then write an explanation of what they mean:

- Ⓐ 1 play fair; handful; Ⓐ 2 weakling; flexing our muscles;
Ⓐ 3 pledging; akin to; Ⓐ 4 a riot of colour; Ⓐ 5 ditch;
Ⓐ 6 yardstick; gauge; Ⓐ 8 breach; unwittingly; monitor
Ⓐ 9 back up; amend; contravene Ⓐ 10 sceptical Ⓐ 11 levy

B. Write your answers to these questions:

1. What examples of misrepresentative advertisements are given?
2. How does the ASA act on complaints made by members of the public?
3. How does the ASA maintain its independent status?

C. In about 80 words, describe the role of the ASA and how it operates. Make notes before you start writing.

➔ Before the next lesson collect some advertisements from magazines or newspapers. Include at least one that you DISLIKE or disapprove of, as well as ones you like.

4.5 CREATE CONTROVERSY TO GENERATE PUBLICITY DISCUSSION

A. In groups, discuss your answers to the following questions:

1. What makes an ad successful? Give examples to explain your answer.
2. Can you think of any companies that have used controversial advertising? What was different about their ads? What reactions did they get from the public?
3. In your opinion, should companies use advertising to promote certain values?

B. 1. Read the following sentences. The words in italics will help you to understand the interview. Try to determine the meaning of these words from the context of the sentences. Then write a synonym or your own definition of the words.

1. The Benetton ad has been *controversial* because some people see it as a way to improve race relations, while others see it only as a way to promote the company's business.
2. One of the most important decisions a company must make is how to *depict* the company in its advertisements: through photographs, graphic design, illustrations, or other means.
3. In Catholic schools, *nuns* are often classroom teachers.
4. Bright colors usually *enhance* the visual appeal of an advertisement.
5. Choosing the best way to increase *consumer exposure* to a new product is key to successful advertising.
6. Magazines are a "natural *habitat*" for ads; most of the space in magazines is reserved for advertising in order to generate revenues.
7. An unborn baby is attached to its mother by the *umbilicus*, which is cut when the baby is born.
8. Advertisers will sometimes take extreme measures to create an *arresting* ad, one that is sure to get the public's attention.
9. It's best not to ask people how their marriage is going if they are *touchy* about discussing their personal lives.
10. Advertising is generally used to attract people to a product, not to *tick* them *off* or get them upset about an issue.
11. Focusing on world issues rather than on the cost of a product is a *cunning* method of advertising.
12. When people need to save money, the *rational* approach is to shop less frequently.

2. Now try to match the words with a definition or synonym.

- | | |
|-----------------------------|--|
| 1. <i>controversial</i> | a. overly sensitive |
| 2. <i>depict</i> | b. describe; represent in a picture or words |
| 3. <i>nuns</i> | c. sneaky; sly |
| 4. <i>enhance</i> | d. make angry |
| 5. <i>consumer exposure</i> | e. reasonable; logical |
| 6. <i>habitat</i> | f. contact with people who will buy the product |
| 7. <i>umbilicus</i> | g. cord connecting a fetus to the mother |
| 8. <i>arresting</i> | h. place where something lives or exists; a place where something is usually found |
| 9. <i>touchy</i> | i. striking; holding the attention of someone |
| 10. <i>tick off</i> | j. women who live life in the service of God |
| 11. <i>cunning</i> | k. creating argument |
| 12. <i>rational</i> | l. add to; increase in beauty or value |

3. Read the interview with Bob Garfield, who is an advertising critic for *Advertising Age* magazine, and a reporter from National Public Radio, Linda Wertheimer. Answer the questions below.

Linda Wertheimer: Benetton has produced a set of controversial ads which, even in these hard times for advertising revenues, magazines are turning down. The three controversial ads depict a very young nun kissing a priest, a newborn baby only seconds old, and a little blonde white girl next to a little black boy whose hair is fashioned into something that looks a little bit like horns.



Our own Bob Garfield, in his other life, is the advertising critic for *Advertising Age* magazine, and since he has opinions about practically everything, and professionally he has opinions about advertising, we called him.

Bob, what about these ads? What do nuns and priests and newborns and little toddlers blonde and black have to do with selling T-shirts?

Garfield: Well, they have everything to do with us doing this interview right now. An important element of this whole campaign is to create controversy and to generate publicity, which not only has an immediate value all of its own, it also enhances every consumer exposure to Benetton ads in their natural habitat, so that when you're paging through some magazine and run across a picture



of this newborn baby covered with the blood and the vernix and with the umbilicus still attached, instead of casually passing it, being aware of the controversy, you're apt to look at it more seriously and to react one way or another – probably with anger or disgust, is my guess.

Wertheimer: I think that if you were paging through a magazine and saw this picture, you would stop cold, even if you'd never heard of the ad or Benetton, because it is such an arresting picture, this baby.

Garfield: Well it is arresting, some would say disgusting. And I suppose the Benetton people would say that it's magnificent and natural. But I think a large intestine is natural and kind of magnificent in its way, but I sure don't want to see it in the middle of a fashion magazine, though I suppose that's next.

Wertheimer: *Essence* and *Child* magazine did not take the ad with the two children; *Self*, which published the baby, refused the nun; *Cosmopolitan* decided it did not see itself with a newborn baby in its pages. Now, were you surprised? I mean, I'm surprised by that. This is a double page ad, and magazines are awfully skinny; it seems to me they're being awfully touchy about it.

Garfield: Oh, I don't know if awfully touchy is right. I mean, I frankly don't think Benetton really expected these ads to be accepted by anyone. I'm a little surprised that the newborn one was in the pages of *Self*. These ads were created for the express purpose of ticking people off, for creating controversy, for inflaming consumer outrage, and so forth and so on, and it's really very cunning advertising,



Linda, for a lot of reasons. Not only is there the publicity benefit, they also are a great example of what I call distraction marketing. And it's distracting, because, rather than focus on trying to come up with some sort of rational benefit for buying a forty-nine-dollar cotton T-shirt, which Benetton knows is not a rational kind of consumer behavior, they're kind of playing a little three-card monte in creating a distraction over here so you won't pay attention to the facts of the matter over on the other side, the facts of the matter being that a \$119 cardigan sweater is not a particularly good buy.

Wertheimer: Thanks very much.

Garfield: My pleasure.

Wertheimer: Bob Garfield, when he is not appearing on National Public Radio, is the advertising critic for *Advertising Age*.

1. What has Benetton done that has caused controversy?
2. How do the Benetton ads help the company?
3. How do the views of the newborn-baby ad differ?
4. According to Bob Garfield, what two purposes do these ads have?
5. Why does Garfield talk about using a picture of a large intestine?

C. Work in groups. Read this article and discuss your reactions to it. Then look at each other's ads and discuss how effective they are.

C E N S O R E D



A poster of a blood-spattered new-born baby emblazoned across hoardings all over Bournemouth and Poole may be banned. 1

Complaints have flooded into the Advertising Standards Authority and to hoarding 2

companies and at least two local posters have already been covered up.

United Colours of Benetton, the fashion firm advertised, was warned against its display by the ASA. 3

"We advised them against using it because we felt it likely it would cause considerable offence," said ASA official Caroline Crawford. "We were very surprised to find they have been displaying it." 4

The Authority has had hundreds of phone calls and letters from around the country – some from areas where it was on show outside maternity departments and even an abortion clinic. 5

Locally, the poster is on show at several sites: in Bournemouth and Poole, including a hoarding near Poole Quay, close to Tower Park and at The Triangle. 6

One hoarding company accepting the poster, Maiden Ltd, has already blanked out two of its sites in Holdenhurst Road following complaints – but one still remains near Bournemouth Station. 7

One has been covered up near ASDA superstore after customer complaints and one outside Nigel Newbery's butcher shop next door to the Dolphin pub in Holdenhurst Road. 8

As the hoarding was being blanked out by a workman, 32-year-old Mr Newbery explained: "I complained to the hoarding company after customers kept coming in complaining". 9

"Personally I find it very offensive. My own ten-year-old daughter Amanda said it was horrible and even my seven-year old Nicola said it was 'gross'." 10

"I know that's what new-born children look like and it's different if you're looking at your own – but what's it got to do with clothes and fashion?" 11

Round the corner in Victoria Place, 53-year-old mother of five, Sandra Gray phoned up to protest. 12

"It's horrible. All the people I work with agree all that blood and gore is not something you want on a giant poster. It could disturb a mother-to-be." 13

A Benetton press officer said: "At first we had a negative response, but recently the calls were equally divided between those upset and those congratulating us on its reality. We don't come into the world as pink fluffy bundles. Many want copies and say they wish they'd photographed their children at such an exhilarating and profound moment," she added. 14

She continued: "Earlier, we emphasised the unity of life by showing children of different colours. This poster focuses on the unity of humanity by showing that we all enter the world the same way." 15

The ASA has no legal powers to censor poster displays but as hoarding companies must abide by its recommendations, the poster looks doomed. 16

Smaller versions of the poster sent to Benetton's own shop in Old Christchurch Road are not being displayed because they might upset people. 17

David Haith

D. 1. Paragraphs a – g are in the wrong order. Rearrange them and number them in the correct order.

Benetton 'tasteless' ads in court

1. THE first of a series of lawsuits connected with a world-wide advertising campaign by the clothing giant Benetton opened yesterday, in which the company is accused of causing a sales slump through "tasteless" publicity.

- a. "Many things come into play, not least a person's business sense. Many of our German branches are doing very well."



- b. Benetton in turn is suing Mr Hartwich for withholding payments to the fashion chain and yesterday succeeded in postponing the court case until next month, saying it had no inclination to reach an amicable settlement in view of the publicity surrounding Mr Hartwich that had caused sales to drop by up to 60pc. A group of 70 Benetton retailers from four European countries met in Mainz on Sunday to coordinate their rebellion against the Italian company.
 - c. Heinz Hartwich, from Kassel, became the first of a group of retailers in Germany to sue the company for an undisclosed sum in respect of sales losses which they claim are a result of customer boycotts.
 - d. Mr Hartwich alleged that parents had told him that their children would be picked on by friends if they wore Benetton clothes and that shops had received anonymous threats complaining about the advertisements.
 - e. Religious and political circles in Germany have long protested against the advertisements, intended to focus on social issues, which included pictures of the bloodied uniform of a dead Croatian soldier and a baby attached by an umbilical cord.
 - f. Several similar cases of Benetton being sued in France have been settled out of court, but a company lawyer said the "media circus" generated by the complaints in Germany have led the company to fight the issue in court. A spokesman for Benetton said that blaming advertising for poor sales was absurd.
 - g. Some of the more commonly seen ads on hoardings and in magazines included oil-soaked birds and Aids sufferers.
9. Mr Ulfert Engels, a lawyer for Mr Hartwich, said that 150 of Benetton's 650 franchises in Germany have had to close. One third of the remaining 500 have survived only with financial support from the main company.

Robin Gedye

2. Explain who or what is referred to by the words underlined in these quotations from the article:

⌘ a ...our German branches...

⌘ b ...payments to the fashion chain... ...saying it had no inclination...

⌘ c ...to sue the company... ...which they claim...

⌘ d ...if they wore...

⌘ e ...protested against the advertisements...

⌘ f Several similar cases...

E. Items for discussion. Compare two opinions. Which of the two statements do you agree with?

Benetton's photographer, Oliviero Toscani, has said: *Advertising is not just about the selling of a product. It has an equal social obligation to do something more.*

The director of a Chicago advertising firm has said: *Advertising should sell the product it's designed to sell and not be social commentary.*

4.6 KNOWING YOUR RIGHTS

LISTENING

A. Listen to the interview in which an expert outlines a customer's rights in law when buying goods. Fill in the gaps and answer the questions below.

Words and expressions to remember:

to knead dough or other food is to press and squeeze it with your hands so that it becomes smooth and ready to cook;

to be entitled to sth = to be given the right to have or to do sth;

a credit note is a piece of paper that a shop gives you when you return goods that you have bought from it. It states that you are entitled to take goods of the same value without paying for them. (*BrE*; in *AmE* **credit slip**);

to sue someone is to start a legal case against them, usually in order to claim money from them because they have harmed you in some way;

to price an item;

to disturb a window display;

if the worst comes to the worst – if the situation becomes too difficult or dangerous (*AmE* also *if worst comes to worst*).

1. Whenever a purchase is made, the buyer and seller enter into a _____
2. The trader has three main obligations:
 - a) that the goods are 'of _____ quality' (this includes _____ goods) – e.g. a pair of shoes that _____ after two weeks don't meet this obligation.
 - b) that the goods are 'fit for any particular _____ made known to the _____' – e.g. wrong advice given by salesman fails to meet this obligation.
 - c) that the goods are 'as _____' by the seller or on the packet – e.g. frozen prawns illustrated as _____ and _____ (but which are in fact _____) don't fulfil this obligation.
3. What should you do if goods are faulty? Tick what the speaker recommends.
 - a) Take the item back to the shop
 - b) Ask the retailer to collect the item

- c) Accept a cash refund
- d) Accept a credit note
- e) Accept a replacement
- f) Agree to the item being repaired
- g) Return the item to the manufacturer

4. A trader is not legally obliged to give a refund . . .
- if you examined the goods before purchase and didn't notice any _____
 - if you were told of any specific _____ at the time of purchase
 - if you _____ the seller's advice on the _____ of the product
 - if you _____ the seller's claim that he wasn't _____ enough to offer advice
 - if you _____ about wanting the goods
 - if you _____ the item as a _____
5. When can a shopkeeper refuse to sell you something?
6. Why is it advisable to keep your receipt in a safe place?
7. If a trader refuses to give you a cash refund, you should go to your local
C..... A..... B..... or to the T..... S..... Office.
8. Why is it unusual for a dissatisfied customer to take a seller to court?

B. Work in groups and discuss your reactions to the recording:

- What are a customer's rights in your country? How do they compare with the rights of a customer in England?
- Have you ever had to take something back to a shop? What happened?
- What advice would you give to a dissatisfied customer about returning goods?

4.7 PREPOSITIONS

GRAMMAR REVIEW

A. Fill the gaps in this newspaper article with suitable prepositions.

VOLVO, renowned (1) ___ its solid and reliable, if somewhat dull cars, is about to discover how well its estate cars can withstand getting run over (2) ___ a monster truck.

The Swedish car company (3) ___ a reputation (4) ___ integrity recently ran television commercials filmed (5) ___ Texas which showed a row of cars being flattened (6) ___ "Bearfoot", a giant truck (7) ___ 500 kg tyres. Only a Volvo stood up (8) ___ the cruel and unusual punishment.

The advertisement depicts the contest (9) ___ a real event, but some residents (10) ___ Austin, Texas, who participated (11) ___ extras (12) ___ what was actually a dramatisation, smelt something fishy and contacted the Attorney-General's office (13) ___ the filming to pass on their doubts.

This week Volvo's American subsidiary was forced to admit (14) ___ newspaper advertisements that the commercial was phoney because modifications were made (15) ___ the vehicles. The Volvos used (16) ___ the filming had been reinforced (17) ___ timber and steel, and some (18) ___ the audience said they saw the roof supports (19) ___ other cars being sawn off.

Volvo's public grovelling should have been the end (20) ___ the matter, but not (21) ___ the Hot Rod Association, which produces car-crushing events starring powerful trucks driving (22) ___ mud and towing 25,000 kg sleds. Now it plans to recreate the Volvo ad, again using Bearfoot but this time the Volvo 240 estate car will be an ordinary road model.

"Bearfoot is out (23) ___ revenge because it was duped," says Steve Greenberg (24) ___ the HRA.

Volvo officials have resigned themselves (25) ___ humiliation. "We realise this is a logical extension (26) ___ our ads," concedes a Volvo official.

4.8 THE GREEN CONSUMER

READING & DISCUSSING

A. Work in groups of four. Find the greenest person in each category.

Student A: Reducing waste

- Do you throw plastic bags away or take them with you the next time you go shopping?
- Do you avoid disposable products such as napkins, cutlery, plates, and batteries?
- Do you use a lot of foil or clingfilm to store or transport food?

Student B: Recycling waste

- Do you throw away your old clothes?
- Do you recycle paper?
- Do you collect egg shells or other kinds of food to take it to your village for recycling?

Student C: Energy use

- Do you use energy saving light bulbs?
- Do you run your washing machine with a full load and use the economy settings where possible?
- Do you unplug electrical appliances like your computer, TV, stereo?

Student D: Water use

- Do you switch off water while you brush your teeth?
- Do you keep the tap running to wash and rinse the dishes?
- Do you have a water meter installed in your flat? If yes, does it make you use less water?

B. Read the text and decide whether it strikes a chord with you.

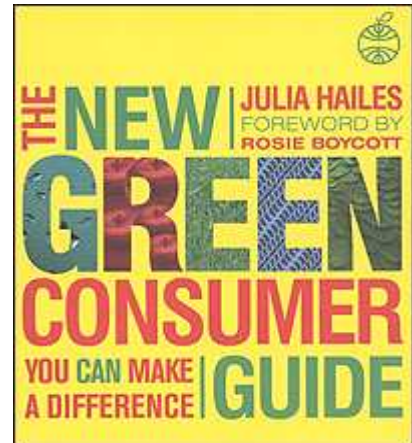
As we rush towards the end of the century, we are all more concerned about how we live, what we eat, what we consume in all senses of the word. We are concerned about the effects our consumer lifestyle is having on our own health, of course. But we are also concerned about the knock-on effects of what we are doing on the local environment, on people in the Third World and on the planet itself.

One of the liabilities of living in a free society, where almost anything can be advertised and sold, is that false, 'plastic' needs very often force out real needs. But many consumers are no longer prepared to accept this situation: they want to buy responsible products and they want to buy them from responsible companies.

The new breed of Green Consumer is leading this groundswell. They are demanding more information about the environmental performance of products, about the use of animal testing and about the implications for the Third World. They want to know the story behind what they buy. They want to know how things are made, where and by whom. And more and more people are joining their ranks.

We have already seen the effect of concerned consumers on the food industry. People today want to know what is in what they eat and drink.

Now the time has come to mobilise consumer power to tackle an even more important set of problems. This time it is not simply a question of our own personal health, but of the health of the planet itself. (from the Foreword by Anita Roddick to *The Green Consumer Guide* by John Elkington & Julia Hailes)



C. Read about two opinions on green consumers and decide which opinion appeals to you most. Why? Write out the key words to do with green consumers.

Can green consumers save the world?



YES, says Julia Hailes, author of *The New Green Consumer Guide*

Most of the world's environmental problems are caused by the fact that there are too many of us consuming too much. But if consumerism is the problem, I believe green consumerism is a key part of the answer. Changing what and how much we consume can have a three-pronged impact.

First at an individual level. The savings made from doing things like turning off the stand-by button on your TV, buying a more energy-efficient washing machine or

taking the train rather than driving your car, may seem trivial. On their own they are pretty insignificant, but if millions of people – or even billions – make these changes the cumulative impact can be huge.

Even more important is the effect these choices can have on business. When I first asked the supermarkets about the environmental impacts of the products they were selling, they didn't know what I was talking about.

Six months after John Elkington and I wrote the best-selling Green Consumer Guide, in 1988, all the main supermarkets had environmental advisors. Now, nearly 20 years on, it's fascinating to see the wheel turn again with all the main supermarkets literally falling over themselves to establish their green credentials.

This dramatic turnaround is not just a PR exercise. They know it's what many of their customers want. The simple fact is that in today's climate-change-conscious world companies – not just supermarkets – are waking up to the fact that the cost of being green is a price that has to be paid for staying in business. And, again, don't underestimate the impact of these changes.

Take Wal-Mart, for example, one of the world's largest companies. They've started using their huge purchasing power to force their 61,000 suppliers to change practices. And you can be sure that companies wanting to sell their products to this super-store are taking notice fast. So far, it appears, that Wal-Mart's customers – in the UK they own Asda – like what they're doing. As consumer interest grows Walmart and other corporate giants – companies like HSBC Bank, British Telecom, Tesco and McDonalds – will have a profound impact on greening the world.

I haven't forgotten the role of government. I'm amazed by how many people see them as the only answer – or at least the main one. Yes, tough government action is needed on climate change. But do people really think politicians run the world? I don't. Think of it this way. You cast your vote once every four or five years, if you go to the polls. But as consumers and citizens we vote every day of our lives in terms of what we buy and how we live.

If these votes show government that we want them to take green action, they'll respond. On the other hand, there's little chance of them taking drastic measures without our support. After all, if we're not prepared to make changes to our lifestyles, why would we choose a government that will force us to do just that?

Will the green consumer save the planet? No, absolutely not. A small proportion of farsighted people will of course choose to 'go green'. A larger proportion might say they will, but actually won't do anything – perhaps apart from buying a book about it. Even more say they would do something, but only if it was no bother. If we depended on the raw goodwill of the green consumer, we'd be in trouble.



NO, says Clive Bates,
Head of Environmental
Policy, Environment
Agency

What people really do is respond to the world around them. After years of dismal performance on recycling the British have suddenly started making rapid advances in recycling rates. An outbreak of green zeal? Not at all. An obscure EU directive means we must reduce rubbish going to landfill. The Government has responded by raising taxes on waste dumping and limiting the quantity that can be buried. That stirred local authorities into action, and Bingo! Suddenly green boxes and regular door-to-door collections are widespread. And because virtually everyone is doing it, even people who don't consider themselves green are involved too. That's crucial, because the greatest gains come from modest changes made by the usually-indifferent majority.

Now suppose we wanted to reduce the energy used by appliances like fridges, TV standby or motor cars. Do we just give people the facts and hope they will do the right thing? We can do much better: we can set efficiency standards or use green taxes to encourage and help people to do the right thing.

We want better household insulation: but we don't rely on consumers, we make the energy companies responsible.

To help protect fisheries you can get a helpful guide to which fish are over-fished. But by the time the fish are on the counter or in the fryer, these individual choices are too little, too late. We just can't escape the need to set sustainable quotas.

Good green consumer intentions can even make things worse. Take the attack on 'food miles' – the trouble is that sometimes it is less damaging to ship food half way around the world than to grow it locally in greenhouses with lots of fertiliser, water and heat. How does the green consumer figure that out?

I see four roles for the state in promoting mass greenness. It can encourage people to do the right thing with good incentives, for example by linking lower levels of road tax to vehicle fuel efficiency. It can enable people to change by making it easy, as with recycling.

It can engage with people to create attractive propositions: the Mayor of London won support for the congestion charge by promising to unclog the capital and spend the revenue on improving the buses.

Finally, the Government must take the lead, for example by going green in its own buildings, which it is slowly but steadily doing. I think most people want to do the right thing for the environment, but Government needs to create the conditions in which going green is for the many, not just the few.

D. Fill in the gaps with the following words.

congestion	dump	goodwill	take notice
dismal	fall over oneself	incentives	three-pronged
drastic	far-sighted	insulation	on standby

1. A wet suit provides excellent _____ .
2. Haven't _____ economists been telling us for some time now that in the future we will work less, not more?
3. He's not going to do anything _____ about economic policy.
4. I took a load of rubbish and grass cuttings to the _____.
5. My prospects of returning to a suitable job soon are _____.
6. People were _____ to be introduced to the visiting film star.
7. Security forces have been put _____ in case of violence.
8. The bank has a _____ strategy for recovery.
9. The problems of traffic _____ will not disappear in a hurry.
10. They depend on the _____ of visitors to pick up rubbish.
11. They have a stronger appreciation of the importance of economic _____.
12. We want the government to _____ of what we think they should do for single parents.

E. Now write a summary of these points from *The Green Consumer Guide* in your own words, arranging them into a suitable order (about 60 words).

KEY ISSUES FOR THE GREEN CONSUMER

In general, the Green Consumer avoids products which are likely to

- adversely affect other countries, particularly in the Third World
- cause significant damage to the environment during manufacture, use or disposal
- use materials derived from threatened species or from threatened environments
- cause unnecessary waste, either because of overpackaging or because of an unduly short useful life
- consume a disproportionate amount of energy during manufacture, use or disposal
- endanger the health of the consumer or of others
- involve the unnecessary use of – or cruelty to – animals, whether this be for toxicity testing or for other purposes

A. Read the text. Try to determine the meaning of the words *in italics*. Then match the words with their definitions or synonyms in the list at the end of the text.

In recent decades we have become more aware of all the problems that humans have created for the earth. Ozone depletion, acid rain, the greenhouse effect, and deforestation are only some of the environmental issues that were unknown three decades ago.

With all these environmental problems, people have begun to look for ways to save the earth. *Consciousness-raising* groups have been formed, whose work is primarily to get each and every one of us to realize that we have a part to play in helping to save the planet. Even small changes in the way we live can help to save the earth. For example, many families now turn food waste into *compost* rather than throw it away as garbage. Compost can then be put back into the soil to help gardens grow.

Yet environmental *watchdogs* tell us that we must be careful not to *jump* too quickly *on the* green *bandwagon*. One *pitfall* to contributing in small ways to help save the environment is that we may feel a false sense of *complacency*. How many of us end up feeling good and satisfied that we have helped have the earth after only recycling our cans and bottles, for example? The real tasks in saving the planet are much greater than just recycling.

Another problem environmentalists point out is that just because a product claims that it is "environmentally safe" does not mean that using it is really good for the environment. They point out that, even in the area of environmental protection, there are dishonest people trying to make their own profit out of a good cause: *Hucksters* exist in all areas of life. We must be *leery* of "*greenwash*" and those people who falsely advertise or claim environmental concern where it doesn't exist. In the area of green consumerism, this is especially important. For example, Texaco had offered its customers a free tree *seedling* for the purchase of petrol. The message here is that if you plant a tree you will help make the earth a greener place. But the petrol we buy from Texaco will continue to harm the earth.

We need to convince corporations to change their policies, *revitalize* our transportation system, and generally just consume less of everything if we're really going to make a difference.

- | | |
|----------------------------|---|
| 1. young plant newly grown | 4. people interested in making their own profit |
| 2. bring back to life | 5. making people aware of issues |
| 3. natural fertilizer | |

- | | |
|--|--|
| 6. unethical advertising for the environment | 10. people who look for illegal or wasteful practices or dishonest behaviour |
| 7. join what seems to be successful | |
| 8. danger | 11. suspicious; wary |
| 9. self-satisfaction | |

B. Read the interview. Write out some examples of absurd advertising.

Steve Curwood: In the last couple of years, bookstore shelves have been flooded with "green" shopping guides. *The Green Consumer. Shopping for a Better World. Fifty Simple Things You Can Do to Save the Planet.* The books are all part of an effort to broaden the environmental movement and bring ecological concerns into our most ordinary daily decisions. But some environmental watchdogs warn that consumers could be lulled into a false complacency by merely shopping differently. To explore the promises and pitfalls of "green consuming," I spoke with Alan Durning, a senior researcher with the World Watch Institute in Washington, D.C., and Alice Tepper Marlin, president of the Council on Economic Priorities, authors of *Shopping for a Better World.*

Tepper Marlin: The number one thing all of us can do to help the environment is to consume less, and to grow ourselves what we need to consume, and put in a compost heap whatever we have left over. But most of us do end up going shopping either at supermarkets, as well as department stores, every once in a while at least, and when we do, it's a good opportunity to turn your shopping cart into a vehicle for social change, by looking for the products that themselves are least harmful for the environment.

Curwood: What about this, Alan Durning? Does this make sense to you?

Durning: In general, I think it's a great idea. But in the long term, it's a first step, and as long as we only think of it as a first step, I'm entirely supportive of it. The longer-term issues, though, are overconsumption. The roughly one billion people who live in advanced industrial countries are responsible for an overwhelming majority of the world's environmental problems; whether it's greenhouse effect or ozone depletion, even deforestation, we at the top are the problem, and we can't consume our way out of this. We have got to shift our emphasis away from gross consumption of things to a more, maybe, subtle lifestyle.

Curwood: So on the one hand, one could say that green consuming is a bit like, what's the line, rearranging those deck chairs on the *Titanic* a bit. Or, do you think this is a vehicle for raising people's consciousness?

Durning: Well, I think that it really is an initial educational step, and I fully support it in that way. But I think that we have to, at the same time, be critical of

the corporations that make use of this kind of rhetoric in their advertising to make themselves seem green. There's a lot of "greenwash" going on. Most recently, I saw an ad from Texaco where they said if you fill your tank, they'll give you a tree seedling. You have to buy at least eight gallons per fill-up if you want to get the tree seedling, and then you can go plant it somewhere to make the world a greener place. But that's the most absurd and ridiculous thing I've ever seen. Planting a tree seedling, which will first of all probably die, is never going to make up for the full tank of gasoline that you burned in order to get that tree seedling. So we have to be very leery about the green marketing that's going on right now.

Curwood: Now what about this, Alice Tepper Marlin? Isn't there a lot of hustle out there, "eco-hustle", in the market?

Tepper Marlin: Well, there's no question there are a lot of hucksters out there in all areas. There are hucksters telling us things are safe when they're not, there are hucksters telling children that they should eat candy as breakfast cereals, and there are lots of hucksters out there right now on the green consumer bandwagon, because that's the hot new issue for the nineties. That doesn't mean, however, that one has to throw out the entire concept. It means that consumers need to be well informed, and preferably that there are guidelines, enforced regulations on the federal level, which define what labels on the package and in advertising mean in the green area.

Curwood: It seems to me that the green consuming movement could get people just sort of feeling good about what they're doing and not taking the important steps that they need to take. Is that fair to say?

Durning: There's a definite risk that it'll make Yuppies feel they have clean hands, they don't have to worry about the environment because they're doing their part by recycling bottles and recycling newspapers, but not really addressing their basic lifestyle questions. The advertisers are playing up to this in what I consider a very cynical way. Toyota recently has run a major series of ads. They flash something across the screen that says, "New Values", and then they talk about how excess is out and recycling and friends and community are in. And then at the conclusion of this, this sort of perverse logic is, we may not have all the answers, but we know which car to buy. Now that's absurd. The point is that you shouldn't buy a car. Cars are one of the most damaging artifacts of modern civilization. And sure, it's better to buy a fuel-efficient, small car than a big one, but really we should be thinking about reforming our transportation systems, about revitalizing public transportation, about revitalizing rail transportation. So there's a definite risk that this will make us feel better than we really are. But it's a risk that we have to take. It's a strategy for social change that's got to be used.

We've got to *use* every strategy, and really, during the 1980s we in the environmental movement missed out on all the millions of people who really would like to do little things. They do make quite a difference.

Curwood: Alan Durning is a senior researcher with the World Watch Institute in Washington, D.C, and Alice Tepper Marlin is the president of the Council on Economic Priorities in New York City.

C. A word or phrase has been given to help you focus on the main ideas of the interview. Write the main ideas in your own words to make a summary of the report.

false complacency; shopping; longer-term issue; green marketing; revitalizing.

4.10 RENDERING

TRANSLATION SKILLS

A. Render the following articles from Russian into English. Make use of the topic vocabulary.

А. Рекламная пауза

ФАКТ! 61 % российских детей в возрасте 9 лет не верят рекламе. У них уже были разочарования: «Я жевал жвачку, а зубы не побелели».

По телевизору мелькают товары, которыми должен обладать каждый. Можно ли устоять против натиска? Современные дети – это первое поколение, которое растет на фоне постоянного воздействия рекламы. И вопрос о том, как влияет это «соседство» на детское сознание, мало изучен. Взрослые и сами не могут определиться, чего от рекламы больше – пользы или вреда. Но давай поразмышляем.

Как нам жить без «Сникерса»? Существует как минимум три причины, по которым производители рекламы все больше ориентируются на подрастающее поколение. Во-первых, ребенок имеет собственные карманные деньги и часто сам делает покупки под влиянием рекламы. Во-вторых, малыш формирует в себе необходимые для рынка потребительские привычки. И, в-третьих, ребенок легко может повлиять на покупательские предпочтения родителей, когда идет вместе с ними в магазин. Но это только одна сторона вопроса. Есть и более глубинные механизмы воздействия рекламы на развитие наших детей.

Влияние 1. Наши желания. Реклама способна сформировать в нас несуществующие потребности или с помощью ярких образов показать нам, как наилучшим образом удовлетворить имеющиеся. Допустим, если ты сидишь у телевизора и чувствуешь жажду, то рекламный ролик прохладительного напитка может повлиять на твои ощущения так, что обыч-

ный стакан воды уже не будет казаться решением проблемы. Или, например, твой ребенок не знает о существовании видеоигр, он живет себе спокойно, ограничиваясь играми подвижными и настольными. Но только до того момента, пока реклама заботливо не проинформирует кроху о суперпродукте. Понятно, что после этого ему уже трудно будет находить радость в обычных играх.

Влияние 2. Наши вкусы становятся другими. Реклама как произведение искусства может формировать и наши вкусы. Она показывает якобы то, что по-настоящему красиво. Все остальное – второсортно, сомнительного качества и не стоит твоего внимания. И мы уже даже не замечаем, как невольно следуем за этим призывом, как реклама формирует в нас эстетические предпочтения.

Влияние 3. Отношение к себе. Реклама способна влиять на наше восприятие жизни. Показывая красивых, стройных, успешных людей, нам как бы говорят: «Не отставай, тебе это по плечу!» Нас ловят на «слабо», «не тормози», «ты этого достоин». И вот уже, сидя в кресле у телевизора, мы чувствуем уколы зависти. Невозможность иметь ту или иную вещь вызывает в нас чувство неполноценности. Конечно, все люди, молодые и пожилые, хотят нравиться окружающим, но ошибка считать, что хорошая репутация зависит от наличия пышной шевелюры или плазменного телевизора.

Контрольная закупка. Да, реклама способна повлиять на нас, но то, насколько глубоким будет это влияние, зависит от нашего отношения к полученной информации. Поэтому родители должны понимать, что они могут научить детей критически относиться к любой пропаганде.

Самый простой способ показать, что не все так здорово, как говорят по телевизору, – поиграть с малышом в игру «Контрольная закупка». Выбери с ним вместе несколько разных пачек любимых готовых завтраков, например шоколадных шариков. Возьми несколько чашек, пронумеруй их и разложи туда купленный товар. Предложи своему «эксперту» попробовать и определить, есть ли существенная разница между продуктами разных марок. Так ребенок со временем убедится, что в одних случаях реклама – это всего лишь трюк, а в других – правда. Твоя цель – научить ребенка самостоятельно анализировать полученную информацию.

Почаще используй рекламные приемы в шутку, например, рекламируя откусанное яблоко или описывая во всей красе старые вещи из детского гардероба. Так ты покажешь ребенку, как можно преувеличивать достоинства предмета, а также научишь относиться к уловкам рекламы с иронией. Помни, что мы не сможем воспитать у детей правильное отношение к

рекламе, пока сами поддаемся ее влиянию. Вместе учитесь быть предвзятыми, не верить на слово, сомневайтесь в искренности послания и укрепляйте в себе чувство собственного достоинства, главное проявление которого – разборчивость. И не забывай, что хорошая книжка или душевный разговор гораздо увлекательнее мелькания виртуальных игрушек.

В. «ДВИГАТЕЛЬ ТОРГОВЛИ» СТАНОВИТСЯ ДОРОЖЕ

Медиаинфляция «разогревает» белорусский рекламный рынок.

Его емкость впервые приблизилась к \$100 млн.

Начало 2008 года участники белорусского рекламного рынка встречали с тревогой. Всех беспокоил вопрос: как отреагирует рынок на изменение законодательства, в первую очередь – на ограничение рекламы пива и табачной продукции. К счастью, пессимистичные прогнозы не оправдались, и в целом рекламный рынок даже продолжает расти.

Новая «метла»

На исходе минувшего года вступил в силу новый закон «О рекламе», а вместе с ним и новые положения о порядке ее распространения. Положения закона затронули в первую очередь электронные СМИ и рынок наружной рекламы. В частности, сократилось рекламное время (не более 20 % от общего объема вещания и не более 20 минут в час в вечерний прайм-тайм с 18.00 до 22.00). Отныне продолжительность прерывания теле- и радиопередач рекламой не должна быть более 4 минут, а уровень ее звука не может превышать средний уровень звука транслируемой программы. Закон ограничил рекламу пива и слабоалкогольных напитков, установив полный запрет на наружную рекламу пива и табака, а также на проведение любых рекламных акций, направленных на стимулирование их продаж. Реклама табачных изделий и алкогольных напитков запрещена в аэропортах, на вокзалах, остановках общественного транспорта, станциях метрополитена.

Некоторые положения закона добавили «головной боли» рекламным агентствам и СМИ. Например, подтверждена норма, в соответствии с которой вся рекламная продукция, распространяемая в Беларуси, должна производиться на территории страны на одном из государственных языков – русском или белорусском. Это является серьезной проблемой в первую очередь для международных сетевых компаний, где процесс разработки и создания рекламных образов унифицирован и зачастую сконцентрирован в одном месте – в «материнской» штаб-квартире. Законодательный статус получили и некоторые менее существенные требования к размещению рекламы. К примеру, необходимость указывать в оригинал-макете полную

информацию о компании: регистрационные данные, номер лицензии и т. п. Конечно, практически все эти требования существовали и ранее, но в виде инструкций и положений различных министерств и ведомств. Теперь, когда они получили силу закона, проконтролировать их исполнение станет проще, а ответственность за нарушения наверняка увеличится.

