INTRODUCTION

We live in the 21st century in a fast changing world, the world of new ideas and new technologies, but we shouldn't forget that our present life has been prepared by everything that has happened on our planet so far.

The long history of mankind is not a set of books on your bookshelf or a string of half-remembered events of the past. Our history is what we are now. It explains things to us and warns us about the future because — as the saying goes — history repeats itself.

Every minute of our life is history in the making. Today's events can soon enter history books. You can say every person lives in the past, present and future.

1. Answer the questions.

1. Do you like history?
2. What periods in the history of mankind do you find most interesting? At what time would you like to live?
3. What events in history changed the face of the world?
4. What people played a special role in history?
5. How do you see the future of our civilization?
6. What are the greatest problems the humanity faces at the moment? What can help to solve them?

2. TEST YOURSELF in history.

A. Do you know Russian history? Choose the right item.

1. Christianity was introduced into Rus' by ....
   a) Grand Prince Vladimir b) Ivan the Terrible c) Catherine II
2. St. Petersburg was the capital of Russia in the years ....
   a) 1703–1917 b) 1712–1918 c) 1712–1917
3. The Tatar yoke was thrown off during the reign of ... in 1480.
   a) Grand Prince Vladimir b) Ivan III c) Ivan IV
4. Ivan III reigned in the years 1462–1505 and claimed that Moscow was "The Third Rome" — after ....
   a) Athens b) Paris c) Constantinople

5. The tzar who proclaimed[1] himself Emperor and turned Russia into a great power by his victories over Sweden in the Great Northern War was ....

a) Ivan IV (the Terrible) b) Peter I c) Alexander I

6. The Romanov dynasty ruled until ....

a) 1905 b) 1917 c) 1725

7. In February 1945 the "Big Three" leaders — Stalin, Roosevelt and Churchill — met at ... to decide the future of postwar Europe.

a) Yalta b) Sevastopol c) Simpheropol

8. The Great Patriotic War was over in ....

a) May 1945 b) July 1945 c) September 1945

9. The Soviet Union was dissolved[2] in ....

a) 1981 b) 1991 c) 2001

10. The first president of the Russian Federation was ....

a) Yeltsin b) Putin c) Gorbachev

B. Do you know history of Great Britain? Choose the right item.

1. James VI of Scotland became also James I of England in ....

a) 1503 b) 1603 c) 1703

2. In ... England and Scotland were joined by an Act of Union which abolished[3] the Scottish parliament.

a) 1507 b) 1607 c) 1707

3. King Edward I of England defeated the native princes of Wales in ... and named his son "Prince of Wales" (since then the eldest son of the king or queen of England has traditionally been given this title).

a) 1301 b) 1401 c) 1501

4. Wales was brought into the English system of national and local government by an Act of Union in ....

a) 1336 b) 1436 c) 1536

5. In ... rebellions[4] by Jacobites who wanted a Catholic king in Scotland and hoped to put Prince Charles Edward Stuart (Bonnie Prince Charlie) on the throne were finally defeated at Culloden, near Inverness.

a) 1716 b) 1746 c) 1816

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[1] to proclaim [prə'kleɪm] — провозгласить
[2] was dissolved [dɪ'zɒlvd] — распался
[3] to abolish [ə'bɒlɪʃ] — отменить
[4] a rebellion [rɪ'beljən] — восстание

6. Queen Victoria came to the throne in ....

a) 1737 b) 1837 c) 1937

7. George V changed the name of the royal family to Windsor in ....

a) 1857 b) 1900 c) 1917

8. Oliver Cromwell became Lord Protector in ....

a) 1653 b) 1753 c) 1853

9. Winston Churchill became Prime Minister of the UK in ....

a) 1900 b) 1920 c) 1940

10. Margaret Thatcher became Prime Minister of the UK in ....

a) 1969 b) 1979 c) 1989

LISTENING COMPREHENSION

3. **Read the text "Civilizations", then listen to the tape (No 1) and say what three pieces of information are missing in the written text.**

CIVILIZATIONS

The British archaeologist Gordon Childe worked out a theory explaining how a culture transforms into a civilization. He wrote that a civilization is characterized by the invention of writing, mathematics, monumental architecture, long-distance trade, wheeled carts, irrigation technology and some other features.

Modern scholars say that a civilization has the following basic characteristics: political and religious structures and administration of the territories, a complex division of labour, with full-time artisans, soldiers, peasants and administrators.

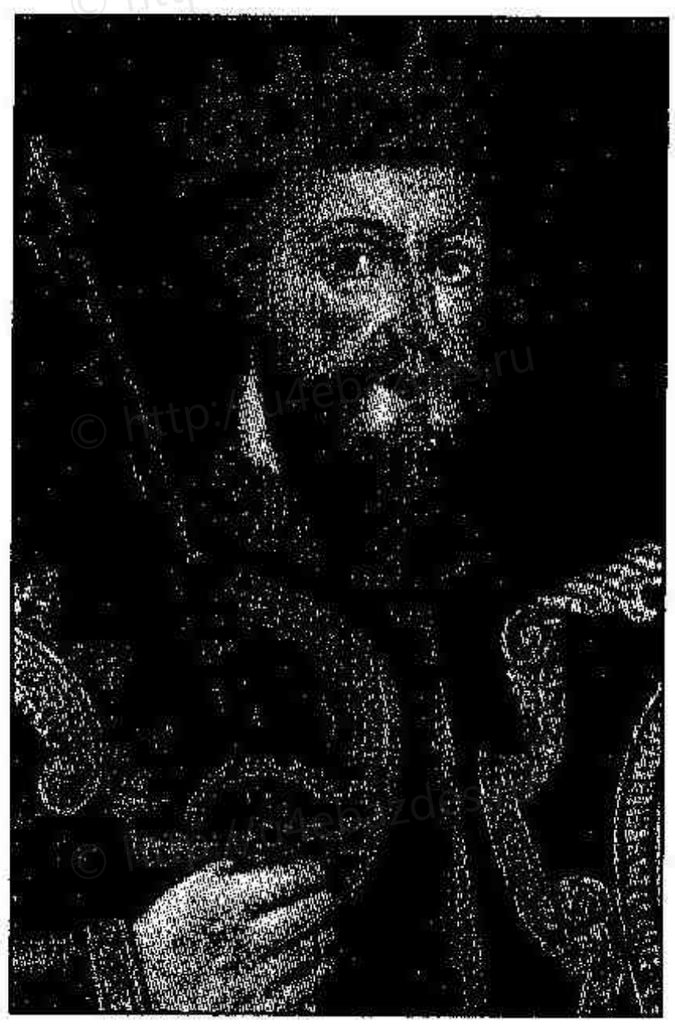
Anthropologists in the 19th century formulated a theory of cultural evolution in which they divided human development into three stages: savagery, barbarism and civilization. Speaking of civilizations they mentioned only a few peoples of antiquity. Within the past 100 years archaeological research has more than doubled the list.

Historians have differed greatly in deciding how many civilizations there were in the past. Nowadays scholars study not only civilizations of the Western World going back to Ancient Greece and Rome but also the civilizations of Islam, Byzantium, India, China, Japan and the African kingdoms.

4. **Listen to the text "Crete: a Culture Built on an Island" (No 2) and say "true", "false" or "not mentioned in the text".**

1. Crete is an island in the Mediterranean Sea.
2. All known civilizations began growing in places suitable for farming.
3. Crete's climate has always been ideal for farming.
4. The culture the people of Crete built is called the Minoan [mɪˈnəʊən] civilization.
5. People came to Crete because it was situated in the middle of the Mediterranean world.
6. The first Cretans came to the island about the year five and a half thousand (5500) BC.
7. The first Cretans grew a lot of different vegetables and fruit on the island.
8. On Crete honey was used to sweeten food.
9. The first Cretans made long voyages to the north of Europe.

5. **You'll hear stories about three English kings (No 3). Below are questions and answers to them. Choose the most suitable answers.**



WILLIAM THE CONQUEROR

1. Why did William's soldiers feel reluctant to cross the Channel and attack the English?
   a) They were afraid of the English attack.
   b) They were afraid of the sea storm coming to the shores of France.
   c) They were afraid that their good luck had left them.
2. What helped William to make his followers believe that good fortune was on their side?
   a) The appearance of several new ships in the sea.
   b) The appearance of the comet in the sky.
   c) The appearance of the sun in the east.

KING JOHN

1. Why did King Henry II die?
   a) Because King John's fight against the French was not successful.
   b) Because King John joined the French to fight against his father.
   c) Because King John joined the French to fight against his brother Richard.
2. What was King John's plan to become king?
   a) He asked the German Emperor to keep his brother in Germany.
   b) He paid the German Emperor 100 000 pounds to keep his brother in Germany.
   c) He made the German Emperor keep his brother in Germany.

KING CHARLES II

1. Why were London streets crowded with people on a May day in 1660?
   a) They wanted to hear the bells ringing.
   b) They wanted to welcome Charles back.
   c) They wanted to see the royal procession.
2. What was Charles' reign darkened by?
   a) A fatal illness breaking out.
   b) A new war breaking out.
   c) A terrible fire breaking out.

READING

6. a) Read the texts (A–E) and match them with the titles (1–6), there is one extra title.

b) Put the texts in a chronological order according to the events (periods) described in them.

TITLES

1. Ancient Rome and Its Geography
2. Powerful Rulers of the Country
3. A Successful Ruler of His Country
4. The Beginning of the Renaissance
5. Ancient Greece: the Spirit of Democracy
6. Early People of Prehistoric Times

A. What did the world look like 12 000 years ago? In many ways it looked as it does today. There were oceans, lakes and rivers, mountains, hills and deserts. The main difference? Much more land was covered with forests and all the animals were wild. Human beings were hunters and gatherers. They usually lived in small bands[1]. Often one large family made up a band. It included not only parents with children but also grandparents, aunts, uncles, and cousins. Sometimes, several smaller families formed a band.

B. No one knows exactly when that city was founded. According to legends, it is about 2700 years old. It is possible the stories are true. According to one of them, the city took its name from Romulus, a shepherd king who founded a settlement on the banks of the river Tiber ['taɪbə] after killing his twin brother Remus. Little is known about the first citizens of that time but the city was built on seven hills and its location gave the city a strong position. It was in a good place for building and controlling roads to the north and south. Those roads helped make the city a trading centre.

C. Russia was ruled by kings and queens called tzars [zɑ:z]. They had much control over their people. They ruled with the help of a few rich families. But a tzar could take away their land if he or she wished to do so. Any coal, iron or minerals found on their land belonged to the tzar. So did any trees that could be used in building ships. By the late 1700s nobles increased their power over the peasants. The peasants had always been tied to the land they worked. By the 1700s they were tied to the landowners. They could be bought and sold. When Catherine II was the tzar of Russia, she wrote, "Landowners do whatever seems good to them on their estates except sentence people to death."

[1] a band — *зд.* сообщество, группа людей

D. The Roman Empire fell apart about 1,500 years ago. For several centuries afterwards, life in Europe changed very little. People used the same tools their parents and grandparents had used. Then about 600 years ago, Europeans began again experimenting with new ideas and tools. A great time of learning had begun. In ancient times, Athens and Rome were centres of learning. Now such centres were growing again. Such rebirth of learning began in Italy in about 1300. From there it spread throughout Europe during the 1400s and 1500s.

E. Alexander was born in the summer of 356 BC. He was the eldest son of Philip II, king of Macedonia [ˌmæsɪˈdəʊnɪə] (359–336 BC). Alexander was well educated. One of his teachers was the famous philosopher Aristotle. The young prince got all the skills needed by a future king and commander. When Philip won complete control over the Greek city-states in 338 BC, Alexander commanded the Macedonia army's victorious left wing. In 336 BC after his father was killed Alexander immediately was made king of Macedonia. As a king Alexander ruled over much of Asia, took part in many famous battles, founded the city of Alexandria [ˌælɪgˈzændrɪə] and got the title of Alexander the Great.

7. **Read the text about three ancient civilizations and match their names with their greatest achievements[1].**

Civilizations	Achievements
1) Ancient Egypt	a) artistic and intellectual
2) Ancient Greece	b) social and administrative
3) Ancient Rome	c) material

Three Ancient Civilizations

Civilization is an advanced stage of human development marked by a high level of art, religion, science and social and political organization. ("Dictionary of English Language and Culture")

The ancient Near East has been called the craddle of Western civilization. To its people we owe the invention of agriculture, the wheel, writing and the alphabet and also the first cities. The region known as the Near East includes the countries to the east of the Mediterranean with modern Turkey, Iran (ancient Persia), Egypt and Iraq (ancient Mesopotamia).

Ancient Egypt deserves a special mention. "There is no other country that has so many wonders," wrote the Greek writer Herodotus in the 5th century BC.

[1] an achievement [əˈtʃiːvmənt] — достижение

Egypt's ancient civilization has continued to interest and fascinate. Geographically isolated by deserts and sea, it developed a unique and self-contained culture that lasted three thousand years. Because of the country's dry climate a lot of its ancient monuments have been preserved: ancient cities, pyramids, temples and various artefacts that are a source of wonder today as they were in antiquity.

Ancient Egypt consisted of the Nile valley — a long and narrow stripe of land. The Nile united the country and was its main source of life. In Egypt rainfall is very small but every year between July and October the Nile's water covered most of the land in the valley and in the delta making the soil very rich with silt. The Egyptians made a complicated system of basins and channels. The main crops were cereals, vegetables and fruit. They used the cotton plant to make clothing, sails and ropes and the papyrus plant to produce a type of paper. The Egyptians also kept cows, pigs, goats and sheep. Hunting and fishing allowed them to make their diet more varied.

In Ancient Greece the typical unit of political and social organization was the "polis" or independent city-state. City-states appeared in many parts of the Greek-speaking world during the 8th century BC at the beginning of the so-called Archaic period (*c.* 800–500 BC). The Archaic period was followed by the Classical period, during which the Greeks made radical experiments with political, artistic and philosophical ideas, all of which have had a lasting influence on Western civilization. One of the most fascinating things that the Greeks have left us is their legends. We remember them as they have become part of our culture too. For example, if a person has some way in which he can be hurt, he is said to have an Achilles [ə'kɪli:z] heel. This expression goes back to the story of Achilles, one of the greatest heroes of Greek legends. The legend says that when he was born, the Fates, the goddesses that controlled man's life and future, told his mother that he would die young. So Achilles' mother, Thetis, wanted to protect her baby and dipped him in the water of the River Styx. This was supposed to protect him from deadly wounds. Every part of Achilles' body was thus made safe against injury, except one part — the heel by which his mother held him. Later, during the Trojan ['trəʊʤn] War Achilles, a handsome young man, became famous as the

greatest of the Greek warriors but was killed by a poisonous arrow that entered his heel, the one part of his body that had not been dipped in the Styx.

Ancient Romans were great lawmakers and keen politicians. Initially the power was in the hands of two annually elected "consuls", who ruled the city and commanded the army. They were advised by a council of elders (the Senate). Only when there was a danger threatening, a single "dictator" was appointed, for a maximum of six months.

Gradually Romans expanded their power and conquered a number of neighbouring peoples and took part in overseas wars. The wars were successful and increased the power and wealth of the upper classes. The gulf between the rich and the poor gave rise to social conflicts and political crisis. The Roman Empire shaken by civil wars got into the hands of Julius Caesar. He took the title of "Dictator for Life" and allowed himself to behave like a monarch or a kind of god. That went against the political tradition and led to his murder by a group of senators. The Empire was divided between Antony, one of the senators, and Octavian, the future Augustus.

Augustus became a powerful ruler, he made the Senate an effective branch of administration and took the Army out of politics. Victories abroad and peace at home characterized Augustus' long reign which is often called Rome's "Golden Age".

8. Read the text again and say which of the three civilizations:

— was cut off from other countries
— saw the time of instability in the society
— gave the world interesting schools of thought
— depended on a river for its well-being
— created a complicated mythology
— could boast of advanced agricultural techniques
— saw a case of assassination[1] for political reasons
— worked out an extended set of rules that people had to obey
— produced a lot of objects which still give us a great surprise

9. Find in the text English equivalents for the following:

1) колыбель цивилизации
2) заслуживает особого упоминания

[1] assassination [ə,sæsɪ'neɪʃn] — убийство по политическим мотивам

3) уникальная и самодостаточная культура
4) древние памятники сохранились (до наших дней)
5) предметы, сделанные руками человека (часто имеющие историческую ценность)
6) повод для удивления
7) плодородная почва
8) ил
9) паруса и канаты
10) позволяло им разнообразить свое питание
11) имели долговременное влияние
12) пятка, пята
13) окунула его в воду
14) защитить от смертельных ран
15) воины
16) увлеченные, азартные политики
17) старейшины
18) расширили сферу своего влияния
19) пропасть между богатыми и бедными
20) послужить началом
21) гражданские войны

10. Answer the questions in connection with the text "Three Ancient Civilizations".

1. What society can be called a "civilization"?
2. What ancient civilizations apart from those mentioned in the text do you know?
3. What great inventions were made in the ancient Near East?
4. Why can Ancient Egypt be called the "land of wonders"?
5. How did it happen that nowadays we can see a lot of these wonders with our own eyes?
6. What were people in Ancient Egypt especially skilled at?
7. Why was the Nile so important for the country?
8. What was a city-state in Ancient Greece like?
9. Were there any Greek city-states on the Black Sea coast?
10. In what way did the ancient political, artistic and philosophical ideas influence Western civilization? Can you give examples?
11. The text mentions the myth of Achilles' heel. What other myths can you remember? Do the names of Prometheus or Hercules say anything to you?
12. What do you know about the Trojan War? What do you know about the Wooden Horse of Troy?
13. Who described the Trojan War? In what book?
14. Into what parts of the world did ancient Romans expand their power?

15. What do you know about the Roman presence in the British Isles?
16. How did it happen that Julius Caesar became "dictator for life"?
17. Who said "You too, Brutus!" and on what occasion?
18. What brought the Roman Empire to ruin?

11. **Read the texts "Native Britons" and "The Cunning Celts", then do the task after the texts choosing the best items to complete the sentences.**

You will probably agree that history may be either a dull or an exciting subject depending on how it is presented. In his book "The Very Bloody History of Britain"[1] John Farman makes an attempt to write about British history in a humorous way. "I'd like this account of history to be enjoyed," he says. See for yourself how successful he is.

NATIVE BRITONS

Our ancestors were a pretty scruffy, lazy lot, spending most of their time hanging around waiting for history to begin. They only ate what stumbled right in front of them and, unlike their posh relatives in the south of France and Spain, didn't even try to cheer up their caves by painting those daft-looking animals on their walls. Mind you, there are some amongst us, mentioning no names, who believe they did the caves a favour!

However, when really at a loose end, they did do strange things with huge stones; stacking them in circles or lines like those at Stonehenge[2] or Avebury[3], probably for no better reason than to drive everyone crazy centuries later trying to work out why they did it.

Eventually, the first tourists started turning up. These swarthy continentals didn't have to go through Customs. No ships, no ports — therefore no Customs. They didn't even have to state how long they intended staying. This began in 4000 years BC, give or take a century. In those days they always said BC after the date. "B" stood for "before" and "C" stood for "Christ". God knows how they knew he was coming.

Simply the fact that they turned up in boats of some kind proves that the new visitors had more brains than the poor old native Britons, which wasn't difficult. They proceeded to invent clothes, wheels, refrigerators (only joking) and very sharp iron spears which made stabbing our poor forefathers (and foremothers) much quicker and easier.

Meanwhile (and these dates always seem to cause fights among historians):

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[1] published by Random House Children's Books, London, 1992
[2] See commentary after the text.
[3] See commentary after the text.

1,400,000 BC — An unknown apeman lit the first fire.
500,000 BC — First "upright" man made a sort of tool out of a bit of flint.
25,000 BC — Someone dropped a bit of meat in the fire and discovered it tasted better.
20,000 BC — Wheel invented but proved pretty useless until someone invented another one.
10,000 BC — Weapons used for killing animals and each other.
8600 BC — Someone planted a seed and discovered he could eat what it grew into.
8400 BC — First domesticated dog in North America. Sorry, but I don't know his name.
5000 BC — Sea filled up between Britain and Europe (Hooray!).
2500 BC — Skis invented in Norway. No package holidays till much later however[1].
1500 BC — Bronze Age hit Britain.
600 BC — Welshman invented the first proper boat — a coracle[2]. It was made from skin stretched over a wooden frame. Amazingly, they've only just stopped using them!

THE CUNNING CELTS

Once the new visitors began to settle in, life went quite smoothly until England was invaded properly for the first time by the Celts. They came here in 650 BC from Central Europe apparently looking for tin[3] — please don't ask me why! The Celts were tall, blond and blue-eyed and so got all the best girls right away. This, of course, annoyed the poor Britons even more, but there was not much they could do about it as they only had sticks and fists to fight with. The Celts set up home in the south of England building flash wooden forts which the poor boneheaded locals could only mill around in awe and envy.

Now England wasn't too bad a place to live for the next few hundred years (if you were tall, blue-eyed and blond). Then in 55 BC the late great Julius Caesar — star of stage and screen — arrived with a couple of legions from Rome, Italy. The refined Romans were repelled, in more ways than one, by the crude Celts. They did, however, come back a year later with a much bigger, better-equipped army — and guess what — were repelled again.

Stonehenge — a group of very large, tall stones put in circles which stand on Salisbury Plain, South England. They were put there in prehistoric times, perhaps as a religious sign or perhaps as a way to study the sun, the moon and

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[1] See commentary after the text.
[2] See commentary after the text.
[3] tin — олово

stars. Some people think that they were used for religious ceremonies by Druids, although this is not generally accepted by scientists. Stonehenge is a popular tourist attraction.

Avebury — another prehistoric site in South England, where there is a large ring of standing stones.

package holiday — a completely planned holiday, which includes travel, hotel, meals, etc. Such holidays are arranged by travel agencies.

coracle ['kɒrəkl] — a small light round boat, built like a basket, sometimes used by fishermen on Irish and Welsh lakes.

1. Prehistoric Britons ... painted animals on the walls of their caves.
   a) often b) sometimes c) never
2. Native Britons learned to use boats ... people from the continent.
   a) before b) together with c) after
3. Historians ... about the dates given by the author.
   a) agree b) disagree c) are unanimous
4. Celts' culture was ... that of Native Britons.
   a) more advanced than b) less advanced than c) as advanced as
5. The Roman invasion had ... stage(s).
   a) one b) two c) more than two

12. Look at the texts in exercise 11 again and say in what way the following ideas are expressed in them.

1. Our forefathers were rather untidy, lazy people spending most of their time doing nothing waiting for history to begin.
2. They only ate what they found by accident and, unlike their relatives who consider that they are people of a high social class...
3. ...those silly-looking animals on their walls.
4. Mind you, there are some amongst us... who believe that they did good to the caves.
5. However, when they really had nothing to do, they did do strange things with huge stones putting them so that they stand one on top of another in circles or lines...
6. ...probably for no better reason than to drive everyone crazy centuries later trying to understand why they did it.
7. With time the first tourists started turning up. These dark-skinned continentals didn't have to go through Customs... They didn't even have to state how long they meant to stay.
8. This began in 4000 years BC, a century more, a century less.

9. ...the new visitors had more brains than the poor old native Britons.
10. Later they invented clothes, wheels, refrigerators... and very sharp iron weapon like a stick with a pointed end which made killing our poor forefathers (and foremothers) with this sharp weapon much quicker and easier.
11. First "upright" man made a sort of tool out of a bit of a hard grey stone.
12. The Celts set up home in the south of England building new and impressive-looking wooden forts which the poor stupid locals could only walk about in a confused way in great respect and admiration mixed with fear and envy.
13. Then in 55 BC great Julius Caesar, who is dead now... arrived with a couple of legions from Rome, Italy.
14. The cultured and polite Romans were forced to stop attacking and move back... by impolite Celts behaving in an offensive way.

13. **The texts "Native Britons" and "The Cunning Celts" contain some serious historic facts presented in a humorous form. What are they? How could you say the same in a serious "scientific" way?**

14. **The texts use a lot of informal words. Can you find some of them? What effect do they produce in a history book?**

USE OF ENGLISH — GRAMMAR SECTION

I. English Tenses

15. **TEST YOURSELF. Use the verbs in brackets in proper tenses.**

A. Present simple or present progressive?

1. — Where Mr Ross *(live)*? — I *(not know)*. I *(think)* he *(live)* in the next street.
2. — John *(smoke)*? — He used to. But now he never *(touch)* a cigarette. He gradually *(become)* quite fit.
3. Ice *(melt)* in a warm climate.
4. I usually *(not eat)* sweet things. But today it's Tom's birthday, so I *(eat)* some birthday cake as you *(see)*.
5. This watch generally *(keep)* perfect time, but these days it *(not work)* properly.
6. — Could you speak louder, please? I can't hear anything you *(say)*. — I *(speak)* loudly enough and *(not understand)* why you *(not follow)*.
7. — You *(get)* on all right? — Oh, yes. I *(get)* on fine.

8. At present we *(live)* in a very small apartment. My mother has sold our old flat.
9. — When you *(meet)* Bob? — I *(meet)* him at 12 o'clock tomorrow.
10. She *(think)* we are wrong.
11. Be quiet. I *(think)*.
12. — Hello. We are at Andrew's. He *(have)* a party. — Oh, really? I hope you *(have)* a good time.
13. — What your son usually *(have)* for breakfast? — Occasionally he *(have)* bacon and eggs, a sandwich or a carton of yogurt. He *(not have)* any porridge as a rule.
14. It's a national holiday today. The shops *(work)*?

B. Future simple or present simple?

1. I don't know if I *(see)* you next Sunday. I think I *(be)* out of town.
2. I *(stop)* and *(ask)* the way. I am not sure if we are walking in the right direction.
3. If the situation *(not change)*, we *(be)* in trouble.
4. If Doris *(arrive)* on time, she *(come)* here at about three o'clock.
5. Tom says he *(take)* his umbrella if it *(rain)*.
6. We don't know when he *(return)*.
7. I'm not sure if he *(return)* at all.
8. When he *(return)*, he definitely *(help)* you.
9. Mr Robinson doubts if he *(agree)* with his opponents.
10. I don't think James *(go)* to the forest if it *(snow)*.
11. It's difficult to say when they *(finish)*.
12. Frank asks Jackson if the latter[1] *(help)* him to repair the bicycle.
13. Frank asks Jackson to help him as soon as the latter *(repair)* his bicycle.

C. Future simple or present progressive?

1. We *(have)* a party next Saturday. You *(come)*?
2. I *(give)* you my dictionary if you like.
3. Do you know that Margo *(leave)* on Friday?
4. Are you sure "Dynamo" *(play)* tonight?
5. Nobody knows if she *(keep)* her word.
6. If Ruth keeps her word, nobody *(learn)* our secret.
7. Tell us when your sister *(arrive)*. I think we *(meet)* her at the airport.
8. John says he *(take)* us to the circus tonight.
9. Mrs Rochester *(come)* if you invite her to the party. You *(send)* her an invitation?

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[1] the latter ['lætə] — последний из двух упомянутых

10. Larry, you *(do)* anything special tomorrow night? If not, *(join)* us for dinner?
11. — There are two names missing from the list. — Sorry. I *(rewrite)* it.

FOCUS

More Facts About
PRESENT SIMPLE and PRESENT PROGRESSIVE

1. Present progressive is used when we talk about what has already been arranged:

Sarah **is getting** married on Saturday.

But when we talk about timetables for public transport, programmes for cinemas, theatres etc., we use present simple:

When **does** the train **arrive** in Moscow?
What time **does** the show **begin**?
Professor Smith **gives** his lectures on Fridays.

2. Present progressive is used when we talk about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking:

Margaret is a keen reader. One book is not enough for her. She **is reading** two now.
(At the restaurant):
— What would you like to drink, sir? — Nothing, thanks. I **am driving**.

3. Present progressive is used in emotionally coloured sentences, expressing negative emotions:

You **are** always **talking** at the lessons, Boris!
Jack **is** constantly **coming** late!

4. Present simple of the verbs **to forget, to hear** and the passive construction **to be told** is used to denote completed actions:

I **forget** where he lives. Я забыла, где он живет.
We **hear** you are leaving for St. Petersburg. Мы слышали, ты уезжаешь в Санкт-Петербург.
We **are told** she has a strong American accent. Нам сказали, что у нее сильный американский акцент.

16. **Express the same in Russian.**

1. Fred is constantly coming to school unprepared for his classes.
2. Bob is always driving carelessly.
3. We are told we're going to spend the summer on the coast.
4. I hear Fiona is moving into a new flat.
5. I forget that cousin Mary is arriving tomorrow morning.
6. Lorna is always showing off.
7. David's wife is constantly buying expensive clothes!
8. We hear Lucy is getting married.

17. **Choose the right tense form to complete the sentences.**

1. "Attention, please! The boat *(sails/is sailing)* in a few minutes."
2. Look at the timetable, our boat *(sails/is sailing)* at 6.15.
3. Who *(comes/is coming)* to dinner tonight?
4. *(Is Joanna Rowling writing/Does Joanna Rowling write)* a new Harry Potter book?
5. The timetable shows the next train, the 10.45 to Dover *(leaves/is leaving)* from platform 15.
6. When *(does the concert begin/is the concert beginning)*?
7. We *(play/are playing)* a tennis match on Sunday.
8. I *(get/am getting)* a new computer for my birthday.
9. Harry *(always forgets/is always forgetting)* his things at home!
10. Little Lillie *(always fights/is always fighting)* for independence! Just think of it!
11. We can't go to the sea. We *(have/are having)* our exams in the first week of June.

II. English Articles

18. TEST YOURSELF. **Use the articles where necessary to complete the sentences.**

1. I think that ... Russia is ... best country in ... world.
2. There is ... big shopping centre in ... north of ... city. ... shopping centre has become very popular with ... customers.
3. Where are ... letters you are talking about? That's ... only question I've got.
4. ... thermometer is used for measuring temperature.
5. ... book in ... yellow and brown cover is our English textbook.
6. I'll never forget my seaside holiday: ... sea, ... blue sky, ... hot sun and ... happy faces of my friends.
7. We seldom have ... meals in ... kitchen. We prefer to eat in ... dining room.

8. I've recently watched ... very unusual film, it was ... psychological drama. ... main characters were ... doctor and his patient.
9. May I have ... sandwich? I'm very hungry and ... dinner is not ready yet.
10. When you come into ... room, you'll see ... big bookcase on ... right. This is where you can find ... dictionary you need.
11. I'd like to have ... new bike and ride it in ... park.
12. ... angry football fans refused to leave ... stadium.

19. **Use the articles where necessary to complete the text.**

Oliver Cromwell is one of (1) ... most important figures in English history. In (2) ... time in which he lived, (3) ... great man was needed to lead (4) ... people of England in their fight for (5) ... freedom. Cromwell turned out to be such (6) ... man. He was born at Huntington in (7) ... year 1599, and it was on (8) ... large farm that he grew up.

We don't know whether (9) ... future ruler of England was (10) ... good pupil, but there are many stories to show that he was much like other boys. Oliver's uncle, Sir Oliver Cromwell, was (11) ... important man. He was in fact so important in (12) ... country that on several occasions he was visited by (13) ... King, James I. On one of these visits (14) ... King was accompanied by his son Charles, and while Sir Oliver was talking to (15) ... King, (16) ... two boys, Oliver Cromwell and Prince Charles, were sent into (17) ... garden to play. (18) ... story says that (19) ... boys quarrelled and fought, and Oliver was (20) ... winner.

(21) ... years later they were to fight again, each with (22) ... army at his back, and Cromwell was (23) ... winner again.

FOCUS

More Facts About English Articles
Articles with Nouns in the Function of APPOSITION

1. If a noun is used as apposition[1], it usually takes the indefinite article:

My good friend Denis, **a** taxi driver, sometimes gives me a lift.
"To surf the net", **a** new expression, means to look at different places one after another on the Internet.

[1] apposition [ˌæpəˈzɪʃn] — приложение

2. In certain cases such nouns take the definite article. It happens:
a) when the noun in apposition refers[1] to a famous or well-known person:

Gorbachev, **the** political leader of the USSR, started the process of political and economic change in the country in the 1980s.
Leo Tolstoy, **the** famous Russian writer, is very well-known in the West.

b) when the noun in apposition stands before the modified[2] noun but not after it:

the painter Turner, **the** composer Bach [bɑ:k], **the** student Frolov.
The film director Nikita Mikhalkov is working at his new film.
The new schoolmaster Mr Smith wants to speak to the school at tomorrow's meeting.

c) when the situation shows that the noun in apposition is a definite one:

The car, **the** stolen one, was found in the wood.
Charles Bronson, **the** man who lives next door, has just rung up.

Note: Usually the word or the phrase in apposition are joined by a comma[3] or commas:

Norman, a lawyer, works in the city centre.
Zhores Alferov, the well-known physicist, won the Nobel Prize in 2000.

20. **Use the right article with nouns in apposition.**

1. James Cook, ... Englishman, is coming on Friday to give you a talk on the new tendencies in English grammar.
2. Mary, ... girl of five, has just learned her first letter.
3. Elton John, ... popular singer, writes lovely songs.
4. "Coronation Street", ... popular television programme, was first shown in 1960.
5. ... poet, critic and short-story writer, Edgar Allan Poe, worked for much of his life as a magazine editor.

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[1] refers [rɪ'fɜ:z] — относится
[2] modified ['mɒdɪfaɪd] — определяемый
[3] a comma ['kɒmə] — запятая

6. "Pygmalion", ... play we watched yesterday, was really enjoyable.
7. Leonardo da Vinci, ... famous expert in many different fields of learning, was born in central Italy in 1452.
8. Bombay, ... world's eighth ... largest city, is a centre of trade, learning, and industry.
9. Charles, ... successful Swedish producer, is working on a new project.
10. Mrs Spencer, ... mysterious lady whom nobody ever spoke to, was living in a small cottage at the end of the village.

FOCUS

Still More Facts About Articles with Nouns in the Function of APPOSITION

If nouns in apposition denote a position (rank, post) which is, as a rule, unique and can be occupied by one person at a time, they are used without any article. Here belong such nouns as:

king — queen	director — principal
colonel[1] — captain	doctor — professor
leader — head	chief — boss
speaker — chairman	president — prime minister
rector — dean	manager — secretary

Margaret Thatcher, Prime Minister of Britain, was the first woman to take this post.

The same is true when these nouns are used as predicatives[2]:

Life was different when he was principal of the school.

Anyhow: When these nouns denote not ranks but people, both articles can be used depending on the situation:

The Queen has arrived.
This fantastic car is fit for **a** king.

When such nouns are followed by a proper name, they are used without any article:

Queen Elizabeth, Colonel Pickering, King John, President Clinton

[1] a colonel ['kɜ:nl] — полковник
[2] a predicative [prɪ'dɪkətɪv] — предикатив, именная часть составного именного сказуемого

21. **Express the same in English.**

1. Поговорите с господином Бейкером, руководителем нашей делегации. 2. Познакомьтесь с капитаном Ньюманом, нашим новым коллегой. 3. Премьер-министр будет выступать с речью завтра в 10 часов утра. 4. Профессор Пиотровский, директор Эрмитажа, живет в Санкт-Петербурге. 5. Кто будет председателем на конференции в понедельник? 6. Владимир Путин дважды избирался президентом Российской Федерации. 7. Эндрю стал лидером своей партии в 2004 году. 8. Джеймс Монро (Monroe) был пятым президентом США. 9. Михаил Горбачев был первым и последним президентом СССР. 10. Благодаря переменам в нашей стране люди на Западе узнали русские слова «гласность» и «перестройка». 11. Елизавета I была последней английской королевой из династии Тюдоров. 12. Елизавета II является королевой Соединенного Королевства Великобритании и Северной Ирландии. 13. Шарль де Голль (Charles de Gaulle) был французским генералом. Он стал президентом Франции в 1958 году. 14. Карл II (Charles II), король Великобритании, был мудрым правителем. 15. Юлий Цезарь (Julius Caesar), римский император, был военным гением (military genius).

III. English Function Words

Function Words Expressing Time

22. **TEST YOURSELF.** **Do you know what function words are needed in these cases? In some sentences you may not need any.**

1. My younger brother was born ... 2003, ... a cold winter day. 2. Will you be able to finish reading the book ... two or three days? 3. Driving ... night is not easy. Ask any driver. 4. I met Andrew ... last Wednesday. He was walking to school. 5. People usually get very busy ... Christmas time. 6. We try to get out of town ... weekends. 7. Where were you ... 10.30 ... yesterday night? 8. Big cities get rather empty ... August. 9. I always stay with my family ... New Year's Day. 10. He got married ... 23. He and his wife had been at school together. 11. If I ever go to Paris, I'd like to go there ... spring. 12. ... what time do you usually get up? 13. I wonder what the world will be like ... the year 2050. 14. I see my friend Victor ... every day. 15. Please call me ... lunchtime. We can have lunch together. 16. I'm still busy doing my homework but I hope I'll have finished ... eight o'clock. 17. James is coming back home ... a few days, ... the 3rd or the 4th of March. 18. They met ... a lovely spring day when the sun was shining and the sky was bright blue. 19. The bus service is free ... the evenings and ... weekends. 20. The kids got up rather late ... Easter days. 21. We usually go skiing ... winter.

FOCUS

More Facts About Function Words Expressing TIME

A. FOR versus **DURING**

1. **For** is used with nouns or noun phrases to say how long something goes on:

She's going away for the weekend.
I haven't seen you for ages.

2. **During** is used with nouns or noun phrases to say when something happens:

I will see Helen during the weekend.
The children laughed a lot during the film.

B. ON time versus **IN time**

1. **On time** means not late, being punctual:

The plane took off on time (according to the timetable).
Let's meet at 6 pm. Be on time. (Don't be late.)

2. **In time** means not too late for something; soon enough for something/to do something:

The fire brigade arrived in time (to put out the fire).
John promised to come back in time for dinner.

C. AT the end versus **IN the end**

1. **At the end** means at the time when something ends:

He will come back at the end of May.
There was a storm of applause at the end of the play.

2. **In the end** means finally:

It was difficult for John to learn the poem by heart but in the end he managed to do it.
Tom didn't like our project at first but in the end he agreed to it.

We also say: At the beginning of something.

D. IN the morning versus **ON Friday (morning** etc.)

1. In the morning	2. On Sunday (Tuesday) morning
In the evening	On a rainy (cold) evening
In the afternoon	On Thursday noon (afternoon)

I sent you an e-mail in the afternoon.
John sent you an e-mail on Friday noon.

No preposition is used: this morning, last noon, tomorrow afternoon, yesterday evening etc.

E. AFTER versus **AFTERWARDS**[1]

1. **After** is used with nouns or pronouns:

After the match the boys were tired.
We decided to lie in the sun after a swim in the sea.

2. **Afterwards** is used on its own and means after something you have already mentioned:

We had a swim in the sea and afterwards we decided to lie in the sun.

