

КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ

Институт языка

Кафедра английского языка

EFFECTIVE READING

Учебное пособие

*по чтению англоязычной литературы
для студентов неязыковых специальностей*

Казань – 2015

УДК 821.111.09
ББК ШЗ(4))

*Печатается по решению заседания Учёного совета
Института языка КФУ
Протокол № 5 от 20мая 2015 года*

*заседания кафедры английского языка
Протокол № 4 от 29апреля 2015 года*

Научный редактор

к.пед.н., доц., зав.кафедрой английского языка Н.В.Маклакова

Рецензенты:

кандидат филологических наук, заведующая кафедрой перевода

и теоретической лингвистики ИСГЗ **М.Э. Игнатьева**

кандидат филологических наук, доцент кафедры английского языка КФУ

Н.В. Аржанцева

Э.Р. Даминова, В.В. Тарасова

EFFECTIVE READING /Э.Р.Даминова, В.В. Тарасова– Казань: Казан. ун-т, 2015 – 129 с.

Учебное пособие предназначено для студентов неязыковых специальностей, владеющих элементарными навыками английского языка, и подводит их к чтению аутентичных текстов. Учебник состоит из вводного блока, основного курса, включающего разделы интенсивного (*intensive*) и экстенсивного (*extensive*) чтения. Цель вводного курса — повторение и закрепление базовой грамматики английского языка, расширение активной лексики. Материал основного курса способствует дальнейшему развитию диалогической и монологической речи и формирует навыки разных видов чтения - изучающего, просмотрового, поискового и аналитического.

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The English Alphabet

Printed	Handwritten	Sound
A a	A a	/ ei/
B b	B b	/ bi: /
C c	C c	/ si: /
D d	D d	/ di: /
E e	E e	/ i: /
F f	F f	/ ef /
G g	G g	/ dʒi: /
H h	H h	/ eitʃ /
I i	I i	/ ai /
J j	J j	/ dʒei /
K k	K k	/ kei /
L l	L l	/ el /
M m	M m	/ em /
N n	N n	/ en /
O o	O o	/ Ou /
P p	P p	/ pi: /
Q q	Q q	/ kju: /
R r	R r	/ a: /
S s	S s	/ es /
T t	T t	/ ti: /
U u	U u	/ ju: /
V v	V v	/ vi: /
W w	W w	/ dʌblju: /
X x	X x	/ eks /
Y y	Y y	/ wai /
Z z	Z z	/ zed /

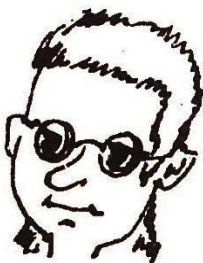
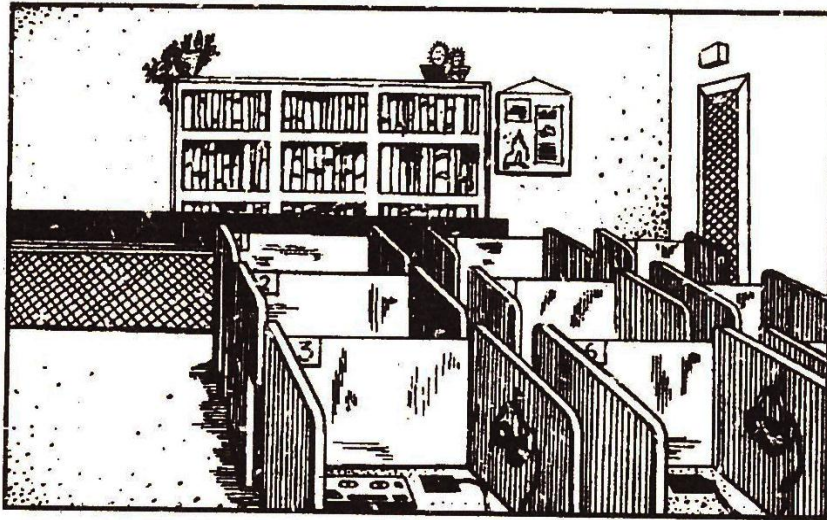
1 – one	/ wʌn /	6 – six	/ siks /
2 – two	/ tu: /	7 – seven	/ sevn /
3 – three	/ θri: /	8 – eight	/ eit /
4 – four	/ fɔ: /	9 – nine	/ nain /
5 – five	/ faiv /	10 – ten	/ ten /

PART I

INTRODUCTORY COURSE

Unit 1

In The Language Laboratory



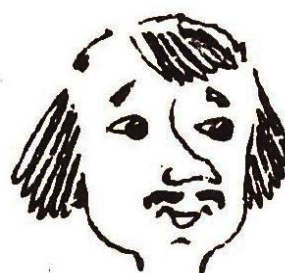
1. «Hello!
My name's James. I'm
a teacher.»

2. «Hello!
My name's William.
I'm a lecturer.»

3. «Hullo!
My name is Maria. I
do ecology. »



4. Hello! (I'm) Jylya. I am a laboratory technician.»



5. «Hello! (I'm) Kamal. I study philology.»

1. Meet James Gates. He is British. He speaks British English. James teaches English. He is an English teacher. He also does Russian.
2. Meet William Miller. He comes from the USA. He speaks American English. William gives lectures on History. He is a lecturer. He also learns Russian.
3. Meet Maria Diego. She is Cuban. She comes from Cuba. She speaks Spanish. She also speaks Russian. She is a student.
4. Meet Kamal Ulchak. He is from Afganistan. He speaks Pushtu and Russian. He studies English, too. He is a philology student.
5. Meet Julya Ibragimova. She is a local. She speaks Tatar and Russian. She also learns English. She is a lab technician.

Let us practice reading aloud:

pi-lot	painter	artist	actor	technician
mi-ner	sailor	farmer	actress	musician
dri-ver	tailor	architect	waiter (waitress)	optician

Choose the word



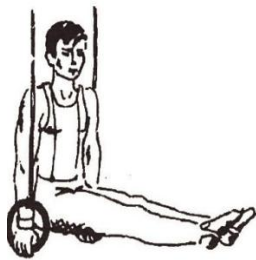
a miner / a pilot



a farmer / a factory worker



an actor / a doctor



a musician / a gymnast



a dentist / an entomologist



a bus-driver /

a taxi driver



a typist / a composer



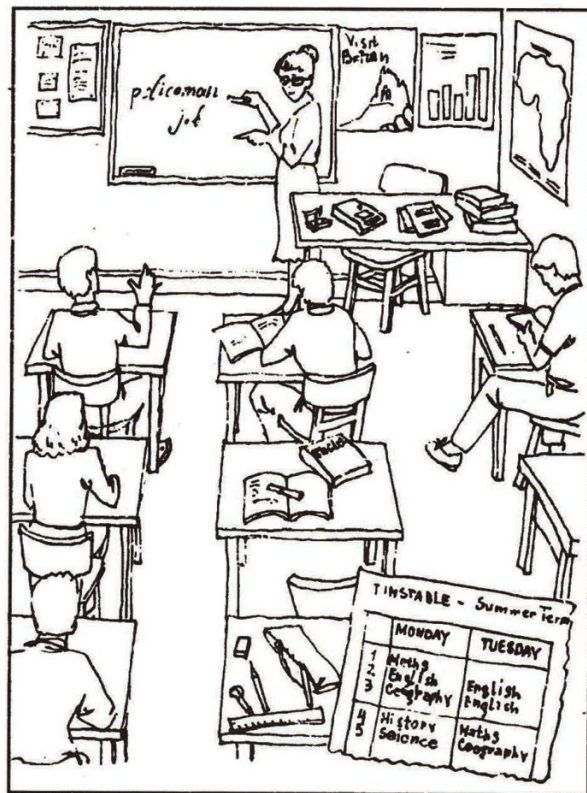
a waitress / a cook



a conductor / an athlete

Things you can see in the classroom.

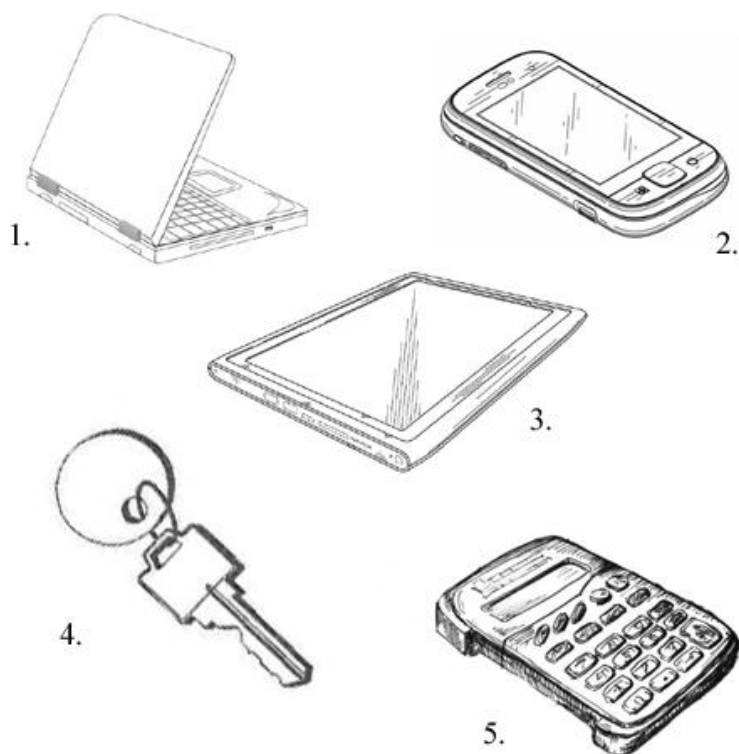
blackboard (classboard)	/bɔ:d /
board rubber notice board	/ 'nɔʊtɪs /
poster	/ 'pɔʊstə /
map	
wallchart	/ wɔl'tʃɑ:t /
chalk (a piece of chalk)	/ tʃɔ:k /
desk (s)	
chair (s)	/ tʃʔə /
paper (s)	/ 'peɪpə /
book	/ bu:k /
work book	
coursebook	
textbook	
pencil case	/ 'pensɪl' keɪs /
rubber	/ rʌbə /
ruler	/ ru:lə /



Things you can see in the Language Laboratory

microphone	/ 'maɪkrəfəʊn /
headphone (s)	/ 'hedfəʊn /
cassette	/ k'ətset /
cassette recorder	/ rɪkɔ:də /
cassette player	/ 'pleɪə /
metal shelf	/ 'metl'self /

What are these?



Model:

Number 1 is notebook

a mobile phone, a calculator, a notepad, a key, a notebook

Let us study these pronouns

	Singular	Plural
First Person	I	<i>we</i>
Second Person	---	<i>you</i>
Third Person	<i>he / she / it</i>	<i>they</i>

Possessive Forms

my, his, her, its, our, your, their

1. *I* come from France. *My* native language is French.
2. *He* comes from Canada. *His* native language is English.
3. *She* comes from Spain. *Her* native language is Spanish.
4. *We* come from Russia. *Our* language is Russian.
5. *You* come from Japan. *Your* native language is Japanese
/ dʒæpə'ni:z /.
6. *They* come from Portugal. *Their* language is Portuguese
/ pɔ:tjə'gi:z / or / pɔ:tjə'θ'gi:z /

Now, can you put in the missing parts?

1. I come from England. ... language is English.
2. He comes from Italy. ... language is Italian.
3. She ... from Turkey. Her language ... Turkish.
4. They come ... Greece. ... language ... Greek.
5. We come from Tatarstan. ...language ... Tatar.
6. He ... from Romania. His ... Romanian.
7. She ... Germany. ... language ... German.
8. She ... from Sweden. ... language is Swedish.
9. They come ... Holland. ... is Dutch.

10. You come from China. ... language ... Chinese.

11. We come from Vietnam. Vietnamese.

-(e) s

I come, speak, do	We come, speak, do
He / she / it comes, speaks, does	You come, speak, do
	They come, speak, do

to be –am, is, are

I am	We are
You are	They are
He / she / it / is	

Let us do some writing

I. Can you fill in the missing letters?

Aa Bb Cc ... Ff ... Jj ... Oo ... YyZz

II. Can you put the words in alphabet order?

pen, case, music, waiter, blackboard, ruler, paint, act, notice, book, desk,
workbook, cassette, rubber, student, teacher

III. Can you complete the sentences (in writing)?

1. James is

He speaks

He ... a teacher.

2. Maria is ... student.

She ... from Cuba.

She ... Spanish

3. Julya ... from Kazan.

... speaks Tatar and Russian.

She ... a laboratory technician.

4. ... is from the USA.

He speaks

He ... a lecturer.

IV. Can you say or write sentences about yourself?

«Hullo!

I'm ...

I'm a ...

I do ...

I speak ...»

Unit 2

What do you call these things in English

What's this called in English?

What are these called in English?

Model: Number 1 is a trolley-bus.

tree / tri: /

car / ka: /

bus / bʌs /

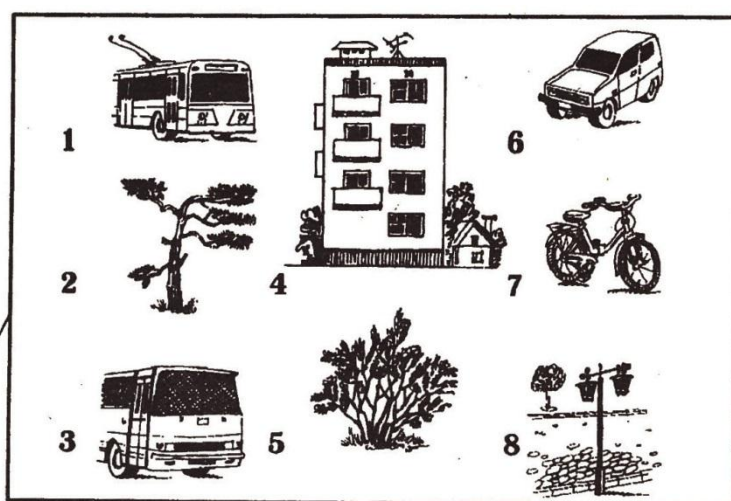
bush / buʃ /

trolley-bus / 'trɒlibʌs /

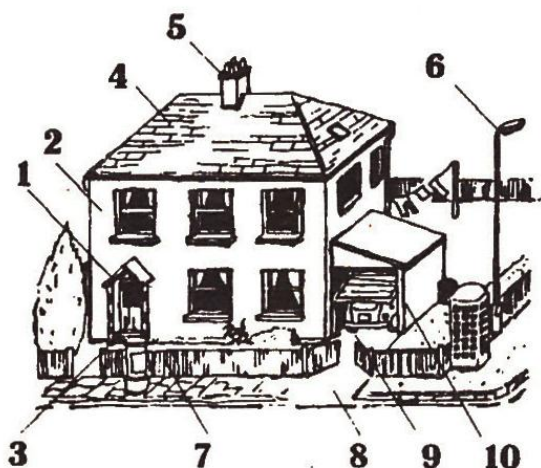
lamppost / 'læmp-pɒst /

bicycle (bike) / 'baɪsɪkl /

a block of flats



Model: Number 1 is a porch



wall / wɔ:l /

path / pa: / roof / ru:f /

garage / 'gærɑ:ʒ /

chimney / tʃɪmni /

porch / pɔ:tʃ / fence / fens /

door / dɔ: / gate / geɪt /

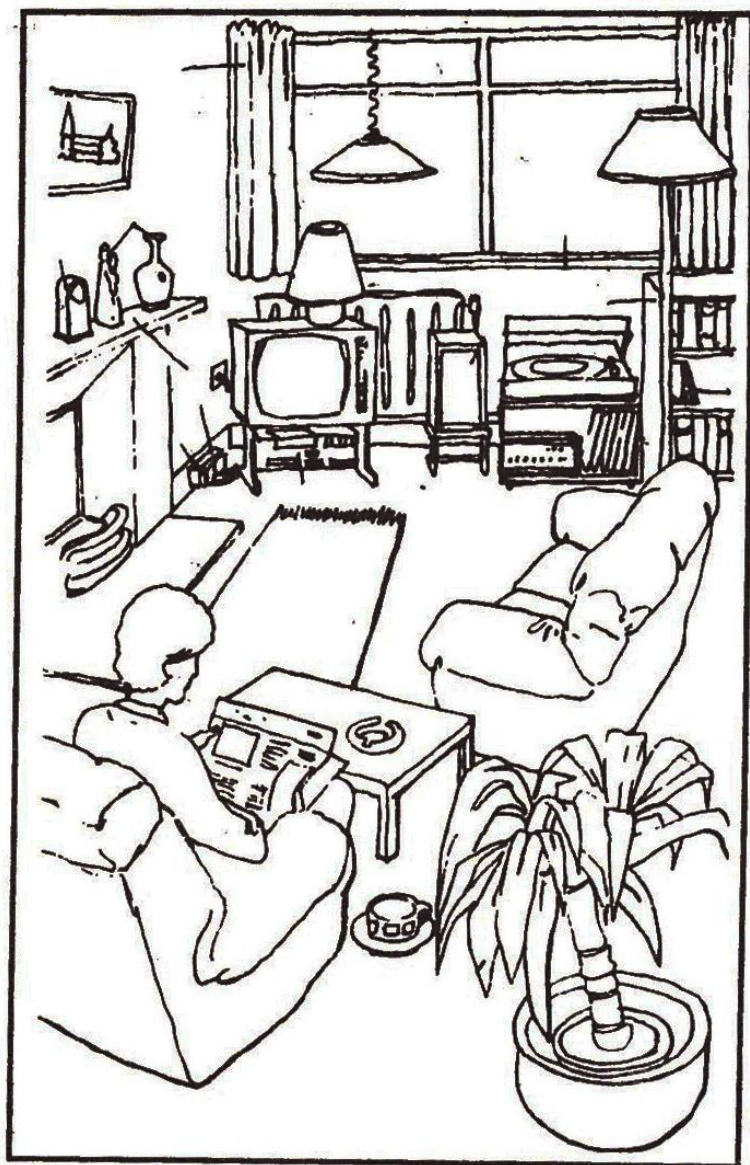
Look at the picture of a living room.