Впрочем, игроки рынка достаточно спокойно отреагировали на появление нового закона.

– Новый закон «О рекламе» не сломал существующую практику, а лишь зафиксировал статус-кво, – говорит директор рекламного агентства Starcom MediaVest Group Belarus Петр Попелушко. – Даже хорошо, что он объединил и унифицировал требования различных нормативных актов в одном документе. Кроме того, в законе более четко прописаны вопросы, связанные с регулированием корректности рекламы и с юридическим оформлением документов. В частности, отмечено, какие сведения необходимо указывать, какие – нет. Есть надежда, что теперь, по крайней мере, в ближайшие пару лет, правила игры не будут меняться. Главная же претензия к новому закону заключается в том, что он по многим пунктам совпадает с подобными документами в сопредельных странах. И возникает ощущение, что некоторые из этих пунктов чисто механически переносились на нашу почву без учета специфики местного рынка.

Лидеры – ТВ и Интернет

В самом деле: если разобраться, что «черт» может, действительно, оказаться не таким страшным, как его малюют. В последние годы белорусский рекламный рынок «накачивал мускулы» и исправно прирастал. Например, в 2007 году, по данным ассоциации рекламных организаций (АРС), он вырос на 20 – 30 %, а его емкость впервые приблизилась к \$100 млн. По оценкам АРО, более 50 % объема рекламного рынка в Беларуси занимает телевизионная реклама. В тройке лидеров печатная (более 20 %) и наружная реклама – около 13 %. Интересно, что около 4 % рекламного рынка занимают «иные виды» рекламы, к которым сегодня относятся и рекламные игры.

С. ЖЕНСКАЯ ЛОГИКА

Женщины готовы ходить по магазинам
на поводу у хитрого мерчендайзера и покупать, покупать...

Шерше ля фам!

Специалистов по маркетингу традиционно интересует женская часть населения – ведь именно дамы приобретают основной объем товаров и услуг (исследования показывают, что в структуре посетителей торговых центров они составляют от 60 до 85 % – естественно, с оговоркой на тип тор-

гового центра). По данным ACNielsen, основным покупателем потребительских товаров является работающая женщина в возрасте от 35 лет. Если же говорить о структуре покупок в денежном выражении, то, по статистике, 85 % всех потребительских расходов составляют опять же расходы хозяйек, которые чаще бывают в магазинах и проводят у прилавков на 25 % больше времени, чем мужчины. Если говорить о тех людях, для которых магазины превращаются в страсть, то подсчитано: более 75 % пациентов центров для лечения шопингомании (болезненного пристрастия к совершению покупок) – тоже представительницы лучшей половины человечества.

Какой из всего этого можно сделать вывод? Да очень простой: реакция барышни (а также бабушки) на вид товаров в торговых точках существенно отличается от того, какими глазами их видит покупатель мужского пола – к какому бы возрасту и типу характера он ни принадлежал.

Особенности покупательского поведения и потребительских пристрастий женщин базируются на различиях в психике и способе мышления. Женская половина лучше различает материалы и формы, лучше слышит, более резко реагирует на шум. Женщины хотят и готовы общаться: более 80 % участников всех ВТЛ-акций – дамы, они же с удовольствием участвуют в конкурсах, общаются с промоутерами. При этом прекрасному полу свойственно подчиняться авторитетам и считать интересы других более важными, чем свои собственные. Все это отражается на восприятии маркетинговых мероприятий: женщины намного быстрее мужчин поддаются воздействию рекламы и больше доверяют ей.

Кроме того, у мужчин есть «встроенная система внутренней навигации»: они движутся, как правило, целенаправленно, заранее определяя направление, очень хорошо ориентируясь в пространстве. Женщины редко придерживаются обдуманного плана, зачастую бродят по торговым центрам бессистемно, заглядывая во все «интересные» места. Эту особенность давно заметили специалисты по планированию торгового пространства. Задача мерчендайзинга в женских магазинах – вынудить покупательниц осмотреть весь товар, направляя их с помощью пристенного и островного торгового оборудования и визуальных акцентов. Женщины легко попадают «на крючок» смешанного зонирования, забегая по пути то в отдел игрушек, то в книжную секцию, то на фуд-корт...

Мужчина видит дальше собственного носа

В магазинах и торговых центрах, ориентирующихся на мужчин, абсолютно необходимо четкое сегментирование пространства по ассортиментным группам, так как мужчин раздражает «мозаичный» ассортимент. Если в одном отделе магазина присутствует и мужская, и женская группа товаров,

лучше всего размещать мужскую ближе к входу или в местах с хорошим обзором при входе в отдел, так как многие мужчины, не найдя продукцию в первые несколько секунд, скорее всего, из магазина тут же уйдут!

Есть существенные различия в женском и мужском восприятии и рекламных материалов в местах продаж. «Слабый пол» обладает зрением, которое рассеяно в широком диапазоне, но сконцентрировано на близком расстоянии. Мы лучше видим то, что у нас «под носом». Поэтому для женской части аудитории больше подходят материалы, предназначенные для размещения на полках. Мужчин эволюция долгое время заставляла охотиться, и они «выхватывают» предметы издалека, часто совершенно не обращая внимания на предметы, разложенные прямо перед ними. На эту часть покупателей направлена реклама иного характера: крупные макеты упаковок, подвесные изображения рекламы с хорошим фронтальным обзором и т. д.

Женщины также более восприимчивы к цвету. Более того, цвет во многом «правит» нашим поведением: большинство товаров, начиная от одежды и заканчивая автомобилями, женщины выбирают именно по цвету. Первый вопрос, над которым задумывается девушка, мечтая об автомобиле, – какого он будет цвета? Европейские производители одежды, учитывая это, разрабатывают коллекции, перекликающиеся между собой по цвету и подходящие по стилистике, в общей сложности преобладающих 3 – 4 тонов. «Зацепившись» на одной вещи, покупательница чаще всего приобретает еще несколько гармонирующих по стилю изделий.

4.11 TEST ON UNIT 4

REVISION

I. Replace the underlined parts of the sentences with the words and phrases from Word List 4.

1. What he felt was more similar to pity than love.
2. His friendly manners made her feel relaxed and secure though she shouldn't have trusted him.
3. The speaker didn't support his opinions with examples.
4. She didn't realise that she had broken the law but she had broken it.
5. There is no stimulus for people to save fuel.
6. I hate TV show hosts with their banal remarks and insincere smiles.
7. He spent a lot of time and effort before he became famous and successive in the field of film industry.
8. She was teased by the other girls because of her size.
9. She paid back the money she owed us at last.
10. She continued to work without a break.
11. It is very important for a politician to understand the effects of his actions in the future and to be able to plan for them.

12. Politicians often deceive their electorate during the elections.
 13. Exams results are not the only criterion of a school's performance.
 14. His comments caused indignation of teachers all over the country.

II Find the odd one out.

- | | | | | |
|----|----------------|----------------|--------------|-----------------|
| 1 | a) atmosphere | b) ambience | c) allotment | d) surroundings |
| 2 | a) plethora | b) amplifier | c) avalanche | d) abundance |
| 3 | a) ban | b) forbid | c) prohibit | d) doom |
| 4 | a) report | b) replica | c) mock-up | d) imitation |
| 5 | a) obsequious | b) subservient | c) dismal | d) servile |
| 6 | a) parlance | b) jargon | c) concourse | d) talk |
| 7 | a) phoney | b) fake | c) forgery | d) riot |
| 8 | a) automobile | b) vehicle | c) medium | d) means |
| 9 | a) meander | b) emblazon | c) browse | d) loiter |
| 10 | a) proceedings | b) lawsuit | c) trial | d) proceeds |
| 11 | a) drastic | b) extreme | c) radical | d) frantic |
| 12 | a) supine | b) laid back | c) surreal | d) submissive |
| 13 | a) dupe | b) contravene | c) break | d) breach |
| 14 | a) throng | b) crawl | c) cram | d) teem |

III. Translate the sentences from English into Russian.

- Она из кожи вон лезла, чтобы угодить своему мужу.
- Им удалось решить конфликт мирным путем.
- Подобные предрассудки должны быть вырваны с корнем.
- После того как выпускаются акции, в игру вступают биржевые дельцы.
- Некоторые сюжеты социальной рекламы вызывают противоречивое отношение.
- Изобилие товаров на прилавках магазинов лишили ее способности мыслить здраво, и она начала скупать все подряд.
- 9 Мая тысячи людей возлагают цветы к памятникам, чтобы отдать дань солдатам, погибшим за Родину.
- У него абсолютно нет никаких принципов, он всегда примазывается к партии, которая побеждает на выборах.
- Они сразу расплатились за машину наличными.
- После вмешательства правительства в конфликт между дирекцией завода и профсоюзами стороны пришли к мирному соглашению.
- В худшем случае он может начать частное расследование.
- Она не выдержала напряжения.
- Поездка в восточные страны дала ему возможность почувствовать вкус совершенно незнакомой жизни.

Word list for Unit 5

a series of gambles	debris (<i>n</i> , [U])
abound (<i>v</i>)	deranged (<i>adj</i>)
achieve a massive electoral swing	despicable (<i>adj</i>)
be (live) on (the) air ≠ a pre-recorded report; go on air ≠ go off air	detach oneself (<i>v</i>)
allege (<i>v</i>)	disrupt (<i>v</i>)
be up in arms (about / over sth) (<i>idm</i>)	dovetail (<i>v</i>)
assault (on / upon / against sb/sth) (<i>n</i>)	drastically (<i>adv</i>)
at first hand (<i>idm</i>)	earpiece (<i>n</i>)
axe (<i>v</i>)	editorial (<i>n</i>)
backlash (against sth from sb) (<i>n</i>)	elucidate (<i>v</i>)
bellicose (<i>adj</i>)	end up (<i>v</i>)
bend the constitution	entourage (<i>n</i>)
bereaved (<i>adj</i>)	fall short of sth (<i>idm</i>)
beyond our immediate experience	file a report
beyond rational thought	forthcoming (<i>adj</i>)
breaking news (= news that is arriving about events that have just happened)	front a (live) programme
bubble (over) (with sth, e.g. ideas / excitement / energy) (<i>v</i>)	gallery (<i>n</i>)
be bursting (with sth, e.g. ideas / enthusiasm / pride) (<i>v</i>)	get up sb's nose (<i>idm</i>)
by-election (<i>n</i>)	go down (in sth, e.g. history) (<i>phr v</i>)
cast / shed / throw 'light on sth (<i>idm</i>)	gregarious (<i>adj</i>)
circulation (<i>n</i>)	guerrilla (<i>n</i>)
civil liberties (<i>n</i> , usu <i>pl</i>)	hair-raising (<i>adj</i>)
come to a (screeching) halt (<i>idm</i>)	hilarious (<i>adj</i>)
committed to sth (<i>adj</i>)	hollow out (<i>v</i>)
conducive to sth (<i>adj</i>)	human interest story (<i>n</i>)
contemptuous (of sb/sth) (<i>adj</i>)	inadvertently (<i>adj</i>)
cover an event	information vacuum
cover story (<i>n</i>)	ingenious (<i>adj</i>)
dally with (<i>v</i>)	innovative (<i>adj</i>)
deadline (<i>n</i>)	insouciance (<i>n</i>)
launch an attack	intrinsically (<i>adv</i>)
legacy (<i>n</i>)	(get / have) itchy feet (<i>idm</i>)
	jail opponents / finger the opposition
	keep its inner workings secret
	take 'turns (in sth / to do sth) (<i>BrE</i> take it in 'turns) (<i>idm</i>)
	tarnish (<i>v</i>)

negotiate with (v)
neuter (parliament) (v)
news anchor (n)
newsworthy (adj)
no-man's-land (n)
office (n)= post (hold / take / seek / run
for / stand for office; be in / out of
office; the office of treasurer
ooze (v)
pass on power
plain-clothes officer (n)
plant a bomb
plunge people into desperate poverty
be in the **pockets** of sb / be in someone
else's **pocket** (idm)
have / get one's **priorities** right /
wrong (infml)
public disclosure
push / put sth to the back of one's mind
(idm)
rebel (n,v)
rig (v)
shambolic (adj)
(cut sth) **short** (adv)
sign off (v)
skewed (adj)
give sb the **slip** (idm)
spurious (adj)
stark (adj)
stick in one's mind (idm)
subject to (adj)
subversive (adj)
succumb (to sth) (v)

the polls (n)
think on one's feet (AmE, idm)
ubiquitous (adj)
understatement (n)
undistorting (adj)
unfettered (adj)
unmediated truth
update a broadcast
vice squad (n)
visceral fear of instability
vulnerable (to sb/sth) (adj)
watershed (n)

idioms

an entirely different kettle of fish
a far cry from
the gutter press
home truths
ivory tower
raw deal
second thoughts
have a **vested** interest in sth/doing sth
bring phrases
get phrases

5

Have I got news for you!

5.1 THE MEDIA

TOPIC VOCABULARY

A. Work in groups. Discuss these questions:

1. How do you find out what's in the news?
2. Which newspapers do you read regularly? Which do you prefer and why?
3. What current affairs programmes do you watch or listen to on the TV or radio?
4. If you go to websites for news, which do you prefer and why?
5. Which English-language newspapers have you read? What were they like?
6. Is there a local English-language newspaper in your country? What's it like?
7. Do you believe everything you read in the newspapers? Why / Why not?
8. Which newspaper or website would you recommend if you were asked?
Give your reasons.

B. Match the words and phrases on the left to their synonyms on the right:

- | | | | | | | |
|-------------------------|--------------------|--------------------|-------------------|----------------------|-------------|---|
| <i>article</i> | <i>circulation</i> | <i>editorial</i> | <i>issue</i> | critic | the dailies | journalist |
| <i>magazines</i> | <i>main story</i> | <i>newsreader</i> | <i>the papers</i> | exclusive | lead story | leader |
| <i>reporter</i> | <i>reviewer</i> | <i>cover story</i> | <i>scoop</i> | newscaster | agony aunt | report |
| <i>advice columnist</i> | | | | monthlies & weeklies | number | number of copies sold |
| | | | | | | the main story in a magazine, that goes with the picture shown on the front cover |

C. Here are some typical newspaper headlines. Each is explained in everyday language, with some words missing. Fill the gaps.

1. **Quake toll rises:** The number of of the has risen.
2. **'Tories set to win poll':** Someone says that the party is to win the forthcoming by-election.
3. **Premier backs peace moves in docks:** The says that (s)he the to reconcile both sides in the port workers' dispute.
4. **Police name Mr Big:** The police have revealed the of the of the robberies.
5. **Jobless total tops 3m – PM to face critics in Commons:** 3 million people are now The Opposition will be asking the some difficult questions in

6. **Key MP held on bribes charge:** A prominent has been because he is alleged to have bribes.
7. **Washington ups arms spending:** The government have their defence budget.
8. **£3m drugs haul at Heathrow:** Customs officers at Heathrow Airport have drugs £3 million.
9. **Heads up in arms over cuts – teachers to be axed:** teachers are because spending on schools is to be Some teachers are going to lose
10. **Fish talks in Brussels:** between EC ministers are to be in Brussels.

D. Work in pairs. Here are some (genuine) newspaper headlines. Explain the double meaning or joke.

- | | |
|--------------------------------------|--|
| 1. Police found drunk in shop window | 5. Mine exploded on building site |
| 2. Butter battle spreads | 6. The teacher from hell |
| 3. Hospital guards stab victim | 7. Women who smoke have lighter children |
| 4. Dog rescues cat | |

5.2 THE WORLD'S MOST WONDERFUL JOB READING & SUMMARY WRITING

A. Read the article and then answer the questions below.

A CORRESPONDENT'S LIFE

Michael Buerk tells of the luck, pleasures and pains of having 'the world's most wonderful job'

It must have been the shuffling on the landing outside the room that did it. Strange how the mind works. All night gunfire had stuttered and crashed and rolled around the town and I had slept on through everything. It had, after all, been an exhausting couple of weeks, crisscrossing El Salvador, watching – from both sides and often at dangerously close quarters – the guerrillas as they were resolutely attempting to disrupt the national elections. 1

We had arrived in San Vicente late in the evening after another hair-raising day in which the rebels and government troops took turns at different points on the road to push their guns through the windows of our car. We had spent half the afternoon in a ditch that marked the precise centre of a gun battle . . . I, scared beyond rational thought, attempting to use my face as a trowel to wriggle further into the ground, my two camera crew colleagues discussing gun calibres and overtime rates with an insouciance which did begin (along with a considerable amount of dirt) to get right up my nose. 2

There had not been much point in being choosy over where to spend the night. There was, we were told, only one place. A shabby two storey quadrangle, the room bare concrete with an iron bed, draped in grey sheets that made you scratch just to look at them. None of that had mattered. Gunfire and lice did not wake me up . . . it was the shuffling of those feet. 3

I rolled out of bed and opened the door. Outside nearly all the other rooms was a long queue of Salvadorian soldiers waiting, with varying degrees of patience, for their turn in what, it was now clear, was San Vicente's biggest brothel. 4

The thought was not conducive to sleep. In the itching, noisy darkness I fell to thinking about all the other strange nights I had spent in a career as a home then foreign correspondent. 5

The night in a Turkish jail after I had been rash enough to sail a chartered fishing boat through the Turks' invasion fleet as it prepared to invade Cyprus. A fortnight later, several hilarious nights trapped in a UN post in what had become no-man's-land between Turkish and Greek-Cypriot forces. The post was manned by Danish policemen, liberally supplied with good meat and wine by the UN – and several thousand pornographic magazines sent by sympathetic colleagues on the Copenhagen vice squad. 6

I had spent nights staring at the sea as I threw up over the side of a lobster boat sailing round the Orkney Islands . . . a lifetime, or so it seemed, pursuing an apparently deranged Army commander through the African bush in a single decker bus . . . and, the worst of all, a night trying to catch a scorpion by matchlight. I had found it when I pulled back the sheet of my bed in a mudwalled cell in northern Ethiopia (we foreign correspondents learn to check these things). But it gave me the slip and I hunted for it all night in vain. 7

I have spent most of my adult life doing the world's most wonderful job. I am actually paid to go all over the world to see the most fascinating, the most important, or the most entertaining things that might be happening. It is a life of hasty departures, airline schedules and charter planes, satellites and deadlines. Few people wake up each morning not knowing for certain they will even be on the same continent by nightfall. Few wives would put up with it. Christine is special. She used to be a journalist herself, which helps. She's tolerant, good-humoured, and capable, but then she has had to be. Our social life is a series of gambles, our last four holidays have been disrupted. I even missed the christening of our twin sons. 8

We did have a brief period of predictability in our lives. For eighteen months my itchy feet were kept under the newsreading desk on the BBC 'Nine o'Clock News' . . . a job I had thought not worthy of a grown man, let alone a trained journalist. I was wrong of course. Fronting a live programme, often still being prepared as it goes on air, is like spending half an hour on a high wire that's only properly fixed at one end. Some nights it felt wonderful, relaxed confidence oozing through gallery and studio. Other nights only professionalism stood between tension and panic as the crew struggled to dovetail late breaking news into an already complex programme. 'You need a sense of humour', a veteran newsreader told me once . . . a memorable understatement. He himself had once concluded a particularly shambolic programme by signing off: 'If it looked a bit odd to you people out there . . . you should have been where I was sitting.'

It was fun. Wonderful for the ego to be recognised about the place (don't let anybody tell you otherwise). Pleasant to be treated as somebody important . . . even though it's a spurious importance, based only on the ability to read out loud and the technology of television which projects you into ten million living rooms each night.

It was a seductive life. In many ways I regret leaving it. But the opportunity I had wanted for years finally came up – to become a proper foreign correspondent and live abroad. So we left the comfortable house in Surrey we had created out of the wreck we had recently bought. We settled in Johannesburg, wrestling with the problems of houses and schools familiar to all expatriates, and began to learn about Africa.

It's a continent of paradox. So much beauty and so much ugliness. Fertility and famine. A continent of unrealizable dreams and fading hope.

It's an infuriating place for a journalist to work. Where governments do not actively discourage what we in the west would regard as objective reporting, their bureaucracies raise endless obstacles that you have to be both tireless and ingenious to overcome. But it's worth it. The harsh African sun shines on stark issues . . . the supremacy of one race over another, of one tribe over another. Dictatorships dally with disaster. And, of course, the ultimate human issue . . . survival itself.

Ethiopia proved a personal watershed for me. To experience, at first hand, suffering on such a scale is to change your life . . . or at least the way you look at it.

A year ago a trainee journalist asked me what was the most important advice I could give a would-be correspondent. 'Don't have your injections in

the bum if you've got a long flight', I said. If I was asked that question now I would say: 'Stay human.' I would probably also add, '. . . don't tell anybody else about your job, or they'll all want to do it.'

Background information: Michael Duncan Buerk (born 18 Feb 1946) is a BBC journalist and newsreader, most famous for his reporting of the Ethiopian famine on 23 October 1984, which inspired the Band Aid charity record. In his long and distinguished career in BBC News, spanning over 30 years, it is perhaps ironic that Michael Buerk is indelibly linked with just one story. When he and cameraman Mohammed Amin first brought the plight of millions of starving Ethiopians to British screens in 1984, he needed to say little in order to convey the desperation and suffering. His cool, dispassionate style was later to be praised by his BBC colleague, John Humphrys.

"Would Michael Buerk's reports have been more effective if he had been holding back the tears as he delivered the commentary?" he asked the Guardian newspaper in a recent interview. "No... He wrote a spare and powerful commentary and left it to us to form our own judgement."

The reports were watched in horror by singer Bob Geldof. He bullied and cajoled a host of pop stars into gathering to form Live Aid, and persuaded millions of people to part with their money to help the starving.

B. 1. Explain the meaning of these words and phrases used in the passage: *shuffling on the landing* (⌘1); *insouciance* (⌘2); *vice squad* (⌘6); *itchy feet, fronting, dovetail, gallery* (⌘9).

2. Highlight the following words in the article and work out their meanings from the context.

⌘1 guerrilla;

⌘2 rebel; to get up sb's nose;

⌘5 to be conducive to;

⌘6 hilarious;

⌘7 deranged, give sb the slip;

⌘8 deadline, disrupt;

⌘9 go on air, ooze, understatement, shambolic, sign off;

⌘10 spurious;

⌘13 stark, dally with; ⌘14 watershed, at first hand.

Match their meanings to the words below.

to be broadcast; unbalanced, demented; to show some quality very strongly;
to escape; freedom fighter; phoney; to finish a broadcast; a turning point;
disorganise, upset, disturb; amusing, entertaining; time limit or target date;
directly from the original source; insurgent; disorderly, messy; to contribute
to; harsh, grim, severe; to annoy, irritate; to play, fool around; underestimation.

C. Write down your answers to these questions about the passage.

1. Why was Michael Buerk unable to sleep in San Vicente?
2. Why were his nights in a UN post 'hilarious'?
3. Why couldn't he sleep in northern Ethiopia?
4. Why is a correspondent's life 'wonderful'?
5. Why did he enjoy his time as TV newsreader?
6. How many times does the writer use ellipsis (. . .)? What is the effect of this?

5.3 WORKING AS A JOURNALIST

LISTENING

A. Write out the definitions for the following words and phrases:

a news anchor	to cover an event
an autocue	to file a report
an earpiece	to update a broadcast
bereaved (adj)	to think on one's feet (<i>AmE, idm</i>)
to plant a bomb	to stick in one's mind
adrenalin is pumping	to put sth to the back of one's mind
to be (live) on (the) air ≠ a pre-recorded report, to go off air	to detach oneself

B. You'll hear an interview with Jayne Evans, a news journalist. Complete the sentences with a word or short phrase.

1. When you're a news journalist, you're never really _____ .
2. A news anchor reads from an autocue but must be ready to _____ those words if instructed, and remain _____ .
3. Shocking stories are very _____ but she must report them calmly.
4. It's almost impossible to remain detached when reporting disasters, but that is _____ .
5. In her career she has to enjoy the _____ .
6. The funniest situation she has been in was when _____ .
7. Being a news journalist is almost like being another _____ service.
8. Although your adrenalin is pumping, your report must be _____ .

C. Give detailed answers to the following questions:

1. What is her job actually like?
2. What is the job of a news anchor like?
3. What were the most sensitive stories she had to deal with?
4. What is particular about covering disasters?
5. What are the drawbacks of her job?
6. What does she enjoy about her work?
7. What's her typical day like?

D. Discuss your reactions to the interview:

1. What kind of personality and skills do you need to be a news journalist?
2. What would it be like to have Jayne's job? Do you envy her? Why (not)?
3. What difference does it make to see a TV on-the-spot report, rather than hear a news anchor person give the same information?
4. How can reporters manage to give unbiased versions of events?

5.4 THE MEDIA AND THE MESSAGE

READING

A. Read the following extract from a book. According to the writer, what do popular and serious newspapers have in common?

Language in the news

As readers of newspapers, and viewers of television, we readily assume that the *Nine o'Clock News*, or the front page of the *Daily Express* or the *Guardian*, consists of faithful reports of events that happened 'out there', in the world beyond our immediate experience. At a certain level, that is of course a realistic assumption: real events do occur and are reported – a coach crashes on the autobahn, a postman wins the pools, a cabinet minister resigns. But real events are subject to conventional processes of selection: they are not intrinsically newsworthy, but only become 'news' when selected for inclusion in news reports. The vast majority of events are not mentioned, and so selection immediately gives us a partial view of the world. We know also that different newspapers report differently, in both content and presentation.

1

The pools win is more likely to be reported in the *Mirror* than in *The Times*, whereas a crop failure in Meghalaya may be reported in *The Times* but almost certainly not in the *Mirror*. Selection is accompanied by transformation, differential treatment in presentation according to numerous political, social and economic factors.

2

As far as differences in presentation are concerned, most people would admit the possibility of 'bias': the *Sun* is known to be consistently hostile in its treatment of trades unions, and of what it calls 'the loony Left'; the *Guardian* is generous in its reporting of the affairs of the Campaign for Nuclear Disarmament. Such disaffections and affiliations are obvious when you start reading carefully, and discussing the news media with other people. The world of the Press is not the real world, but a world skewed and judged.

3

Now what attitude might one take towards the 'bias'? There is an argument to the effect that biases do exist, but not everywhere. The *Daily Ex-*

4

press is biased, the *Socialist Worker* is not (or the other way round). In a good world, all newspapers and television channels would report the unmediated truth. This view seems to me to be drastically and dangerously false. It allows a person to believe, and to assert, complacently, that *their* newspaper is unbiased, whereas all the others are in the pockets of the Tories or the Trotskyites; or that newspapers are biased, while TV news is not (because 'the camera cannot lie').

The danger with this position is that it assumes the possibility of genuine neutrality, of *some* news medium being a clear undistorting window. And that can never be.

B. Match the following words with their meanings as used in the extract.

- | | | | |
|---------------------|-------------------------|---------------|--------------|
| 1. <i>readily</i> | 5. <i>intrinsically</i> | a. favourable | e. unaltered |
| 2. <i>faithful</i> | 6. <i>generous</i> | b. particular | f. accurate |
| 3. <i>immediate</i> | 7. <i>unmediated</i> | c. inherently | g. personal |
| 4. <i>certain</i> | | d. willingly | |

C. Explain the meaning of the following words and phrases.

- | | | |
|-----------------------|--------------------------------|----------------|
| admit the possibility | disaffections and affiliations | the loony Left |
| the camera cannot lie | in the pockets of the Tories | |

D. Multiple-choice questions. Choose the best answer.

- We have a distorted picture of the world beyond our immediate experience because
 - real events are deliberately distorted by the media.
 - we are selective in what we read.
 - a limited number of events are reported.
 - the stories that are presented are not fully researched.
- The writer implies that *The Times*
 - never deals with any human interest stories at all.
 - has large numbers of overseas readers.
 - carries reports that would not interest *Mirror* readers.
 - has the same political slant as the *Mirror*.
- According to the writer, newspapers
 - shape the political views of their readers.
 - vary greatly in their degree of objectivity.
 - are widely perceived to be politically biased.
 - are funded by political pressure groups.
- When the author says 'the *Daily Express* is biased',
 - he in fact means the opposite.
 - he is citing an opinion he may not hold personally.

- C. he wishes to imply that the *Daily Express* is a special case.
- D. he wants to defend the *Socialist Worker*.

5. The writer's attitude towards distortion of news is that
- A. it happens more in the press than on TV.
 - B. its incidence varies between different newspapers.
 - C. it is far too prevalent.
 - D. it is inevitable.

E. Vocabulary. In the passage there was the expression 'the loony Left'. Below are a number of other common expressions. Match the expressions with their meanings and complete the sentences that follow.

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. <i>an entirely different kettle of fish</i> 2. <i>a far cry from</i> 3. <i>the gutter press</i> 4. <i>a few home truths</i> 5. <i>an ivory tower</i> 6. <i>a raw deal</i> 7. <i>second thoughts</i> 8. <i>have a vested interest</i> | <ul style="list-style-type: none"> a. an environment cut off from the harsh realities of life b. reservations c. a completely different (and unacceptable) matter d. tabloids carrying sensational stories and scandals e. be motivated by hopes of personal gain f. unfair treatment g. unpalatable but correct criticism h. not at all the same as |
|--|--|

- 1. As Kim's manager, I obviously in seeing that her new record get a lot of publicity.
- 2. I am tired of reading about sex scandals involving ministers that constantly seem to appear in
- 3. I had tentatively agreed to sharing my office with Jonathan, but I'm having about it now, and would like to keep it for myself.
- 4. I had to point out to Sophie; she was upset by what I said but, as a friend, I could not let her behave so selfishly without saying anything.
- 5. There was a lot of sympathy for the manager after he was sacked so unfairly: most people thought that he had got
- 6. It's no use asking university professors to solve the problem of football violence – they all live in their and don't know what is happening in the real world.
- 7. I agreed that your mother could stay for a couple of weeks, but I'm afraid that having her here on a permanent basis is

8. The village now has a golf course, there's a car park and it's full of tourist shops; all in all, it's the sleepy little hamlet that I knew thirty years ago.

5.5 BIAS IN THE NEWS

LISTENING & DISCUSSION

A. Listen to the report about Belarus broadcast on the BBC Radio 4 in July, 2007. Analyse the reporter's language, attitude and style and decide whether it is biased and distorted or impartial and detached. Prove your point of view.

Words and expressions to study:

be (stuck) in a 'time warp – not having changed at all from a time in the past although everything else has;

wonky *adj* (BrE, informal) – not steady; not straight;

phalanx *n* (formal) – a group of people or things standing very close together (a phalanx of khaki);

visceral *adj* (literary) – resulting from strong feelings rather than careful thought: She had a visceral dislike of all things foreign.

coyly *adv* – shyly, modestly;

loincloth *n* – a piece of cloth worn around the body at the hips by men in some hot countries, sometimes as the only piece of clothing worn;

finger sb (for sth / as sth) (infml, esp. AmE) – to accuse sb of doing sth illegal and tell the police about it.

Words and expressions to remember:

to neuter parliament

to jail opponents

to bend the constitution

to be bursting with pride

visceral fear of instability

inadvertently (*adj*)

a plain-clothes officer

to cut (sth) short

entourage (*n*)

an explosive device packed with nuts and bolts

debris (*n*, [U])

information vacuum

abound (*v*)

to finger the opposition

to have/get one's priorities right/wrong (*infml*)

subversive (*adj*)

to plunge people into desperate poverty

5.6 POLITICS

TOPIC VOCABULARY

A. Complete each sentence with a verb from the left and a noun from the right. You may need to change the form of the verb. You can check your answers in the dictionary by looking up the entries for the nouns.

ELECTIONS		
<i>fight</i> <i>lead</i> <i>rig</i> <i>stand</i>	a. The opposition has accused the government of the b. A week before the election, the Christian Democrats the by 12 per cent. c. Which party the most effective election? d. Castorri for five times, but was never elected.	<i>campaign</i> <i>election</i> <i>office</i> <i>opinion polls</i>
GOVERNMENT		
<i>fulfil</i> <i>impose</i> <i>unveil</i> <i>commission</i> <i>hold</i> <i>rule out</i>	e. The Minister of Education insists that she will her to cut class sizes. f. The government is under pressure to a on tobacco advertising. g. The Home Secretary yesterday to reform the prison system. h. The Prime Minister has any of an early election. i. The President confirmed that he intends to a on the main clauses of the new constitution. j. The Higher Education Minister is to a on the state of our universities.	<i>ban</i> <i>plans</i> <i>pledge</i> <i>possibility</i> <i>referendum</i> <i>report</i>
OPPOSITION		
<i>face</i> <i>launch</i> <i>renew</i>	k. The opposition leader a scathing on government policy. l. Animal rights campaigners have their for a referendum on hunting. m. The government is a over its decision to raise the basic rate of tax.	<i>attack</i> <i>backlash</i> <i>call</i>
INTERNATIONAL ISSUES		
<i>call</i> <i>deploy</i> <i>honour</i> <i>issue</i>	An international delegation urged the government to its on human rights. The UN will decide today whether to peace-keeping in the area. The government an to the rebels for all arms to be handed over by the 15th. The warring factions have agreed to a while negotiations take place.	<i>ceasefire</i> <i>forces</i> <i>promise</i> <i>ultimatum</i>

A. Read this poem and then discuss the questions below.

EPITAPH ON A TYRANT

Perfection, of a kind, was what he was after,
 And the poetry he invented was easy to understand;
 He knew human folly like the back of his hand,
 And was greatly interested in armies and fleets;
 When he laughed, respectable senators burst with laughter,
 And when he cried the little children died in the streets.

W. H. Auden (1938)

1. Which tyrants and dictators spring to mind when you read the poem?
2. Why is it that tyrants and dictators succeed in politics – and on a smaller scale in business and family life too?
3. What can the individual (i.e. you and I) do to stop them from succeeding?
4. How important is it for a country to have a strong, charismatic leader?

B. Work in groups. Which of these quotations do you agree with, and which do you disagree with? Which do you agree with up to a point? Give your reasons.

'All men are created equal.' – Thomas Jefferson (1743 – 1826)

'All animals are equal, but some animals are more equal than others.' – *Animal Farm* by George Orwell (1903 – 1950)

'The ballot is stronger than the bullet.' – Abraham Lincoln (1809 – 1865)

'No one can be perfectly free till all are free; no one can be perfectly happy till all are happy.' – Herbert Spencer (1820 – 1903)

'Nationalism is an infantile disease. It is the measles of mankind.' – Albert Einstein (1879 – 1955)

'Unhappy the land that is in need of heroes.' – Bertolt Brecht (1898 – 1956)

'Politics is too serious a matter to be left to the politicians.' – General de Gaulle (1890 – 1970)

'Political power grows out of the barrel of a gun.' – Mao Zedong (1893 – 1976)

'Ask not what your country can do for you; ask what you can do for your country.' – John F. Kennedy (1917 – 1963)

'There is no such thing as a free lunch.' – anon

'All political careers end in failure.' – Enoch Powell, a British politician, linguist, writer, academic, soldier and poet (1912 – 1998).

A. 1. Can you identify the politicians, who said the words below:

1. For the moment, let me say this: Saddam Hussein's regime is despicable, he is developing weapons of mass destruction, and we cannot leave him doing so unchecked. He is a threat to his own people and to the region and, if allowed to develop these weapons, a threat to us also.
2. I have worked like a galley slave throughout these eight years, morning till night, and I have given all I could to this work. I am happy with the results.
3. I looked the man in the eye. I found him to be very straightforward and trustworthy. I was able to get a sense of his soul; a man deeply committed to his country and the best interests of his country.
4. I promise that my government will be whiter than white, and that I will transform this country and make the world a better place.
5. Rarely is the questioned asked: Is our children learning?
6. I was born in 1953, a child of the Cold War era, raised amid the constant fear of a conflict with the potential to destroy humanity. Whatever other dangers may exist, no such fear exists today. Mine is the first generation able to contemplate the possibility that we may live our entire lives without going to war or sending our children to war. That is a prize beyond value.
7. People are always teaching us democracy but the people who teach us democracy don't want to learn it themselves. We certainly would not want to have the same kind of democracy that they have in Iraq, to be honest.
8. Our enemies are innovative and resourceful, and so are we. They never stop thinking about new ways to harm our country and our people, and neither do we.
9. We don't negotiate with terrorists. We destroy them.
10. The ... are special. The world knows it. In our innermost thoughts we know it. This is the greatest nation on earth. So it has been an honour to serve it. I

give my thanks to you, the ... people, for the times that I have succeeded, and my apologies to you for the times I have fallen short. But good luck.