23. **Choose the right words to complete the sentences.**

A. Use *for* or *during* to complete the sentences.

1. I'm rather hungry, I'd like to go to the buffet ... the interval. 2. The family visited a number of nice places ... the summer. 3. Norman didn't write to me ... a long time. I thought he had forgotten me. 4. They met ... the war and have been together ever since. 5. My friend speaks fluent English; he lived in the US ... six months last year. 6. It snowed heavily ... the night and by the morning the world had changed. 7. I'm sorry, I'm very busy this morning and can see you only ... a few minutes. 8. We have been living here ... six years. 9. ... the war the country was occupied by the enemy troops ... a few months. 10. Mike stayed in London ... a week. ... that time he did most of the sights of the great city.

B. Use *in* or *on* to complete the sentences.

1. I hope the letter will be typed ... time to be sent with the messenger.
2. I nearly lost my way but asked a passerby for directions and arrived ...

[1] afterwards (*BrE*) — затем, потом

time. 3. The ambulance arrived ... time and the injured driver was immediately rushed to the hospital. 4. Jane is very punctual and always comes ... time. I think she has never been late in her whole life. 5. Oh good! You're just ... time for tea! 6. All the guests have already registered. I think that the conference will begin ... time. 7. We came home ... time for the beginning of the nine o'clock news. 8. Look at the time! We are going to be late and I promised to come ... time. 9. The train arrived ... time and we came to the hotel ten minutes before the beginning of the reception. 10. We hoped to return ... time for mother's birthday to take her by surprise.

C. Use *at* or *in* to complete the sentences.

1. Do you see that tall tower ... the end of the street? 2. You are going on holiday ... the end of this month, aren't you? 3. Jack was not so sure if he should buy such an expensive car. ... the end, he decided not to. 4. ... the end of the war the government made many promises for a better future. 5. They argued a lot about the project and ... the end he won. 6. I know it took you long to make up your mind. What did you decide ... the end? 7. The meeting will be held ... the end of the week. 8. We looked everywhere and, ... the end, we found the key. 9. The most exciting events began ... the end of the novel. 10. The main characters lost sight of each other for a long time but ... the end they met and never parted again.

D. Use *in* or *on* (where necessary) to complete the sentences.

1. I've got a job interview ... Thursday afternoon. 2. What are you doing ... tomorrow evening? 3. I might go shopping ... this evening. 4. Perhaps we can meet ... the afternoon. 5. I'll see you ... Wednesday morning. 6. I'm so tired ... the evenings, all I want to do is to sit and watch television. 7. Police say the incident took place at around 9 o'clock ... yesterday evening. 8. ... a warm summer morning we began our journey and were soon out of the city. 9. ... the morning of her birthday Jane woke up early and started planning the day ahead. 10. I prefer to do my shopping ... the afternoon when the shops are not so crowded.

E. Use *after* or *afterwards* to complete the sentences.

1. It's not surprising that the players feel dead tired ... the play. 2. I didn't see her again until a few days .... 3. I found the key only ... you had left the house. 4. ... the party we felt too excited to go to bed. 5. I soon forgot the accident and never remembered it .... 6. ... we watched the film, we decided to read the book it was based on. 7. You don't have to complete the work now. You can do it .... 8. Let's go and see the film, and ... we could go for a meal. 9. Don't worry, you can book the tickets now and pay for them .... 10. There was plenty of food left ... meal, we packed it and took to the country house to eat ....

24. TEST YOURSELF in the vocabulary. In English there is a number of words that are easily confused. Choose the right ones to complete the sentences below.

1. What terrible weather we are having! ... been raining for hours. The baby was calling for ... mother.
   a) *its* b) *it's*
2. It took them some time to find ... seats in the hall. I love St. Petersburg and want to go ... again.
   a) *there* b) *their*
3. Please be .... I can't hear a thing. I'm still not ... clear about what I'm supposed to do.
   a) *quite* b) *quiet*
4. The ... of Man is to the west of Great Britain. The bride and groom were slowly walking down the ... hand-in-hand.
   a) *isle* b) *aisle*
5. The great ... of Siberia is covered in thick forests. Going by ... saves a lot of time.
   a) *plain* b) *plane*
6. The ... of Queen Victoria was the longest in British history. Autumn ... tends to be cold and unpleasant.
   a) *reign* b) *rain*
7. — Waiter, what's this?
   — It's ... soup, sir.
   — Never mind what it has .... I want to know what it is now.
   a) *been* b) *bean*
8. I love stories about the ... of the Round Table and King Arthur. A person can't work days and ..., we need a break.
   a) *nights* b) *knights*
9. The ... tree under my window is covered in blossom. I could do with a new ... of shoes to match my new outfit.
   a) *pair* b) *pear*
10. This sock is old. It has a ... in it. And when can we hear the ... story?
    a) *whole* b) *hole*
11. He was at the ... of the queue to enter the coach. Yours is the most charming ... I've ever heard.
    a) *tale* b) *tail*
12. I wish grown-ups could occasionally look at the world ... the eyes of a child. The demonstrators who ... stones at the police were arrested.
    a) *through* b) *threw*

25. **Read the text below and change the words in brackets in order to get a complete and logical text.**

William the Conqueror was England's (1. *one*) Norman king. Before that he was the Duke of Normandy in (2. *north*) France, the most (3. *power*) lord in the land. When William (4. *visit*) England in 1050 he (5. *promise*) the throne of England by his (6. *relate*) Edward the Confessor[1], king of England. But when Edward died (7. *child*) in 1066, Harold, Edward's brother-in-law, didn't help William to become king but crowned (8. *he*) King of England. William (9. *quick*) set about (10. *invade*) England to seize the crown for (11. *he*). William defeated Harold's Anglo-Saxon army at the Battle of Hastings. By 1069 the Normans (12. *conquer*) a third of England and William (13. *become*) the (14. *great*) ruler in (15. *west*) Europe. William's (16. *descend*) ruled England for many years.

26. **Read the text and make it complete choosing the best items to fill in the gaps.**

The House of Tudor

The Tudor kings and queens ruled (1) ... 1485 and their dynasty (2) ... 118 years. Queen Elizabeth I was the (3) ... Tudor, her father, King Henry VIII, was probably the most famous English monarch. Just 18, Henry VIII came to the (4) ... in 1509. He was (5) ... by his councillors to marry Catherine of Aragon which he duly did. He became heir to the throne because his (6) ... brother Arthur had died in 1502. During his first years of rule he (7) ... himself largely with foreign policy, defeating both the French and the Scottish in battle in 1512 and 1513. The Tudor period was also a time of great cultural significance, giving (8) ... to figures such as the playwright William Shakespeare and political figures like Sir Thomas More and Cardinal Wolsey.

1. a) for	b) through	c) of	d) since
2. a) stood	b) longed	c) lasted	d) prolonged
3. a) former	b) last	c) previous	d) latest
4. a) power	b) throne	c) rule	d) cabinet
5. a) instructed	b) ordered	c) forced	d) reminded
6. a) old	b) older	c) elder	d) oldest
7. a) engaged	b) thought	c) made	d) established
8. a) rise	b) raise	c) way	d) development

[1] Edward the Confessor [ˌedwəd ðə kənˈfesə] — Эдуард Исповедник (*английский король*)

Phrasal Verb TO PICK

1. to pick at — to eat only small amounts of a meal because you do not feel hungry

Most of the time he just picks at his food.

2. to pick on — to keep treating someone badly or unfairly, especially by criticizing them

Why do you always pick on me?

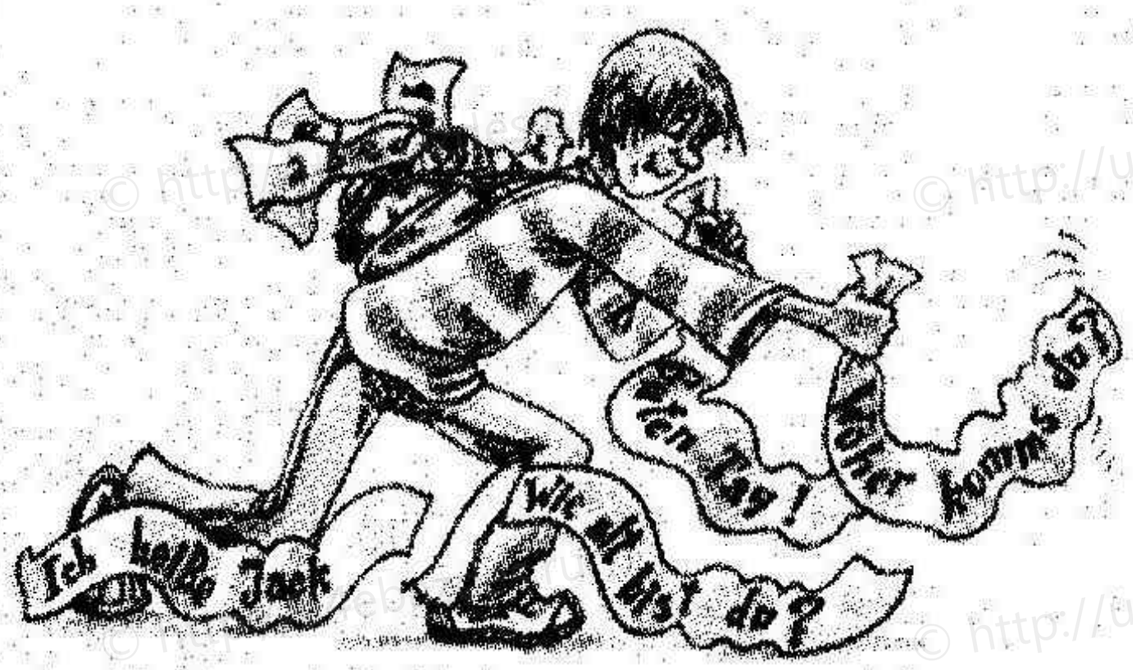
3. to pick out — to choose one person or a thing from a group

Have you picked out a dress for the party?

4. to pick up — a) to lift sb/sth

She rushes to pick up the baby as soon as it starts to cry.

b) to learn a new skill without intending to



He picked up a few German phrases while staying in Berlin.

c) to take sb in a car

I stopped to pick her up.

d) to get sth

I need to pick up my bags before we leave.

27. **Complete the sentences, use *at, on, out, up.***

1. I ordered some meat from the butcher. I'll pick it ... on my way home tonight. 2. She picked ... her bag and left the room. 3. Jane picked ... the blouse she particularly liked. 4. Why do they always pick ... me? I've done all the washing up. 5. I picked him ... at the station and drove home. 6. John wasn't hungry, and just picked ... the food on his plate. 7. I never studied French. I just picked it ... when I was in France. 8. I sat picking ... my dinner wishing I was somewhere else. 9. There are sheets of paper all over the floor. Could you pick ... and put them away? 10. Stop picking ... me!

28. **Express the same in English.**

1. Старшие дети часто придираются к младшим. 2. Родители выбрали имя своему новорожденному. 3. Мой двоюродный брат начал немного говорить по-итальянски после трехмесячного пребывания в Италии. 4. Автобус остановился, чтобы забрать двух пассажиров. 5. Дети ковыряли вилками еду в своих тарелках. 6. Мы шли по берегу моря и поднимали гальку и ракушки (pebbles and shells). 7. Он пошел туда раздобыть информацию. 8. Я забираю свою дочь из школы. 9. Дженни всегда придирается ко мне. 10. Самое лучшее он отобрал для себя.

New Words to Learn

29. L&U **Read and guess what the words in bold type mean.**

1. Their years of work **culminated** ['kʌlmɪneɪtɪd] in a new invention.
2. My sister is a mathematical **genius** ['ʤi:nɪəs]. At the age of six she could easily do sums and solve some uncomplicated problems.
3. **Mankind** ['mænkaɪnd] means all humans considered as a group. Nowadays some people don't use this word because they think that it may hurt women's feelings, so they use the word "humankind" instead.
4. The Smiths are our good friends. They live **nearby** ['nɪəbaɪ], in the house round the corner.

30. L&U **Read the words, look them up and then study the word combinations and sentences to know how to use them.**

achieve [ə'ʧi:v] (*v*): to achieve fame, to achieve popularity, to achieve fortune. We have achieved what we set out to do.

achievement [ə'ʧi:vmənt] (*n*): a great achievement, a remarkable achievement. Climbing Mount Everest is a great achievement.

available [ə'veɪləbl] (*adj*): **to be available to somebody/for something**. The hotel is full, so there are no rooms available. These facts will never be available to you. There is no money available for the project.

aware [ə'weə] (*adj*): **to be aware of something, to become aware of something**. I was well aware of the fact. They have become aware of the danger.

beneficial [,benɪ'fɪʃl] (*adj*): **to be beneficial to something, to be mutually beneficial**. The discovery of this medicine was beneficial to many AIDS patients. Some insects are beneficial to plants.

benefit ['benɪfɪt] **(benefit(t)ed, benefit(t)ing)** (*v*): **to benefit something/somebody, to benefit from something**. This sunshine will benefit the farmers. The factory benefited from the new machines.

capture ['kæptʃə] (*v*): to capture criminals, to capture animals, to capture somebody's imagination/attention. His story captured the interest of the world's media.

contemporary [kən'temprərɪ] (*adj*): contemporary art, contemporary music, contemporary literature. Contemporary sources offer a very different interpretation. Beethoven was contemporary with Napoleon.

contemporary [kən'temprərɪ] (*n*): Most of his contemporaries found his music unusual.

contribute [kən'trɪbju:t] (*v*): 1) **to contribute something to somebody/something**. Various factors contributed to his downfall. The people of the town contributed food and clothing to the family whose house had burnt down. 2) to contribute articles to a newspaper (magazine).

efficient [ɪ'fɪʃənt] (*adj*): Alice is a very efficient secretary, she is skilful and capable of doing many things.

establish [ɪ'stæblɪʃ] (*v*): to establish a firm, to establish a university etc. How long has the firm been established? The head of the firm wanted to establish good relations with his business partner.

establishment [ɪ'stæblɪʃmənt] (*n*): a research establishment, an educational establishment, a training establishment. I want to speak to the manager of this establishment.

generation [,ʤenə'reɪʃn] (*n*): future generations, the previous generation, the older/younger generation, a generation gap. The novel is about several generations of a French family.

gradually ['græʤəlɪ] (*adv*): to develop gradually, to ruin gradually. Gradually the situation changed.

opportunity [,ɒpə'tju:nɪtɪ] (*n*): a wonderful (great) opportunity; **to take the opportunity of doing something, to have an opportunity to do something**. It's a wonderful opportunity for you to find the truth. I took the opportunity of seeing Ann while I was in London.

rapid ['ræpɪd] (*adj*): rapid progress, a rapid movement, a rapid growth. Nowadays we see a rapid growth in the use of the Internet.

record [rɪ'kɔ:d] (*v*): 1) to record historical events. His diary records the lives of ordinary country people. 2) to record a song, a concert, a speech. Can you record the film for me at ten o'clock?

subsequent ['sʌbsɪkwənt] (*adj*): a subsequent interview (event). These skills were then passed on to subsequent generations.

tame [teɪm] (*v*): to tame animals, to tame the might of the river. It is impossible or very difficult to tame some wild animals.

31. Give it a name.

1) Skilful or capable; 2) modern or relating to the present time; 3) an institution; 4) a chance to do something; 5) a group of people who are born and live around the same time; 6) possible to get free or ready when you need it; 7) to write articles for a newspaper or magazine; 8) to know what is happening; 9) to begin or create, to start to happen; 10) quick, fast; 11) to write a description of something that can be read in future; 12) to succeed in doing what you planned to do; 13) to get help or an advantage from something; 14) having a good effect or influence on somebody; 15) happening or coming after something else; 16) to catch someone so that they became their prisoner.

32. Complete the sentences using the words from Ex. 29 and Ex. 30.

1. The hall is ... on Saturday night, you can hold your meeting there. 2. Jenny made a ... recovery after her operation. 3. John ... from his father's advice and won a lot of money at the horse race. 4. This company was ... in 1880. 5. Irene is an ... secretary. She can do wonders. 6. Is Ron ... that I am coming? 7. They are holding a party to celebrate the ... of their scientific research. 8. I can't say I am fond of ... music, I prefer classic. 9. All three ... — children, parents and grandparents — lived together quite happily. 10. Have you ... any money to them? 11. I have ... the whole concert. You can listen to it. 12. My grandfather has ... a lot in this life. 13. I'm going to Great Britain in October. That will be a wonderful ... to practise my English. 14. This educational ... is well-known in Europe. 15. Their relationship was mutually .... 16. Pour the water into the bowl and ... add the flour.

33. a) Name a few things that can be:

1) rapid; 2) contemporary; 3) efficient; 4) available; 5) subsequent.

b) Name a few things that one can:

1) record; 2) be aware of; 3) benefit (from); 4) establish; 5) contribute; 6) achieve.

34. Insert prepositions where necessary.

1. Details of the project are not available ... anybody. 2. I don't think Jane is aware ... all the facts. 3. Mr Morgan's contribution ... the company's success was really remarkable. 4. My flight was delayed so it was a good opportunity ... doing some shopping. 5. We took the opportunity ... visiting the

Houses of Parliament during our trip to London. 6. Nowadays we see a rapid change ... the world ... computer technology. 7. The new project is beneficial ... many children. 8. I. Levitan was contemporary ... A. Chekhov. 9. The students benefited ... the new library. 10. If he doesn't work harder, he will never achieve ... anything.

35. Look at the portraits and say which of these people were contemporaries or near contemporaries. Say what you know about them.

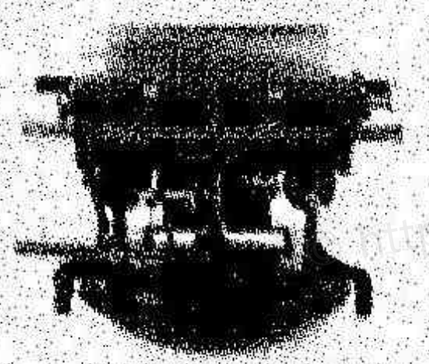
EXAMPLE: Ludwig van Beethoven was contemporary with Napoleon I. Beethoven was born in 1770 and died in 1827. He was a famous German composer, one of the best known and most admired composers of his time. He continued writing music after he became unable to hear at the age of 30. Among the most famous of his many works are the Fifth Symphony and the Emperor Concerto[1]. Napoleon...

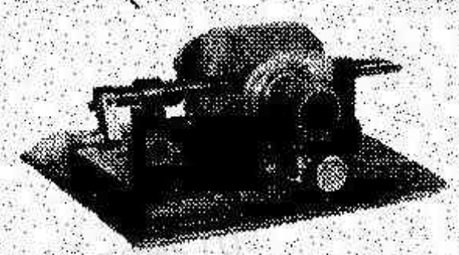
1 – Napoleon; 2 – Queen Elizabeth I; 3 – Margaret Thatcher; 4 – Marina Tsvetaeva; 5 – Tzar Nicholas II; 6 – Dante; 7 – Ludwig van Beethoven; 8 – Charles Darwin; 9 – Prince Alexander Nevsky; 10 – Tzar Ivan IV; 11 – Mikhail Gorbachev; 12 – Vladimir Dal.

[1] a concerto [kən'tʃɜ:təʊ] — концерт, музыкальное произведение

36. Speak about Thomas Alva Edison, a famous American inventor.

1847, February 11	born in the USA, State Ohio
1854 (age of 7)	goes to school his formal schooling is limited to three months, he is not thought of as a clever boy at school, thereafter[1] is tutored by his mother develops into an avid[2] reader
1859 (age of 12)	becomes a trainboy on the Great Trunk Railroad, selling magazines and candy
1862 (age of 15)	becomes a manager of a telegraph office produces his first inventions — the transmitter[3] and the receiver of the automatic telegraph
1878	begins work on electric light, founds The Edison Electric Light Company
1879	demonstrates a lamp that glows[4] for 40 hours
1882	establishes the world's first central electric light power station in New York City
during his life	makes over 100 inventions which contributed a lot to the development of science and technology his inventions are rapidly spread all over the world his inventions are beneficial for the human society his greatest achievements are the invention of: a) electric light b) the phonograph for recording sound (the invention he was most proud of) c) equipment for the cinema d) electric light power station
1931	dies





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[1] thereafter — после этого
[2] avid — страстный
[3] a transmitter — передатчик
[4] to glow — светить (*о лампе*)

37. **Express the same in English.**

1. Том не отдавал себе отчета, что его старшая сестра наблюдает за ним. 2. Клубника становится доступной в начале лета. 3. Мария и Пьер Кюри достигли славы как ученые. 4. Жители деревни собрали (пожертвовали) еду и одежду для семьи беженцев (refugee family). 5. Вклад Чехова в русскую литературу поистине велик. 6. Магазин, школа, больница, деловой центр — это учреждения. 7. Мои родители называют меня и моих друзей молодым поколением. 8. Тебе стоит пойти и посмотреть этот фильм, если представится возможность. 9. Школа обещает быстрые результаты при обучении иностранным языкам. 10. Песня исполнялась в записи, а не в «живую». 11. Джон записал счет матча в записную книжку. 12. Все еще есть несколько непроданных мест на игру. 13. Я знаю, что способствовало ее успеху как балерины. 14. Колледж ввел (установил) новый курс для студентов, интересующихся компьютерами. 15. Майкл воспользовался возможностью посетить Национальную галерею, когда был в Лондоне.

FOCUS

Focus on Synonymy

fast (*adj*)	quick	rapid
1. able to move quickly (about means of transport)		
a fast car a fast train	_____	_____
2. able to move quickly and do things quickly (about people and animals)		
a fast learner a fast worker a fast reader	a quick learner a quick worker a quick reader	_____
3. done or happening in a short time		
a fast tour a fast journey a fast game of tennis	a quick look a quick journey a quick visit a quick movement a quick answer	_____

4. doing things in a short time, being in a hurry (about people)

_____	Be quick, we don't have much time.	_____

5. happening much more quickly than usual

_____	_____	(*usually before nouns*) rapid learning rapid progress rapid increase rapid growth rapid change rapid recovery

FAST (ADV) = QUICKLY

You have come here quickly; did you travel by car?
The report was quickly prepared for publication.
She drives very fast.
Their population is growing fast.

FOCUS

Fast and **quickly** both mean "going at high speed", but you use **quickly** especially to talk about someone who is going only a short distance, especially because they are in a hurry.

38. **Express the same in Russian. Pay attention to the underlined words.**

1. She was precise and quick in her movements. 2. Let's have a quick look at those papers. 3. Give your guests a fast tour of the house. 4. Don't drive so fast, there's ice on the road. 5. In China, it was a period of rapid change. 6. I had to make a quick decision. 7. She made a rapid recovery after her operation. 8. The new aircraft flies almost twice as fast as the old one. 9. We witness a rapid change in the world of computer technology. 10. That was quick! Have you finished already? 11. I'll just take a quick shower. 12. He is a very quick walker. 13. In the morning we had a quick trip to town. 14. She speaks so fast. I can't understand her. 15. People are worried about the rapid increase in military spending. 16. In a quick movement he pulled the gun out of his pocket. 17. When does the fast train to Liverpool start? 18. Rapid learning: learn to speak a new language in 12 weeks!

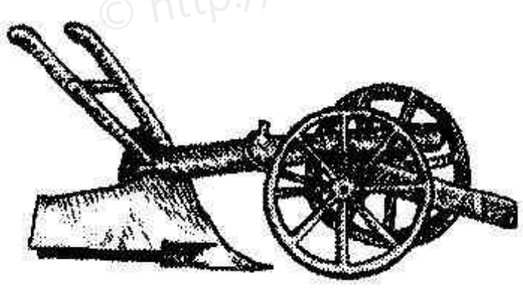
READING FOR DISCUSSION

39. a) Read the text "The Creations of Mankind" and choose a suitable title for each paragraph. There is one extra title.

TITLES

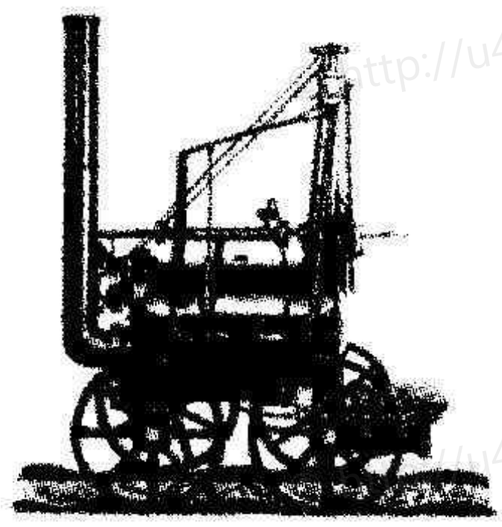
a) Man Lays Foundations for Future Development
b) Man Begins Cattle Breeding and Cultivating Land
c) Man Explores Prehistoric Civilizations
d) Man Creates Dangerously Powerful Inventions
e) Man Makes First Steps on the Road of Progress
f) Man Gets the Basics of Learning
g) Man Makes Progress in Industry and Transport
h) Man Finds a New Interest in Exploration

THE CREATIONS OF MANKIND



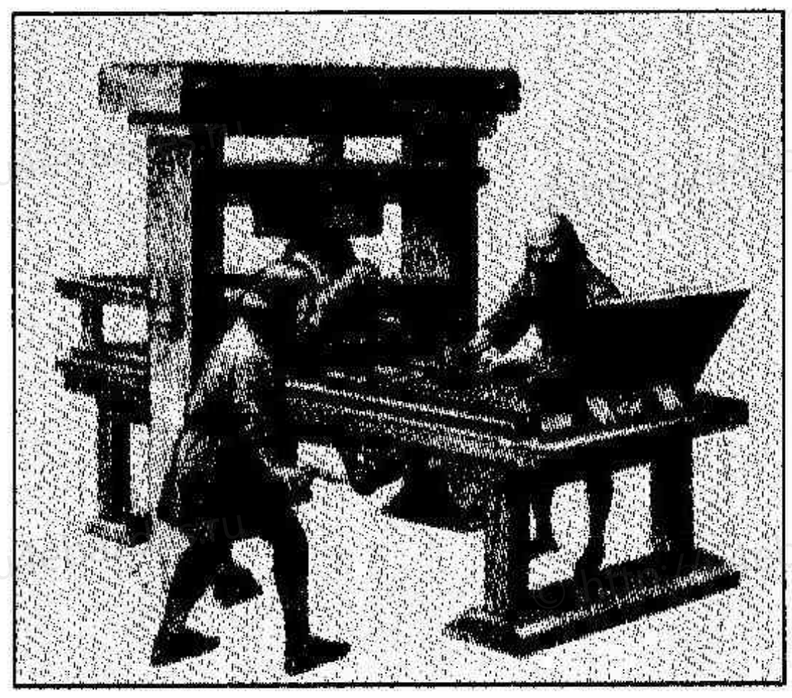
The lifestyle which we enjoy today is a result of countless ideas and inventions, which have taken many centuries of man's history to develop.

1. The first great idea which started man on the road to his great achievements was when a caveman picked up a heavy stone to help him. The use of fire was another step without which no subsequent development would have been possible. But once man had learned to make and use fire, it was only a short step to discovering the use of metals. Another great move towards modern technology was the invention of the wheel by some unknown prehistoric genius.

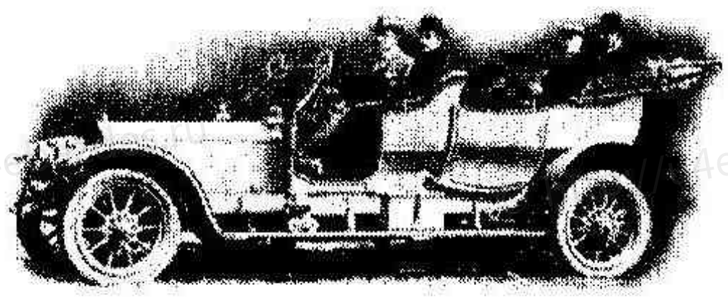


2. Man had efficient metal weapons and was able to hunt large animals for food. Gradually, he learned to capture and tame some of the creatures, so that he could keep his food nearby until it was needed. Man also discovered how to plant crops, gathering seed from wild plants, which he knew to be useful. Once farming was established, it did not take man long to make special tools for breaking up the

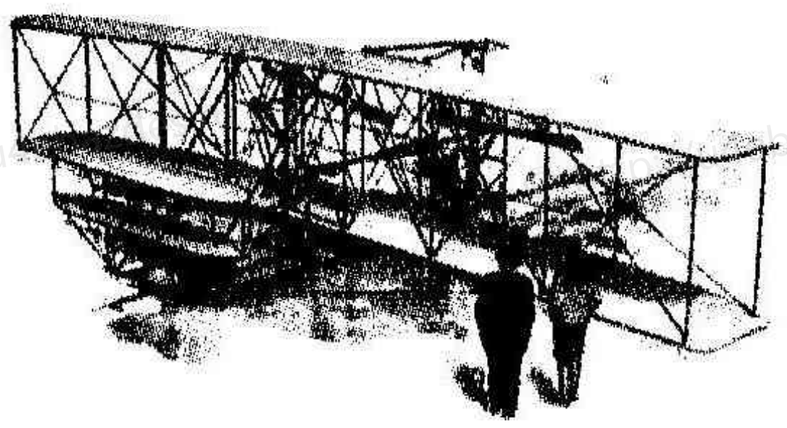
ground, and later he began to use the help of domestic animals in pulling his primitive plough.



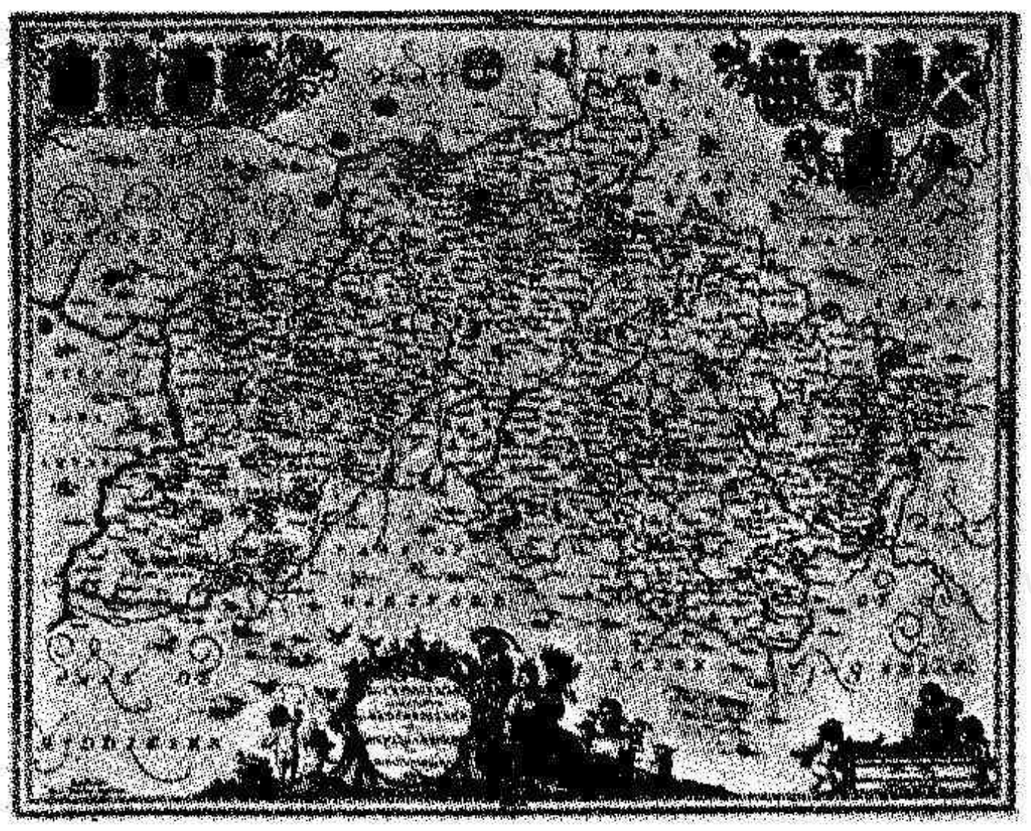
3. Another important invention which has contributed greatly to our modern knowledge was writing. At first, writing was a special form of drawing, and was usually very simple. But gradually these primitive drawings turned into letters. From the counting of days and months, man went on to count cattle and sheep and the earliest forms of arithmetic appeared. The Greeks were the first people to use writing to record language as spoken by contemporary men; and their works are still widely read today, for information and for pleasure.



4. After the time of the Romans, the speed of discovery slowed down, and indeed many earlier discoveries were lost for hundreds of years. It was not until the fifteenth century, with the coming of the Renaissance, that discoveries were again made on a large scale. Europe was suddenly filled with a wish to explore the world. No less important was the invention of printing, giving many men an opportunity to read and to own books which before had been available to only the wealthy few. The spread of ideas was rapid, and led in its turn to the writing of more books. The voyagers of the Renaissance discovered the existence of many new and strange lands, and in these lands were all sorts of unknown animals and plants.



5. The seventeenth century saw a development of science. The eighteenth century is associated with many inventions and culminated in the Industrial Revolution. The invention of the steam engine, the condenser and piston made possible modern manufacturing processes. The nineteenth century was the age of the machine when man realized that many previously hard tasks could be done more easily and cheaply by machinery. Farm machinery was invented, and production of larger food-crops became possible. The nineteenth century also saw the invention of electricity, which revolutionized life and made many other things possible. The manufacture of cars began a new era in transport, and led to the appearance of lorries and buses, without which our cities would not have grown to their present size.



6. The previous century was the one to see immense changes and various inventions. The airplane was constructed. During the Second World War man became aware of atomic energy and nuclear weapons. The second half of the twentieth century was characterized by the inventions of television, computers, spacecraft, genetic engineering and many others.

7. All our discoveries today are based on the ideas of men who lived before us; and without their groundwork, modern inventions would have been impossible.

With so many wonderful achievements behind him, modern man can go into an era of even greater discoveries, and all nations can benefit from the knowledge left to us by earlier generations.

b) Listen to the tape (No 4) and prepare an artistic reading of the text following the pattern given on the tape.

40. Look through the text again and say what discoveries and important innovations you would put under these categories.

1. The first prehistoric strokes of genius.
2. Primitive farming.
3. Laying foundation for sciences.
4. The Renaissance breakthrough.
5. From science to new technologies.
6. The age of electricity.
7. The age of high technologies.

41. a) Find in the text English equivalents to these words and word combinations and read out the sentences with them.

1) завершаться чем-либо
2) распространение идей
3) фундамент, основы
4) замедлить(ся)
5) ассоциировать(ся) с чем-либо
6) в большом масштабе
7) иметь книги
8) быть наполненным чем-либо
9) зажиточные, состоятельные люди
10) в свою очередь

b) Express the same idea using the words and word combinations above.

1. In my thoughts I connect summer with holidays.
2. You're moving too fast. Could you lessen the speed, please?
3. The book is full of references to the era of the Renaissance.
4. The World War II reached the highest point in its development in 1945 when Germany surrendered[1].
5. For many centuries education used to be a privilege of the rich.
6. In the Middle Ages a lot of lands belonged to the Church.
7. These preliminary talks formed the base for the meeting between the two leaders.
8. At the turn of a century numerous discoveries are usually made.

FOCUS

Plurals of Some Latin and Greek Borrowings

There is a natural tendency to make all foreign nouns follow the regular rules of forming plurals. The more commonly the noun is used, the more likely this is to happen. Some native English speakers avoid foreign plurals in everyday speech and use them only in scientific and technical contexts.

1. Nouns with foreign plurals only

-is analysis [ə'nælɪsɪs] — analyses [ə'nælɪsi:z] — анализ(ы)

-on
criterion [kraɪ'tɪərɪən] — criteria [kraɪ'tɪərɪə] — критерий(и)
phenomenon [fɪ'nɒmɪnən] — phenomena [fɪ'nɒmɪnə] — явление(я)

-um
datum ['deɪtəm] — data ['deɪtə] — данное(ые)
stratum ['strɑ:təm] — strata ['strɑ:tə] — слой(и)

[1] to surrender [sə'rendə] — сдаваться

2. Nouns with both foreign and regular plurals

-us

cactus < cacti [ˈkæktaɪ] / cactuses [ˈkæktəsɪz] — кактус(ы)

genius < genii [ˈʤiːnɪaɪ] / geniuses [ˈʤiːnɪəsɪz] — гений(и)

-a

antenna < antennae [ænˈteniː] / antennas [ænˈtenəz] — антенна(ы)

formula < formulae [ˈfɔːmjʊliː] / formulas [ˈfɔːmjʊləz] — формула(ы)

-ex/ix

index < indices [ˈɪndɪsiːz] / indexes [ˈɪndeksɪz] — индекс(ы)

appendix < appendices [əˈpendɪsiːz] / appendixes [əˈpendɪksɪz] — приложение(я)

-um

medium < media [ˈmiːdɪə] / mediums [ˈmiːdɪəmz] — средство(а)

memorandum — memoranda [ˌmeməˈrændə] / memorandums [ˌmeməˈrændəmz] — меморандум(ы)

42. **Change the plural form of the underlined nouns where it is possible.**

1. Cacti are plants which can live in hot, dry places.
2. Such phenomena are rather rare in life.
3. I have never been good at maths formulas.
4. There are three appendices at the end of the book.
5. What criteria do you use in your work?
6. Our last set of analyses shows quite different results.
7. The era of the Renaissance was the time when a lot of genii worked in different spheres.
8. New television antennae are being put on the roof of our block of flats.
9. Such inequalities are found in all strata of society.
10. These data are very interesting.

FOCUS

HISTORIC versus HISTORICAL

historic	historical
important because it is old and interesting or impressive; important in history	connected with history or the past
a historic place	a historical figure
a historic city (town)	a historical interest
a historic decision	a historical importance
a historic object	a historical context
a historic speech	a historical novel
a historic change	a historical film
a historic time	a historical play
a historic visit	a historical information
a historic year	
a historic document	

historic or historical

a historic/historical event
a historic/historical building
a historic/historical monument

But: a history lesson, a history teacher, a history museum, a history department

43. *Historic, history* or *historical*?

1. Trafalgar Square is a ... spot. 2. A lot of ... events took place in Red Square. 3. "Ivanhoe" is a famous ... novel by Walter Scott. 4. ... books, films or pictures describe or represent people, situations or things that existed in the past. 5. World War II brought about a lot of ... changes in Western Europe. 6. It was this kind of ... context that Morris brought to his work. 7. There are a lot of ... monuments in St. Petersburg. 8. The ... Museum is situated in Red Square. There are a lot of ... objects and ... documents in

it. 9. Who is your ... teacher? 10. Have you seen any ... films? Have you ever been to any ... places? 11. Kennedy's decision not to start a war during Caribbean [,kærə'biːən] crisis is a really ... decision. 12. Mikhail Gorbachev is a ... figure famous all over the world.

FOCUS

In the text "The Creations of Mankind" the noun **man** is used to refer to humans in general, including both men and women. When the noun **man** is used in this sense it takes no article:

Inactivity is a disease of modern man.