I. Find out how many objects your partner can name in English.

Model:

A. What's this called in English?

B. (It's called) a sofa.



a lamp a video

a plug an armchair

a stereo system

a coffee-table a television

a book-case an ashtray

a houseplant a rug

a carpet a clock

a standard lamp a radiator

II. Can you write the names of: a) 5 objects you can see in a language laboratory? b) 5 objects you can see in the classroom? c) 10 objects you can see in the living room?

Unit 3

What a nice day!

We can express an opinion in English in the following way:



What a lovely plant!



What a pretty child!



What a nasty day!

A. *Using a word from column one and word from column two how many opinions can you express?*

Model:

What a terrible place!

beautiful

nice

lovely

pleasant

fantastic

terrific

interesting

boring

nasty

terrible

book

film

day

morning

place

idea

story

settee

house

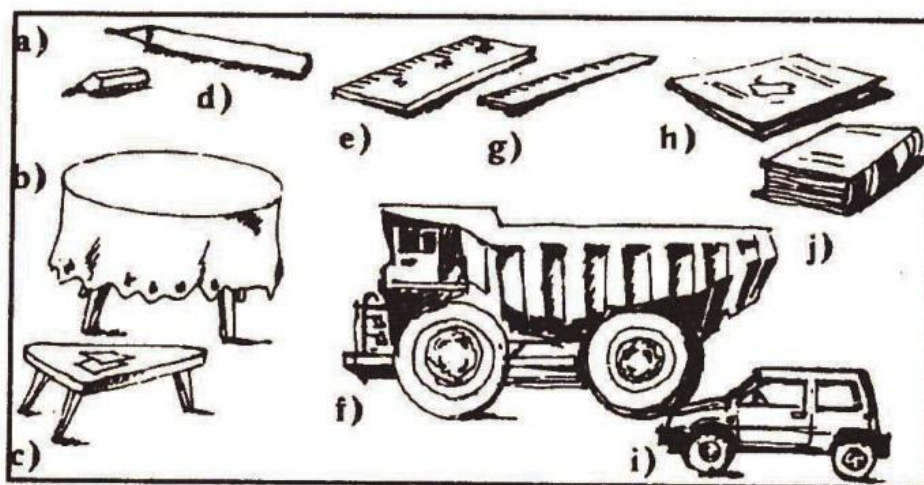
horrible

I. Can you fill in the chart (the first line is done for you)?

	settee	day	film	idea	place
interesting		✓	✓	✓	✓
nasty					
fantastic					
beautiful					
boring					

II. Can you match the words with the pictures?

Model: a long pencil – picture d



1. a long pencil
2. a wide ruler
3. a small car
4. a narrow ruler
5. a thin book

6. a high table
7. a short pencil
8. a low table
9. a big car
10. a thick book

III. What is the opposite of the following adjectives? (you will need a dictionary)

Now give the opposite of the following:

dry wine

strong cigarettes

a rough sea

a thick person

a hard exercise

Can you copy the following adjectives classifying them into three groups or columns?

red, small, yellow, warm, bad, big, white, green, large, heavy, short, soft,
blue, long, wide, light, good, excellent, black

Unit 4

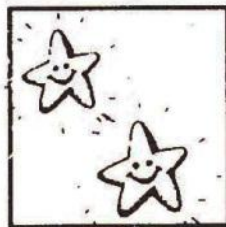
How many?

Singular

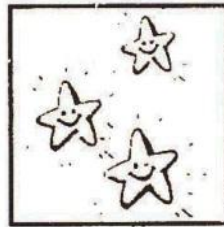
Plural



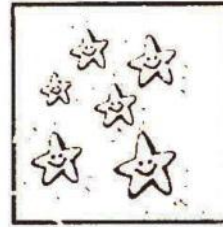
a star (one star,



two stars



three stars



many stars

a single star)

I. Can you form the plural?

s - / z /

a tree – trees

a table – ...

a rug – ...

an ear – ...

s – / s /

a lamp – many ...

a post –

a clock –

a socket –

a cat – many cats

(e)s - / iz /

a bus – two buses

a glass – six ...

a box – seven ...

a radio – ...

CAUTION!

a) man – men

woman – women / wimin /

goose – geese

mouse – mice

c) tooth – teeth

knife – knives / naivz /

b) child / tʃaɪld / - children

/ tʃɪldrən / ox – oxen

wife – wives / waɪvz /

life – lives / laɪvz /

leaf – leaves / li:vz /

ONLY SINGULAR

Here is the news.

Physics is my favourite subject.

Billiards is very popular

Vegetarian food is good for you.

ONLY PLURAL

Jeans are very fashionable.

These stairs are steep.

Music is beautiful



This is a 5 kopeck coin.



These are ...



This is a tea-cup.



These are ...



This is a tea-pot and is a coffee-pot

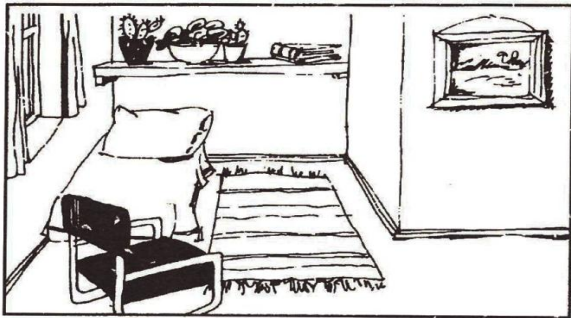
...



These are tea-pots and those are

There is / are

David's room



Lucy's room



What differences can you find between the two pictures?

For example:

In David's room there is only one window.

In Lucy's room there are

There are two chairs in and there ... only one chair in

There are some books in

There are no books in

There is a round mirror

There isn't ... in David's room.

There ...

II. Can you ask your partner the following questions about his / her room?

Are there any house plants in your room?

Is there a television in your room?

Are there any pictures on the walls?

Are there lace curtains on your window?

How many windows are there in your room?

How many books are there in your book-case?

How many chairs are there in your room?

III. Which of these things could be found in different rooms?

Things:

bookshelf, cupboard, wardrobe, sofa, dining table, desk, coffee pot, table lamp, desk, refrigerator, alarm clock, electric mixer, after shave lotion, door viewer, blanket, coat rack, dictionaries and reference books, hall-mirror, toothpaste tube, electric cooker, (wash) basin, perfume spray, dinner set, coffee table

Rooms:

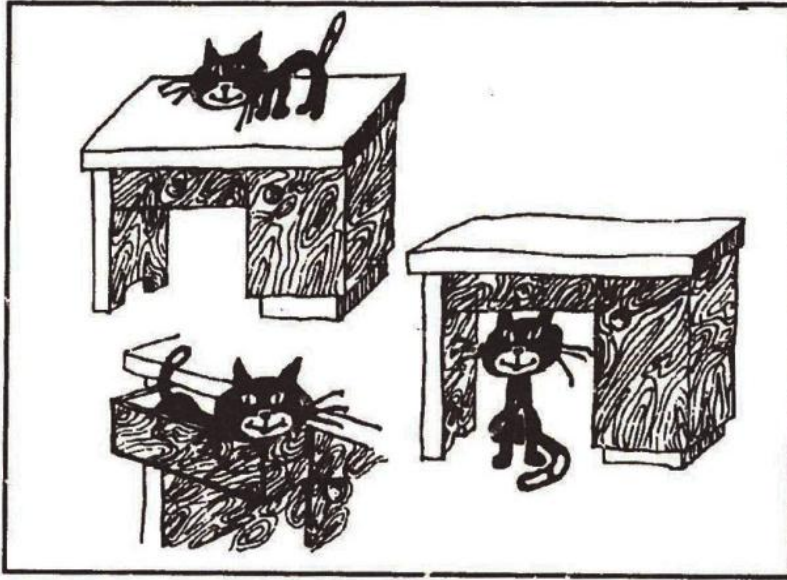
kitchen, study, bathroom, bedroom, living room, hall, dining room.

Unit 5

Where?

Where is the black cat?

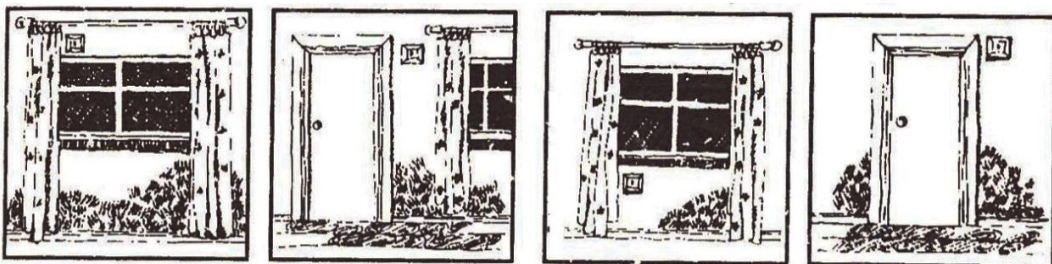
on / under / in



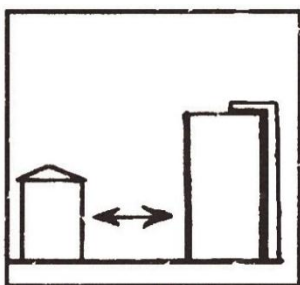
1. The black cat is on the desk.
2. The black cat
3. The is ... the drawer / drɔ: /

Where is the switch?

above / below / next to / between



4. The switch is ... the window.
5. is
6. The switch is ... the window and the



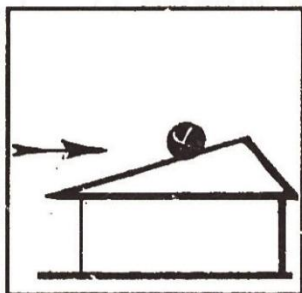
Opposite



in front of



next to

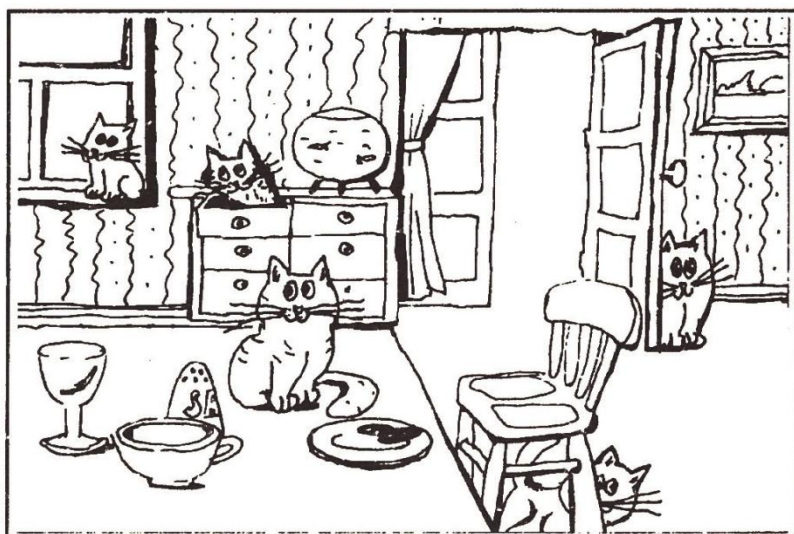


on



behind

Oh, there are cats all over the place!



There is a cat ... the door.

There is a cat ... the drawer.

There is a cat ... the chair.

There is a cat ... the window.

There is a cat ... the table.

opposite, in front of, on, above, next to, between

Unit 6

Word building

I. *Can you build new words?*

-er

work –

teach –

read –

clean –

play –

compose –

explore –

-ist

chemistry –

sociology –

geology –

ecology –

genetics –

economics –

philology –

-(c)ian

mathematics

optics –

comedy –

library –

academy –

veterinary –

II. *Can you guess the meaning of the following words?*

orientalist, essayist, magician, motorist, tourist, terrorist, journalist,
politician, psychologist, manager, electrician, dentist

III. *Can you write sentences as shown in the example?*

Model:

An economist is an expert in economy.

A botanist is an expert in botany.

Now you:

A geologist is an

A zoologist

A psychologist

Model:

Botany is the science of plants.

Geography is the science of the Earth.

Now you:

Chemistry ... / substances /

Economics ... / production and distribution /

Biology ... / life /

History ... / society /

Mathematics ... / numbers /

IV. Can you complete the sentences?

A person who drives a bus is called a ...

A person who teaches is called a ...

A person who writes poetry is called a ...

A person who signs is called a ...

A person who does research is called a ...

researcher, teacher, singer, bus-driver, poet

V. Can you classify the following subjects:

Subjects

Arts / Humanities

Philology

....

Sciences

Biology

....

Mathematics, Ecology, Literature, Chemistry, Mechanics, History, Philosophy, Psychology, Languages, Cybernetics, Physics.

VI. Can you match the name of each person with the job that he do?

Occupations

1. Driver
2. Dentist
3. Miner
4. Postman
5. Surgeon
6. Carpenter
7. Baker
8. Florist
9. Greengrocer
10. Jockey
11. Optician

- A. A person who delivers letters.
- B. A person who mends or makes things with wood.
- C. A person who drives a car for somebody.
- D. A person who sells flowers.
- E. A person who operates on people.
- F. A person who rides horses in races.
- G. A person who looks after people's teeth.
- H. A person who sells fruit and vegetables.
- I. A person who looks after people's eyes.
- J. A person who bakes and sells bread.
- K. A person who digs coal from the ground.

Unit 7

Days, Weeks, Years ...

11 – eleven

10 - ten

12 – twelve

20 - twenty

13 – thirteen

30 - thirty

14 – fourteen

40 – four...

15 – fif...

50 – fif...

16 – six...

60 – six...

17 – seven...

70 – seven...

18 – eight...

80 – eight...

19 – nine...

90 – nine...

20 - twenty

100 – a (one) hundred

1000 – a (one) thousand

1000000 – a (one) million

I. Can you match the words and the numbers? Do it in writing.

Model: **21 – twenty one**

15	17	thirteen	twenty one
33	82	thirty three	eleven
60	21	a hundred	fifty
13	18	nineteen	fifteen
11	100	sixty	seventeen
50	19	eighteen	eighty two

Calendar



wall calendar

year

the name of the

month

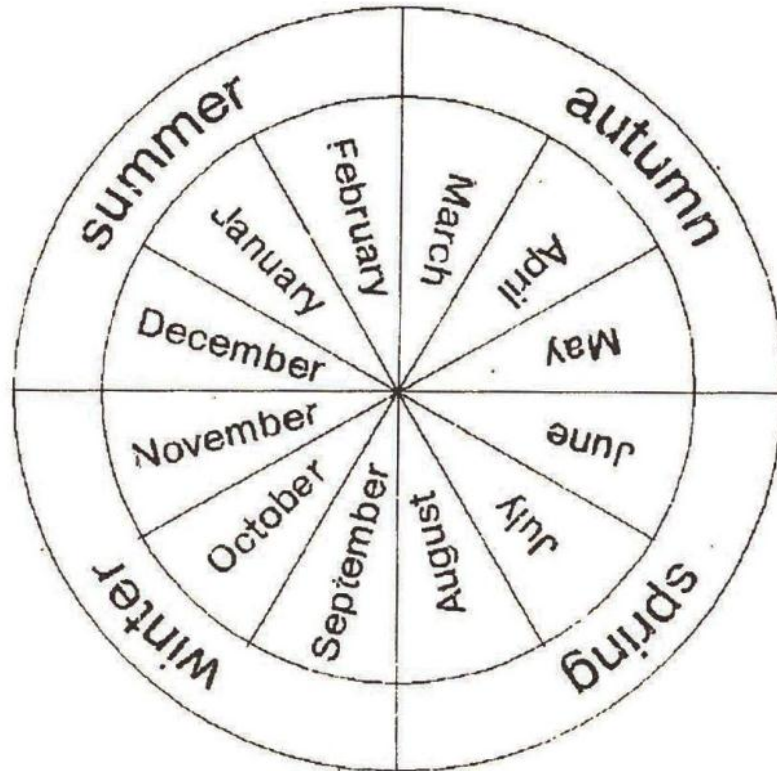
dates

days and week

Seasons

II. Can you put the names of the season in the right order?

/ You'll have to copy the drawing /



III. How well do you know the calendar? Try and complete the following.

- | | |
|-------------------------|---------------|
| a) an hour / auθ / | - 60 minutes |
| a day / dei / | - 24 hours |
| a week / wi:k / | - 7 ... |
| a month / mʌnθ / | - 30,31 ... |
| a year / jiθ / | - 12 ... |
| a year | - 52 ... |
| a year | - 365 / 6 ... |
| a decade / 'dekeid / | - ... years |
| a century / 'sentʃəri / | - ... |

IV. Can you find the error?

Model:

A. There are eleven months in a year, aren't there?

B. No, there are twelve month in a year.

1. There are seven months in a week, are there?
2. Are there eleven weeks in a year?
3. There are five years in a decade, aren't there?
4. There are twenty four days in a hour, aren't there?
5. There are four or five weeks in a month, aren't there?
6. There are thirty days in February.
7. Are there twenty eight days in May?

b) Can you guess what is missing?