11. The ambassador and the general were briefing me on the vast majority of Iraqis want to live in a peaceful, free world. And we will find these people and we will bring them to justice.

12. If we catch them in the toilet, then we'll wipe them out in the outhouse.

2. The phrases below appear in the articles about the politicians. Which of them do you think go with which politician?

the worst president ever; his rhetoric was never matched by reality; he has been able to create a feeling of stability in the political system; he has a poor memory and is too unreflective; he oozes charm, bubbles with energy and is one of the last great orators; he had been such a failure that he had ended up in the reserve; his was no ordinary failure; he started so well and ended so badly; he leaves not just an unholy mess but also some genuine mysteries; he should go down in history as one of the lucky ones who happened to be in the right place at the right time; he politicized the fight against terrorism; Ségolène Royal even refused to be photographed with him in the run up to the French election, fearing it would tarnish her standing with voters; the ubiquitous censorship that he has imposed; he had an obsession with spin, with the tendency to exaggerate success, with the desire to bury bad news.

3. Work in three groups. Group A Read about George W. Bush. **Group B** Read about Vladimir Putin. **Group C** Read about Tony Blair.

4. Which phrases from exercise 2 are in your text? What are the bad impacts of the politician? What are the good impacts? Discuss in your group. Is there any bias in the article you have read?

5. Compare politicians with two students from the other groups. Answer the questions:

- Which of the three politicians has *most* changed history? How?
- Which politician has left the most positive legacy and done the greatest good?
- Which has left the most negative legacy and done the greatest harm?

The Enigma In Chief

As George W. Bush once noted, "you never know what your history is going to be like until long after you're gone." What I think he was trying to say is that, in time, historians may evolve toward a more positive view of his presidency than the one held by most of his contemporaries. At the moment, this



seems a vain hope. Bush's three most obvious legacies are his decision to invade Iraq, his framing of a global war on terror after September 11 and the massive financial crisis. Each of these constitutes a separate epic in presidential misjudgment and mismanagement. It remains a brainteaser to come up with ways, however minor, in which Bush changed government, politics or the world for the better. Among presidential historians, it is hardly an eccentric view that 43 ranks as America's worst president ever. On the other hand, he has nowhere to go but up.

In a different sense, though, Bush's comment has some truth to it. We do not know how people will one day view this presidency because we, Bush's contemporaries, don't yet understand it ourselves. The Bush administration has had startling success in one area: keeping its inner workings secret. Intensely loyal, contemptuous of the press and overwhelmingly hostile to any form of public disclosure, the Bushes did a remarkable job of keeping their doings hidden for eight years.

Probably the biggest question Bush leaves behind is about the most consequential choice of his presidency: his decision to invade Iraq. When did the president make up his mind to go to war against Saddam Hussein? What were his real reasons? What roles did various figures around him – Dick Cheney, Donald Rumsfeld and Condoleezza Rice – play in the decision? Was the selling of the war on the basis of WMD evidence a matter of conscious deception – or of their own self-deception?

Did Bush's own innocence and incompetence drive his missteps? Or was it the people around him, primarily his vice president, who manipulated him into his major bad choices? On so many issues – the framing of the war on terrorism, the use of torture, the expansion of executive power – it is Cheney's views that prevailed. Yet at some point, perhaps around the 2006 election, Bush seems to have lost confidence in his vice president and stopped taking his advice.

To reckon with the Bush years, we need to understand what went on between these men behind closed doors. Despite some superb spadework by journalist Barton Gellman and others, we know very little about Cheney's true role. We have seen few of the pertinent documents and heard little relevant testimony. Congressional investigations and litigation have shed only the faintest light on Cheney's role in Bush's biggest blunders.

The same is generally true of Bush's most important political relationship, with Karl Rove, and his most important personal one, with his father. Only with greater insight into these connections are we likely to be able to answer some of the other pressing historical questions: To what extent was Bush himself really the driver of his central decisions? How engaged or disengaged was he? Why, after governing as a successful moderate in Texas, did he adopt such an ideological and polarizing style as president? Why did he politicize the fight against terrorism? Why did he choose to permit the torture of American detainees? Why did he wait so long to revise a failing strategy in Iraq?

It seems unlikely that the memoirs in the works from Rove and Rumsfeld will challenge Bush's repeated assertions that he was not only in charge but also in control. As for the president himself, we're unlikely to get much: Bush has a poor memory and is too unreflective to have kept the kind of diary that would elucidate matters. In time, however, other accounts are sure to emerge. Congressional investigations will shed new light. Declassified documents and e-mails may paint a clearer picture.

Once the country is rid of Bush, perhaps we can start developing a more nuanced understanding of how his presidency went astray. His was no ordinary failure, and he leaves not just an unholy mess but also some genuine mysteries.

Jacob Weisberg, Newsweek Jan 19, 2009

Taken from <http://www.newsweek.com/id/178858>

Putin's Legacy (Russian Analytical Digest, 4 March 2008)



Fate is not necessarily fair. Some are born with a silver-spoon in their mouth, and some just happen to be in the right place at the right time. Vladimir Putin should go down in history as one of the lucky ones who happened to be in the right place at the right time, but hardly accomplished anything positive.

On New Year's Eve 1999, Boris Yeltsin announced his resignation. He felt he could leave, because at long last Russia's economic reforms had been successfully completed. His big mistake, however,

was to pass on power to a mediocre lieutenant-colonel in the KGB, who had been such a failure that he had ended up in the reserve in St. Petersburg.

Putin's Political Legacy (By Robert Orttung, Washington)

Russian President Vladimir Putin has created a political system that is in many ways unique to Russian history as it combines some Soviet practices, achievements from the Gorbachev and Yeltsin period, and new features. Russia is much more open to foreign influence than it was during the Soviet period. Most Russian citizens are free to travel, and Russians have access to the Internet, which provides unfettered information and debate. With the end of official state planning for the economy and the occurrence of high oil and gas prices, Russian citizens are now better off economically than ever before. Consumer goods are widely available, giving the average person a sense of well being. In contrast to the upheavals of the 1990s, Putin has been able to create a feeling of stability in the political system that has made him enormously popular with his constituents.

Yet, these accomplishments have been accompanied by a systematic assault on democracy and civil liberties. During his eight years in office, Putin systematically dismantled the key building blocks required for a functioning democracy. The governing system now in place has few possibilities to gain information about what is going on in society and even fewer opportunities for citizens to influence the decision-making process. Since most of the formal political institutions have been hollowed out, the system is largely designed to work around one man. A significant portion of the country's income depends on the price of oil. As a result, Russia is vulnerable to changes in the international commodities market at the same time that its political system is extremely inflexible. Putin's political system works well for extracting the super profits of the Russian energy sector and has benefited from the recent high prices, but its rigid centralization is not suited for a country that hopes to compete in an information-based, innovation-focused global world economy. Whether the system can long survive a potential drop in energy prices is a real question.

Putin's Economic Legacy (By Anders Eslund, Washington)

Putin was lucky to become president when Russia's arduous economic reforms were close to completion and high growth had already taken off. Putin continued the reforms for two and a half years, pushing ahead with radical tax reform, improving conditions for small business, and allowing trade in agricultural land. Unfortunately, reforms came to a screeching halt with the confiscation of Yukos in 2003. A wave of renationalizations followed, driven by extensive corruption. Oil prices rose dramatically in 2004, allowing Putin to ignore all

reforms. At the end of 2007, Russia returned to deficit spending although inflation was surging.

When Putin became president in 2000, he promised that Russia would join the World Trade Organization by 2003, but it is not likely to join even this year because Putin has allowed various protectionist interests to override Russia's national interest. This stands out as one of his most spectacular failures.

Even worse is that male life expectancy in Russia is stuck at the miserable level of 60 years of age. Russian men are drinking themselves to death, and the government is not lifting a finger. All state systems are in crisis: health care, education, law enforcement, and the military. Russia's murder rate has been higher under Putin than under Yeltsin and is currently four times higher than in the U.S. The change is not in reality but in its presentation thanks to the ubiquitous censorship that Putin has imposed.

In short, what remains of Putin's economic legacy is only that he was lucky to reap the benefits from the arduous, but productive reforms his predecessor instigated in the 1990s. In spite of its abundant oil revenues, Russia's growth record puts the country in 12th place among the 15 former Soviet republics since 1999, which is not very impressive.

Putin's Foreign Policy Legacy (By Edward Lucas, London)

Russian foreign policy is now focused on business rather than ideology, military power, or territorial expansion. Business has special weight because the people who rule Russia also own it. Stitching up world energy markets with other big producers, or finding customers for Russian weapons and raw materials, are much more interesting than the nuances of the Middle East peace process or the endless woes of the Balkans. In short, bad politics is bad for business.

However, Russia feels that the West has betrayed promises made by expanding NATO and in 2006 Mr. Putin apparently decided that it was pointless trying to maintain a warm friendship with the West. Instead, Russia would have to gain respect by talking, and acting, toughly. That has some risks. Russia is now increasingly seen in the rich industrialized world as an authoritarian state that hangs out with international pariahs. So Moscow has tried to build up its relationship in the Muslim world, though these countries mainly see Russia as a counter to the USA and a possible source of weapons.

Russia has also sought to work with China. Both countries share a strong dislike of Western universalist values and a belief that economic growth and stability are preferable to imported notions of freedom. It is the antithesis of the American idea of liberal internationalism: that intervening to prevent genocide, say, is not just the right but the duty of a civilized country. However, Russia and China are rivals in the battle for influence in Central Asia.

Tony Blair's Legacy: How will the British Prime Minister be Remembered?

Tony Blair's time as British Prime Minister is coming to an end. He is putting in place his legacy, his place in history. For what and how will he be remembered?

Tony Blair was elected to the British premiership in 1997. His election brought to an end nearly two decades of Conservative Party government and was greeted with great enthusiasm by the majority of the British electorate, an enthusiasm that was reflected in his party's huge majority. Today, after 10 years,

he is about to leave office to hand over the reins of government to another member of his party, Gordon Brown and a new Deputy Leader, Harriet Harman. As he approaches the end of his time in office he is, as all long-serving political leaders do, seeking to define his own legacy – the way in which he will be remembered by history. It is an appropriate time to begin to think about what that legacy will be.

The political legacy. Blair and his closest colleagues took a party which was largely perceived as being unelectable and deeply untrusted by the business community and, through a process of re-naming (it became New Labour') and re-branding, achieved a massive electoral swing against Conservative Prime Minister John Major in 1997. The party retained power in 2001 and 2005, to win three consecutive general elections, a feat never before achieved by any Labour prime minister. In party political terms, Tony Blair will be remembered as being highly successful, although this part of his record will also be remembered as ending with a stain as a result of the ongoing police investigation into the alleged cash for peerages scandal.

The domestic policy legacy. At the time of its election, the New Labour government of Tony Blair faced a major challenge. How to make good the massive under-investment in public services left by two decades of Tory rule while, at the same time, keep its electoral pledge not to raise direct taxation and also keep the business community and feared Murdoch media on-side? This was a very difficult trick and Blair, aided by his 'Iron Chancellor' Gordon Brown, succeeded. Billions of pounds were pumped into revitalising the railway system, a system that was literally falling apart through under-investment. More billions were spent on all levels of education, particularly in the area of infrastructure which had been sadly neglected by the Conservatives. Many more billions were dedicated to modernising the National Health Service and, in particular, to addressing issues of pay. This was all done without any increase in direct taxation, although there were substantial increases in indirect taxation. In particular, it



was done while maintaining the longest period of economic stability and year-on-year economic growth ever seen in the UK.

Another, often unsung, success of the Blair premiership has been Northern Ireland where a situation that has often been characterised as civil war has been normalised. Tony Blair has involved himself in this issue in a way that other Prime Ministers have tended not to. This involvement will in all probability be remembered as being decisive. In this area, Blair will be remembered well.

The foreign policy legacy. Tony Blair's nemesis came in the form of the election in 2000 of George W. Bush as US President. Prior to Bush, Blair had a good record in foreign policy. He had led Britain when it joined the fight against Serbian expansionism in former Yugoslavia.

Blair's big error was buying into this US neo-con project. His support for US policy in this area was opposed by many within the UK, including many in his own party who did not believe the claims concerning weapons of mass destruction that were being used to justify the increasingly bellicose attitude to Iraq. Following the successful attack on Iraq and the removal of the Hussein, it became apparent fairly quickly that there were no weapons of mass destruction. The invasion had been undertaken on a false prospectus.

Worse was to follow. While the invading forces had been welcomed by some sections of the population, they were viewed as an occupying force by others. Attacks on the armed forces became a daily occurrence. US casualties moved into the thousands and UK casualties into the hundreds. A situation akin to civil war developed as Sunni and Shia militias battled it out over territory and local socio-economic power, and the media was filled with pictures of carnage brought about by a seemingly unstoppable wave of suicide bombers. The promise of a war to introduce democracy to a previously undemocratic country seemed an impossible dream. The whole was also overlaid by continual reports of corruption. Blair will not be remembered kindly in respect of foreign policy.

Part of his failure will be put down to the way he seems overawed by celebrity. His premiership has been tainted throughout by his desire to be close to those currently in vogue or those with money. From the initial, much derided, attempt to bring the main players in 'Cool Britannia' into Number 10 Downing Street, through his much reported holidays at the homes of ageing entertainers like Cliff Richard and Barry Gibb, and his courtship of Bernie Ecclestone (the Formula One chif) and Italian premier and media mogul Berlusconi, Blair has succumbed to the allure of the rich and famous. It is quite possible that history will view his relationship with George W. Bush as another example of this pattern.

Alistair McCulloch Feb 9, 2007

Taken from http://britishaffairs.suite101.com/article.cfm/tony_blairs_place_in_history

A. Find synonyms for the phrases in italics, or explain their meaning. Use a dictionary if necessary.

1. Talking to her really *brought it home to* me how important it is to *bring children up* in the right way. They shouldn't be allowed to *get away with* bad behaviour.
2. Whatever *brought* these problems *about*, we must *get round them* somehow.
3. They hope to *get over* their difficulties by *bringing in* a management consultant.
4. Her attitude *brings out the worst in* me, I'm afraid. I just can't *get on with* her. The whole situation's really *getting me down*.
5. His anecdote *brought the house down*. But I didn't *get* the joke.
6. He gets terribly upset when he thinks people *are getting at him*, but he usually *gets over* it fairly quickly.
7. I've been cheated and I want to *get my own back*. How can I *get even with* them?
8. Time's *getting on*, I think we'd better *get the meeting over with*.
9. It was hard to *get it across* to them that they had to work harder.
10. What did she mean? I really didn't understand what she was *getting at*.
11. He's terribly gauche and shy with strangers, he needs someone to *bring him out*.
12. 'I had a terrible night: I didn't manage to *get off to sleep* till 3 a.m. I was so worried about *getting behind with* my work.' 'You should have *got up and got on with* some reading. You could have *got through* quite a lot during that time.'

B. Fill the gaps in these sentences with suitable phrases from the list below. You may need to change the form of the verbs.

1. She's a very gregarious person and seems to everyone.
2. I promised to go food shopping for them and now I can't it.
3. Was it because they pleaded guilty that they a fine, instead of a jail sentence? Or was it because the judge had been?
4. There's no point in having good ideas if you don't them in writing.
5. What have the children been while I've been away?
6. If you want to in politics you have to have the right connections and the people who matter.
7. I'm sorry to the subject of politics, I know it's a sore point with you.
8. I know how to handle him, so leave it to me – I'll be able to him.
9. I haven't done the work yet and I don't know when I'll it.
10. I have to be at work early tomorrow, can you me at 5.30?
11. I'm sorry to this – I know it's embarrassing.

12. The UN intervention a peaceful settlement of the conflict.

*bring about bring up get at get down get in with get off with get on
get on to get on with get out of get round get round to get up get up to*

C. Write the first paragraph of a newspaper report, using as many of the expressions from A and B as you can. Begin like this:

According to a survey brought out today,...

5.10 RENDERING

TRANSLATION SKILLS

A. Render the following articles from Russian into English. Make use of the topic vocabulary.

A. Он унижен Кремлем. Он не поймал бен Ладена (22 августа 2008)

Можно ли сказать, что сегодня, за 75 дней до выборов его преемника, президент Джордж У. Буш наконец лишился прежней самоуверенности? Его походка уже не так пружиниста и энергична. На смену угрожающему тону пришел умоляющий. Вместо того чтобы сулить России всяческие кары за агрессию против соседей, он лишь сетует: 'давление и запугивание – неприемлемые внешнеполитические методы в 21 веке'. Кто бы говорил!

Несмотря на всю похвальбу Буша, захватить Усаму бен Ладена 'живым или мертвым' до сих пор не удалось, и времени на то, чтобы изловить его и провезти по Парк-авеню в железной клетке, спасая тем самым репутацию президента, уже не осталось. Теперь уже кандидат в его преемники от Республиканской партии сенатор Джон Маккейн обещает преследовать Бен Ладена до 'врат ада и дальше'.

Маккейн, сумевший 'не запятнать себя' связями с нынешним президентом, сегодня ведет предвыборную кампанию так, как будто он – клон Буша. И, похоже, этот трюк работает: по данным социологических опросов он идет ноздря в ноздю с 'черным вундеркиндом' Бараком Обамой, чья компетентная манера держаться выглядит бледно по сравнению с грубой прямоотой Маккейна.

Сейчас сторонники Обамы требуют от него сенсационного шага: чтобы на этой неделе он назвал кандидатом в вице-президенты Хиллари Клинтон, привлекая тем самым голоса женщин, недовольных, что выборы, как в старые времена, превращаются в 'мужское' состязание.

Сегодня, в обстановке растущего ажиотажа по поводу съезда Демократической партии, который состоится в Денвере в ближайшие выходные, всех мучает вопрос – появятся ли там Обама с Клинтон рука об руку, даже

несмотря на то что муж Хиллари Билл без всякой теплоты относится к кандидату-'выскочке', сумевшему обойти на повороте его супругу – а о Буше, кажется, просто позабыли.

Единственное доброе слово, что кто-либо может о нем сказать – это то, что раньше он был еще хуже. В конце концов, он все-таки избавился от такого страшноватого персонажа, как бывший министр обороны Дональд Рамсфелд. К тому же теперь он прислушивается к спокойным советам гос-секретаря Кондолизы Райс, а не к буйному вице-президенту Дику Чейни, чья агрессивность побудила одного юмориста отпустить язвительную реплику о том, что, услышав орудейный салют в честь прибывшего с визитом главы иностранного государства, Чейни 'открыл ответный огонь'.

Транспарант с надписью 'Задание выполнено', вывешенный после вторжения в Ирак на американском авианосце у калифорнийского побережья, на борт которого Буш прибыл на реактивном истребителе в кресле второго пилота, служит сегодня мрачным напоминанием о президентской спеси, из-за которой Америка уже пять лет теряет своих сыновей и миллиарды долларов.

Его пакистанский союзник-марионетка по 'войне с террором' – президент Первез Мушарраф – вынужден уйти в отставку. Из Грузии российские войска выводятся 'с лентой', а их командиры насмеваются над Бушем и Америкой. 'Следующий сюжет: в Грузии русские солдаты разъезжают на наших 'Хамви'!' – ошеломленно объявляет ведущий телепрограммы; речь идет об американском военном оборудовании, переданном грузинской стороне.

Хотя именно Буш и К^о подстрекали Грузию к безрассудной провокации против России, когда она потерпела крах, не они, а французский президент Николя Саркози срочно прибыл на место событий и договорился о прекращении огня. Уже после этого Буш отправил в Грузию Кондолизу Райс – якобы для того, чтобы 'откорректировать' соглашение, а на самом деле сделать вид, будто это они, а не Саркози, добились перемирия, – но на ее поездку никто не обратил особого внимания.

За последние два года рейтинг популярности Буша ни разу не достигал 40 %. Сегодня он составляет всего 32 %. Во вторник New York Times опубликовала шесть читательских писем по поводу кризиса в Грузии. Невероятно, но факт – все они содержали критику политики Буша. 'Размещение ракет в Польше и поощрение воинственных настроений в Грузии лишь усиливает паранойю в Москве и может привести к войне', – заметил один из читателей.

Сегодня существуют реальные опасения, что загнанный в угол и уходящий со сцены Буш устроит 'осенний сюрприз' – какую-нибудь 'военную тревогу', которая вынудит американцев поддержать правительство, то есть правящую Республиканскую партию, на президентских выборах. Вспомним, что именно нагнетая у американцев страх перед новыми терактами в 'отечестве' (так в нынешней администрации называют США), и обещая их защитить, Буш, уклонившийся от призыва во Вьетнам, победил героя той войны Джона Керри на президентских выборах 2004 г.

Конечно, *New York Times* представляет не американскую глубинку, где многие поддерживают действующего президента при любых обстоятельствах. Но сегодня ни у кого, кроме разве что профессиональных 'бушелюбов', не находится доброго слова о топорных действиях Америки в Грузии.

Преобладающее настроение в обществе – усталость; людьми овладело ощущение безысходности. Когда страна увязла в Ираке и Афганистане, а в самих США набирает обороты экономический кризис, американцам меньше всего нужна конфронтация с Россией.

Когда же у Буша все пошло не так? Даже несмотря на обвинения в том, что в президентской гонке 2000 г. он 'украл' победу у демократа Эла Гора, получившего больше голосов, – исход выборов определил Верховный суд – большинство американцев, даже те, кто не поддержал Буша, готовы были дать ему шанс. 'Переродившийся' бывший пьяница Джордж взял на вооружение манеры и лексикон 'своего парня'-ковбоя, что в целом способствовало его популярности, хотя и вызывало шуточки рафинированных интеллигентов с Восточного побережья, отлично знавших, что на самом деле он происходит из элитарной семьи и закончил Йель. Кроме того, этот имидж выгодно отличался от напыщенности Гора.

Теракты 11 сентября – ужасные сами по себе – стали бы 'божьим даром' для любого американского президента. Когда Буш среди руин Всемирного торгового центра подбадривал спасателей в мегафон, вокруг него сплотилась вся страна – да и большинство других государств мира. Даже тот факт, что несколько часов после терактов о нем не было ни слуху, ни духу – служба безопасности решила увезти президента подальше от Вашингтона – Бушу, в общем, не повредил. То же самое можно сказать и о выражении оцепенения и ужаса, появившемся на лице президента, – он в то время посещал школу во Флориде и находился под прицелом телекамер – когда ему сообщили об угоне самолетов террористами.

Никто, конечно, не мог предположить, что глава нашего государства способен так низко воспользоваться терактом против своих сограждан для развязывания войны против Ирака – который, как ему было хорошо из-

вестно, не имел никакого отношения ни к атакам 11 сентября, ни к их предполагаемому вдохновителю Усаме бен Ладену.

Тем не менее, с самого начала пребывания Буша у власти было очевидно, что он хочет радикально 'переделать' Америку после двух клинтоновских сроков в Белом доме. Как отмечает Newsweek, 'Буш отверг и пытался изменить буквально все, что мог, – словно из принципа. Именно его огульное неприятие всего, что было связано с Биллом Клинтоном, и привело нас к нынешней плачевной ситуации'. А ситуация и впрямь плачевная.

Ядерное государство Пакистан мы 'потеряли' – что намного усиливает опасность новых, еще более страшных терактов. Реальную победу в иракской и афганской войнах, безусловно, одержать мы не можем. По некоторым оценкам, при Буше государственный долг Америки возрос на 3 триллиона долларов, достигнув 11 триллионов, а внешнеторговый дефицит возрос с 377 до 800 миллиардов долларов. Обязательства государства по социальному и медицинскому страхованию, не подкрепленные доходами бюджета, по оценкам, составляют 54 триллиона долларов.

Для большинства американцев эти цифры, наверно, выглядят абстрактными, однако они отлично замечают, как реально усилились Китай и Россия. Первый проводит самую грандиозную в истории Олимпиаду. И Буш лично приехал в Пекин, чтобы приветствовать это достижение. Кремль тем временем гнет свою линию, понимая, что Америка не в состоянии помешать его откровенной агрессии в Грузии. 'Пока Америка увязает все глубже и истекает кровью, Китай и Россия набирают силу, – отмечает журналистка из New York Times, освещающая деятельность Буша с 1999 г. – Китай скупил в США столько активов, что американцы окажутся в роли 'утки по-пекински', если он выведет свои инвестиции из нашей страны, а Россия превратилась из нищей страны в 'заповедник миллионеров' – и все из-за европейской нефтяной 'наркозависимости'.

Даже такие знаменитые американские компании, как Yahoo, Google и Microsoft, вынуждены уступать требованиям Пекина – в том числе и в отношении цензуры в Интернете, – чтобы заполучить выгодные контракты.

Но главное – из-за эксцессов Буша и К^о, допустивших противозаконные пытки лиц, подозреваемых в терроризме, которых мы годами без суда содержим в Гуантанамо и многочисленных тайных тюрьмах за рубежом, Америка обесчестила себя – а для страны, стремящейся вести за собой мир за счет собственного примера, ничего хуже быть не может.

В. Буш упрекает Россию? Путин, должно быть, смеется до упаду
(13 августа 2008)

Одно можно сказать наверняка. Операция, проведенная на этой неделе в Грузии, продемонстрировала неудачу западной политики воинственности в отношении России Владимира Путина. Эта политика была призвана ослабить Россию, но усилила ее. Эта политика была призвана унижить Россию путем окружения ее странами НАТО, а на самом деле разожгла ее неоимпериализм. Эта политика была призвана показать, что Россия 'понимает только жесткость', а вместо этого выставила Запад сборищем пустомель с грозными минами.

Россия дала жестокий урок силовой политики Грузии, которая считалась союзницей Запада и кандидатом в члены НАТО. Запад потерял все свои рычаги и не может сделать ничего. Редко когда политика была столь катастрофически глупой.

Путин умер бы со смеху, если бы почитал свежие американские газеты. Президент Джордж Буш объявил вторжение России в Грузию 'непропорциональным и неприемлемым'. Можно считать, что тем самым он осадил вице-президента Дика Чейни, заявившего, что вторжение России в Грузию 'не останется без ответа' – ведь это не совсем то же самое. Буш говорит, что великие державы не должны 'заниматься в XXI веке свержением правительств', будто он ничего подобного никогда не делал. Чейни говорит, что вторжение 'нанесло ущерб позиции России в мире', словно его это так волнует. Лоббирование в пользу санкций против России свелось к угрозам бойкота зимней Олимпиады. Грандиозно.

Каждый, кто изучает Кавказ, знает, что после распада советской империи эта часть мира была пороховой бочкой, готовой взорваться в любой момент. После ухода Красной Армии и ликвидации коммунистической дисциплины раскол по линиям этнического, религиозного и националистического противостояния на фоне газа и нефти был делом времени. Слишком много было застарелых обид, слишком много спорных территорий и богатств – это противоборство блестяще изобразил Курбан Саид в своем классическом романе 'Али и Нино' об Азербайджане начала XX века.

При любом кризисе Запад не может обойтись без 'хороших' и 'плохих'. СМИ неспособны освещать современный конфликт беспристрастно. Освещение событий в Югославии, где в 1990-е годы произошло аналогичное столкновение между сепаратистски настроенными меньшинствами, было настолько тенденциозным, что Косово по сей день остается 'отважным крошкой', а сербы по-прежнему не могут быть правы.

По-видимому, в Южной Осетии обе стороны совершили чудовищные зверства и тем самым могут породить чувство возмущения перед лю-

бой камерой, направленной на них. Правительство Грузии заявило, что оно вправе установить военный контроль над двумя отколовшимися провинциями: Южной Осетией и Абхазией, несмотря на то, что они явно находятся в союзе с Россией. Равным образом Россия считала себя вправе прекратить волну выселений и убийств своих граждан в этих провинциях, в которых она выполняла гуманитарную функцию 'миротворца'.

Сложность состоит в том, что ощущение правоты и здравый смысл редко идут рука об руку. Возможно, Грузия имела право на такие действия, но поступила явно неразумно, совершив их. Возможно, Россия имела право помочь своим людям отразить нападение, но это не то же самое, что запускать в провинцию свою армию, 'славящуюся' некомпетентностью и жестокостью, не говоря уже о бомбежках Тбилиси и требованиях смены правительства.

Однако ясно, что президент Грузии Михаил Саакашвили – плохая реклама гарвардскому образованию. Он считал, что может вновь занять Южную Осетию и раскрыть блеф России, пока Путин находится на Олимпиаде. Оказалось, что это не блеф. Именно такого приглашения ожидал Путин, чтобы унижить человека, которого он презирает, и отбить у любого другого соседа России охоту к вступлению в НАТО, организацию, в которую Россия сама пыталась войти, пока ей не ответили грубым отказом.

Саакашвили считал, что он может рассчитывать на поддержку своих неоконсервативных союзников в Вашингтоне. Тбилиси – один из немногих в мире городов, где стены украшают портретами Буша, и в его честь назван проспект. Эта поддержка оказалась исключительно словесной. Ведь Америка сама участвует в войнах, донельзя напоминающих те, которые вел Путин. Она защищала курдские анклав от Саддама Хусейна. Она стремилась к смене режима в Сербии и Афганистане. В то время как войска Путина в Южной Осетии небезуспешно копировали вступление 101-ой воздушно-десантной дивизии США в Ирак, Буш в Пекине сосредоточенно смотрел матч по пляжному волейболу.

Правда такова, что у мира нет концептуальных рамок для оценки, не говоря уже о разрешении, этих неослабевающих конфликтов вокруг границ. Когда царит бедность, для того чтобы начались столкновения, достаточно клановых противоречий и поставок оружия. Единственный вопрос – как остановить их эскалацию.

Когда-то можно было предотвратить распространение таких конфликтов, сославшись на требование ООН об уважении национального суверенитета. Благодаря либеральному интервенционизму Джорджа Буша и Тони Блэра, это больше не работает. Результатом стало усиление сепара-

тистских движений по всему миру. Существование малых государств – не зло само по себе: взгляните на их красочный праздник, повторяющийся каждые четыре года на Олимпийских играх. Но процесс их возникновения обычно бывает болезненным и кровопролитным.

Когда Запад демонстрировал готовность к вмешательству с целью расчленения, самые яркие примеры которой – это Югославия, Ирак и Судан, он не просто лез в чужие дела. Благодаря этому каждому угнетенному народу захотелось стать 'мышью, которая рывкнула', и думать, что великую державу можно убедить отстаивать их дело.

Параллели бросаются в глаза. Если мы поддержали Косово против сербов, то почему бы не поддержать Южную Осетию против грузин? Но если мы поддержали курдов против иракцев, то почему не грузин против России? Действительно, если бы Грузия стала полноправным членом НАТО, то неизвестно, какие ужасы творились бы на Кавказе в результате выполнения союзнических обязательств. Решения, которые в Вашингтоне и Лондоне могут казаться спонтанным жестом идеологической солидарности, на месте могут означать войну или мир.

Я верен архаичному мнению о том, что старый ооновский принцип невмешательства в сочетании с признанием сфер влияния 'великих держав' в духе Realpolitik представляет собой более-менее стабильную основу международных отношений. Порой он может смягчаться дипломатией 'мягкого влияния' и оказанием гуманитарной помощи. Он может требовать отказа от рефлексивных жестов в пользу невмешательства (как в Зимбабве). Но либеральный интервенционизм, особенно когда он ведет к военной и экономической агрессии, влечет за собой череду дорогостоящих авантур – и обычно провалов.

Запад сделал все для того, чтобы изолировать Путина, поскольку тот выбрал курс возрождения России на основе многовековой традиции диктатуры. В результате мнение мира его теперь нисколько не заботит. Вместе с тем Запад поощрял Саакашвили к все новым нападениям на Путина, пока это не стало невыносимым. Эта политика привела к войне. Если есть на свете такой регион, который лучше оставить в покое, то это, безусловно, Кавказ.

5.11 TEST ON UNIT 5

REVISION

I. Replace the underlined parts of the following sentences by the words and phrases from Word List 5. Sometimes you'll have to change the structure of the sentence.

1. The representatives of the public got indignant when they learnt about the attempt of the government to conceal the truth.

2. A significant number of indecent physical attacks on women go unreported.
3. The government is facing a strong negative reaction from voters over the new tax.
4. She was full of excitement.
5. Work stopped when the machine broke down.
6. The management of the company didn't seem to treat the disastrous financial situation seriously.
7. The children were asked to clear away leaves, dry old branches and grass from the path.
8. The demonstrators threw the meeting into disorder.
9. I'll try to explain what I think the problems are.
10. The hotel failed to reach the standards that they expected.
11. His constant complaints were starting to jangle her nerves.
12. We had unintentionally left without paying the bill.
13. She hid her worries behind unruffled equanimity.
14. She walked into the party radiating confidence.
15. I wanted to catch a fly but it escaped from me.
16. He finally surrendered himself to Lucy's charm and agreed to her request.
17. His reputation was spoilt by the scandal.
18. The expedition turned out absolutely different from what I expected.

II. Find an odd one out.

- | | | | | |
|----|-----------------|----------------|------------------|------------------|
| 1 | a) claim | b) allege | c) declare | d) admit |
| 2 | a) bellicose | b) aggressive | c) insouciant | d) warlike |
| 3 | a) hampering | b) conducive | c) favourable | d) helpful |
| 4 | a) contemptuous | b) scornful | c) disdainful | d) complimentary |
| 5 | a) sane | b) deranged | c) mad | d) crazy |
| 6 | a) imminent | b) immature | c) forthcoming | d) impending |
| 7 | a) gregarious | b) mischievous | c) outgoing | d) sociable |
| 8 | a) exuberant | b) boisterous | c) corruptive | d) hilarious |
| 9 | a) crafty | b) ingenious | c) resourceful | d) endearing |
| 10 | a) intrinsic | b) inborn | c) insane | d) inherent |
| 11 | a) legacy | b) heritage | c) incarceration | d) bequest |
| 12 | a) omnipresent | b) derogatory | c) universal | d) ubiquitous |
| 13 | a) foolproof | b) assailable | c) vulnerable | d) unprotected |
| 14 | a) shambolic | b) chaotic | c) disorganized | d) preoccupied |
| 15 | a) spurious | b) sham | c) unassailable | d) mock |
| 16 | a) join | b) dovetail | c) unite | d) assail |

III. Translate the following sentences from Russian into English:

1. Его жизнь представляла собой цепочку непрекращающихся авантюр.
2. Сенсация стала известной, когда программа была уже в эфире.
3. Президент посетил регион, чтобы воочию убедиться в успехе операции.
4. Мы собираемся избавиться от тех филиалов, которые больше не приносят дохода.
5. Трудно поверить в объективность передаваемых событий, которые не произошли непосредственно у нас на глазах.
6. Она буквально лопалась от гордости, когда ей вручали награду.
7. Ее книга пролила свет на события, имевшие место в стране в то время.
8. Тысячи корреспондентов освещают события, происходящие в стране и за рубежом.
9. Я постаралась забыть события того ужасного дня.
10. Охране завода позвонили и сказали, что в здании администрации была заложена бомба.
11. Мы по очереди вели машину на пути в Канаду.