However, many people think that this use suggests that women are not included, or that men are more important than women. To avoid causing offence, you can use words and expressions such as *humans, human beings, people, humanity* or *the human race.*

44. **Find in the text "The Creations of Mankind" (Ex. 39) and read out the sentences where the word *man* is used without article.**

SPEAKING — DISCUSSING THE TEXT

45. **See how well you remember the text and expand on these ideas. You may also comment on them.**

1. The use of fire was a step without which no subsequent development (of man) would have been possible.
2. Gradually man learned to capture and tame some of the creatures and discovered how to plant crops.
3. At first writing was a special form of drawing.
4. The Greeks were the people to use writing to record language as spoken by contemporary men.
5. After the time of the Romans, the speed of discovery slowed down.
6. (In the 15th century) Europe was suddenly filled with a wish to explore the world.
7. No less important was the invention of printing.
8. The 18th century culminated in the Industrial Revolution.
9. The 19th century was the age of the machine and electricity.
10. All discoveries today are based on the ideas of men who lived before.

46. **Answer the questions.**

1. What motivates people to make new discoveries and inventions?
2. How does progress in science and technology influence people's lifestyle?
3. Can you give an example of how one invention leads to another?
4. Do people change alongside with the changes in the material world? In what way?
5. Is the world changing for the better or for the worse?
6. At what time in history would you like to live? Why?
7. Can you give examples of the 20th-century inventions that in your opinion influenced the development of our civilization in a most dramatic way?
8. Can you give examples of inventions that did more harm than good?
9. How do you see the future of our planet? What are the possible ways of keeping it safe? What can threaten the future?

L&U

DISCUSSING THE TOPIC

Topical Vocabulary: Pages of History

✓ It is sometimes said, "Those who fail to learn the lessons of history are destined to repeat them." Unfortunately the history of mankind is not only a history of inventions and discoveries but also a history of wars and military conflicts.

The state of war means that a country:

- declares war on another country
- invades the enemy's territory
- attacks the enemy's troops
- tries to destroy its towns and cities and its military forces
- lays siege to its cities
- captures soldiers and officers or takes them prisoner
- fights battles on battlefields
- tries to control the enemy's territory
- bombs or shells the enemy's territory
- conducts hostilities

✓ The other side:

- defends its territory and people
- repels the enemy's attacks
- tries to set the prisoners free
- retreats or counterattacks
- stands alone against the enemy forces or fights together with its allies
- wins important victories
- faces a (complete) defeat
- suffers heavy casualties

✓ A well-organized army has:

- headquarters
- a commander-in-chief
- generals, colonels, captains, lieutenants, soldiers (privates)
- military equipment
- ammunition (bombs, missiles, mines, tanks, aircraft carriers, guns, rifles and other weapons)
- means of carrying out modern warfare

✓ Wars and military conflicts:

- break out
- are launched or unleashed or started
- cost the lives of many people
- prove to be ruinous or disastrous
- end in a victory or a defeat after heavy fighting
- are often horrible and bloody

✓ People involved in wars:

- go to war
- enrol in the army or join it
- fight on somebody's side
- show great courage and determination to win
- fall on the battlefield
- get wounded, injured or killed
- become prisoners of war or hostages
- are listed as missing in action
- become refugees
- are awarded with medals and orders

47. Match the words with their definitions.

A.

1) to invade 2) to enrol 3) to repel 4) to declare 5) to award 6) to retreat	a) to force someone who is attacking to move back b) to put your name on the official list c) to announce something officially d) to give someone a reward because they have achieved something e) to move away from a position f) to send an army into another country to get control of it

B.

1) troops 2) hostilities 3) casualties 4) headquarters 5) allies	a) countries that make an agreement with another country that they will help each other, especially in a war b) the place from which military action is controlled c) big groups of soldiers d) people who are injured or killed e) fighting between enemies in a war

C.

1) commander-in-chief 2) ammunition 3) prisoner 4) refugee 5) hostage 6) siege	a) bullets, bombs etc. that can be fired from a weapon b) someone who is kept in a jail, especially during a war c) someone who leaves their country, especially during a war d) someone responsible for the whole of the armed forces of a country e) a prisoner of someone who threatens to kill the prisoner if he doesn't get what he wants f) an attack in which an army surrounds a city to prevent the people inside from receiving food and water

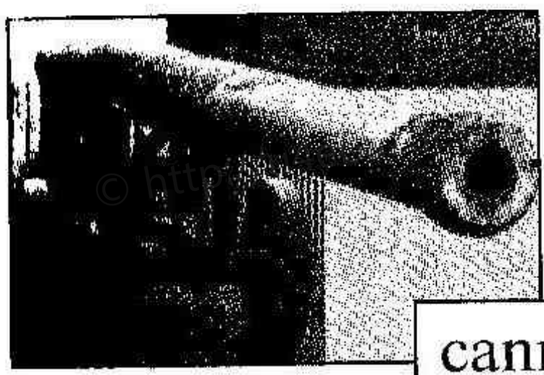
48. Look through the topical vocabulary and answer the questions.

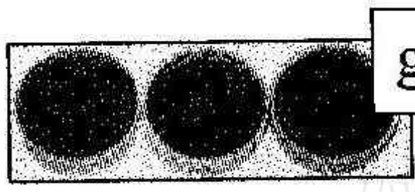
1. Everyone knows the Battle of Waterloo or the Battle of Kulikov Field. What other famous battles do you remember? Where and when did they take place?
2. How has military equipment changed through the years? How do new technologies help to equip armies?
3. Every new war leads to more casualties than the previous one. What is the reason for that?
4. Why are some wars called patriotic? Can you give examples of such wars?
5. What is a civil war? What makes them some of the most tragic wars? What examples can you give?
6. Can you remember a dramatic episode of any war?
7. What are the usual consequences of wars and conflicts?

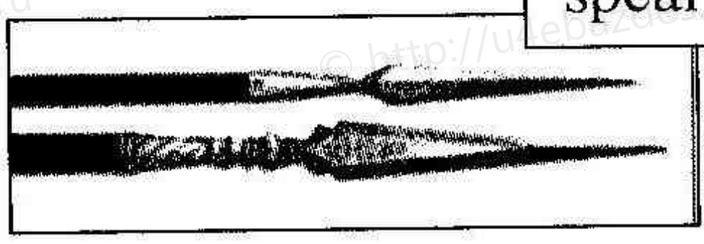
8. Some countries, like the USA, have big armies, others have smaller armies, still others like Switzerland or Luxemburg have no army at all. What are their advantages and disadvantages?
9. Do you think people will ever be able to live without wars? What should be done for it?

49. **Put the names of military equipment into groups of four according to the period when they were used.**

1. 14th century	2. 17th century	3. 20th century (early)	4. 20th century (late)

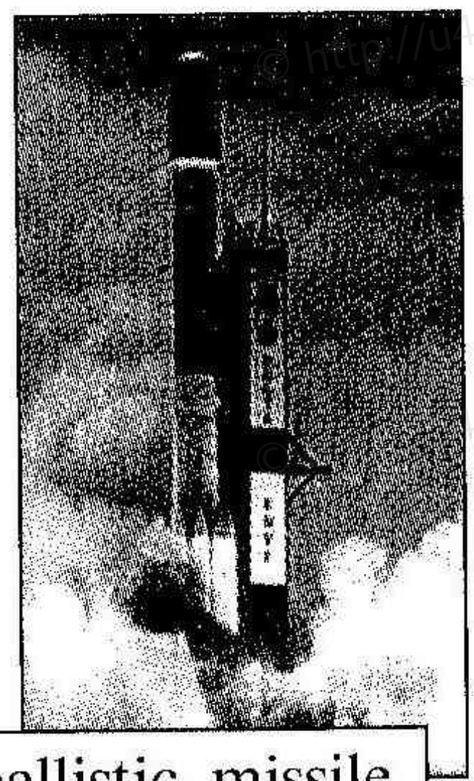

cannon


gunpowder

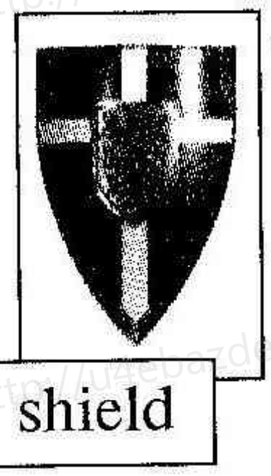

spear

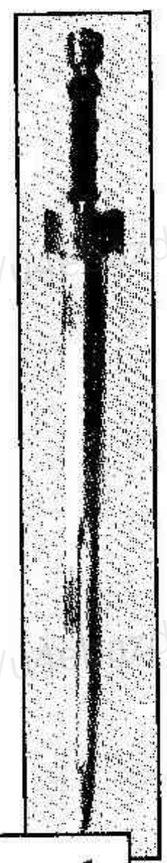
helmet

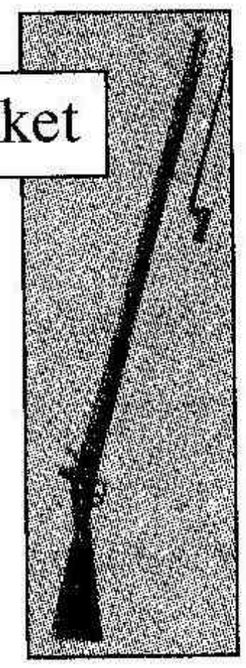
suit of armour

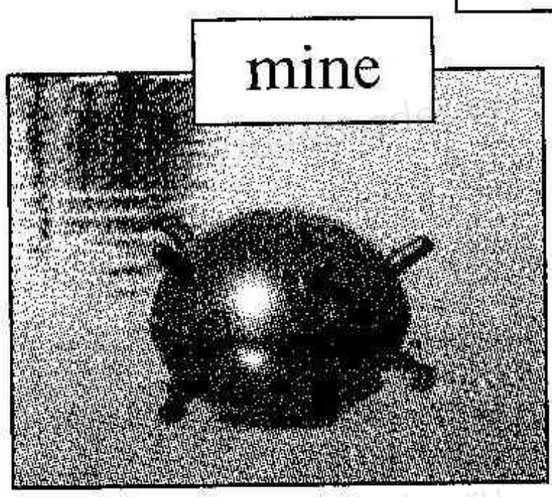

ballistic missile

aircraft carrier

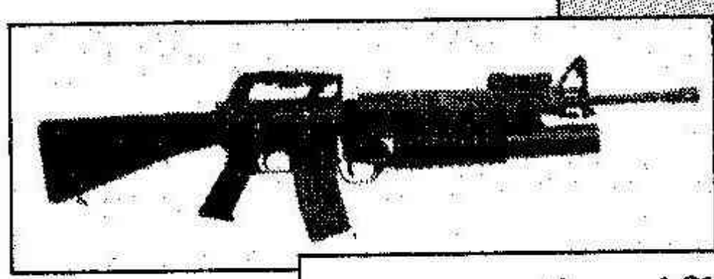

shield

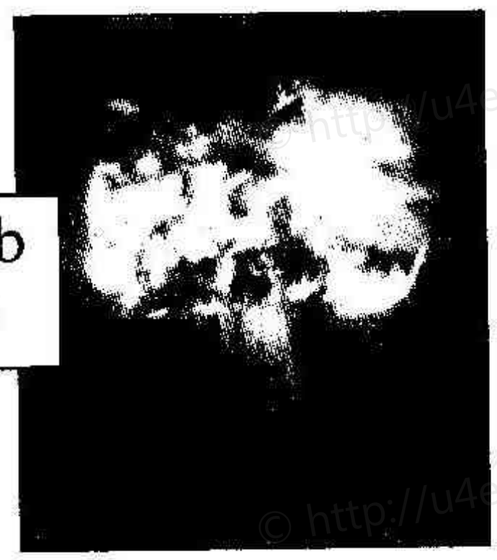

sword

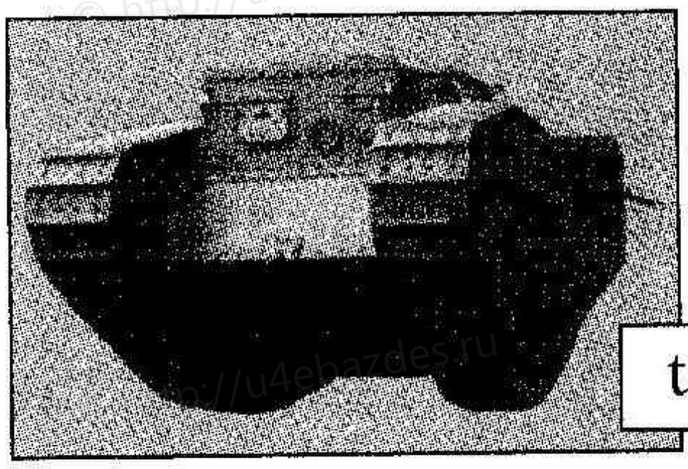

musket

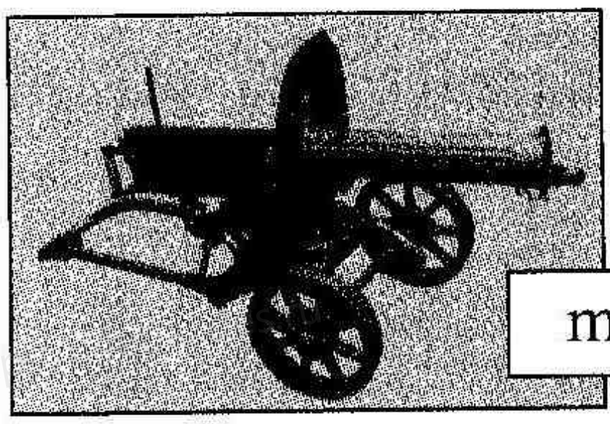

mine

jet aircraft


automatic rifle


nuclear bomb or H-bomb


tank


machine gun

50. Work in small groups and prepare an appeal to the nations of the world to stop and ban all wars.

51. There are two opinions about building up weapons. Some politicians think that there are too many weapons on our planet. They say the nuclear weapons that different countries have are enough to destroy all life on Earth ten times over. The progress in science and technology makes people invent even more destructive types of weapons and this vicious circle has to be broken.

Others contradict them and say that powerful modern weapons guarantee peace and stability in the world as they cool off aggressive countries and groups of people and make them think twice before starting a military conflict. Which of these points of view would you support? Give your arguments.

52. Here are some events in a war history of Europe. Remember certain facts about each of them and share the information with your friends.

BC	
1260	City of Troy destroyed by Greeks
331	Alexander the Great leads Greeks to victory over the Persian Empire
AD	
732	Charles Martel leads Franks to victory over Moors
1066	William of Normandy conquers England
1096	First of six crusades by Christian armies against the Islamic rulers of the Holy Land (Palestine)
1453	Constantinople is captured by the Turks
1588	English defeat the Spanish Armada
1853–56	Crimean War
1914–18	World War I: Germany and its allies are defeated by Britain, France, Russia and others. More than 10 million soldiers are killed
1936–39	Civil War in Spain
1939–45	World War II: Allies defeat Germany and Italy in Europe and Japan in the East. About 55 million lives are lost.

53. **Speak about Napoleon Bonaparte. Use the facts below.**

1769 born on the island of Corsica

1789 supports the French Revolution

1792 becomes a captain of artillery after finishing the leading military school in Paris

1795 crushes a royalist rebellion in Paris and soon becomes head of the French army, wins great victories in Italy, Belgium, and Austria

1804 crowns himself Emperor of France

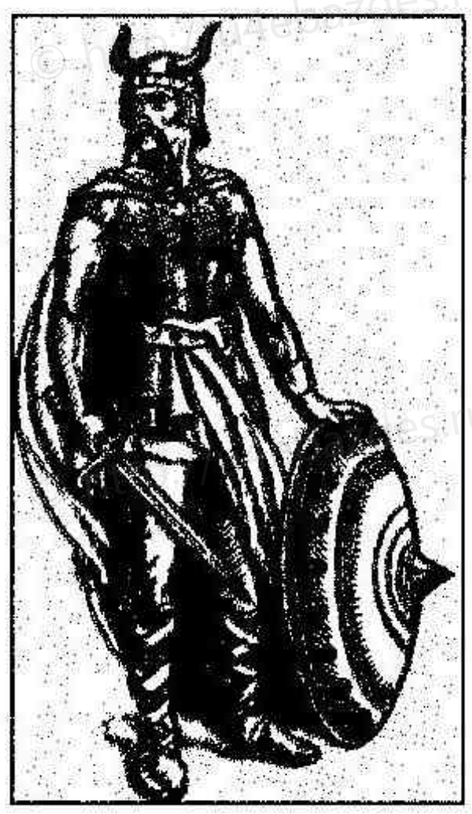
1805 cannot defeat Britain at sea, loses an important sea battle near Cape Trafalgar (the most southwesterly point of Spain)

1812 leads a great army into Russia

1815 meets his final defeat at the battle of Waterloo beaten by the British and the Prussians

1821 dies a prisoner on the lonely Atlantic island of St. Helena

54. **a) Some peoples[1] have a reputation of being good and in some cases bloodthirsty warriors. Can you say what peoples are described in these passages?**



1. They came from Scandinavia. Their age lasted from about AD 800 to AD 1100. Originally they were farmers but fearlessly crossed the seas in swift sailing ships. They raided the coasts of England, braved the Atlantic Ocean to explore Greenland and North America. They traded as far as the east of Russia and Constantinople. They had their own laws and a parliament. They were skilled artists and poets.

2. These people come from a city-state in Ancient Greece. At some point in history this state became highly militarized and authoritarian. All citizens had to go through a training programme from the age of seven onwards.

[1] a people ['pi:pl] (*pl* peoples) — народ

Gradually their state became the most powerful in Greece, a centre for soldiers and the military arts. They warred with Athens and won a victory over it. These people are supposed to have been simple, severe, without any attention to comfort. They say that these people practised killing weak boys who were not fit to be soldiers, by throwing them off the rock.

3. These people were grouped into tribes that shared the same language and culture. They were governed by meetings of elders. Tribes were always ready to fight each other. War called for individual leadership. In some areas the tribes gathered into more permanent confederations under the rule of chiefs. Some time ago these people were often seen as cruel and ruthless but nowadays this point of view is not very popular. These people suffered greatly from European settlers. On some territories they were forced to leave their lands and to live on reservations.

b) What makes peoples fight in modern times? Give your opinions. Say if these reasons are strong enough to spill blood for them.

55. a) History doesn't all consist of dark times. Some pages of history are bright and give people hope for the future. Look at the pictures on p. 52 and comment on them.

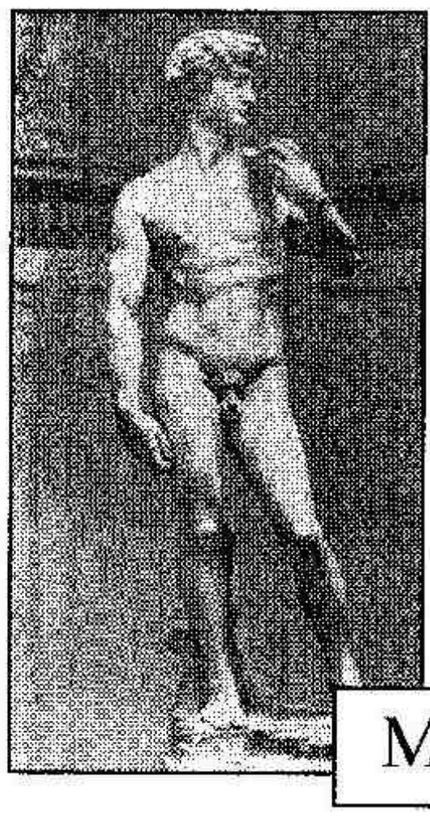
b) What other historic events could you put under the categories of dark and bright pages in history?

56. Read these proverbs and sayings. Say what they mean and in what situations one might use them. Prepare a little story to illustrate one of them and tell it to your friends without mentioning the actual proverb or saying. Let them guess which of them you had in mind.

1. Happy is the country that has no history.
2. If you want peace, prepare for war.
3. Take not a musket to kill a butterfly.
4. Love your neighbour, yet pull not down your fence.
5. The pen is mightier than the sword.
6. History repeats itself.
7. All is fair in love and war.

57. (NEF) Give a two-minute talk on why it is important to know history. Remember to say:

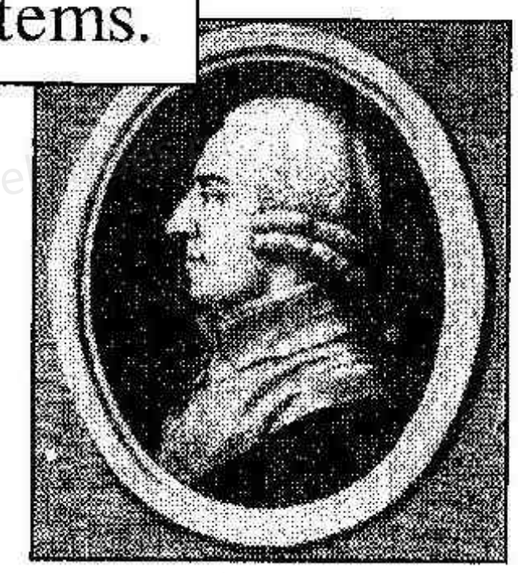
- if you like history;
- where one can get information about historic events;
- what history can teach us;
- if people always learn lessons of history.



Michelangelo. *David*

Voltaire: "I may disagree with what you say but I will defend to death your right to say it."

Adam Smith wrote about efficient economic systems.



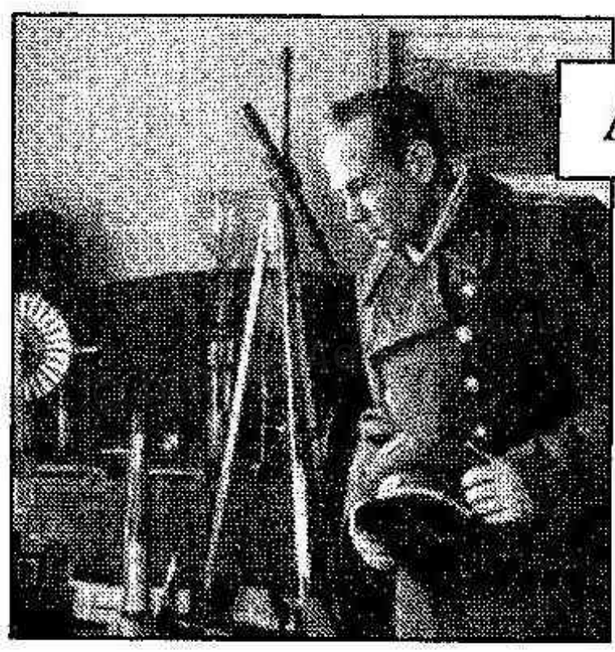
Leonardo da Vinci. *The Mona Lisa*

Raphael. *Sistine Madonna*

Catherine the Great introduced reform in Russia.

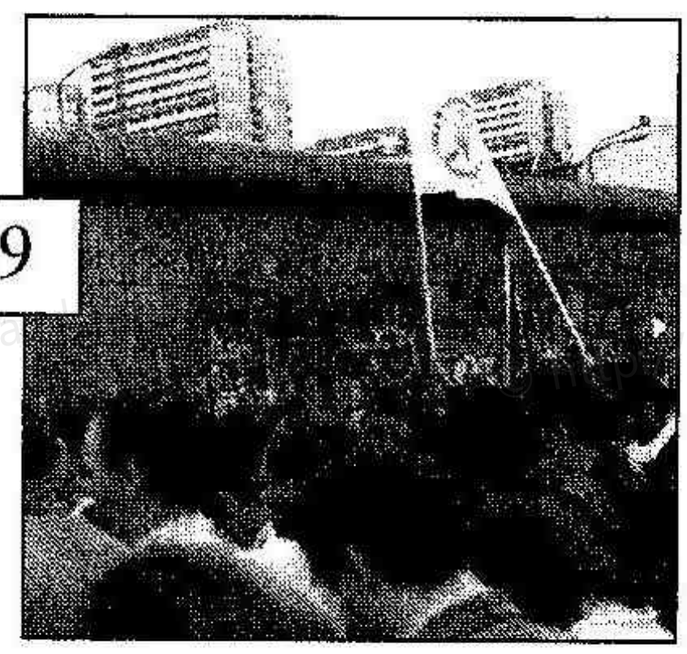
Abraham Lincoln (1809–1865) abolished slavery.

1945



Alexey Leonov

1989



Neil Armstrong

1987. Signing the INF Treaty

Yuri Gagarin

58. NEF You and your friend want to go to a museum. Discuss with him/her which of the following options is the most attractive.

a) The History Museum
b) The Russian Army Museum
c) The City Picture Gallery
d) The Museum of Science and Technology

Remember to:

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- give good reasons;
- find out your friend's attitudes and take them into account;
- invite your friend to come up with suggestions;
- come to an agreement.

USEFUL TIPS FOR ENGLISH LEARNERS

Numbers

It's good to remember how to say and write certain numbers in English.

1. In texts numbers from **one** to **ten** are usually written in words: one, two, three etc. (Not 1, 2, 3 etc.)

2. Numbers from 21 to 99 are hyphenated: twenty-one, thirty-four.

3. The numbers 100, 1000, 1 000 000 can be said in two ways:

a hundred — one hundred
a thousand — one thousand
a million — one million

But you can use only **one** in all other cases:

2150 — two thousand one hundred and fifty
2001175 — two million one thousand one hundred and seventy-five

People often use **a** instead of **one** in conversation, but it is better to use **one** in technical contexts.

4. There is a difference between the way they say numbers in British and American English.

932 *BrE* — nine hundred and thirty-two
AmE — nine hundred thirty-two
3841 *BrE* — three thousand eight hundred and forty-one
AmE — three thousand eight hundred forty-one

5. The number 1000 000 000 (миллиард) is **a billion** (or a thousand million) in English.

6. Mind the way numbers are used to indicate years:

1066	ten sixty-six
1605	sixteen oh five
1776	seventeen seventy-six
1900	nineteen hundred
1999	nineteen ninety-nine
2000	(the year) two thousand
2001	two thousand and one; *AmE also* two thousand one

7. Phone numbers are presented as series of numbers with pauses between the groups of numbers.

E.g. 08081 570983 = oh eight oh eight one, five seven oh nine eight three

BrE: For phone numbers like 5155, people often say *five one double five.* For phone numbers like 1555, people often say *one treble five* or *one five double five.*

AmE: People often say "area code" before the first part of the number, which represents the area where they live.

(555) 632-9821 = area code five five five, six three two, nine eight two one

8. There are different ways to say number 0.

You can pronounce 0 like the letter **o**, when you are giving a series of numbers such as a credit card number or a flight number.

In dates: Say **oh** when giving the name of a year, such as 1904, *nineteen oh four* (see above).

In mathematics, science and technical contexts:

BrE: Say **nought** [nɔːt] or **zero** ['zɪərəʊ]. *AmE*: Say **zero**.

In temperatures:

Say **zero** to refer to freezing point (0° Celsius or –32° Fahrenheit).

In sports, for scores of 0:

BrE: Say **nil**. *AmE*: Say **zero** or **nothing**.

In tennis: Say **love**.

59. **a) Read and write these numbers.**

432, 1583, 1184, 184103, 1832765, 3001192, 4931187, 541164, 192, 1111, 3971507.

b) Write the numbers in words and read the sentences.

1. You can find this information on page 1121. 2. My Uncle Roger was born in 1909. 3. Is 2000 or 2001 the beginning of the new millennium[1]? 4. Mike

[1] a millennium [mɪ'lenɪəm] — тысячелетие

Fox, a Londoner, says the score of the football match was 3:0. 5. When it is 0° degrees in Brighton, people in New York may describe this temperature as –32° Fahrenheit. 6. My flight number is SU206. 7. Would you like to write down my telephone number? It is 301 55 55. 8. The sum of these figures is 0. 9. — What's the number of your credit card? — It's 7008391526. 10. — Will you repeat the number of your identification card? — It's 78409365. 11. If we add 500,000,000 and 500,000,000, we get 1,000,000,000.

WRITING

Form Filling

60. **This type of migration card has to be filled in at Heathrow Airport, London. Can you do it correctly?**

Migration card

Family name _____

Forenames _____

Sex _____

Date of birth: Day _____ Month _____ Year _____

Place of birth _____

Nationality _____

Occupation _____

Address in the United Kingdom _____

_____

_____

Signature _____

61. **This type of migration card has to be filled in at Sheremetyevo Airport.**
a) Can you do it correctly?

«А» (Въезд/Arrival)

Российская Федерация — Russian Federation

Миграционная карта / Migration Card **5 0 0 4 0 3 3 3 6 9 0 3**

Фамилия/Surname

Имя/Given name

Отчество/Patronymic

Дата рождения/Date of birth — День/Day, Месяц/Month, Год/Year

Пол/Sex — Муж/Male, Жен/Female

№ паспорта/Passport No.

Гражданство/Nationality

Цель визита/Purpose of visit:

Служебная/Service ☐ Туризм/Tourism ☐

Коммерческая/Commerce ☐

Учеба/Education ☐ Работа/Employment ☐

Частная/Private ☐ Транзит/Transit ☐

Адрес (организации) в России

Address (host organization) in Russia

Срок пребывания/Term of stay:

С/From: До/Until:

Подпись/Signature:

Для служебных отметок/Official use only

Въезд/Arrival

Линия разреза

«В» (Выезд/Departure)

Российская Федерация — Russian Federation

Миграционная карта / Migration Card **5 0 0 4 0 3 3 3 6 9 0 3**

Фамилия/Surname

Имя/Given name

Отчество/Patronymic

Дата рождения/Date of birth — День/Day, Месяц/Month, Год/Year

Пол/Sex — Муж/Male, Жен/Female

№ паспорта/Passport No.

Гражданство/Nationality

Цель визита/Purpose of visit:

Служебная/Service ☐ Туризм/Tourism ☐

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Частная/Private ☐ Транзит/Transit ☐

Адрес (организации) в России

Address (host organization) in Russia

Срок пребывания/Term of stay:

С/From: До/Until:

Подпись/Signature:

Для служебных отметок/Official use only

Въезд/Arrival Выезд/Departure

b) Read the information given at the back of the form and put the statements after it under the categories "do's" or "don'ts".

Attention

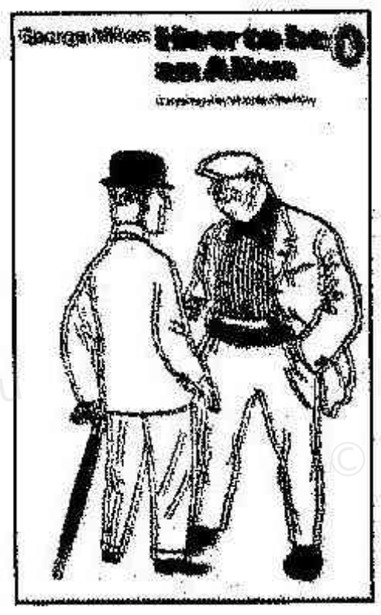
1. Foreign nationals are requested to fill in both parts of the Migration Card (A and B) and hand it over to the Border Control Officer along with their passport and other certificates and travel documents.
2. Please fill in the Card clearly in Russian or English language in block letters.
3. Please use mark "X" to indicate your sex and purpose of the visit in the correspondent frames.
4. Keep in mind that according to the new law in force you should register yourself in the local office of the Ministry of the Interior within 3 days after your arrival to the point of destination or within 1 day in case of stay at the hotel or other similar organization rendering hotel services (this rule is applied to all foreign nationals except those who are the subject of registration by the Ministry of Foreign Affairs).
5. Please keep your B card along with your passport until going through the departure passport control procedure.

Do's or don'ts?

a) Cut the Migration Card in two parts.
b) Show the Migration Card to the officials when you cross the border.
c) Print the words when filling in the card.
d) Write "male" or "female" when indicating your sex.
e) State the aim of your visit.
f) Remember to put your name and other information about yourself on an official list after your arrival.
g) Throw the card away as soon as you are finished with the formalities.

MISCELLANEOUS

62. a) Read the text and say what lines made you smile. Which of them do you find most humorous?



Revelations from George Mikes

George Mikes was born in 1912 in Hungary. He studied law and received his doctorate in Budapest University. He became a journalist and was sent to London as a correspondent. He came for a fortnight but stayed on and made England his home. During the Second World War he broadcast for the BBC Hungarian service. After the war he continued working as a critic, broadcaster and writer until his death in 1987.

THE LANGUAGE

When I arrived in England I thought I knew English. After I'd been here an hour I realized that I did not understand one word. In the first week I picked up a tolerable working knowledge of the language and the next seven years convinced me gradually that I would never know it really well, let alone perfectly. This is sad. My only consolation being that nobody speaks English perfectly.

Remember that those five hundred words an average Englishman uses are far from being the whole vocabulary of the language. You may learn another five hundred and another five thousand and yet another fifty thousand and still you may come across a further fifty thousand you have never heard of before and nobody else either.

If you live here long enough, you will find out to your greatest amazement that the adjective *nice* is not the only adjective the language possesses, in spite of the fact that in the first three years you do not need to learn or use any other adjectives. You can say that the weather is nice, the restaurant is nice, Mr Soandso is nice, Mrs Soandso's clothes are nice, you had a nice time, and all this will be very nice.

Then you have to decide on your accent. You will have your foreign accent all right, but many people like to mix it with something else. The easiest way to give the impression of having a good accent or no foreign accent at all is to hold an unlit pipe in your mouth, to mutter between your teeth and finish all your sentences with the question "isn't it?" People will not understand much, but they are accustomed to that and they will get a most excellent impression.

The most successful attempts to put on a highly cultured air have been made on polysyllabic lines. Many foreigners who have learnt Latin and Greek at school discover with amazement and satisfaction that the English language has absorbed a huge amount of ancient Latin and Greek expressions, and they realize (a) that it is much easier to learn these expressions than the much simpler English words; (b) that these words as a rule are very long and make a simply superb impression when talking to the greengrocer, the porter and the insurance agent.

Imagine, for instance, that the porter of the block of flats where you live remarks sharply that you must not put your dustbin out in front of your door before 7.30 am. Should you answer "Please don't bully me", a loud and tiresome argument may follow, and certainly the porter will be proved right. Should you answer, however, with these words: "I repudiate your petulant expostulation," the argument will be closed at once, the porter will be proud of having such a highly cultured man in the block, and from that day onwards you may, if you please, get up at four o'clock in the morning and hang your dustbin out of the window.

This whole language business is not at all easy. After spending eight years in this country the other day I was told by a very kind lady, "But why do you complain? You really speak a most excellent accent without the slightest English."

b) Translate the text into Russian. Try to preserve the original style of the author.