Thirty days have September ... , ... and November.

All the rest have thirty one,

Except ... , which has 28 or 29 days.

V. Try and form the ordinal numerals

1 st – first

2 nd – second

3 rd – third

4 th – fourth

5 th – fifth

6 – ...

7 – ...

8 – ...

9 – ...

10 – ...

11 – ...

33 – ...

VI. Can you put these in order?

January is the twelfth month of the year.

May is the tenth month of the year.

Saturday is the first day of the week.

September is the ninth month of the year.

October is the thirteenth month of the year.

Monday is the sixth day of the week.

Unit 8

Two letters

In this unit you will see two letters. The first letter is from Tony to his mother.

Student Hostel No.8

22 ZelyonayaPozitsia

Kazan, Tatarstan

420045

Sunday, 15 September

Dear Mum

Don't worry about me. Everything's fine. I'm terribly sorry I haven't written to you earlier, but, as you can imagine, I've been very busy settling in, meeting people, making friends and getting organized.

They've given me a single room in a student hostel not far from the university (only 15-20 minutes by tram or trolleybus). It's warm and cosy but the bathroom and kitchen are separate, shared and at the end of the corridor.

Everybody has been very kind and helpful. They've made me feel at home here very quickly. Even the weather has been good to me – mild and sunny. So far, so good.

Of course, I've been spending most of my time getting to know people. That means both professionally (teachers and staff at the Russian and

International Relations Depts.) and privately. The local people are very hospitable and sociable.

I'll write again soon when I have more time.

Lots of love

Tony

As you read the first letter can you find out:

- I. What sort of accommodation has Tony been given?
- II. What does Tony do at Kazan University?

Student Hostel No.8

22 Zelyonaya Pozitsia

Kazan, Tatarstan

420045

Sunday, 15 September

Dear Mum

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ВЕЛИКОБРИТАНИЯ
Mrs. E.J. McCormack
16 Corporation Road
Huntleford
HU6 4SM
England

Lots of love
Tony

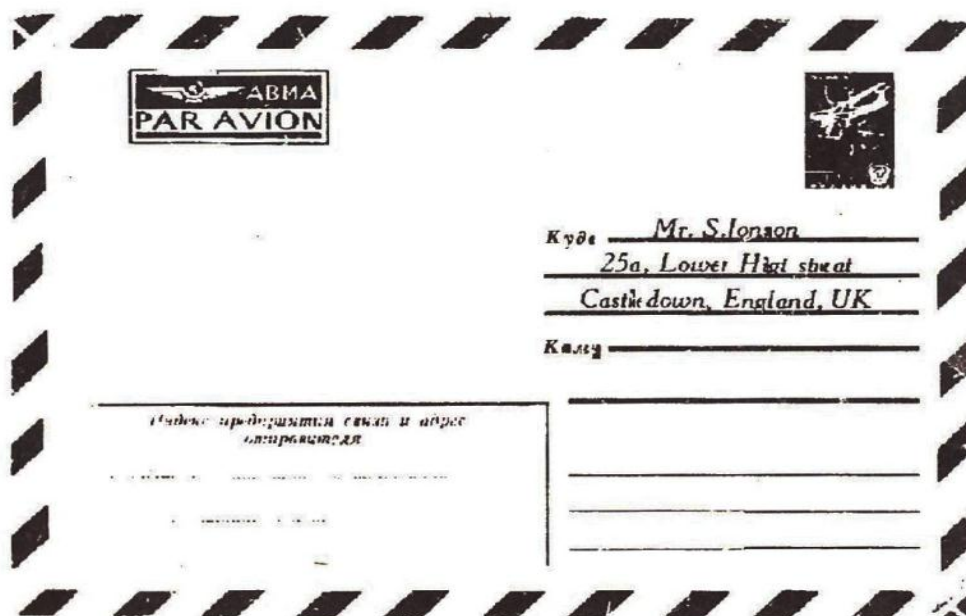
I. Can you use some of the given words in the sentences below?

1. I'm terribly ... I haven't written you earlier.
2. My friends have been very ... They've made me feel at home very quickly.
3. Early autumn here is often ...
4. Mine is a ... room, I don't share it with anyone.
5. The teachers at the Department have been very ...

busy, fine, sorry, single, separate, kind, helpful, hospitable, sociable, mild, sunny

Can you complete the sentences below in accordance with what Tony has written to his mother?

Tony has been very busy getting to know people
	... writing letters
	... settling in
Tony has been spending most	... meeting people
of his time going out
	... staying in
	... watching TV



The second letter is Tony's answer to his friend Steve.

Steve has written a letter to Tony asking for information (details about the University in Kazan). Can you try and write Steve's letter? You can use the table below.

Some useful words

campus

facilities

hall of residence

Vice-Chancellor

architecture

department

faculty

sport

entertainment

Possible questions

Where is / are ... situated?

What sort of ... ?

How many ... are there?

What is ... famous for?

What do you think of ... ?

Student Hostel No.8
22 ZelyonayaPozitsia
Kazan, Tatarstan
420045

Dear Steve

How's things? Thanks a lot for your letter. It's good to know that everybody is fit and well back home.

You asked me to give you a few details about the university itself. How does it compare with our universities?

Well, first of all, it is not a campus university, because most of the students live in hostels or halls of residence which are situated in other parts of the city. The main university buildings, on the other hand, are grouped together in the centre of town. In fact, it is one of the highest points in Kazan and you can get a good view of the rest of the city.

The Russian department is in building No.2 which is a purpose-built high-rise block built in the early seventies. It has 16 floors. There are two such buildings at the university, the other being the Physics Faculty. Opposite Building No.2 there's the main building, the traditional heart of the institution with its columns and sloping roof. This is where the Rektor's office is (the equivalent of our Vice-Chancellor) as well as Account's, Admission's and many other administrative departments. In front of the main building there is a small square and a statue of Lenin as a student facing the building. As you know, he was a Law student here before he was exmatriculated and banished from Kazan. Not far from the main building, on Lenin's left, there's a new sport centre which has a lot of facilities, including a concert hall and an entertainment section. Looking forward to hearing from you again soon.

My regards to your family,

Best wishes.

Tony

Unit 9

Modals

/ moudəlz /

can	can not	can't
could	could not	couldn't
may	may not	
might	might not	mightn't
must	must not	mustn't
shall	shall not	shan't
should	should not	shouldn't
will	will not	won't
"ll	"ll not	
Would	would not	wouldn't
"d	"d not	

Ability She can speak Chinese.

I could swim when I was five.

Obligation You must be back by 10 o'clock.

Necessity I'll have to get up quite early to catch the 7:30.

All students should submit their work by a given date.

Permission

Can we smoke here?

May we smoke here?/

Are we allowed to smoke here? Are permitted to smoke here? (formal)

No, we / you aren't

Is it all right to smoke here? (informal)

Oh, yes, it is /

Request

Can I use your pen, please?

Will you pass me the salt, please?

Would you open the window, please?

Could you possibly tell me ...

I wonder if you could / would help me

Advice

You should stay in bed.

Suggestion

Shall we listen to some music?

Shall I go on?

/ Let's have some fun. Let's not waste time./

Don't let's waste time. /

Prohibition

You can't stay in bed till noon!

You may not keep pets in a hostel.

You mustn't keep us waiting.

/ We are not allowed to swim here. /

Traffic Signs

Can you match the traffic signs with their descriptions?

Model:

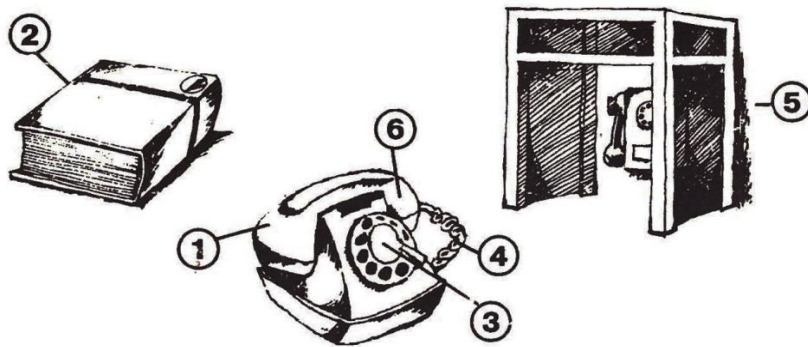
1 - 16

1. There's a hotel nearby.
2. You can cycle there.
3. No entry.
4. You can't park here. / No parking /
5. Cars are not allowed.
6. (You must go) ahead only.
7. You can cross the road here.
8. You must turn left.
9. You may phone from here.
10. You can't turn right here.
11. You can't turn left here.
12. You must turn right here.
13. You are allowed to park here.
14. Cars are allowed.
15. Lorries / trucks are not allowed.
16. No motor vehicles. (Vehicles are not allowed)
17. You can have your meals there.
18. You can't ride a (motor)-cycle here.



Unit 10

Can You Use the Telephone?



I. *Can you match the words and the numbers:*

Model:

(Number 1) – handset / receiver /
--

a dial, a handset (receiver), cord, public telephone (coin box telephone), telephone directory (book), a mouth-piece (microphone)

Telephone Instructions

When you make a call:

1. First check the code (if any) and the number.
2. Pick up the receiver and listen for the dialing tone.
3. Dial carefully and allow the dial to return freely.
4. Then wait for another tone: Ringing tone (burr – burr –) the number is being called. The line is free. Engaged tone (a repeated single tone) – try again a few minutes later.
5. At the end of the call, put down the receiver securely.

II. Can you make adverbs from the given adjectives?

free - freely secure - securely

serious - ...regular - ...usual - ...real - ...quick - ...

III. Can you put the following instructions into the correct order?

A. When you make a call from a coin-box telephone ...

... Dial the number.

... Lift the receiver.

... First drop a coin (coins) into the slot.

... On hearing the ringing tone, which means that the line is free,
wait until your call is answered.

B. When you make a call from an extension (phone): ...

... Wait until your call is answered.

... Give the number of the person you are calling.

... Wait for the switchboard operator to say: «Number, please» or
«Switchboard operator»

IV. For you and your partner. Can you practice reading the dialogues below?

Operator: MacDonald and company. Can I help you?

Caller: I'd like to speak Mr. Walker, please.

Operator: Which department is he in?

Caller: Account's

Operator: Hold on, I'm putting you through.

- A. Aeroflot Agency. Good Morning!
- B. Good morning. Could you put me through to Mr. Sokolov?
- A. Who's calling, please?
- B. This is Mr. Brown from the Times.
- A. Thank you. Trying to connect you.
-
- A. Hello.
- B. Hello. David Black speaking. Can I speak to Mr. Jones, please?
- A. I'm afraid, Mr. Jones is out at the moment. Can you call back later?
- A. All right. Thank you. Good bye!

V. Here in column A is a part from three telephone conversations. You can choose the missing parts from column B.

- | A. | B. |
|--|--|
| 1 - Rectors' Office. Can I help you? | - May I speak to Mr. Petrov? |
| - ... | - Can I have a word with Mr. Scott? |
| - Who's calling, please? | |
| - ... | - I'd like to talk to Professor Adams. |
| - Hold the line, please. I'm putting
you through. | - Sorry, he is out. |
| | - Hello, Is this Mr. Dunduss? |
| | This is Mr. Smirnov |
| 2 - Three-four-five, eight-double-
seven-nine . | - It's Professor Krilov. |
| - ... | - No, there isn't. I call back later. |
| - I'm afraid, Mr. Scott is not available.
Is there any message? | - Fine, thanks. And you? |
| - | |

- Right.

3- Hello.

-

- Hello, Mr. Smirnov. How are you?

-

- O.K. I can't complain.

VI. Below is a list of names and telephone numbers from a telephone book.

Blake Henry R. MD Harris Medical Centre358239
Nights, weekends, holidays358961
Total Energy Insulation 25, Guildford Rd357871
Total Security Systems 81, High Street356382
Toyland, Inc.38, North Street354345
Tranc Janitorial Centre 34, Sunland Rd7673829

Which number would you probably call to buy a present for a child?

Which number would you probably call to have a burglar alarm installed in your business?

Which number would you probably call if your friend was ill?

Which of the numbers is most probably not a local number?

Telephone Phrases to Remember

Is that ... ?

Who's calling, please?

May / Can / Could I speak to ...?

Speaking.

Mr. Black (is) here.

This is Jones (calling)

(Can you) hold the line, please?

Hold on a moment, please.

Can I / you call back later?

Can you take a message?

Unit 11

Geography

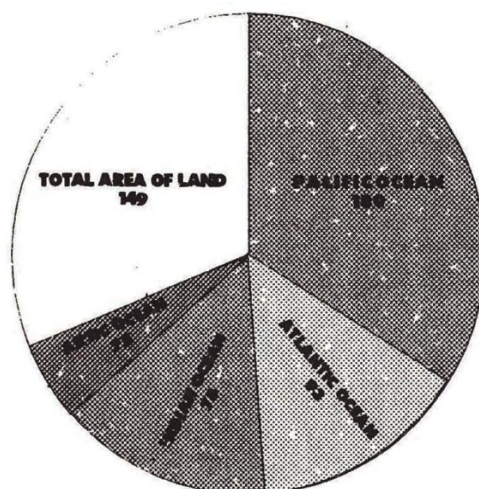


Fig. 1. The area of the land and oceans of the earth (in million of square kilometers)

I. Can you fill in the gaps with the words that fit?

1) land, 2) the Pacific, 3) slightly, 4) are linked, 5) square 6) the World, 7) the rest, 8) the earth, 9) per cent, 10) the Atlantic 11) centre

The greater part of the earth's surface is occupied by oceans, the smaller by 1) ... The total surface area of 2) ... is 510 million square kilometres. The area of the land is 149 million 3) ... kilometres, or only twenty nine 4) ... of the globe. (Fig.

The oceans 5) ... and are really but one great ocean, called 6) ... 7) ... is the largest and deepest of all oceans. The total area of the Pacific is greater than that of all the dry land. Second comes 8) ... which is half the size of the Pacific. The Indian Ocean is only 9) ... smaller than the Atlantic. Far smaller than 10) ... is the Arctic Ocean, with the North Pole in the 11)

II. Asia, America, Antarctica, Europe and Australia (Oceania included) are continents of main lands. The diagram below presents the sizes of the continents.

The figures represent millions of square kilometres. Using this «blind» diagram can you answer the questions?