IV. Choose a word or an expression from the list on the left and fill in the gap in the correct sentence on the right.

- | | | |
|--|--|--|
| up to
in
off
about
through to
up
out
round to | | <ol style="list-style-type: none">1. It was a difficult task, but we brought it2. A crisis brings the best in her.3. This is not the time to bring that subject.4. The treaty attempts to bring a reconciliation between the two sides.5. The government will now have to bring a bill to improve child care.6. I'm very busy at the moment but I hope to get answering your letter next week.7. I find her impossible to get8. What on earth will he get next? |
|--|--|--|

V. Match the words and phrases with their explanations

- | | |
|-------------------------|---|
| 1. finger sb | a. to end a radio or television program by saying good-bye |
| 2. vice squad | b. the facts about someone that are unpleasant for them to know but that are true |
| 3. home truths | c. the police department responsible for dealing with crimes that involve sex and drugs |
| 4. sign off | |
| 5. raw deal | |
| 6. on second thought(s) | |

- 7. ivory tower
- 8. to have a vested interest with sb
- d. place or situation where you are separated from the difficulties of ordinary life and so are unable to understand them
- e. the fact of sb being treated unfairly
- f. to accuse sb for doing smth illegal
- g. a strong reason to want smth to happen because you will have an advantage from it
- h. having changed your mind

Word List for Unit 6

<p>adjust (v) admit defeat anticipate (v) assuage (v) befall (v) block (v) blunder on (v) breakthrough (n) bridge (v) combat (v) come to grips (<i>idm</i>) confronted by/with (be) (v) contraption (n) culprit (n) curb (v) daunt (v) deem (v) deep-seated (<i>adj</i>) delegate (v) demystify (v) dispense with (v) disregard for (n) dupe (v) duplicate (v) emulate (v) fall about laughing (<i>phr v</i>) (BrE, infml) fall prey to sb/sth (<i>idm</i>) figure out (v) flaw (n) founts of knowledge (<i>n phr</i>) frenziedly (<i>adv</i>) gadget (n) gain a degree of control over gauge (n, v) <i>give-</i> and <i>take-</i>phrases grasp (v) harness (v) have their roots in hit and miss (<i>adj</i>) immersed in (be) (v)</p>	<p>in earnest (<i>idm</i>) inculcate (v) indispensable (<i>adj</i>) inept (<i>adj</i>) ineptitude (n) [U] inimical to (<i>adj</i>) inkling (of sth) / inkling (that ...) [usu sing.] (n) inscrutable (<i>adj</i>) intimidating (<i>adj</i>) irksome (<i>adj</i>) know one's way around (technology) (<i>idm</i>) Luddite (n) market on the strength (v) misdiagnose (n, v) negligible (<i>adj</i>) out of eye and earshot (<i>idm</i>) peer group pressure (n) progenitor (n) put to use (be) (v) puzzle over (v) remedy (n) render (v) repose (v) rule of thumb (<i>idm</i>) scrupulously engineered stem from (v) strike a chord with (<i>idm</i>) surpass (v) surplus (n) [C, U] surrogate (v) (by) trial and error (<i>idm</i>) trigger(v) use up (v) veneer (n) well-engineered ≠ ill thought out = badly conceived and designed (<i>adj</i>) wrestle with = battle with (v)</p>
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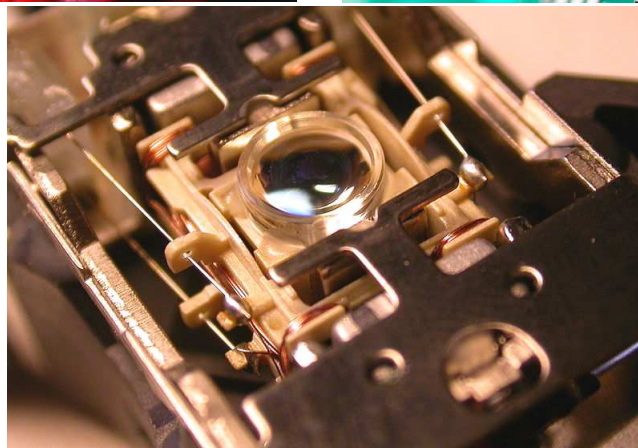
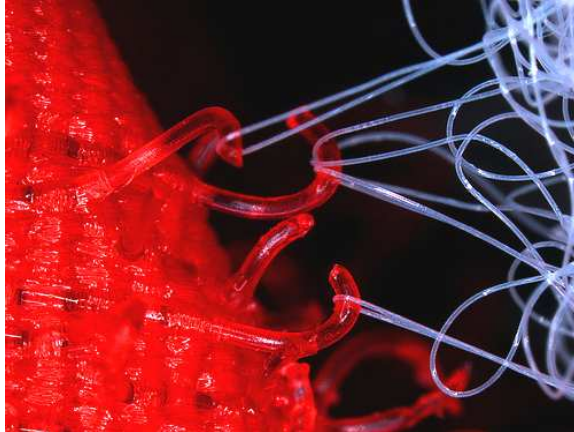
6

The Cutting Edge

6.1 SCIENCE AND TECHNOLOGY

TOPIC VOCABULARY

A. Work in pairs and discuss what each photograph shows.



The photos show some relatively recent inventions. What other 20th century inventions or scientific breakthroughs have changed our lives as much, or even more than the inventions shown in the photos?

B. Work in pairs. Choose ONE answer to complete each sentence.

1. Technology deals with the of science.
apparatus application empiricism practicability
2. is one of the physical sciences.
anatomy Botany meteorology sociology
3. is one of the life sciences.
archaeology astronomy astrology zoology
4. is one of the social sciences.
anthropology chemistry geology physics

5. Many solutions to technical problems are discovered by
 experience hit and miss rule of thumb trial and error
6. Albert Einstein was the most brilliant mathematician of his
 class country generation year
7. The highest academic degree that a scientist can be awarded is a(n)
 BSc DP MSc PhD
8. A scientific hypothesis is tested in a series of experiments.
 controlled limited supervised theoretical
9. The success of her research can be attributed to 10 % and 90 %
 hard work.
 common sense effort greed inspiration
10. The government is spending S3.5m on a new research laboratory.
 setting in setting out setting over setting up
11. The budget for R & D has been by the company's board.
 elevated lifted raised risen
12. His ideas are invariably criticised as by fellow scientists.
 imaginative impractical ingenious theoretical
13. A food processor has become an indispensable piece of in the home.
 contraption device equipment gadget
14. The designer has applied for a for her new invention.
 copyright patent royalty trade mark
15. It must have taken a genius to this complicated apparatus.
 think of think out think through think up
16. Water is a chemical made up of hydrogen and oxygen.
 compound element mixture solution
17. A substance that causes a chemical reaction is a(n)
 addition additive catalyst enzyme
18. This appliance has to be plugged into a(n) to make it work.
 cable inlet plug socket
19. An electrical circuit is protected from overloading by a(n)
 adaptor flex fuse transformer
20. All the information required to operate the machine is stored in a tiny
 console control panel dashboard microchip

21. If the warning light should come on, turn the red to OFF.
 button dial knob lever
22. The amount of fuel remaining in the tank is shown on the petrol
 gauge indicator pump signal
23. Most motor vehicles have a pressed steel body mounted on a rigid steel
 axle base chassis undercarriage
24. The person in charge of this construction site is a qualified civil
 builder engineer mechanic servant
25. You've got to – it's a brilliant piece of design!
 give it to her hand it to her take it to her take it from her

6.2 THE SECRET LIFE OF MACHINES

READING

TIME TO CRACK THAT TIMER

You are not alone if the Luddite in you is roused by wrestling with the complexities of the timing system on your video recorder. A survey by an American company revealed in 1987 that 70 per cent of people admitted defeat when confronted by their video timer's buttons.



1

Tomorrow, a new six-part series of The Secret Life of Machines on Channel 4 tries to bridge this and other infuriating gaps between man and his understanding of modern machines. Presented by cartoonist and engineer Tim Hunkin, the programme sets out to demystify the workings of everyday objects, from cars to watches.

2

Hunkin believes that a short-trousered enthusiasm for taking machines apart to see how they work has been lost because of their increasing dependence on electronics. Rather than being put off by inscrutable layers of circuitry, however, the programme encourages viewers to mend their own machines.

3

"Electronics is just a veneer," he says. "Most of the objects in the series have their roots in a time before electronics was invented."

4

By conducting experiments, such as constructing a simple radio receiver from a 5p piece, Hunkin illustrates the basics on which they work and, in the process, tries to make modern machines less intimidating.

5

Although "technophobia" is not a recognised clinical condition, like fear of insects, the inability to come to grips with everyday pieces of technology can cause anxiety.

6

The greatest modern "techno-fear" is the computer, which increasing numbers of people have to get to grips with in their jobs. "What you call "technophobia" often stems from peer group pressure," says Dr John Hall, a consultant adviser in clinical psychology to the Chief Medical Officer. "People feel that if they fail to grasp a technical task, then they're no good." 7

Japanese technology has been quick to help consumers suffering from "button fatigue" – that inability to set a video or operate a word processor. Home products are now marketed on the strength of "fuzzy logic", a computer control system which makes the difficult decisions for you. 8

Instead of battling with the switches of domestic technology, a washing machine with fuzzy logic will gauge the dirtiness and weight of a clothes load and set the wash programme itself. 9

Although psychologists have encountered few cases of true "technophobia" – that is, people who are paralysed with anxiety when confronted with new technology – Dr Neil Cossins of London's Science Museum believes the malaise exists in the milder form of an instinctive disregard for and distrust of innovation. 10

"There is a deep-seated cultural antipathy to industry and its scientists, technologists and engineers," he says. Indeed, in a Daily Telegraph survey last summer 28 per cent thought that the overall influence of science and technology on everyday life over the past 50 years was negligible, positively harmful or even disastrous. 11

Hunkin hopes the series will help to assuage fear or ignorance of technology by looking at the frustration of ownership and the human stories of the inventors. 12

Andrew Marshall

A. Find words and phrases in the passage which mean the same as the following:

someone who hates or fears machines give up make less mysterious
puzzling facade medical learn how to use derives from
their friends' opinions understand come across faced with
lack of interest suspicion antagonism alleviate deep-rooted
insignificant fight with advertise

B. Choose the word or phrase which best completes each sentence:

1. Tim Hunkin believes people are mystified by machines because they . . .
 - a) are basically very complicated
 - b) contain so many electronic components

- c) have never taken them apart
 - d) haven't been trained as engineers
2. 'Fuzzy logic' is used in domestic appliances to . . .
 - a) encourage people to scrap their old appliances
 - b) help humans to make decisions
 - c) make advertisements for them more appealing
 - d) take decision-making away from humans
 3. At work, someone who can't understand computers or technology . . .
 - a) is embarrassed to admit it
 - b) is made to feel inadequate by their colleagues
 - c) is unwilling to ask their colleagues for help
 - d) may become mentally ill
 4. Dr Cossins says that many people are when faced with new technology.
 - a) depressed b) resentful c) terrified d) uneasy
 5. Which of these features will Tim Hunkin's TV series contain?
 - a) a demonstration of how to programme a video recorder
 - b) demonstrations of how various machines work
 - c) explanations of the basic principles underlying each machine
 - d) information about inventors' lives
 - e) information about new technology from Japan
 - f) interviews with inventors
 - g) interviews with psychologists
 - h) showing the kind of problems people have with machines
 - i) simple experiments

6.3 DESIGN FLAWS

READING

A. 1. Read this article and highlight the parts that amuse you, or which strike a chord with you.

DESIGN FLAWS

I have a teenaged son who is a runner. He has, at a conservative estimate, 6,100 pairs of running shoes, and every one of them represents a greater investment of cumulative design effort than, say, Milton Keynes.

These shoes are amazing. I was just reading a review in one of his running magazines of the latest in 'sport utility sneakers', as they are called here, and it was full of passages like this: 'A dual-density EVA midsole with air units fore and aft provides stability while a gel heel-insert absorbs shock, but the shoe makes a narrow footprint, a characteristic that typically suits

only the biomechanically efficient runner.' Alan Shepard went into space with less science at his disposal than that.

3 So here is my question. If my son can have his choice of a seemingly
limitless range of scrupulously engineered, biomechanically efficient foot-
wear, why does my computer keyboard suck? This is a serious enquiry.

4 My computer keyboard has 102 keys – almost double what my old
manual typewriter had – which on the face of it seems awfully generous.
Among other typographical luxuries, I can choose between three styles of
bracket and two kinds of colon. I can dress my text with carets (^) and tildes (~). I can have slashes that fall to the left or to the right, and goodness knows what else.

5 I have so many keys, in fact, that over on the right-hand side of the
keyboard there are whole communities of buttons of whose function I haven't
the tiniest inkling. Occasionally I hit one by accident and subsequently
discover that several paragraphs of my work now look like this, or that I
have written the last page and a half in an interesting but unfortunately non-
alphabetic font called Wingdings, but otherwise I haven't the faintest idea
what those buttons are there for.

6 Never mind that many of these keys duplicate the functions of other
keys, while others apparently do nothing at all (my favourite in this respect
is one marked 'Pause', which when pressed does absolutely nothing, raising
the interesting metaphysical question of whether it is therefore doing its
job), or that several keys are arrayed in slightly imbecilic places. The delete
key, for instance, is right beside the overprint key, so that often I
discover, with a shrill of gay laughter, that my most recent thoughts have been
devouring, Pacman-like, everything I had previously written. Quite often, I
somehow hit a combination of keys that summons a box which says, in effect,
'This Is a Pointless Box. Do You Want It?' which is followed by another
that says, 'Are You Sure You Don't Want the Pointless Box?' Never mind
all that. I have known for a long time that the computer is not my
friend.

7 But here is what gets me. Out of all the 102 keys at my disposal, there
is no key for the fraction $\frac{1}{2}$. Typewriter keyboards always used to have a
key for $\frac{1}{2}$. Now, however, if I wish to write $\frac{1}{2}$, I have to bring down the font
menu and call up a directory called 'WP Characters', then hunt through a
number of sub-directories until I remember or more often blunder on the
particular one, 'Typographic Symbols', in which hides the furtive $\frac{1}{2}$ sign.
This is irksome and pointless and it doesn't seem right to me.

But then most things in the world don't seem right to me. On the dashboard of our family car is a shallow indentation about the size of a paperback book. If you are looking for somewhere to put your sunglasses or spare change, it is the obvious place, and it works extremely well, I must say, so long as the car is not actually moving. As soon as you put the car in motion, however, and particularly when you touch the brakes, turn a corner, or go up a gentle slope, everything slides off. There is, you see, no lip round this dashboard tray. It is just a flat space, with a dimpled bottom. It can hold nothing that has not been nailed to it.

So I ask you: what, then, is it for? Somebody had to design it. It didn't just appear spontaneously. Some person – perhaps, for all I know, a whole committee of people in the Dashboard Stowage Division – had to invest time and thought in incorporating into the design of this vehicle a storage tray that will actually hold nothing. That is really quite an achievement.

But it is nothing, of course, compared with the manifold design achievements of those responsible for the modern video recorder. Now I am not going to go on about how impossible it is to programme the typical video recorder because you know that already. Nor will I observe how irritating it is that you must cross the room and get down on your belly to confirm that it is actually recording. But I will just make one small passing observation. I recently bought a video recorder and one of the selling points – one of the things the manufacturer boasted about – was that it was capable of recording programmes up to twelve months in advance. Now think about this for a moment and tell me any circumstance – and I mean any circumstance at all – in which you can envision wanting to set a video machine to record a programme one year from now.

I don't want to sound like some old guy who is always moaning. I freely acknowledge that there are many excellent, well-engineered products that didn't exist when I was a boy – the pocket calculator and kettles that switch off automatically are two that fill me yet with gratitude and wonder – but it does seem to me that an awful lot of things out there have been designed by people who cannot possibly have stopped to think how they will be used.

Just think for a moment of all the everyday items you have to puzzle over – fax machines, photocopiers, central heating thermostats, airline tickets, television remote control units, hotel showers and alarm clocks, microwave ovens, almost any electrical product owned by someone other than you – because they are ill thought out.

- 13 And why are they so ill thought out? Because all the best designers are making running shoes. Either that, or they are just idiots. In either case, it really isn't fair.

Bill Bryson

2. Find words in the text which mean the same as the following:

- Ⓒ2 *available*; Ⓒ3 *infinite, meticulously, it is very bad*;
Ⓒ4 *to the extent that can easily be judged, apparently*; *decorate*;
Ⓒ5 *groups of keys*; *the faintest idea*; *typeface*;
Ⓒ6 *arranged, grouped*; *idiotic*; *the insert key*; *to destroy, annihilate, wipe out*; *I'm mechanically inept at handling computers*;
Ⓒ7 *to irritate*; *discover by accident*; *secret or hidden*; *infuriating*;
Ⓒ8 *hollow area*; *an edge*; Ⓒ9 *without human intervention*;
Ⓒ10 *numerous*; *a characteristic of a product that can be used in advertising to differentiate it from its competitors*; *imagine*;
Ⓒ11 *complaining*; Ⓒ12 *rack one's brains (over)*.

B. Choose the word or phrase which best completes each sentence:

- The writer finds his computer keyboard ...
 - inefficient
 - confusing
 - frustrating
 - infuriating
- with a shrill of gay laughter* (¶ 6) is an example of ...
 - heavy irony
 - gentle irony
 - his cheerfulness in the face of adversity
 - a paradox
- What irritates the writer most about his computer is ...
 - the lack of a ½ key
 - the keys he never uses
 - the pointless boxes that appear
 - how easy it is to delete accidentally
- The indentation on his car's dashboard works fine ...
 - when the car is driven slowly
 - when the car is stationary
 - except when it is used for loose change
 - except when the car is parked on a slope
- The facility of being able to set a video recorder to record 12 months from now is ...
 - a useful feature
 - a good marketing feature
 - pointless
 - likely to make programming it harder
- The problem with many products is that the designers ...
 - are inadequately trained
 - haven't considered the users
 - have concentrated on appearance
 - know how to use their own products

C. Write a SUMMARY of what the writer LIKES about modern design and technology (50 – 70 words).

D. Discuss these questions:

- What did you find funny about the article? Tell each other which parts struck a chord with you.
- Look again at paragraph 10. Is the writer just *an old guy who is always moaning*?
- Look again at paragraph 12. Which of the products have you had to puzzle over? Do you share the writer's feelings about them?

6.4 THINKING ABOUT THE READER

WRITING SKILLS

A. Read the passage through before looking at the questions below.

Over the years I have fumbled my way through life, walking into doors, failing to figure out water faucets, incompetent at working the simple things of everyday life. "Just me," I would mumble. "Just mechanical ineptitude." But as I studied psychology and watched the behavior of other people, I began to realize that I was not alone. My difficulties were mirrored by the problems of others. And we all seemed to blame ourselves. Could the whole world be mechanically incompetent?

The truth emerged slowly. My research activities led me to the study of human error and industrial accidents. Humans, I discovered, do not always behave clumsily. Humans do not always err. But they do when the things they use are badly conceived and designed. Nonetheless, we still see human error blamed for all that befalls society. Does a commercial airliner crash? "Pilot error," say the reports. Does a Soviet nuclear power plant have a serious problem? "Human error," says the newspaper. Do two ships at sea collide? "Human error" is the official cause. But careful analysis of these kinds of incidents usually gives the lie to such a story. At the famous American nuclear power plant disaster at Three Mile Island, the blame was placed on plant operators who misdiagnosed the problems. But was it human error? Consider the phrase "operators who misdiagnosed the problems". The phrase reveals that first there were problems – in fact, a series of mechanical failures. Then why wasn't equipment failure the real cause? What about the misdiagnoses? Why didn't the operators correctly determine the cause? Well, how about the fact that the proper instruments were not available, that the plant operators acted in ways that in the past had always been reasonable and proper? How about the pressure relief valve that failed to close, even though the operator pushed the proper button and even though a light came on stating it was closed? Why was the operator blamed for not checking two more instruments (one on the rear of the control panel) and determining that the

light was faulty? (Actually, the operator did check one of them.) Human error? To me it sounds like equipment failure coupled with serious design error.

And, yes, what about my inability to use the simple things of everyday life? I can use complicated things. I am quite expert at computers, and electronics, and complex laboratory equipment. Why do I have trouble with doors, light switches, and water faucets? How come I can work a multimillion-dollar computer installation, but not my home refrigerator? While we all blame ourselves, the real culprit – faulty design – goes undetected. And millions of people feel themselves to be mechanically inept. It is time for a change.

(from the Preface to *The Psychology of Everyday Things* by Donald A. Norman)

B. Work in pairs. Go through the passage and answer these questions.

1. Highlight three sentences that seem to sum up the writer's message.
2. Look at the cases where he uses *I*, *me* or *my* and underline them – what is the effect of this?
3. How many times does the writer use *we* or *ourselves*?
4. How many times does he use *you* or *your*, addressing the reader directly?
5. How many times does he use imperatives, addressing the reader directly?
6. How many questions does the writer ask? What is the effect of this? Circle all the question marks.
7. How many answers does he give? How many questions are unanswered?
8. How well does the writer succeed in involving the reader?
9. What kind of reader does the writer seem to have in mind? To what extent are you that kind of reader?
10. How does the kind of reader he has in mind affect:
 - a) the content of the passage?
 - b) the style of the passage?

6.5 OPERATING A VIDEO RECORDER

READING

A. Read this extract from *Bridget Jones's Diary* (by Helen Fielding) and highlight the parts that amuse you, or which strike a chord with you. How does the author achieve the humorous effect?

Bridget's list of New Year Resolutions included a resolution to learn how to operate a video recorder.

Monday 12 June

9 stones 1, alcohol units 3 (very good), cigarettes 13 (good), minutes spent trying to programme video 210 (poor).

7 p.m. Mum just rang. 'Oh, hello, darling. Guess what? Penny Husbands-Bosworth is on *Newsnight!!!*

'Who?'

'You know the Husbands-Bosworths, darling. Ursula was in the year above you at the High School. Herbert died of leukaemia...'

'What?'

'Don't say "what", Bridget, say "pardon". The thing is I'm going to be out because Una wants to see a slide show of the Nile so Penny and I wondered if you'd record it... Ooh, better dash – there's the butcher!'

8 p.m. Right. Ridiculous to have had video for two years and never to have been able to make it record anything. Also is marvellous FV 67 HV VideoPlus. Simple matter of following operating instructions, locating buttons, etc., certain.

8.15 p.m. Humph. Cannot locate operating instructions.

8.35 p.m. Hah! Found operating instructions under *Hello!*. Right. 'Programming your video is as easy as making a phone call'. Excellent.

8.40 p.m. 'Point the remote control at the video recorder.' V. easy. 'Turn to Index.' Aargh, horror list with 'Timer-controlled simultaneous HiFi sound recordings', 'the decoder needed for encoded programmes', etc. Merely wish to record Penny Husbands-Bosworth's rant, not spend all evening reading treatise on spying techniques.

8.50 p.m. Ah. Diagram. 'Buttons for IMC functions'. But what are IMC functions?

8.55 p.m. Decide to ignore that page. Turn to 'Timer-controlled recordings with VideoPlus': '1. Meet the requirements for VideoPlus.' What requirements? Hate the stupid video. Feel exactly the same as feel when trying to follow signposts on roads. Know in heart that signposts and video manual do not make sense but still cannot believe authorities would be so cruel as to deliberately dupe us all. Feel incompetent fool and as if everyone else in world understands something which is being kept from me.

9.10 p.m. 'When you turn your recorder on you must adjust the clock and the calendar for precise TIMER-controlled recording (don't forget to use the quick-adjust options to switch between summer and winter time). Clock menus called with red and digital number 6.'

Press red and nothing happens. Press numbers and nothing happens. Wish stupid video had never been invented.

9.25 p.m. Aargh. Suddenly main menu is on TV saying 'Press 6'. Oh dear. Realize was using telly remote control by mistake. Now news has come on.

Just called Tom and asked him if he could record Penny Husbands-Bosworth but he said he didn't know how to work his video either.

Suddenly there is clicking noise within video and the news is replaced, incomprehensibly, by *Blind Date*.

Just called Jude and she can't work hers either. Aaargh. Aargh. Is 10.15. *Newsnight* in 15 minutes.

10.17 p.m. Cassette will not go in.

10.18 p.m. Ah, *Thelma and Louise* is in there.

10.19 p.m. *Thelma and Louise* will not come out.

10.21 p.m. Frenziedly press all buttons. Cassette comes out and goes back in again.

10.25 p.m. Have got new cassette in now. Right. Turn to 'Recording'.

'Recording will start when in Tuner Mode when any button is pressed (apart from Mem).' What, though, is Tuner Mode? 'When recording from a camcorder or similar press AV prog source 3 x during a bilingual transmission press 1/2 and hold for 3 seconds to make your choice of language.'

Oh God. Stupid manual reminds me of Linguistics professor had at Bangor, who was so immersed in finer points of language that could not speak without veering off into analysis of each individual word: 'This morning I would ... now "would" you see, in 1570 ...'

Aargh aargh. *Newsnight* is starting.

10.31 p.m. OK. OK. Calm. Penny Husbands-Bosworth's asbestos leukaemia item is not on yet.

10.33 p.m. Yesss, yesss. RECORDING CURRENT PROGRAMME. Have done it!

Aaargh. All going mad. Cassette has started rewinding and now stopped and ejected. Why? Shit. Shit. Realize in excitement have sat on remote control.

10.35 p.m. Frantic now. Have rung Shazzer, Rebecca, Simon, Magda. Nobody knows how to programme their videos. Only person I know who knows how to do it is Daniel.

10.45 p.m. Oh God. Daniel fell about laughing when said I could not programme video. Said he would do it for me. Still, at least have done best for Mum. It is exciting and historic when one's friends are on TV.

11.15 p.m. Humph. Mum just rang. 'Sorry, darling. It isn't *Newsnight*, it's *Breakfast News* tomorrow. Could you set it for seven o'clock tomorrow morning, BBC1?'

11.30 p.m. Daniel just called. 'Er, sorry, Bridge. I'm not quite sure what went wrong. It's recorded Barry Norman.'

A. Read the article below and answer the questions after it in writing.

Coming soon – a robot slave for everyone

The human brain contains I am told, 10 thousand million cells and each of these may have a thousand connections. Such, enormous numbers used to daunt us and cause us to dismiss the possibility of making a machine with human-like ability, but now that we have grown used to moving forward at such a pace we can be less sure. 1

Quite soon, in only 10 or 20 years perhaps, we will be able to assemble a machine as complex as the human brain, and if we can we will. It may then take us a long time to render it intelligent by loading in the right software or by altering the architecture but that too will happen. 2

I think it certain that in decades not centuries, machines of silicon will arise first to rival and then surpass their human progenitors. Once they surpass us they will be capable of their own design. In a real sense they will be reproductive. Silicon will have ended carbon's long monopoly. And ours too, I suppose, for we will no longer be able to deem ourselves the finest intelligence in the known universe. 3

In principle it could be stopped. There will be those that try but it will happen none the less. The lid of Pandora's box is starting to open. 4

But let us look a little closer to the present: by the end of this decade manufacturing decline will be nearly complete – with employment in manufacturing industries less than 10 per cent in Britain. The goods are still needed but, as with agriculture already, imports and technical change will virtually remove all employment. 5

The Japanese are aiming to make computers dealing with concepts rather than numbers with thousands of times more power than current large machines. This has triggered a swift and powerful response in the American nation. There is a large joint programme of development among leading US computer companies, and IBM, though it says nothing, may well have the biggest programme of all. 6

These projects are aimed at what are loosely termed fifth-generation computers. These are really a new breed of machine entirely and will be as different from today's computers as today's computer is from an adding machine. 7

The simple microprocessor provides sufficient intelligence for current assembly line robots. As robots learn to see and feel, their brains will grow. Eventually, and not too far in the future, they will make decisions on the production line currently delegated to a supervisor. 8

Outside the factory we employ men's minds in two principal ways: as founts of knowledge and as makers of decisions. The former of these attributes is now falling prey to the machine with the development of "expert systems" whereby the acquired knowledge of a man, an expert in mining for example, is made to repose in the memory of a computer. The transfer of data from human to machine mind is neither easy nor swift but once attained it may be copied at will and broadcast. A formerly scarce resource can thus become plentiful. 9

The ability to reach wise conclusions, as we expect of a doctor or lawyer, from much or scant data will long remain man's monopoly – but not always. 10

Fifth-generation computers will share this prerogative. Tomorrow we may take our ailments to a machine as readily as to a man. In time that machine will be in the house, removing the need to journey to the doctor and providing a far more regular monitoring of the state of health than it is now economic to provide. 11

The computer as surrogate teacher may bring even more benefits. Today, and as long as we depend on humans, we must have one teacher to many pupils. The advantage of a tutor for each child is clear and if that tutor is also endlessly patient and superhumanly well-informed we may expect a wonderful improvement in the standard of education. What, though, is the purpose if, in this imagined future, there are no jobs? 12

Curiously we can find analogies in the past. Freeman of Periclean Athens led not such different lives as we might live, for where we will have the machines, they had slaves who served both to teach and as menials. Thanks perhaps to their fine education, the freemen of Athens seem not to have found difficulty in filling their time. 13

Just as they did, we will need to educate our children to an appreciation of the finer things of life, to inculcate a love of art, music and science. So we may experience an age as golden as that of Greece. 14

As the intelligence of robots increases to emulate that of humans and as their cost declines through economies of scale we may use them to expand our frontiers, first on earth through their ability to withstand environments inimical to ourselves. Thus, deserts may bloom and the ocean beds be mined. 15

Further ahead, by a combination of the great wealth this new age will bring and the technology it will provide, we can really begin to use space to our advantage. The construction of a vast, man-created world in space, 16

home to thousands or millions of people, will be within our power and, should we so choose, we may begin in earnest the search for worlds beyond our solar system and the colonisation of the galaxy.

Sir Clive Sinclair

1. Explain the meaning of these words and phrases used in the passage:
daunt (⌘1); *render* (⌘2); *surpass, progenitors, deem* (⌘3); *triggered* (⌘6); *delegated* (⌘8); *founts of knowledge, falling prey to, repose* (⌘9) *surrogate* (⌘12); *inculcate* (⌘14); *emulate, inimical to* (⌘15).
2. How will it be possible for machines to become more intelligent than humans?
3. How will Britain's need for manufactured products be satisfied?
4. What is meant by an 'expert system' (⌘9)?
5. How will teachers be threatened by computers?

B. Using information from the article, and from this letter prompted by it, write a paragraph of about 80 words explaining how our home lives are likely to change in the future.

Chip thrills

Sir,

Struggling through Sir Clive Sinclair's ruptured syntax (April 24) it appears that what he and IBM have in store for us is a life of sitting around in long flowing robes drinking wine and eating kebabs, discussing Art, Science and Philosophy and all that stuff while just out of eye and earshot there are these silicon machines gliding effortlessly around waiting to fulfil our slightest needs in our huge tastefully furnished machine-designed drawing rooms. ... A treacherous thought intrudes however: if these machines are going to be so damned smart, why won't they be the ones sitting around discussing all the really interesting stuff while the little carbon-based squirts like Sir Clive and me scuttle around doing the housework?

– Yours, Peter Smee

6.7 A ROBOT RESTAURANT

LISTENING

A. 1. In 2007 a fully automated «robot» restaurant was launched in Nuremberg, Germany. What do you think it is like?

2.  Listen to the BBC report «Fast food, German-style» about dining out at this «robot» restaurant and answer the questions below.

Words and phrases to remember:

to know one's way around technology
an automated ticket machine

to spiral down
bratwurst

a helter-skelter (*BrE*)
to land with a bump
manna from heaven
to career (to career down the tracks)
to wheeze

an eatery
a roller coaster
punters (*BrE*) = customers
to colour code
to dispatch

1. How can you minimize the amount of human contact when being serviced?
2. Germany likes to call itself 'the Land of Ideas'. What ideas is it famous for?
3. What's the robot restaurant like?
4. Describe the way you can order a meal.
5. Why have they decided to dispense with waiters?
6. Why hasn't the restaurant done away with a human touch completely?
7. What do the punters think of the restaurant?
8. What's the correspondent's opinion of the restaurant?
9. Would you like to dine out at such a restaurant? Why (not)?



If you would like to watch this report, use the following link:
<http://news.bbc.co.uk/2/hi/technology/7336490.stm>

6.S TECHNOLOGY: PROS & CONS

READING & DISCUSSING

A. 1. Does technology have more beneficial or harmful effects? Can you name some of them?

2. Read the text below and answer the following questions:

1. In what four main ways has technology aided people?
2. How does technology differ from science?

3. What is technology assessment?
4. Why is less labour needed to manufacture goods today than in the past?
5. What are the major undesirable effects of technology?
6. What challenges does modern technology present?
7. When did industrial technology begin?
8. What is technological unemployment?
9. How has industrial technology affected people's lives?
10. Why did many people welcome the development of the automobile in the late 1890's and early 1900's?

Technology

(By Donald deB. Beaver, taken from *World Book*)

Technology refers to all the ways people use their inventions and discoveries to satisfy their needs and desires. Ever since people appeared on the earth, they have had to work to obtain food, clothing, and shelter. They have also had to work to satisfy their desire for leisure and comfort. Through the ages, people invented tools, machines, materials, and techniques to make work easier. They also discovered how to harness water, wind, steam, electricity, and other sources of power that increased the rate at which they could work.

Many people call the age we live in the *age of technology*. Yet people have always lived in a technological age because they have always had to work to obtain most of life's necessities and many of its pleasures. Technology thus includes the use of both primitive and highly advanced tools and methods of work. But when people speak of technology today, they generally mean *industrial technology* – the technology that helped bring about our modern society.

Industrial technology began about 200 years ago with the development of steam power-driven machines, the growth of factories, and the mass production of goods. As industrial technology advanced, it affected more and more aspects of people's lives. For example, the development of the automobile influenced where people lived and worked and how they spent their leisure time. Radio and television changed entertainment habits, and the telephone revolutionized communication. Today, industrial technology helps people achieve goals that few thought possible a hundred years ago. It gives people a way to conquer hunger and to cure or prevent many diseases. It enables them to transport goods and passengers swiftly and easily to any place on the earth. They can even leave the earth, soar through space, and set foot on the moon.

Science attempts to explain how and why things happen. Technology is concerned with making things happen. Since 1850, science has contributed much

to modern technology. However, technology has often contributed to science. In addition, not all technology is based on science, nor is science necessary to all technology. For example, people made objects of iron for hundreds of years before they learned about the changes that occurred in the structure of the metal during ironmaking. But some modern technologies, such as nuclear power production and space travel, depend heavily on science.

The word *technology* is sometimes used to describe a particular application of industrial technology, such as medical technology or military technology. Each of the various specialized technologies has its own goals and its own tools and techniques for achieving those goals. The engineering profession is responsible for much of today's industrial technology.

Industrial technology enables people to live in greater security and comfort than ever before. But only a small part of the world's population enjoys the full benefits of advanced modern technology. That small part has learned that certain undesirable effects, such as air and water pollution, have accompanied technological growth. Technology also enables people to produce more powerful weapons, thus adding to the destructiveness of war.

This article describes technology's benefits and undesirable effects. It also discusses the problems people face in trying to combat these effects.

Benefits of technology

Technology has helped people gain a degree of control over nature and build a civilized way of life. The earliest human beings had little control over nature. They had only simple tools and did not know how to raise animals or plants. Instead, they obtained food by hunting, fishing, and gathering. They had no permanent homes and little but animal skins for protection against cold. The sun and moon were their only sources of light. About 800,000 years ago, people discovered how to make fire and so could provide themselves with heat and light wherever they went. Still, they made little noticeable impact on their environment.

About 10,000 years ago, people learned how to raise animals and crops. The development of farming led them to settle down in small groups. Then, partly because agriculture produced surplus food, the population grew. In time, towns and cities developed. Many people became free to pursue kinds of work other than food production. Classes of warriors, priests, craftworkers, and merchants developed. This division of labour helped make civilization possible.

Through the ages, technology has benefited people in four main ways. First, it has increased their production of goods and services. Second, it has

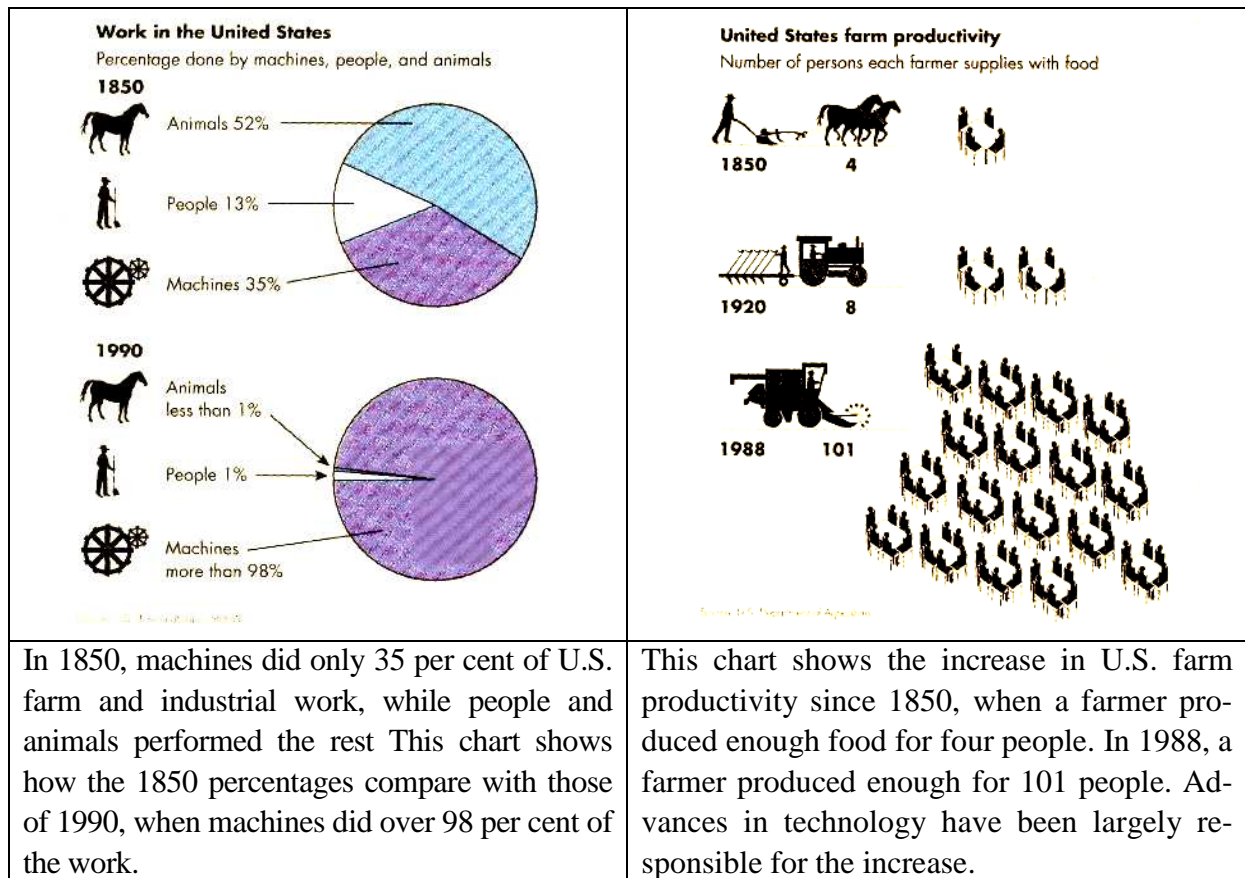
reduced the amount of labour needed to produce goods and services. Third, technology has made labour easier. Fourth, it has given people higher living standards.