63. **Listen to the poem (No 5), read it and learn it by heart. What is the message of the poem?**

OZYMANDIAS

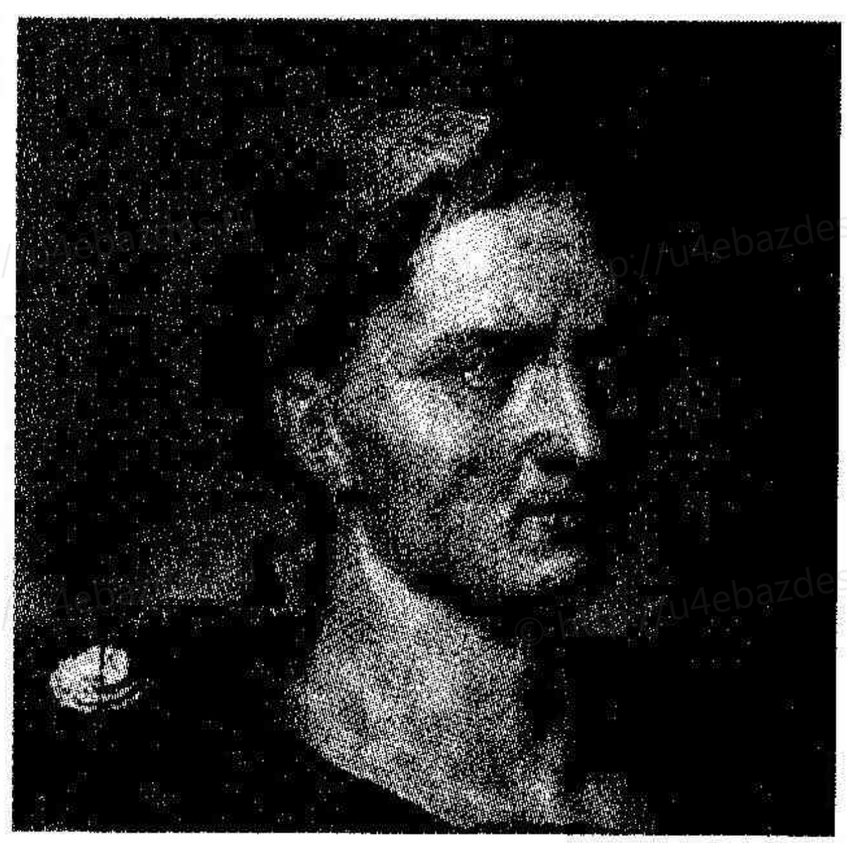
by Percy Bysshe Shelley

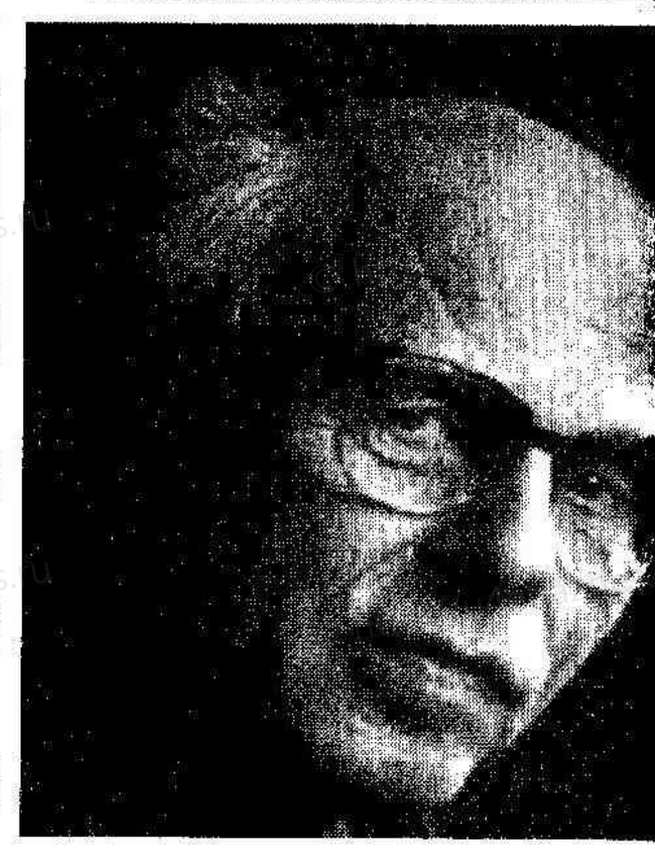
I met a traveller from an antique land	
Who said: Two vast and trunkless legs of stone	лишенные туловища
Stand in the desert... Near them, on the sand,	
Half sunk, a shuttered visage lies, whose frown,	разбитый на куски лик/
And wrinkled lip, and sneer of cold command,	нахмуренное выражение
Tell that its sculptor well those passions read	
Which yet survive, stamped on these lifeless things,	запечатанный
The hand that mocked them, and the heart that fed:	
And on the pedestal these words appear:	
"My name is Ozymandias, king of kings:	
Look on my works, ye Mighty, and despair!"	ye [ji:] = you
Nothing beside remains. Round the decay	развалины, руины
Of that colossal wreck, boundless and bare	*зд.* разбитая статуя
The lone and level sands stretch far away.	одинокие, безлюдные/ ровные, плоские

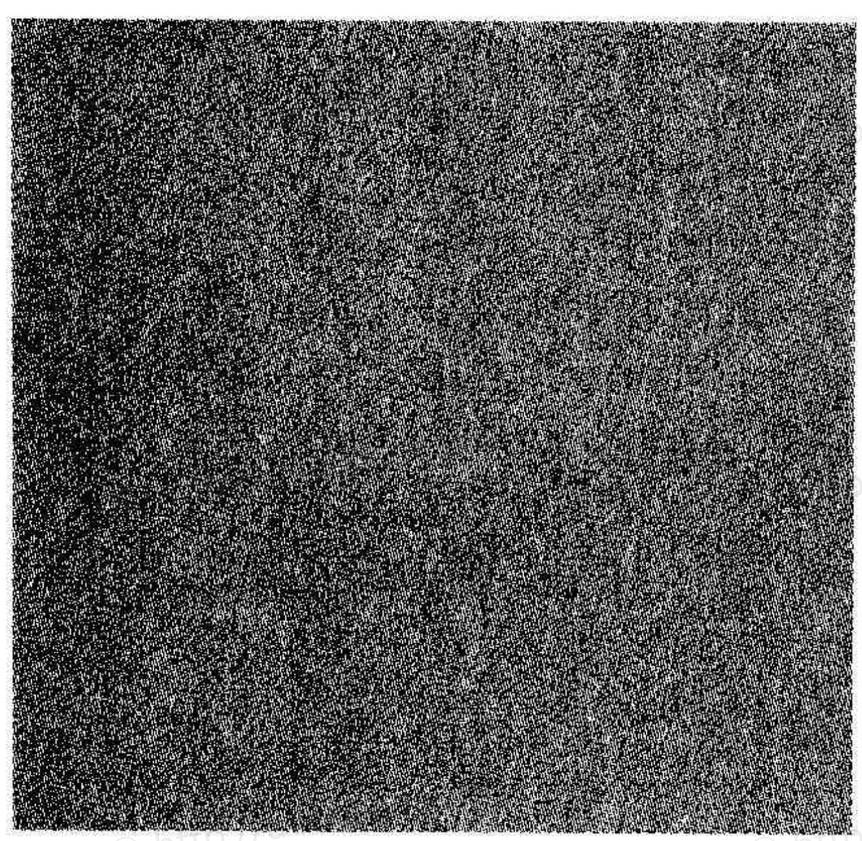
PROJECT WORK

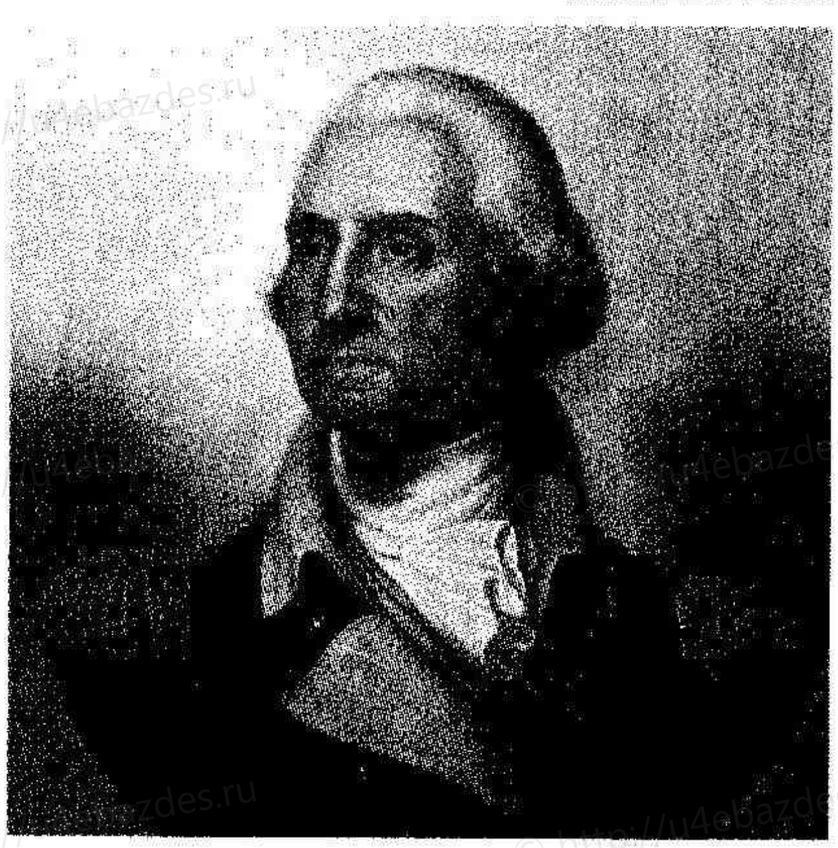
Find some information about an event of great historic importance. Think of how to present it to the class in the most interesting way. Give your presentation. Remember that it shouldn't exceed 5–7 minutes.

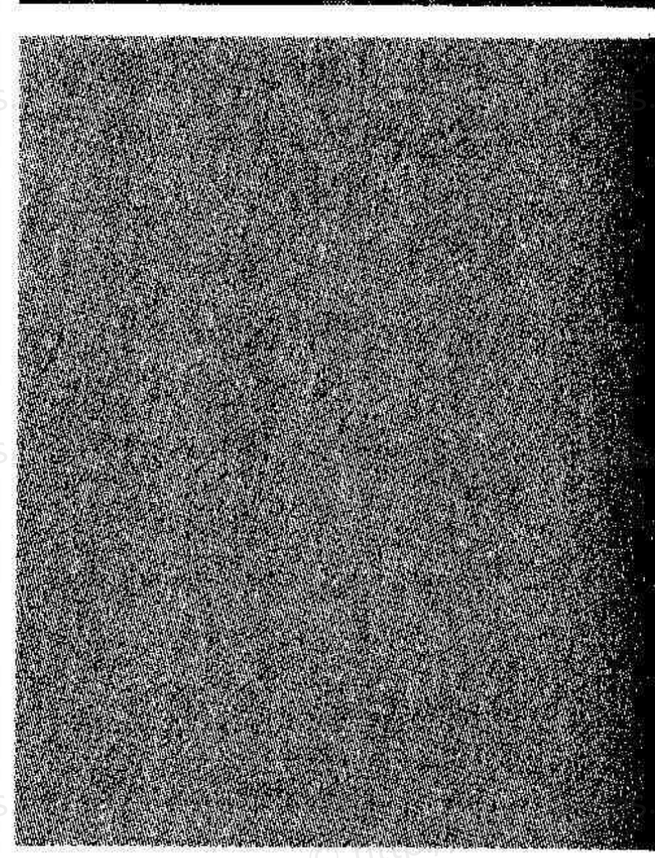
UNIT TWO











PEOPLE AND SOCIETY

INTRODUCTION

Things that people make with their hands pave the way to the future. As important is what they create with their minds — their ideas, hopes and ambitions which very often materialize. People's spiritual life is as important as their physical comfort, need for food and warm clothes in winter. Sometimes it is a lot more important.

During his thousands of years on earth, man has constantly dreamt of a better life and a better society — a society without evils and hardships. People who think of such societies are philosophers and people who claim that they know how to make people happier, are politicians.

1. Answer the questions.

1. Do you think that politicians have any effect on our everyday life? What effect? Can you give examples?
2. What famous politicians do you know? What did they do or are doing for their peoples?
3. Do you personally find politics interesting? Could you go into politics?
4. Can you remember any names of philosophers who tried to teach people to live happier lives? Where did they live? What did they teach?
5. Why should people be socially conscious? Do you believe that everyone can help to make our society better?
6. What do you think about social revolutions? What revolutions do you know? What were their results?
7. Do you think in the new millennium peoples will become closer and finally unite or keep their national integrity? Which way would you prefer? Why?

2. TEST YOURSELF. Choose the right items to do this quiz on politics.

1. In 1776, delegates from ... British colonies in North America gathered in Philadelphia to write a declaration of independence.

   (a) 7 (b) 12 (c) 13 (d) 9

2. The head of state in Britain is ... .

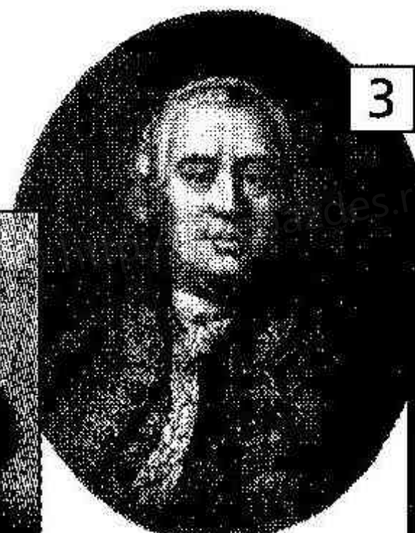
   (a) the President (b) the Prime Minister (c) the Queen

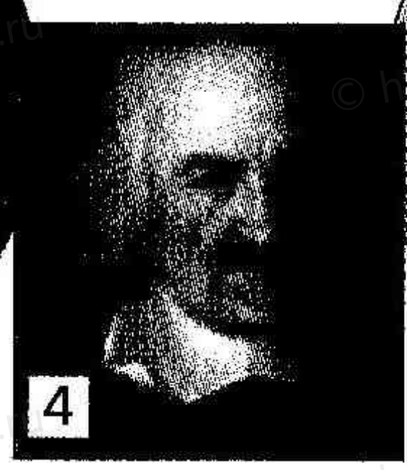
   (d) the Speaker

3. The head of state in Russia is ....
   a) the President
   b) the Prime Minister
   c) the Speaker
   d) the Head of the State Duma
4. The main job of the government in Russia is ....
   a) to make laws b) to carry out laws
   c) to approve laws d) to explain laws
5. Under the US Constitution, the powers of the government are divided among ... branches.
   a) two b) three
   c) four d) five
6. The name of the state (city-state) that was ruled by citizens is ....
   a) China, 2,500 years ago
   b) Athens, 2,800 years ago
   c) Egypt, 2,000 years ago
   d) Britain, 2,000 years ago
7. The country which became a republic at the end of the 18th century is ....
   a) Canada b) France
   c) Great Britain d) Spain
8. Russia became a republic in ....
   a) January 1905 b) February 1917
   c) October 1917 d) September 1914
9. The first ten amendments to the American Constitution are called ....
   a) the Bill of Citizens
   b) the Bill of Freedoms
   c) the Bill of Rights
   d) the Bill of Possibilities
10. The only country of the four mentioned below which is not a monarchy is ....
   a) Canada b) Iceland
   c) the Netherlands d) Sweden

The word "philosophy" is derived from the Greek phrase "love of wisdom". Look at the list of the major world's philosophers and match them with the countries where they lived.

1) René Descartes [ˈdeɪkɑːt] (1596–1650)	a) France
2) Immanuel Kant (1724–1804)	b) Germany
3) David Hume (1711–1776)	c) Scotland
4) Thomas Hobbes [hɒbz] (1588–1679)	d) Greece
5) Socrates [ˈsɒkrəti:z] (*c.* 470–399 BC)	e) The Dutch Republic
6) Baruch (Benedict) Spinoza (1632–1677)	f) England





LISTENING COMPREHENSION

4. NEF Listen to the text (No 6) and fill in the missing information.

Famous Debates

A debate is a discussion of reasons (1) ... something. In a (2) ... debate people discuss problems that their society faces, such as (3) ..., to raise or not to raise taxes.

There are some famous debates in history that are still (4) .... One of them is a debate between Stephen Douglas and Abraham Lincoln. They discussed (5) ... policy on slavery. In (6) ... this topic was on every American's mind. (7) ... across the country printed what Lincoln and Douglas said. Soon Lincoln, who had not been as well-known as Douglas, was a national figure. The debates helped Lincoln get elected to the (8) ... in 1860.

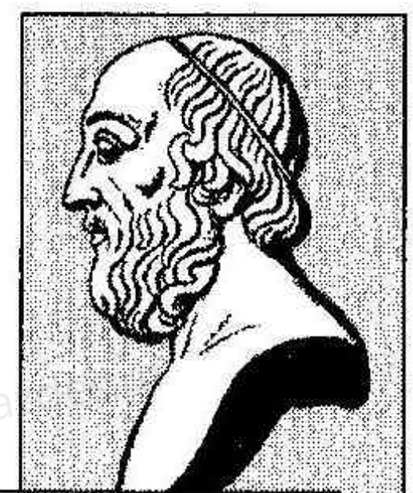
About (9) ... years later another famous political debate took place. In (10) ..., candidates for president debated on television (11) .... For (12) ..., it was the turning point in his campaign and his career. Richard Nixon, the other candidate, already was (13) ... and was better known. The television debates introduced (14) ... to millions of Americans. The debates probably helped him to become president.

5. **Listen to the text about the three great Greek philosophers (No 7) and match their names with the facts.**

Make sure you know the word *virtue* ['vɜ:tʃu:] (добродетель) used in the text.

Aristotle ['ærɪstɒtl]

Socrates ['sɒkrəti:z]



Plato ['pleɪtəʊ]

a) wrote about his teacher's ideas
b) had a very famous pupil who conquered other countries
c) was forced to take his own life
d) believed in the power of knowledge
e) didn't write down his ideas
f) believed in the power of thought
g) believed in putting common ideas to test

6. **Listen to the text about Martin Luther King (No 8) and say "true", "false" or "not mentioned in the text".**

1. King lived in the 19th century.
2. King's aim was to put an end to segregation[1] in the USA.
3. King and his followers never used force or violence.
4. Rosa Parks from Montgomery was a poor old black woman.
5. Rosa Parks organized a boycott of city buses.
6. King and his followers won their first victory in Montgomery.
7. The 1963 protest march was broadcast.
8. It was very hard for King to organize the protest action in Washington, DC.
9. In 1964 black Americans were given the right to vote.
10. King received the Nobel Peace Prize in 1964.

[1] segregation [,segrɪ'geɪʃn] — the separation of a social or racial group from others

READING

Read the texts (A–D) and match them with the titles (1–5). There is one extra title.

TITLES

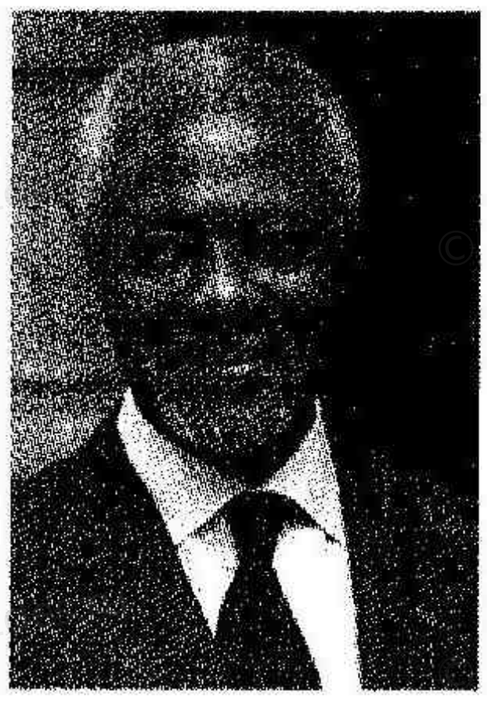
1. A Living Planet for Generations to Come
2. Scientist Against Nuclear Danger
3. From High Public Office to Construction Site
4. Christian Beliefs Turned into Practice
5. International Community Leader Against Modern World Evils

NOBEL PEACE PRIZE WINNERS

A. From 1931 to 1948 Mother Teresa taught at St. Mary's High School in Calcutta, but the suffering and poverty she saw outside the convent walls made such a deep impression on her that in 1948 she received permission from her superiors to leave the convent school and devote herself to working among the poorest of the poor in the slums in Calcutta. Shortly after that she started her own order, "The Missionaries of Charity", whose primary task was to love and care for those nobody was prepared to look after.

The Society of Missionaries has spread all over the world. They provide effective help to the poor in a number of countries in Asia, Africa and Latin America, and they take care of victims of natural catastrophes such as floods, epidemics and famine, and of refugees.

Mother Teresa's work has been recognized and acclaimed throughout the world and she has received a number of awards and distinctions, including the Nobel Prize for Peace in 1979. She died in 1997.



B. Kofi A. Annan born in Ghana was first elected Secretary General of the United Nations Organization in 1997.

As Secretary General Mr Annan gave priority to strengthening the Organization's traditional work in the areas of international peace and security, advocating human rights, the rule of law and the universal values of equality, tolerance and human dignity. One of his ideas was "bringing the United Nations closer to the people". The Secretary General also took a leading role in mobilizing the international community in

the battle against AIDS, and more recently against the global terrorist threat, especially after the terrorist attacks hit the United States on 11 September 2001. He got the Nobel Prize for Peace in 2001.

C. Jimmy Carter, the thirty-ninth president of the United States, left office in 1981, a year later became Distinguished Professor of Emory ['emərɪ] University in Atlanta, Georgia, and founded the Carter Center. The Center addresses national and international issues of public policy. The aim of the Carter Center was to resolve conflict, promote democracy, protect human rights and prevent disease and other problems. Through the Global 2000 programme, the Center began advancing health care and agriculture in the developing world. Jimmy and Rosalynn Carter volunteer one week a year for Habitat for Humanity, a nonprofit organization that helps needy people in the United States and in other countries renovate and build homes for themselves. He was awarded the Nobel Prize for Peace in 2002.

D. Wangari Maathai was born in Kenya in 1940. She became the first woman in East and Central Africa to earn a doctorate degree. Professor Maathai got her degree in Biological Science.

Wangari Maathai was active in the National Council of Women of Kenya. It was while she served in the National Council of Women that she introduced the idea of planting trees in order to conserve the environment and improve the quality of life for many people. Through the Green Belt Movement she assisted women in planting more than 20 million trees on their farms and around schools and churches. Dr Wangari Maathai is internationally recognized for her persistent struggle for democracy, human rights and environmental conservation. She became a Nobel Peace Prize Laureate ['lɔ:rɪɪt] in 2004.

8. NEF **a) Read the texts about well-known politicians (one text is extra) and say which of them:**

1) was not born in the country where his/her political career was made
2) became a lawmaker at the age of 26
3) took certain actions against racial discrimination
4) had the highest military rank in the army
5) contributed to disintegration of the country where he/she lived

A. George Bush nominated Candoleezza Rice to be Secretary of State on November 16, 2004. On January 25, 2005, the US Senate confirmed her nomination by a vote of 85–13 (eighty-five to thirteen). The negative votes came from either democrat or independent senators. Some of them thought that Rice had acted irresponsibly saying that Hussein's regime was equal to Islamist terrorism. The others could not accept her previous record. Rice's charm and intellect outweighed these factors, resulting in her approval by Republicans and Democrats.

B. Charles Andre Joseph Marie de Gaulle [də 'gəʊl], in France commonly referred to as "general de Gaulle", was a French general and politician. He was the leader of the Free French Forces in World War II. Called to form a government in 1958, he inspired a new constitution and was the Fifth Republic's first president from 1958 to 1969. His political ideology is known as Gaullism, which left a major influence in subsequent French politics.

C. Madeleine ['mædlɪn] Korbel Albright was born on May 15, 1937 in Prague. She moved to the United States in 1950 and became a citizen in 1957. In May 1959 she married Joseph Albright, a newspaper journalist, with whom she had three daughters. She was an American diplomat and served as the 64th United States Secretary of State. She was celebrated as the first female Secretary of State and the highest ranking woman in the history of the US government.

D. Mikhail Gorbachev was born on March 2, 1931 in Stavropol territory in the North Caucasus. He was born to a peasant family in a small village. His father was an agricultural mechanic on a collective farm. In 1950 M. Gorbachev became a student of Moscow State University, Faculty of Law. In 1971 he became a member of Communist Party's Central Committee, in 1980 — the youngest full member of Politburo. M. Gorbachev was President of the Soviet Union from 1990 to 1991. He introduced many political and economic changes and, partly as a result of this, the Soviet Union began to break up as many of the republics got rid of their Communist governments and made themselves independent.

E. Sir Winston Leonard Spencer Churchill was born in 1874 in the family of Lord Randolph Churchill and an American mother. He was educated at Harrow and Sandhurst. After a brief but eventful

career in the army, he became a Conservative Member of Parliament in 1900. He held many high posts in Liberal and Conservative governments during the first decades of the century. In May, 1940, he became Prime Minister and Minister of Defence and remained in office until 1945.

F. John F. Kennedy was the thirty-fifth president of the US. In his inaugural speech[1] on January 20, 1961 he spoke of the need for all Americans to be active citizens. "Ask not what your country can do for you, ask what you can do for your country," he said. He also asked the nations of the world to join together to fight what he called "common enemies of man": tyranny, poverty, disease, and war itself. President Kennedy had to deal with many serious problems in the US. One of them was a violation of civil rights[2] in the country. President Kennedy made it clear that all Americans, regardless of their skin colour, should enjoy a good and happy life in the United States.

b) Speak about a Russian or foreign politician of nowadays or of the past.

9. **Read the text about Sir Thomas More's famous book *Utopia*, then do the tasks after the text choosing the items you consider the best to complete the sentences.**

An Ideal Society

Sir Thomas More was born in London in 1478. He studied law, but took a keen interest in many subjects, including the study of Greek. He wrote *Utopia* at the beginning of the 16th century, during the early years of the great Renaissance movement, when men were bringing forward new ideas and challenging the old beliefs all over Western Europe. *Utopia* was published in Latin in 1516, and later translated into English. Sir Thomas More was a powerful adviser to King Henry VIII, but he opposed the king's divorce and refused to accept him as the head of the church in England. For this the king put him in prison and ordered his head to be cut off. The Roman Catholic Church later made him a saint.

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[1] inaugural [ɪ'nɔːgjʊrəl] speech — речь президента во время инаугурации
[2] violation [,vaɪə'leɪʃn] of civil rights — нарушение гражданских прав

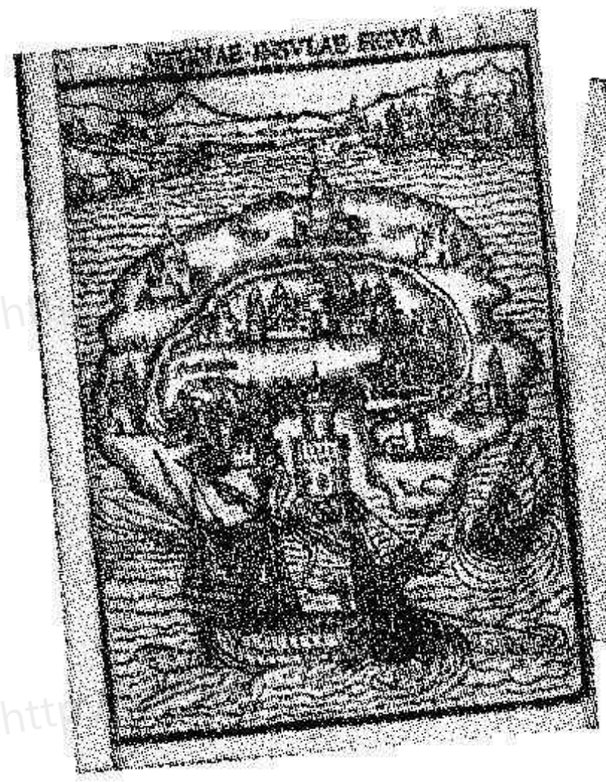
During his thousands of years on earth, man has constantly dreamt of a better society — a society which will banish the evils and hardships which he is having to endure. Philosophers and poets have described their ideal societies in religious and scientific treatises and in works of fiction; and few of them are more famous than Sir Thomas More's *Utopia*. The word *utopia,* which Thomas More made up from two Greek words meaning "nowhere land", has come into everyday language to mean *the ideal society.*

In his book Thomas More described a conversation between himself and a fictitious sailor named Hythlodaye ['hɪθlɒdeɪ]. The sailor tells of his visit to a mythical island called Utopia, where the people had learned to create a society without hunger, tyranny and the exploitation of their fellow men. Hythlodaye compares all the things which he had seen in Utopia with conditions in England at that time; and the contrast clearly shows many evils which men had hitherto ignored.

First, the community which inhabited the island of Utopia was not divided into separate social classes. All the people enjoyed equal rank and rights. There was no private property because the Utopians believed that private property led to envy, hate, selfish ambition and strife. Everybody wore the same type of clothing, and no one was allowed to wear jewellery or any form of finery that would proclaim the superiority of one person over another.

There were no leisured or idle classes. Everyone had to work, though not excessively, for seven hours a day was considered sufficient. Nobody was allowed to force his opinions or religious beliefs on anyone else, except by fair argument and discussion. Anyone who tried to change people's views by compulsion was banished from the island. People were free to marry the partners of their choice and could not be persuaded by parents or relatives into marriages they did not desire. They were also free to end their own marriage if they found it was not successful. If anyone was suffering from a painful incurable illness, he could demand to be put to death.

In Utopia, the cleverest young people were excused from work which involved physical or unskilled labour. Instead, they were trained to be the wise men or philosophers of the community. But they were still treated as only ordinary members of the community, so that they would not become a privileged superior class. Members of the government, even the king himself were chosen from the philosophers; but the king could be removed from the throne if he showed any tendency to turn into a tyrant ['taɪərənt]. The king was one with his people, ships traded freely with other lands, modest pleasures were enjoyed by everyone, all religions were honoured and the people shared their belongings.



Thomas More's *Utopia* was a remarkable work of philosophy in itself, but it also provided many of the theories and ideas which were to be hotly debated and even fought for in the following centuries, right up to modern times.

1. Poets and ... have always created ideal societies in religious and scientific works.

   a) rulers b) politicians c) artists d) thinkers

2. The word "utopia" means a society ....

   a) equal in every way b) perfect in every way

   c) of great possibilities d) of everybody's dream

3. Thomas More's *Utopia* is written in a form of ....

   a) letters b) a diary c) a dialogue d) a monologue

4. The people in Utopia were ....

   a) well-read b) well-fed c) well-bred d) well-trained

5. Hythlodaye's comparison between Utopia and England showed ....

   a) Utopia's advantage over England

   b) that England's living conditions were not ideal

   c) many problems people in England hadn't noticed

   d) characteristic features of English life

6. Utopia's community was a community with ....

   a) class discrimination b) rank distinction

   c) no indication to supremacy d) equal private property

7. People in Utopia were free to ....

   a) refuse to work b) do what they wanted to

   c) impose their own views on others

   d) live according to the rules of their country

8. Thomas More's ideas expressed in *Utopia* ....

   a) were accepted by all contemporaries and future generations

   b) aroused a lot of discussion c) led to various wars

   d) served as a basis for modern societies

10. **Find in the text "An Ideal Society" English equivalents for the following words and word combinations and read out the sentences with them.**

1) бросить вызов старым убеждениям
2) покончить с бедами и трудностями
3) выдуманный, несуществующий
4) человеческое сообщество
5) свидетельствовать о превосходстве одного над другим
6) праздный
7) с помощью принуждения
8) неизлечимый
9) пользоваться уважением
10) имущество

11. **Answer the questions in connection with the text "An Ideal Society".**

1. Why was *Utopia* first published in Latin?
2. Why can you call Sir Thomas More a man of principle?
3. What has the word "utopia" come to mean in the Russian language? in the English language?
4. In what way is the story of Utopia told? Why is this way of story-telling effective?
5. What social evils were exposed in the book?
6. Which features of the utopian society do you like? Which of them would you call unrealistic? wrong? strange?
7. Which features of the society mentioned in *Utopia* are still argued about?
8. What role did the book by Sir Thomas More play in its time?
9. What do you think the word "anti-utopia" means? Have you ever read books or watched films where anti-utopian societies were described? What were they? What kind of societies did they describe?

USE OF ENGLISH — GRAMMAR SECTION

I. English Tenses

12. TEST YOURSELF. **Use the verbs in brackets in proper tenses.**

A. Past simple or past progressive?

1. — I *(try)* to phone you yesterday afternoon. — Sorry, Greg, I *(not be)* at home. I *(help)* Chris to prepare a survey on school life in the UK. 2. When John *(arrive)*, we *(have)* breakfast. 3. — Why you *(not do)* your homework yesterday? — I *(visit)* my grandma in hospital. 4. What *(happen)* in this room when you *(walk)* in today? 5. What you *(do)* last week-

end? 6. While I *(surf)* the net yesterday, I *(find)* a really interesting website. 7. No one *(can)* see the puppy because it *(hide)* in the rose bushes. 8. I *(not hear)* the thunder during the storm last night because I *(sleep)*. 9. Jack *(walk)* down the street when it *(begin)* to rain. 10. At eight o'clock last night my little brother *(sleep)* happily. 11. While Mrs Evans *(tell)* her grandson a fairy tale, the little boy *(fall)* asleep, so she *(close)* the book and quietly *(leave)* the room. 12. What Lizzy *(wear)* at the party last night? 13. My cousins *(quarrel)* about something when I *(come)* into the room. 14. It *(be)* early morning. The sea *(sparkle)* under the rays of the sun. The birds *(sing)* their beautiful songs.

B. Past simple or present perfect?

1. Alex looks sad. He must *(hear)* some bad news. 2. Richard and Paul *(not attend)* any parties since they *(come)* back home. 3. Jane *(catch)* a bad cold last weekend. She *(be)* ill several times this term. 4. Pat *(play)* a lot of tennis in the last two months. 5. This is the first time Miss Ross *(arrive)* in Germany. 6. Alex is an artist. He *(draw)* three beautiful landscapes recently. Last week he *(draw)* a small seascape. 7. — You *(buy)* the dictionary I *(tell)* you about? — Yes. — When you *(buy)* it? 8. So far Jill *(sew)* three nice blouses. 9. I *(know)* Archy all my life. I *(get)* acquainted with him when we *(be)* four. 10. Paul Newman says he *(see)* snow for the first time last February. He says he never *(see)* snow before. 11. Bruce *(wear)* his new fashionable tie only once since he *(buy)* it. He *(wear)* it to our party last Saturday night. 12. Kathy just *(phone)*. She wants you to phone her back. 13. The 2004 Olympics *(be)* in Athens, Greece. 14. The information technology revolution *(transform)* our lives in many ways, making it easier to communicate with each other.

C. Present perfect or present perfect progressive?

1. I *(have)* this bike for ages, it's literally falling apart. 2. — I wonder what you *(do)* in my room. — Sorry, I *(look)* for some old photographs. 3. Sit down and catch your breath. You *(run)*? 4. Anna is an old friend of mine. I *(know)* her nearly all my life. 5. Why are you angry? What I *(do)*? 6. The Barkers *(rent)* this house since they moved to Liverpool. 7. The Greens *(own)* this plot of land for centuries. You might say it always *(be)* theirs. 8. I *(call)* you all the evening. Where you *(be)*? 9. Mark *(stay)* with us for a couple of weeks, but he is planning to leave tomorrow morning. 10. Look, this player *(break)* the rules again. He *(play)* very badly in this match. 11. The taxi *(arrive)* yet? We *(wait)* too long. 12. We *(work)* without a break since 9 o'clock in the morning. I'm sure everyone *(get)* tired. 13. Your eyes look red and swollen. You *(cry)*? 14. I'm afraid I *(hear)* this story five times since yesterday and I don't want to hear it again.

FOCUS

More Facts About English Tenses

1. Present progressive is sometimes used with the verbs which are not usually used in the progressive form (*to be, to hear, to see, to understand, to love*) to characterize a person's unusual behaviour:

Nick is such a quiet child, but today he **is being** naughty.
I am not fond of action films, but I **am loving** this one.

2. Past progressive can also be used with such verbs to characterize a person's unusual behaviour at the given past moment:

Bob (who is not a very pleasant man) **was being** so nice to us when we were on the tour to Edinburgh together.
I met Roy the other day. He was happy because Ann, his sick sister, **was feeling** much better.

3. Past simple is used to denote an action which occupied a whole period of time which is now over, especially with the prepositions ***for*** or ***during***:

The old lady **sat** on a bench ***for*** a while, then got up and went to the gate.
The boy **stayed** on the playground ***during*** the interval.

But: with the phrases ***all day long, from 2 (3) to 5 (6 etc.), the whole day*** past progressive is generally used.

It **was raining** ***all day*** yesterday.

13. **Choose the right items to complete the sentences.**

1. Your brother ... very annoying this evening. He isn't usually so annoying.
   a) *is* b) *is being*
2. John ... a silly fool yesterday. He isn't usually such a fool.
   a) *was* b) *was being*
3. I think this milk ... sour. I wouldn't use it to make porridge.
   a) *gets* b) *is getting*
4. Mr Potter ... on the bench. It was so quiet around.
   a) *sat* b) *was sitting*
5. Mr Potter ... on a bench for half an hour and then began reading a paper.
   a) *sat* b) *was sitting*

6. I ... for Ann for an hour and a half and then left. It was useless to wait longer.
   a) *waited* b) *was waiting*
7. We ... all day long.
   a) *walked* b) *were walking*
8. We ... for ten minutes and then saw the palace.
   a) *walked* b) *were walking*
9. Whenever I met Tom he ... constantly about his grandson.
   a) *talked* b) *was talking*
10. Something is wrong. Billy ... so quiet!
    a) *is* b) *is being*
11. The Thompsons couldn't understand why George ... so rude to them. He was generally nice to his clients.
    a) *was* b) *was being*
12. The children didn't go skiing as it ... from noon till evening.
    a) *snowed* b) *was snowing*
13. Nobody could recognize Polly. She ... so nice trying to charm the guests.
    a) *was* b) *was being*
14. Don't argue, please. I feel that you don't really mean it. You ... difficult.
    a) *are just* b) *are just being*

II. English Articles

14. TEST YOURSELF. Use *a, the* or zero article with the names of meals, seasons and parts of the day to complete the sentences.

1. The travellers had to get up at ... dawn to catch the ferry to Roterdam. 2. ... autumn was cold and wet that year and they decided to move back to town. 3. What's for ... dinner, mum? I'm starving. 4. Few people like ... early spring, but I have always liked it. 5. Thank you very much for ... lovely dinner, Mrs Thompson. 6. In ... evening there is always some time to sit down and talk. 7. ... night was warm and starry. 8. ... summer of 1897 was exceptionally hot and dry. 9. Jim was one of those people who prefer to work at ... night and sleep in ... daytime. 10. I'll be waiting for you at the bus stop at ... noon. 11. In ... winter people usually require more food than in hot seasons. 12. They seldom prepare ... hot breakfast as they are pressed for time in ... morning. 13. On ... cold evening like this, one doesn't feel like going out. 14. What ... hot summer we had last year! 15. It was just before ... dusk and the shadows were beginning to get deeper.

FOCUS

More Facts About English Articles
Articles with NAMES OF PERSONS

You know that usually no article is used with names of individual people and the definite article is used with the names of families. Also remember the following.

1. We don't use any articles with names of persons when they are preceded by words like *mother, father, sister, aunt, uncle, cousin, nurse* etc.: Grandma Smith, Uncle William, Cousin Rachel (notice that both nouns are capitalized).

2. No article is used if names have such attributes as *old, little, poor, sweet, dear, honest*: sweet Julia, little Meggie, poor Sam. (If these word combinations make a nickname, both words are capitalized: Honest Abe (Abraham Lincoln), Lucky Jim (a character in a book by Kingsley Amis.)

3. The indefinite article is used with the names of people taken as representatives of their families (usually with adjectives like *true* or *real*):

He is **a** real Morrison. She is **a** true Gordon.

4. The indefinite article is also used to speak of someone you don't really know, a certain person bearing the mentioned name:

A Mr Brown has just called.

5. We use the indefinite or the definite article when a name stops being a person's name and becomes the name of his or her creation or a thing named after him or her:

Jim's bought **a** Harley-Davidson and is very proud of it. The house looks dirty, isn't it time to take out **the** Hoover? There is **a** real Rembrandt in this museum. This car isn't **a** Mercedes [mɜ:'seɪdɪz] at all.

15. **Use *a, the* or zero article to complete the sentences.**

1. — What's the make of this car? — It's ... Ford. 2. ... Davises are a very close-knit family. 3. After I heard Jane's speech I understood that she was ... real Parker, she spoke just like her father did in his own time. 4. Has ... dear Margaret arrived yet? I can't see her among the guests. 5. ... Uncle Podger is one of Jerome's characters from "Three Men in a Boat". 6. ... Little Dorrit comes from ... Dickens' novel of the same title. 7. ... Benz is another name for ... Mercedes. 8. There is ... certain Mrs Green wishing to see you, sir. 9. ... sweet Ann never raises her voice at people. 10. I can't recognize this music, is it ... Mozart? 11. In his wish to reach his aim John was ... real Forsyte. 12. ... Nurse Jackson is the kindest of all people in the hospital. 13. ... Levitan the gallery bought last month has just been exhibited. 14. Is ... Brother William going to stay for Christmas? 15. ... Max Cage rang you up this afternoon. Does the name say anything to you?

III. English Function Words

16. TEST YOURSELF. **Do you know what function words are needed in these cases?**

1. The car stopped ... the traffic lights and we saw the driver's face. 2. Who are these people ... the photograph? 3. There are so many languages ... the world. 4. The picture is ... page three ... the top of it. 5. The birds were flying in circles ... the cloudless sky. 6. Pauline's house is ... the end of the road, near the bookshop. 7. You are requested to be ... the airport at least two hours before the flight. 8. I'd like to spend the weekend ... my cousin's. 9. People's lifestyle ... the north is not exactly like that ... the south. 10. I was surprised to see Lora ... the symphony music concert yesterday. 11. There's someone ringing ... the door. Who can it be? 12. Victor is ... the dentist's and won't be back until five. 13. The city ... the picture was unmistakably St. Petersburg. 14. We meet ... the bus stop every morning to go to school together. 15. I'm still ... school, but my elder brother is ... university now.

FOCUS

More Facts About English Function Words of PLACE

Notice that we usually say ***in*** *a/the car* but ***on*** *a/the bus,* ***on*** *a/the train,* ***on*** *a/the plane* (with the words *bus* and *plane* the preposition **in** is also possible, although the tendency is to say **on**):

They arrived **in** a taxi five minutes before the beginning of the conference.
Father always reads newspapers **on** a plane.
Food and drinks will be served **on** the bus.

17. **Express the same in English.**

1. Я не могу спать в поезде или автобусе, даже если нахожусь в далекой поездке. 2. Все места в самолете были заняты. 3. Сэм обычно ездит на рынок на своей машине, а не ходит туда пешком. 4. В поезде мы решали кроссворды и играли в разные игры со словами. 5. Обычно в самолетах не разрешают курить. 6. Чаще всего люди ездят в такси тогда, когда они куда-то опаздывают. 7. В тот день в поезде было много пассажиров. 8. Мне нравится ездить в машине, когда движение на дороге не слишком большое. 9. Я просмотрю эти записи в поезде по дороге на собеседование. 10. В автобусе был врач, он-то и помог пожилой женщине.