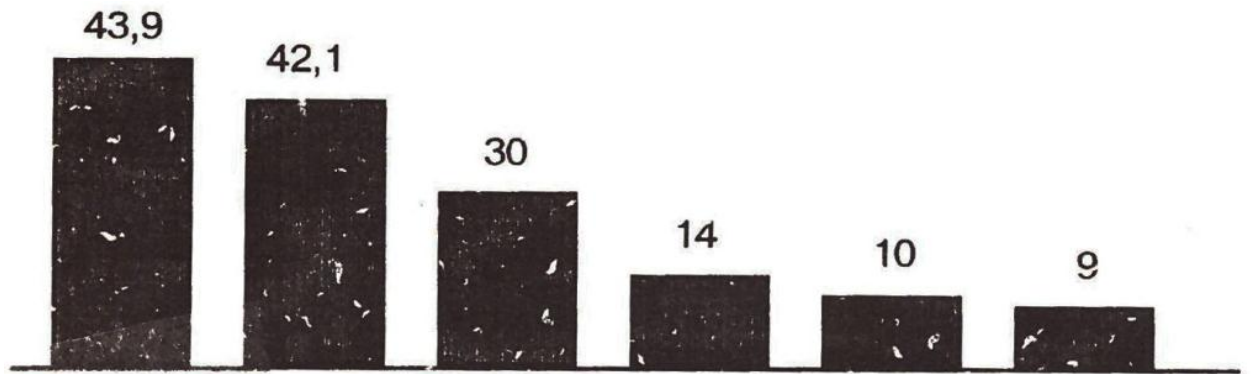


Fig. 2. The size of the parts of the world.

1) How big is the area of Australia (Asia, America, Europe, Africa)?

Model: The area of Australia is 9.0 million square kilometers

2) How big is the area of Eurasia?

III. Can you match the words and their definitions:

1. the earth
2. the globe
3. land
4. ocean

a) the great mass of salt water that covers most of the earth

b) the solid dry part of the earth's surface

c) the world on which we live

d) objects shaped like a ball; model of the earth

IV. The table below gives the length of ten big rivers running through the territory of the former Soviet Union. Can you complete the sentences?

Long – er – est

Name	Length (km)	
the Ob	5,410	1.The Ob is the ... river
the Amur	4,416	in the Asian part of Russia.
the Lena	4,400	2,The Volga is the ...
the Yenisei	4,092	3.The Syr-Darya is longer than the Amu-Darya but ...
the Volga	3,531	4.The Lena is shorter than the Ob but ...
the Syr-Darya	2,991	5.The Amur is ...
the Amu-Darya	2,600	
the Kolyma	2,513	
the Ural	2,428	
the Dnieper	2,212	

V. Using the table below make mini-dialogues following the pattern:

Model: A. The population of Tatarstan is 1.6 million.

B. Oh, no. It's ...

A. Can you tell me which is the hottest month?

in Tatarstan?

TATARSTAN

Population	1.6 million	5.7 million	3.9 million	10 million
The second largest city	Kazan	Chistopol	NaberezhniyiChelni	Bugulma
Area	240,000 square km	67,000 square km	50,000 square km	300,000 square km
Number of urban centres	12	10	9	3
Population of Kazan (capital)	over 5 mln	over 1 mln	200,000	750,000
Warmest month	September	August	June	July
Coldest month	December	January	February	March

Tatarstan imports a lot of goods.

Tea is imported from Turkey.

Can you write sentences about some other goods?

/ coffee, sugar, wine, cotton /

What sort of goods are exported from Tatarstan?

Which of the following are made in Tatarstan?

Where exactly are they made / produced?

e.g. Refrigerators are made in Tatarstan. They are made in Zelenodolsk.

clocks, cameras, watches, televisions, tractors, cassettes, footwear, planes, trucks, cars, boats, knitwear

Unit 12

Seasons



Winter



Spring



Summer



Autumn

I. *Can you pick out the «weather» words which would fit best the pictures above?*

cold, crispy, windy, rainy, cloudy, blowy, cool, nice, pleasant, foggy, nasty, frosty, sunny, snowy, stormy, slippery, slushy, hot, warm, mild, moderate, wet, dry, close, clear, fine, fresh, dusty, stuffy, sultry, chilly, severe, muddy

II. *Can you say what is wrong with the statements?*

1. Ice is hot.
2. January is the hottest month of the year.
3. The sun rises in the West.
4. The sky is cloudless when it is raining.
5. The snow lies deep in July in England.

You can start like this:

I. Oh, no, ice can't be hot. Ice is quite cold.

III. What do you think of the epithets in the poem by Robert Burns?

The flowery Spring leads sunny Summer.

And Yellow Autumn presses near.

Then in his turn comes gloomy Winter.

Till smiling Spring again appear.

IV. Can you form sentences using the table?

Model: A gust is a sudden violent rush of wind.

A breeze		a sudden violent rush of wind.
A gust	is	a light wind.
A squall		a sudden violent storm of wind.
A downpour		a fine dense rain.
A drizzle	is	a heavy fall (of rain).
A shower		a brief fall of rain
Slush		soft, white flakes, frozen water, that falls down, like rain.
Hail	is	frozen rain falling from the sky.
Snow		half-melted snow, watery mud.

V. *Can you combine these sentences into logical pairs?*

Model: My hot bottle is empty. Please fill it.

- | | |
|----------------------------|--|
| 1. My hot bottle is empty. | A. Please turn the heater on. |
| 2. My feet are cold. | B. Please fill it. |
| 3. It's chilly in here. | C. Please put an extra blanket on my legs. |
| 4. The belt is tight. | D. Please close it. |
| 5. The door is open. | E. Please loosen it. |
| 6. I've got a temperature. | F. Please send for a doctor. |

V. *Which of these recommendations would you consider most important for you?*

VI. Chilblains usually start in the Autumn and Spring when we have sunny days and frosty mornings and evenings. You can help to prevent them.

DO

DO Keep your legs and feet warm

Wear warm socks or tights

Wear thermal insoles

Allow extra room in your shoes

So you can wiggle your toes

Wear thick soled shoes

Wear a hat and gloves

DO NOT

DO NOT toast feet by fire.

DO NOT put a HOT water bottle on cold feet.

PART II

INTENSIVE READING

Unit 1

Two-in-one stories

The passages below give the parts of the two stories. Try to separate the stories, put them in order then retell them.

Knowledge is Power.

The dog and the reflection in the water.

1. A dog once stole a piece of meat out the butcher's shop and ran off with it to its kennel. On his way he had to cross a narrow wooden bridge over a stream.
2. The words "Knowledge is power" were first used by Francis Bacon, an English philosopher, statesman and writer of the 16 – 17th centuries, the founder of English materialism.
3. As he was crossing, he looked down and saw the reflection of himself in the water.
4. He came out against the scholastic teaching of the Middle Ages and stood for experimental science.
5. So he snapped at the reflection, and in doing so dropped his piece of meat into the water and lost it.
6. He thought it was another dog with another piece of meat; and he made up his mind to get hold of that as well.
7. The literal translation of the phrase is, "Even knowledge itself is power."
8. His books, after the manner of the age, were written in Latin.

Note : Francis Bacon - / 'fra:nsis 'beikən /

Veni, vidi, vici

It was all clear.

1. And he blew it out at once.
2. “Never mind about the story”, said the journalist, “I understood.”
3. There are sometimes used ironically to refer to one who boasts of easy and quick success.
4. “Veni, vidi, vici – I came, I saw, I conquered”
5. A young journalist was sent to get an interview with a rich old merchant.
6. According to Plutarch, it was thus that Julius Caesar announced to one of his friend in Rome the victory over the army of the Bosphorous.
7. “Well, it is a long story”, said the old man, “and while I’m telling it, we’ll save the candle”
8. The three Latin words have come down to us as an expression of swift and dramatic success.
9. His newspaper wanted a story on how he made himself rich.

Note : Bosphorous - / ‘bɒspəʊrəs / Julius Caesar - / dʒuːljəs ‘siːzə /
Plutarch - / ‘pluːtɑːk /

A visitor.

Absent-minded.

1. The other day he went home early and knew there was something he wanted to do, but could not remember what it was.
2. Time passed, but the visitor made no attempt to leave.
3. “Thank you very much”, was the answer. “It is very kind of you. I’ll send for them.”
4. My uncle is so absent-minded.
5. At last the friend dropped a gentle hint.
6. He sat till twelve trying to remember.
7. “Don’t you think,” he said, “that your wife and children want to see you again?”
8. Then he remembered.

9. A man was on a visit to a friend in London, but stayed much longer than was expected.
10. He wanted to go to bed early!

Guy Fawkes' Night.

Cup Final.

1. Football became a more orderly game in the nineteenth century and eventually a group of keen players met to form the Football Association, the parent body of Associations all over the world and of the International Football Association (F.I.F.A.), which sees that rules are universal, and also runs the World Cup Competition every four years.

2. In 1605 a group of Catholic conspirators, led by Guy Fawkes, attempted to blow up the Protestant Parliament of King James I.

3. Fawkes and his associates were caught and later burnt at the stake.

4. The history of football goes back to Roman times.

5. They succeeded in hiding 30 barrels of gunpowder in the building, but on the 5-th November the so-called "Gunpowder Plot" was discovered.

6. With as many as a hundred people on each side, the teams struggled to score goals with a ball made of the inflated bladder of a pig.

7. An old children's rhyme runs:

Remember, remember, the fifth of November,

Gunpowder, treason and plot!

I see no reason why gunpowder treason

Should ever be forgot!

8. In the Middle Ages football was played in England by teams formed of whole villages and there were no very clear rules.

Note: Guy Fawkes - / gaifɔ:ks /

King James I - / dʒeimz /

The following are the verbs from the passages you have read:

attempt ,blow, become, come, burn, catch, conquer, drop, do, expect, forget, get, know, look, make, lose, play, run, stay, say, sit, see, steal, send, stand, save, struggle, succeed, think, want, write

Can you organize them as follows?

Past Simple	Participle II	- Ing form
attempted	attempted	attempting
blew	blown	blowing
...

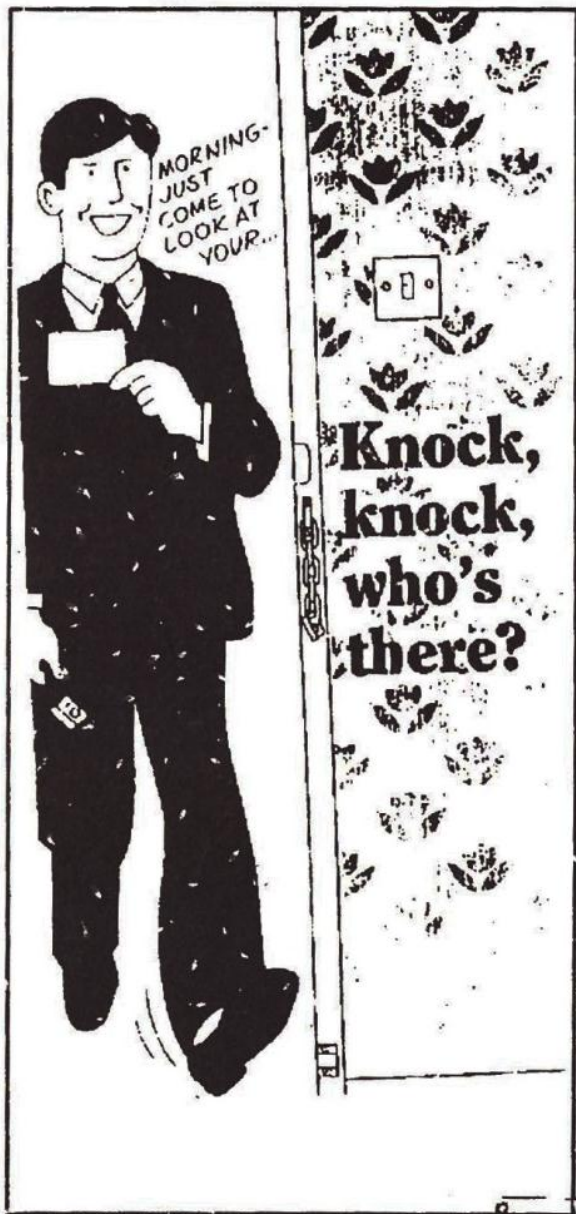
Unit 2

Knock, knock, who's there?

How to feel secure in your home

(and out of it)

The golden rules to remember are:



Always put the chain on before you open the door and never let anyone in unless you are absolutely sure they are genuine.

IF IN DOUBT, KEEP THEM OUT.

Remember, genuine callers will normally make an appointment first, and will carry identification. Door viewers and door chains allow you to see who is outside without fully opening the door.

1)



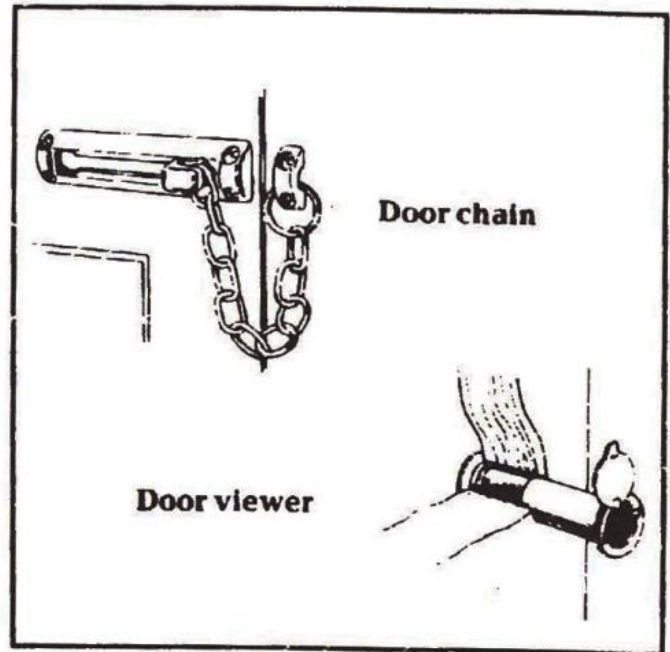
2)



3)



4)



I. Below you will find some sensible precautions if you have a caller at your door. Can you match them with the pictures?

When someone calls this is what to do

If you are unsure, ask the caller to return later. In the meantime you can check their story by phoning the organization or company they claim to represent. Don't let them pressure you.

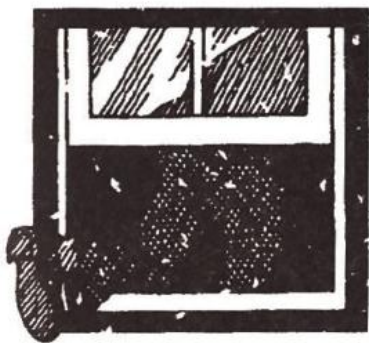
a) Remember, bogus callers can be men, women or even children. They may work on their own, or there could be two or more. Their stories may seem plausible, but they're out to steal – from you!

b) Before you open the door put the chain on (If you haven't got one it's a good idea to have one fitted. They don't cost much.) If you have a door viewer, check to see who it is.

c) If you don't know them, ask to see their identity card. Be sure to check it carefully. Genuine callers won't mind.

d) If you are suspicious, phone your local police and tell them what was happened. Better safe than sorry

II. Can you fill in the blanks with:



go out, get in, keep;

investment, protection, light;

shopping,

breaking;

and

Be secure when you're out.

- Whenever you ... make sure all your doors and windows are securely locked. (good quality locks are a worthwhile ...)

- Window locks, especially on ground floor windows, provide good (Most burglars get in through windows by cutting or ... the glass and undoing the catch.)

- If you go out at night leave a ... on in a downstairs room (not the hall).

- Try ... keep to well-lit and busy streets.

- When out ... take only as much money as you need – and keep it in your pocket rather than your bag.

- Never ... large sums of money in the house. It's much safer in a building society, bank or post office.

III. Can you fill in the blanks with the words:

golden genuine sensible careful suspicious

1. Children must be especially ... when crossing the street.
2. The man's strange behavior made the police
3. I don't want to miss this opportunity!
4. This coat is expensive because it's ... fur.
5. She's very ... and never does a silly thing.

Unit 3

What to do about glue-sniffing

Advise for parents about glue-sniffing and the abuse of other solvents

What is glue-sniffing?

Glue-sniffing means breathing in the *vapours* given off by certain types of glue in order to get *intoxicated* or “high”, rather like getting drunk and alcohol. The *ingredient* that causes the effect is the solvent contained in many brands of glue as well as many other household and industrial products.

Why do young people sniff glue?

The reasons young people sniff glue vary with each individual. Usually it's out of *curiosity*. Some do it because they want to belong to a group where sniffing happens to be part of the group's activities.

Sniffing is also a cheap and easy *substitute* for alcohol and can be a pleasurable experience. So young people, who may be unhappy for a number of reasons, might try sniffing to seek attention or to escape from their problems.

For most young people it is a passing phase which they will grow out of, but for some it can become a habit.

Glue-sniffing and the law

It isn't an offence in itself to sniff glue, but the effect on young people can result in possible conviction for public order offences such as threatening behavior or breach of the peace.

It is an offence for a *shopkeeper* to sell solvent based products to anyone under the age of 18, if they know, or have reasonable cause to believe, that the products are to be *abused*, and not used for their normal purpose.

What the dangers?

By *inhaling* poisonous vapours, young people put themselves at risk of:

! Accidents, which can happen more easily when intoxicated.

! Suffocation or unconsciousness.