Increased production. Through technology, people have achieved a tremendous increase in the production of goods and services. In the mid-1800's, for example, people and animals were the main sources of power on farms in the United States. Farmers laboured from dawn to dusk, yet one farmer produced enough food for only about four people. In the early 1900's, more and more farmers began using tractors and other machines powered by petrol or electricity. Today, machines do most of the work on U.S. farms. As a result of machinery and fertilizers, as well as advances in agricultural technology, communication, and transportation, one U.S. farmer today produces enough food for 101 people. Similar developments have occurred in manufacturing, mining, and other industries.

Reduced labour. Powered machines have made it possible to produce the same amount of goods and services with less labour and so have increased productivity. Increased productivity gives workers more leisure time. In the early 1800's, for example, most factory work was done by hand or hand-operated machines. Workers laboured 12 to 16 hours a day, six days a week. Few people received a vacation. Today, many factories use mass-production techniques and have largely replaced hand labour with powered machinery. As a result, the labour needed to produce manufactured goods has decreased sharply. Today, most factory employees work only eight hours a day, five days a week. They also receive paid holidays and vacations.

Easier labour. Technology has also made labour easier and safer. For example, in the early 1900's, miners toiled all day with pick and shovel to produce a few tons of coal. Many mines were dark, poorly ventilated, and dangerous.

Today, better lighting and ventilation and improved safety devices have reduced these hazards. Machines perform most of the hard labour. The operator of a coalmining machine can dig more than 2,000 pounds (900 kilograms) of coal a minute.



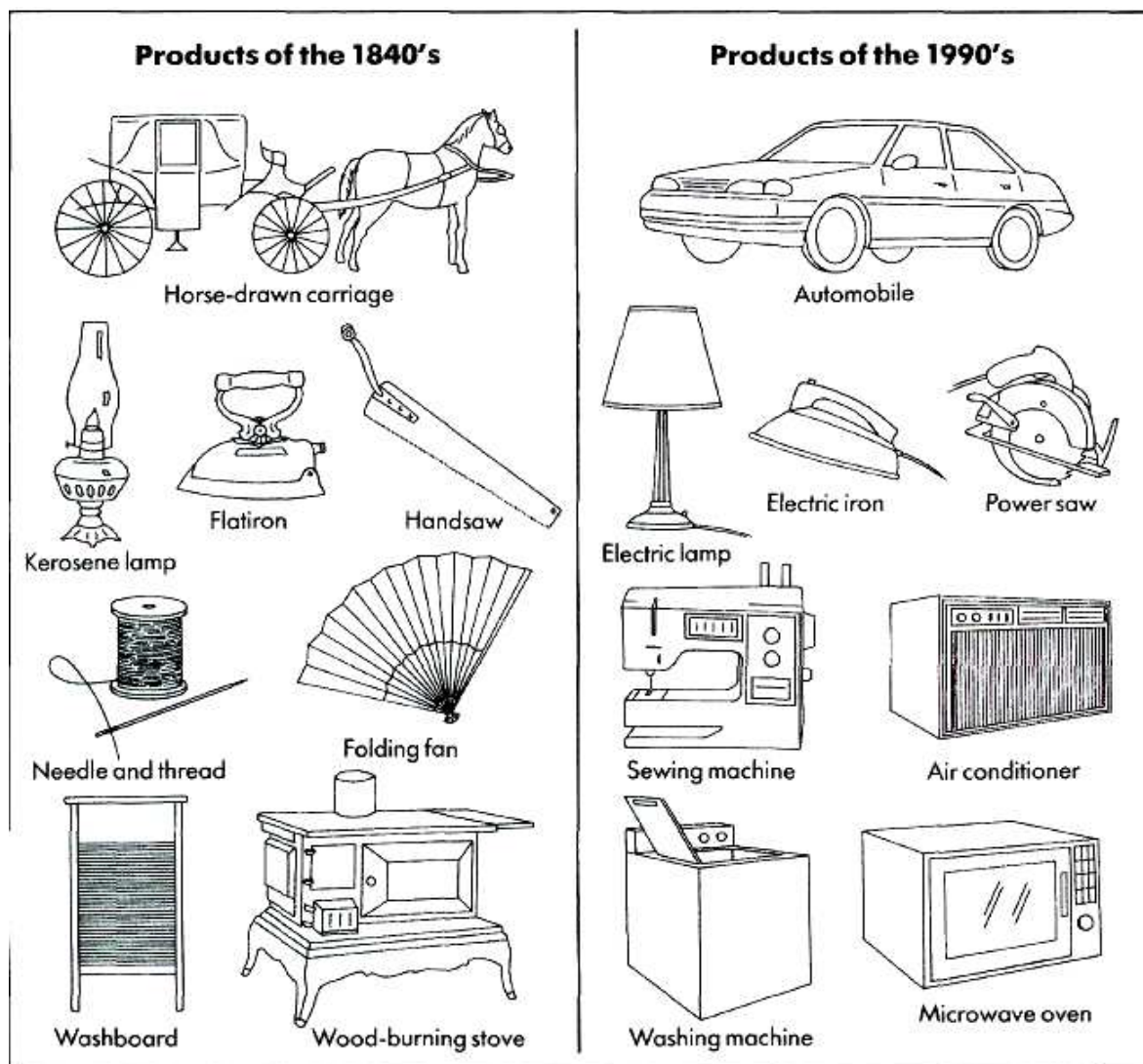
In 1850, machines did only 35 per cent of U.S. farm and industrial work, while people and animals performed the rest. This chart shows how the 1850 percentages compare with those of 1990, when machines did over 98 per cent of the work.

This chart shows the increase in U.S. farm productivity since 1850, when a farmer produced enough food for four people. In 1988, a farmer produced enough for 101 people. Advances in technology have been largely responsible for the increase.

Higher living standards have resulted from the increased production of goods and services. The industrial nations produce more goods and services than other countries and have the world's highest standard of living. Most people in industrial nations are better fed, clothed, and housed and enjoy a healthier, more comfortable life than any other people in history. Above all, technology has increased human *life expectancy* – the number of years a person can expect to live. In 1900, the average U.S. life expectancy was 47 years, largely because many people died in childhood. Today, the average life expectancy for Americans at birth is about 75 years. Almost all this increase has come from reducing infants' deaths through such public health practices as sanitation and immunization and better health care and nutrition.

Technological advances around the home

Technology has brought a host of beneficial products to our homes in the past 150 years. The automobile enables us to travel much faster than did the horse-drawn carriage of the 1840s. With such inventions as the sewing machine and the washing machine, we can perform household tasks more rapidly and with less effort. The air conditioner makes our homes more comfortable, and electric devices such as the modern lamp are much more convenient to use than their counterparts of the 1840's.



Undesirable effects of technology

The advance of technology has benefited people in numerous ways, but it has also created serious problems. These problems have arisen mainly because technologies were put to use without considering some possible effects, most of which could not have been anticipated. For example, many people welcomed the development of the automobile in the late 1890's and early 1900's. They believed that automobiles would be quieter and less smelly than horses. But as more and more automobiles came into use, the noise of roaring traffic proved more annoying than the clatter of horse hoofs. Automobile exhaust fumes proved worse than the smell of horse manure. The fumes polluted the air with carbon monoxide gas and other impurities and so threatened human health. Also, automobiles created traffic jams and used up iron and other natural resources. Furthermore, superhighways aided the spread of suburbs and the decline of central cities as wealthier people moved out of the cities.

This section discusses four major undesirable effects of today's technology. They are: (1) environmental pollution, (2) the depletion of natural resources, (3) technological unemployment, and (4) the creation of unsatisfying jobs.

Environmental pollution is one of the most harmful effects of industrial technology. Most industrial countries face problems of air, water, soil, and noise pollution. Motor vehicles cause most of the air and noise pollution in these countries. But many other products as well as many processes of technology also pollute the environment. For example, certain insecticides pollute the soil and water and endanger plant and animal life. Factory smoke and wastes also contribute greatly to air and water pollution. In the United States, power plants that burn oil or other fuels to generate electricity add millions of tons of pollutants to the air annually. Junkyards, open-pit mines, logging operations, and freeways detract from the beauty of the natural environment.

The depletion of natural resources. The rapid advance of technology threatens the supply of resources. For example, the use of electrically powered machinery in the United States and other industrial countries has greatly increased factory production. But at the same time, it has reduced reserves of oil and other fossil fuels needed to produce electricity. These fuels cannot be replaced after they are used. As power production increases, the supply of fuels decreases. Since the 1950s, power production has increased so greatly in the United States that the nation began to experience a fuel and power shortage during the 1970's.

Technological unemployment is a type of unemployment that sometimes results from advances in technology. The most common type of technological unemployment occurs as a result of *mechanization* – that is, the replacement of human workers with machines. Since the late 1950's, many factories and offices have introduced computers and other machines as part of a self-operating system called *automation*. Automated machines perform many tasks formerly done by workers, and so automation has caused some unemployment. But automation also has helped a number of industries expand. As a result, these industries have been able to provide new jobs for displaced workers. Technological unemployment, however, remains a threat to workers in many industries.

The creation of unsatisfying jobs. Some tasks required by industrial technology fail to give workers a feeling of accomplishment, often because workers have little independence. In addition, most factory workers make only a part of the finished product. As a result, they may lack the feeling of pride in their work that comes from creating an entire product. Many factory jobs also

demand concentration. Although factory machines are safer today than in the past, many are dangerous if not operated with extreme care. But constantly tending a machine or performing the same task again and again can be tiring as well as demanding.

The challenge of technology

Modern technology presents enormous challenges. One of the chief challenges is to combat the undesirable effects of existing technologies. Another is to prevent similar effects in the development of new technologies. Still another challenge is to spread technology's benefits to the people of developing countries.

Combating undesirable effects. Some of technology's undesirable effects are extremely hard to remedy. For example, it is difficult to make an unsatisfying job satisfying. But automation will continue to free many workers from monotonous jobs. Some of these workers may then face the hardships of unemployment. But with help from industry and government, they can be retrained to fill more highly skilled and possibly more interesting jobs.

Industries can do much to combat environmental pollution and the depletion of natural resources. One way is by developing substitute technologies for those that produce harmful effects. Automobile makers, for example, can help curb air pollution by finding a means of purifying automobile exhausts. Energy producers can work to improve the efficiency of energy use so that fewer power plants are needed. Fewer power plants means less pollution. The producers also can increase efforts to develop renewable energy sources, such as solar, water, and wind power. In addition, manufacturers can help conserve mineral and timber resources by a process called *recycling*. In recycling, raw materials are recovered from waste products and used to make new products.

Developing a substitute technology can be costly. An industry may need to hire additional experts or invest in expensive equipment. Most industries that develop a substitute technology pass the cost on to buyers in the form of higher prices. Some industries choose not to spend the money to develop a substitute technology. But in many cases, the choice is too serious to be left to private, profit-making corporations because the health of an entire community, state, or nation may be affected. In these cases, government agencies make and enforce the decision. For example, many local governments require factories to install pollution-control devices.

Substitute technologies may also have undesirable effects. For example, nuclear power plants have several advantages over fuel-burning plants. Nuclear plants can produce tremendous amounts of electricity using only small amounts of raw materials. They also do not pollute the air as do fuel-burning plants. But

nuclear plants, like some fuel-burning plants, release hot water into lakes and rivers. The hot water may cause *thermal pollution*, which harms water plants and animals. But scientists and engineers are working to solve this problem. For example, many nuclear plants have installed *cooling towers*, which use air to cool the hot water they produce.

Preventing undesirable effects. Some experts believe that most harmful effects of technology can be prevented. According to this view, any proposed large-scale technology should be thoroughly tested and then evaluated before it is put into use. Such an evaluation is called a *technology assessment*. The findings of a technology assessment are sometimes published in a detailed report called an *environmental impact statement*.

The purpose of an assessment is to discover in advance all the possible good and bad effects that a new technology may have on society and the environment. An assessment might show that the benefits of a new technology outweigh any costs. Or it might show that the costs would be so harmful that they outweigh any benefits. Some experts doubt the value of technology assessment. They believe that it is not possible to discover all the undesirable effects of a technology before it is put into use. They also fear that technology assessments will block scientific and technological progress.

Spreading the benefits of technology. Technology's benefits are limited largely to the industrially developed nations of Europe and North America. But even in these nations, the benefits of technology are not evenly distributed. Many families in The United States, for example, lack all but the bare necessities of life.

The developing nations of the world enjoy few of technology's benefits. But the people of these countries want many of the goods and services that technology has made available to industrialized nations. The transfer of technological knowledge from developed to developing nations is one of today's chief challenges. Technology can be advantageous only if it fits in smoothly with a country's culture. Installing technology effectively requires understanding the way it will affect a country's economic, political, and social values. Without such awareness, the introduction of technology will increase undesirable effects and endanger the quality of life.

As technology advances in developing countries, it will produce some unwanted effects. It will probably also continue to create problems in the industrialized countries. But technological achievements in the past show that people usually have had the intelligence, imagination, and inventive skill to deal with problems created by technology.

A. Which of the following would you GIVE and which would you TAKE?

a photograph	encouragement	someone a ring
an answer	advice to someone	someone a shock
evidence	issue with someone	someone some help
permission	part in something	a liking to someone or something
an explanation	pity on someone	your time over something
someone a kiss	pride in something	an interest in something
someone a lift		

B. Find synonyms for the phrases in italics, or explain their meaning.

1. Don't *take it for granted* that everything's going to be easy: you should be prepared to *take the rough with the smooth* when you *take up* a new job.
2. When we criticised him I half expected him to *take offence*, but he *took it in good part*, and in the ensuing discussion he *gave as good as he got*.
3. She was quite *taken aback* when I *took her up on* her offer.
4. They *were* quite *taken with* each other on their first meeting.
5. She nearly *took us in*, but she *gave herself away* when she started giggling.
6. There was so much information that I couldn't *take it all in*.
7. I know you're annoyed but don't *take it out on* me – *take it up* with the people who were responsible.
8. Cheer up! Why don't you *take him out* for a meal, it may *take you out of yourself*.
9. She can *take off* her father's voice and mannerisms brilliantly – especially the way he *takes off* his glasses when his patience is about to *give out*.
10. He *took exception* to the fact that she was starting to *take him for granted*.

C. Fill the gaps in these sentences with suitable phrases from the list below. You may need to change the form of the verbs.

1. The sight was so beautiful it her breath
2. I remember the message but I've forgotten where I put it.
3. About 75% of the land area of Britain is agriculture.
4. You really should insurance before you travel.
5. You've more work than you can manage and it seems to be it of you. Why don't you a few days
6. I apologise. I all those things I said about your new hairstyle.
7. I'm feeling a bit tired of driving, would you mind for a while?
8. I used to go jogging but now I it Perhaps I'll swimming instead.

give over to give up take away take back take down take off
take on take out take out take over take up

D. Write the first paragraph of a story, using as many of the expressions from above as you can. Begin like this:

I knew I had to give up but...

6.10 RENDERING

TRANSLATION SKILLS

A. Render the following article from Russian into English. Make use of the topic vocabulary.

Создание компьютера с человеческим мозгом не за горами?

Создание электронного аналога человеческого мозга не за горами, утверждает The Daily Mail, ссылаясь на обещания ученых. Это повлечет за собой революционные перемены – даже в большей мере, чем эликсир бессмертия или машина времени, предполагает журналист Майкл Хенлон.

Группа швейцарских ученых во главе с Генри Марккредом – так называемый проект «Синий мозг» (Blue Brain) – уже пять лет занимается конструированием мозга млекопитающего, самого сложного из известных объектов Вселенной, с помощью мощнейших суперкомпьютеров. В июле Марккред заявил на научной конференции в Оксфорде, что планирует создать электронный человеческий мозг в ближайшие 10 лет.

«Но как научить машину мыслить?» – вопрошает автор. Да, человеческий мозг имеет много общего с компьютером: он обрабатывает данные, поступающие в него извне, и может хранить поразительные объемы информации. Но он также позволяет человеку осознавать себя, чувствовать и размышлять, а даже суперкомпьютеру это недоступно.

Традиционно считалось, что мозгу дает жизнь душа, а в машине ее быть не может. Но в наше время лишь немногие ученые полагают, что духовное и материальное – явления принципиально разные. Более того, большинство нейрофизиологов считает наше сознание и чувства результатом бесчисленных электрических и химических импульсов, пробегающих по нервным клеткам. «Если сконструировать нечто, действующее в точности как человеческий мозг, сознание возникнет само», – высказывает гипотезу автор материала.

Два года назад в лаборатории ИВМ в Невадском университете на суперкомпьютере BlueGene/L было смоделировано одно из полушарий мозга мыши, содержащее около 8 млн нейронов. Это на пределе мощности для суперкомпьютеров. Со своей стороны, многие нейрофизиологи утверждают, что человеческий мозг для моделирования слишком сложен. И все же

группа Маркрема надеется воспроизвести на компьютере деятельность 100 млрд нейронов человеческого мозга. «Тем самым фактически будет создан «мозг в пробирке»: сознающий себя, способный чувствовать, страдать, хотеть», – утверждает автор. Следовательно, встанет вопрос о правах этого мозга: равносильно ли его отключение убийству, а эксперименты над ним – пыткам?

Правда, еще ни один ученый не смог убедительно объяснить, как работает мозг, и тем более продемонстрировать, как воспроизвести его работу в форме машины. И все же, если проект «Синий мозг» завершится успехом, через несколько десятилетий на Земле появится новый вид разумных живых существ, утверждает корреспондент.

Taken from <http://news.tut.by/it/144'840.html>

6.11 TEST ON UNIT 5

REVISION

I. Replace the underlined words and phrases by those from Word List 6.

1. Finally that had to resign themselves to the fact that they had lost.
2. When the audience heard the joke they burst out laughing.
3. Many young people nowadays become the victims of the stereotypes imposed on them by mass media.
4. People who have an insufficient knowledge of computers suffer from the derisive attitude of their colleagues.
5. I'm slowly beginning to understand and deal with this computer programme.
6. Debit cards do away with the need for cash already.
7. They managed to find a solution to this problem trying different methods until they found the only one that fit.
8. Experienced housewives seldom use recipes while cooking. They prefer to use their practical experience to measure the quantity of products they need for this or that dish.
9. They have neither seen nor heard from him since he ran away from home with circus entertainers.
10. His unskillful treatment caused the patient's death.
11. They were unaware of the terrible accident that was in store for them.
12. I got the job because you had recommended me.
13. The work on the house will seriously begin on Monday.
14. I can't understand how to do this.
15. Sara and Paul were completely absorbed in the conversation in the corner.

II. Match the words in A with the words with similar meaning in B. There are some extra words in B.

A	B
1. gadget	a. alleviate
2. assuage	b. have roots in
3. inkling	c. contraption
4. daunt	d. surpass
5. inculcate	e. insinuation
6. emulate	f. imprint
7. anticipate	g. prove worse
8. remedy	h. heal
9. repose	i. intimidate
10. stem from	j. rest
	k. foresee
	l. imitate

III. Match the words in A with the words with the opposite meaning in B. Some words do not match.

A	B
1. strike a chord	a. admit defeat
2. veneer	b. separate
3. flaw	c. descendant
4. blander on	d. surplus
5. inept	e. genuine
6. inscrutable	f. proficient
7. wrestle with	g. infuriating
8. bridge	h. turn off
9. progenitor	i. disagree
10. surrogate	j. favourable
11. inimical	k. defect
12. frenziedly	l. calmly

IV. Translate the following sentences from Russian into English using *take* and *give* phrases.

1. Она принимала его заботу и обожание как само собой разумеющееся.
2. Она не ожидала, что я поймаю её на слове.
3. Его расстраивало то, что его жена срывала зло на детях.

4. Она пародирует своих друзей так талантливо, что они никогда на неё не обижаются.
5. Мы были обмануты невозмутимым выражением его лица, и только легкое подергивание лицевых мускулов выдавало его волнение.
6. Они сразу понравились друг другу.
7. Почти половина семейного капитала перешла в руки иностранных акционеров.
8. Не мог бы ты вести машину некоторое время вместо меня, я чувствую, что взял на себя больше чем положено, когда согласился на эту поездку.

TEST TWO

PAPER 1 READING (1 hour 30 minutes)

PART ONE

For questions 1 – 18, read the three texts below and decide which answer (A, B, C or D) best fits each gap.

Seriousness

'Is it serious?' we ask the doctor. 'I'm not (1) _____,' we tell the child. 'What's so funny?' says the voice of authority from classroom to army camp to editorial page of the newspaper. The threat of seriousness (2) _____ our lives. Life is weighty, important, grave, critical, momentous. But though wise people spend their days trying to stay away from serious matters, there are other people who frankly (3) _____ in them. They look serious, think about serious things, pick serious topics and speak about them seriously.

Why do they do it? My guess is self-loathing. 'Serious' people are dense and know it. But, they think, if they can be grave enough about some problem somewhere in the world, their gravity will (4) _____ for the fact that – like most people – they don't know what's going on there, and – like all people – they don't know what to do about it.

Seriousness (5) _____ weight to bad arguments. If a person is earnest enough about what he says, he must have *some* point. Seriousness is also the only practical tone to take when lying. The phrase 'to lie with a (6) _____ face' is well-known. All lies are told in this way. It's truth that's said with a dismissive giggle.

- | | | | | | | | | |
|---|---|----------|---|-----------|---|----------|---|------------|
| 1 | A | tricking | B | cracking | C | tickling | D | kidding |
| 2 | A | preys | B | looms | C | haunts | D | hangs |
| 3 | A | relish | B | savour | C | wallow | D | cherish |
| 4 | A | balance | B | reconcile | C | redeem | D | compensate |
| 5 | A | lends | B | gains | C | holds | D | hands |
| 6 | A | smooth | B | straight | C | plain | D | clear |

Horses

Of the more than 4,000 species of mammals that have inhabited our earth over the past 10,000 years, the horse is one of fewer than a dozen which have been successfully domesticated. Domestication is not simply a (7) _____ of human intention. If it were, it is possible that we would now be sitting in our fire-side chairs with a hyena curled at our feet.

Much of what we take for (8) _____ as useful in the modern horse – speed, size and intelligence, for example – can be explained through the evolutionary changes it has (9) _____ in response to a changing diet. As the Ice Age advanced and forests died away, to be replaced by windswept savannah, many herbivores were (10) _____ to change their diets from leaves to grass. The little leaf-browsing predecessor of our modern horse – the ur-horse – began to change and adapt to a new ecological niche on the plains. The head (11) _____ longer, with the eye positioned at some distance from the mouth, so that in exposed spaces it could keep a careful (12) _____ for predators while it grazed. A larger brain began to develop, probably because, as a grazer, it needed greater tactile sensitivity in its lips to choose its food.

- | | | | | | | | | |
|----|---|-----------|---|-----------|---|-----------|---|--------------|
| 7 | A | concern | B | business | C | point | D | matter |
| 8 | A | assumed | B | granted | C | given | D | read |
| 9 | A | subjected | B | undergone | C | submitted | D | committed |
| 10 | A | coerced | B | enforced | C | compelled | D | necessitated |
| 11 | A | expanded | B | increased | C | grew | D | enlarged |
| 12 | A | lookout | B | heed | C | vigilance | D | alert |

Afternoon Tea

In far too many places in England today, the agreeable habit of taking afternoon tea has vanished. 'Such a shocking waste of time,' says one. 'Quite unnecessary, if one has had lunch or (13) _____ to eat in the evening,' says another.

All very true, (14) _____ but what a lot of innocent pleasure these strong-minded people are missing! The very ritual of tea-making, warming the pot, making sure that the water is just boiling, inhaling the fragrant steam, arranging the tea-cosy to fit snugly around the container, all the preliminaries (15) _____ up to the exquisite pleasure of (16) _____ the brew from thin porcelain, and helping oneself to hot buttered scones and strawberry jam, a slice of feather-light sponge cake or home-made shortbread. Taking tea is a highly civilized pastime, and fortunately is still in favour in Thrush Green, where the inhabitants have got it down to a (17) _____ art. It is common (18) _____ in that pleasant village to invite friends to tea rather than lunch or dinner.

- | | | | | | | | | |
|----|---|-----------|---|-----------|---|-----------|---|-----------|
| 13 | A | designs | B | proposes | C | views | D | minds |
| 14 | A | no doubt | B | no wonder | C | no matter | D | no way |
| 15 | A | draw | B | come | C | lead | D | run |
| 16 | A | quenching | B | nibbling | C | munching | D | sipping |
| 17 | A | fine | B | sheer | C | rare | D | pure |
| 18 | A | custom | B | practice | C | habit | D | procedure |

Now check your answers to Part One of the test.

PAPER 1 PART TWO

You are going to read four extracts which are all descriptions of people. For questions 19 – 26, choose the answer (A, B, C or D) which you think fits best according to the text. In the exam you will mark your answers on a separate answer sheet.

FDR

The man who spoke to the American people on 4th March 1933, having overcome fearful blows in his own life, was well qualified to tell them that they were not and could not be defeated. But what inspired them was more than grit. It was more than his gallantry and charm, of which he made no use on 4th March. At bottom, Franklin Roosevelt was a man of power and vision. He was a master politician, who took command with absolute authority: he knew that he could save the country and that no one else could. His strength and ability went along with a profound, creative desire to shape America for a better future: his administration was to pursue reform as well as recovery. On Inauguration Day his hearers sensed above all his inner certainty and his deep sympathy with their plight.

Those closer to FDR (as he was soon known) discovered that he was better able to respond to people in numbers, at a distance, than to the needs of intimates. Like many a man who is totally committed to his career – in Roosevelt's case it might for once be truer to say wedded to his destiny – he was highly egoistic. At close quarters he could be evasive, cold, occasionally brutal, if others grew too demanding. If they kept their place he could be patient and generous; but who can always know his place? Many paid in the end a very high price for the privilege of working for FDR. Yet so intoxicating was his leadership that few seem to have regretted it. They felt it was enough to have served his great purposes.

- 19** According to the writer, one reason why FDR appealed to the American people was that
- A** he was not afraid to point out to them what their faults were.
 - B** he seemed to have ideas that went beyond solving their immediate problems.
 - C** he told them that determination alone would not transform the country.
 - D** he was open about the unfortunate aspects of his personal life.

- 20 The writer says that people who came into close contact with FDR
- A sometimes could not help doing something he found unacceptable.
 - B often found themselves defending his behaviour to outsiders.
 - C realized that he pretended to be more unpleasant than he really was.
 - D knew immediately that their relationship with him was likely to be short-lived.

Kenneth Williams

Kenneth Williams was not an international star. Cross the Atlantic and few will know the name. In his native Britain – a country he was never happy to leave – he was the antithesis of the showbiz personality. He was a combination of show-off and virtual recluse. In this age of the megastar who exists by virtue of the fact that to succeed at all, you have to be as easily recognized by people eating with chopsticks in Hong Kong, drinking Borscht in Moscow, enjoying a hamburger in New York and a plate of fish and chips in London, Williams again seems an aberration. At home he *was* a star – the kind who would bring taxi drivers shuddering to a halt as they saw him cross the road, who could send up the figures for a radio or TV show simply by saying his catchphrase, 'Stop messing about'.

Until now, the book on Kenneth Williams has remained closed. People who say they knew him well did so from their own necessarily limited perspective. His fellow radio personality and close friend, Derek Nimmo, put it perfectly in perspective when he said that he metaphorically kept all his friends in separate rooms – and none of them knew what was going on in the room next door. It was sometimes more than a metaphorical room. Being ensconced with him in a particular place was to have a wall built around you, even if you couldn't see it. This book, therefore, is an attempt to bring the walls down.

- 21 According to the writer, Kenneth Williams was an 'aberration' partly because
- A he had no desire to be a star outside his native country.
 - B he did not realize how big a star he really was.
 - C he appealed to people who might not have been expected to like him.
 - D he was a very big star purely in his own country.
- 22 What are the 'walls' that the writer is going to try to bring down?
- A Kenneth Williams' attempts to ensure that the truth about him was not made public
 - B the steps taken by Kenneth Williams' friends to keep information about him private

- C the different aspects of Kenneth Williams' life which he kept separate
- D Kenneth Williams' attempts to disguise his true feelings

My Brother Charles

My brother Charles left school with no talents discernible to his teachers. He works now in the electrical goods department of Temple's, Glebeland's magnificent department store built to outdo the great London stores and once boasting a small Arcadian bower on its roof, complete with green ward, rippling brooks and a herd of grazing cattle. That was a long time ago, of course, and Charles must content himself with a more mundane environment amongst an assorted miscellany of vacuum cleaners, hand whisks and radiograms. Charles seems neither particularly happy nor particularly unhappy with his life. I think that most of his time is taken up with daydreaming. He's the kind of boy – I can't imagine ever thinking of Charles as a man – who believes that *at any moment* something incredibly exciting might unexpectedly happen and change his life forever. Much like everyone else in fact. 'Don't you think that something,' his eyes nearly pop out of his head as he searches for the words to articulate the feeling, 'that something's about to happen?' 'No,' I lie, for there's no point in encouraging him. 'I'm just marking time at Temple's,' Charles says, in explanation of his remarkably dull outer life.

- 23 What do we learn about Charles' job?
- A He regards it as satisfactory for the time being.
 - B It is with a company that is less successful than it used to be.
 - C He finds it more interesting than he appears to.
 - D It is with a company that makes little demand on its employees.
- 24 Which of the following best describes the writer's attitude towards her brother?
- A She feels that what he says could be expressed better.
 - B She considers herself to have nothing in common with him.
 - C She regards him as an immature person.
 - D She feels that he is not fulfilling his potential.

John Lennon

John's cruelty was not confined to words; he would lash out instinctively at anyone who angered him. Extreme hostility coupled with extreme defensiveness characterizes the essential Lennon, early and late. These attitudes gripped John so powerfully that they bent him into a distinctive shape and gave him his characteristic gait. 'He used to walk,' recalled Pete Shotton, 'all

hunched up, his eyes and head down, like a scared rabbit driven into a corner but ready to lash out.' Like most bullies, Lennon was frightened at heart. He sought to dominate through sheer aggression, especially by launching surprise attacks; but if he ran into someone bigger or braver, he would resort to psychological tactics, according to Shotton, 'undermining them by abuse or sarcasm.' If all else failed, Lennon would take to his heels. At school, John and Pete were often caned by the headmaster, the notorious Ernie Taylor, but no matter how much Lennon was beaten, he never mended his ways. Instead, he adopted the attitude that he was beyond the pale, so what did it matter what he did or how much he was punished?

25 The writer believes that John Lennon's behaviour illustrates the theory that

- A** cruel words are more hurtful than cruel actions.
- B** people who are nasty to others lack confidence in themselves.
- C** the way people walk is indicative of their personalities.
- D** fear is more powerful than other emotions.

26 According to the writer, why didn't Lennon change?

- A** He had no respect for his headmaster.
- B** He always got his own way in the end through bullying.
- C** He felt that others admired him for his refusal to conform.
- D** He decided that he was an outcast.

Now check your answers to Part Two of the test.

PAPER 1 PART THREE

You are going to read a newspaper article. Seven paragraphs have been removed from the article. Choose from the paragraphs A – H the one which fits each gap (27 – 33). There is one extra paragraph which you do not need to use.

The Perils of Pizza Making

It looks easy but it really isn't, says Chandos Ellefson, whose efforts turned out far from perfect.

My first pizza was cremated. I hadn't even got to the toppings, let alone the tossing stage. I was stuck on the rolling-out bit. I fast discovered that specialist pizza chefs – pizzaioli – don't use rolling pins, they use their hands to shape the dough into perfect circles. Francesco Sarritzu, the pizzaiolo at The Park restaurant in Queen's Park, London, where I went to be trainee for the evening, took one look at my sorry effort and sighed.

27	
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Real, or original, pizza is an art: the pizzaiolo is baker, fire stoker and cook. A wood-burning oven is an essential part of the proceedings. However, before the pizzas get to the fire, they have to be properly shaped and it was this procedure that was causing me all the grief.

28	
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From here it was all hands. He pressed out the dough with his fingers, all the time working in flour and pressing the edges out until a small round circle had emerged. He then threw it into his hands, twirling it to shake off the excess flour. He did not toss it in the air. 'Tossing is for show,' he said disdainfully. 'It is not necessary.' Once the flour was shaken off, he put the dough onto the steel work surface with one half of it hanging over the edge. One hand pressed and stretched and the other pulled in the opposite direction. Before you could say 'pizza Margherita' there was a perfect circle ready to be topped.

29	
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The object is to press out the edges, not the centre, using the flour to dry out the stickiness. However, the temptation to press everything in sight to make it stretch into a circular shape is too strong; before I knew it, I had thick edges and a thin centre.

30	
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Then I noticed, to my horror, that some customers were watching me. 'Shall we watch the man make the pizza?' a man asked his young daughter, who he was holding in his arms.

31	
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A hole appeared in the centre. 'Look, Daddy. There's a hole,' the little girl said. I looked up from my work, crestfallen. I was defeated. 'It's my first evening,' I admitted. Francesco stepped in with the paddle and my second pizza went where the first one had gone: on the fire. We all watched it go up in flames.

32	
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Francesco noticed and applauded. I wanted to call back the little girl and tell her: 'I can do it! It's just like swimming!' My base was not perfectly round but it was not bad. It wasn't perfectly even but it was certainly an improvement. We decided to top it. We put on a thin smear of tomato sauce and some mozzarella.

33	
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When I got there, Francesco showed me where to put it. There was a point in the deep oven away from the fire, where the pizzas go when they are first put into the oven. I put the long handle deep into the oven and, feeling the heat on my arms, brought it back sharply. The pizza slid onto the floor of the oven. My first pizza was in the oven and not being burnt alive.

A

To put those things right, I did as Francesco had done and slapped it with the palm of my hand. This made me feel better and I slapped it again. Next, I did some twirling and the flour showered everywhere.

B

Instead, Francesco quickly made one of his own to act as a comparison. When they were done and brought from the oven, we had a tasting. The result was astonishing. Mine was tough and crunchy in places, not bad in others. His was perfectly crispy and soft everywhere.

C

Having done that, it was time to get it on to the paddle, which felt like a pole vault. With one determined shove, the pizza went on halfway. Another shove forward got it on completely but put an ugly buckle in it. I turned and headed for the oven.

D

Francesco made it look easy. He showed me what to do again and I tried to take it in. The chilled dough balls, pre-weighed at 170g, were all ready in a special fridge below the work counter. The dough was sticky and Francesco worked fast. First it was dropped into a large pile of flour and then it was mixed with a small handful of polenta.

E

Clearly, the stage was all mine. I had been told to concentrate on the edges using the flat edge of my hand under my little finger. I started to work the dough and tried to stretch it. It did begin to take shape, but as soon as I let it go it just went back again and didn't get any bigger. I felt more and more eyes on me. Then the worst thing happened.

F

That was because it wasn't so much a circle as an early map of the world. Silently, Francesco reached for his pizza paddle, scooped it up and threw it disdainfully into the red-hot stone oven, where it burnt rapidly on top of a funeral pyre of burning wood. I made up my mind that my future efforts would be good enough to be spared the death sentence.

G

I was baffled and embarrassed as it did so, but I thought I was onto something. On my next attempt, I quickly got to the shaping stage with half the pizza hanging over the edge. This was where I had gone wrong. Using only the bottom edge of my hands with my fingers working the edges, I started to do the breast stroke: fingers together, fingers apart, working and stretching. It began to work.

H

I moved nervously into position to have a go at achieving the same result myself. I scooped up a piece of dough from its snug tray. It immediately stuck to my fingers and when I threw it at the flour, it just remained stuck. I had to pull it off. The first bit is easy, or so it seems, but unless you follow the right procedure you sow the seeds of later failure.

Now check your answers to Part Three of the test.