FOCUS

Still More Facts About English Function Words
AS versus LIKE

Like as a preposition means *similar to*. It is usually used when we compare things:

Jane is so beautiful in her new dress! She looks like a fairy. (But she isn't a fairy.)
Moving on this floor is like moving on ice. (But we are not moving on ice.)

As as a preposition is used to indicate that somebody is really in a certain position or something is used for certain purposes:

Jill graduated from a university but never worked as an engineer. She has always worked as a librarian since then. (She really was a librarian.)
When Sally comes I use the corner room as a guest room. (The corner room becomes a guest room.)

Notice:

Like is followed by a noun or a pronoun:

1. Do it **like** this.
2. Move **like** me.
3. Write **like** him.
4. Do it **like** John.

As is followed by a clause:

1. Do it **as** you should do.
2. Move **as** I move.
3. Write **as** he does.
4. Do **as** you are told.

Notice also: **as usual, such as, as you know, as I (he) said, as we expected.**

Bob is arriving on Sunday as we expected.
Alec only likes small animals, such as cats and dogs.
David, as you know, is a photographer.

18. *As or like?*

1. I admire her ... a person, but I don't think much of her ... a writer. 2. ... I said in my last letter, I'm taking the exam in July. 3. He cried ... a baby when they told him the news. 4. Ted was ... a son to me. 5. His talents ... a film actor were soon recognized. 6. There is nothing ... a nice hot bath. 7. From what you say Richard sounds ... the right person for the job. 8. William works ... a sailor. 9. Judith was late, ... usual. 10. Bob swims ... a real sportsman.

VOCABULARY SECTION

19. TEST YOURSELF in the vocabulary. In English there is a number of words that are easily confused. Choose the right ones to complete the sentences below.

1. First I wanted to become an engineer but ... I changed my mind. There is nothing better ... a hot strong cup of tea when you get cold.
   a) *than* b) *then*
2. Sea ... is supposed to be good for our health. Who is the ... to the English throne?
   a) *air* b) *heir*
3. It was sad to look at the ... branches of the trees which had only recently been covered in leaves and blossom. I can't ... the thought of strangers living in my house.
   a) *bear* b) *bare*
4. The adult male ... is called a stag. Meet Anna, my ... old friend.
   a) *dear* b) *deer*
5. The ... of exotic flowers was heavy and oppressive. The book is five dollars and ninety-five ...s. We've ... Peter to the baker's to get some biscuits for tea.
   a) *cent* b) *scent* c) *sent*
6. I recently visited a book ... and bought some very good collections of poetry there. Every country needs free and ... elections. Don't forget to give the kids their bus ....
   a) *fair* b) *fare*
7. Jane is much better though she still feels .... We are going to the country for a couple of months, ... in, ... out.
   a) *weak* b) *week*
8. I still don't know ... or not they are planning to come. If the ... is fine, we'll go out tonight.
   a) *weather* b) *whether*
9. It's hard to believe that this powerful ... of music was composed by a very young man. Please leave me alone and let me read my newspaper in ....
   a) *peace* b) *piece*

10. What I need is a ... of scissors and some colour paper. The ...s we bought in the market are lovely, ripe and juicy.
a) *pair* b) *pear*
11. To ... a letter is a kind of art that requires imagination and discipline of thought. You are ... as usual.
a) *right* b) *write*
12. We are organizing a second-hand book ... in our school. The ship set ... from Dover on Tuesday morning.
a) *sale* b) *sail*
13. Cutlery is usually made of stainless .... His crazy plan was to ... a car and drive to Mexico.
a) *steal* b) *steel*
14. The company must have an Internet ... of its own. The ... of the sea made me feel happy and content.
a) *sight* b) *site*
15. The dancers wore bright scarves around their ...s. Millions of plastic bottles are thrown away. What a ...!
a) *waist* b) *waste*

20. NEF Read the text below and change the words in brackets in order to get a complete and logical text.

President Kennedy worked long hours, (1. *get*) up at seven and not (2. *go*) to bed until eleven or twelve at night, or (3. *late*). He read six newspapers while he (4. *eat*) breakfast, had (5. *meet*) with important people (6. *through*) the day and read reports from his (7. *advise*). He wanted (8. *make*) sure he made (9. *good*) decisions for his country. He (10. *see*) the US as a country moving forward into the future with new (11. *discover*) in science and (12. *improve*) in (13. *educate*), (14. *employ*) and other fields. He wanted (15. *democrat*) and (16. *free*) for the whole world.

21. NEF Read the text and make it complete choosing the best items to fill the gaps.

The Second World War (1) ... a new generation (2) ... to build a better world. The 1948 Olympic Games (3) ... London, the Festival of Britain in 1951 and the coronation in 1953 all gave a sense of the beginning of a new age. Cities were (4) ..., with new modernist buildings springing up, like Basil Spencer's replacement for the Coventry Cathedral. It (5) ... 10 years to build and was (6) ... opened in 1961. By 1960, British culture (7) ... television, Angry Young Men and rock'n'roll and looked very different (8) ... the way it had before the war.

1. a) created	b) opened	c) gave	d) composed
2. a) opposed	b) refused	c) determined	d) supported
3. a) of	b) in	c) at	d) off
4. a) dying	b) ruining	c) changing	d) levelling
5. a) had	b) took	c) got	d) could
6. a) generally	b) thoroughly	c) finally	d) desirably
7. a) alluded	b) concluded	c) excluded	d) included
8. a) to	b) off	c) with	d) of

L&U

Phrasal Verb TO CUT

1. to cut down sth/on sth —

a) to reduce

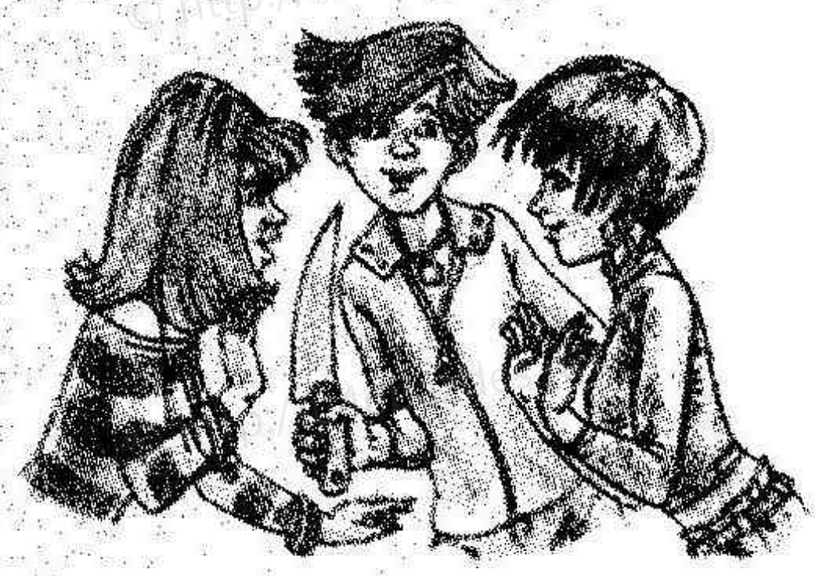
You need to cut your essay down a little.

> I'm trying to cut down on sweets.

b) to make a tree fall down

Huge areas of the rain forest are being cut down.

2. to cut in — to interrupt someone who is speaking by saying sth



> During the conversation Mike cut in with an occasional remark.

3. to cut off — to remove sth by cutting

Why did you cut off all your hair?

4. to cut out — to remove sth from a larger piece by cutting

I'll cut this article out of the magazine for you.

5. to cut up — to cut sth into several pieces

Cut up the food for the baby.

22. **Complete the sentences, use *down (on), in, off, out, up.***

1. The wood was cut ... and taken away. 2. Why don't you cut the photo ... and paste it in your album? 3. Try to cut ... the article by about 100 words. 4. "I'd like to know the truth," Alex cut .... 5. Cut the tops ... the carrots before cooking them. 6. The doctor advised him to cut ... his working hours. 7. When he talks he doesn't allow anyone to cut ... with a word. 8. The little girl loves cutting flowers ... of postcards. 9. I always cut ... grandfather's meat for him. 10. He cut ... a thick slice of bread and spread it with butter. 11. My doctor says I should cut ... salt. 12. After the rains several villages were cut ... by the flood. 13. They cut ... the electricity last week and the villagers could neither cook nor watch television. 14. Look, I've cut this article ... of a magazine for you. 15. The patient was so weak that the nurse had to cut ... his food for him and put the pieces into his mouth. 16. The big tree in front of the window had to be cut ... for the sake of safety.

23. **Express the same in English.**

1. Давайте разрежем курицу на кусочки, прежде чем подавать ее к столу. 2. Статья была пожелтевшей от времени. Кто-то вырезал ее из газеты много лет тому назад. 3. Хорошо было бы сократить рабочий день до шести часов. 4. Ты можешь отрезать от куртки рукава и снова носить ее. 5. Наконец-то ему удалось сократить количество ежедневно выкуриваемых сигарет до трех (в день). 6. Стив по большей части хранил молчание и только два или три раза вмешался. 7. Людям пора подумать, каким образом они могут сократить потребление электроэнергии. 8. Записка была составлена из букв, вырезанных из журнала. 9. Нарежь овощи, смешай их и добавь растительное масло. 10. Когда ей исполнилось 16, она отрезала косы. 11. Мне кажется, он чувствует себя отрезанным от друзей.

New Words to Learn

24. L&U **Read and guess what the words in bold type mean.**

1. The situation in the country was described as being on the point of **collapse** [kə'læps].
2. The society was struck by the arrest of a number of officials on **corruption** charges.
3. What is the government's **policy** ['pɒlɪsɪ] on immigration?
4. To **foresee** means to see or know something that will happen in the future.
5. The **initial** stage of any process is the stage happening at its beginning.
6. The change in his behaviour was sudden, surprising and easy to notice. It was really a **dramatic** change.

25. L&U **Read the words, look them up and then study the word combinations and sentences to know how to use them.**

aim [eɪm] (*n*): a good aim, a long-term/short-term aim, one's aim in life; to take aim at some animal. The hunter took aim at the lion. The project was set up with the aim of helping young unemployed people.

aim [eɪm] (*v*): **to aim at somebody/something; to be aimed at somebody/something**. John aimed his gun at the deer. This programme is aimed at young teenagers.

comprise [kəm'praɪz] (*v*): The UK comprises England, Wales, Scotland and Northern Ireland. England, Wales, Scotland and Northern Ireland comprise the United Kingdom.

deal [di:l] **(dealt, dealt)** (*v*): **to deal with somebody/something**. The next chapter deals with verbs. I was looking for a book that deals with dogs.

discontented [,dɪskən'tentɪd] (*adj*): **to be discontented with somebody/something**. The workers were discontented with their boring and monotonous job.

emerge [ɪ'mɜ:ʤ] (*v*): **to emerge from something; it emerged that...** The moon emerged from behind the clouds. No new facts emerged from the newspapers. It soon emerged that neither Julia, nor Richard had helped them.

emergency [ɪ'mɜ:ʤənsɪ] (*n*): in an emergency, in case of emergency. In an emergency call this number.

flourish ['flʌrɪʃ] (*v*): These plants will flourish in a sunny garden if they are given plenty of water. A highly developed civilization flourished in Mexico long before Europeans discovered the area.

identify [aɪ'dentɪfaɪ] (*v*): to identify a person; to identify a thing. Can you identify this strange object?

an identity (identification) card.

inherit [ɪn'herɪt] (*v*): **to inherit something from somebody**. We inherited this house from our grandparents. The little boy inherited his mother's black hair.

proposal [prə'pəʊzəl] (*n*): to write a proposal, to make a proposal, to formulate a proposal. Nobody will support his proposal. Maggie accepted his proposal (of marriage) at once.

restrict [rɪ'strɪkt] (*v*): **to restrict something to something/somebody, to restrict oneself to something,** to restrict the number of people. I try to restrict myself to one dessert a day. Use of the gym is restricted to students. Please restrict your speech to three minutes.

reveal [rɪ'vi:l] (*v*): to reveal a secret, to reveal one's real name. Joan refused to reveal the whereabouts of her daughter. Do you promise not to reveal these facts?

shortcoming ['ʃɔ:t,kʌmɪŋ] (*usually in the plural*) (*n*): The habit of breaking promises is a serious shortcoming. I know my own shortcomings very well.

significance [sɪg'nɪfɪkəns] (*n*): to be of great (little) significance. I don't think the case is of some significance.

signify ['sɪgnɪfaɪ] (*v*): **to signify something**. The stars on the American flag signify the fifty states.

unite [ju:'naɪt] (*v*): **to unite behind somebody**. All the people in the country united in the battle against the enemy. The country united behind the President. A united family.

26. Complete the sentences. Use your new vocabulary.

1. My a... is to become the best doctor in town.
2. The two colours mixed and u... .
3. In spite of all her s... I still think she is the best friend of mine.
4. The state of Hawaii c... eight main islands and many smaller ones.
5. The committee wrote a p... to change some of the school rules.
6. What does this strange mark s...?
7. It later e... that he had deceived us.
8. — How are the children? — They are f... .
9. His answer r... some serious faults in the system.
10. Can you i... the keys that you lost?
11. If Uncle Robert dies without making a will, who will i... his house?
12. I r... myself to two chocolates a day.
13. The s... of his words became clear during the two following days.
14. She is an easy person to d... with.

27. Paraphrase the sentences using the new words.

1. The results of their experiment were sudden and very noticeable. 2. All the computers stopped working. That was a very serious situation and it required immediate action. Ellen called Mr Richardson. 3. She was fully aware of the various faults in her own character. 4. The swimmer came out of the lake. 5. The two parties began working together to form a coalition. 6. After thinking about it, we decided to accept your offer. 7. Lady Redgrave said she had known what could happen in the future. 8. I know that in our office there are clerks who are open to dishonest behaviour and may accept an offer of money. 9. John had only one purpose in life — to become rich. 10. Mr Loveday said he was unhappy and dissatisfied with his son's behaviour. 11. The school committee consisted of ten members. 12. If you have small children, you have to put a limit on your social life and spend more time at home. 13. The first letter of the word "significance" is "s". 14. Now I can make this fact known to everybody: the Princess is to marry in August. 15. Chapter Five is about the economy of the country.

28. Match the words with their definitions.

1) dramatic
2) to inherit
3) to flourish
4) to restrict
5) collapse
6) a proposal
7) significance
8) to reveal
9) to comprise
10) to emerge
11) to deal with
12) to identify
13) initial
14) to unite
15) a shortcoming
16) discontented

a) a situation in which something fails or stops existing
b) to come out of something or out from behind of something
c) sudden and surprising or easy to notice
d) to let something become known
e) an offer of marriage
f) to receive the property or money of a person who has died
g) to consist of something or to include
h) to keep within certain limits
i) special value or meaning, importance
j) to grow or develop well and be healthy
k) to have to do with somebody, to be about something
l) a fault, defect or weakness, as in character or behaviour that makes someone or something less effective
m) to find out or tell exactly who a person is
n) a plan or suggestion that is presented to others for consideration
o) to bring or join together
p) coming at the beginning, first
q) unhappy and restless, not satisfied with something

29. Look at the pairs of words. In each pair there is a word you know. Read the sentences and phrases below and guess what the other word in each pair means.

corruption — corrupt
corruption — to corrupt
initial — initials
aim — aimless
flourish — flourishing
inherit — inheritance
reveal — revelation
restrict — restriction
unite — united

1. a corrupt judge; corrupt officials in the passport office. The corrupt mayor was not reelected.
2. Judge Hanson cannot be corrupted. Do you think young people are corrupted by big city life?

3. B.R. are the initials of Betsy Ross. His initials are P.F.W.; they stand for Peter Francis White.
4. his aimless life; aimless discussions. They took an aimless walk through the fields.
5. His was a flourishing business. He began working in the flourishing computer business.
6. When she became eighteen she received her inheritance.
7. The title passes by inheritance to the eldest son.
8. I didn't find the revelations about her private life in the press very accurate.
9. The revelation of his scandalous past led to his resignation.
10. There are restrictions on who can use the pool.
11. Club membership is open to senior schoolchildren without restriction.
12. The United Nations is an organization of many countries formed to encourage peace in the world.
13. A united effort is always more effective than an isolated complaint.

30. Match the synonyms in the two columns.

1) goal	a) shortcomings
2) limit	b) unite
3) offer	c) restrict
4) come out	d) signify
5) consist (of)	e) comprise
6) join	f) proposal
7) mean	g) aim
8) faults	h) emerge

31. What is the Russian for the following?

A. 1) an emergency landing
2) emergency powers
3) emergency ration
4) an emergency exit
5) an emergency session of Congress

B. 1) a clear aim
2) a political aim
3) an ambitious aim
4) a common aim
5) a worthy aim
6) a long-term aim

C. 1) to accept a proposal
2) to outline a proposal
3) to bring forward a proposal
4) to support (back) a proposal
5) to reject a proposal
6) to discuss a proposal

FOCUS

Focus on Synonymy

join	unite
1. to become a member of an organization or a group of similar people to join the firm to join the army to join the unemployed **2.** to come together with other people to join somebody for dinner **3.** to connect two things (*also* join up) to join the pipes together	to join together to achieve a particular goal or to work together a policy that unites people to unite behind the queen

32. a) Complete the sentences. Use *join* or *unite* in the right form.

1. We agreed that Jane would ... us at King's Cross. 2. We need an idea that can ... us. 3. It took some time for the two halves of the bridge to .... 4. You have a lovely voice. Why don't you ... our choir? 5. What do you think will happen if I ... these two wires? 6. The victory in the war ... the nation and made it more hopeful. 7. Mike dreams to ... the navy after he leaves school. 8. James was a born leader and soon the party ... behind him. 9. Who would like to ... me for a game of volleyball? 10. Children, stand in a circle and ... your hands.

b) Express the same in English.

1. Англия и Шотландия объединились в 1707 году. 2. Почему бы тебе не поужинать с нами сегодня вечером? (не присоединиться к нам на...) 3. Я думаю, в современном мире более важно объединять людей, а не разъединять их. 4. Масло и вода не соединяются. 5. Венди вышла из своего офиса и пошла к кинотеатру, чтобы присоединиться там к своим друзьям. 6. Ты не против, если я присоединюсь к вам? 7. Когда объединились эти две партии? 8. Джулия собирается пойти в армию, я не могу этого понять. 9. Мы хотели бы поприветствовать всех, кто сегодня присоединился к круизу. 10. Ты уверен, что эти партии объединились? 11. Где сливаются эти два ручья? 12. Эндрю пошел с нами гулять. (присоединился к нам для...) 13. Я думаю, я стану членом клуба молодых экологов. 14. Павел сейчас член футбольной команды. Он стал членом команды (присоединился к ней) не так давно.

FOCUS

POLICY versus POLITICS

policy	politics
a plan of action, a set of ideas that is used as a basis for making decisions, especially in politics, economics or business policy on immigration home/domestic policy school's policy to develop a policy to pursue [pə'sju:] a policy Honesty is the best policy.	**1.** *singular* political affairs or life local politics to go into politics to talk about politics Politics is very important in the modern world. **2.** *plural* a person's beliefs about how government should work His politics are becoming more conservative.

3. **Express the same in English. Use *policy* or *politics*.**

1. Встречаясь за ужином, они всегда говорили о политике.
2. Газеты пишут о внутренней и международной политике государств и о событиях в мире.
3. Я мало знаю о ее политических взглядах, мы никогда о них не говорили.
4. Надеюсь, что все страны будут придерживаться мирной политики.
5. Мой приятель хочет профессионально заняться политикой.
6. Политика нашей компании заключается в том, чтобы развивать международное сотрудничество.
7. Честность — лучшая политика.
8. В этом университете изучают политику, экономику и право.
9. Мне кажется, вам необходимо выработать собственную политику по этому вопросу.
10. Политика оказывает серьезное влияние на жизнь каждого человека, но мы редко задумываемся над этим.
11. Политика меня никогда не интересовала.
12. Она хочет заняться политикой.
13. Национализация промышленности не является политикой правительства.

34. Work in pairs or in small groups and complete this story. Think of a suitable title for it.

Inspector Brown was staying up late: there was some work to be done. His policy had always been not to leave any work unfinished. At 11 pm he suddenly found out that he had run out of tobacco for his pipe. Inspector Brown dressed and started for the corner shop which was open all night...

the shadow of a woman — emerged into the street from the neighbour's house — could identify — noticed the inspector — tried to run away — caught her by the hand — revealed her face — in the moonlight — a ravishing beauty — frightened, trembling and about to collapse — heard out her story — the head of a flourishing company — inherited — a corrupted partner — stole the valuable papers of great significance — the most dramatic moment in her life — could force her future — her aim was to get the papers back — stole into the house at night — the box comprised her documents — took her home — reported to the police — the criminal partner was arrested — proposed to the beautiful victim — united their lives — happy and content

READING FOR DISCUSSION

35. a) Read the text "The Cold War and Beyond" and put the following sentences in the right order.

1. The Soviet soldiers return home from Asia.
2. The symbol of hostility becomes history.
3. The head of the country faces a number of complicated problems.
4. The important changes in Russia tell on some European countries.
5. The two great nuclear powers find a common language.
6. The initial changes call for new ones.
7. The important step to united Europe.

THE COLD WAR AND BEYOND

In March 1985 Mikhail Gorbachev became General Secretary of the Communist Party of the Soviet Union.

He inherited a vast country comprising 15 republics the economy of which was close to collapse and where corruption flourished. The country badly needed reform, although few could foresee its effects.

Gorbachev approached the problems of this country by introducing two new policies: glasnost (openness) and perestroika (restructuring). His aims were to identify those areas that needed reform and encourage popular debate about how best to deal with them. At first, such policies were welcomed, but as the shortcomings of the system were revealed, people soon became discontented: the problems turned out to be so deep-rooted that only radical reforms could solve them.

The initial optimism, however, did have an effect on relations between the Soviet Union and the West. As early as November 1985, Gorbachev met US president Ronald Reagan ['reɪgən] in Geneva [ʤə'ni:və] for the first superpower summit since 1979. The summit showed that a new atmosphere of cooperation between the two countries was emerging. A second summit at Reykjavik ['reɪkjəvɪk] in Iceland in 1986, at which Gorbachev offered dramatic cuts to nuclear weapons, was not very successful, although the proposals were not ignored. In December 1987, Reagan and Gorbachev signed the INF (Intermediate Nuclear Force) Treaty in Washington signifying a new warmth of feeling between the superpowers. To many people it meant that the cold war was beginning to come to an end. This was supported by changes in Soviet foreign policy. In 1988, Soviet troops were removed from Afghanistan after nine years of bitter fighting.

By the late 1980s the influence of Gorbachev's reforms had begun to be felt in the Communist countries of Eastern Europe. These countries got much greater autonomy. The effects were dramatic.

Almost immediately, as travel restrictions eased, people tried to leave countries such as East Germany for the West. By November 1989 the decision to open the border between East and West Germany had been made. On 9 November, people from the two sides helped to destroy the Berlin Wall, for long a symbol of the divide. Soon after that radical political changes were made in a number of East European countries — Poland, Hungary, Bulgaria, Czechoslovakia. In the new atmosphere of reform the two Germanies reunited. The cold war came to an official end in November 1990, when 34 countries representing the old East-West divide signed the Charter of Paris for a new Europe.

b) Listen to the tape (No 9) and prepare an artistic reading of the text following the pattern given on the tape.

36. Look through the text "The Cold War and Beyond" again and say how the followin ideas are expressed in it.

— a country consisting of 15 republics
— he started dealing with the problems
— to make people discuss the problems
— at first people were pleased that such policies had been introduced
— a meeting of the leaders of two or more countries
— working together for a particular purpose
— making the amount of nuclear weapons radically smaller
— the proposals were given some attention
— fierce fighting
— the countries got more independence
— a formal document describing the rights, aims or principles of an orga nization or group of people

37. Find in the text "The Cold War and Beyond" English equivalents for the following word and word combinations. Read out the sentences with them.

1) остро нуждалась в реформировании 2) предложить два новых на правления в политике 3) обозначить те области, которые нуждалис в реформировании 4) глубоко укоренившиеся проблемы 5) решит проблемы 6) повлиять на отношения 7) сверхдержава 8) встреча в вер хах 9) предложения не остались незамеченными 10) войска были вы ведены 11) результаты оказались ошеломляющими 12) по мере того как ограничения на въезд и выезд из страны становились не стол жесткими 13) было принято решение открыть границу 14) символ раз деления 15) страны, в прошлом представлявшие разделение на Восто и Запад

FOCUS

You already know several ways of saying *a lot* in English. They are: **a lot (of), lots (of), much** and **many**. The latter **(much, many)** are the most common in questions and negations, though they are perfectly normal in affirmative sentences after *too, so* and *as*, and in some expressions with *very*.

Fanny talks too much.
You've bought so many vegetables.
Try to get as many opinions as you can.

There are some other ways of expressing the same idea in English:

a large number of — used with countables
a great/good deal of — used with uncountables
plenty of — used with both countables and uncountables

FOCUS

Quite a number of paintings were sold.
Nancy spent a good deal of time on the project.
Don't hurry — we have plenty of time.
Plenty of people know this politician.

Lots and **plenty** are rather conversational words. **A great deal (of)** and **a large number (of)** are used in a more formal style, often in affirmative sentences instead of **much** and **many**.

38. a) *A great number* or *a great deal*? Paraphrase these word combinations.

EXAMPLE: plenty of bread — a great deal of bread
plenty of friends — a great number of friends

1) plenty of work, 2) plenty of chances, 3) plenty of ice cream, 4) plenty of water, 5) plenty of theatres, 6) plenty of problems.

b) Make up true statements about yourself and say if you have *a great/good deal* or *a large number* of the following:

1) relatives, 2) ambition, 3) free time, 4) English books, 5) energy, 6) friends, 7) modern clothes, 8) self-assurance, 9) mistakes in your tests, 10) optimism, 11) problems, 12) CDs or tapes.

FOCUS

Function Word VERY

1. The function word **very** can be used for emphasizing that a quality exists or is true to a great degree:

It was a very good film.
The church looks very old.
I always walk very quickly.

2. **Very** is not used before comparative adjectives and adverbs, before *too*, or before *more/less*:

Jane is much/far better.
She is much/far too nice.
I paid much more than I should.
There's far less water in the pond than usual.
There were many more people than I expected.
We've got far more books than we ordered.

FOCUS

3. Very can be used before a noun:

at that very moment — в тот самый момент
this is the very thing for me — это как раз то, что мне нужно
those were his very words — это в точности его слова
at the very end — в самом конце
that very girl — та самая девочка

39. Paraphrase these sentences using *much* or *many*.

1. John wants to spend far more time with his family. 2. I wish I could do far more to help you. 3. There are far more questions that we should discuss. 4. You'll have to write far more papers. 5. You've been to New York far more times than me. 6. They have done far more research on this phenomenon than we have. 7. The children liked the film far more than the adults. 8. Mary has got far more friends than me. 9. John began to read far more books than he used to. 10. Now I'm far more satisfied with your progress in English than at the beginning of the year.

40. Express the same in English.

A. 1. Джейн принесла ему ту самую книгу, которую он хотел купить. 2. Он член той самой политической организации, о которой я говорила. 3. Хоб (Hob) — тот самый диск-жокей, который тебе вчера понравился на дискотеке. 4. Вдруг в толпе я увидела того самого человека, которого разыскивала полиция (to be wanted by the police).

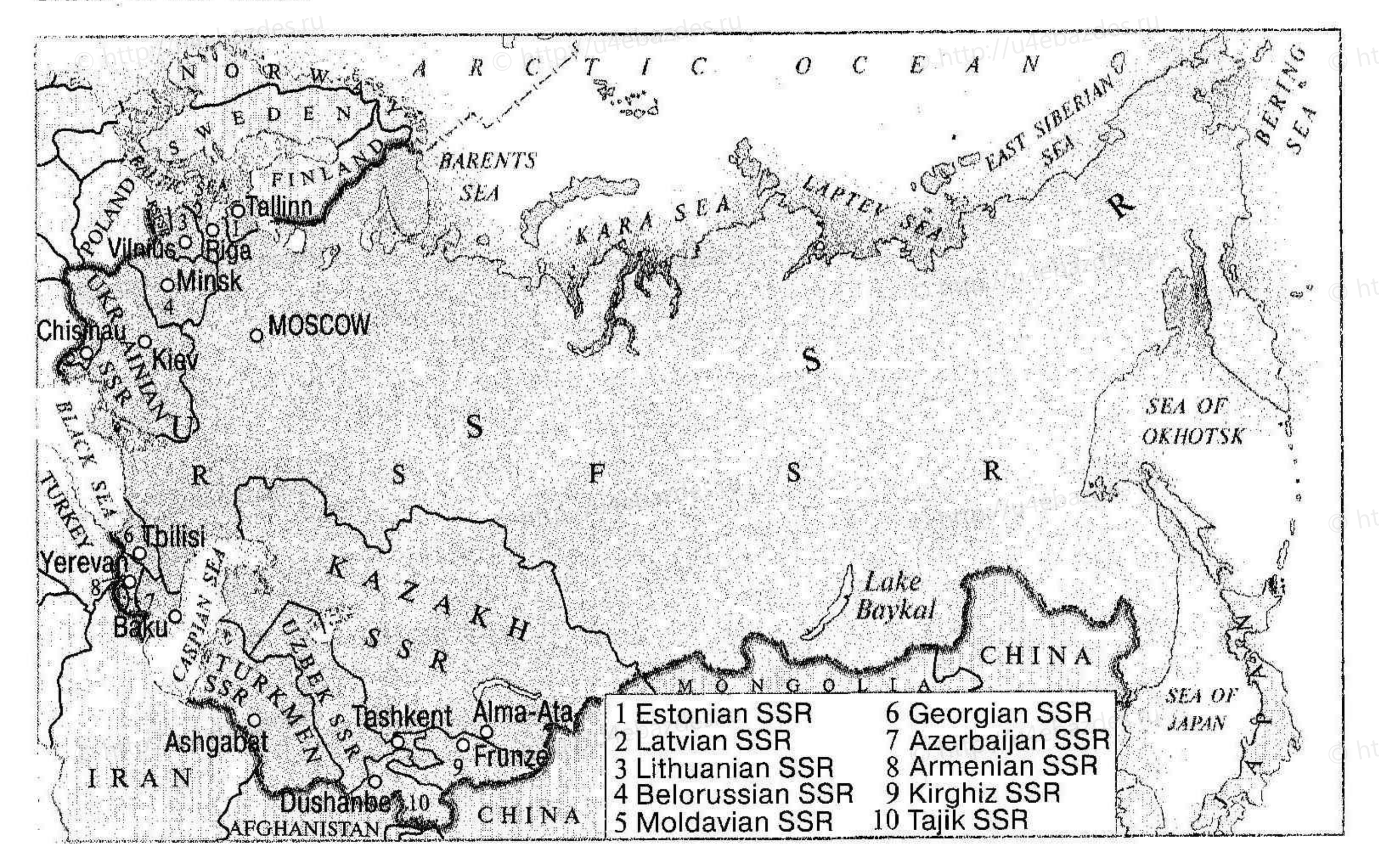
B. 1. У меня намного больше французских видеофильмов, чем у тебя. 2. Миссис Прим (Prim) намного моложе миссис Дэвидсон. 3. Намного больше детей посмотрели фильмы о Гарри Поттере, чем ты говоришь. 4. С каждым годом все больше молодых людей хотят получить высшее образование. 5. Чарльз Сноу намного более известный политик, чем Грэг Харди. 6. Существует намного больше видов этого растения, чем ты упомянул.

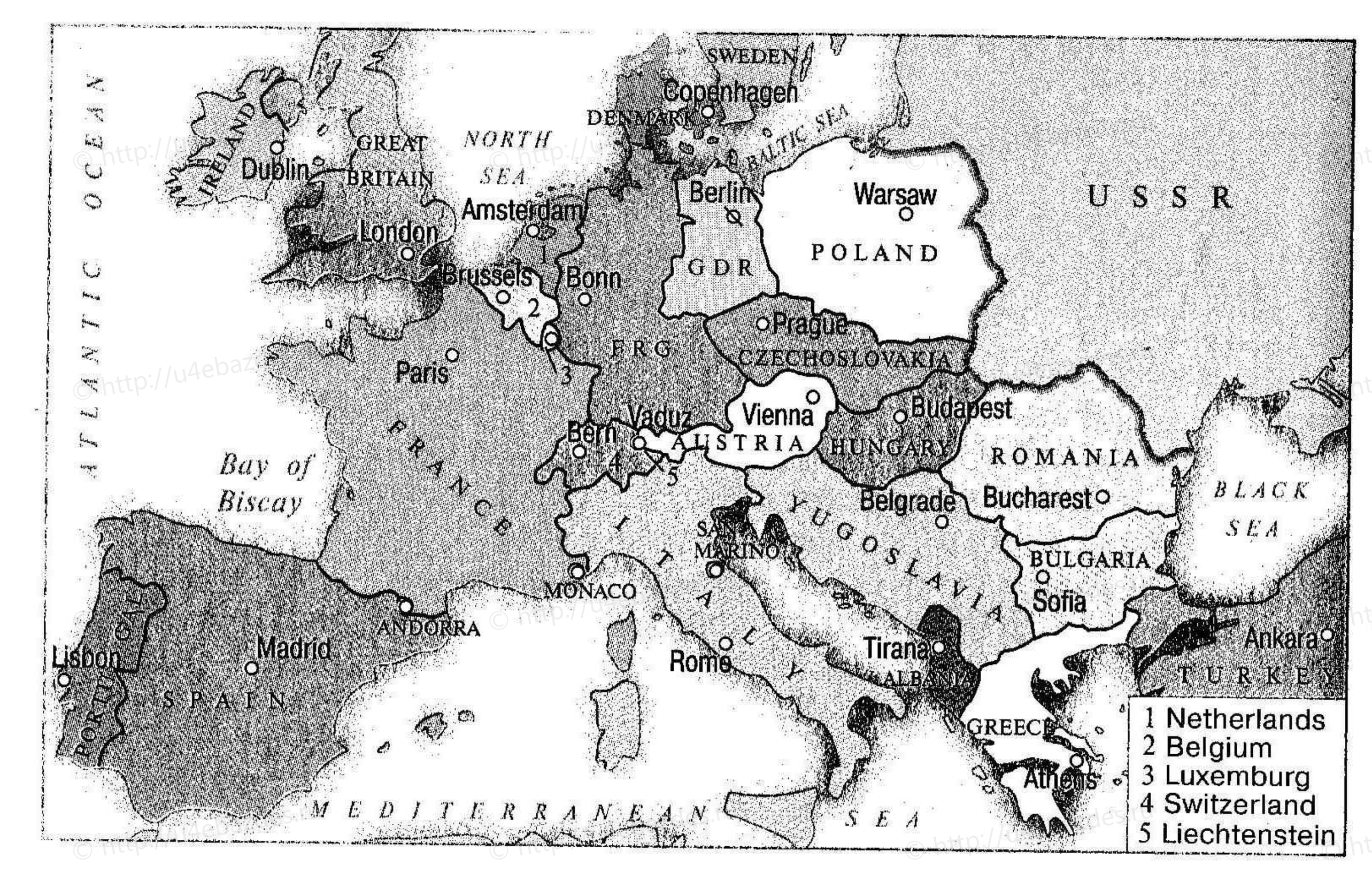
SPEAKING — DISCUSSING THE TEXT

41. a) Remember the text "The Cold War and Beyond" and say what you know about these historic facts.

1. The role of Mikhail Gorbachev in reforming the Soviet Union.
2. How the two superpowers — the USSR and the USA — brought the cold war to an end.
3. The political reform in Eastern Europe in the 1980s.

b) Compare the maps on p. 93–94 and say what changes took place in Europe and the Soviet Union in the 1980s.

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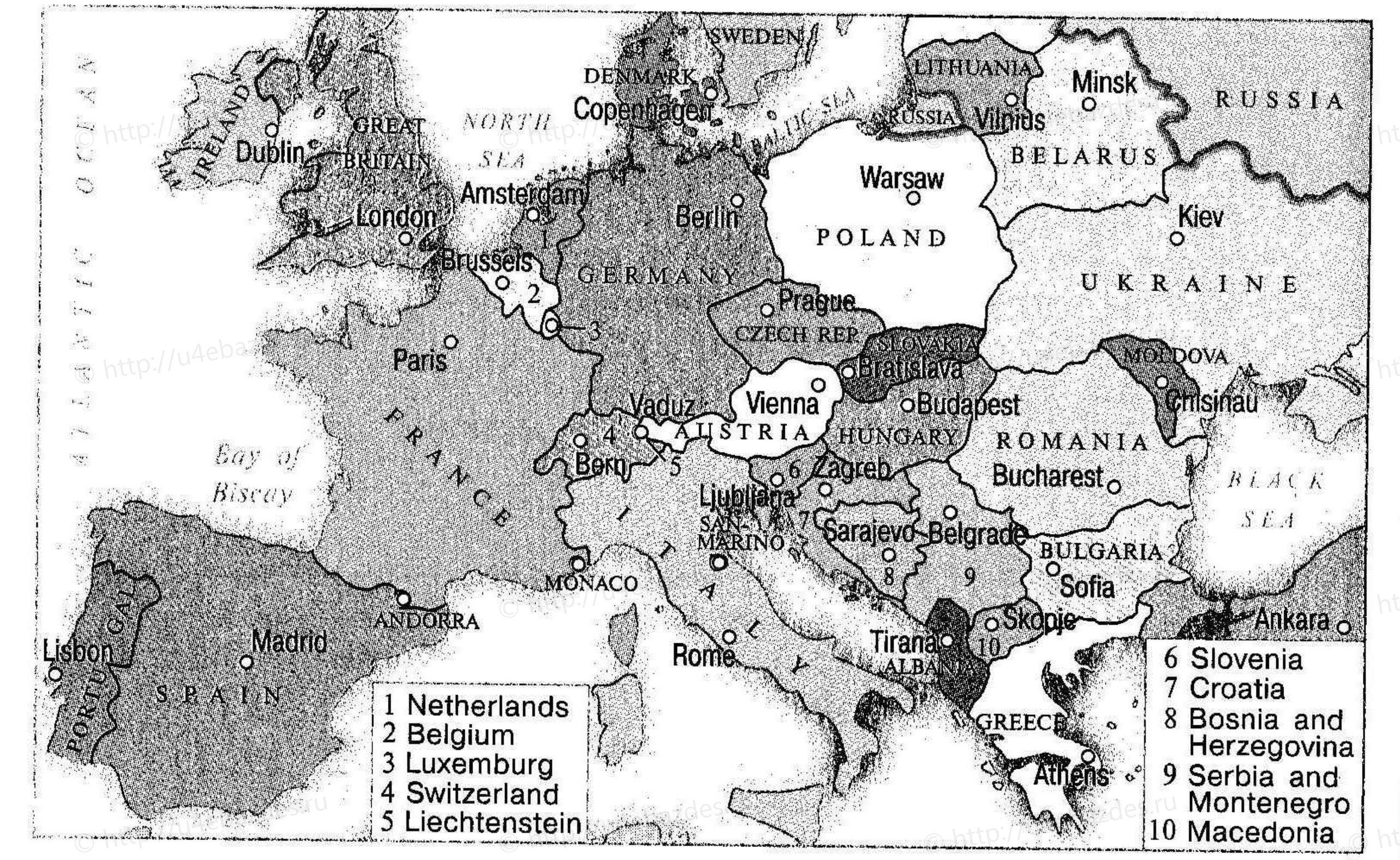
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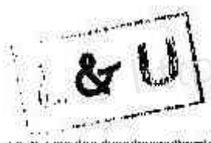
Lisbon
Madrid
Rome
Tirana
ALBANIA
PORTUGAL
SPAIN
GREECE
Athens
1 Netherlands
2 Belgium
3 Luxemburg
4 Switzerland
5 Liechtenstein
6 Slovenia
7 Croatia
8 Bosnia and Herzegovina
9 Serbia and Montenegro
10 Macedonia

42. Answer the questions.

1. What kind of reform did Mikhail Gorbachev begin in the 1980s and why?
2. What positive and negative effects did the reform have?
3. What's the connection between Gorbachev's reform and the peaceful process in the world?
4. What do you know about the cold war?
5. How did Gorbachev's reform influence the political changes in Europe?
6. What do you know about two Germanies and their reunion?
7. How do you see the future of Europe? Are all European countries likely to unite? What are the pros and cons of such uniting?
8. What do you know about the European Union? Why was it formed? Which European countries have joined it and which haven't? Would you like Russia to join? Why?