! Hallucinations.

What are the signs?

The most *obvious* signs that someone might be sniffing are:

- A chemical smell on the breath or unexplained traces of glue or other solvents found either on the body or on clothes.
- Empty containers, such as aerosols or tins.

A combination of these signs and the following could also be an indication of sniffing:

- Unusual soreness or redness around the mouth, nose or eyes. Persistent, irritable cough.
- Loss of weight / not eating.
- Slurred speech.

The following can be normal signs of growing up, but if combined with the above may mean there's a problem:

- Sudden irritable or moody behavior combined perhaps with secrecy about movements.

I. *In the texts you have read some words are italicized. Can you match the italicized words with the definitions below?*

- 1) ... - basic part of a mixture.
- 2) ... - drunk

- 3) ... - a gas like form of liquid
- 4) ... - the owner of a shop
- 5) ... - put to wrong use; use badly
- 6) ... - breathe something in

II. Fill in the gaps using the words below:

calm, reassuring, phone, worries, solvents, unconscious

In an emergency

! Don't panic. It's important that you remain... ! Remove any glue or ... and make sure that your child gets plenty of fresh air.! If your child is drowsy or ... , lie the child on his or her side.! Make sure someone stays near so that if your child is sick, he or she can be prevented from inhaling vomit. When your child wakes up, be ... ; he or she is likely to be upset.! If your child is unconscious ... for an ambulance.! After the emergency, give your child the opportunity to talk about the incident and about any other ... he or she may have.

What you can do

Young people are often curious and like to experiment with the latest craze. If you feel that your child may be mixing with youngsters who sniff glue, you could talk to your child and warn him or her of the possible risks and dangers involved.

Your interest and support are important to your child. Encourage them to talk to you about any worries or problems they may have. Sometimes young people take to glue-sniffing out of boredom. Encourage your child to get involved in activities at school or in the area.

If you think your child may be abusing solvents, think carefully about how you are going to handle the situation. Talk to someone you know. If you react an-

grily or aggressively, your child may do the same. Don't be over suspicious and try not to overreact – this could be unfair on your child.

Teach them to follow any labeling instructions about safety. There are, on average, 30 “abusable” solvent based products in every house.

Keep them in a specific place and discard ones don't use.

Unit 4

If you're missing the facts, your family could be missing their teeth.

Pre-reading exercise

a) *In each of these lists there is one word that should not be there. Can you find it?*

1. tooth, mouth, lip, foot, gum
2. dentist, hygienist, geneticist, surgeon
3. adjacent, possible, dental, plaque / plæk /
4. (dental) floss, soap, toothpaste, toothbrush
5. Correct, careful, thorough, complete

b) *In the passages for reading there are 16 adverbs ending in – ly. Can you think of the adjectives from which these adverbs have been formed?*

Model:

- 3) ...
- 4) ...
- 5) ...
- 6)

1)	properly	proper
2)	totally	total

Reading

1. What causes tooth decay?
2. How often should I visit the dentist?
3. Gum disease – What causes it?
4. What is the best way to brush my teeth?
5. How can I get rid of plaque?
6. How can I tell if I've got gum disease?
7. What sort of toothbrush and toothpaste should I use?
8. How can I be sure that my mouth is totally plaque-free?

You will find the answers to these questions below.

a) Plaque is the major cause of tooth decay and gum disease. Therefore getting rid of plaque is vital to maintain a healthy mouth. You can do this by regular and, most importantly, thorough brushing. You should clean your teeth and gums at least twice a day, morning and evening. Make sure that in the evening you get your mouth completely plaque-free. The time this takes will vary from the person to person. You should spend at least 2-3 minutes brushing.

b) A sticky layer of bacterial film called plaque grows on your teeth. Sugar from the foods you eat teams up with plaque to produce acids. These acids eat away at the enamel of tooth, eventually making holes in it.

So remember: Plaque + Sugar = Acids = Tooth Decay.

c) Gum disease is caused by the presence of plaque where the tooth meets the gum. The gum tissue should be tightly attached to the teeth to hold them securely and to stop any bacteria getting to the roots.

The presence of plaque around gum tissue gradually causes teeth to loosen from the gums. Waste products from plaque then attack, and eventually destroy the bone supporting the teeth. The teeth become loose and many ultimately be lost.

Remember – gum disease is the most common reason to tooth loss in adults.

d) Disclosing tablets will show you. Chewed in the mouth the tablet will temporarily stain any remaining plaque. This allows you to see any areas of your teeth and gums which you may have and enable you to change your brushing routine accordingly.

e) Choose a professionally designed toothbrush which has soft, end-rounded, nylon filaments, a small head a well designed handle. This will enable you, if you used correctly, to remove plaque effectively without damaging deli-

cate gum tissue. Your dentist or hygienist will advise to you on which size brush is best for you and the members of your family. Use a fluoride toothpaste. Fluoride helps strengthen the enamel against decay, making teeth more resistant to acid attack. Some toothpastes, like Oral-B Zendium, are specially formulated to help control the build-up of plaque and protect teeth and gums.

f) It is essential to visit the dentist regularly so that your teeth and gums can be properly checked.

Adults should go twice a year and children two or three times, or as advised by the dentist.

g) Position the head of your toothbrush at an angle 45 degrees to the teeth, allowing some of the soft nylon filaments to overlap onto the gums. Make short back and forth strokes, pressing carefully but firmly. You must brush every tooth and all the gum edges on the outside and inside, not forgetting the biting surfaces.

h) Your gums often bleed quite easily when brushing and may also appear red and swollen.

Exercises

I. Can you feel in the gaps with the following words:

back and forth; upper; inside; surface

1. Clean the outside of all upper teeth with short gentle vibratory back and forth strokes paying special attention to the areas where teeth and gums meet.

2. Clean the ... surface of all ... teeth with the same short gentle vibratory back and forth strokes.

3. Repeat on the outside and inside surfaces of all upper and lower teeth.

4. Brush biting ... of both upper and lower teeth with short gentle vibratory ... strokes.

II. Can you write down three or four “golden rules” for healthy teeth?

Unit 5

In a book-shop

These four people are in the book-shop at the moment. What books will they choose? First read the character profiles and the book catalogue, then decide which books will suit each person.



Andrei Ivanov is the Managing Director of a newly-formed company producing wheels for mini-cars. His company is going to the export market. Mr. Ivanov has a degree in Engineering. He studied French at school and English at the Aeronautical College.



Anna Svetlova, a student at the Medical College, is going to stay with an English family next summer;



Olga Goldstein is a second year student from the Chemistry university; she studies English in a beginner's group; wants some additional material.



Farit Galeev is in his last year at the Foreign Languages Faculty (Teacher Training College). He is going to take a postgraduate course next year. His research deals with phonetics.

English for International Co-operation

As technology makes the world smaller, so the need for an international language increases. In the Middle Ages, Latin had an international function; in the twentieth century the role has passed to English - but unlike the Middle Ages, the twentieth century needs, above all, the spoken language. This course is not "school English" - no grammar or analysis of "correct" language. This is the real language of adult people, using it in real situations, in many international contexts. This is the sort of English people need to understand and use all over the world. The course shows English in use among people from all parts of the world - some 25 nationalities in all - in situations where effective communication is vital: an international arts festival, a news incident, a scientific conference and so on.

Roger Owen and John Tully wrote the recorded dialogues, which were produced by Leslie Dunkling. Peter Roe wrote the book accompanying the cassettes which analyses the language and teaches essential idioms and vocabulary. The course is intended both for the advanced learner studying alone and for classes or groups working with a teacher.

Book of 196 pages. 3 CDs.

The Play's the Thing

Seventeen original ten-minute plays, specially written for English teaching purposes, and mostly on contemporary themes. The plays, by several different writers (all with English-teaching experience) should improve the learner's un-

derstanding of colloquial English and modern idioms. The textbook accompanying the cassettes contains annotated scripts of the plays so that classes can perform them themselves, and compare the results with the professional productions.

Book of 128 pages.3 CDs.

English Teaching Theatre

The English Teaching Theatre has now performed to teachers and students of English all around the world and has successfully demonstrated that theatre techniques can be effective means of reinforcing teaching at all levels. This selection from the Theatre's original repertoire of funny, dramatised sketches and songs is a highly original and entertaining teachingaid for students of all ages in the early stages of learning English, especially if they perform the items as well as listening to them on the cassettes. A book accompanies the recordings.

Book of 112 pages.3CDs..

Listen and Read with Peter and Molly

Peter and Molly are well known to school children in many countries where special adaptations of Geoffrey Broughton's elementary course for schools have been published. This set of cassettes contains the graded dialogues,songs and verses from the first forty units and can be used with young learners, in any country, either as classroom material or for children learning English at home. The principal actors are children,and children can very well act out the dialogues with the help of the accompanying text (which also lists the teaching points).

Book of 144 pages.6 cassettes.

Export English

Export English by Sue Norman and Clive Moffatt is an intermediate level course on business English with special emphasis on the language and practices relating to international trading. It tells the story of a small company manufactur-

ing mopeds, whose managers decide to enter the export market. The story is set in a country where English is a second language.

The recordings and the books illustrate some of the key aspects of commercial practice, particularly those which occur in trading overseas and teach the related formal and informal language. It covers, for example, marketing, pricing, finance, trade fairs, agents, reorganization, methods of payment, board meetings. It also touches on office routine, telephoning and other practical aspects of business life and will be helpful to relatively junior staff as well as managers and senior executives.

Each of the ten episodes starts with a “programmed unit” with a glossary, telling the story, and setting textual exercises related to it. Next comes a recorded passage for listening comprehension, followed by oral practice using the cassettes. There is then a section of grammatical teaching, with exercises (some in the form of word-games). Finally, there is, in most cases, an exercise in writing memos, telexes, letters, reports, minutes, etc.

Export English is suitable for anyone whose chief reason for wanting to improve their English is to do business.

Book of 144 pages with «realia» illustrations, 3 CDs

NEW COURSES

Medically Speaking

Medically Speaking is a course consisting of a book and two audio-cassettes designed to help doctors and senior medical students whenever English is the medium of communication: talking to colleagues at conferences, on the phone, and during study visits; reading medical articles; and writing simple reports in English.

The book is divided into ten units, each on a different medical topic such as childhood infectious diseases, tropical diseases and hypertension. Each unit con-

tains: dialogues on a medical case with language practice, reading practice based on a medical article, and controlled authentic writing exercises.

In a Manner of Speaking

In a Manner of Speaking, which consists of cassette and accompanying notes, is designed primarily for teachers and students of phonetics and advanced learners of English as a second language.

Closely linked with a radio series of talks given by John Wells, whose authoritative book, *Accents of English*, is to be published by Cambridge University Press, *In a Manner of Speaking* explores the differences in spoken English throughout the world.

Dialect and regional variations of accent in the British Isles are examined and a detailed comparison made between British and General American pronunciation. The English spoken in Africa and India is also discussed in detail.

Going to Work in English

Going to Work in English is intended for intermediate learners of English who are preparing to live and work in an English speaking country. The book and two cassettes introduce vocabulary and grammatical structures which will be of use from the time students start looking for a job to the time of taking up a new appointment. The course introduces realistic advertisements, forms and documents students are likely to encounter and gives help with self- presentation and writing letters.

The exercises are lively and interesting and students should enjoy improving their linguistic skills as well as improving their chances of employment.

Now you can formulate your opinion like this:

Model:

I think Farit will choose the «In a manner of Speaking» because he is interested in phonetics.

I think ...

In my opinion ...

I'm sure ...

Unit 6

The Telephone

Before reading

I. Can you complete the box where possible?

suggestion	suggest	suggested
		contributory
	include	
		inviting
receiver, reception		
	equip	
	demonstrate	
establishment		
		expectant
	assist	

THE TELEPHONE

deaf – unable to hear

visible - (that) can be seen

sound – (noise) which can be heard

As you read the text answer the questions

Alexander Graham Bell never planned to be an inventor; he wanted to be a musician or a teacher of deaf people. The subjects that he studied in school included music, art, literature, Latin and Greek. They did not include German, which most scientific and technical writers used in their books, or science or mathematics.

Why did Alexander Bell want to be a teacher?

Alexander's mother was a painter and a musician. His father was a well-known teacher. He developed a system that he called «Visible Speech», which he used to teach deaf people to speak. When Alexander was a young boy he and his two brothers helped their father give demonstrations of the system for doctors and other teachers.

Did he become a teacher?

In 1863, when Alexander was only sixteen, he became a teacher in a boys' school in Scotland. He liked teaching there, but he still wanted to become a teacher of deaf people. He read all the books about sound that he could find, and started to work on some of his own experiments. Reading scientific books wasn't easy for him, but he worked very hard, and he learned a lot about the laws of sound.

What sort of experiments did he do?

In 1868, a terrible thing happened to the Bell family. Alexander's two brothers died of tuberculosis. Then Alexander became ill with the same disease. The doctor suggested a better climate, and the whole family moved to Canada. Alexander could not work for a year, but he continued his experiments with sound. He became interested in the telegraph, and he tried to find a way to send musical sounds through electric wires. These experiments were not very successful.

What machine did he and his assistant manage to make?

After a year of rest, Alexander was offered a job at the School for the Deaf in Boston, Massachusetts. He was so successful that he was able to open his own school when he was only twenty-five.

About this time, he became interested in finding a way to send the human voice through an electric wire. The parents of some of the children whom he taught contributed money for equipment. He found an assistant, Tom Watson, who worked in an electrical shop and knew a lot about building electric machines. Tom and Alexander worked together to build a machine that people could use to talk to one another over long distances.

What event helped Alexander and Tom to invent their talking machine?

After two years, the two young men were becoming discouraged. Then, one day, when they were working on a new transmitter, Alexander spilled some acid on himself. Tom Watson, who was alone in another room, heard a voice. The voice was coming through a wire to a receiver on the table! The voice was Alexander Graham Bell's! It was saying, «Come here, Mr. Watson! I Want you!»

The spilled acid was forgotten when Tom and Alexander realized that their talking machine worked.

The first permanent telephone line was built in Germany in 1877. And in 1878, the first telephone exchange was established in New Jersey. By 1915, a coast-to-coast telephone line was opened in the United States - 5440 kilometers from New York to San Francisco. Alexander Graham Bell was invited to open the new line, and he asked his old friend, Tom. Watson, to help.

On the important day, January 25, 1915, Mr. Watson was in San Francisco and Mr. Bell was in New York City. Everyone expected to hear a serious, scientific speech.

The words that Mr. Bell chose to say were, «Come here, Mr. Watson! I want you!»

From «English for a Changing World»

The following are items of information from the text. Can you put the sentences into the right order?

...) Later Alexander became interested in finding a way to send the human voice through an electric wire.

...) Alexander's father developed a system which he used to teach deaf people to speak.

...) He and his assistant started working on a machine that people could use to talk to one another over long distances.

...) During his first years of teaching he read scientific books and learned a lot about the laws of sound.

...) A year later the first telephone exchange was established in the USA.

...) As a boy Alexander helped his father give demonstrations of this system.

...) The first permanent telephone line was built in Germany in 1877.

...) He tried experimenting with the telegraph but his work here was not successful.

Unit 7

Pioneers of Science and Medicine

You are going to read about three people whose contribution to science was outstanding. You may need the dictionary while reading.

Before reading

I. *Fill in the blanks where possible.*

prevent	prevention	preventive
		developing
		dictating
		revolutionary
	action	
contribute		
	creature	
		public
infect		
		dependent
	discovery	

II. *Look up these words in a dictionary*

a) substance (n), mould (n), growth (n), flagstone (n), lie (n, v), research (n),
search (n, v)

- b) admit (v), award (n, v), fail (v), elect (v), dismiss (v), support (n, v),
succeed (v)
- c) predecessor (n), sequence (n), strict (adj), remarkable (adj), bind (v)

ALEXANDER FLEMING

Alexander Fleming (1881 — 1955) came from a Scottish family of farmers. He was born in August 1881, at Lochfield, the youngest of eight children.

He did research work at St.Mary's Hospital under Sir Almroth Wright, pioneer of vaccine therapy, and became interested in bacterial action and antibacterial drugs. After military service, during which he was able to make further studies of the problems of infection and use of antiseptics, Fleming returned to laboratory work. He was interested in antibacterial substances which would be non-toxic to animal tissues. The first fruit of his search was the discovery of the lysozyme. His epochal discovery in 1928, of the antibacterial powers of the mould from which penicillin is derived was a great triumph. He found that a liquid mouldculture, which he named penicillin, prevented growth of staphylococci.

He died on the 11th of March 1955 in London, and was buried in St.Paul's Cathedral. He is known as the "father of antibiotics". The two letters "A.F." on a flagstone show where he lies.