PAPER 1 PART FOUR

You are going to read an extract from a magazine article about a chess champion. For questions 34 – 40, choose the answer (A, B, C or D) which you think fits best according to the text.

The Chess Player

In the corner of the room sits the pub champion. He looks like the classic chess bum. Untidy hair. Big beard. His possessions in a white polythene bag by his feet. The chess board is also made of polythene, and the pieces of plastic. The 'table' is an up-ended keg of beer. The pub champion is playing some kid genius from out of town who has just won a London grandmaster tournament. He is called David R. Norwood (I know. The boy wonder, all of 19, gave me his business card. It said 'David R. Norwood. International Chess Master'). Now David R. Norwood is, as he will be the first to admit, one of the hottest properties on the international chess circuit.

But something funny is happening in his games – played at the rate of about one every ten minutes – against the pub champion. David R. Norwood is not winning any. And he is not merely losing. He is being taken apart. In the argot of the chess player, he is being 'busted'. But David R. does not seem too worried about this denouement. Occasionally he will say, with a smile, 'Hey, you're not such a bad player.' His opponent, Jonathan Speelman, the pub champion, only laughs and sets up the pieces for the next act of slaughter. It is a joke, of course. He is not merely 'not a bad player'. He is possibly the best player in the Western world.

After Jon had finally exhausted David R. Norwood's enthusiasm, I asked whether he would mind playing me. Not at all, he said, and played game after game against me until I became more bored by losing than he did by winning. 'Why,' I asked, 'do you put up with playing chess jerks like me?' 'Because I like to play with the pieces,' was the instant and unanswerable reply. My impression while playing Jon was slightly different, namely that the pieces enjoyed playing with him. He gives them the time of their life. These plastic pieces, property of the pub, had probably never before experienced more than the intellectual equivalent of being cooped up in a shed. With Jon, they were roaming free across vast expanses.

His friends, incidentally, do not call him Jon. They do not call him Speelman either. They call him 'Spess'. This stems from a report in *The Times* about ten years ago of a tournament in which Speelman was taking part. But, *Times* sub-editors being *Times* sub-editors, his name inadvertently came out as 'Speci-

men'. In view of his rather weird appearance, fellow chess players decided that this was, if not his real name, at least descriptively accurate, and so Specimen, and then later Spess, he became.

On many personal matters, Jon Speelman is difficult to interview. He is very self-conscious, a keen practitioner of self-psychoanalysis. The result is that he is only too aware of the implications which might be drawn from anything he might say. Worse, he was so concerned about what I was writing down that he would stare at my pad when I noted anything, attempting to read my scribble upside-down. In an effort to counter this awkward turning of the tables, I began deliberately to write in messier and messier scrawl. Afterwards I was quite unable to read many of my own notes. Later I surmised that the chess player in Speelman had calculated that his scrutiny of my notepad would have this effect, and that it was a deliberate attempt to reduce the number of personal details I would be able to decipher. If that sounds convoluted, it is quite in character with Speelman's way of playing chess. Some great players reveal their greatness through the simplicity of their methods. Others, more unusually, have a genius to confuse, an ability to generate chaos, out of which only they can perceive a clear path to victory. This is Speelman's method.

But such a style is one which makes enormous demands on the exponent's nervous system. When he plays, Speelman is all nervous, twitchy movement. His hands play with his beard, his glasses, anything he can reach. He makes strange clicking noises. He will get up from the board and stand over it and his opponent, nodding his head as if checking through the variations. ('He goes there, I go there, he goes there...') I asked him how many moves he can see ahead. 'It's a silly question,' he replied, 'but it's not too difficult to imagine a position in which one could calculate 25 moves ahead.' 25 moves on each side, he means. That is 50 moves in total. Try saying 'he goes there, I go there' 25 times. Now you get the picture.

William Hartston, the former British chess champion, told me that playing Speelman was like playing 'an old fridge, one of those where the door shuts with a big clunk. You can't see inside, but the thing is whirring and shaking and something is certainly going on in an undirected sort of way.' The fridge is, of course, an innocent and harmless object of domestic pleasure, and Hartston chose that metaphor quite deliberately. The point is, as Jon Speelman explains, 'I do want to win at chess, but I don't want my opponent to lose.' How very different from Bobby Fischer, who declared on coast-to-coast US television, 'I like to crush the other guy's ego.'

- 34** In the first paragraph, the writer implies that
- A** he found David R. Norwood rather arrogant.
 - B** it is strange for chess players to have business cards.
 - C** the best chess players tend to be scruffy in appearance.
 - D** he likes to see chess played in informal surroundings.
- 35** What does the writer say about the games between David R. Norwood and Jonathan Speelman?
- A** They might have different outcomes if they were being played in a real tournament.
 - B** They indicate that Jonathan Speelman does not have a high regard for David R. Norwood.
 - C** They involve David R. Norwood making jokes to cover his embarrassment.
 - D** They indicate that there is a huge gulf between the standard of the two players.
- 36** When the writer played Jonathan Speelman, he felt that Speelman
- A** preferred just to play than to indulge in polite conversation as well.
 - B** had an approach to the game that made other approaches seem limited in comparison.
 - C** was doing his best not to let the games bore him.
 - D** was adopting an approach he would not use if he was playing in a serious game.
- 37** What does the writer say about Speelman's nickname?
- A** It indicates that he is regarded as a rather distant figure.
 - B** It is not very flattering.
 - C** It is connected with his style of playing.
 - D** It was first used as a joke.
- 38** The writer says that Speelman tried to read the notes he was making because
- A** he saw it as the kind of thing the writer would expect of him.
 - B** he felt that he could get a clear picture of a person from the way they wrote.

- C** he was aware that this would put the writer off while he was making them.
- D** he wanted to make sure that certain complex points he made were correctly understood.

39 When the writer says 'Now you get the picture', he is emphasizing

- A** how complex a serious game of chess can be.
- B** how extraordinary Speelman believes his style of play is.
- C** how incredible the mental feat Speelman performs is.
- D** how peculiar Speelman might appear to others to be.

40 The writer says that an old fridge is an apt metaphor for Speelman because

- A** Speelman's style of playing is deceptive.
- B** Speelman's appearance contrasts with his shrewdness.
- C** Speelman likes to create a false impression of himself.
- D** Speelman is generous in victory.

Now check your answers to Part Four of the test.

PAPER 2 WRITING (2 hours)

PART ONE

*You **must** answer this question. Write your answer in 300-350 words in an appropriate style on the separate answer sheet. Write clearly in pen, not pencil. You may make alterations, but make sure your work is easy to read.*

DESCRIBE A TRIP THAT YOU WOULD PARTICULARLY LIKE TO TAKE.

PLANNING A COMPOSITION

One of the questions in Paper 2 requires you to write a **narrative** or **story**. You may be required to use your imagination for this and write something fictional, or you may be asked to describe real events. Your story may take place in the past but this is not always the case.

Answer the following questions. This will help you to plan your composition on the suggested topic.

1. Decide where your trip would be to.
2. Tick which of the following would be reasons why you would like to take this trip and add any others that apply.
 - the risk/danger involved
 - the luxury
 - the weather
 - the chance to learn about another culture
 - the chance to see certain well-known places
 - the exciting atmosphere of the place
 - the people you might meet
3. Tick those of the following which a description of this trip would include and add any others you can think of.
 - the countryside
 - the local people
 - the buildings
 - the climate
 - your means of transport
 - famous attractions
 - your accommodation
4. Tick those of the following that you would do on your trip and add any others you wish to.
 - take it easy
 - visit interesting places

- speak to the people in their own language
- be very active
- fulfil an ambition
- try to meet people
- experience new tastes, music, etc

Now use these ideas to write your composition. Remember that the question asks you to describe a trip, not just a place, and so your composition should describe a sequence of events and actions.

Now read through the following sample composition. When you have done so, answer the questions that follow it.

Travelling is one of my biggest hobbies. In last 10 years I have visited many countries in Europe, Asia, North America and Africa. I have experienced many exiting adventures, have seen beautiful landscape and buildings and have met interesting people. I have enjoyed it all. However, one aspect of travelling has always bothered me; flying. Don't understand me wrong. I am not afraid of flying. On the contrary. I enjoyed flying a lot. I love looking down the earth, on mountains or sea, and I always admire the sunset from the window of the plane. If additionally food is good and the on-board cinema offers a good film, what could be more pleasurable? After ten or twelve hours of flight you reach your destination, and start your holiday in an exotic place.

After doing that I have always felt that something was missing. I have eventually realized that I enjoy the actual process of getting somewhere and would like to be able to follow the progress of my journey. For a long time now I wanted to have a holiday during which I could concentrate on the journey itself rather than on the destination. The ideal mean of transport for this purpose is a train. There are many famous railway journeys in the world, but my choice is the Trans-Siberian crossing from Moscow to Beijing.

I would love to start my journey in London and go by train to Moscow. This trip should take around two days. I haven't been to Moscow and it will be lovely to see this famous city. From there I should take the second train to Beijing. This journey is much longer and definitely more interesting. First of all I would be crossing through three huge countries: Russia, Mongolia and China. I could sit by the window and watch the changing landscapes. The train would cross the Ural Mountains, the dividing line between Europe and Asia. This itself should be very exiting. After another 24 hours the train should reach the Baikal Lake – the deepest lake in the world. If only possible I would love to leave the train here and spend day or two visiting this area. After couple of days I should

board the next train to Beijing. The journey to the capital of China should take another three days and I hope to see some beautiful scenery on the way. I should be able to complete this trip in two weeks and have another week or two to travel around China – by train of course.

- 1 Does the composition actually answer the question set or does it contain irrelevant parts, 'waffle' – writing that is simply intended to fill the space but does not really say anything – or 'padding' -writing that is repetitious in order to reach the required number of words?
- 2 Is the composition well-organized? Is it divided into paragraphs appropriately? Explain what each paragraph contains.
- 3 Are appropriate linking words and phrases used for connecting sentences and paragraphs? Give examples of some that are; if some are not, correct them.
- 4 Does it have a good range of appropriate vocabulary or is the vocabulary used mostly too simple? Give examples and correct any inappropriate or incorrect vocabulary.
- 5 Is there a good range of accurate structures forming sentences that are not very simple or are the structures used mostly too basic? Give examples and correct any incorrect structures or other mistakes.
- 6 Is the style appropriate for this type of composition?

Now check your assessment of and corrections to this sample composition.

Content

This composition is all relevant. Although it does not describe the actual journey until the second half, the first half deals with why the writer has chosen this particular journey and there is therefore a very good reason for starting the composition in this way – the first half connects closely with the second.

Organization

The organization of the composition is good and there is a clear structure and progression. The first paragraph gives background, describing things that the writer has already done; the second paragraph deals with why this has caused the writer to choose the journey he/she has chosen; the third paragraph describes the journey.

Linking

Good linking does not necessarily have to mean long sentences. In the first paragraph there is effective linking of *ideas* with short sentences: *However,... Don't understand me wrong... On the contrary.* There is other good and accurate linking, for example, *during which* (second para). Otherwise the composition contains a number of short sentences, for example, in the third para-

graph, where each sentence covers each single part of the journey. In some places, it would be possible to link these to make the composition flow a little better, for example, the part beginning *The train* could easily be linked as follows: *The train would cross the Ural mountains, the dividing line between Europe and Asia, and this itself should be very exciting.*

Use of vocabulary

The vocabulary is fairly simple but adequate. It is accurate and appropriate for the subject matter. It is not particularly adventurous but marks would not be lost for this; instead, marks would be gained for more adventurous vocabulary. There are one or two mistakes: *exiting* (first and third paras) should be *exciting*, and *mean* (second para) should be *means* (the noun *means* is both singular and plural).

Use of grammar

The composition is mostly correct grammatically, with some errors. It shows a good command of appropriate verb tenses, for example, in the first paragraph, where the present perfect is used for what the writer has done until now and the present simple is used for general truths. There is a tense mistake in the second paragraph, where */ enjoyed* should be */ enjoy*, to link with the verbs in the present simple that follow it and because it does not refer to a specific time in the past. Also *For a long time now I wanted* should be *For a long time now I have wanted*, as it refers to a period up to and including now. In the third paragraph, the writer has varied the modal forms, which is very good. The whole paragraph refers to a hypothetical journey and *would* is therefore obviously appropriate. However, instead of constantly repeating *would*, the writer has also used *should* – with the meaning *probably will/would* – and *could* – with the meaning *I would be able to*. There are some mistakes, however: *In last ten years* (para 1) should be *In the last ten years*; *food* (para 1) should be *the food because* it refers to particular food (the food on the plane) not to food in general. *If only possible* (para 3) should be *If possible*; *spend day or two* and *After couple of days* (para 3) should be *spend a day or two* and *After a couple of days*.

Style

The style is appropriate – the composition is serious but not too formal and has a conversational quality that makes it flow well. The use of the question in the first paragraph is an effective way of making a point.

ASSESSMENT: A competent and well-expressed composition with some errors. **MARK: 12 – 15**

PAPER 2 PART TWO

Write an answer to one of the questions 2 – 5 in this part. Write your answer in 300 – 350 words in an appropriate style. Write clearly in pen, not pencil. You may make alterations, but make sure your work is easy to read.

2. You work for a local newspaper, which is considering launching a weekly magazine supplement that would be included in the newspaper. You have been asked to conduct a survey of local people to find out what the supplement should contain. Write a report detailing the findings of the survey and what conclusions can be drawn from it.

Write your **report**.

3. A letter from a reader has recently been published in a newspaper you read, complaining that the newspaper is always full of bad news and never highlights the positive aspects of life. The newspaper has invited readers to write an article entitled *Reasons To Be Cheerful*. Write an article under that title, listing what you believe to be the good things in life, both for you personally and for people in general and giving your reasons for choosing them.

Write your **article**.

4. You have recently visited a city or area as a tourist and found that there are a number of aspects of your visit which you wish to comment on. Write a letter to the head of the tourist office for that area, describing the positive and/ or negative aspects of your visit and making any suggestions you feel appropriate.

Write your **letter**. Do not write any postal addresses.

5. Set book questions – a choice from three questions.

PAPER 3 USE OF ENGLISH (1 hour 30 minutes)

PART ONE

For questions 1 – 15, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Celebrity Crossover

It is not surprising that actors want to be pop stars, (0) and vice versa. (1) _____ that is deep in a part of our brain that most of us manage to keep (2) _____ control, we all want to be pop stars and actors.

Sadly, there's nothing about the (3) _____ profession that automatically qualifies you for the other, (4) _____, of course, for the fact that famous actors and singers are already surrounded by people who never (5) _____ no to them. (6) _____ the whole, pop stars tend to fare better on screen than their (7) _____ numbers do on CD. Let's (8) _____ it: not being able to act is no big drawback in Hollywood, whereas not being able to play or sing still tends to count (9) _____ you in the recording studio.

Some stars do display a genuine proficiency in both disciplines, and a few even maintain successful careers in both fields, but this just (10) _____ a bad example for all the others. (11) _____ every success, there are two dozen failures. And most of them have no idea (12) _____ terrible they are. (13) _____ as power tends to corrupt, so celebrity tends to destroy the ability to gauge whether or not you're making a fool of (14) _____ .

But perhaps we shouldn't criticize celebrities for trying to expand their horizons in this way. (15) _____ there is one good thing about actors trying to sing and singers trying to act, it is that it keeps them all too busy to write books.

Now check your answers to Part One of the test.

PAPER 3 PART TWO

For questions 16 – 25, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Captain Webb

Captain Matthew Webb is fortunate in being remembered as the first man to swim the English Channel, rather than the one who later tried, and failed, to plunge through the Niagara Falls. If ever a man possessed self-confidence, it was Webb; but it was his stubborn (0) refusal to give up that eventually proved his (16) _____ .

Unwilling to recognize the Channel crossing as the peak of his career, he went on and on, addicted to glory, literally swimming himself to death. Webb astonished the British nation on August 25th, 1875, with a Channel crossing that took a mammoth 21 hours and 45 minutes. He had entered the sea a merchant-ship captain living in (17) _____, but he emerged in France, stung by jellyfish and half-dead with (18) _____, a national hero. He was feted, mobbed and cheered wherever he went; his appearance in the City of London brought business to a (19) _____. Alarmed by the sudden attention, the normally (20) _____ Webb fled to his native Shropshire.

But all this (21) _____ was too much for him, and he made the fatal error of many a pop star in later years. Craving (22) _____, he very nearly dissolved himself in a series of marathon swims for money, including a six-day (23) _____ contest. Then he sailed for America, where he had a (24) _____ schedule of long swims. It was America that lured Webb to the final act in his tragedy; his crazed attempt to swim the Niagara River beneath the Falls in June 1883. (25) _____ of all advice, he dived in from a boat and subsided forever into the boiling rapids.

REFUSE
UNDO

OBSCURE
EXHAUST

STAND
FEAR
STAR

APPLAUD

ENDURE
PUNISH

REGARD

Now check your answers to Part Two of the test.

PAPER 3 PART THREE

For questions 26 – 31, think of one word only which can be used appropriately in all three sentences. There is an example at the beginning (0).

(0) You can stay with us if you like, we've got a ____ room in our house. It's very difficult to get ____ parts for machines as old as this, so it's hard to get them repaired if they break down. I like my job but the hours are long so it doesn't allow me much ____ time. (Answer: *spare*)

26. People say that Frank is a nasty individual but whenever I've met him, I've always ____ him very pleasant. You've ____ fault with absolutely everything at the hotel – I've never known anyone complain so much! Despite all the evidence against him, he was ____ not guilty when the case came to court.
27. The team showed no improvement on their previous terrible performances and so it was inevitable that they would lose ____ again. A change in the law has been agreed but the government have ____ to announce exactly when it will come into force. I expect John will contact me with the details but as ____ I haven't heard from him.
28. Chris gave us all a very interesting ____ of his trip when he got back to the office. Don't go to any trouble on my ____, I'll fit in with whatever's convenient for you. If you take into ____ how little time Sandra was given to do this work, she has done it very well.
29. I was sitting at the next table to them so I couldn't ____ overhearing their conversation. My financial situation is pretty bad anyway, so this unexpected bill doesn't exactly ____ . I wish you wouldn't ____ yourself to my CDs without asking me first.
30. He used to be one of the top players in the world but he has now had a ____ of 15 consecutive matches without a single victory. Leaving college without completing the course may seem like a good idea now, but I think you may come to regret it in the long ____ . The film is about someone who escapes from prison and goes on the ____ .
31. There was a very ____ contrast between the scenes of wealth I saw in some parts of the country and the scenes of poverty I witnessed in others. Trudy is a very ____ businesswoman and that is what has enabled her to make all the right decisions for her company. There was a very ____ bend in the road and for a moment I nearly lost control of the car.

Now check your answers to Part Three of the test.

PAPER 3 PART FOUR

For questions 32 – 39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. There is an example at the beginning (0).

(0) Robert was offended when he was left out of the team.

Example: **exception**

Robert took exception to being left out of the team.

32. If Tony hadn't interfered, there would have been no problems yesterday.
smoothly

Without Tony's _____ yesterday.

33. I said that I thought he was wrong about the best way for us to proceed.
issue

I _____ best we should proceed.

34. He didn't want to get into a position where he might lose all his money.
possibility

He didn't want to expose _____ all his money.

35. The company received an enormous number of calls responding to the advert.
deluged

The company _____ response to the advert.

36. The manager said that he had paid attention to my complaints and would take the appropriate action.

note

The manager said that he had _____ accordingly.

37. We'll have to make sure that costs are as low as possible or we'll have no money left.

minimum

We'll have to keep _____ ourselves with no money left.

38. His behaviour at the conference gave him the bad reputation he now has.
conducted

The way _____ in the bad reputation he now has.

39. Her work didn't meet the standards that were considered acceptable.
conform

Her work _____ acceptable standards.

Now check your answers to Part Four of the test.

PAPER 3 PART FIVE

For questions 40 – 44 read the following texts on tourism. For questions 40 – 43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given.

Tourism is now among the world's most important industries, generating jobs and profits worth billions of pounds. At the same time, however, mass tourism can have dire effects on the people and places it embraces – both tourists and the societies and human environments they visit. We are increasingly familiar with some of the worst effects of unthinking, unmanaged, unsustainable tourism: previously undeveloped coastal villages that have become sprawling, charmless towns, their seas poisoned by sewage, denuded of wildlife, their beaches stained with litter and empty tubes of suncream. Historic towns, their streets now choked with traffic, their temples, churches and cathedrals seemingly reduced to a backdrop for holiday snaps that proclaim, 'Been there, Done that'. Some of the world's richest environments bruised by the tourist onslaught, their most distinctive wildlife driven to near-extinction, with wider environmental impacts caused by the fuel-hungry transport systems used to take holidaying travellers around the world and back again.

Less appreciated, perhaps, is the social dislocation unsustainable tourism can cause: once-cohesive communities disrupted as the holiday industry replaces old crafts, turning fishermen into tour boat operators, farmers into fast-food store waiters or hotel cleaners. Even the tourists are affected, the most placid and tolerant of us becoming short-tempered and exploitative. All too often, clutching our soon-to-be-discarded souvenirs and cursing late flights and anybody who doesn't speak our language, we arrive home muttering: 'After that, I need a holiday!'

40. Why does the writer mention 'empty tubes of suncream'?

41. What does the phrase 'Been there, Done that' imply about tourists?

Although its strongest critics view the tourism industry as a rapacious predator moving on to fresh conquests after one environment has been spoiled, and forever fuelling the desires of holidaymakers with the prospect of a new paradise that must be enjoyed 'before it's gone' – there are many within the industry who reject the claim. They are at least partly right. There are examples where the travel trade is doing better. Of course, reforming initiatives often come after the damage has been done and in some cases for public relations purposes rather than from a commitment to sustainability. In addition, the growth of

the travel industry puts increasing strain on natural and social environments by its sheer size and volume.

George Monbiot, the environmental writer and activist who is fiercely critical of the effects of tourism, admits in an essay that 'none of the ethical questions tourism raises can be easily answered'. He adds: 'Tour organizers have justified their work on the grounds that it is a "cultural exchange". Yet what I have seen of their activities suggests that no cultural exchange is taking place. While the visitors get culture, their hosts, if they are lucky, get money. Other people claim that tourism breaks down the barriers between our lives and those of the people we visit. Yet, in most cases, tourists remain firmly behind barriers – be they the windows of a coach, the walls of a hotel or the lens of a camera. Tourism, we are told, brings wealth to local people. All I have seen suggests the opposite – that tourism makes a few people extremely rich, while impoverishing the majority, who lose their land, their resources and their sense of self and make, if anything, a tiny amount of money. Even the oldest maxim of all, that travel broadens the mind, is questionable. Tourists are pampered and protected wherever they go; they are treated with deference and never corrected.'

42. What does the writer mean by the phrase 'before it's gone'?
43. Why, according to the writer, might attempts by the travel industry to do better not work?
44. In a paragraph of between **50 – 70** words, summarize **in your own words as far as possible**, the disadvantages of tourism that people may be unaware of that are mentioned in the two passages.

PAPER 4 LISTENING (approximately 40 minutes)

PART ONE

You will hear four different extracts. For questions 1 – 8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract. In the exam you will hear each extract twice.

Extract One. You hear part of a radio programme about British attitudes.

1. The speaker says that one example of British people's pessimism is their
 - A. calm response to problems that affect them personally.
 - B. acceptance of what they are told by administrators.
 - C. tendency to exaggerate potential problems.
2. What does the speaker say about British children?
 - A. They come to appreciate irony later in life.
 - B. It comes naturally to them to be pessimistic.
 - C. They are aware of having a peculiar sense of humour.

Extract Two. You hear the introduction to a radio programme about food.

3. Brian J. Ford believes that in the future people's attitudes to food
 - A. will be influenced by discoveries about old age.
 - B. will reflect a growing interest in the whole subject of food.
 - C. will focus more on what they can eat than on what they shouldn't.
4. Ford believes that some of today's snack foods will be regarded as
 - A. worse than today's junk food.
 - B. unsuitable for consumption.
 - C. more harmful than they really are.

Extract Three. You hear part of a radio programme about children and sport.

5. What does the speaker say about certain fathers today?
 - A. They ignore sensible advice that is given to them.
 - B. They are primarily motivated by the desire for financial gain.
 - C. They do not realize how hard it is to succeed in sport.
6. The speaker warns against
 - A. taking the enjoyment out of sport for children.
 - B. investing money in a child's sporting future.
 - C. taking children's sporting activities seriously.

Extract Four. You hear the introduction to a radio programme about inventors.

7. The speaker says that Edison's comment
- A. reflects the naivety of inventors.
 - B. sums up the unpredictability of an inventor's life.
 - C. is as true today as when he made it.
8. What does the speaker say about the rules concerning English patents?
- A. He can understand why they remain in force.
 - B. They have always put inventors at a disadvantage.
 - C. Some inventors do not abide by them.

PAPER 4 PART TWO

You will hear a radio report about interactive science and technology centres in Britain. For questions 9 – 17, complete the sentences with a word or short phrase. In the exam you will hear the piece twice.

The area on which the National Stone Centre stands has been used for a long time for the mining of (9) _____ and _____ .

Visitors to the centre are surprised to discover how much stone people (10) _____ .

Examples of the use of stone in construction shown are (11) _____ and _____ .

The headmaster describes the centre as an excellent (12) _____ .

The first interactive gallery in Britain was called (13) _____ .

At Techniquest, there are structures which (14) _____ .

At Techniquest, a special (15) _____ is used for teaching people about centrifugal force.

People can learn about the effect that (16) _____ can have on each other at Techniquest.

A dragon is used for teaching people about (17) _____ at Techniquest.

PAPER 4 PART THREE

You will hear an interview with someone who reviews hotels. For questions 18 – 22, choose the answer (A, B, C or D) which fits best according to what you hear. In the exam you will hear the piece twice.

18. What does Paddy say about some readers of her column?
- A. They suspect that she enjoys criticizing hotels.
 - B. Her attitude to hotels has changed because of their response.
 - C. Her comments match their experiences of hotels.
 - D. They prefer reading about hotels they would not want to visit.
19. What does Paddy say about some hotelkeepers?
- A. They sometimes have to force themselves to have a sense of humour.
 - B. They would be more suited to a different profession.
 - C. They expect to receive negative comments about their hotels.
 - D. They are surprised that they become friends of hers.
20. Paddy says that some hotelkeepers she has contacted about the book have
- A. realized that she does not really have an assistant called Emily.
 - B. corrected inaccuracies that were in her review of their hotels.
 - C. responded favourably despite criticisms she had made.
 - D. made her wonder whether her reviews of their hotels were unfair.
21. Paddy says that one hotelkeeper she spoke to told her that
- A. other people are unlikely to be treated in the same way in hotels as she is.
 - B. he was unwilling to discuss some of the comments in her review.
 - C. her reviews did not have as much influence as she believed.
 - D. he no longer wanted his hotel to appear in the book.
22. The same owner also told her that
- A. he had passed information about her to other hotels.
 - B. he resented her description of him in her review.
 - C. he did not understand why she wanted to put his hotel in her book.
 - D. there was nothing distinctive about her physical appearance.

PAPER 4 PART FOUR

You will hear two friends, Helen and Tony, discussing various aspects of modern technology in everyday life. For questions 23 – 28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. In the exam you will hear the piece twice.

Write **H** for Helen,

T for Tony,

or **B** for Both, where they agree.

23. ___ Being contactable all the time is not necessarily a good idea.
24. ___ E-mails encourage laziness of thought.
25. ___ Popular music isn't as good as it used to be because of technology.
26. ___ Watching sport on TV has been made more interesting by modern technology.
27. ___ There is no real demand for some aspects of modern technology.
28. ___ Some innovations of modern technology will disappear in the future.

KEY AND EXPLANATION

TEST TWO

PAPER 1 READING PART ONE (TEST 2)

Note: all explanations in this part refer to the meaning or use of each option most closely related to the question, not necessarily to the only meaning or use of each option.

One mark per question (Total: 18)

Seriousness

1. **D:** If you say that you are **kidding, or kidding someone**, you say that you are not being serious and that you are joking, when the person you are talking to has not realized this and thinks that you are being serious. If you tell someone that you are **not kidding**, you are saying that you are being serious when they appear to think that you are joking. The writer is quoting something that parents tell their children when they want them to know they are being serious.

A: If you *trick someone*, you deceive them, so that they believe or do something as a result of something untrue that you said. (*I was tricked into buying some stolen goods.*)

B: If you *crack a joke*, you tell a joke. (*He spent the evening cracking jokes with his mates.*)

C: If you *tickle someone*, you touch them in such a way that they automatically laugh. (*She was tickling the baby's tummy.*) If something *tickles you*, it amuses you and makes you laugh. (*Something had obviously tickled him because he couldn't stop laughing.*) *All the options are connected with the idea of joking or not being serious or truthful, but D is the only one which both fits the meaning and does not have to be followed by an object.*

2. **C:** If something **haunts you**, it is something unpleasant which is constantly present and which you cannot forget or put out of your mind. The writer is saying that people are always thinking about serious matters.

A: If something *preys on you* or *preys on your mind*, it troubles or worries you over a long period. (*His terrible treatment of her preyed on him/his mind for many years.*)

B: If something is *looming*, it seems likely to happen soon and it is unpleasant and frightening. (*The exams were looming and she was feeling more and more under pressure.*)

D: If something *hangs over you*, it is a threat or unpleasant possibility which is constantly present over a period of time. (*With the possibility of a court case hanging over him, he was unable to relax.*) All the options mean 'worry someone', but C is the only one that fits grammatically because it is followed by an object.

3. **C:** If you **wallow in something**, you enjoy it enormously but this is regarded with disapproval. The writer is talking about people who get a lot of pleasure from being serious.

A: If you relish *something/doing something*, you enjoy or take pleasure from it. (*I don't relish the prospect of such a long, tiring journey.*)

B: If you *savour something*, you make sure that you enjoy a particular experience as fully as possible. (*He savoured the moment of victory.*)

D: If you *cherish something*, you think of it with great pleasure and it is very important to you. (*These are memories I will cherish in later life.*) All the options are connected with the idea of getting great pleasure from something, but only C can be followed by 'in'.

4. **D:** If one thing **compensates for** another, it is something good or positive which balances something bad or negative. The writer is saying that some people think that if they are serious about a problem, this compensates for the fact that they don't understand it or know how to solve it.

A: If one thing *balances* another, it is equal to it and the result is a satisfactory situation. (*The problems involved in her job are balanced by the high salary she receives.*)

B: If you *reconcile something with something else*, you make the two things agree or work together in a satisfactory way, despite the fact that they are in opposition to each other. (*He had to reconcile his moral beliefs with his need to make money.*)

C: If something *redeems* something else, it is a good aspect of something but the other aspects of it are bad. (*The only redeeming feature of our awful holiday was the weather.*) All the options are connected with the idea of something being good when other things are bad, but only D can be followed by 'for'.

5. **A:** If something **lends/gives weight to** something that someone has said or believes, it gives it power, importance or force and makes it more likely to be true or influential. The writer is saying that being serious makes a wrong opinion seem more acceptable.

B: If something *gains weight*, it becomes more powerful, important or forceful and therefore becomes more likely to be true or influential. (*My point of view has gained weight as a result of recent events.*)

C: If a theory or idea *holds water*, it appears likely to be true or believable when it is examined or considered. (*If you look at the evidence, you'll see that your theory doesn't hold water.*)

D: If you say that you *have to hand it to someone*, you are saying that they deserve the praise you are giving them. (*I have to hand it to Kevin – he always seems to know how to be in the right place at the right time.*)

All the options could form phrases connected with the idea of something becoming more powerful or justified, but only A completes the required fixed phrase.

6. **B:** If you have a **straight face**, you have a serious or sincere expression on your face, even though you are lying or joking or feeling amused. The writer is saying that the idea that people who are lying look serious when they are doing so is a common one.

A: If you describe someone as *smooth*, you are saying that they are charming and appear honest but that in fact they may be insincere and not to be trusted. (*Hugh is a smooth talker but don't believe everything he says.*)

C: if you describe something that is said as *plain*, you are saying that it is said in a direct and honest way. (*Helen has a reputation for plain speaking.*)

D: If you have *a clear conscience*, you do not feel guilty because you have not done anything wrong. (*I have a clear conscience about what happened because I was always honest.*) *All the options are connected with the idea of being honest or sincere, but only B completes the required idiom.*

Horses

7. **D:** If something **is a matter of** something else, it results from it or depends on it. The writer is saying that the human desire to tame animals is not the only factor in whether or not they can be tamed, there are other factors too.

A: If something *is concerned with* something else, it is on the subject of it or connected with it. (*Her work is concerned with the investigation of serious diseases.*)

B: A *business* is a situation or something that is happening or has happened. (*I found the whole business very depressing so I tried not to get involved.*)

C: A *point* is a particular item or detail among others. (*Let's decide on the main points that we need to discuss.*) *All the options can mean 'thing related to a particular subject or situation', but only D correctly completes the required fixed phrase.*

8. **B:** If you **take something/someone for granted**, their presence or value to you has been continuing for so long that you no longer appreciate them or show that you appreciate them. If you *take it for granted* that something is the case, you believe that it is the case and that there is no need to check to make sure that it really is the case. The writer is describing the various characteristics of horses that people assume them to have.

A: If you *assume something*, you automatically believe it to be true or expect it to happen, even though there is no proof of this. (*I assume that you've already heard the news about George.*)

C: *Given something* means 'Taking into consideration something which is known to be true'. (*Given her lack of ambition, it's amazing that she became so successful.*) (*Given that...* means 'Since it is known to be true that...'. (*Given that you've never done this kind of work before I think you're doing quite well.*)

D: If you *take it as read* that something is the case, you believe or assume that something is the case and therefore feel that there is *no* need to check it. (*I'm taking it as read that you know the background to this situation.*) *All the options are connected with the idea of believing that something is the case, but only B correctly completes the required idiom.*

9. **B:** If someone/something **undergoes something** they experience something unpleasant or go through a process which results in change. The writer is saying that horses have changed as a result of changes in their diet.

A: If someone/something *is subjected to* something, they are made to experience something undesirable or forced to suffer it. (*We were subjected to a long speech from the boss about what we were doing wrong.*)

C: If someone *submits to something* or *submits themselves to something*, they accept the control or authority of something more powerful than them, rather than fighting against it. (*We had to submit (ourselves) to the wishes of the people in charge.*)

D: If someone *commits something*, they do something illegal or morally wrong (*commit a crime/a sin*). If someone *commits suicide*, they kill themselves. *All the options are connected with the idea of experiencing something or taking action, but only B both fits the meaning in the context and fits grammatically. A could fit the meaning but the verb would have to be in the passive form.*

10. **C:** If someone is **compelled to do something**, they are forced to do it because of circumstances beyond their control or because someone makes them *do* it. The writer is saying that environmental changes forced animals to change their diets.

A: If you are *coerced into doing something*, you are forced to do it by someone who puts you under pressure or threatens you. (*He was coerced into signing the agreement because he was told he would lose his job if he didn't do so.*)

B: If someone *enforces something*, they make sure that it is obeyed because they are in authority. (*It is the responsibility of the police to enforce the law.*)

D: If something *necessitates something*, it makes it necessary. (*His plans for restructuring the company will necessitate a certain number of job loses.*)

All the options are connected with the idea of things happening because of force or because they cannot be avoided, but only C both fits the meaning in the context and fits grammatically. D fits the meaning, but the sentence would have to be changed so that the verb was active and followed by an object.

11. **C:** If something **grows + comparative adjective (longer, older, etc)**, it becomes longer, older, etc. The writer is talking about physical changes to the horse.

A: If something *expands*, it becomes bigger or wider. (*Metals expand when hot. The company has expanded and now has offices in several countries.*)

B: If something *increases*, it becomes bigger in number or size. (*The population of this city is increasing rapidly. I increased the speed at which I was working.*)

D: If something *enlarges* or someone *enlarges something*, it becomes larger or someone makes it larger. (*I enlarged the photograph of the children for my mother.*)

All the options mean 'get bigger in some way', but only C can be followed by a comparative adjective.

12. **A:** If you **keep a lookout for something** or if you **are on the lookout for something**, you look for it and make sure that you will notice it if it appears, either because it is dangerous and you want to avoid it or because it is something that you want. The writer is saying that the horse's eyes were positioned so that they could see whether they were in danger from other animals that might attack them.

B: If you *take heed of something* or *pay heed to something*, you take notice of it or pay attention to it, so that it has some influence *on* what you do or think. (*She took no heed of/paid no heed to my advice.*)

C: *Vigilance* is concentration or awareness involving looking out for possible danger, problems, etc. (*The police informed the residents that constant vigilance was required because a gang of burglars was operating in the area.*)

D. If you are *on the alert for something*, you are aware of possible danger and ready to react if it happens. (*Be on the alert for thieves if you go to that part of the city.*)

All the options are connected with the idea of being aware of the possibility of something or paying attention, but only A correctly completes the required idiom.