DISCUSSING THE TOPIC

Topical Vocabulary: People and Society

✓ Peoples and governments of goodwill have always aspired to a lasting peace in the world. To this end they:

- cooperate or unite efforts with other countries
- hold international meetings, conferences, summits, negotiations, talks on problems of war and peace
- sign international treaties
- try to keep international peace and security
- seek to ban and gradually eliminate weapons, especially weapons of mass destruction
- do their best to settle local conflicts and restore peace in troubled areas
- take steps to ease world tensions
- pledge not to use force in international relations
- stop terrorist attacks
- fight against terrorism
- save generations to come from (the) horrors of war

✓ People also aspire to justice and encourage their governments to recognize the rights of countries and individuals. Countries are entitled to independence, sovereignty ['sɒvrɪntɪ] and territorial integrity. Individuals are entitled to civil and political rights and liberties (freedoms).
Some of the civil rights are:

- the right to work
- the right to health care
- the right to education
- the right to travel
- the right to housing

- the right to life
- the right to fair trial

✓ People's rights can be:
- declared or not declared
- provided or not provided to them
- respected or not respected
- protected or not protected
- observed or not observed
- implemented or not implemented
- violated or not violated
- abused or not abused

✓ International law also provides for:
- human treatment of civilians in wartime
- protection of sick and wounded soldiers
- fair treatment of prisoners of war, refugees and hostages

Thanks to such laws every person can complain about human rights violations.

43. Look through the topical vocabulary and find synonymic words and word combinations to the following:

1) for this aim, 2) to want to have something, 3) to work together, 4) to try to do something, 5) to promise, 6) future generations, 7) to forbid using something, 8) to abuse the right.

44. Find the right word for it. Use the topical vocabulary.

1. Everyone who is not in the army is a .... 2. Someone who has been forced to leave his or her country either because there is a war there or because of his or her political or religious beliefs is a .... 3. Someone who has been captured by a person or organization and who may be killed or injured if people do not do what that person or organization demands is a .... 4. A soldier who has been captured by the enemy during a war is a .... 5. A written agreement between countries in which they agree to do a particular thing or to help each other is a .... 6. Formal discussions, especially in business and politics, in which people try to reach an agreement are .... 7. A meeting, often lasting a few days, which is organized on a particular subject or to bring together people who have common interests is a .... 8. A meeting at which the leaders of two or more countries discuss important matters is a .... 9. The power that a country has to govern itself is .... 10. The state of being united or whole is .... 11. Something that you morally or legally entitled to do or to have is your ....

45. Find in the topical vocabulary English equivalents for the following:

1) прочный мир
2) стремиться к миру
3) подписать договор
4) международная безопасность
5) постепенно уничтожить
6) оружие массового поражения
7) погасить локальные конфликты
8) очаги напряженности
9) снять напряженность
10) призывать правительства
11) признать право
12) провозгласить право
13) обеспечить право
14) осуществлять право
15) нарушать право
16) справедливое обращение
17) пожаловаться на что-либо

FOCUS

ECONOMIC versus ECONOMICAL

economic	economical
relating to the economy of a particular country or region (экономический) The president spoke on television about the need for a new economic program.	not spending or costing much money (экономный, экономичный) A person who is economical is careful about spending money. A car that is economical doesn't use much petrol and doesn't cost a lot to run.

46. *Economic* or *economical*? Which word would you choose to complete the sentences?

1. Something which has to do with economics is .... 2. Our use of the central heating is fairly .... 3. Europe is more than an ... community. 4. Are electric cars ... to run? 5. If you've got a large family, it's more ... to travel by car than by train. 6. The country is in a bad ... state. 7. We cannot

afford to employ more stuff in the current ... climate. 8. The major part of the population is against the government's ... policies. 9. It is not a very ... method of heating buildings. 10. Of course the plane is not the most ... form of transport.

47. a) Explain how you understand these basic human rights and freedoms. How well are they observed in your country?

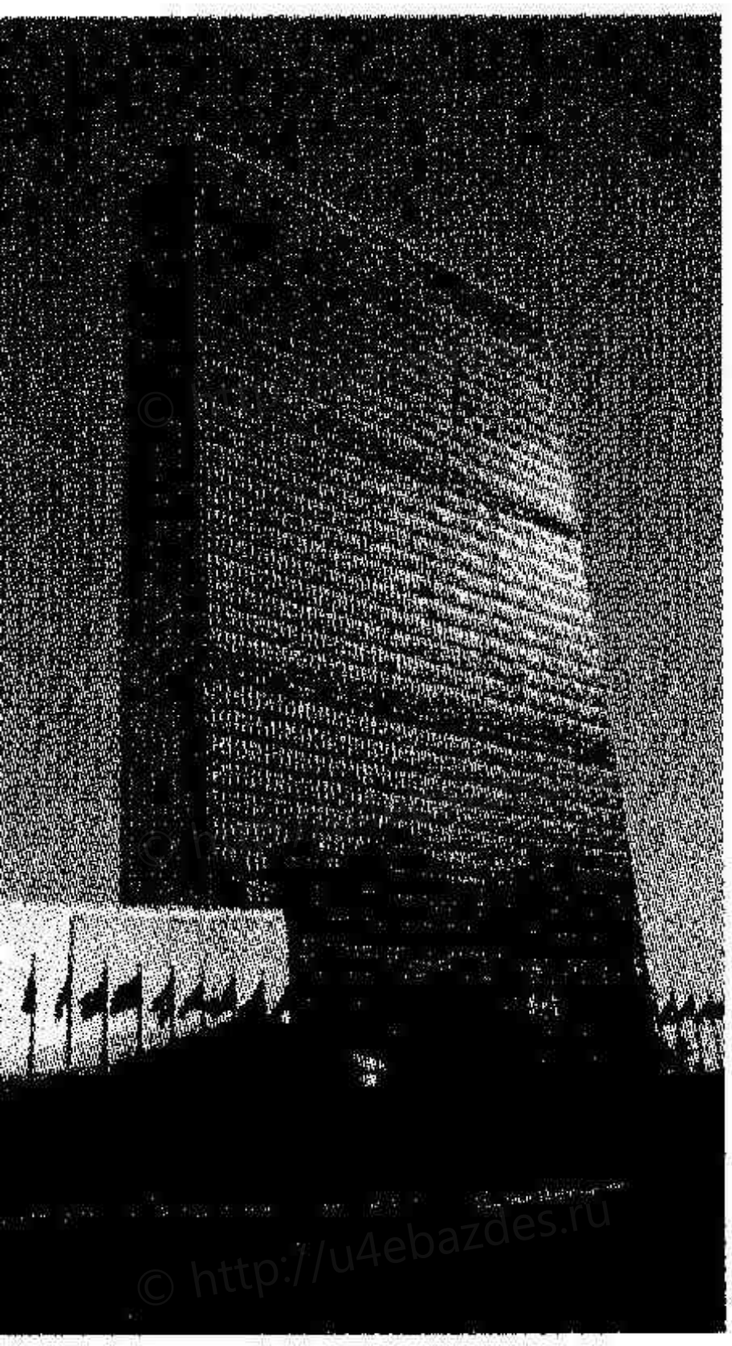
The rights to:		Freedoms of:
work	life	conscience
health care	fair trial	speech
education	equality	
travel	vote	
housing		

b) Think of some examples of how human rights were abused in the course of history.

c) Remember some human rights activists or organizations that defend human rights. What is (was) their activity like?

48. a) Prepare and make a talk about the United Nations Organization. Some ideas below can help you.

History:
— an international organization
— was established by 50 nations in 1945 in San Francisco
— officially came into existence on 24 October 1945



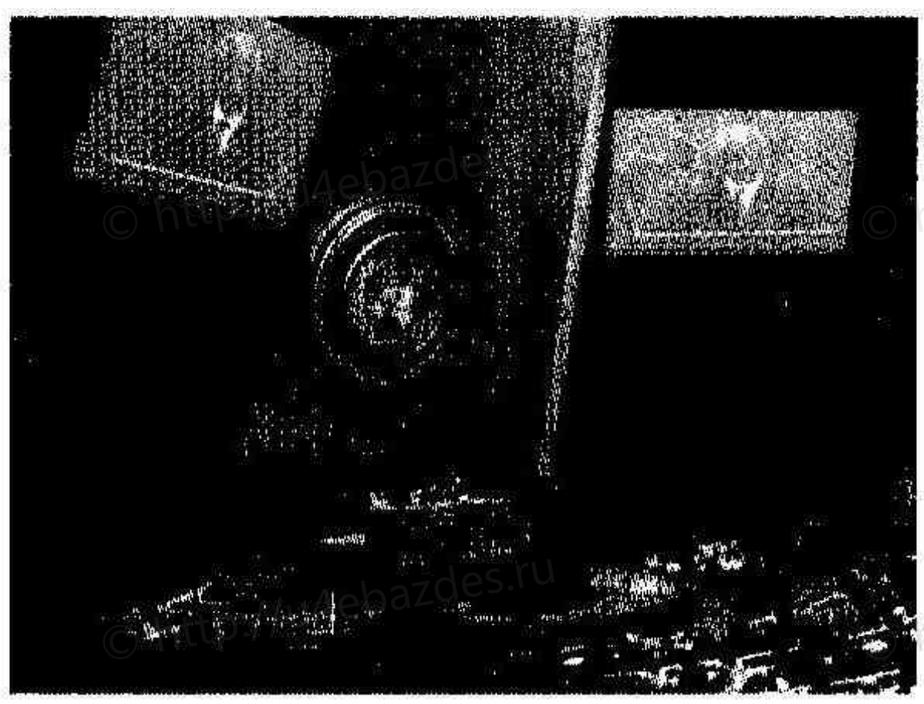
— had an aim: to work together for world peace
— worked out the main instrument of the organization — the United Nations Charter, an international treaty

The UN Charter:
— explains the rights and obligations of member states
— establishes the UN organs and procedures
— codifies the major principles of international relations

The first fifty member countries pledged:
— to live together in peace with each other as good neighbours
— to practise tolerance and open-mindedness
— to fight hunger together
— to provide education
— to improve life of people all over the world

Today the UNO:
— comprises 185 member states

— has its headquarters[1] in New York
— encourages countries to work together to deal with international problems (wars, diseases, poverty, terrorism)
— unites efforts to keep international peace and security
— settles local conflicts
— restores peace in troubled areas
— tries to ease world tension and establish a lasting peace



Decisions in the United Nations are made by the General Assembly [ə'semblɪ] and the Security Council.

b) Try to answer these questions to see if you know more about this international organization.

1. Who is the Secretary General of the UNO at the moment?
2. UNESCO is a part of the United Nations. What do these letters stand for? What is it concerned with? Where is it based?
3. UNICEF is a part of the United Nations. What do these letters stand for? What is the aim of this organization?
4. What is the function of the UN peace-keeping force?
5. What are the permanent members of the UNO?
6. Which of the two comprises more countries: the General Assembly or the Security Council?

49. a) Work in pairs. There are two texts about A. S. Griboedov, the famous Russian diplomat (Text Two is in Ex. 57 on p. 104–105). 1) Read a text each[2] 2) then ask questions to get more information.

Text One. An Outstanding Russian Diplomat

Alexander Sergeevich Griboedov, the famous Russian diplomat and writer, was a many-sided personality. He got profound knowledge in various spheres, learned several foreign languages, became a talented writer and able musician and an outstanding diplomat with instincts of a real politician.

He was born on the 4th of January, but the year of his birth is not exactly known. Some historians say he was born in 1790, others believe that happened in 1795. Little is also known about his years of education. Information about the diplomat is very uncertain. Some biographers think that Griboedov graduated from three departments of Moscow University but there are no official papers to prove that point of view.

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[1] headquarters ['hed,kwɔ:təz] — штаб-квартира
[2] Read a text each. — Прочитайте каждый по тексту.

After the war of 1812 Griboedov lived in Belorussia where he got interested in the theatre and began writing literary pieces. In 1815 he translated the comedy "A Young Couple" from French into Russian. The play was staged and had a certain success.

In 1823–24 he wrote his immortal comedy "Woe from Wit" (*Gorye ot Uma*).

In 1825 Griboedov had his second trip to the Caucasus. At that time he felt like writing a tragedy based on the facts of Georgian history and even began doing it living in Tiflis (now Tbilisi).

In 1828 he got married. His wife — Georgian Princess Nina Chavchavadze was the daughter of Griboedov's old friend, the poet Alexander Chavchavadze.

Your partner has more facts about A. S. Griboedov. Find out about:

- the reasons why he didn't get PhD;
- his activities during the war of 1812;
- his occupation in 1816;
- the reasons for his leaving St. Petersburg;
- the beginning of his career as a diplomat;
- his arrest in 1826;
- his work as a diplomat in Persia;
- his death;
- the place where he is buried.

b) Say what new facts you have learned about A. S. Griboedov from the text and the discussion with your partner. Do you find anything striking in Griboedov's life and career?

50. Many countries criticize America for using its military power to get what it wants. But not all Americans believe in war. Some young Americans take part in protests against wars, in anti-war movements. Below are the answers Mary Hornby, a correspondent, got during her interview with Rachel Stevens, an American anti-war protester.

a) Read the answers and say what the correspondent's questions were.

M.H. _____?

R.S. I'm 23. I spent my childhood in Houston, Texas.

M.H. _____?

R.S. I think I began to organize peace events when I was a teenager in the town where I grew up.

M.H. _____?

R.S. I had many different reasons for protesting against war. First of all I'm a Quaker[1] and my religion doesn't allow war.

[1] a Quaker ['kweɪkə] — a member of a Christian religious group that is against all violence and has no priests or ceremonies

M.H. _____?

R.S. Well, among other reasons I think is the fact that war harms everyone, especially children. Do you know the numbers of child victims of armed conflicts during the past decades? I'll tell you. Two million killed, five million disabled, twelve million homeless, more than one million orphaned or separated from their families, and you just imagine – about ten million psychologically damaged.

M.H. _____?

R.S. We participate in anti-war marches, we speak at different conferences, we work with young people explaining that there are diplomatic solutions to all war conflicts.

M.H. _____?

R.S. Yes, I'm against all wars. I'm sure we are a powerful and clever nation and we can work out other ways to send our ideas across the ocean to all other nations.

b) Do you agree with Rachel's views on war? Say what you think about the philosophy of pacifism[1]. Is it always effective?

51. Choose the correct option to give your opinion.

1. I ... give my life to prove that violence is wrong and that people should refuse to fight in wars.
   a) would b) might c) wouldn't
2. I ... go on a march for peace.
   a) would b) might c) wouldn't
3. I ... fight for my country.
   a) would b) might c) wouldn't

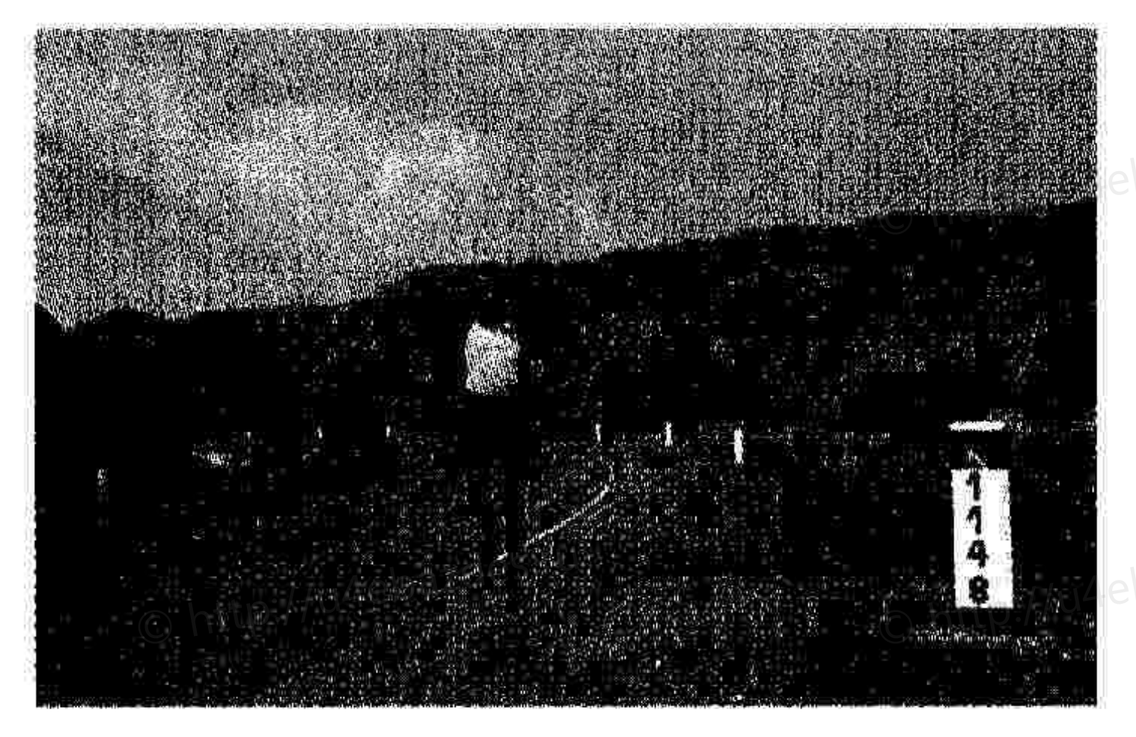
52. a) Read the article from "Sources" (November 2001) and say if you consider the method of working for peace Jamel Bahli chose effective and why.

On the Road to Peace

Jamel Bahli, a man with a mission

The 38-year-old Frenchman has been running for the past 16 years — across every continent, through war zones, deserts and desolate forgotten lands. All in the name of freedom, humanity and peace. He met Pope John Paul II in the Vatican, took tea with King Fahd of Saudi Arabia, and sat on a sofa with soldiers during the Bosnian war. He has written four books and published

[1] pacifism ['pæsɪfɪzm] — the belief that violence is wrong and that people should refuse to fight in wars



hundreds of photos. Jamel shares his experiences by talking to schools, giving slide shows and publishing a diary. "I talk to the children about peace. And by that I don't just mean stopping fighting. Peace is not just an ideal, it's a way of thinking."

Bahli runs with nothing but his sleeping bag, his camera and some clothes in a tiny black pack. He never sleeps in hotels preferring to bed down in the open air.

"All this started out as a personal mission. I wanted to break out of my routine life in Paris," Bahli explains. "When a Chinese friend jokingly invited me for tea in Shanghai, I decided to take him seriously and set off, on foot. I've been running pretty much constantly ever since."

b) Below you can see some ideas of how common people can help to keep peace. Which of them in your opinion are the most effective and why?

— organize and participate in peace rallies[1]
— take part in anti-war actions
— support some peace fund financially
— propagate peace by all possible means
— refuse to participate in aggressive military actions or conflicts
— meet and make friends with people of different countries and cultures to share and develop ideas of peace
— teach young children tolerance and respect for human life, explain to them how to solve their problems peacefully
— take part in international projects as working together is the best way to understanding
— not to give way to xenophobia[2]

53. Read what some British teens feel about the current terrorist situation and say what your opinion of it is.

Sally. Some countries have lived with terrorism for a long time. There are certain organizations in Spain or Britain, for example, who have used bombings and assassinations[3] of officials and politicians. But today we witness a new type of terrorist threat that is determined to kill thousands of ordinary people. London, Madrid, New York, Moscow, Beslan have become deadly targets of terrorism. Terrorist attacks can't be ignored.

---

[1] a rally — a large public meeting that is held to show support for something
[2] xenophobia [ˌzenəˈfəʊbɪə] — a strong fear and dislike of people from other countries and cultures
[3] assassination [əˌsæsɪˈneɪʃn] — убийство по политическим мотивам

Dee. I'm very afraid of a terrorist attack. I worry about my mum travelling on the underground in central London. The government wants to hide the fact that we might have a problem with terrorism, but it is inevitable. Weapons of mass destruction weren't found in Iraq, so many Islamic extremists feel angry with us for the war.

Jake. What Tony Blair and George Bush do scares me. They are making the situation worse by killing more people in Iraq. They knew when they started the war that we would probably be attacked in England. I don't think enough is being done to protect us.

Joe. The fear of terrorism hasn't changed but I don't avoid crowded places in London or anything. If we stop living our daily lives and are scared to do things, the terrorists have won. I hate all this "eye for an eye" relation. It will leave the world blind. We are used to terrorism in the UK, but we hope the situation will soon be different.

54. a) What should be done to prevent terrorism? Governments in many countries have been discussing this for a long time. These are the things that are being done now. What do you think of these measures? What other steps should or could be taken to prevent terrorism?

1. In order to enter the USA, people will be fingerprinted. However, anti-terrorism forces in Bali, Britain, the US and Istanbul have found most terrorists live in the country they attack.
2. Some airlines have employed sky marshals[1] to fly in planes and attack terrorists if they attempt a hijacking[2].
3. The British government is considering providing information about terrorism to every house in the UK.

b) Imagine that you are involved in the situations given below and it is your decision that counts. What would you do?

1. Terrorists have taken control of a plane full of passengers. It is possible they intend to crash it into the heart of your capital city. Should you order the plane to be shot down?

---

[1] a sky marshal — полицейский, сопровождающий самолет
[2] a hijacking ['haɪʤækɪŋ] — угон (самолета)

2. You have received information that a potential terrorist attack is going to happen. Would you share this information with the public knowing it could cause the entire country to panic?
3. Your country (city) has become a victim of a terrorist attack. What would you do?
4. In order to reassure the population you are guarding against terrorism, would you tell them exactly what you are doing? (This means the terrorists also get the information.)

55. Recently the world has witnessed several horrifying terrorist attacks. They happened on different continents and in different countries. Can you say when and where some of them took place? What was the people's reaction? Why do you think such attacks occur? Who or what is to blame? How can terrorism be stopped?

56. Expand on the following.

1. The end of the cold war opened new prospects for peace and cooperation.
2. The era of globalization is transforming the world bringing knowledge, information and economic opportunity into all corners of the world.
3. Today the international community faces a large number of dramatic and profound changes that bring threats to social unity, to cultural diversity, to the environment.
4. The peoples of the world can resist[1] such long-standing problems as drug trafficking, organized crime, nationalism and ethnic tensions only through international cooperation.

57. Here is Text Two of Ex. 49.

Text Two. An Outstanding Russian Diplomat

Alexander Sergeevich Griboedov, the famous Russian diplomat, had a brilliant career. He graduated from university and there is an opinion that he didn't get his PhD[2] because of the war with Napoleon in 1812. Like majority of young Russian aristocrats, Griboedov joined the army to defend his motherland from the enemy.

After the war in 1816 Griboedov moved to the capital of Russia, St. Petersburg. There he worked in the Ministry of Foreign Affairs. He was making an outstanding career in the Ministry when once he fought in a duel and was ordered to leave St. Petersburg.

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[1] to resist [rɪ'zɪst] — противостоять

[2] PhD [ˌpiːeɪtʃ'diː] = Doctor of Philosophy; a high-level university degree which you get by doing original research, usually for three or more years and writing a thesis (long report on what you have studied and discovered)

Griboedov was offered a job as a diplomat in Persia (now Iran) or the USA. He chose Persia and spent there three years. After that he worked under General Yermolov in Georgia.

In January 1826 Griboedov was arrested on suspicion of his belonging to Decembrists but after a few months he was set free and went again to the Caucasus.

In 1828 Griboedov was sent to St. Petersburg with the text of the Russian-Persian peace treaty. That year he got married and went to the capital of Persia — Tehran. He was a truly successful diplomat and stood for peace between the two countries. His contemporaries wrote that he was more important than the whole army.

But on 30 January 1829 nationalistic groups of radical Muslims ['mʊzlɪmz] attacked the Russian Embassy in Tehran. The building was ruined and all the people were killed.

Griboedov was buried in his favourite Tiflis in St. David's Monastery.

Your partner has more facts about A. S. Griboedov. Find out about:

- spheres of his various interests;
- date of birth;
- education he got;
- place of living after the war of 1812;
- his literary career;
- his translations from other languages;
- his family life/marriage;
- his wife.

58. **Give a two-minute talk on the most urgent problems of today. Remember to say:**

- how much local conflicts threaten peace and make living in these places dangerous;
- that terrorist attacks are becoming more and more bold and destructive and cause great worry;
- that other forms of crime also make our lives unsafe;
- in what way people can unite to fight these negative phenomena of nowadays.

59. **You and your friend have been asked to make a talk on a statesman or a political leader. Discuss which of these people to choose for your talk.**

Napoleon	Mikhail Gorbachev
Mother Teresa	Andrei Sakharov
Margaret Thatcher	John F. Kennedy

Remember to:

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- give good reasons;
- find out your friend's attitudes and take them into account;
- invite your friend to come up with suggestions;
- come to an agreement.

USEFUL TIPS FOR ENGLISH LEARNERS[1]

Avoiding Offence

There are a number of words in English that you need to be careful about using because if you use such words you may, intentionally or not, insult or offend some people. Discussing sensitive topics, such as gender, racial and ethnic groups, age, illness and disability titles you should avoid using words that might offend or upset people.

Topic I. Gender

Words that may cause offence: **MAN, HE, HIM, HIS, HIMSELF.**

I. Man

1. The word **man** originally meant a person of either sex. But nowadays it usually means an adult male. So many people think that using the noun **man** to refer to humans is offensive as women are not included. (See Focus on p. 44, before Ex. 44.)
You can avoid offending anyone by using words like **people** or **human beings**.
Cf.: **Man** has always dreamt of being able to fly. (–)
People have always dreamt of being able to fly. (+)

2. Many older words for occupation seem to exclude women because they include the word **man**. Avoid using **man** in words for jobs that can be held by either a man or a woman.
Cf.: a businesswoman, a businessperson, a fire fighter (not a fireman referring to women).

II. He, him, his, himself

Because English has no singular pronoun to denote men and women, speakers of English have traditionally used the pronoun **he**, **his** and **him** in expressions

[1] This part in Units 2, 3, 4 is based on the information given in "MacMillan English Dictionary for Advanced Learners", 2002.

like "Each student brought his own dictionary". However, many people think that this use suggests that women are not included, or that men are more important than women. In writing to avoid causing offence, you can use **he or she**, **he/she**, **s/he**, **him/her**, **him/herself.**
In conversation, many people say **they**, **them**, **their** and **themselves.**
Cf.: Each student brought **his or her** own dictionary. (in writing)
Each student brought **their** own dictionary. (when speaking)

III. Avoid using words like *actress, manageress, authoress* which were used about women in old-fashioned English. Words ending in **-ess** are not often used now, and they may cause offence. Instead *actor, author, manager* etc. are used about both men and women.

60. What would you change in the sentences to avoid causing offence?

1. Each student has his place in the library.
2. Nobody knows the answer, does he?
3. The gallery contains works by five artists, each with his own individual style.
4. Everyone has to look after himself.
5. Everyone should bring his own lunch.
6. Every member of the committee has his own key to the building.
7. Everybody should come here on time, shouldn't he?

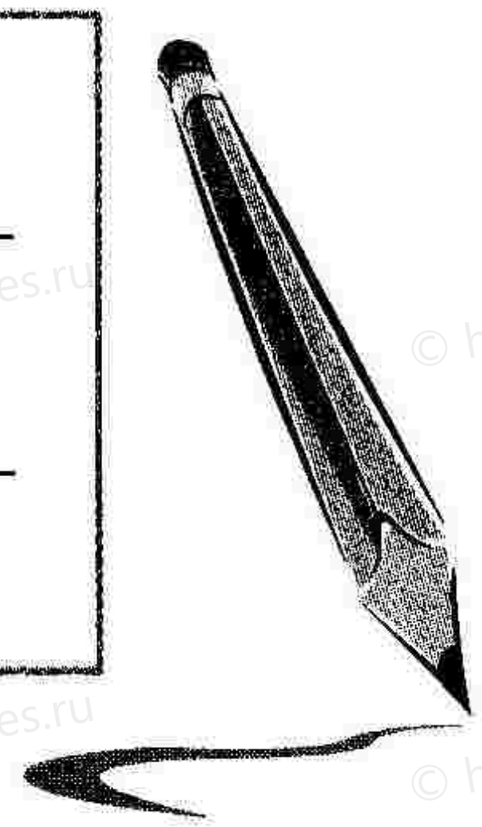
WRITING

Writing a Personal Letter

Letters are written for many different purposes. We write letters to keep in touch with friends and relatives. Writing a letter to a friend is like a conversation on paper. You want your letter to sound natural and friendly. Here are some guides that will help you.

Guides for Writing a Friendly (Personal) Letter

1. Write about people and events that your friend will be interested in.
2. Express interest in what your friend is doing.
3. Arrange your information in paragraphs. Start a new paragraph each time you change your subject.



61. Read the following sample[1] letter. Remember the names for each part of a personal letter and some letter writing rules.

23 Gaston Road
Heading | *Liverpool*
20 June 200__[2]
AB3 DE4

Dear Kathie, | Salutation or Greeting

Body | *I am writing to thank you for your lovely birthday card. It arrived in the morning of the big day. Since it was Monday I didn't invite anyone to come to my place. Instead Jane, Andrew, Mark and myself went to a small café next door and had a wonderful time there.*

Jane asked me to say hello to you when I write. I'm doing it with great pleasure.

We all look forward to seeing you next month.

Closing | *Lots of love,*
Signature | *Samantha*

1. Heading

The heading gives a sender's address (which is often omitted) and the date the letter was written. It is written in the upper right-hand corner. The heading has four lines in the following order:

1) house and name of street;
2) city;
3) date: day, month and year;
4) post code (nowadays the British are asked to put the Post Code last).

2. Greeting

The greeting is the way you say "hello" to your friend. Write the greeting on the line below the heading and begin at the left margin. Do not indent the greeting. Capitalize the first word and all proper nouns. Place a comma after the greeting.

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[1] a sample ['sɑ:mpl] — образец

[2] In American English the order is different: month, day, and year: June 20, 200_. In this case there is a comma between the day and the year.

3. Body
The body of the letter is where you talk to your friend. Begin the body on the line below the greeting. Indent the first line. Always arrange your information in paragraphs.

4. Closing
The closing is where you say "goodbye" to your friend. Capitalize only the first word. Place a comma at the end. Here are some suggestions for closing: Love, Lot of love, Your friend, Sincerely, Always, Missing you, Yours truly. The closing used to line up with the heading.

5. Signature
Your signature should be written clearly. If you don't know the person very well, include your first and last name. Write your signature below the closing. Writing a letter avoid abbreviations.

62. **Copy the following words and phrases. Capitalize and punctuate them as if they were in a letter.**

EXAMPLE: 75 south state street = 75 South State Street
your daughter = Your daughter,

1) 108 clayton street
2) love sandy
3) mike larsen
4) dear uncle dave
5) sincerely Lou martin
6) 516 river road
7) march 12 2005
8) love nancy

63. **Write an answer to this letter. Follow the rules of personal letter writing.**

3 Lamson Place
Cambridge
3 June 2005
MA 02139

Dear Michelle,

I have just got your letter. When are you moving back to Midvale? Do you know your new address yet? I hope it's near me.

My brother and I are learning to ride on a skateboard. When you come, I can teach you, too.

Write back soon. Tell me all about your move.

Dan

64. NEF Read the extract from your pen friend's letter. Her name is Rene. Write a letter to Rene, who is coming to stay with you in a month's time. In your letter:

- tell her about your plans for her visit;
- ask her what she would like to see and do when she comes over.

Write 100–140 words. Remember the rules of letter writing.

I can't wait to see you and meet your family. From what you wrote about them I understand that they are very nice people.

I remember how much time you spent in London museums last summer. I'm not such a culture vulture as you are but to please you I'm ready to visit one or two museums. In fact, going to a picture gallery sounds more fun to me.

65. NEF Read the extract from your pen friend's letter. His name is Tom. Write a letter to Tom, who has just come back from his school trip to France and Belgium. In your letter:

- ask him about his impressions;
- tell him what place or places you'd like to visit.

Write 100–140 words. Remember the rules of letter writing.

We've been to some historic places in Belgium including Waterloo. That was quite interesting. We spent in Belgium just a couple of days before going to Paris. I had been to Paris before with my mum and dad but travelling with friends is a lot more fun.

66. a) Read the text and say what lines made you smile. Which of them do you find humorous?

REVELATIONS FROM GEORGE MIKES
HOW NOT TO BE CLEVER

"You foreigners are so clever," said a lady to me some years ago. First I considered this remark exaggerated but complimentary. Since then I have learnt that it was far from it. These few words expressed the lady's contempt and slight disgust for foreigners.

If you look up the word "clever" in any English dictionary, you will find that dictionaries are out of date and mislead you on this point. According to the "Pocket Oxford Dictionary", for instance, the word means quick and neat in movement ... skilful, talented, ingenious. All nice adjectives, expressing valuable and estimable characteristics. A modern Englishman, however, uses the word "clever" in the sense: shrewd, sly, furtive, surreptitious, treacherous, sneaking, crafty, un-English, un-Scottish, un-Welsh.

In England it is bad manners to be clever. It may be your own personal view that two and two make four, but you must not state it in a self-assured way, because this is a democratic country and others may be of a different opinion. A continental gentleman seeing a nice panorama may remark: "This view rather reminds me of Utrecht, where the peace treaty concluding the War of Spanish Succession was signed on the 11th April, 1713. The river there, however, recalls the Guadalquivir, which rises in the Sierra de Cazorla and flows southwest to the Atlantic Ocean and is 650 kilometres long."

This pompous, showing-off way of speaking is not permissible in England. The Englishman is modest and simple. He uses but few words and expresses so much — but so much — with them. An Englishman looking at the same view would remain silent for two or three hours and think about how to put his profound feeling into words. Then he would remark: "It's pretty, isn't it?"

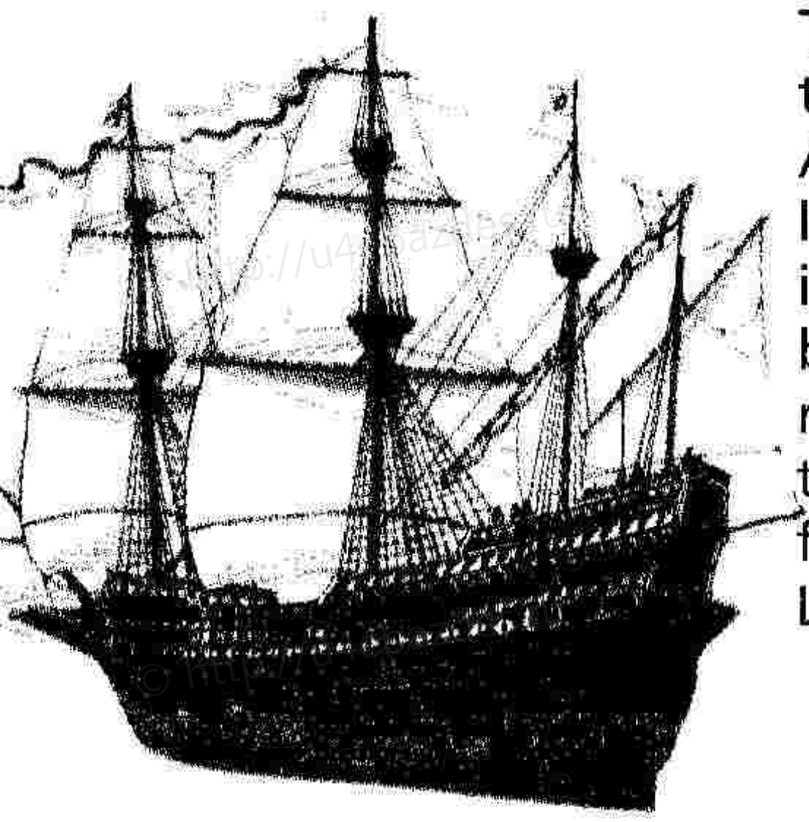
An English professor of mathematics would say to his maid checking up the shopping list: "I'm no good at arithmetic, I'm afraid. Please correct me, Jane, if I am wrong, but I believe that the square root of 97344 is 312."

And about knowledge. An English girl, of course, would be able to learn just a little more about, let us say, geography. But it is just not "chic" to know whether Budapest is the capital of Romania, Hungary or Bulgaria. And if she happens to know that Budapest is the capital of Romania, she should at least be perplexed if Bucharest is mentioned suddenly.

It is so much nicer to ask, when someone speaks of Barbados or Fiji: "Oh those little islands... Are they British?" (They usually are.)

b) Translate the text into Russian. Try to preserve the original style of the author.

67. Listen to the poem (No 10), read it and learn it by heart. What historic event does the poem refer[1] to?



The poem "O Captain! My Captain!" belongs to the pen of Walt Whitman, the famous American poet (1819–1892). When he published his first collection, "Leaves of Grass", in 1855, a distinctive American poetry was born. Whitman was very patriotic. His poetry combined broad ideas and personal experience. It broke with tradition (Whitman used free verse) and was attacked for its freedom. "O Captain! My Captain!" is dedicated to Abraham Lincoln, whom Whitman admired.