NIKOLAI LOBACHEVSKY

Nikolai Ivanovich Lobachevsky was born on the 1st of December, 1792, near Nizhni Novgorod. When he was a child, his family moved to Kazan where the boy entered the "Gymnasium". His progress in mathematics was extremely rapid there. When he was only 14 years old, he was admitted to the University of Kazan.

At the age of 19 Lobachevsky was awarded a Master's Degree in mathematics. At 24 he became Professor of mathematics at Kazan University. In 1827

Lobachevsky was elected Rector of the University and later re-elected six times. So he was at the head of the University for 19 years.

In 1826 when Lobachevsky was 34 years old, he succeeded in solving a problem which mathematicians all over the world had failed to solve for more than 2,000 years — he created non-Euclidean geometry, one of the greatest achievements in mathematics.

In spite of Lobachevsky's great contribution to science the Russian Academy of Science did not support him.

They even laughed at him and his "new" geometry.

In 1846 he was dismissed from office. In spite of this he continued his work and when he became blind, he dictated his new discovery in pan-geometry to his pupils.

Lobachevsky died in 1856 at the age of 63. He was both an outstanding mathematician and a materialist philosopher. His non-Euclidean geometry had a great influence on the development of mathematics.

Today Lobachevsky's name is known all over the world and as he was a revolutionary in science, he is often called the Copernicus of geometry.

ALEXANDER BUTLEROV

Alexander Mikhailovich Butlerov who became a professor at Kazan and afterwards at Petersburg University, and an academician, was born in Chistopolin 1828.

Mendeleev said this about him: "He is one of the most remarkable of Russian scientists. He is a true Russian, he has become a chemist not somewhere abroad, but in Kazan, and he was developing his own school of chemistry there. His ideas and works do not repeat or develop the ideas of his predecessors but are his own."

Butlerov's theory of chemical structure laid the foundations of modern organic chemistry. The main principles of this theory are: 1) Atoms and molecules are bound together in a strict sequence according to their valency. 2) The properties of substances depend on the sequence in which their atoms are bound together as well as on the order of their mutual influence over one another.

He achieved the polymerization of isobutylene and he was the first to synthesize saccharine. In 1864 - 1866 Butlerov published his classic work INTRODUCTION TO ORGANIC CHEMISTRY on the principles of which modern chemistry is based.

It is interesting to note that Butlerov also published a number of works on bee-keeping.

He died in 1886.

After reading exercises

I. How many combinations can you make?

A.Fleming	a) materialist philosophy
A.Butlerov was interested in	b) non-toxic substances
N.Lobachevski	c) the properties of organic substances
	d) microbiology
	e) Organic Chemistry
	f) research

II. Can you connect the names from the left hand column with the facts in the right hand column?

- | | |
|------------------------|---|
| a) "A.F." | 1. The country of Alexander Fleming's birth |
| b) Master's Degree | 2. Alexander Butlerov did his research there. |
| c) Moscow University | 3. The place of Nikolai Lobachevski's birth. |
| d) St. Mary's Hospital | 4. Alexander Butlerov was born there. |
| e) Kazanskayagubernia | 5. Alexander Butlerov was a professor here. |
| f) Scotland | 6. Nikolai Lobachevski was the Rector there. |
| g) USA | 7. Nikolai Lobachevski got this at the age of nineteen. |
| h) a diploma | 8. You can see this in St. Paul's Cathedral |
| i) Kazan University | 9. Alexander Fleming served in Army there. |
| j) Kazan | |

III . Can you ask questions about the above-mentioned scientists? Work in pairs.

e.g. Who was born in ... ?

Who was interested in ...?

Who was a University Rector?

Where was ... born?

When did?

How long did ... work at ...?

Was it ...?

Did Alexander Fleming ...?

Unit 8

Smoking

The benefits of giving up

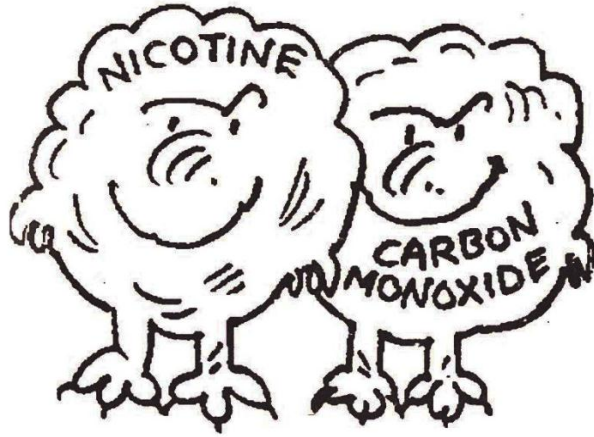
The risks of smoking do decrease dramatically on giving up. Because nicotine is addictive this may be difficult and withdrawal symptoms such as irritability and restlessness can be experienced. These should only last a few weeks, however, and will be well worth the discomfort - eleven million people in Britain have given up, in most cases by will-power alone. If you do give up you should not only feel much fitter but your risk of developing heart disease will rapidly decrease during the first year and will eventually decrease to be near that of someone who has never smoked.



benefit	- a plus, an advantage, something good for you
decrease	- become less in size, number, etc.
irritability	- tendency to be irritable
irritable	- easily annoyed or made angry
restlessness	- state of being restless, lack of calm or satisfaction
withdrawal	- symptoms discomfort you feel by giving up

Why does smoking affect the heart?

Cigarettes contain numerous harmful substances, at least two of which are thought to contribute to heart disease:



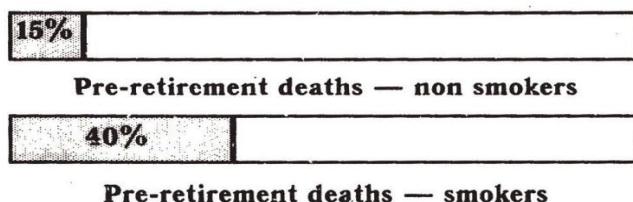
Nicotine, which is addictive, makes the heart beat faster and pushes up blood pressure. Carbon monoxide, which is a poisonous gas, cuts down the amount of oxygen the blood can carry. So when you smoke, your heart is having to work harder and is getting less oxygen.

How much at risk is the smoker?

Smoking dramatically increases the risk of developing heart disease, lung cancer and many other smoking-related diseases. These diseases are not always fatal but can seriously affect your quality of life.

Smoking leads to an increased likelihood of dying before retirement age. 40% of heavy smokers (those smoking over 20 cigarettes a day) die before retirement age, compared to only 15% of non-smokers.

The risk of developing diseases from smoking is as high for women as it is for men. Over the last twenty years more and more women have started smoking, as it has become more socially acceptable for them to do so. This is now being reflected in rising rates of smoking-related diseases in women. Between 1971 and 1984, for example, the rate of lung cancer in women rose by more than 70% (only 2% in men). The risk of heart disease is particularly high for women who are over 35, smoke and who take the contraceptive pill.



What about the risk for the passive smoker?

Cigarettes give off two types of smoke - «mainstream smoke» is filtered by the cigarette and inhaled by the smoker. The other type is sidestream smoke which goes directly from the end of the cigarette into the air. As it is not filtered it contains higher concentrations of harmful substances than the mainstream smoke. It is therefore potentially dangerous to non-smokers, especially when they are exposed to it for long periods of time.

Children who are exposed to a large amount of sidestream smoke are more prone than other children to serious chest illnesses such as pneumonia and bronchitis. They are also more likely to smoke if their parents do.

I. How many adjectives ending in 1) - ous, 2) – able can you write out from the texts above?

II. Which answer is correct?

1. **Heavy smokers** are people

a) who are overweight b) who smoke a lot c) who don't smoke a lot

2. "Smoking **dramatically** increases ..."

What does dramatically mean?

a) theatrically b) suddenly c) sharply

3. "Carbon monoxide **cuts down** the amount of oxygen the blood can carry."

What does cut down mean?

a) to remove with a sharp instrument b) to reduce the amount c) to increase the amount

III. The passage below is a summary of the texts you have read. Can you put the sentences into logical order?

a) The three main diseases related to smoking are:

- coronary heart disease
- lung cancer
- chronic bronchitis and emphysema

b) It is well known that lung cancer is usually a direct result of smoking and that the risk of developing lung cancer if you smoke is very high.

c) There is also a risk for smokers of developing circulatory diseases which, at their worst can lead to gangrene in the leg and leg amputation.

d) The risk of developing heart disease is even higher — a total of 40,000 smokers die of heart disease each year in Britain alone.

e) People give up smoking for many reasons the terrible smell, the high cost involved, the smoke, the lack of fitness it contributes to and the worsening effect smoking has on everyday illnesses.

f) Most important, however is the risk of serious disease.

Unit 9

Move the body – move the brain

As you read the text write brief answers to the questions

We all know that exercise is good for you. However, doctors from the American Medical Joggers' Association, under the supervision of Ron Lawrence, assistant clinical professor of psychiatry at the University of California. Los Angeles, have recently made some astonishing new discoveries about the effect of exercise on the central nervous system.

What effect has exercise on the central nervous system?

The team of doctors did a series of tests on some of the competitors in a race. They discovered that during exercise a morphine - like substance is released into the blood stream. This proves that exercise can result in a "high" similar in effect to an injection of morphine! This effect lasts for as long as you exercise and perhaps explains why so many people are addicted to jogging!

How can long periods of mental exhaustion be treated?

If Dr. Lawrence's theory is correct and exercise can be used as a way of elevating the mind, creative artists should take note as their type of work can often result in long periods of mental exhaustion. Writers and artists such as Oscar Wilde and Modigliani died of drink and drugs before middle age because they were unable to cope with the depression that occurs after intense creative activity. Sir Laurence Olivier, the actor, did weightlifting for an hour before he went on stage because he felt it enabled him to give a better performance.

Edna O'Brien, the Irish novelist, enjoys yoga and running. She believes that any exercise that moves the body must also move the brain!

So it seems likely that a pair of training shoes could become a useful item not only for artists, but for anyone who wants to beat the pressures of modern living. Shouldn't you be taking more exercise?

Useful vocabulary

to cope with brain to release (blood) stream to beat exhaustion / ɪg'zɒstʃən /

Increased output

Being active is not only good for your circulation and your heart, it also uses lots of calories and helps you to lose weight.

If, over a period of one week or two weeks or one month, you eat 3.000 kcal fewer than you use in that time, you'll lose at least one pound of "weight. People vary in the amount of energy they use when doing similar activities but the figures below are a general guide which will help you to calculate the amount of energy you are using each day.



Energy used per minute

Sleeping	1 kcal
Sitting, standing	1,5 kcal
Walking	4 kcal
Brisk walking, easy cycling, jogging	5 kcal
Slow running, football	6,5 kcal
Swimming	8,5 kcal
Running, competitive swimming, squash	11 kcal

Stressing a point

Stress is difficult to define, but most of us know when we are under stress - at work or at home. It is likely that excessive stress - the feeling that you can't cope - plays a part in causing heart disease so it makes sense to try to reduce the stress in your life. That's easier said than done! But try to work out what situations cause stress for you and then try to think of ways of reducing them. At the very least, try to set aside time each day to relax properly. Exercise helps to relieve stress, too.

I. Can you fill the blanks where possible?

		competitive
depress		
	astonishment	
	supervisor	
	supervision	
calculate		
	circulation	
		definite

II. Can you group the words below into categories?

SPORT MEDICINE THEATRE FOOD

cycling

squash, calorie, grapefruit, substance, injection, weightlifting, stage, cheese, jogging, performance, cycling, ingredient, ambulance, creative (e.g. creative activity)

III. Can you summarize the passages you've read using the key words?

central nervous system; mental exhaustion; depression / stress; losing weight; morphine-like substances; blood stream

PART III

EXTENSIVE READING

Text 1

Healthy eating for healthy living

There are very good reasons for taking a close look at our eating habits as they have a direct influence on our health. In this country, we tend to eat too much fat, sugar, and salt, and too few fibre-rich starchy foods.

DO YOU NEED TO CHANGE YOUR EATING PATTERN?

Here are five mini-questionnaires, designed to help you determine whether your eating pattern needs to change. Tick the box to indicate your answer to each question, then follow the instruction given at the end.

MEAT AND FISH	YES	NO
Do you usually discard all the fat on meat and the skin on poultry?		
Is there at least one day a week on which you don't eat meat?		
Do you eat sausages / pies / burgers less than three times a week?		
Do you eat fish (not fried) more than once a week?		
Do you eat fried food less than twice a week?		

DAIRY PRODUCTS	YES	NO
Do you use skimmed or semi-skimmed milk rather than a full fat variety?		
Do you eat cream or cream cakes / desserts less than twice a week?		
Do you choose cheeses like cottage, curd and half-fat hard cheeses more than full fat cheeses like Cheddar?		
Do you eat full fat cheeses less than three times a week?		
When choosing yogurt do you usually select a low-fat type?		

COOKING FATS, OILS AND SPREADS	YES	NO
Do you usually use a lo-fat spread on your bread rather than butter / margarine?		
When you use a spread on your bread, do you use it sparingly?		
When using cooking oils do you choose types low in saturates, such as sunflower, soya, corn or olive oil?		
If you are frying, do you usually use oils rather than lard / dripping / butter or ghee?		
Do you usually eat vegetables or potatoes without butter / margarine?		

CEREAL, BREAD, PASTA; FRUIT & VEGETABLES	YES	NO
Do you usually choose bread and breakfast cereals that are high in fibre?		
Do you eat more than three slices of bread on a typical day?		
Do you eat meals including peas, beans or lentils more than three times a week?		
Do you eat rice / pasta / potatoes (not fried or toasted) at least once a day?		
Do you eat at least 3 servings of fruit or vegetables every day?		

SNACKS AND EXTRAS	YES	NO
Do you eat chips less than twice a week?		
Do you eat take-away food, like burgers, fried fish or chicken in batter less than three times a week?		
Do you eat a whole individual packet of crisps less than three times a week?		
Do you eat sweets or chocolates less than three times a week?		
Do you eat biscuits, pastries or cakes less than three times a week?		

NOW YOU'VE SEEN WHETHER YOU NEED TO MAKE CHANGES TO YOUR EATING HABITS, TAKE A LOOK AT THE NEXT SECTION, *YOUR ACTION PLAN*, FOR SOME PRACTICAL SUGGESTIONS.

YOUR ACTION PLAN

Ideally, you should be aiming to answer "Yes" to all the questions in the last section. Look back over the questions you have answered "No" to, and see which aspects of your eating pattern need to change.

For most of us, there are four key areas where there's room for improvement:

1. FAT

One of the most important things we can do to reduce the risk of heart disease is to cut down on the total amount of fat we eat, especially saturated fat.

Most fats - and oils - contain a combination of saturated, polyunsaturated and monounsaturated fat.

Saturated fats come mainly from animal fats, such as meat and dairy products- They are thought to raise the level of cholesterol in the blood-and so increase our chances of getting heart disease.

Most vegetable and fish oils and fats, on the other hand contain mainly polyunsaturated and monounsaturated fats. These are believed to play a positive role in lowering the amount of cholesterol in the blood.

On average, men should eat no more than 110g of fat per day, of which a maximum of 50g should be saturated. Women should eat no more than 85g of fat per day, of which a maximum of 35g should be saturated.

2. FIBRE-RICH STARCHY FOOD

As fat is such a concentrated source of calories, following a low-fat diet may not provide you with enough calories to maintain your present body weight. Make up the calories by eating more low-fat, starchy and fibre-rich foods, such as wholemeal bread, pasta, rice, fruit and vegetables. These foods not only give us

energy and a wide range of nutrients, their fibre content also reduces the risk of digestive disorders.

3. SUGAR

Although sugar is a carbohydrate, and provides us with energy, we should try to reduce our intake, because it has little nutritional value and is linked to tooth decay, particularly if eaten frequently.

4. SALT

Almost all the sodium we eat comes from salt. Too much sodium may be a factor in high blood pressure in some people, which can increase the risk of heart attacks, strokes and kidney disease. Just one teaspoon of salt has enough sodium to satisfy our daily requirement - and our fresh and processed foods easily provide us with this amount each day, so try not to add any more.

FOLLOW THESE TIPS FOR HEALTHY EATING

I.

1) Eat more fibre-rich starchy foods, like wholemeal bread, cereals, beans, lentils, and potatoes. Other good sources of fibre are fruit and vegetables.

2) If you normally eat meat products like sausages and burgers, try low fat alternatives.

3) Try making the change to skimmed or semi-skimmed milk. Semi-skimmed milk makes a good compromise. It has less than half the fat of ordinary milk, but the same amount of protein and calcium.

4) Choose cheeses which have less fat, like Edam and cottage cheese. You can also buy lower fat alternatives to many cheeses, such as Cheddar and Cheshire cheese.

5) Try not to eat too many chocolates, cakes, biscuits and crisps.