Afternoon Tea

13. **B:** If you **propose to do something**, you plan or intend to do it. The writer is saying that some people say that there is no point in having afternoon tea if you intend to have an evening meal.

A: If you *have designs on something*, you intend or wish to have it. (*Tim has designs on that sports car.*)

C: If you do something *with a view to doing* something else, you do it because you have a particular intention. (*She moved to another company with a view to rising to the top quickly.*)

D: If you *are minded to do something*, you intend or wish to do it. (*I am minded to write them a very strong letter of complaint.*)

All the options can be used to complete phrases which mean 'intend' or 'plan' but only B fits grammatically.

14. **A: No doubt** means 'very probably' or 'certainly' and is often used to say that one thing is the case but that something which contrasts with it or is opposite to it is also true. The writer is saying that people who think afternoon tea is unnecessary are probably right, but that they are missing something that is very enjoyable.

B: *No wonder* means 'It is not surprising that ...' and is used to say that something is logical in view of something else already known. (*I've just been on holiday.* – *No wonder you look so relaxed.*)

C: *No matter* can be used to mean 'It isn't important' or 'It doesn't matter'. (*I can't meet you tonight.* – *No matter, we'll fix up a different day.*)

D: *No way* is an exclamation meaning 'Certainly not' or 'Under no circumstances'. (*Will you do the washing up?* – *No way, it's your turn.*) *All the options are phrases that can be used to link within or between sentences, but only A fits the meaning in the context.*

15. **C:** If something **leads up to something**, it forms a process or series of developments which results in a final outcome. The writer is talking about all the preparations for afternoon tea, which end with the pleasure of consuming it.

A: If something *draws to an end / a close*, it reaches its end. (*As the evening drew to a close, everyone got ready to go home.*)

B: If something *comes to an end / a close*, it reaches its end. (*She's hoping to get a job when her course comes to an end.*)

D: If something *runs to* a particular extent or amount, that is the total extent or amount of it, (*The report runs to 20,000 worth.*)

All the options can be used in phrases or phrasal verbs connected with the idea of something reaching an end, but only C correctly completes the required phrasal verb.

16. **D:** If you **sip something**, you drink a liquid by taking only very small quantities into your mouth at a time and without opening your mouth very wide. The writer is describing the act of consuming afternoon tea.

A: If a liquid *quenches your thirst*, the act of drinking it makes you no longer thirsty. (*I was very hot and needed a cold drink to quench my thirst.*)

B: If you *nibble something*, you eat it by taking small bites out of it at a time (*nibble a biscuit*).

C: If you *munch something*, you eat it by chewing it fairly loudly and energetically, (*He was munching an apple loudly.*) *All the options are connected with drinking or eating, but only D fits the meaning in the context.*

17. **A:** If you **get something down to a fine art**, you learn to do it perfectly or become extremely skilled at it. The writer is saying that the people who live in Thrush Green are particularly good at preparing and enjoying afternoon tea.

B: *Sheer* means 'complete' or 'nothing but'. (*This is a work of sheer genius.*)

C: *Rare* can mean 'exceptionally good' as well as 'unusual' and 'happening only rarely'. (*He showed from an early age that he had a rare talent as a musician.*)

D: *Pure* can mean 'containing only the original or necessary elements and therefore as originally intended'. (*The necklace was made of pure gold.*) *All the options are connected with the meaning 'perfect', or 'complete', but only A correctly completes the required idiom.*

18. **B:** If it is **common/standard practice to do something**, doing it is normal or common among a particular group of people in a particular place. The writer is saying that it is a custom in Thrush Green for people to invite others for afternoon tea rather than for a conventional meal.

A: If it is *someone's custom to do something*, they do it habitually. (*It is not my custom to lend money to people I hardly know.*)

C: If you *have a habit of/are in the habit of doing something*, it is something that you often do. (*Oliver has a habit of / is in the habit of offending people accidentally.*)

D: If something is *standard procedure*, it is the way that something is usually or officially done. (*I had to follow standard procedure, which meant filling in a lot of forms.*)

All the options are connected with habitual actions, but only B correctly completes the required collocation.

PAPER 1 READING PART TWO (TEST 2)

Two marks per question (Total: 16)

FDR

19. **B:** The writer says that what *inspired* the American people about Roosevelt was not just *grit* and his *gallantry and charm* but the fact that *At bottom* (basically), *he was a man of power and vision* (clear and wise ideas and plans for the future in general). The *power* was seen in the fact that *he took command with absolute authority*. The *vision* lay in his *profound* (deep), *creative desire to shape America for a better future*. It is implied that he made it clear that his *administration* (period of being President in the US) would *pursue* (make a great effort to achieve) *reform* (changes and improvements to a system) *as well as recovery* (returning something to its normal healthy state). Clearly, the country was experiencing problems because the people felt that he had *deep sympathy* with their *plight* (unhappy situation). The writer is therefore saying that the American people believed that Roosevelt would not only cause the recovery of the country but that he would have more than a short-term effect, in that he would introduce reform that would make the country better in the long term.

A: The writer does indicate that the country was going through a difficult period and that some people were suffering as a result, but he does not say that this was in any way the fault of the people themselves or that Roosevelt told them that it was. In addition, (he writer is saying that Roosevelt was a courageous politician, but he does not say that this involved him having the courage to be critical of the American people.

C: The writer says that *what inspired them* (filled the American people with enthusiasm, hope, etc) *was more than grit* (determination to endure and succeed in difficult circumstances) and more than the *gallantry* (courage) *and charm* he possessed but did not use in that speech. He is therefore saying that Roosevelt possessed determination and courage but that these were not the only aspects of him that appealed to the American people. However, he is not saying that Roosevelt told them they needed to be determined in order for the country to change.

D: The writer says that Roosevelt had *overcome tearful* (terrible) *blows* (disasters, shocks that affect people very badly) *in his own life* and that this made him *well qualified to* (in a position where he had the experience that enabled him to) tell the American people that they *were not and could not be defeated*. He is therefore saying that because Roosevelt had experienced unfortunate events in his personal life and overcome the effects of them, he could tell the American

people that they too could and would overcome the unfortunate situation they were in. However, he does not say that Roosevelt gave the American people details about what had happened to him personally or talked about his private life.

20. **A:** The writer says that FDR was not able to respond well to *the needs of intimates*, (people in close contact with him) and that *At close quarters* (when in close contact with someone), he could be *evasive* (not completely direct or honest), *cold* (unfriendly, lacking in emotion) and *occasionally brutal* (very cruel), *if others grew too demanding*. However, if the people he was in close contact with *kept their place* (behaved correctly according to their rank or position, which presumably involved them doing what he told them and not being demanding), he could be *patient and generous*. However, the writer asks, *who can always know his place?* By this he means that some people could not always behave according to their rank or position because it is very hard for anyone to do so. He is therefore saying that some people close to FDR found it impossible to behave in the way he considered acceptable all the time.

B: We are told that FDR could be very unkind to people if they did something he disliked and that many people who were close to him *paid a very high price for* (suffered greatly in return for) *the privilege* (honour) *of working with him*. However, according to the writer, his leadership was so *intoxicating* (enormously exciting) that not many people regretted the experience because they felt pleased to have *served his great purposes*. The writer is therefore saying that even though some people who worked for him were treated very badly by him, they did not mind this, and he neither says nor implies that they felt they had to justify FDR's unkind behaviour to anyone.

C: The writer says that FDR was capable of being very kind as well as very unkind, but he does not say or imply that when he was being unkind he was only pretending or that those close to him felt that this was the case. On the contrary, being cruel to people was a genuine part of his character, we are told.

D: It is possible that some people who worked closely with him were only in that situation for a short time, because we are told that he was not patient with people who *grew too demanding*, and the writer implies that it is very difficult for anyone to *know his place* all the time, so some people may have upset him very soon after coming into close contact with him. However, we are not told and the writer does not imply that some people only expected to be closely involved with him for a short time.

Kenneth Williams

21. **D:** The writer says that Williams *again seems an aberration* (a peculiar exception to what is normal) because he was not known by people all over the world and in *this age of the megastar*, megastars only exist *by virtue of* (because of) *the fact* nobody can be successful and a star unless they are recognized all over the world. Instead, Williams was a star only *At home* (in *his native Britain*). The writer is therefore saying that Williams was an exception to the norm because he was only a star in Britain and these days nobody is considered a star unless they are famous all over the world. The word *again* in the phrase *again seems an aberration* means that this is a further reason why he was an aberration. The first reason given is that he was *the antithesis* (opposite) *of the showbiz personality* (the kind of people typically associated with show business – the entertainment industry) in that he was *a combination of show-off* (someone who always wants to impress people by behaving in a very extrovert way) *and recluse* (someone who lives alone and very privately and avoids contact with others) – presumably the writer means that the normal showbiz personality is entirely 'show-off'.

A: The writer says that Williams *was never happy to leave Britain* but although that might well indicate that he was not interested in being a star in any other country as well, it is not what makes him an exception to the norm. We are not told that other people who were stars in Britain also wanted to be stars in other countries.

B: It seems likely that he did realize that he was a very big star in Britain because taxi drivers would come *shuddering to a halt* (they would stop so suddenly that their vehicles would shake) when they saw him. Moreover, the writer does not say that Williams' attitude to his fame in Britain was what made him an exception.

C: We are told that he appealed to taxi drivers and that he appealed to so many people that if he appeared on a show and simply said his *catchphrase* (a phrase always used by and associated with a particular entertainer) he could *send up figures* (cause the figures for the number of people watching or listening to a show to rise). However, we are not told that it was surprising that he appealed to certain people or that he was an exception because of the kind of people he appealed to.

22. **C:** The writer says that *the book on Kenneth Williams has remained closed* (nothing has been known about him) until now because people who say they knew him well only knew him *from their own necessarily limited perspective* (from their own point of view, which was inevitably a narrow one). This was

because he *metaphorically* (not really, but in a way that can be imagined) *kept all his friends in separate rooms* and none of them knew what was happening in the next room. By this, the writer means that Williams kept all his relationships with his friends separate, so that each friend knew nothing about any of the others. If you were *ensconced* (settled in a place) *with him* somewhere, you felt that you were contained within a place with him and that you did not know what was going on in any other part of his life. The *walls* to which the writer refers are therefore the barriers that Williams seemed to build in order to keep each of his relationships separate. The writer says he is now going to try to bring those walls down and by this he therefore means that he is going to reveal the different parts of his life that Williams kept separate from all those involved in them.

A: The writer says that Williams liked to keep all his friendships separate but he does not mention any desire on Williams' part to keep things from the public, nor does he suggest that there were things which Williams was anxious to keep secret about himself. He merely says that he wanted to keep his friends separate from each other.

B: The writer says that Williams' friends didn't know anything about each other and that their friendships with him were therefore all entirely private. However, he does not say or imply that these friends took action to make sure that what they knew about him was known only by them – it was Williams who seems to have taken action to make sure they didn't know about each other.

D: We are not told that Williams hid his true feelings from people – he may have revealed them to each of his friends. What we are told is that he kept different parts of his life in separate compartments, with the result that none of his friends could have discussed him with each other.

My Brother Charles

23. A: Charles is said to be *neither particularly happy nor particularly unhappy with his life* and thinks that something extremely exciting that would change his life forever might happen *at any moment*. The writer puts this phrase in italics to emphasize that he really does always think that such a thing could happen at any time. Furthermore, Charles says that he is *just marking time* (doing something to pass the time until something more interesting presents itself) at the shop. He is therefore reasonably content to do the job he is doing at the moment, but only because he believes that everything will change for him at some point.

B: The writer says that when the shop was built, it was *magnificent*, it was meant to *outdo* (be better than) the *great London stores* and it used to have a

countryside scene on its roof. These days it is a more *mundane* (dull, unremarkable) place. This does not mean that it is no longer as successful or profitable as when it was built, merely that it is different.

C: The writer says that because the shop is not as magnificent as it used to be, Charles has to *content himself* (be satisfied) with a duller environment in which he deals with a variety of different kinds of electrical equipment. She is therefore saying that he does not have interesting surroundings to amuse him but she does not say or imply that he finds the electrical equipment particularly interesting or that he likes his job more than he seems to.

D: Charles is said to spend most of his time *daydreaming* (thinking pleasant thoughts about other things rather than what you are supposed to be doing). He therefore doesn't seem to get on with his work but we are not told that he is able to do this because he is not given much work, or that his employers expect little from their staff. He may get into trouble for daydreaming, and he may be the only member of staff who spends most of their time doing it.

24.C: The writer says that she *can't imagine ever thinking of Charles as a man* after referring to him as a *boy*. What she means is that, regardless of his age, he seems to her to be a boy and she cannot imagine that he will ever seem like a fully-developed adult. She therefore feels that he still has the attitudes of a boy, rather than thinking like a man.

A: She says that when he talks about his belief that something exciting is going to happen, *his eyes nearly pop out of his head* (the mental effort makes his eyes open very widely) as he tries to find the right words *to articulate* (express clearly) *the feeling*. She is therefore saying that he finds it hard to express his feeling clearly but she does not say that he fails to do so or that there is a better way of expressing the feeling that he has.

B: She says that Charles believes that something exciting might happen at any time and in this belief he is *Much like everyone else*, which presumably includes her. Furthermore, when he asks her whether she too believes that something is about to happen and she replies 'No', she is lying, which means that she does believe it too.

D: She says that when he left school, he had *no talents discernible to* (that could be seen or noticed by) *his teachers*. Now, she says, he has a *remarkably dull outer life* (if you look at his life from the outside, it seems very dull). However, she does not say that he is capable of something better than the job he has, only that he thinks that something more exciting will come up for him.

John Lennon

25. **B:** The writer makes the generalization *Like most bullies* (people who get pleasure from hurting or frightening people who are weaker than them), *Lennon was frightened at heart* (in his real character rather than the way he appeared). He is therefore saying that Lennon's behaviour illustrates the belief that bullies are actually frightened people.

A: Lennon's cruelty is said to have been *not confined* (limited) *to words* because he would *lash out* (physically attack) *instinctively* (because it came naturally to him to do so) at anyone who made him angry. If he was faced by someone *bigger and braver*, he would *resort to* (use because another course of action did not work) *psychological* (involving the mind rather than physical action) *tactics* (methods for achieving an aim), which involved *undermining them* (making them lose confidence or power) *with abuse* (insults, nasty remarks) *or sarcasm* (remarks that involve saying the opposite of what you mean in order to make somebody look foolish). He was therefore cruel both with words and with physical actions but the writer does not say that one was more effective than the other or that this aspect of his behaviour exemplifies a particular theory.

C: It is said that Lennon's *characteristic gait* (typical way of walking), which involved him being *hunched up* (bent forward, with the neck and shoulders pulled together), resulted from his attitudes towards people, which were a mixture of *hostility* (aggression) and *defensiveness* (the anxious feeling resulting from the idea that you are being attacked). However, the writer does not say that this is something that is true of people in general, he only says that it was the case with Lennon.

D: The writer says that Lennon was basically a frightened person and he also seems to say that he frightened other people because he *sought to dominate* (tried to have complete control over) them *through sheer* (by means of nothing other than) *aggression*, for example by *launching* (putting into action) *surprise attacks*. However, he does not say or imply that fear is a stronger emotion than others in general terms – it may have been in Lennon's case and in the case of those he came into contact with, but the writer is not suggesting that fear affects people in general more than any other emotion.

26. **D:** The writer says that Lennon and his friend were *often caned* (hit with a stick used for punishment in schools) by the headmaster but that despite this, Lennon *never mended his ways* (improved his behaviour so that it was acceptable). Instead of doing that, he took the attitude that he was *beyond the pale* (considered generally unacceptable by people) and that, because of this, it didn't matter how he behaved or how much he was punished. In other

words, the writer says that Lennon decided there was no point in him changing the way he behaved because it would make no difference to how he was treated or what people thought of him – he would remain unacceptable to them anyway.

A: The headmaster is described as *notorious* (well-known for a bad reason), and the fact that he beat Lennon had no effect on him, so it is possible that he had no respect for him. However, this is not why he didn't change – that happened because he decided that he was not socially acceptable in general.

B: The writer says that *If all else failed* (if everything else that he had done had not worked), he would *take to his heels* (run away), which indicates that he was not always able to get what he wanted from bullying people.

C: The writer does not say that anyone admired Lennon for being a rebel. He certainly did refuse to conform but that was not because he was encouraged to do so by anyone else – it was because of his own image of himself.

PAPER 1 READING PART THREE (TEST 2)

Two marks per question (Total: 14)

The Perils of Pizza Making

27. F: In the opening paragraph, the writer says that his first pizza was *cremated* (burnt to ashes, as is done with dead bodies in a ceremony at funerals) and that he hadn't even got to the stage of putting toppings on it. We therefore know that it was thrown away because it was useless. He then tells us that pizza dough should be made into perfect circles. Obviously he had failed to do that with his pizza and Francesco had looked at his *sorry effort* (poor attempt) and *sighed*, presumably with disappointment or disapproval. In the first sentence of F, *it* refers to the pizza the writer had prepared. His pizza *wasn't so much a circle* (this refers back to the requirement that pizzas be prepared as perfect circles in the first paragraph) *as an early map of the world* (presumably something without a regular shape). Francesco then picked it up on his *paddle* (an implement on which pizzas are placed and then put into the oven) and threw it *disdainfully* (with contempt or great disapproval) into the oven to destroy it. The reference to it burning on a *funeral pyre* (a pile of wood on which dead bodies are burnt as part of funeral ceremonies in certain religions) echoes the reference to it being *cremated* in the first paragraph. In the paragraph after the gap, the writer goes on to talk about the art of pizza-making. He says that pizzas have to be prepared in the correct shape and says that doing this was causing him *grief* (a lot of trouble).

28. **D:** In the paragraph before the gap, the writer has told us that pizza-making is *an art* (something requiring skill and special ability) and that there is a *procedure* for shaping pizzas before they are cooked, which was causing him trouble. In the first sentence of D, *it* refers to the procedure. The writer then describes Francesco carrying out the procedure to show the writer how to do it, beginning with what has already been prepared and put into the fridge, and then going on to the first thing that is done with this. The paragraph after the gap continues the description of Francesco carrying out the procedure to show the writer what to do. *From here* means 'after this stage of the procedure' (after it was *mixed with a small handful of polenta*). The writer then describes each stage of the procedure for preparing the dough for a pizza.
29. **H:** In the paragraph before the gap, Francesco completed the preparation of a pizza from the dough with the right shape – a *perfect circle* – and the writer describes how he did this. At the beginning of H, the writer says that it was now his turn to try to achieve *the same result* that Francesco had achieved – a pizza with the right shape. The rest of H describes the writer beginning to attempt to do the same as Francesco had done and problems he encountered doing so. In the paragraph after the gap, the writer continues his description of his own effort to do what Francesco had done. He explains what you are supposed to do to create a pizza with the right shape, how you can easily go wrong by pressing too much and what happened as a result of him making this mistake.
30. **A:** In the paragraph before the gap, we have been told that, while trying to prepare the dough into the right shape, the writer could not resist the temptation to press *everything in sight* and that pressing in the wrong places resulted in *thick edges and a thin centre*. The first phrase in A *To put those things right* refers back to the two things that were wrong with what the writer produced – it had thick edges and it had a thin centre. At the end of A, the writer says that he *did some twirling* (twisted or turned the dough around and around) and that as a result *flour showered everywhere* (flour flew around in the air and onto the ground) – something which might well have made the writer look foolish. After the gap, we learn that the writer attracted the attention of some customers, which means that obviously the preparation and cooking of pizzas in this restaurant was carried out in a place where the customers could see it being done. The writer realized this to his *horror*, which means that he was not at all happy that people could see him doing badly.

31. **E:** In the paragraph before the gap, we have been told that the writer became the focus of some customers' attention and that he didn't like this because he reacted with *horror* when he realized that they were watching him prepare a pizza. The first sentence of F (*Clearly, the stage was all mine.*) refers to the fact that the writer realized that people were watching him and that he was the centre of attention as he tried to do the right thing but failed. F continues with a description of his attempt to make a pizza properly. The reference to feeling *more and more eyes on him* means that he felt that more people were now watching him in addition to those he mentions in the paragraph before the gap. In the last sentence, the writer says that something terrible then happened. In the paragraph after the gap, we learn what *the worst thing* was – a hole appeared in the writer's pizza – and that he felt *crestfallen* (extremely disappointed) and *defeated* as a result. We also learn that this pizza was destroyed by Francesco in the same way that the first one had been.
32. **G:** In the paragraph before the gap, we have been told that the writer's second attempt was also a disaster and that it had to be destroyed like the first one. In G, *as it did so* in the first sentence refers back to *go up in flames* immediately before the gap and means 'as it went up in flames' or 'as it burnt'. The writer was naturally *baffled and embarrassed* by his second attempt having to be destroyed. However, he felt that he was *onto something* (making some progress) and his next attempt was more successful. He realized *where I had gone wrong* before and so was very careful when he reached that stage again. His efforts now to prepare the pizza correctly *began to work*. At the beginning of the paragraph after the gap, Francesco noticed that what he was doing was beginning to work – that he was doing it properly – and that is why he *applauded* (showed approval by clapping his hands together). The writer was so pleased with his comparative success that he wanted to tell the little girl that he could make pizzas. Francesco then decided that the writer's pizza was good enough for them to put toppings on.
33. **C:** In the paragraph before the gap, we have been told that the writer had made a pizza base that was good enough for toppings to be put on, that he was pleased about this and that they then put the toppings on. In C, *Having done that* means 'having put on a thin smear (a layer, roughly applied) of tomato sauce and some mozzarella.' *It in it was time to get it on to the paddle* is the pizza, now ready to be cooked. The writer then *headed for* (went towards) the oven to put the pizza in to cook. After the gap, *When I got there* means 'When I reached the oven' (*there* refers back to the oven at the end of C). The writer reached the oven and Francesco told him where in the oven

the best place to cook a pizza is. He then put the pizza he had made into it, and watched it cooking so that it could be eaten rather than being burnt because it was no good, which is what had happened to his previous efforts.

The paragraph which does not fit into any of these gaps is B.

PAPER 1 READING PART FOUR (TEST 2)

Two marks per question (Total: 14)

The Chess Player

34. **A:** The writer says that David R. Norwood *will be the first to admit* that he is *one of the hottest properties* (one of the most popular people, one of the people who is in the greatest demand) *on the international chess circuit* (the chess tournaments around the world featuring the best players). Normally, the phrase 'the first to admit something' is followed by faults or mistakes that someone is willing to admit to, but here the writer is being ironic, because it is followed by a claim to be important. The writer is therefore implying that David R. Norwood likes to say how good and important he is and to praise himself.

B: The writer knows David R. Norwood's name because he gives him a business card with his name on it. The writer tells us what the card says but he does not comment on that and it could be that many chess players have business cards. He describes him as a *boy wonder* (an exceptionally successful and talented young man) and uses the phrase *all of 19*, to emphasize how young he is to be a top chess player, so he does emphasize how young he is, but he does not make a particular point about the business card.

C: The writer describes the pub champion as looking like a *bum* (a very untidy, lazy or dirty person who has no particular home and moves from place to place), with untidy hair, a big beard and his possessions in a *white polythene bag* (this suggests they were in a shopping bag). He contrasts him with the *kid genius*, who seems to be a fresh and probably smart young man. However, he does not imply at this point that the pub champion is one of the best players or that he is in any way typical of the best chess players.

D: The game is being played on a container for beer that has been turned upside down so that it can be used as a table and the game is clearly taking place in a pub. However, although these are informal surroundings, the writer does not imply that he thinks it is good to see chess being played in such a place rather than in formal surroundings – his description of the surroundings is merely factual.

35. **D:** In the games, David R. Norwood is *not merely losing*, he is being *taken apart* (defeated easily and completely). The writer says that in the *argot* (words and phrases used only by a particular group of people) of chess players, he is being *'busted'* (this must logically mean 'totally defeated' in the language of chess players). After each game, Speelman sets up the pieces for *the next act of slaughter* (in this context, the next total defeat of his opponent). Speelman is therefore clearly a far better player than Norwood.

A: The writer says that something *funny* (in this context, this means 'strange') happens in the games. This is that Norwood keeps losing heavily. The reason why this is 'funny' is that Norwood usually wins games (we already know that he is a *kid genius* and a *boy wonder*). But he is not losing because they are playing in a pub rather than in formal surroundings or because they are not playing in a real tournament – he is losing because Speelman is much better than him. Therefore the writer believes that Norwood would lose wherever they played.

B: Norwood sometimes says to Speelman that he is *not such a bad player* and the writer says that of course this is a *joke* because Speelman is not simply *not a bad player*, *he is perhaps the best player in the Western world*. Speelman *laughs* whenever Norwood makes the joke and simply prepares for the next game without saying anything further. Speelman therefore seems to appreciate that Norwood is joking and he certainly does not get offended by the comment. It seems that the games are played in a friendly way and Speelman's reaction is a good-humoured one. There is therefore nothing to suggest that Speelman has a low opinion of Norwood and he says nothing to indicate that he thinks Norwood is a poor player.

C: Norwood does joke occasionally that Speelman is *not such a bad player* but he also *does not seem too worried by this denouement* (the way in which something ends or is resolved, in this case the fact that each game ends with him being heavily defeated). He therefore does not seem embarrassed at losing and the implication is that he expects to lose because he knows Speelman is a much better player than him.

36. **B:** The writer says that he got the impression that although Speelman told him that he *liked to play with the pieces*, in fact *the pieces enjoyed playing with him*. By this he means that, because of Speelman's approach to the game, the pieces were moved around in ways that they normally weren't by other players. The writer talks as if chess pieces have feelings. He says that when Speelman is playing, he *gives them the time of their life* (he enables them to enjoy themselves thoroughly). Being in a pub, he says, they have probably never experienced *more than the intellectual equivalent of being*

cooped up in a shed (because players in the pub are not very clever at chess, the pieces experience only restricted movement, like birds or animals confined in a small building in which they cannot move around much). But when Speelman is playing, he says, they are *roaming free across vast expanses* (they are wandering around freely across large areas, in this case of the board). His point, therefore, is that other people play in a restricted, narrow way, only moving the pieces small distances, whereas Speelman plays in an unrestricted, open way, moving the pieces all over the place.

A: When the writer asked Speelman why he *put up with* (tolerated) *chess jerks* (a slang word meaning 'stupid people') like him, his reply was *instant* (immediate) *and unanswerable* (it could not be argued against because it was clearly true). Speelman seems to have answered his question in a friendly way and the writer does not say anything to indicate that Speelman did not want to talk to him while they were playing.

C: Speelman seems to have enjoyed playing against the writer as much as he enjoyed any other game. The writer says that he *got more bored by losing* than Speelman *did by winning*, which indicates that Speelman continued to enjoy winning each game against the writer and did not start to get bored by this. There is no indication that it was hard for Speelman not to get bored or that he made an effort to keep himself interested.

D: The writer's description of Speelman's style of play seems to be a general one concerning how he always played. There is nothing to indicate that he normally played in a more restricted way if he was playing a serious game or that he was only playing in this way because he wasn't taking the games against the writer seriously.

37. **B:** His nickname, Spess, is a short form of 'Specimen', which was his original nickname, and the writer says that friends and other chess players called him that because they considered it *descriptively accurate* because of his *rather weird* (strange, not normal or common) *appearance*. A 'specimen' in this context means 'a creature used for scientific research because it is in some way unusual or interesting'. The nickname was therefore used because people thought he looked like a peculiar creature, which is not a very complimentary description of anyone.

A: The nickname is said to be related to his physical appearance, not to any aspect of his personality. Although the nickname refers to his peculiar appearance, it is not said that he was regarded as unfriendly.

C: The nickname originated in a report in a newspaper about a chess tournament he was playing in, but it is not related to the way he plays, it is related to his physical appearance.

D: His nickname was originally 'Specimen' and this was first used as a result of a mistake in a newspaper, when his surname Speelman was *inadvertently* (unintentionally, accidentally) printed as 'Specimen'. This happened not because it was a joke but because it was a mistake – when the writer says *Times sub-editors being Times sub-editors*, he is implying that sub-editors working for that newspaper have a reputation for making mistakes.

38. C: The writer says that Speelman is *only too aware* (extremely aware) of how people might interpret things that he says. Because of that, he wanted to know what the writer was noting when he spoke to him and so while the writer was making notes, he would *stare at* (look keenly at) his pad and try to read his *scribble* (handwriting done very quickly and untidily). The result of this was that, *in an effort to* (trying to) *counter* (respond against) *this awkward* (causing difficulty) *turning of the tables* (reversing of situations, by which the person being investigated seems to be the person doing the investigating), the writer *deliberately* (consciously, intentionally) began to write in *messier and messier* (more and more untidy) *scrawl* (handwriting that is hard to read) so that Speelman would be unable to read what he was writing. As a result, after the interview the writer was unable to read many of the notes he had made. Later, he *surmised* (concluded) that Speelman had *calculated that his scrutiny* (close study) of the writer's notepad *would have this effect* (cause the writer to make notes he would be unable to read later) and that it was a *deliberate attempt to reduce the number of personal details* about Speelman that he would be able to *decipher* (succeed with difficulty in reading and understanding). Speelman therefore succeeded in his aim of disturbing the writer while he was making notes, so that later he would be unable to read a lot of them and use the information in them in his article.

A: The writer says that Speelman's behaviour while he was making notes happened because of *the chess player in Speelman* (it was natural for someone who was a chess player) and that it was *quite in character with Speelman's way of playing chess* (entirely typical of his playing method), which was *convoluted* (extremely complicated) and involved producing *chaos* rather than taking an ordered, simple approach. He is therefore saying that what Speelman did was typical of his approach to playing chess, but he did it to cause the writer problems, not because he thought the writer was expecting him to do such things.

B: Speelman was not trying to understand the personality of the writer when he looked at his notes, nor was he doing it in order to analyse his style of handwriting. He did it in order to limit the amount of information he could note down that he would be able to read clearly later.

D: Speelman was concerned about how the things he said to people might be interpreted but he didn't stare at the writer's notes while he was making them in order to make sure that the writer would represent what he said accurately, he did it in order to make sure that not many of the writer's notes would be of use to him when he came to write his article.

39. C: When the writer says *Now you get the picture*, he means 'Now you understand the situation, now you appreciate what I mean'. This follows his invitation to the reader to try to do what Speelman does throughout a game of chess, which is to predict the next 25 moves he will make in conjunction with the next 25 moves his opponent will make, making a total of 50 moves ahead that he is constantly predicting while he plays. The writer is implying that the reader would be totally unable to do such a thing because it is far too difficult and he is therefore emphasizing that it is amazing that Speelman can do such a thing in his head.

A: It may be that other chess players can do what Speelman does, but the writer does not say this. The point he is making is that what Speelman keeps in his mind throughout a game is incredible and he is not making a point about chess games in general. Furthermore, he is not emphasizing how complex the games Speelman plays are, he is emphasizing the extent of the mental effort that he personally makes during them.

B: It is true that the writer seems to regard Speelman's style of play as extraordinary – we have learnt previously that he moves the pieces around differently from other people and that his style is based on chaos rather than the simplicity of other players' styles. The writer does say in this paragraph that Speelman's style *makes enormous demands on the exponent's* (the person carrying it out – Speelman's) *nervous system*, which again suggests that he finds it extraordinary. However, Speelman does not seem to find what he does extraordinary, because he says that it is *not too difficult to imagine a position in which one could calculate 25 moves ahead*. In this quote, *one* means 'you' or 'anyone' and so he is saying he thinks it is not something only he can do but something that is fairly easy for anyone to do. So although the phrase *Now you get the picture* is used to emphasize how extraordinary the writer thinks Speelman's way of playing is, it does not refer to Speelman's own view of this.

D: The writer describes Speelman when he plays as *all nervous, twitchy* (with sudden, involuntary movements) *movement*, says that he constantly touches his beard, his glasses and anything else he can reach and says that he will *stand over* (stand next to them while they are sitting, in a way that could make them nervous) his opponent, *nodding his head* (moving it up and down) *as if checking the variations* (in this context, possible future moves made by both him and his opponent). This behaviour may well appear peculiar to others but it is not what *Now you get the picture* refers to and his behaviour is not what the writer is emphasizing here – what is going on in his head is what is emphasized.

40. D: The writer says that Hartston chose the metaphor *quite deliberately* – in order to make a particular point – because he wanted to make it clear that Speelman was *innocent* (not causing offence) and *harmless* (not annoying or upsetting people) and not aggressive or unpleasant like some other chess players. The writer says that *The point is* (the important thing about Speelman, as the description of him as being like a fridge illustrates) that, although he wants to win, he does not dislike his opponent – his aim is that he should win rather than that his opponent should lose. He says that in this way he is completely different from another chess player, who wants to *crush the other guy's ego* (destroy his self-confidence). The writer is therefore saying that a fridge is *an innocent and harmless object* and Speelman has the same characteristics, as illustrated by his attitude to his opponents – he does not want to destroy them and is not unpleasant to them when he beats them.

A: Hartston says that Speelman is like an old fridge with a door that *shuts with a big clunk* (a dull, heavy sound) and that you can't see inside such a fridge but you can see and hear it *whirring* (making a continuous sound caused by engine parts moving around) *and shaking* and you know that something is happening inside it *in an undirected* (disorganized) *sort of way*. His idea is that you don't know exactly what Speelman is thinking when he is playing but you know that thought is going on and that it is rather chaotic. He is not saying that Speelman's style of playing appears different from what it really is in the sense that it is simpler or more complicated than it appears. Furthermore, this aspect is Hartston's description of Speelman and the writer does not say whether he believes this to be appropriate for Speelman or not. He does say that he believes it is appropriate to describe Speelman as being like a fridge but he does not say that it is appropriate because of this aspect of old fridges – it is appropriate because of his attitude towards opponents.

B: It may well be that Speelman's untidy and strange physical appearance contrasts with the sharpness and clarity of his mind when he is playing, but

Hartston's comment suggests that Speelman's thought processes are chaotic and he does not suggest that old fridges are scruffy on the outside, he simply says that when you shut the door you cannot see what is going on inside. Moreover, the writer's belief that the fridge is an appropriate image is not based on Hartston's description of old fridges.

C: The writer believes that a fridge is an appropriate image for Speelman because of features of his personality and his attitude, and he does not suggest that these features are not genuine or that Speelman pretends to be *innocent and harmless* when in fact he is not like that. On the contrary, he believes that he really is those things.

PAPER 3 USE OF ENGLISH PART ONE (TEST 2)

One mark per question (Total: 15)

Celebrity Crossover

- 1 Somewhere:** In the context, this means 'in a place that is'. The writer has said that actors want to be pop stars *and vice versa* (and the other way round, in other words 'and pop stars want to be actors'). He goes on to say that there is a place deep inside our brains in which we all have the desire to be both pop stars and actors.
- 2 under:** If you *keep something under control*, you are able to control or deal with it so that others are not aware of it or it does not cause problems. The writer is saying that most people manage to control their desire to be pop stars and actors.
- 3 one/former/first:** This refers back to *pop stars and actors* at the end of the first paragraph. The phrase *the one/former/first profession* means 'one of the two professions mentioned' or 'the first of the two professions mentioned'.
- 4 except/but:** Both *except* and *but* are followed by *for* to create linking phrases that express the idea of an exception to a statement previously made, or a way in which a statement previously made is not true. The writer has said that being an actor or pop singer does not automatically mean that you can also be the other thing, but then says that there is one fact that contradicts this and means that being an actor or pop singer can automatically mean that you can also be the other thing.
- 5 say:** If someone *never says no to someone*, they always agree with them and they let them do everything they want to do. The writer is saying that because they are surrounded by people who agree with everything they say, ac-

tors think they can become pop stars and pop stars think they can become actors, because that is what they want to do and nobody tells them that they can't or shouldn't.

- 6 **On:** The linking phrase *on the whole* means 'in general' and the writer is generalizing about pop stars and actors.
- 7 **opposite:** *Someone's opposite number* is a person who is in a similar position to them in another situation or has a similar job to theirs in another organization or, in this case, profession. The writer is saying that pop stars do better when they become actors than actors do when they try to become pop stars.
- 8 **face:** The phrase *let's face it* means 'we must accept that it is true' or 'we must be honest about this' and is often said before stating a fact that may be unpleasant or difficult for someone to accept. The writer is saying that, although some people might not like to admit or accept it, it is a fact that it doesn't matter if you are a film actor who is no good at acting but it does matter if you try to make a record but cannot sing or play music well.
- 9 **against:** If something *counts against someone*, it is considered a disadvantage or bad aspect concerning them and has a negative effect on decisions or judgements made about them. The writer is saying that if someone goes into a recording studio to make a record and they cannot sing or play, this is a disadvantage, whereas not being able to act is not a disadvantage if you are a film actor.
- 10 **sets:** If someone/something *sets an example for someone*, they do something which other people should copy or be influenced by. If someone *sets a bad example for someone*, they do something which it is considered others should not copy or be influenced by. The writer is saying that people who succeed in both professions are not a good example for others to follow because they are exceptions and most people who try to follow them will not succeed in both professions as they have done.
- 11 **For:** The structure *for every..., there is/are...* is used for comparing two things in terms of the relative numbers of them or the proportion of each. The writer is saying that if you analyse all the pop stars and actors who try to succeed in both professions, every time you find one who succeeds you also find *two dozen* (24) who fail – in other words, far more fail than succeed.
- 12 **how:** The adverb *how* is used before an adjective or adverb to talk about the extent of something. The writer is saying that the people who fail are not aware of the fact that they are not just bad but very bad at the other profession.