O Captain! My Captain!

by Walt Whitman

O Captain! my Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting[2],
While follow eyes the steady keel[3], the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! Rise up and hear the bells;
Rise up — for you the flag is flung[4] — for you the bugle trills[5];
For you bouquets and ribbon'd wreaths — for you the shores a-crowding;
For you they call, the swaying[6] mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;

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[1] to refer [rɪ'fɜ:] — *зд.* упоминать
[2] exulting — взволнованы
[3] keel — киль
[4] is flung — поднят
[5] bugle trills — труба играет
[6] swaying — шевелящаяся

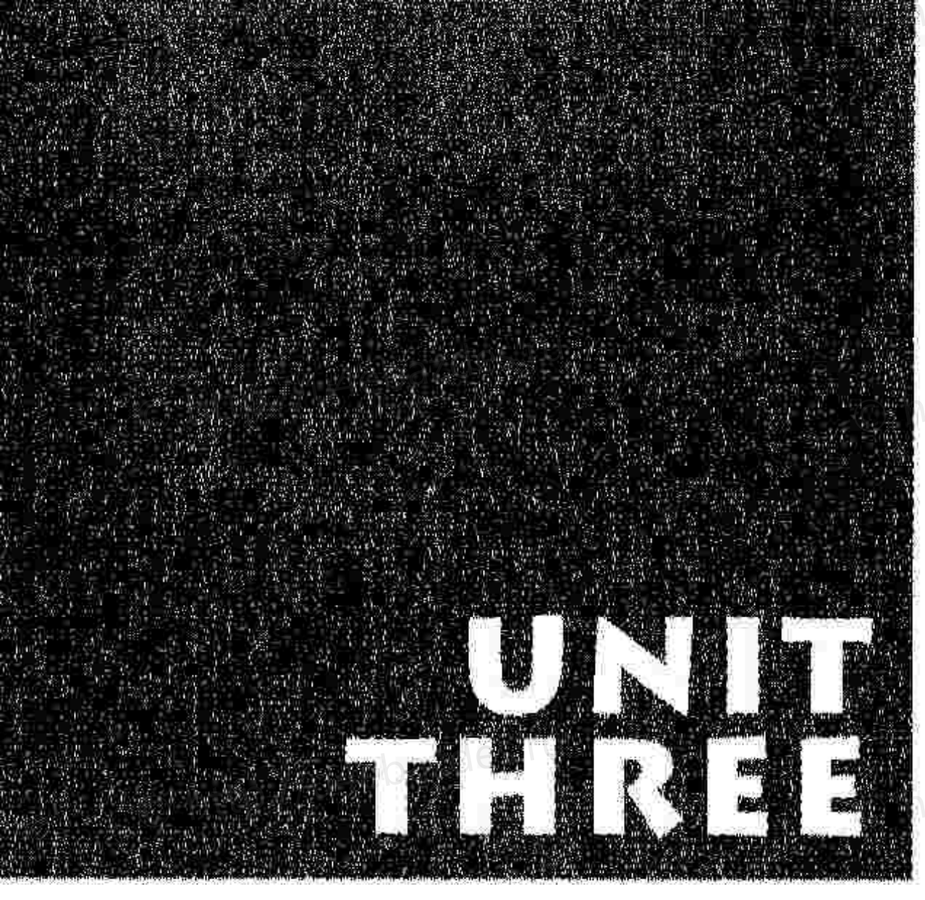
The ship is anchor'd[1] safe and sound, its voyage closed and done;
From fearful trip the victor ship comes in with object won;
Exult O shores, and ring O bells!
But I, with mournful tread[2],
Walk the deck my Captain lies,
Fallen cold and dead.

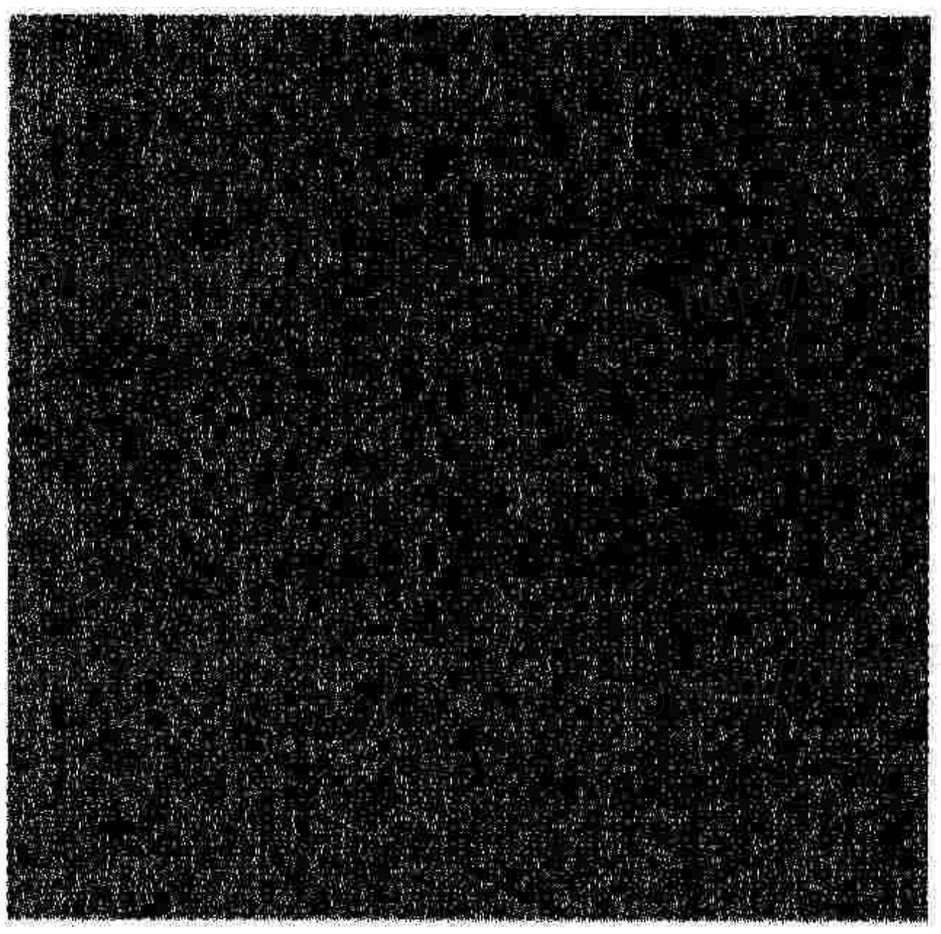
PROJECT WORK

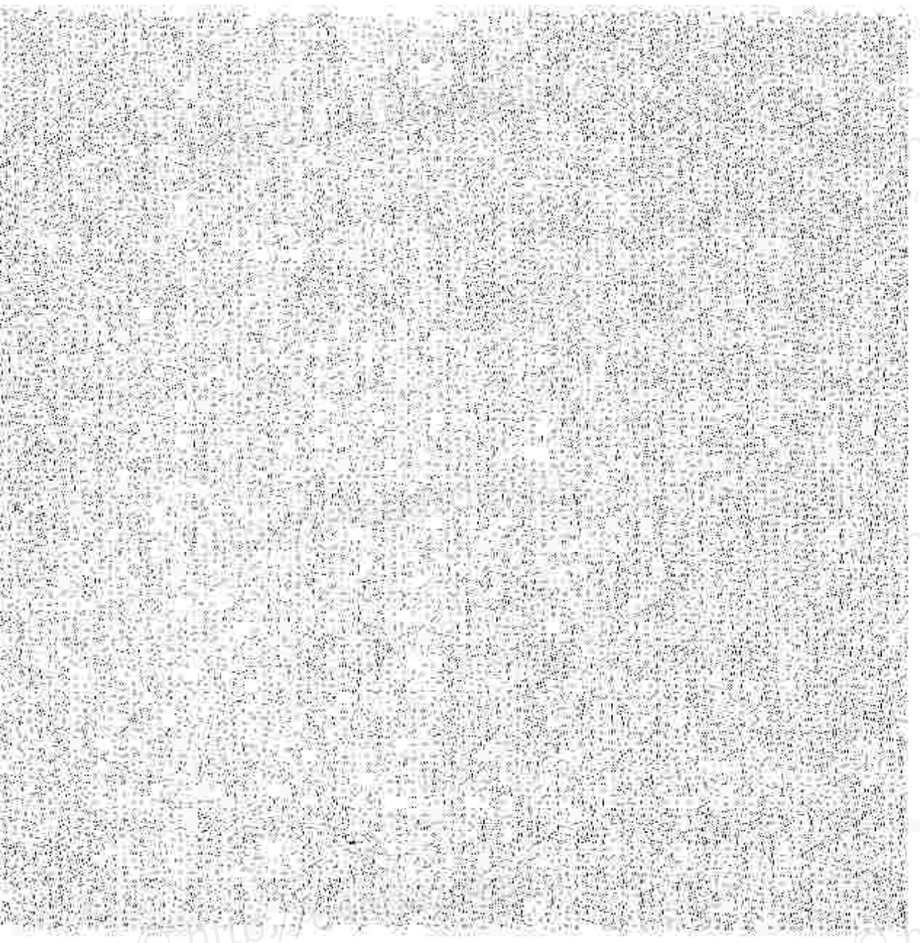
Find some information about a person who went down in history. Think of how to present it to the class in the most interesting way. Give your presentation. Remember that it shouldn't exceed 5–7 minutes.

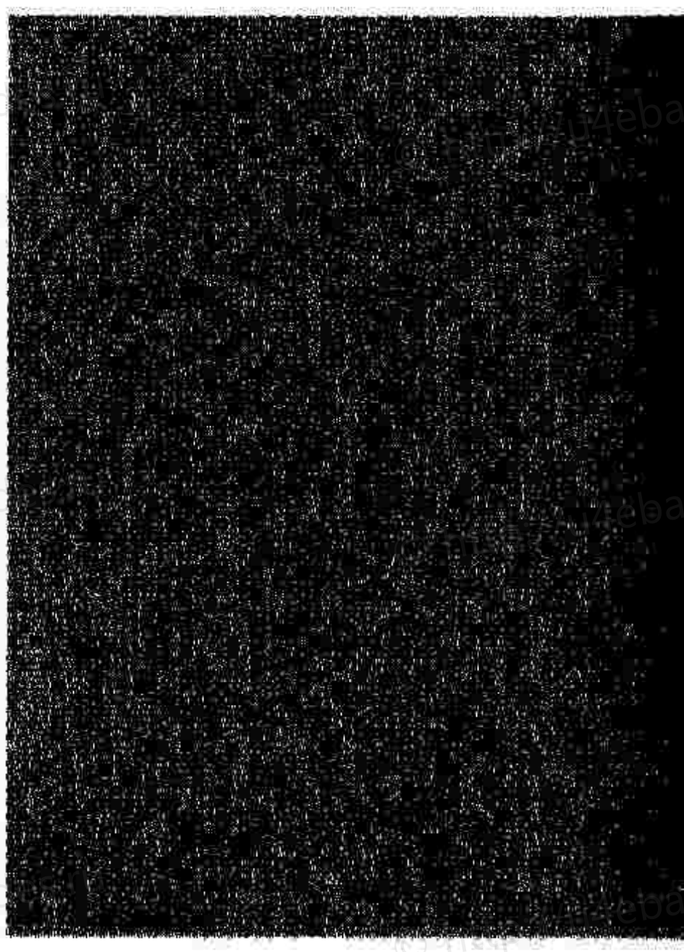
[1] is anchor'd — поставлен на якорь
[2] tread — шаг

UNIT THREE









YOU ARE ONLY A TEENAGER ONCE

INTRODUCTION

How does it feel to be young in the world which faces so many complicated and perplexing questions even grown-ups can't answer?

If the grown-up world has some stability, the world of teenagers is, in most cases, full of doubts in themselves and their future.

Establishing relations with other people — parents, teachers, friends — doesn't always come easy either. What may comfort you is that these problems are not unique as most people pass through this difficult stage too.

Young people are usually quite impressionable and sensitive and tend to jump to conclusions as they don't often have enough experience and wisdom to estimate the situation and foresee all possible results of their behaviour. Naturally that may lead to certain problems and misunderstanding.

"What does the future hold for me? Am I going to be happy? Shall I find a good job?" All these questions and many others are of primary importance for you and your peers.

Your future begins today and largely depends on what you are doing now.

1. Answer the questions.

1. Can you imagine yourself in ten years' time? What will your professional career and your family life be like? What would you like them to be?
2. On a scale of one to ten how many points would you give yourself as a friend? A daughter or a son? A pupil? A brother or a sister? Why?
3. What are your strong and weak points?
4. What are your priorities now? Do you think they will change with time?
5. What features do you appreciate in people in general? Do you think you have these features? What would you like to change in yourself?
6. What is the greatest dream you have?
7. How much are you doing for your future now? Are you doing anything to make your dream come true?
8. How much does your future depend on the future of your country?

2. **What is it like to be a teen at the beginning of the new millennium? This is how a boy from London and a girl from Paris answered the interviewer's questions. How would you answer them?**

Alex Henry, East London

HOBBIES AND FREE TIME

Pocket money: £7 a week

What do you spend your money on?

Computer games and football kit[1]. I am a West Ham fan.

What time do you have to be at home in the evening?

9 pm in the week, at the weekend it's 10 pm.

What do you do in your free time?

I go to the cinema, play football, see my friends, listen to music (The Red Hot Chili Peppers) and watch TV (*The Simpsons, Friends*).

SCHOOL LIFE

Do you have to wear a uniform?

Yes. It's grey. I don't really mind because we all wear it.

How much homework do you have?

One hour a night. Five hours a week.

Do you enjoy school?

Rather. I like meeting my friends there and I'd like to get a good education.

HOPES AND FEARS

What do you like/hate about being a teen?

I don't like the way I look.

Do you feel safe in your city?

Yes, but some of my friends had their mobile phones stolen.

Is there anything you can't live without?

My friends and football.

Who is your role model/hero?

My brother and Alan Shearer (football player).

Fleur Simenon, Central Paris

HOBBIES AND FREE TIME

Pocket money: €6 a week. I do some babysitting too.

What do you spend your money on?

Clothes.

---

[1] football kit — футбольное снаряжение

What time do you have to be at home in the evening?
5.30 pm. At weekends I can do what I want.

What do you do in your free time?
Go to the theatre, watch TV and listen to music (I like Tyro and No Doubt).

SCHOOL LIFE

Do you have to wear a uniform?
No, we wear what we want.

How much homework do you have?
Two hours a night. If I have a test, it can be three hours.

Do you enjoy school?
Not really. I look forward to leaving school and beginning to train for a hair stylist.

HOPES AND FEARS

What do you like/hate about being a teen?
I can enjoy myself and I have many friends. But life can be boring, too.

What do you worry about?
I worry about my future. I am not sure that I'll be able to find a good job.

Do you feel safe in your city?
Yes. But in the subway and in tourist places I am paranoid.

Is there anything you can't live without?
My friends and my family.

Who is your role model/hero?
My mum.

3. TEST YOURSELF. Do "The Surprise Quiz". If on the whole you agree with a statement, choose "Yes", if you disagree with a statement or consider it doubtful, choose "No".

	Yes	No
1. Sometimes anger makes you do things you would not do otherwise.	a) ☐	b) ☐
2. If someone cheats you, you never let him get away with it.	a) ☐	b) ☐
3. When someone smokes illegally in a theatre or train, you usually see to it that they are stopped.	a) ☐	b) ☐
4. You have never broken the law of your country.	a) ☐	b) ☐
5. Usually you have a tendency to avoid people who do not like you.	a) ☐	b) ☐

	Yes	No
6. You sometimes read comics, detective stories or other lowbrow writing[1] with enjoyment.	a) ☐	b) ☐
7. You do not have a tendency to like people simply because they like you.	a) ☐	b) ☐
8. When people are less fortunate than yourself, you usually do something to help them.	a) ☐	b) ☐
9. Being interested in literature, you manage to read most of the good books published each year.	a) ☐	b) ☐
10. You have a tendency to dislike a person when the person dislikes you.	a) ☐	b) ☐
11. Sometimes you feel a bit blue[2] or depressed.	a) ☐	b) ☐
12. You have at least some idea of the meaning of the word *pretoratory*.	a) ☐	b) ☐
13. On occasion you have seized a choice tit-bit[3] at dinner although you knew somebody else might have wanted it.	a) ☐	b) ☐
14. At times you pretend to know more than you do.	a) ☐	b) ☐
15. When going to the movies with friends, you sometimes want them to attend a picture you prefer rather than one which they prefer.	a) ☐	b) ☐

Now check your score. You get one point for each answer that agrees with those given below.

1. Yes 2. No 3. No 4. No 5. Yes 6. Yes 7. No 8. No 9. No 10. Yes 11. Yes 12. No (no such word exists) 13. Yes 14. Yes 15. Yes

Your score is less than 10

You have a tendency to lie to yourself.

Your score is 10 or more than 10

You have a tendency to face various problems morally right or fairly.

LISTENING COMPREHENSION

4. **Listen to the text "Too Many Tests and Too Much Stress" (No 11) and say "true", "false" or "not mentioned in the text".**

1. Parents in Britain think that their children are overworked because they have too many lessons to do.

---

[1] lowbrow ['ləʊbraʊ] writing — второсортная *или* низкопробная литература

[2] to feel blue — грустить

[3] a choice tit-bit — отборный лакомый кусочек

2. Philip Pullman is a teacher.
3. Philip Pullman writes about children's psychology.
4. Pullman wants school to be more fun.
5. Pullman wants schoolchildren to learn to say the right things and get good marks.
6. British schoolchildren take 78 exams while they are at school.
7. They take national exams every year.
8. The exam in English is the most difficult one.
9. Tests don't help pupils in their studies.
10. Some schools use original methods to reduce stress of the pupils.
11. In the quiet room pupils can take a sleep.
12. A lot of pupils find the quiet room very effective and spend hours there.

5. **Personal freedom is a subject that is much discussed in US schools. Listen to what Adam Downs from New York State says about this problem (No 12) and fill in the missing information in the statements below (1–6).**
You can use a figure, a word or a word combination to do it.

1. The subject of Adam's talk is ... .
2. School athletes are asked to have a ... .
3. Girls in Adam's school are not allowed to wear ... skirts.
4. Adam's school library doesn't have many books which the school officials find ... .
5. There are no articles that ... in the school newspapers.
6. ... in Adam's school support the officials' right to restrict the pupils' freedom.

6. **You'll hear an interview with Benjamin Wilkinson, a school official from York, England. Listen to the interview (No 13) and choose the most suitable items to complete the statements below.**

1. The interview is about ... .
   a) schoolchildren not having enough pocket money
   b) schoolchildren getting jobs
   c) schoolchildren leaving schools early

2. One of the two jobs most popular with teenagers is ....
   a) taking care of babies and children while their parents are out
   b) washing the dishes in cafés and restaurants
   c) house cleaning
3. Compared to grown-ups, teenagers are ....
   a) fairly paid
   b) overpaid
   c) underpaid
4. Doing a part-time job can turn out to be a problem because ....
   a) working schoolchildren spend too much time at work and don't see their parents
   b) working schoolchildren cannot fully concentrate on their studies
   c) working schoolchildren cannot be allowed to spend more than two or three hours at work

READING

7. **Read the texts (A–E) and match them with the titles (1–6). There is one extra title.**

TITLES

1. Hurting Somebody May Hurt You
2. Schools Going Up in Flames
3. On the Web
4. A Necessity to Change Gun Laws
5. Protecting Teens from Crime
6. The Right to Express Views

A. Should teens be protected from some of the dangers of the Internet? Sure, but should thousands of sites just be blocked or should kids be educated to ignore these sites? The majority of teens oppose attempts to limit their access to the Internet.

On the other hand, it is too easy for kids to get into some very offensive sites, especially in the USA. In Europe many hate sites and sexual sites are banned. Due to America's freedom of speech laws even the most extreme sites are allowed to continue operating.

B. The USA is proud of its citizens' freedoms. But how "free" are American teens? A seventeen-year-old boy in order to protest against US troops going to Iraq arranged for some kids at his school to wear anti-war T-shirts and to hand out leaflets at a local shopping mall. The boy was prevented from doing so by the police. Why?

The police said that T-shirts were offensive to people with different views and they didn't want violence in the mall. But the aim of free speech is that people can disagree with each other and don't have to see eye to eye on everything. Free speech is protected by the First Amendment in the Bill of Rights added to the American Constitution. However, sometimes personal freedom is restricted.

C. Three fires are started deliberately in UK schools every day. It's a problem that's on the increase. Most fires are started in rubbish bins and most of them are started during the summer holidays.

Teenagers who start fires in schools are called firebugs by the fire brigade and the police. 95% of them are boys and they are usually pupils or ex-pupils who are angry with a teacher or the school. They usually do not want to destroy the whole school, but fires in schools are very dangerous especially if they are during the school day. And they can affect the future of the other pupils.

D. Schools in the USA used to be safe places. However, in the past five years there has been a large increase in the number of school shootings and now 70% of students do not feel safe at their school.

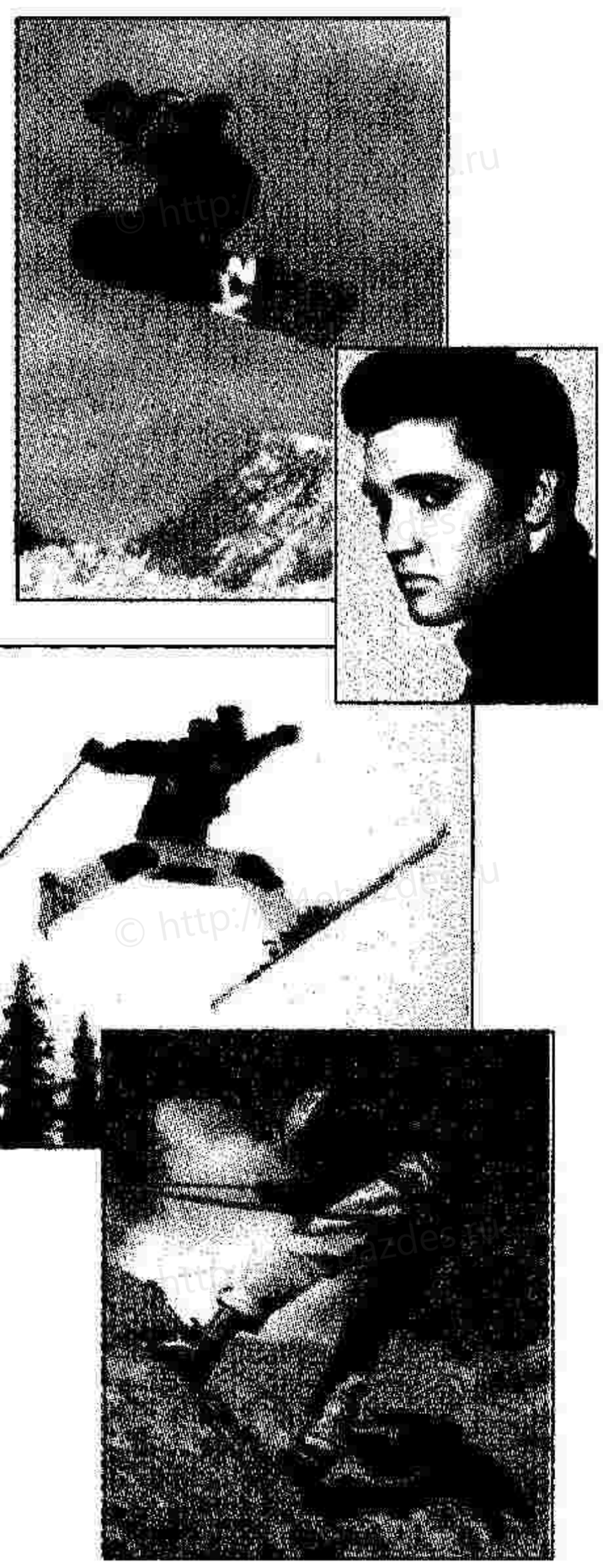
The schools where the shootings occurred are in very respectable and quiet areas. The causes of the shootings are different. Many of teen killers used to be victims of bullies. Others felt lonely because people thought they were weak or unattractive. Some people believe the US needs strict laws to decrease shootings.

E. Some school districts in the US have made laws against bullying because bullying is becoming a major health problem. Both the bullies and their victims suffer later in life. They may have psychological problems. Bullies might become seriously violent or commit crimes.

Victims of bullies might suffer from depression and feel bad about themselves. But some people think laws won't stop bullying, but they might make it worse. Bullying will still continue, but kids might be more afraid to tell anyone when they're victims of bullies.

8. **Read questions 1–5 and descriptions of popular teens' sports and entertainments A–F and match the questions with the texts. In each text there is an answer to only one question. One of the texts is extra.**

Which entertainment or sport would you be engaged in if you...
1) had a passion for popular modern music usually played on electrical instruments?
2) liked skiing but preferred to spend more time in the air than in the snow?
3) wanted to get to the top of Mount Everest?
4) were fond of symphonies, concertos for solo instruments with orchestra and were good at playing the piano?
5) wanted to be sure of yourself and very soon become good at the chosen sport?



A. Snowboarding is one of the most popular sports in the USA and 40% of snowboarders are teenagers. Why is it so popular with young people? It is easier to learn than skiing and riders can quickly become confident[1]. Snowboarding is similar to other cool sports such as skateboarding or surfing. Snowboarding is about having fun. It is just as popular with girls as it is with boys.

B. Rock came to public attention in the 1950s. Its rhythmic style probably originated in the traditions of black Americans, but a young white singer named Elvis Presley helped to make rock a household word. Rock appealed to teenagers and sometimes angered parents, but it gradually attracted a wide audience.

C. Snowboarding used to be the coolest winter sport. But now freestyle skiers are doing the same tricks as snowboarders. Freestyle skiing is one of the most amazing winter sports to watch or to do if you're brave enough because the skiers jump as high as fourteen metres in the air.

D. Climbing is a sport of the brave. Can you imagine being too cold, not having enough air to breathe and carrying something heavy a very long distance? These are some of the difficulties that climbers have to prepare for.

[1] confident ['kɒnfɪdənt] = sure

They need to be calm and have very strong fingers. Some people climb with bare hands, no ropes and no helmets. They're called solo climbers.

E. By 1750, composers were tired of the complicated many-voiced music of Bach [bɑ:k] and Handel ['hændl]. They were looking for a simpler musical language. The result was the music of the classical period (about 1760 to 1790). By 1790, still another style was beginning to take over from the classical style. Composers were looking for a musical language that would more nearly express their thoughts and feelings. The new style came to be called Romantic and it influenced serious musicians for more than 100 years.

F. Immigrants to the United States brought folk music from their native countries. The blacks of the South also developed their own special folk material. Combining African and Western forms, they created blues and a wide variety of music for dancing from the ragtime of the 1890s to the later jazz. Perhaps their greatest contribution was the development of jazz.

9. Read the text "Friends" and do the task after the text choosing the items you consider the best to complete the sentences. How would you answer the question preceding the text and closing it?

FRIENDS

What do you think is the biggest problem facing today's teenagers? Most British parents would guess that it's drugs, but they are wrong.

Interesting feelings have come out of a survey conducted by Get Connected, a telephone helpline for young people. They talked to 510 young people between the ages of fifteen and nineteen and also to their parents. They have found that parents are so worried about their children getting mixed up with drugs that they fail to see that the main causes of anxiety for most young people are relationships, especially those with friends. Nothing, it seems, can be worse than falling out with your best friends.

A spokesperson from Get Connected said that young people rely on their friends to talk through any problems they may have. If they fall out with their friends, then there is no one, and this can seriously affect their mental health. The message is, therefore: it is your friends who keep you sane.

People today rely less and less on large family groups, and more and more on friends. Another survey in the USA has found that young people today have larger groups of friends than was the case twenty or thirty years ago. Having a close group of people to depend on seems more attractive and more secure than one exclusive relationship with one other person, which can be devastating if it goes wrong. In fact, students at Bristol University in England said recently that couples are a thing of the past.

Friends Reunited is the most popular website in Britain. It has 8 million registered members and many more who access the site without paying the fee. People enter the name of their school on the computer and they suddenly can access lots of people from their class, even if it is a class from thirty or forty years previously. Everyone includes a short biography about what they have been doing with their lives. Members can contact one another by e-mail, view old school photos, contribute to a chat room, and organize reunions. It seems that the pull of old friendship is enormous, especially as people now rarely return to live in the places where they grew up.

And how important are friends for you?

(*From "Current" Vol. 10, No 1, September/October 2003. Shortened*)

1. It looks like the worst problem for teenagers is ....
   a) drug taking b) quarrelling with their parents
   c) quarrelling with their friends
2. Friends are good ....
   a) psychotherapists b) spokespersons c) keepers of secrets
3. A lot of young people nowadays prefer to have ....
   a) one close friend b) two or three close friends c) a group of friends
4. Friends Reunited is for those who want to ....
   a) find new friends b) keep in touch with their old friends
   c) organize school reunions

10. Find in the text "Friends" English equivalents for the following words and word combinations and read out the sentences with them.

1) проблема, стоящая перед сегодняшними подростками
2) исследование, опрос, обзор
3) линия/телефон доверия
4) причины волнения
5) поссориться с кем-то

6) представитель
7) нанести серьезный вред психике
8) суть, идея
9) полагаться на кого-то
10) может оказаться сокрушительным ударом
11) уйти в прошлое
12) иметь доступ к сайту
13) узы старой дружбы очень прочны

11. Answer the questions in connection with the text "Friends".

1. What in your view makes parents think that taking drugs is the worst problem teenagers have? Are their fears justified?
2. At what age do friends become of great importance for a child? Does the role of friends change while a child is growing?
3. Are friends as important at an older age as when one is young? Why (not)?
4. Do you agree that having a group of friends is more attractive and safer than having just one close friend?
5. In your experience do big groups of friends tend to fall into couples? Is it natural?
6. Do you think friendship is more important than love? Why (not)?
7. What does friendship give you? Would you like to keep your friends through your life?
8. Are you afraid of being lonely or do you prefer to keep your own company?
9. What should a good friend be like? What weaknesses can you forgive in your friends? How do you understand the saying "Love is blind but friendship closes its eyes"?
10. Can you give an example of true and faithful friends? What makes them such friends?
11. Can you comment on the proverb "A friend in need is a friend indeed"?

USE OF ENGLISH — GRAMMAR SECTION

I. English Tenses

12. TEST YOURSELF. Use the verbs in brackets in proper tenses.

A. Present perfect or past perfect?

1. I didn't want to go to Voronezh because I *(be)* there before. 2. You *(read)* my book? Can I get it back? 3. Since I sold my bike, I *(walk)* to school every day. 4. You are early! Where you *(be)*? 5. The next day they

got up early. When they *(finish)* breakfast, they began to make plans for the rest of the day. 6. Friends Reunited is the most popular website in Britain. I *(become)* its registered member. 7. Only 38 per cent of the readers said they *(read)* the new novel during that period. 8. Mel joined the queue at the checkout counter to pay for a few things he *(select)*. 9. When I got to John's house, the police were there. Somebody *(steal)* his car. 10. — Mrs Boxel *(arrive)*? — Rachel said she *(arrive)* a quarter of an hour before. Why you *(come)* so late? 11. Two years ago Margaret decided to give up skiing after she *(break)* her leg several times. 12. I *(wait)* long enough! I am going home. 13. Hello, Boris. You *(have)* a nice day? 14. We *(know)* each other for years and we *(be)* in love with each other since the day we met.

B. Past simple or past perfect?

1. When I *(get)* to the party, it already *(start)*. 2. I just *(sit)* down when Rick *(ask)* me to dance. 3. After Juliet *(arrive)* at the hotel, she *(have)* a bath. 4. When they *(leave)* the restaurant, it *(begin)* raining. 5. Jack *(give)* up drinking because he *(have)* so many accidents. 6. By the time they *(reach)* the shop it already *(close)*. 7. When they *(get)* married, they *(know)* each other for ten years. 8. My sister *(look)* very tired because she *(sleep)* badly. 9. Larry *(say)* they *(be)* engaged for ten months. 10. Although Madge *(not learn)* to ski until she *(be)* 11, by her 19th birthday she already *(win)* two World Cup races. 11. Jill *(be)* upset because Stephen *(not call)* her. 12. Nobody *(come)* to Mark's party because he *(forget)* to send the invitation cards. 13. Last month my parents *(buy)* a new computer for me. 14. Jenny *(walk)* for twenty minutes and then suddenly *(burst)* into tears. 15. Roger was not sure he *(shut)* the door before leaving.

C. Future simple or future-in-the-past?

1. I *(take)* an umbrella if it rains. 2. Dear Sarah, I'm writing to tell you I *(be)* in Edinburgh next week. 3. I thought dad *(be)* happy if I gave him this book. 4. Do you think it *(snow)* tomorrow? 5. They promised they *(send)* an e-mail when they arrived. 6. We're lost. I *(stop)* and ask the way. 7. Explain this to them again, perhaps they *(understand)*. 8. I thought that my mum *(be)* angry if I stayed at the party longer. 9. Florence was sure Andy *(win)*. 10. I think I *(work)* as a babysitter for a family with young children three days a week. 11. I hope my parents *(give)* me a puppy as a birthday present. 12. Jane promised she *(not spend)* more than three hours a day in front of her computer. 13. Richard understood he *(have)* to prepare everything himself. 14. Soon we *(leave)* our school and *(enter)* a grown-up life. 15. Do you think the world *(be)* able to stop terrorism?

FOCUS

More Facts About PAST PERFECT

1. The past perfect tense is often used with conjunctions of time (*when, after, as soon as*):

When (as soon as) I **had sent** all my e-mails, I felt free.
She didn't feel the same after her pet **had run** away.

2. The past perfect tense is often used with the expressions **hardly ... when; scarcely ... when; no sooner ... than** (не успели ... как, едва ... как). These expressions can be used to begin sentences in which we say that one thing happened immediately after another:

Hardly **had** I **arrived** when she called.
Scarcely **had** we **started** lunch when the doorbell rang.
No sooner **had** Emily **come** back than she understood everything.

3. The past perfect tense is often used together with past progressive to express an action which was over before the second one began:

The storm **had stopped** and the sun was shining in the blue sky.
Bob **had written** the article and was speaking to his mum.

13. Express the same in Russian.

1. Hardly had I mentioned his name when Mr Harrison burst out laughing. 2. Scarcely had we finished our job when we began another. 3. No sooner had the children entered the castle than they got shocked at the sight of a ghost. 4. No sooner had the journey begun than everybody became thirsty. 5. Scarcely had she got on the train when it started. 6. Hardly had we left the office when we saw Mr Thompson ['tɒmpsən] move. 7. Scarcely had Eliza done the flat when her guests arrived. 8. No sooner had John sent Jane an e-mail than she answered him. 9. Hardly had I left school when I understood how difficult my life would be. 10. No sooner had Ann finished reading the first of the Harry Potter books than she began reading the second one. 11. Hardly had we got to the river when there came a clap of thunder. A thunderstorm was beginning.

14. Use *when* or *than* to complete the sentences.

1. Hardly had Bob seen the results of his test ... he started laughing. 2. No sooner had I entered the room ... the telephone rang. 3. Scarcely had the children locked the door ... they heard the stranger's heavy steps behind it. 4. No sooner had the work been done ... our employer came to collect it. 5. Hardly had the play finished ... the viewers began to applaud. 6. No sooner had the friends packed their things ... the taxi arrived. 7. Scarcely had Ian turned on the television ... he saw the familiar face on the screen. 8. No sooner had the bell rang ... the classroom door opened and the Headmaster came running in.

15. Express the same in English.

1. Едва лишь взошло солнце, как на дороге появились первые пешеходы. (passers-by) 2. Как только мы вошли в магазин, я заметила голубую блузку, о которой мечтала. 3. Не успели путешественники добраться до города, как стемнело. 4. Едва только Джеймс увидел письмо, как он всё понял. 5. Я рассказывала братьям, что со мной произошло. Как только рассказ закончился, они попросили меня вспомнить еще какую-нибудь историю. 6. Не успел самолет подняться в воздух, как капитан обратился к пассажирам. 7. Едва я подошел к двери, как услышал незнакомые голоса. 8. Не успел я ответить на вопрос, как в классе поднялись новые руки. 9. Едва лишь автомобиль остановился, к нему подошли два полицейских. 10. Как только начала играть музыка, все пустились в пляс.

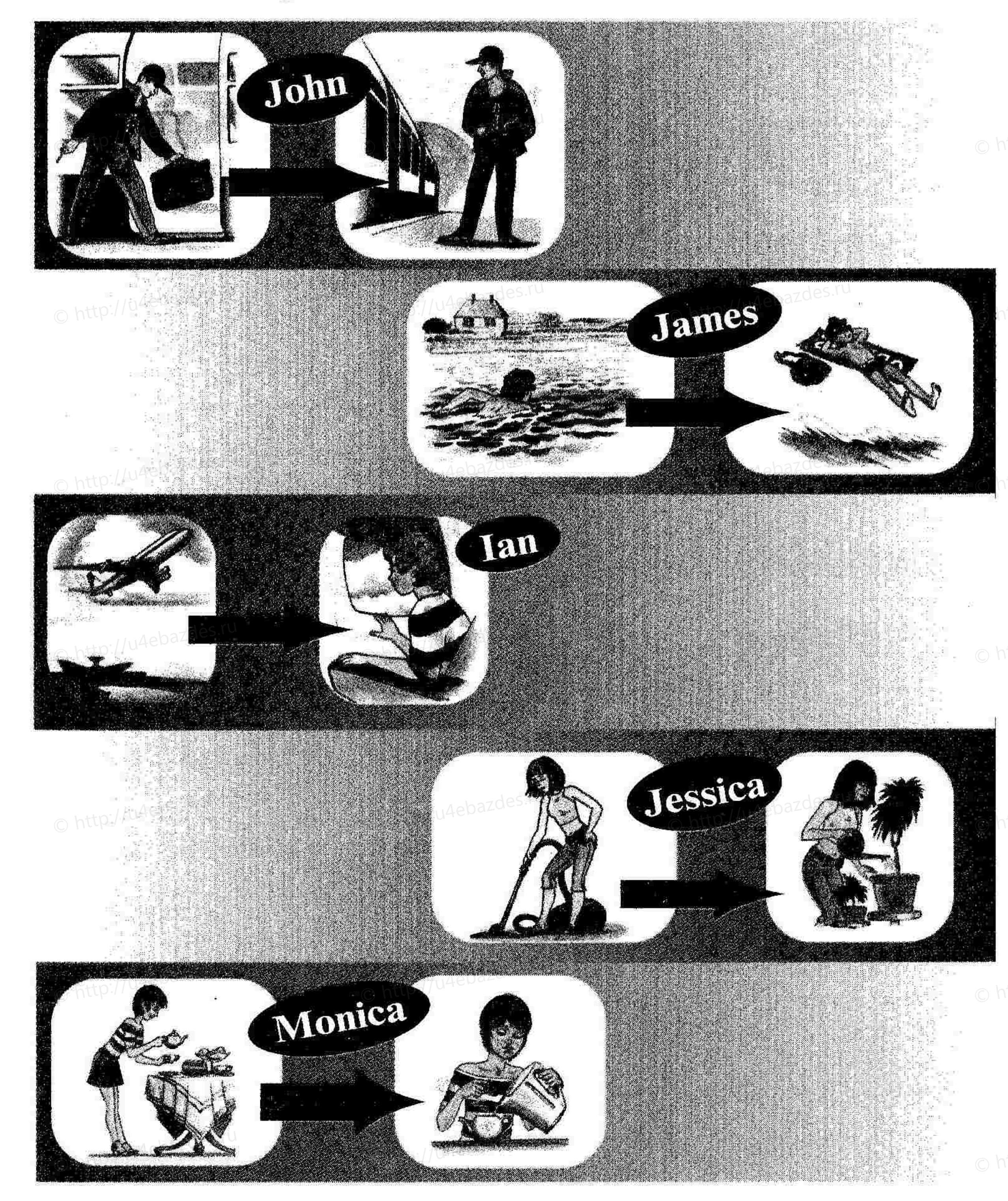
16. Make up one sentence using past perfect.