6) Choose fish and poultry more often, and when you buy meat, choose as lean a cut as possible.

7) Watch how much salt you are eating. Tinned and packet soups, tinned vegetables and fish and salted meats such as bacon may contain large amounts. Limit salty snacks and use less salt in cooking and at the table.

8) Cut down on sugar by choosing low calorie sweet drinks or unsweetened fruit juices diluted with water. Replace sweet snacks with fresh fruit. Leave sugar out of tea and coffee.

II. COOK WITH CARE

- Skim off the fat from stews and casseroles. Drain away fat after cooking mince. Remove the skin from poultry - this removes most of the fat as well.

- Grill, steam, bake or microwave food, rather than frying it. It tastes just as good and you'll be cutting down on fat.

- Use as little oil or fat for cooking as possible, and choose a variety that is low in saturated fat. Sunflower, soya, corn, rapeseed or olive oil are best. Whenever you can, avoid frying with butter, lard, coconut oil or ghee.

- If you do have chips, cut them thick and straight, fry in a very hot oil that is low in saturated fat (such as those listed above), and drain them well. Oven chips are a healthier alternative, containing less than half the fat of deep-fried chips.

YOUR QUESTIONS ANSWERED

Can you match questions and answers?

- 1. Q. How much alcohol can you drink without it affecting your health?**
- 2. Q. I like butter but people keep telling me it's bad for your heart. Is this true?**
- 3. Q. I've changed over to semi-skimmed milk now, is it okay to give it to my 3 year old as well?**
- 4. Q. Are sweets really bad for children's teeth?**
- 5. Q. I haven't taken any real exercise for years, is it too late to start?**
- 6. Q. Why are wholemeal bread, muesli and foods like that good for you?**
- 7. Q. How can I lose weight?**

a) It depends how often they eat them. It is better for children to eat all their sweets at once and then clean their teeth, than to eat a few sweets on and off during the day and only clean their teeth before they go to bed. It is the constant contact with sweet foods — and that includes biscuits, fruit juices and dried fruit — that causes the damage.

b) No. If you make the effort to take some regular exercise – swimming, dancing, brisk walks are good - you will be amazed how much better you feel.

If you haven't taken any real exercise for a long time, do check with your doctor before you start - and build up gradually. A good target to aim for is 3 periods of steady exercise a week, each lasting 20-30 minutes.

c) Because they are rich in fibre and also because foods that are rich in fibre are usually low in fat. They also contain protein for growth and repair - and essential minerals and vitamins. We need fibre in our diet to help keep the digestive system healthy and prevent constipation. The bonus is that fibre also makes us feel full after a meal and contains few Calories.

d) A little will not do any harm, too much can be a problem. Butter is a fat and certain fats are linked with heart disease. There are two main types of fat, saturated and polyunsaturated. It is the saturated fats which come mainly from animal foods like meat, milk, cheese and butter that are linked to heart disease. It is therefore a good idea not to eat too much of these foods. If you like butter use it for spreading (thinly) but try using margarines that are high in polyunsaturated, e.g.: sunflower, for your cooking.

e) While children are small they rely on the calories, protein, calcium and vitamins they get from full-fat milk to help them grow. Children under two definitely need full fat milk. Once they are over two if you are really happy they are eating a good, varied diet you can change them onto semi-skimmed milk, but if you have any doubts stick to full fat milk until they reach five.

f) This booklet gives you advice on how to get the balance of your diet right. If you are overweight concentrate on cutting fat and sugar and eat more high fibre foods. Use the nutrition tables to help you and don't underestimate the importance of taking some regular exercise. Take it slowly and try to make both healthy eating and regular exercise a way of life — not just something you do a few weeks before you go on holiday!

g) Drinking can be enjoyable and safe provided you don't overdo it. In large quantities alcohol acts like a poison and damages your body — especially your liver. It also pushes up your blood pressure and that is bad for your heart.

Alcohol contains nearly twice as many Calories as sugar, so drinking even moderate amounts can affect your weight. Sensible limits for drinking that carry no long term health risks are:

For men — no more than 21 units (10.5 pints) per week, spread throughout the week.

For women — no more than 14 units per week, spread throughout the week.

Don't forget though, even small amounts of alcohol dramatically affect your judgement so if you are driving or need to keep a clear head -

DONT'T DRINK.

Develop Your Summary Skills

I. This booklet gives you advice on how to get the balance of your diet right. Can you make a list of food products which may prove harmful?

II. Can you explain the effect which fat, sugar, and salt, fibre-rich starchy foods make on our well-being?

Text II

People Are Asking About

FIBRE, SUGAR, SALT, FAT.

FIBRE

Some people ask of fibre,

«Isn't this just another fad?»

"Not at all", is the answer. Nutrition experts agree that dietary fibre or roughage (the part of plants that are not digested in our intestines) should be increased in the average diet.

Once eaten, foods high in fibre act as bulk, giving a feeling of fullness. This helps in weight control as you feel fuller on less food. In addition, fibre is not absorbed, so cannot be turned into calories through digestion.

Fibre absorbs water and swells to become bulky, and helps the speedy and easy elimination of waste from the body. In this way a high fibre diet can cure or prevent digestive problems such as constipation, diverticulosis and haemorrhoids. Doctors say we should increase our dietary fibre intake by 50 per cent over the next 15 years.

Fibre is found in cereal grains such as wheat, oats, barley and rice. It is also present in nuts and seeds, such as peanuts and sunflower seeds; fruit and vegetables (with skins and peels left on) and also in pulses such as dried beans and lentils.

Modern processing techniques are often responsible for refining original high fibre foods to a low fibre version. Common examples are the refining of whole wheat to white flour and white pasta, whole-rice into polished rice and fresh fruit into juice.

The best advice is to choose whole unrefined foods wherever possible. It is estimated that about 75% of our foods have been processed at least once! This is not as bad as it sounds as grinding flour or freezing peas can count as processing. The best guide to quality is the food label. In the example of breakfast cereals, the label will show that some, although promoted as high fibre or having added bran and therefore supposed to be healthy, have had sugar, salt and various additives added during manufacture.

Besides a light touch in salting while cooking and at the table (if at all substitute herbs and spices) you may want to limit:

- packaged and cured meats such as ham, lunch meats, sausages, corned beef, bacon
- snack foods such as salted crispbread, and salted savoury products
- sauces such as ketchup, horseradish, Worcestershire, soy and barbecue, as well as stock cubes and yeast extracts
- pickles and food in brine

FAT

Some fat in the diet is needed to provide the fat-soluble vitamins A, D, and E, and to make food palatable.

However, the total amount in our diet coming from a variety of foods has risen to a high level - about 40% of all our calories consumed. Most of these fats are hard, "saturated" animal fats, the type of fat linked to the development of coronary heart disease. Animal fats are always highly saturated and some vegetable fats may be saturated, e.g. hard margarine. Doctors believe that people who eat high saturated fat diets increase their risk of developing life-threatening cholesterol deposits in the lining of their arteries.

Recently, evidence has accumulated to show that habitual, high fat diets may also contribute to the formation of certain cancers. We are recommended to halve our saturated fat intakes, and cut our total fat by a third over the next 15 years.

To cut down on your fat intake, you must be aware of not only the visible forms of fat, but also fat hidden in foods. Visible fat is the fat you can see marbling and surrounding meat, or as butter, margarine, shortening or oil. Invisible fat is hidden, but very much present in milk and cheese, baked goods such as pastry or cakes, and meat products such as sausages and pies.

Reduce total fat by :

- choosing lean meats, fish and poultry; limiting meat products such as sausages to occasional meals only
- choosing skimmed, semi-skimmed or fat reduced milk, yoghurt and cheese
- add fat during cooking only where necessary. Grill, braise, roast or casserole rather than fry. Drain any fat that collects during cooking

- choose fresh fruit for puddings rather than baked desserts such as flans or cakes (you will also reduce your intake of sugar by doing this!)

- use less fat in cooking and at the table

A Calorie Count Down*A. Using the table below, calculate how many calories you have consumed in the last 24 hours. Compare results with a partner.*

Cereals and cereal foods

Bread (white, 4 slices).....	243
Bread (wholemeal, 4 slices).....	228
Flour.....	350
Macaroni.....	114
Rice.....	122

Milk products and eggs

Butter.....	770
Cheese (Camembert).....	260
Cheese (Cheddar. Etc.).....	400
Cream.....	300
Milk (fresh, skimmed).....	35
Milk (fresh, whole).....	66
Yoghurt(low fat).....	54
Eggs (2 largish eggs).....	160

Meat, poultry, game

Bacon.....	405
Beef (lean only).....	165
Beef (lean and fat).....	200
Chicken (without skin)	100-150
Ham (2 average slices).....	260
Hare.....	195
Lamb (lean and fat).....	260
Lamb (lean only).....	125
Liver.....	130
Kidney.....	100
Pork.....	260
Sausage.....	350
Rabbit.....	150

Fats and oils

Lard.....	920
Margarine.....	795
Sunflower oil.....	910

Fish

Caviar.....	350
Cod.....	100
Mackerel.....	150
Haddock.....	100
Plaice.....	100
Prawns.....	104
Sardines (fresh).....	180
Sardines (tinned)	294

Vegetables

Beetroot.....	44
Cabbage.....	20
Carrots.....	22
Cucumber.....	9
Lettuce.....	11
Mushrooms.....	10
Peas.....	50
Potatoes.....	80
Potato chips.....	239
Potato crisps.....	559
Tomatoes.....	14

Fruit and nuts

Apples.....	50
Apricots.....	28
Apricots (dried).....	183

Bananas.....	80
Cherries.....	47
Grapes.....	63
Grapefruit.....	22
Melon.....	24
Oranges.....	35
Plums.....	38
Raspberries.....	25
Strawberries.....	26
Chestnuts.....	172
Peanuts.....	603
Walnuts.....	549
Puddings, cakes, sweets, etc..	
Apple pie.....	190
Biscuits (plain).....	435
Cake.....	308
Chocolate.....	550
Honey.....	288
Ice cream.....	196
Jam	260
Sugar	395
Sweets	380
Beer	30
Champagne.....	74

B. Check your result against the table which shows how many calories a day the average man or woman burns. Your own personal needs will depend on your build and your body chemistry.

Age	Women	Men
16	2,300	2,900
25	2,200 – 2,700	2,700 – 3,600
45	2,200 – 2,500	2,600 – 2,900
65	2,200 or less	about 2,900

C. Using the calorie table design the menu for a week

a) for yourself

b) for your parents

c) for your friend who wants to put his/her weight off.

Text III

The University of Reading

The University of Reading is a largely residential University of some 5,761 full time students; it has four Faculties, of Letters and Social Sciences, of Science, of Agriculture and Food and of Urban and Regional Studies. Particular emphasis is placed in the first two of these upon a course structure which allows students to delay a final choice of degree course until the beginning of the third Term.

Most of the University's buildings are situated in Whiteknights, 300 acres of landscaped parkland on the outskirts of Reading. Some 3,500 students live in the University's twelve halls of residence, which lie within a mile of the University Library; almost all first-year students are able to live in a hall of residence if they wish.

Student numbers

The University has some 6,520 registered students, some part-time, the great majority full-time, and it is likely to remain at about this size. The numbers of full-time students in each Faculty during the Session 1982-83 were: Faculty of Letters and Social Sciences, 2,304; Faculty of Science, 1,522; Faculty of Agriculture and Food, 1000; Faculty of Urban and Regional Studies, 643; and School of Education, 292. The proportion of men to women in the University is three to two. About 10.5% of the students are from overseas, increasingly following postgraduate courses. There are about 1,830 postgraduate students.

Situation

Reading is the county town of the Royal County of Berkshire, at the confluence of the Kennet and the Thames roughly forty miles from London. Fast trains run frequently to and from Paddington Station, London (the fastest taking twenty-two minutes). There is also an express bus service to London, which alt-

hough slower and less frequent, is considerably cheaper than the train. London International Airport (Heathrow) is served by a frequent direct bus service from Reading Station (journey time fifty minutes). The University lies between the town centre and the M4 motorway. Some of the most beautiful stretches of the Thames, the Chilterns and the Berkshire Downs are within easy reach.

University Government

Power, authority and responsibility in a University are very widely distributed; over the years a process for decision making and control has evolved which gives much of the responsibility for initiating proposals to those most closely concerned, but at the same time allows those who may also have an interest to put their views and have their legitimate concerns taken into account.

The Court, which normally meets only once a year, is the supreme governing body of the University; the Council is its executive body, and the Senate its chief academic body. The Boards of the four Faculties make recommendations to Senate concerning courses, syllabuses and other academic matters.

Proposals concerning non-academic matters such as sport facilities, catering and halls of residence are considered initially by a large number of committees which report to the Council. Students are members of most of these, bodies.

Each Department has a Staff/Student Committee, which meets regularly to discuss any problems that may have arisen in the Department, and each Faculty has a similar Staff/Student Committee, whose student members are elected by the students in the Faculty. A further such Committee, the University Joint Committee, consists of members of the Council and the Senate, and representatives of the non- professorial staff and of the students; it can discuss any matters brought forward by any member of the University, and can make recommendations to Senate, Council or any other appropriate body.

DEGREE COURSES

Students must ordinarily spend a minimum period of three years in the University to qualify for a bachelor's degree; some courses extend over four years.

The University Session consists of three Terms (Autumn, Lent and Summer) totalling thirty weeks. There are Vacations of four weeks at Christmas and five weeks at Easter. The Autumn Term begins on the first Friday in October, except for new undergraduate students, whose Term begins earlier in the week.

FACULTY OF LETTERS AND SOCIAL SCIENCES

Dean: Professor M.D.Biddiss, _ .MA, PhD, FRHistS

The Faculty of Letters and Social Sciences is the largest Faculty of the University comprising about two-fifths of the student population. It offers an extremely wide range of courses in either a single subject or a combination of two subjects together with a considerable degree of flexibility at the first-year stage.

Postgraduate study

The following higher degree courses are offered by the Faculty:

MMus (Master of Music): a one year course for. graduates in Music.

MA (Master of Arts): one year's course work concluded by an examination (available only in certain subjects).

MPhil (Master of Philosophy): either two years' course with examination and a dissertation (available only in certain subjects) or two years' research work leading to the presentation of a thesis.

MFA (Master in Fine Art): two years' advanced practical and theoretical work in painting or sculpture culminating in an exhibition of work.

PhD (Doctor of Philosophy): normally a minimum of three years' research leading to the presentation of a thesis.

FACULTY OF SCIENCE

Dean: Professor A. Wild, BSc, PhD

In the Faculty of Science developments have taken place not only in traditional subjects but also in new fields such as computer science, cybernetics, meteorology, materials science and materials technology. The work of the Faculty is organized in four Schools - of Biological Sciences, Earth Sciences, Mathematical Sciences and Physical Sciences - but course arrangements are flexible within and among these subject groups. The courses available are normally completed in three years and all lead to honours degrees. A wide range of courses is available, either in one main subject (mostly accompanied by a subsidiary subject) or in two subjects.

ADMISSION

Applications for admission to first degree courses can be made only on forms which are to be returned to the Universities Central Council on Admissions, PO Box 28, Cheltenham, Gloucestershire GL 50 1HY. You may obtain a UCCA handbook and application form from your school, or, if you are not at school, from the Secretary of the UCCA.

The closing date for application is 15 December of the year before that for which admission is sought (15 October in the case of applicants including Oxford or Cambridge among their choices).

The University is always very willing to give advice about courses and entrance. Enquiries from applicants or from schools will be welcomed and should be addressed to the Sub-Dean of the appropriate Faculty.

EXAMINATIONS

Detailed arrangements for the various examinations are set out in the Calendar and the body which has the power to deal with all matters relating to examinations is the Senate. A Guide to Examinations is sent to all students in March each year; what follows is not more than a general outline.

Levels of examination

There are four kinds of official University examinations:

1. "Preliminary" examinations, i.e. the First University Examinations in Arts and in Science, and the Part I Examinations in Agriculture and Food and in Urban and Regional Studies. The first attempt at these examinations is just before the Summer Term of a student's first year, and in the main the examination is intended to assess the student's fitness to proceed.

2. "Special" examinations, now only the Second University Examination in Arts, occasionally required at the end of a student's second year in the Faculty of Letters and Social Sciences, where there is normally no official examination between the end of the first year and the last year. Only students whose progress has been such as to cause doubt about their chances of achieving final success are required to take this examination.

3. "Qualifying" examinations, i.e. Part II Examinations for courses where Part II results are not taken into account in the final assessment.

4. Final examinations, i.e. those on which the final degree result is assessed.

For some courses there is only one such examination taken at the end of the student's last year, while for others it is split into two or sometimes three annual parts.