- 13 Just:** The linking phrase *just as* is used with the meaning 'in exactly the same way as'. The writer is saying that power corrupts people and it is equally true that being famous destroys people's ability to judge what they are doing.
- 14 yourself:** If you *make a fool of yourself* you do something that makes you look foolish or ridiculous to others. The writer is saying that famous people tend not to realize that they are doing this.
- 15 If:** *If* is used here to introduce a statement of something that may be true and the second statement in the sentence is the reason why it may be true. The writer is saying that there may be one good aspect connected with actors and singers trying to combine both professions and that is that doing so means that they don't have time to write books. He says in the text as a whole that he doesn't think they should try to combine the two professions but at the end he finds one reason why it might not be such a bad idea – he is implying that their attempts to write books would be even worse than their attempts to combine professions.

PAPER 3 USE OF ENGLISH PART TWO (TEST 2)

One mark per question (Total: 10)

Captain Webb

- 16 undoing:** *Someone's undoing* is the thing that ruins their life or causes them to fail completely. The writer is saying that the fact that Webb refused to give up swimming was disastrous for him in the end.
- 17 obscurity:** If you live *in obscurity*, you are not at all famous or well-known. The writer is saying that nobody had heard of Webb until he swam the Channel.
- 18 exhaustion:** If you are suffering from *exhaustion*, you are extremely tired and have no strength or energy left. The writer is saying that Webb was extremely tired when he finally arrived on the other side of the Channel.
- 19 standstill:** If something *is brought to/comes to/is at a standstill*, it ceases to continue to function and everything connected with it stops. The writer is saying that when Webb made a public appearance in the City of London, no business was done because everyone went to see him.
- 20 fearless:** If someone is *fearless*, they are not at all afraid or are not capable of feeling fear. The writer is saying that Webb wasn't usually afraid of anything but he became frightened by all the attention he received.

- 21 stardom:** *Stardom* is the situation or status of being very famous as a performer. The writer is saying that being very famous had an enormous effect on Webb, and caused him to make a terrible mistake.
- 22 applause:** *Applause* is approval expressed by a crowd or audience by clapping (hitting their hands together). If you *crave* something, you want it desperately. The writer is saying that Webb was extremely keen to receive the praise and admiration of others.
- 23 endurance:** *Endurance* is the ability to continue doing or surviving something difficult or unpleasant for a long time without giving up. An *endurance event/contest*, etc is a sports event in which the competitors have to do something (swim, run, cycle, etc) for a very long time. The writer is saying that Webb took part in a swimming event that lasted for six days.
- 24 punishing:** If something such as a timetable, schedule or workload is *punishing*, it requires an enormous amount of effort and energy on the part of the person doing it because they have to do a great many things, and it may make the person doing it extremely tired or ill. The writer is saying that Webb's timetable when he went to America was full and that he did too much while he was there.
- 25 regardless:** The linking phrase *regardless of* means 'paying no attention to' or 'in spite of'. The writer is saying that Webb ignored advice not to try to swim the Niagara River.

PAPER 3 USE OF ENGLISH THREE (TEST 2)

Two marks per question (Total: 12)

- 26 found:** The way you *find someone/something* is how you consider them or what you think of them as a result of personal experience. The grammatical structure *find + object + adjective* can be used with this meaning. The verbs *thought* and *considered* can also be used in the same structure to describe your opinion or attitude towards someone/something. If you *find fault with something*, you criticize it when perhaps there is no need to, but you want to criticize and are looking for a reason to do so. The verb *picked* can also be used in the gap to form a phrase with the same meaning. If someone *is found guilty/not guilty*, the decision of a court of law at the end of a case in which they are accused is that they are guilty/not guilty. To refer to the actual statement made by a judge in court that the person is guilty/not guilty *pronounced* can also be used, meaning 'declared'.

- 27 yet:** If you say that something happens *yet again*, you are emphasizing that it has already happened many or too many times and now it has happened once more. *Once again* and *once more* can also be used with the same meaning. If someone *has yet to do something*, they are expected to do it but they have not done it at this point in time. The phrase *have still to do something* can be used with the same meaning. *As yet* means 'so far' or 'until this point of time' and is used for talking about things which have not happened yet but which might happen.
- 28 account:** If you *give an account of something*, you describe something that happened, usually in the order in which the events concerning it took place. The noun 'description' could also fill the gap here to form a collocation with 'give' that has the same meaning. If you do something on *someone's account*, you do it for them, for their sake or because you think it will benefit them. The noun 'behalf' would also fit here to form a phrase with the required meaning. If you *take into account* that something is the case or *take something into account*, you consider it as something important when you are forming a judgement or opinion or making a decision. The noun 'consideration' would also fit here to form a phrase with exactly the same meaning.
- 29 help:** If you *can't help doing something*, you cannot avoid or resist doing it even if you would prefer not to do it. *Avoid* can be used in the same grammatical structure with the same meaning. If something *doesn't help*, it doesn't make a bad situation better. *Assist* can be used in the same way, though it is more formal. If you *help yourself to something*, you take it without asking permission to take it first.
- 30 run:** A *run of* something is a continuous, unbroken series of them or a period in which there is a continuous, unbroken series of something. A *string of* can be used with the meaning 'a series of' and a *spell of* can be used with the meaning 'a period of'. *In the long run* means 'in the future a long time from now' or 'over a period of time stretching from now until far in the future', *In the long term* can be used with exactly the same meaning. If someone is *on the run*, they are trying not to be caught by the police, who are looking for them.
- 31 sharp:** A *sharp contrast* between two things is a big, clear difference between them. A *striking contrast* is one that is remarkable, clear and attracts attention. A *marked contrast* is clear and very easy to notice. If someone is *sharp*, they are clever, quick to realize what is happening and perhaps quick to take advantage of situations. Someone who is *astute* is intelligent with re-

gard to assessing situations and making judgements and decisions, especially to their own advantage. A *perceptive* person is someone who is able to notice things that other people might not notice and who is aware of the reality of situations rather than the way they appear on the surface. A *sharp bend/curve/corner/turn* is a sudden change of direction in the course of something such as a road or a river. Tight can be used to describe the same things, especially to indicate that it is difficult to go safely round them.

PAPER 3 USE OF ENGLISH PART FOUR (TEST 2)

Two marks per question (Total: 16)

32 interference (1 mark) everything would have gone smoothly (1 mark)

The first part of the third conditional *If + subject + verb* has been transformed into *Without + possessive* and therefore must be completed by a noun to go with the possessive. The noun from *interfere* is *interference*. If something happens without any problems, it *goes smoothly*.

33 took issue with him about (1 mark) how (1 mark)

If you *take issue with someone (about something)*, you tell them that you disagree with them or start to argue with them. The phrase *the best way*, in which 'best' is an adjective, has to be transformed into the phrase *how best*, in which 'best' is an adverb.

34 himself to (1 mark) the possibility of losing (1 mark)

If you *expose yourself to something*, you put yourself in a situation in which you may suffer in some way because you are not protected from something unpleasant or undesirable. *Possibility* is followed by *of + -ing*. It must be preceded by the definite article because the nature of the possibility is defined.

35 was/were deluged with calls (1 mark) in (1 mark)

If someone is *deluged with something*, they receive so much/many of something that it is hard for them to deal with it all. The verb phrase *responding to* has to be transformed into the noun phrase *in response to*.

36 taken note of my complaints (1 mark) and would act (1 mark)

If you *take note of something*, you pay attention to it or take notice of it. If you do something that is appropriate in the circumstances you *act accordingly*.

37 costs to a/the minimum (1 mark) or we'll find (1 mark)

If you *keep something to a/the minimum*, you make sure that there is the smallest amount of it possible. If you *find yourself* in a certain situation, you

discover or realize that you are in that situation but you did not deliberately try or expect to get into it.

38 he conducted himself at the conference (1 mark) (has) resulted (1 mark)

The way that you *conduct yourself* is how you behave. If something *results in something*, it causes it or has it as its result.

39 didn't/did not conform to (1 mark) what were considered (1 mark)

If something *conforms to something*, it follows or accords with what is expected or demanded. The phrase *the standards that were considered acceptable* has to be transformed into the phrase *what were considered acceptable standards*, with 'what' as the subject.

PAPER 3 USE OF ENGLISH PART FIVE (TEST 2)

Questions 40 – 43

Two marks per question (Total: 8)

Answers that are similar in content to those given below are acceptable as long as they are expressed clearly.

40 as an example of ways in which tourists do damage to the places they visit

The 'empty tubes of suncream' are one thing on a list of things the writer considers to be *the worst effects of unthinking* (without consideration for others), *unmanaged, unsustainable* (that cannot continue without harming the environment) *tourism*. The other things on the list are all examples of environmental damage caused by tourism.

41 that they go to places just so that they can say that they have visited them rather than because they are genuinely interested in them

This phrase, meaning here 'I've been to that place and I've done that thing' has become a sort of idiom to describe visiting a place only briefly, moving on to another place, and then telling people proudly that you have visited each of these places, although in fact you have learnt nothing about them. The writer is saying that, for tourists like that, historic towns are nothing more than things to photograph so that they can show people these photographs and impress them with the fact that they have visited the places.

42 before tourists have discovered it and started going there in large numbers

The writer is saying that, in some people's opinion, the tourism industry ruins places and then moves on to new places, which it tells people are *a new*

paradise (perfect place – in terms of tourism, this usually means 'wonderful place with few or no tourists in it') that they should visit while it remains a 'paradise' of this kind.

43 because they may be too late, because they are often only done to get good publicity and because the travel industry has become too big

The writer says that *reforming initiatives* (new and energetic attempts to deal with an issue by making changes) often happen *after the damage has been done*, and they often happen *for public relations purposes rather than from a commitment to* (genuine desire to achieve) *sustainability* (tourism that doesn't harm the environment). He adds that another reason why it is hard to improve the situation is the *sheer size and volume* of the travel industry – the simple but extremely important fact that it is so big and involves so many people – which puts *increasing strain* (pressure) on the environment of places.

Question 44 Summary

One mark for each content point included from the following, maximum 4 marks

(i) the damage done to local communities

In the first paragraph of the first text, the writer talks about effects of tourism that people *are increasingly familiar with*. These are therefore not relevant to the summary, which asks about things people are 'unaware of'. In the second paragraph of the first text, the writer says that a *less appreciated* (people are less aware of it) disadvantage of tourism is the *social dislocation* (breaking of the established social pattern) it can cause in communities, which were *once-cohesive* (formerly united as a group that fitted together well) but become *disrupted* (disturbed, prevented from functioning in the effective way they used to) because the holiday industry replaces *old crafts* (traditional skilled jobs). He then gives examples of people who no longer do traditional jobs but become employees within the tourist industry.

(ii) tourists becoming bad-tempered/wishing they hadn't gone

In the second paragraph, the writer continues to talk about the 'less appreciated' problems caused by tourism, by saying that even very *placid* (calm, never getting angry or upset) *and tolerant people* become *short-tempered* (easily and quickly getting angry) *and exploitative* (trying to take advantage of others) when they travel as tourists, and he refers to tourists as *cursing* (talking angrily and using swear words) when their flights are late and *muttering* (saying quietly and in this context angrily) that they now need a holiday (because they did not enjoy the holiday they had).

(iii) no cultural exchange/barriers between people

George Monbiot is quoted as saying that, although tour organisers claim that tourism involves 'cultural exchange', it does not really. He says that tourists get culture when they visit places, but the people living there do not get culture in exchange, they only get money, if they are lucky. He says that some people say that tourism *breaks down the barriers* between (things that divide) tourists and the people in the places they visit, but that this also is not true because tourists *remain firmly behind barriers*, and he gives examples of what he means by 'barriers' here.

(iv) bad economic effect for local people/ local people worse off because of it

The writer says at the end of the second paragraph that we are told that tourism brings wealth to local people but that in his experience this is not true. Instead, a few local people are made very rich by tourism but this means *impoverishing* (making poor or poorer) the majority who get, *if anything* (this means that they might not get anything), only a very small amount of money.

Marks out of 10 are then given for summary skills, based on the following criteria:

- *relevance*
- *accuracy*
- *organization*
- *rephrasing*
- *length*

Summary Total: 14 marks; Part 5 Total: 22 marks

Sample summary

Tourism has got its downside. It changes small, charming villages and the people that live there. They have to change and adapt to what the tourists want. The tourists always only get to see the fashionable parts of the place. They are never shown the rough side. And the tourists take no way near as much responsibility in these countries as they do in their own. When they have had their holiday, they go home again.

Assessment of sample summary

Content points:

- (i) This is included in the second and third sentences.
- (ii) This is not included.
- (iii) This is included to an extent in the fourth and fifth sentences.
- (iv) This is not included.

Content: 2 marks

Summary skills:

- **relevance:** Most of the summary is relevant, but the last sentence is not because it does not concern an aspect of tourism that tourists are said to be unaware of in the two texts, which is what the summary question is about.

- **accuracy:** There is only one minor error – *no way near* in the last sentence should be *nowhere near*. There is some very good use of vocabulary and structure in the summary.

- **organization:** The summary is quite fluent and very coherent.

- **re-phrasing:** The points covered in the summary all re-phrase very well the points made in the two texts.

- **length:** The summary is within the word limit.

Summary skills: 7 marks

Summary total: 9 marks (out of 14)

PAPER 4 LISTENING PART ONE (TEST 2)

One mark per question (Total: 8)

1. A: The speaker says that British people *never expect their holiday plans to run to schedule* (to happen in the way and according to the timetable that has been planned) and that when things go wrong they *sigh* and say *I knew this would happen* (they are resigned to it rather than angry about it because it doesn't surprise them) and they react *with stoicism* (the ability to experience something unpleasant without reacting strongly or complaining). The problems mentioned are ones which affect people personally rather than only affecting someone else.

B: The speaker says that *administrators are for ever being pressed to disclose their contingency plans* (people are always asking them to reveal what plans they have if their original plans do not happen or work). British people don't expect administrators' plans to succeed and constantly ask them what they're going to do when their plans fail. This is an example of British pessimism but not an example of people believing what they are told.

C: The problems mentioned are presented as real ones that actually happen, rather than potential problems that might happen. They are not examples of things that people pessimistically think may go wrong, they are things that do go wrong and there is no suggestion that the speaker thinks people exaggerate these problems.

2. B: The speaker says that British pessimism is a *national trait* (characteristic) that *starts in childhood* and that the character of Eeyore appeals to British children because he is pessimistic. Children relate to him because they, like him,

have a *melancholy* (very sad), *phlegmatic* (not reacting strongly or getting angry) *side* (aspect of personality). The speaker is therefore saying British children are pessimistic by nature and that is why they like this character.

A: The speaker says that *irony* (saying the opposite of what you mean with a tone of voice that indicates what you really mean in order to be amusing, or situations which are contrary to expectation and therefore found amusing) is the basis of British humour and that the *prime ingredient* (most important, main element) of irony is pessimism. He is therefore saying that British people like irony but he does not say that this is something that they come to like later in life – in fact, he strongly implies that children also like irony.

C: The speaker says that British humour is *distinctive* (clearly different from other nations' humour) and so he implies that some people might think it strange, but he doesn't say that children themselves think that their own sense of humour is strange.

3. C: The speaker says that Ford thinks that *slimming diets* and *regimes of prescription and proscription* (eating plans in which people are told what to eat and what not to eat) will *give way to* (be replaced by) an attitude to food that is *more positive* and focuses on the *pleasures and health benefits of good food*. In other words, Ford believes that there will be a change of emphasis with regard to food – instead of being on what you can't eat, it will be on what it is good to eat.

A: Ford thinks that in the future people will choose food that can *delay the onset* (beginning) *of senility* (a state of mental and physical weakness in old age). He therefore thinks that people will eat things they think will prevent the start of the bad effects of old age, but there is no reference to new things about old age being discovered.

B: Ford thinks that people will choose food that will enable them to *relish* (enjoy) life as much as is possible but the speaker does not say that interest in food in general will increase – it is the attitude to it that will change, not the level of interest.

4. B: Ford thinks that we will look back on the snack foods of today in the same way that we look back on the *adulterated* (made into something of poor quality because of the addition of certain substances) *foods* of the past. He thinks that some of today's snack foods contain substances that *could harm a child* and that these will not *be with us in their present form* (they will not exist in the form they have today). People will then regard them as having been as bad as other foods in the past that are now considered unsuitable for people to eat.

A: Ford does distinguish between *junk food* and *snack foods*. He thinks that today's junk food will *disappear* (cease to exist at all) but that snack foods will

continue to exist, although not in the form they have today. He doesn't seem to think that snack foods will be considered worse than junk food – since junk food will completely disappear, he implies that the opposite is the case and that junk food will be considered worse than snack foods.

C: He does think that some of today's snack foods are harmful and that in the future people will consider them to have been so, but he does not say or imply that people will exaggerate the extent to which they are harmful.

5. B: The speaker says that some fathers today have read about the enormous sums of money that top sportspeople are paid and believe that if their children are successful at sport, this can result in a *lucrative* (producing great wealth, extremely profitable) *economic future*. Such *pushy parents* (parents who are ambitious with regard to their children and constantly try to get success for their children) are not, the speaker says, motivated by *the glow* (feeling of great satisfaction) *of winning* but by the prospect of their children making an extremely large amount of money from sport.

A: The speaker clearly feels that the advice given to mothers in the song he quotes was good advice that has *gone unheeded* (been ignored) *then and now* (and still is ignored). However, he does not say that similar advice not to be pushy with children of *dubious talent* (it is doubtful that these children have any talent) – has been given to the fathers he is talking about.

C: The speaker says that *the odds on vicarious sporting glory may be long* (the chances of fathers experiencing sporting glory through their children's success are not high, it is unlikely to happen), but he suggests that fathers are aware of this because he says they are *willing to take their chances* (to do something, even though the possibility of success is not high).

6. A: The speaker says that some parents have a *potentially damaging obsession* (their desire for their children to succeed is so great that it dominates their thinking and this might be harmful). He says that because of such parents, children *are coerced* (forced as a result of pressure) *into becoming mini-adults* (behaving like adults rather than like the children they are). They become *professionals in all but name* (their lives are like those of professional sportspeople, although they are not actually called professionals). As a result of all this, sport becomes *too serious* for the children. The speaker is therefore warning that because of such parents, children no longer enjoy sport and they are forced to behave in a way that may be harmful to them.

B: the speaker doesn't suggest that parents should not spend money on their children's sporting activities at all; he says that if they have an obsession about this, it can be *very expensive*.

C: *the speaker* says there are *plenty of benefits to having active kids* and that it's natural to want your children to do well. He says, however, that *the line between committed support and a potentially damaging obsession is mighty fine* (the first can very easily become the second). He therefore strongly implies that *committed support* is a good thing, which means he believes, it is good to support your children enthusiastically in their sporting activities and care about these activities. He is saying that parents should take their children's sporting activities seriously but they should not take them so seriously that they become obsessed.

7. C: The speaker says that Edison's *rueful observation* (comment expressing sadness and regret) expresses something that inventors today know to be a fact – that creativity is a *precious commodity* (something that is valuable because it is rare) and that therefore if you have a good idea you will have the experience that someone else will *lay claim to it* (claim that it was their idea). The difference today is that, although the same thing happens that Edison described, because of the existence of patents, you can do something about it when it happens.

A: The speaker says that in the past inventors were *ripped off* (cheated financially) *by the unscrupulous* (people with no moral principles) and that the situation is *not a whole lot* (not much) *better now*, but he does not say or imply that he considers inventors to be naive people. He is critical of the people who cheat them but he does not say that the inventors are themselves partly to blame because they lack experience or trust people too much.

B: The speaker implies that what happens to inventors is totally predictable – if they have a good idea, other people say it was their idea and other people cheat them financially. The change has been that inventors can now take action to make sure that they get *the credit* (that it is recognized that they invented the thing in question) and the money for their inventions.

8. B: The speaker says that *the philosophy behind the modern patent* is the same one that existed when patents began that inventors can *exploit the fruits of* (take advantage of the products of) their *ingenuity* (ability to have clever and original ideas) for a fixed period of time and that in exchange for this they have to teach other people how to produce the thing they invented. The speaker clearly doesn't like this – he says that it has caused a lot of trouble. Because inventors have to *disclose* (reveal) details of their inventions, they have to give other people their *intellectual jewels* (most valuable ideas) and tell them what their *marketing strategy* (way of selling products) will be. He therefore believes that the rules concerning patents have always been to the disadvantage of inventors and to the advantage of those to whom they have to give details of their inventions.

A: The speaker does say that the rules are still the same but he clearly opposes the rules governing patents and he is explaining why he objects to them, not explaining why they are still the same as when patents first came into existence.

C: The speaker says that the rules are bad for inventors and so it is likely that some inventors may not wish to obey them, but he doesn't say that any inventors actually break the rules.

PAPER 4 LISTENING PART TWO (TEST 2)

One mark per question (Total: 9)

9. lead; limestone: The area which contains the National Stone Centre used to be part of an *upland* (a piece of higher ground) and consist of *tropical lagoons* (a kind of lake) and *small islands*, and *fossils* (the remains of animals and plants) have been found in the *rock face* (surface of rock) there. From *medieval times* (the Middle Ages, approximately AD 1100-1400), *lead* (a metal) and *limestone* (a type of white rock used in construction) have been mined there.

10. consume/eat: One *fascinating fact* that visitors to the centre learn is that every person *consumes* (this can mean 'uses' or 'eats') 6 or 7 tonnes of stone each year (1 tonne = 1,000 kilos). The implication is that this seems like a very large and therefore surprising amount. James asks whether this means that we eat stone, and the speaker says that as well as using it in the various ways listed, we also eat it in the sense that it is used in certain products that people eat.

11. tunnels; tennis courts: The speaker gives many examples of the use of stone and we are told that it is used in paint, computers and ceiling tiles, in plastics and therefore in cars, ships and planes and in sugar, flour, pharmaceuticals and poultry feed (food given to birds that people eat or whose eggs people eat). The examples given of its use in construction, which accounts for 90% of the stone we use, are tunnels and tennis courts.

12. teaching resource: The headmaster said that the centre is a *splendid* (excellent, marvellous) *teaching resource* (thing that is useful for teaching with) because the place enables teachers to teach children *all sorts of skills*, helps children to appreciate how much the world changes, and fits into the *National Curriculum* (programme of what has to be taught in all schools in the country).

13. Launch Pad: The speaker says that all of Britain's interactive science and technology centres were *built on the foundation of* (in some way based on the example of) *Launch Pad*, which is part of the Science Museum in London and was the first place of this kind in the country.

14. roll uphill: The speaker says that Techniquest has *liquids you can cut* and *bubbles* (balls of liquid that contain air and float in the air) *you can walk in* and *structures that roll uphill* (move up sloping surfaces by turning over and over in the way that balls do).

15. dentist's chair: The speaker says that at Techniquest you might see a *granny* (grandmother) or an *eight-year-old* (child) *swivelling around* (turning round and round, revolving), *under discreet supervision* (while being watched in a way that is not very noticeable, by a member of staff, so that they do not come to any harm) *in a specially adapted dentist's chair* (one that has been modified or made suitable for this purpose), in order to experience *the pull of centrifugal force* (the power of a force pulling an object away from the centre around which it is turning).

16. sound waves: The speaker says that visitors to Techniquest can *observe how sound waves clash* (act in opposition to each other) *and distort one another* (cause each other to change from their natural sound and have a different sound).

17. control systems: The speaker says the *dragon* (a mythical, aggressive animal with wings and claws that breathes out fire and is used as a symbol of Wales, which is where Techniquest is) responds instantly to the fingertip controls that visitors use and that they can see clearly the parts of it that make it respond. This, the speaker says, *may not be a formal lesson in control systems, but you cannot fail to learn* – in other words, it certainly does teach visitors about control systems, even though this is done in an informal way.

PAPER 4 LISTENING PART THREE (TEST 2)

One mark per question (Total: 5)

18. D: Paddy says that readers who enjoy her column *invariably* (always) say that it is *particularly the bad ones* (the reviews that are unfavourable towards the hotels in question) that they like. One reader said that *every other week* (once every two weeks), she used to give a hotelier (hotel owner or manager) *a bashing* (a verbal attack or verbal criticism) but that now *it's a rare treat* (something pleasurable that does not happen often) when she writes a review like that. That reader says *I love it when you lay into* (are fiercely critical of) *a pretentious* (trying to be something better or more sophisticated than it really is) *but bad one* and that although it is helpful when she recommends a good hotel, she should find some *awful ones for entertainment's sake* (in the interests of providing entertainment for the readers). Paddy uses the reader who wrote this letter as an

example of readers who like reading her critical reviews and would rather be entertained by them than be told about hotels she recommends, which by implication they may wish to stay in one day.

A: Paddy says that the readers she refers to like reading her criticisms of hotels but she does not say that they tell her that they believe she gets pleasure from criticizing. It is the readers who she says get pleasure from it.

B: Paddy says that she always has *high hopes* (is always very optimistic) when she goes into a hotel and thinks *[I] bet this one's going to be good* (I'm certain this hotel will be a good one). However, she says that *you never can tell* (it's impossible to be certain, because appearance and reality may be different from each other) and that hotels that look *idyllic* (beautiful and peaceful and in beautiful surroundings) in a guidebook can be *a terrible letdown* (a very big disappointment). However, she does not say that her attitude has changed because of such disappointments. Moreover, she talks about the response of readers to her reviews, but she does not say that she has become more critical of hotels because readers like reading her reviews which are critical. She presents this as a fact, but does not say that her attitude to hotels has changed so that she can meet their demand for critical reviews.

C: She says that they like reading her comments but she does not say that they have or refer to their own experiences of the hotels she reviews. If she recommends a good hotel, this may be helpful but she does not say that readers contact her to say that they liked a hotel she recommended or disliked one she was critical of.

19. B: Paddy says that *hotel keeping* (running a hotel) has been described as being *akin to* (similar to) *show business* (the entertainment industry that involves artists performing for the public) and that in her favourite hotels, there is always *a leading man or woman* (a hotelier who is like the actor playing the main role in a play or film). She says that these people are often so good that she believes they have *missed their true vocation* (followed the wrong career, because there is another profession that would be ideal for them and which they are naturally suited to: performing). This is what she thinks, she doesn't say that the hotel-keepers she is talking about think this too.

A: She says that *Such hoteliers* (those who would be good actors) *usually have a sense of humour* and that they respond to what she says about them in her reviews *in a good-humoured way* (in a cheerful, friendly way), even if they don't like what she says. However, she does not say or imply that they have to try hard to behave in this way indeed, she implies that it comes naturally to them.

C: She says that she is happy to *slam into* (criticize harshly) pretentious hotels that don't *come up to scratch* (aren't satisfactory or of the standard they should be) but that it is a different matter when the people are nice (she is unhappy when she criticizes a hotel whose owner or manager is a nice person). She says that she still has to write about that hotel but that sometimes doing so *hurts* (she finds it painful because she likes the people). However, she does not say that these hoteliers expect her to be critical of their hotels. What she says is that they react well when she does so.

D: She talks about hoteliers who have responded well to bad reviews she has written about their hotels and says that they are *professionals* (in this context, people who can separate their professional lives from their personal lives) and that many of them *have become friends*. It may be surprising that she and people she has criticized have become friends, but she does not say that the hoteliers in question find it so, nor that she is surprised by it.

20. C: Paddy says that when she speaks on the phone to people about including their hotels in her book, some of them refer to the fact that she didn't give their hotel a good review. She agrees and then suggests that perhaps they have improved their hotels since she reviewed them and *would like people to know about* the improvements they have made the implication is that people will know about this if the hoteliers allow their hotels to be included in her book. She says that *Thus encouraged* (encouraged in this way), most of them have allowed their hotels to be included in the book and have also *entered into the spirit* of the book (adopted the same attitude to the book as Paddy has) by telling her interesting stories about things that go on *behind the scenes* (in the background, unknown to the public). In other words, these hotelkeepers have agreed to be included in her book and have given her interesting things to include in it, even though her reviews of them were critical.

A: She says that if she thinks hotelkeepers might shout at her when she phones them (because her reviews of their hotels were critical) she invents someone called Emily, who is supposed to be her assistant, and Paddy pretends to be Emily. Paddy says that these hotelkeepers refer to the bad reviews *she* gave them when they think they are talking to someone called Emily. This indicates that they do not realize they are actually talking to Paddy and that they believe they are talking to Emily. Therefore, they do believe that she has an assistant called Emily.

B: She asks them to tell her about changes they have made to improve their hotels since she reviewed them and she implies that they do so. However, she does not say that anything she said about their hotels was not true at the time that she

wrote the reviews of them and so she does not refer to any inaccuracies that they could correct.

D: She says that she likes their attitude with regard to telling her interesting things she can put into the book but she does not say that she starts to feel that what she originally said about their hotels in her reviews was unfair. She also says that she has a *penchant* for hotels run by the people who own them and that she likes the owners of small hotels and that is why she has enjoyed contacting them concerning her book. However, she does not say that the fact that she likes them and enjoys talking to them has caused her to question whether what she said about their hotels was fair or not.

21. A: The hotelkeeper, who presumably thought that he was talking to her non-existent assistant, said that people who have read Paddy's reviews *go to hotels where she's been fawned over* (treated as somebody special and important the phrase is used to express disapproval of such treatment) but that *they* – the readers – *probably won't be fawned over*. He added that Paddy often goes to hotels that are *almost empty* and so in those hotels *they* (presumably the staff and managers) *have time to fawn over her* – he implied here that other people go to busier hotels where staff don't have time to treat each guest as someone special and important. Paddy comments that being fawned over is in fact *the last thing I want* (she really doesn't want it).

B: He did discuss what she had said in her review. She says that *To specify the lies* (to give a specific description of the lies he claimed she had told about his hotel in her review), *he pounced on* (he enthusiastically and aggressively reacted to) something she had said about the food at his hotel.

C: He said that because of what she says in her reviews, a lot of people *cross hotels off their potential list* (decide not to go to hotels they might otherwise have chosen to stay at and in some sense remove them from the list of hotels they would perhaps stay in) – he therefore said that her reviews do influence a lot of people. He did not, however, refer to the amount of influence he thought she believed her articles have, or imply that it is not as great as she thinks. He also did not suggest that people had told him that they had disagreed with what she had written in her reviews and now took no notice of what she said.

D: He said that, because she had insulted his hotel and lied about it in her article, *there is no way we would help her perpetuate her grievance against the world in a publication* (we – he and others connected with his hotel – would certainly not help her to continue her feeling of bitterness towards the world in general). He therefore refused to allow his hotel to be included in her book because he felt that her review of it was an example of her generally negative attitude and he

did not want that attitude to be given further expression in a book. However, there is no reference to his having previously decided or agreed to have his hotel included in her book. Paddy says that she had wanted to include it because she had been *enthusiastic about* the food there and *would have liked to include his hotel in the book* but because he was so *disagreeable* (so unpleasant), his hotel could not be included. She does not, however, say that he had once agreed but had now changed his mind.

22. D: The owner told her that he could not give a description of her to other hotels *because she is fairly nondescript* (if someone or something is 'nondescript', they have no remarkable or interesting features or characteristics to distinguish them).

A: He said that other hotels asked him for various details about her (presumably so that they would know if she was staying at their hotels and going to write reviews of them) but that *Unfortunately* he couldn't describe her to them. He implied that, since there was nothing remarkable about her when she stayed at his hotel, he hadn't noted what car she drove or what credit card she used.

B: She thinks that one reason why he might have agreed to have his hotel included in the book was that he had remembered that in her review she had said that he resembled a very popular comedian, who was now dead. She implies that he might have been flattered by being compared with a popular person, not that he would have been annoyed by this description.

C: She says that *when it filially clicked* (when he suddenly realized or understood after some time) that he would not have to pay for his hotel to be included in the book, he decided that he did want it to be included after all. What he had not understood was that being included in the book was free, not why she wanted to include his hotel.

PAPER 4 LISTENING PART FOUR (TEST 2)

One mark per question (Total: 6)

23. B: Helen talks about people on the train answering their mobile phones and *fiddling with* (touching and doing lots of small actions with) their text messages and says that these people *would sooner* (would prefer to) be doing what she's doing, which is reading the paper. She says that these people look *harassed* (under pressure) and so she clearly feels that the fact that these things mean that they can be contacted all the time is a disadvantage for them. Tony says that it's a good thing that these devices mean that people can be contacted in emergencies but he agrees with Helen that *there are limits* (these things are only an ad-

vantage to a certain extent) and says *I turn the thing off sometimes*, meaning that he sometimes decides that he doesn't want to be contactable.

24. T: Helen says that she gets *snowed under* (extremely busy, having a lot to deal with) with e-mails and that it's *daft* (silly, ridiculous) that some of these come from people working nearby who could easily come and speak to her rather than sending e-mails. However, she says that some of these e-mails are very *detailed*, which indicates that the people sending them have put careful thought into their content. Tony says that people *dash off* (produce very quickly or in a hurry) e-mails to him as soon as something *comes up* (happens). He says that these people are *passing the buck* (giving responsibility to someone else rather than accepting it themselves) instead of *working things out for themselves* (solving problems themselves) and that their e-mails contain *question marks and half-thoughts*. He is therefore saying that because people can send e-mails to other people about problems at work, they do not make the effort to think about and solve these problems themselves.

25. H: Helen says that technology enables people who are not *real musicians* to make records and that because of this it's *no wonder* (not at all surprising) that pop music is *rubbish these days*. She is therefore implying that it wasn't rubbish in the past. Tony says that *there's an 'anyone can do it' culture these days*, meaning that people are made to feel that anyone can make a pop record these days because of the technology that is available to them, but he thinks that *there's a lot of good stuff around* (a lot of good records are made).

26. H: Helen says that people who have the necessary equipment can watch what a single player is doing in a game and that in her opinion technology like that *adds to* (increases) *the excitement* of watching sport on television. Tony talks about the use of *replays* in sport on television but he thinks that such things are *daft* (ridiculous, pointless) and that the use of such things *holds the game up* (delays it, prevents it from continuing) *all the time*, and so he does not approve of such things.

27. H: Helen says that some features of new technology are created *just* (only) *because some whizzkid* (a very clever young person) *came up with it* (invented it, had the idea for it). She says that Tony's description of such things – that they are invented simply because they can be invented, not because anyone *actually wants* it – is *nicely put* (very well expressed) and gives as an example of features of modern technology that people don't actually want the things that her computer is capable of but that she would never want to use. Tony doesn't agree with her that there is no demand for such things. He says that she isn't typical and that

there are people who always want to be *up to speed with such things* (always want to follow the most recent developments in technology).

28. B: Helen says that a lot of new technology consists of *gimmicky things* (products created to attract attention and be bought because they are unusual) and that in the future people will think that they *have had their day* (that they are no longer modern or useful). She thinks that people will look back on such things and think they were ridiculous and wonder what use they had. Tony agrees that there will be features of modern technology that *won't last* (won't continue to exist in the future). He thinks that most of them *are here to stay* (will exist for a long time in the future) but that some will be shown on TV programmes in the future so that people can laugh at them because they are ridiculous.

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Учебное издание

КОНЕВА Татьяна Александровна
ШУК Светлана Владимировна

ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ АНГЛИЙСКОГО ЯЗЫКА

Учебно-методический комплекс
для студентов 5 курса специальностей
1-02 03 06-01 «Английский язык. Немецкий язык»,
1-02 03 06-03 «Английский язык. Французский язык»,
1-02 03 07-01 «Английский язык. Белорусский язык и литература»

В двух частях

Часть 2

Редактор Н. М. Важенина

Дизайн обложки В. А. Виноградовой

Подписано в печать 28.06.10. Формат 60×84 1/16. Бумага офсетная.
Ризография. Усл. печ. л. 9,98. Уч.-изд. л. 8,79. Тираж 45. Заказ 1128.

Издатель и полиграфическое исполнение:
учреждение образования «Полоцкий государственный университет».

ЛИ 02330/0548568 от 26.06.09 ЛП № 02330/0494256 от 27.05.09

Ул. Блохина, 29, 211440, г. Новополоцк.