Examiners

For all Final Examinations the University is required to appoint External Examiners as well as having Internal Examiners; for the other examinations listed only Internal Examiners are used.

The Internal Examiners are Professors) of the subjects concerned and often, but not always, one or two other members of the Academic Staff of the appropriate Department(s). Most, if not all, members of Departmental staff are involved in marking to some extent.

External Examiners are drawn from other Universities or similar institutions, and are never members of this University's Academic Staff. They are appointed or reappointed annually, but usually serve for a three year period in total. External Examiners take part in the setting of examination papers, the marking of scripts, may be present at an oral examination if one is involved, and participate in the determination of each candidate's result. In all these stages, in the event of a disagreement, the view of an External Examiner prevails. By the External Examiner system, which is in use in all Universities in this country, general and comparable standards are set within and between all disciplines.

Methods of Examination.

Various methods of assessment of a candidate's standard are used, the most usual being:

written papers, including essay papers - the traditional method and still the most common and widespread;

practical examinations, e.g. in Science subjects - these are often but not always replaced by assessment of a candidate's practical competence during his course, but are sometimes additionally required when a candidate's practical standard is in doubt; dissertations or projects, normally to be handed in before

written examinations begin but in the case of some master's degrees to be completed during the summer period after the written papers;

"continuous assessment" or the scrutiny of course work - many different methods are in use and may take account of essays done throughout the

course, seminar performance, practical notebooks, etc.;

oral or viva voce examinations, which are of particular benefit to candidates who are on the borderline between one grading and the next higher one.

The combination of these methods varies between subjects and not necessarily all methods are used. The Examiners may also take into account other circumstances, e.g. if a candidate has been ill before or during an examination, or any particular handicaps he may have.

TUTORIAL SUPERVISION

As a student at Reading you will be allocated to your own Tutor who will supervise your work and progress throughout the course. He or she will normally be a member of the Academic Staff of the Department in which you spend most time during the course, and will usually, but not necessarily, teach you at some time.

Every member of the Academic Staff is, of course, available to advise students, but it is to your Tutor that you may expect to turn first on any matter whether directly connected with your studies or not. (Confusion sometimes occurs between "tutorial teaching", i. e. teaching in small groups, and the tutorial system.) The duties of a Tutor are thus:

1. To help you in the transition from school to university.
2. To assist in making the best use of the University's methods and facilities, both in connection with the course and in other ways.

3. To give guidance on types of career, in conjunction with the Careers Advisory Service, and to know you well enough to be able to report on your progress and to write about your abilities and suitability for different types of employment, postgraduate work or awards.

To do this, your Tutor will need to refer to and consult with those who teach you, the Dean, Sub-Dean and other Faculty Officers, with the Wardens, the Medical Officers, the staff of the Careers Advisory Service, the Assistant Registrars and others.

It is important for the proper working of the tutorial system that students should take the initiative and see their Tutors whenever they need help, whatever arrangements there may be for regular meetings.

THE STUDENTS' UNION AND SOCIETIES

The Students' Union strives to act as the social, cultural, sporting and political focal point for student life on campus. All full-time students at the University are members of the Union, and through its wide variety of clubs and societies, its dances and meetings, its bars and coffee lounge, and its work as a representative body, the Union hopes to serve and stimulate student needs and interests.

The decision-making power of the Union lies with its members as expressed through regular Union Meetings. A great deal of important business is dealt with by the Executive Committee, which is elected annually by a full ballot of Union members. The Committee consists of officers who have responsibility for the main areas of student activity-clubs, societies, sport, entertainments, welfare, publications, the building and financial matters, postgraduate affairs, etc. Five Executive officers carry out their duties on a full-time basis, and they are available for advice and questioning most of the day.

The Union is situated in a substantial building in the centre of the campus, and is able to offer many social amenities as well as shops and travel and insurance services, and some indoor sports facilities. The running of the building and

Union activities requires considerable administration, which is all under student control; student officers and representatives also take a significant part in the decision making processes of the University.

All members also belong to the National Union of Students which entitles them to an active part in the determination of national policy as well as access to some useful concessions. Students are also involved in community action through such groups as Spear, Community Action and Rags.

The Union is as strong as its membership wishes to make it. and participation is the key to its success.

Athletic clubs affiliated to the Union cater for a wide range of sports and games including the following:

Aikido Club	Cross Country Club
Badminton Club	Fencing Club
Basketball Board	Gliding Club
	Golf Club
Sailing Club	Hang Gliding Club
Boat Clubs (Men's and Women's)	Hockey Clubs (Men's, Women's and mixed)
Bridge club	Inter-Hall Club
99	Judo Club
Canoe club	Karate Club
Caving club	Kung Fu
Clay Pigeon Club	Lacrosse Club
Cricket Club	Motor Cycle Club

Mountaineering Club

Rugby League Club

Netball Club

Sailing Club

Orientating Club

Ski Club

Parachute Club

Soccer Club

Pedalling Club

Squash Club (Men's and Women's)

Ploughing Club

Sub-aqua Club

Raft Club

Swimming and Water Polo Club

Riding Club

Tennis Club (Men's and Women's)

Rifle Club

Volleyball Club

The range of entertainments provided by the Student's Union is enormous. The Bands and Discos Sub-Committee provides regular concerts of popular music to suit all tastes; in addition, the following are affiliated through the Entertainments Committee:

Audio Theatre

Morris Men and Women

Choral Society

Opera Society Performance

Curia-Jantaculum

Progressive Rock Society

Drama Society

Rat Art

Flix

Reggae

Folk Dance Society

Scottish Country Dancing

Jazz Dance Workshop

University Singers

Jazz Funk Soul

SPORT

Sports Adviser: J. R. Moir, MA

Sport is an integral part of University life. Three levels of participation are catered for at Reading; the top performers who represent their University clubs, the middle and seeking lower level competition such as inter-hall and inter-departmental sport and the large non-competitive group who enjoy exercise in its many forms. The University enjoys good relationships with many leading clubs in the area such as the Reading Swimming Club and the Reading Athletics Club. In addition there are "Centres of Sporting Excellence", for Athletics, Badminton, Biathlon, Cycling, Modern Pentathlon, Judo and Table Tennis within easy reach of Reading.

The main playing fields are attractively sited on the Whiteknights campus close to the Halls of Residence. The recently refurbished Athletics Pavilion, besides providing first class changing accommodation, includes a kitchen and bar. The grass tennis courts, the bowling green and the floodlit hard porous pitch are other popular amenities at Whiteknights. These facilities are supplemented by several sports pitches at Marsh Farm about two miles from the University.

Indoor provision for sport includes the gymnasium at London Road, the eight squash courts and the Student's Union Hall, which is marked out for badminton, basketball and volleyball. The University is fortunate in possessing excellent river facilities on the Thames within easy access of the campus. There are men's and women's boathouses at Caversham Bridge, and the canoe and sailing clubs share The Dreadnought, a converted public house just below the Kennet mouth.

Further information concerning any aspect of sport and recreation at the University can be obtained from the Sports Adviser.

UNIVERSITY LIBRARY

Librarian: J.Thompson, BA,FLA

The Library contains some 600,000 books and pamphlets, and subscribes to about 4,000 current periodicals. Special collections include the Overstone Library (economics, literature and history), the Stenton Library, the Cole Library of Early Medicine and Zoology and the Finzi poetry collection. There is a separate Short Loan Collection, containing over 7,000 volumes, of extra copies of those books most in demand by students on taught courses.

Books which are not in stock may be obtained for readers on inter-library loan, and facilities for photocopying from books and journals are also available. In addition, the Library houses the University Photographic Department and a Bindery.

The Library distributes a handbook which gives further details of its services and arranges guided tours of the Library for new students.

The University Library has three branch libraries, all of which are open to all members of the University: the Music Library (in Upper Redlands Road), the Education Library (at London Road), and the Agriculture/Agricultural Economics Library (At Earley Gate). The Music Library, in addition to books and scores, includes a non-loan record collection (use of gramophones on request).

There is a bookshop in Whiteknights, close to the Library, selling mainly paperbacks (including textbooks) and stationery. It is a branch of William Smith Ltd, a Reading bookseller.

CAREERS ADVISORY SERVICE

Director: R. B. Atton, BSc(econ), MSc, ACIS

Careers Advisers: J. Brown, BA, MBIMJ. A. Ford, BA,

Gloria Goldman, BA, MA, Helen Geraghty, BSc, CertVG

The Careers Advisory Service exists to help students, both undergraduate and postgraduate, to reach career decisions. It aims to provide a sympathetic and informed sounding board for ideas, as well as giving facts and advice about employment and further study. Personal interviews are offered to all students, preferably not later than their second year. This early contact stimulates career thinking and enables students to take more effective action in their final year. Help in discussing career plans and alternative forms of study is available to those who need to leave the University prematurely. Comprehensive information is available about opportunities for employment (including technical vacation work) and further study together with a series of take-away information sheets. Fact-finding visits to employers working in specific fields can also be arranged on request.

Close contact with industry, commerce, the professions and public services are maintained. During the Lent Term a large number of organizations offering employment to graduates visit the University to conduct preliminary selection interviews.

COUNSELLING SERVICE

Counselors: Mrs Jean Wright Peter Ross

The University Counselling Service, which is available to all members of the University, is staffed by two professional full-time counsellors, one based in the Palmer Building and one in the Health Centre. In the Palmer Building there is a walk-in service from Monday to Friday while a simple appointments system is used at the Health Centre. Complete confidentiality is maintained at all times.

Each of the Counsellors offers a means whereby you can come and talk informally about how you are feeling. In addition, you may obtain help with specific problems that might be troubling you such as difficulties with study, examination anxiety, marital and family problems and loneliness.

To seek counselling is not a sign of weakness, but shows maturity in recognizing that there is a problem about which you feel the need to do something.

The Learning Resource Centre, which is situated in the Counselling Office, Palmer Building, offers support to students who have study problems or who simply wish to improve their methods of working. All students are welcome to use the wide range of books, leaflets and audio visual materials on study methods. The centre contains videos, tapes, tape slides, tape books, workbooks and study manuals.

An English Conversation Scheme provides practice in everyday spoken English for overseas students, as well as social contact, and offers British students an opportunity to improve their communication skills.

UNIVERSITY HEALTH CENTRE

Director of the University Health Service :

Dr. Alexander D.G. Gunn. MRCS.LRCP, DObstRCOG, DPH, MRCGP

Dental Surgeon: Mr. SA. Cumming, BDS, LDS RCS(Eng.)

Nursing Officer-in-Charge: Miss A. Collen, SRN

It is the policy of the University not to reject a student on grounds of either psychiatric or physical disability provided he or she is capable, of being integrated with the academic community. The University is also anxious, to reduce to a minimum the numbers of academic casualties resulting from any form of ill health.

Towards this end the University Health Service provides a comprehensive domiciliary out-patient and in-patient medical service. The Service is housed in a modern purpose- built Health Centre with in-patient and nursing facilities. University students who are taken ill during Term may be admitted to the Health Centre and cared for until they are better.

A staff of five full-time doctors is available to provide full general practitioner care, which includes all forms of immunization, a sports injury and physiotherapy clinic, gynecological and contraceptive care for students and staff and their wives and families. A fully staffed dental service is also provided under the National Health Service.

An annual fee is payable by all full-time students entitling them to use those facilities provided by the Centre which are not available under the Health Service.

The medical staff of physicians and the advising psychiatrist is specially interested in the problems both physical and psychological of late adolescence, and are freely available for all general medical consultations by appointment.

Potential applicants who have a physical disability or handicap are advised to write to the Admissions Officer, prior to submitting an application, indicating the courses in which they may be interested and the nature of their disability. If the University knows about the degree of disability or handicap in advance it can offer advice on what facilities are available.

Physically disabled students are also encouraged to visit the Health Centre so that their individual needs can be identified, when they attend the University for interview.

COMPUTER CENTRE

Director: P.Kemp, BA, PhD

The computing facilities of the Computer Centre are available to members of staff and postgraduate students of all departments of the University in connection with their University work; any undergraduates wishing to use the computer must be sponsored and supervised by the member of staff in charge of their course.

The University's computer is an ICL 1904S; it is due to be replaced in 1983. In addition, the University has a NORD computer system which provides facilities for interactive and on-line computing from terminals, both for teaching and research. It is anticipated that the replacement for the 1904S will also provide powerful interactive facilities, in addition to a greatly enhanced capacity for batch work. With the arrival of this machine the NORD system will be used more in a teaching role, and the new machine for research purposes. The University is also connected to the Regional CDC 7600 machines in London and Manchester. The computing power available to the university from these remote centres is currently being increased by the installation of a CRAY Is at London and a CYBER 205 at Manchester.

The Computer Centre is housed on the ground floor of the Mathematics Building and its extension. A "duty programmer" is available for consultation in the Computer Library (normally 9.30-12.30 and 2.30-4.30 Monday-Friday), and new users should obtain registration forms and copies of Manuals from there. The programming languages supported by the Centre include FORTRAN, BASIC, PASCAL, ALGOL 60 and ALGOL 68; short programming courses for beginners are given from time to time.

LANGUAGE LABORATORIES

Director: J.Dingley, MA

Technician: A. Warden

The Language Laboratories of the University are situated on the ground floor of the Language Resource Centre. There are private study facilities, both in this building and at London Road (in the visual aids building). Tape courses in a number of languages are available; new courses will be added from time to time, subject to demand and the availability of suitable material. There is also a recording studio where speech recordings can be made. Members of the University - staff and students of all departments - are welcome to use the facilities offered at any time during normal working hours by previous arrangement with the Technician. Information on the courses available can be obtained from him or from the Director.

MUSIC

Music plays an important part in the life of the University. Professional recitals are given under the auspices of the Town and Gown Music Society which is supported by those living in the neighbourhood as well as by staff and students of the University.

There is a large University Choral Society for the performance of major-works, and concerts are also given by the University Orchestra, the University Chamber Orchestra and Chamber Choir. A Chamber Opera is staged annually. Proximity to London enables the Department of Music to arrange additional concerts and lecture- demonstrations by well-known performers.

Student societies include the Music Club, the New Music Group, the University Singers (a small chamber choir) and the University Opera Society which

gives one stage production a year. The performing groups are open to members of all departments.

HALLS OF RESIDENCE

The University of Reading is a residential University. The great majority of undergraduates, as well as many postgraduates, live in Halls of Residence. All enquiries about accommodation should be addressed to the Office of the Registrar. Applicants who have firmly accepted an offer of a place are given an opportunity to express their preference concerning residence. No separate or direct application to a Hall is necessary.

The University undertakes to find accommodation either in a Hall or in University lodgings (where they receive full or part-board) for all new undergraduates who wish it to do so. Those who wish to make their own arrangements may do so, but they must inform the Registrar's office of their intentions when they are asked about their accommodation preferences, and there will then be no subsequent obligation on the University to provide accommodation if requested to do so at a later stage. Almost all first-year students are placed in a Hall of Residence; each Hall tries to avoid the imbalance which a preponderance of new students would produce by having a cross-section of the University in terms of years and subjects of study. New students' preferences are the first criterion in the allocation of places but for this reason it is not possible to guarantee a place in a particular Hall. Having entered a Hall, a student is expected to remain in residence there for the whole academic year. Some new students, usually late entrants, are placed in University Lodgings, but it is often possible for such students to transfer to Halls of Residence during their first year if they wish to do so. In the second and third years many students move out into lodgings or flats, some of which are owned or managed by the University.

Students from overseas and others who need accommodation in vacations may stay in Hall if they wish, although they may have to move to another Hall. Students in a Hall can apply to return to it in 'the following Session, and students living out can apply to move into Hall.

Those who move out of Hall may retain membership of their Hall or become members of St David's Hall, which provides a social centre for students living in flats and lodgings: Transfer from one Hall to another requires the consent of the Wardens concerned and of the Registrar.

All new undergraduate students who are living in lodgings are required to belong to St David's Hall, and others are also encouraged to become members. St David's Hall offers a range of facilities which include: showers, bathrooms; a launderette and ironing facilities; a library and a music room with piano but no living accommodation. There are twelve Halls of Residence at Reading, all of which offer accommodation for both men and women. It will be seen from the paragraphs which follow that these Halls vary in age and size and also in their character, but all are either in or within easy reach of White-knights and London Road (a circle with a mile radius encloses all the Halls and the academic buildings) and provide a range of study, domestic, social and recreational facilities.

Develop Your Summary Skills

I. Choose one item from the following list and read the text(s) again, making brief notes about the subject you have chosen.

1. Faculties of Reading University
2. Examinations at Reading University
3. Tutorial Supervision
4. University Library

5. Sport at Reading

6. Careers' Advisory Service

7. The Students' Union and Societies

II. Can you write a short article comparing the University of Kazan and the University of Reading?

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