EXAMPLE: I wrote the test. Then I left the classroom.
I left the classroom after (as soon as) I had written the test.

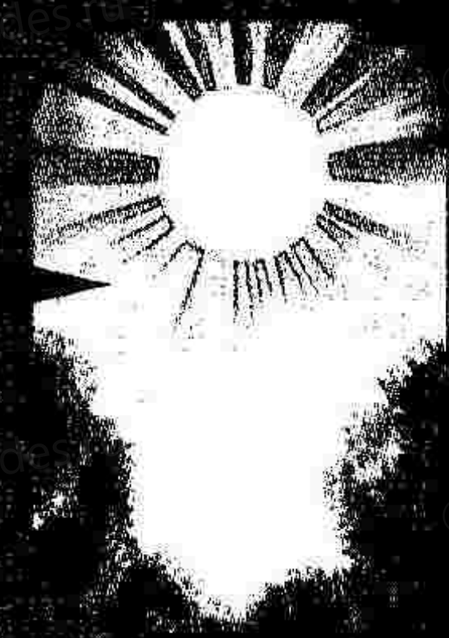
1. Mr Loveday went out of the room. Then they started discussing the news. 2. Jenny finished her composition. Then she took her dog Chase out. 3. Paul arrived at the gallery. Then he made a call to Lucy. 4. Grace laid the child on the bed. Then she went to the living room. 5. I selected a pair of fashionable gloves. Then I paid for them. 6. Mr Harry Gras got a loan at his bank. Then he bought a Ford. 7. Fred lost his mobile. Then his mother gave him her own. 8. Kelly got into a snowstorm. Then she caught a cold. 9. Gwen listened to Charlie's reciting of the poem. Then she prepared a cup of tea for him. 10. Mrs Ray came to the teacher's desk and opened her papers. Then she began delivering her lecture. 11. Alice translated the article. Then she went out to meet her friend Wendy. 12. Fred paid for his purchase. Then he left the shop.

17. Look at the pictures and describe the situations.

EXAMPLE: John had taken the bags to the carriage and was smoking on the platform.



Paul



Willie

Sarah

Alan

II. English Articles

18. TEST YOURSELF. Revise the use of articles with countable and uncountable nouns. Use *a/an, the* or zero article to complete the sentences.

1. He has written ... music for several film soundtracks. 2. We need to rehearse ... new piece of music for the concert. 3. ... music John had written was not to my liking. 4. Larry prefers to listen to ... classical music. 5. Ask your mother for ... advice. 6. John ignored ... doctor's advice that he ought to lose weight. 7. There is ... interesting item of news in our local newspaper. 8. ... Air is necessary for ... life. 9. I admired ... beauty of ... landscape. 10. She was ... woman of ... great beauty. 11. ... word of advice he gave me was very useful. 12. She has years of ... experience in ... computer industry. 13. Nowadays some boys wear ... long hair. 14. There were ... few grey hairs on ... brush. 15. They need to get ... help, don't they? 16. My father is in ... very good health. 17. We are having ... terrible weather today. 18. They bought ... new article of furniture yesterday. 19. I offered ... bar of ... chocolate to him but he refused. 20. He worked with ... enthusiasm of youth.

FOCUS

More Facts About Articles
Articles with COUNTABLE and UNCOUNTABLE NOUNS

1. As you know uncountable nouns are usually not used with the indefinite article. But it is not always clear if a noun is countable or uncountable. Sometimes nouns can be uncountable with one meaning and countable with another.

Uncountables	Countables
hair — волосы	a hair — волосок
cold — холод	a cold — простуда
country — загородная местность	a country — страна
land — суша	a land — страна
work — работа	a work — произведение
study — учеба, изучение	a study — кабинет
grammar — грамматика	a grammar — учебник по грамматике
speech — речь (*способность говорить*)	a speech — речь (*обращение к слушателям*)
wood — дерево	a wood — лес
youth — юность	a youth — юноша, юнец
medicine — медицина	a medicine — лекарство

2. Sometimes an uncountable noun names some material and a countable noun a certain object made of this material.

Uncountables	Countables
iron — железо	an iron — утюг
glass — стекло	a glass — стакан
	glasses — очки
paper — бумага	a paper — газета
nickel — никель	a nickel — монетка в пять центов
brick — кирпич (*материал*)	a brick — один кирпич
stone — камень (*материал*)	a stone — 1) один камень 2) косточка

3. Many uncountable nouns become countable when we talk about kinds or varieties of things.

Uncountables	Countables
soup — суп (*еда*)	a soup — вид, порция супа
wine — вино (*напиток*)	a wine — сорт, марка вина
perfume — духи	a perfume — вид духов
cheese — сыр (*еда*)	a cheese — сорт сыра
salad — салат	a salad — вид или порция салата
water — вода (*жидкость*)	a water — сорт/вид воды
metal — металл (*материал*)	a metal — разновидность металла
money — деньги	a money — валюта

4. Some uncountable nouns become countable when they name a certain portion of stuff.

Uncountables	Countables
ice cream — мороженое	an ice cream — порция мороженого
tea — чай	a tea — порция чая
coffee — кофе	a coffee — порция кофе
beer — пиво	a beer — порция пива

5. Some abstract uncountable nouns become countable to denote a specific type of phenomenon expressed by them. They often have attributes[1] before them.

education — a good education	influence — a great influence
business — a flourishing business	behaviour — an unusual behaviour
experience — a bitter experience	entertainment — a new entertainment

FOCUS

[1] an attribute ['ætrɪbju:t] — определение (*член предложения*)

19. **Use the indefinite or zero article to complete the sentences.**

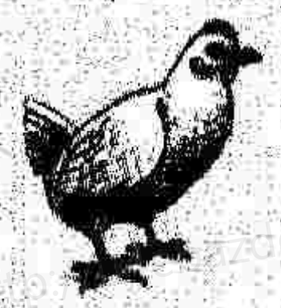
1. This statue by Rodin is ... real work of art. Jim has been doing ... hard physical work since he was in his teens.
2. In cold countries they used ... stone for house building. The peach has ... stone inside.
3. I won't be long, I'll just go and buy ... paper to read on the train. ... paper is made of ... wood.
4. Can we have ... coffee and two teas, please? My doctor doesn't recommend me to drink ... coffee.
5. I've just bought ... new grammar, would you like to have a look at it? ... English grammar doesn't seem to be very difficult to me.
6. "I can see ... land!" shouted one of the sailors. England is ... land of traditions.
7. Peter has caught ... cold and is staying in bed. I hate ... cold, I wish I lived in ... hot country.
8. Cheddar is ... firm yellow cheese. ... Cheese should be kept in the fridge.
9. ... salad is very good as a starter. I think I'll have ... salad to begin with.
10. My mother often speaks to me about the importance of ... education. Most parents want to give their children ... good education.
11. He says that ... beauty is his religion. Sally was not ... beauty but she had the charm of ... youth.
12. ... speech is a wonderful gift of nature. Everyone expected Mr Ford to make ... speech at dinner.
13. Camping out was ... great experience for the children. To work well one needs ... experience.
14. Things made of ... glass are easily broken. Champagne is ... sparkling wine that one usually drinks from ... special champagne glass.
15. At the age of fifteen he suddenly decided to devote his life to ... medicine. The headache was so bad that she had to take ... medicine for it.
16. ... copper is a soft reddish metal that is easily shaped, and allows heat and electricity to pass through it easily. John had only ... copper in his pocket.
17. The wall was made of concrete, faced with ... stone. The cruel hunter threw ... stone at the animal.
18. All the houses were made of ... brick and mortar. Bring me ... brick, please.
19. Young girls shouldn't wear a lot of ... perfume. "Poison" is ... perfume that is used by many women all over the world.
20. They can employ you only if you have ... experience in the field. His was ... bitter experience.

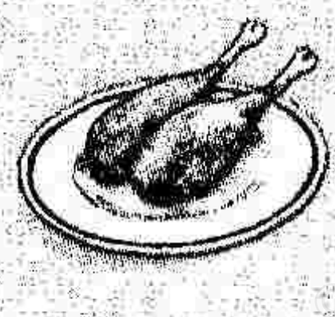
FOCUS

Still More Facts About Countable and Uncountable Nouns and the Articles Used with Them

1. Some countable nouns can become uncountable and be used with zero article:

a chicken — chicken





an apple — apple

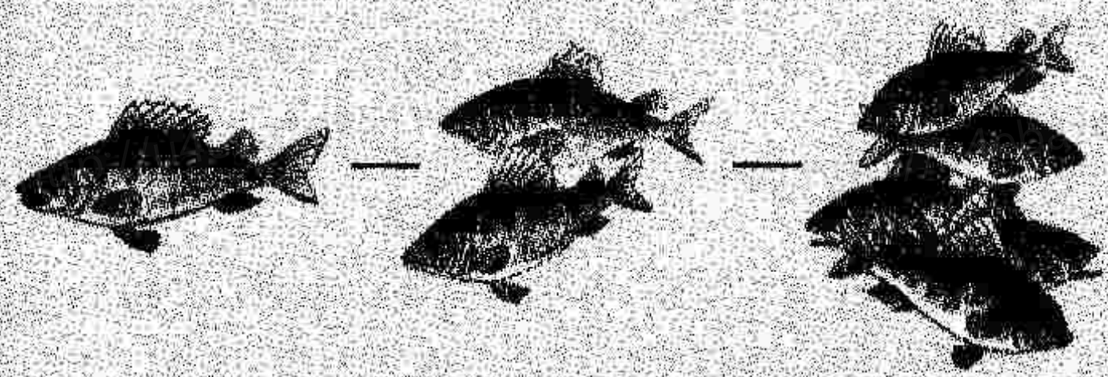
a potato — potato

a fish — fish

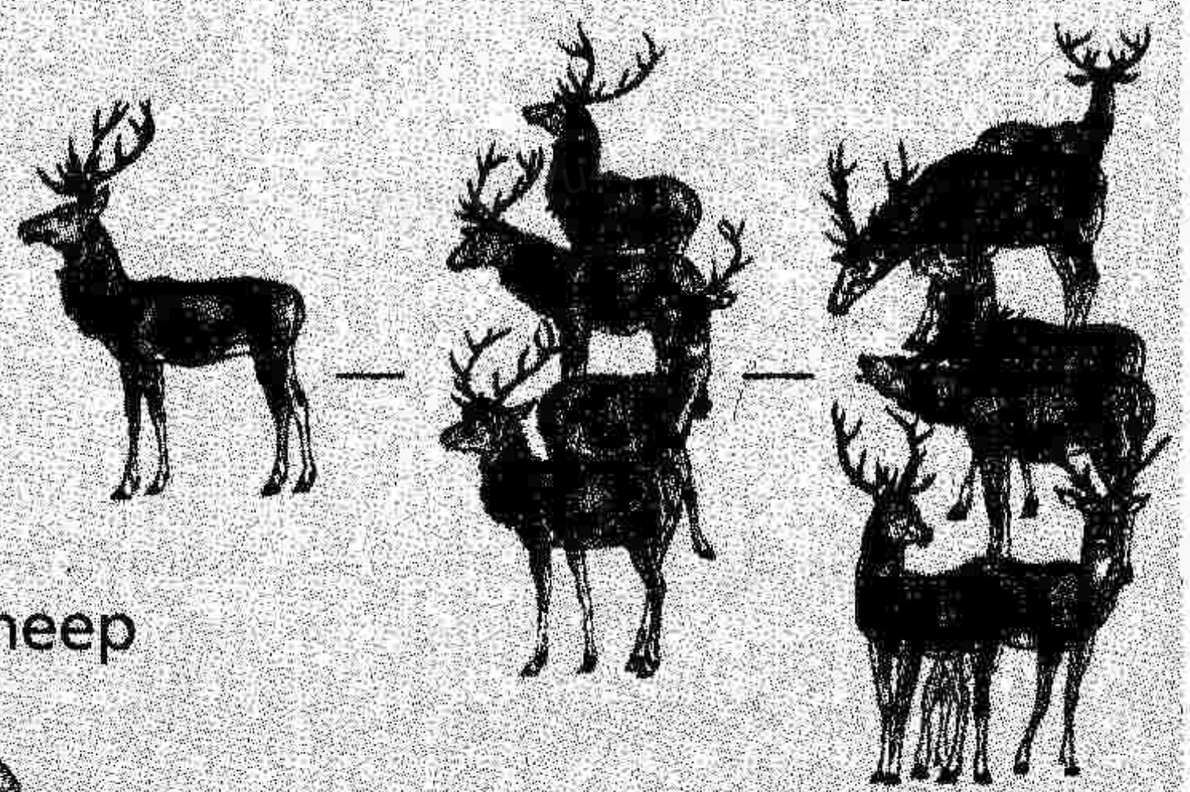
I would like **chicken** and rice for dinner.
There was not enough **apple** for the pie.
There is some mashed **potato** in the bowl.
I don't feel like eating **fish**.

2. Mind the nouns which have one form for the singular and plural:

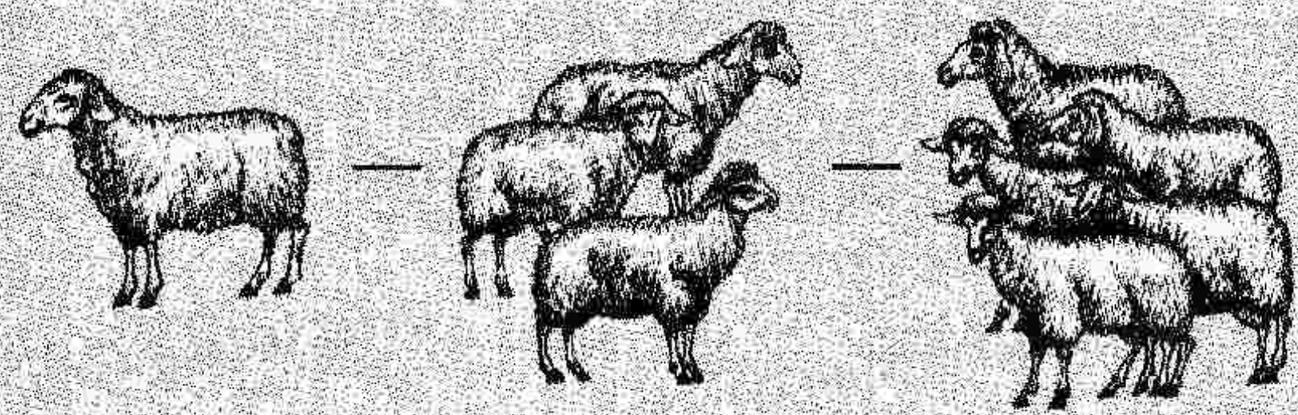
a fish — two fish — many fish



a deer — four deer — many deer



a sheep — three sheep — many sheep



20. **Express the same in English.**

A. 1. В пруду я увидела большую рыбу. 2. — Рыбы летают? — Нет, они высоко прыгают над водой. 3. У Кэна есть тропические рыбки. 4. Рыба — это вид морепродуктов (seafood). 5. В холодильнике есть мясо, но нет рыбы. 6. Мимо проплыли две маленькие серебристые рыбки.

B. 1. Я люблю жареную курицу. 2. Около курицы стоял маленький желтый цыпленок. 3. — Мясо или цыпленок? — Извини, я лучше возьму рыбу. 4. Когда я жила у бабушки, у меня был цыпленок. 5. Мой папа любит цыпленка, приготовленного на гриле (grilled).

C. 1. Дай мне яблоко, пожалуйста. 2. В вазе было красное яблоко и две груши. 3. Порежь яблоко. Я буду готовить пирог. 4. Яблочный пирог был вкусным. В нем было много яблок. 5. — Что это? — Это яблоки для пирога (*2 варианта*).

D. 1. Картофель был привезен в Европу из Америки. 2. Моя бабушка очень любит жареную картошку. 3. Для этого салата мне нужна картофелина, два яйца и немного зеленого лука. 4. Садись за стол. У нас на обед курица с картофельным пюре. 5. Моя сестра очень хорошо готовит пирожки с картошкой.

III. English Function Words

Prepositions Used with Nouns

21. TEST YOURSELF. **Do you know what function words are needed with these nouns?**

1. What did Catherine say about her impression ... the play? 2. We've just read an interesting article ... the new tendencies in education. 3. That year the Russian army won a glorious victory ... the enemy. 4. I met Mark when I was ... my journey to Italy. 5. The expedition was sent to the Atlantic ... search ... a new way to India. 6. The child was looking at the stage ... fascination. 7. The travellers walked on and on but there were still no houses ... sight. 8. Sue was, as usual, ... charge of all the preparations for the party. 9. John's university education gives him some advantage ... the other candidates. 10. When the fire brigade arrived, the house was already ... flames. 11. There was no queue ... train tickets and two minutes later I was already running along the platform. 12. In this book page numbers are printed ... top. 13. ... Rachel's great relief there was no test that day. 14. Personally I think that it's easier to prepare for an examination ... English than an examination ... mathematics. 15. At the exam try to demonstrate your knowledge ... advantage.

FOCUS

Some More Facts About Prepositions Used with Nouns

TO

the answer to Jack
our attitude to the problem
an addition to the sum
an amendment to the bill
a damage to the castle
an invitation to the party
a key to the door
a reaction to the words
a reply to the question
a solution to the problem
an exception to the rule

FOR

my affection for John
his demand for money
our desire for freedom
her hate for the king
their hopes for the future
my love for Mum
his need for help
the reason for her visit
our respect for the lady

ON

on business
on holiday
on fire
on the telephone
on a diet
on an excursion
on a journey
on a trip
on tour

22. **Complete the sentences using the nouns from the Focus above.**

A. 1. The Liberal Government introduced an ... to the law. 2. I don't think this is the ... to your garage door. 3. I don't think putting children to prison is the ... to the problem. 4. She says she hasn't got an ... to Alan's wedding. 5. There usually are some ... to every grammar rule. 6. Shock is a natural ... to such bad news. 7. ... to the building could take several months to repair. 8. They even don't want to discuss it. I find their ... to the problem very strange. 9. I still haven't had a ... to my e-mail. 10. I am writing an ... to Uncle Albert. 11. The new ... to the library includes three hundred books.

B. 1. Pupils show their ... for the teacher by not talking at the lessons. 2. Do you remember the speech in which Romeo expresses his ... for Juliet? 3. Could you explain the ... for the success of the trip? 4. That was the so-called "lost generation", the young people who didn't have any ... for the future. 5. Robert obviously has a great ... for Italy and its people. 6. She

repeated her ... for absolute obedience. 7. I'm not so sure that our ... for peace and stability in Europe can be easily realized. 8. She looked at him with eyes full of ... for him. 9. The government understands our ... for more money to go on with our research.

C. 1. Mr Newman is a very strict person in the office but when on ... he is quite a different person. 2. Patricia is rapidly losing weight. Is she on a ...? 3. On Sunday we went on an ... to town and did a lot of sights. 4. The secretary has so many calls to do about the changes in the timetable. She has been on the ... for the past two hours. 5. Mary, you're wanted on the .... I haven't recognized the voice. 6. Alice is in London on .... She is the head of our school delegation. 7. The whole family went on a ... to Florida. 8. A group of students from our school is on a ... of the UK. They are going to visit a number of interesting places. 9. They came nearer and saw that the terrace was in flames. Soon the whole building was on ....

VOCABULARY SECTION

23. TEST YOURSELF in the vocabulary. In English there is a number of words that are easily confused. Choose the right ones to complete the sentences below.

1. A lot of children ... their hands. They all knew the answer. The plane ... slowly into the air.
   a) *raised* b) *rose*
2. We found a picnic area down ... the river. I don't want to go shopping. ... I don't have any money.
   a) *beside* b) *besides*
3. Charlotte sat ... her two sons at the reception. Robert was the only one ... them who had ever ridden a horse.
   a) *among* b) *between*
4. Jerry and John, does ... of you speak French? ... of the books was published in Russia.
   a) *either* b) *neither*
5. Unfortunately there is ... hope of finding these people. There were ... boys who refused to go on the excursion.
   a) *few* b) *little*
6. She ... be there tomorrow, but I'm not sure. We ... go to Moscow next summer. My granny has invited us to stay with her.
   a) *may* b) *might*
7. At the age of 19 Alice went to Austria to ... music there. My elder brother has a good ear for music. Last month he went to Austria to ... to play the violin.
   a) *learn* b) *study*

8. Each child ... a ball to their partner. I ... the keys down the back of the sofa.
   a) *dropped* b) *throws*
9. Victor would like to play for the school basketball .... All the passengers and ... survived the crash.
   a) *crew* b) *team*
10. NED is the abbreviation for a famous English ... . Her grammar isn't bad, but she has a limited ....
    a) *dictionary* b) *vocabulary*
11. Speaking through ..., she explained the idea of her discovery. The teacher liked the text under the name of "Seagull" and wanted to know who the ... was.
    a) *translator* b) *interpreter*
12. He was ... for murder in 1942. The portrait has ... in the gallery since 1942.
    a) *hanged* b) *hung*

24. **Read the text below and change the words in brackets in order to get a complete and logical text.**

More young people are going to (1. *board*) schools nowadays. People offer (2. *differ*) (3. *explain*) to the fact. Some people think that the (4. *create*) of the Harry Potter books made these schools look cool. The book produced a great (5. *impress*) on lots of (6. *child*) in (7. *vary*) countries (8. *include*) the UK. Others say it is because parents (9. *worry*) about (10. *keep*) their children safe. The advantages of such schools are that your friends, clubs and sport are always there and that you learn to be (11. *depend*). The (12. *advantage*) are that you spend less time with your family. In (13. *fame*) schools four out of ten kids don't see their parents every week!

25. **Read the text and make it complete choosing the right items to fill in the gaps.**

The Internet is (1) ... computers that are linked by telephone lines. It (2) ... together people, homes, schools and businesses around the world. Surfing the net can be dangerous. Some (3) ... use chat rooms on the Internet to make friends with young people because they want to (4) ... them.

You can stay safe on the net if you follow these basic rules.

- Tell a parent or teacher when you are surfing the net.
- Tell a parent or teacher about any rude or nasty e-mails you get. Don't reply (5) ... them.
- Don't use your (6) ... name in a chat room.

- Tell a parent or teacher if you feel (7) ... about what someone is saying in a chat room.
- Never meet anyone you've talked to over the Internet without your parents' (8) ....
- Don't give your name, home, school, e-mail (9) ... or phone number over the Internet.

1. a) a million	b) a million of	c) millions of	d) millions
2. a) takes	b) brings	c) unites	d) closes
3. a) growns	b) growners	c) growns-up	d) grown-ups
4. a) hurt	b) damage	c) destroy	d ruin
5. a) –	b) to	c) at	d) on
6. a) natural	b) original	c) real	d) initial
7. a) incomfortable	b) incomfortably	c) uncomfortable	d) uncomfortably
8. a) permit	b) permission	c) allow	d) allowance
9. a) adress	b) addres	c) adres	d) address

L&U

Phrasal Verb TO SPEAK

1. a) to speak for — to represent the feelings or opinions of another person or group of people

I know I speak for us all when I say how sorry I am for this mistake.

b) speak for yourself *spoken* — used to tell someone that you do not have the same opinion as they do

— We all hate it here! — Speak for yourself. I am having a great time.

c) to speak for itself/themselves — to show something so clearly that no explanation is necessary

The test speaks for itself.

2. to speak out (up) — to give your opinion publicly, especially in order to protest against or defend something

Don't be afraid to speak out (up) if you feel that your rights are being violated.

3. to speak up — to talk louder

Please speak up, I can't hear you.

4. to speak up for somebody or something — to say something in support of people or ideas

Don't worry, we shall all speak up for you.

5. to speak to someone — to tell someone that you do not like their behaviour

I'm going to speak to her if this goes on any longer.

26. **Complete the sentences with the missing words.**

1. I can't speak ... the others but I personally would like to learn one more language. 2. He was the only one to speak ... against the closure of the hospital. 3. This is the third time I have to speak ... you about being late. 4. If you want the people at the back to hear you, you'll have to speak .... 5. This politician always speaks ... for the less privileged of the society. 6. I'm here today to speak ... those who are defending their country at the fronts. 7. She continued to speak ... on matters of public concern. 8. This party speaks ... the poor and unemployed. 9. If you have a better idea, please speak .... 10. Someone has to speak ... for better working conditions. 11. — We'd rather stay at home and watch TV. — Please speak ... yourself, I'd prefer to go out. 12. Will you speak ..., please, it's rather noisy in the room. 13. The number of people who came to the show spoke ... itself: it was a success. 14. James, will you come into my office? I'd like to speak ... you about your bad test results. 15. If there's anything you don't like about this programme, do speak ....

27. **Express the same in English.**

1. Я надеюсь, что ты поддержишь меня на собрании. 2. Ты снова не сделал домашнее задание. Мне придется поговорить с тобой после урока. 3. Я изложил свою идею, а теперь мне хотелось бы, чтобы вы-

сказались вы. 4. Пожалуйста, говори громче, твои одноклассники тебя не слышат. 5. Правозащитники (human rights activists) выступают за равенство всех перед законом. 6. Я говорю здесь от лица тех, кому вы помогли. 7. Его прекрасная работа говорит сама за себя. 8. Ты единственный, кто поддержал меня, когда все критиковали мою работу. 9. Не стесняйтесь, высказывайтесь. Я буду благодарен вам за любую критику. 10. Пожалуйста, говори только за себя. Я совсем не в восторге от этой идеи.

New Words to Learn

28. L & U **Read and guess what the words in bold type mean.**

1. In the photo Victor looked very **manly** in his military uniform and his **manliness** was very attractive.
2. All members of our club get **membership** cards that allow them to use the club's sports equipment.
3. Many people think that our schools need a programme of **radical** reforms.
4. We **tend** (have a tendency) to think of this as a modern problem but it has existed for centuries.
5. **Woodcraft** is knowledge of forests and how to live and survive in them.

29. L & U **Read the words, look them up and then study the word combinations and sentences to know how to use them.**

accommodation [ə,kɒmə'deɪʃn] (*n*): suitable accommodation, cheap accommodation, lack of accommodation; to give accommodation, to have accommodation for 1000 people. We couldn't find any comfortable accommodation in the area.

adult ['ædʌlt, ə'dʌlt] (*adj*): an adult person, an adult life, the adult population. "Hobbit" by J. R. Tolkien is a book enjoyed by young and adult readers. I've lived most of my adult life in Paris.

cast [kɑ:st] **(cast, cast)** (*v*): 1) to cast a stone, to cast an anchor, to cast a fishing line. The tree cast a long shadow on the ground. 2) to cast a look, to cast a glance. Julia cast an impatient glance at Rick and rushed out of the room. 3) to be cast as somebody in the play. He was cast as Othello (in the role of Othello).

cast-off clothes — as a boy I always wore my elder brother's cast-off clothes and shoes (cast-offs).

dedicate ['dedɪkeɪt] (*v*): 1) **to dedicate time to something/doing something.** Andy wants to dedicate more time to his hobbies. Mother Teresa dedicated her whole life to helping people. 2) **to dedicate a novel to somebody.** Lynne dedicated the book to her parents.

notorious [nəʊˈtɔːrɪəs] (*adj*): a notorious liar, a notorious criminal, a notorious outlaw. Billy Sikes was the most notorious criminal in London. The city is notorious for its traffic jams.

obedience [əˈbiːdɪəns] (*n*): to demand absolute obedience; obedience to rules, obedience to one's parents, in obedience to the law. If you become a member of our secret society, they will demand absolute obedience.

participant [pɑːˈtɪsɪpənt] (*n*): a voluntary participant, a willing participant. Who were the participants of the televised debate?

provide [prəˈvaɪd] (*v*): to provide information for somebody, **to provide somebody with something**, to provide accommodation for thirty people. A taxi service from the airport will be provided. A hotel provides a playroom for children. We have provided all the participants with programmes of the conference.

rebel [ˈrebəl] (*n*): a rebel against (the) government. The rebels attacked the palace.

rebel [rɪˈbel] (*v*): **to rebel against somebody**, to threaten to rebel. It's natural for teenagers to rebel. The sick child rebelled against the medicine because it tasted bitter.

refer [rɪˈfɜː] (*v*): to refer to the document, to refer to written notes, to refer somebody to a specialist. The speaker referred to a movie I haven't seen. Even as a child she referred to her father as Steve. I would like to refer to something I mentioned at the beginning of my speech.

spread [spred] **(spread, spread)** (*v*): to spread information (disease), **to spread something on something**, to spread rapidly, **to spread something with something**. Who spread the rumour that our school would be closed tomorrow? Cholera [ˈkɒlərə] spread quickly through the refugee camp. I spread jam on my toast. First spread the bread with mayonnaise.

tramp (*v*): to tramp on the grass, to tramp through the woods. Oliver tramped upstairs to his room. Women and children tramped the roads looking for work. She spent all day yesterday tramping the streets, gathering evidence.

voluntary [ˈvɒləntərɪ] (*adj*): voluntary workers, a voluntary confession, on a voluntary basis. Voluntary work is done for no pay.

30. Complete the sentences. Use your new vocabulary.

1. Although the course is free, you should ... your own books.
2. There have been reports that the disease is ... to pigs and fowl as well as cattle.
3. Since I left school my parents have started to speak to me like to an ... person.
4. In many families parents expect absolute ... from their children.
5. The travel agent arranged our ... in London.
6. Janet ... to get very angry if you disagree with her.

7. What article was she ... to when she was making her speech?
8. Who's been ... all over the carpet in muddy shoes?
9. He made a ... statement to the police.
10. Caroline gave her ... clothes to her younger sister.
11. The fisherman ... the net into the sea.
12. Sometimes teenagers ... against their parents.
13. I must renew my ... of the sailing club.
14. James ... his first book to his mother.
15. All the ... in the race should give their names to Alex.
16. Nowadays they ... schools with good modern computers.

31. Match the words with their definitions.

1) notorious 2) participant 3) obedience 4) tramp 5) rebel 6) provide 7) refer 8) cast-off 9) voluntary 10) adult 11) dedicate	a) fully grown or developed b) to walk or step heavily c) to fight against someone in a position of control d) to spend your time and effort doing something e) to mention or speak about sth f) a person who takes part in an activity or event g) acting or doing willingly, without being forced h) famous for sth bad i) to arrange for sb to have sth j) unwanted by the original owner k) doing what one is told to do

32. Insert prepositions where necessary.

1. Tom cast a glance ... Eric but said nothing.
2. They cast Robert ... the wicked magician in the class play.
3. I asked the hotel manager if they could provide accommodation ... 185 people.
4. I think Mark wants to dedicate more time ... his scientific work.
5. You all should obey ... the school rules.
6. Sometimes pupils of this school can rebel ... the strict discipline rules established by the administration.
7. My sick nephew was referred ... an eye specialist.
8. Will spread peanut butter ... his toast.
9. Spread the cake ... marmalade and leave it here for an hour.
10. The Scouts tramped ... the woods and set up a camp at the edge of the forest.
11. This job is always done ... a voluntary basis.

33. **Look at the pairs of words. In each pair there is a word you know. Read the sentences and guess what the other word in each pair means.**

adult — an adult
accommodation — to accommodate
obey — disobey
obedience — obedient
obedient — obediently
voluntary — volunteer
rebel — rebellious
participant — participate
participant — participation
provide — provision
tramp — a tramp
refer — reference
devote — devotion
spread — (a) spread

1. The film is for adults only, children under eighteen are not allowed. 2. The manager did all his best to accommodate all the guests of the delegation. 3. She whistled, and the dog came obediently. 4. Not all small children are obedient. For example, Sally when she was little often disobeyed me. 5. The provision of a new library in the college has become its greatest advantage. 6. The tramp went to the farmer's door and asked for food. 7. The teacher asked for volunteers to decorate the room. 8. Three boys volunteered to show me the way to the local shop. 9. I was surprised at Hugo's rebellious behaviour which is typical of teenagers but is unusual for adults. 10. Everyone in the class is expected to participate in these discussions. 11. Francis Simons wants greater participation of his students in the decision-making process. 12. When I spoke to him about the expedition, he didn't make any reference to your coming with us. 13. You can find good dictionaries and encyclopaedias in our reference library. 14. The Spencer brothers felt great devotion to their grandparents who were always kind to them. 15. Medicines can stop the spread of some disease. 16. I need a new spread for my bed. I can't cover it with my old one any more. 17. She bought a tube of cheese spread and made sandwiches with it.

34. **Match the synonyms in the two columns.**

1) grown-up	a) refer
2) supply	b) dedicate
3) take part	c) rebel
4) oppose	d) voluntary
5) mention	e) adult
6) throw	f) participate
7) devote	g) cast
8) willing	h) provide

FOCUS

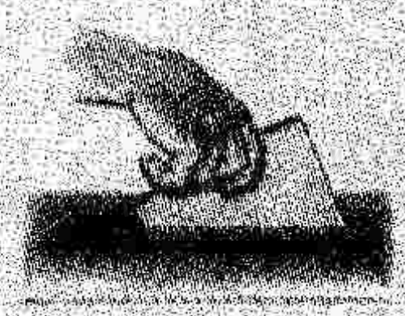
Idioms with the Word CAST

1. **to cast light on sth** — to provide information that can help people to understand something clearer

2. **to cast one's mind back** — to think about the past and remember the things that happened

3. **to cast sth from one's mind** — to stop thinking about sth

4. **to cast a spell on/over sb** — to use magic to make sth happen to someone



5. **to cast a (one's) vote** — to vote

6. **to cast doubt on sth** — to make people doubt sth

7. **to cast one's eyes down** — to lower one's eyes

8. **to cast sb** or **sth aside** — to consider sb or sth as useless and not wanted

9. **to be cast away** — to be left on a desert island as a result of a shipwreck

10. **the die is cast** — used for saying that an event or decision cannot be changed and will have an important effect on the future (Жребий брошен)

35. Express the same in Russian.

1. In class Rose used to sit quietly with her eyes cast down trying not to attract attention.
2. If I were you, I would cast this crazy idea from my mind.
3. Jim only managed to cast an eye over the letter but realized that the letter was addressed to him.
4. Try to cast your mind back to the talk we had a month ago.
5. The newspaper article cast new light on the long-forgotten events.
6. This lovely view never fails to cast a spell over the traveller.
7. Fewer than 20 percent of the population cast their vote for Conservative candidates.
8. Robinson Crusoe was cast away on the desert island where he lived for over 28 years.
9. No one was paying any attention to me. I realized that I had been cast aside.
10. The new information casts doubt on Mr Parker's honesty.

36. a) Name a few things or people that can be:

1) notorious
2) rebellious
3) obedient
4) adult
5) voluntary
6) cast-off

b) Name a few things that one can:

1) provide
2) refer (to)
3) obey
4) associate
5) dedicate
6) participate (in)

c) Name a few things that are associated with:

1) youth
2) old age
3) political activities
4) history
5) school life

37. Express the same in English.

1. Вряд ли можно назвать его поведение типичным поведением взрослого человека.
2. Я не уверена, что мы сможем остановиться на ночь в этом мотеле (мотель может предоставить нам номер).
3. Огонь очень быстро распространялся, и вскоре большая часть рощицы пылала огнем.
4. Некоторые племена индейцев восстали против правительства.
5. Господин Эббот (Abbott) имел обыкновение отдавать свои обноски племянникам.

6. Клерк отослал меня к управляющему.
7. В моем классе несколько нарушителей порядка (a trouble-maker). Они никого не слушаются, и их непокорное поведение хорошо известно в школе.
8. Доктор Вэйберг очень предан своей работе.
9. Странного вида бродяга подошел к моей матери и попросил немного денег.
10. Сотни добровольцев предложили свою помощь в посадке деревьев.

38. Use the outlines below and make up two stories with the new words. Add details where you can.

1. The Sad Story of Prince Hamlet
   — Hamlet learns that his father king was murdered by his own brother Claudius ['klɔ:dɪəs]
   — A radical change in Hamlet's life
   — The notorious murderer becomes king
   — Hamlet rebels
   — Hamlet knows that to protect his own country from the evil king is a manly thing to do
   — He dedicates his life to revenge[1]
   — Claudius spreads the rumour[2] that Hamlet is mad
   — Killing Polonius [pə'ləʊnɪəs] Hamlet involuntarily becomes a murderer himself
   — Now he knows that the die is cast
   — Hamlet makes sure that Claudius is guilty
   — Hamlet kills Claudius but dies poisoned

2. The Touching Story of a Tramp and a Boy
   — "The Kid" is one of Charlie Chaplin's best films
   — Chaplin is cast in the role of the Little Tramp
   — The Tramp is a social outcast
   — He finds a boy and raises him from a baby
   — The Tramp does his best to provide the child with food, accommodation and cast-off clothes
   — The child and the adult tramp the streets together
   — They tend to break the law
   — When the boy is five the authorities try to take him to an orphanage[3]

[1] revenge [rɪ'vendʒ] — месть
[2] a rumour ['ru:mə] — слух
[3] an orphanage ['ɔ:fnɪdʒ] — приют, сиротский дом

— Orphanages are notorious for their bad conditions
— The Tramp rebels and fights the authorities
— He disobeys the rules and rescues the Kid
— The viewers' sympathies are on the side of the Tramp and his friend
— The film is associated with Chaplin's best achievements

FOCUS

Focus on Synonymy

well-known fairly famous, especially in a particular place or among a particular group of people

Miss Marple was well-known in her own village.

famous known, heard of, talked about by many people

Alexander Fleming is famous for discovering penicillin.

celebrated very well-known by many people, admired because of good qualities

Van Gogh, perhaps Holland's most celebrated artist, died in poverty.

notorious famous for something bad

One of Britain's most notorious criminals escaped from prison.

39. **Think about these people and put their names under the four categories. Explain and prove your choice.**

1. A well-known person	2. A famous person	3. A celebrated person	4. A notorious person

1. Leonardo da Vinci
2. Madonna
3. Adolf Hitler
4. Sergei Rachmaninov
5. Benito Mussolini
6. Agniya Barto
7. Vladimir Durov
8. David Beckham
9. Anna Kurnikova
10. Jack the Ripper

READING FOR DISCUSSION

40. a) Read the text "Youth Movements" and choose a suitable title for each of its paragraphs. There is one extra title.

TITLES

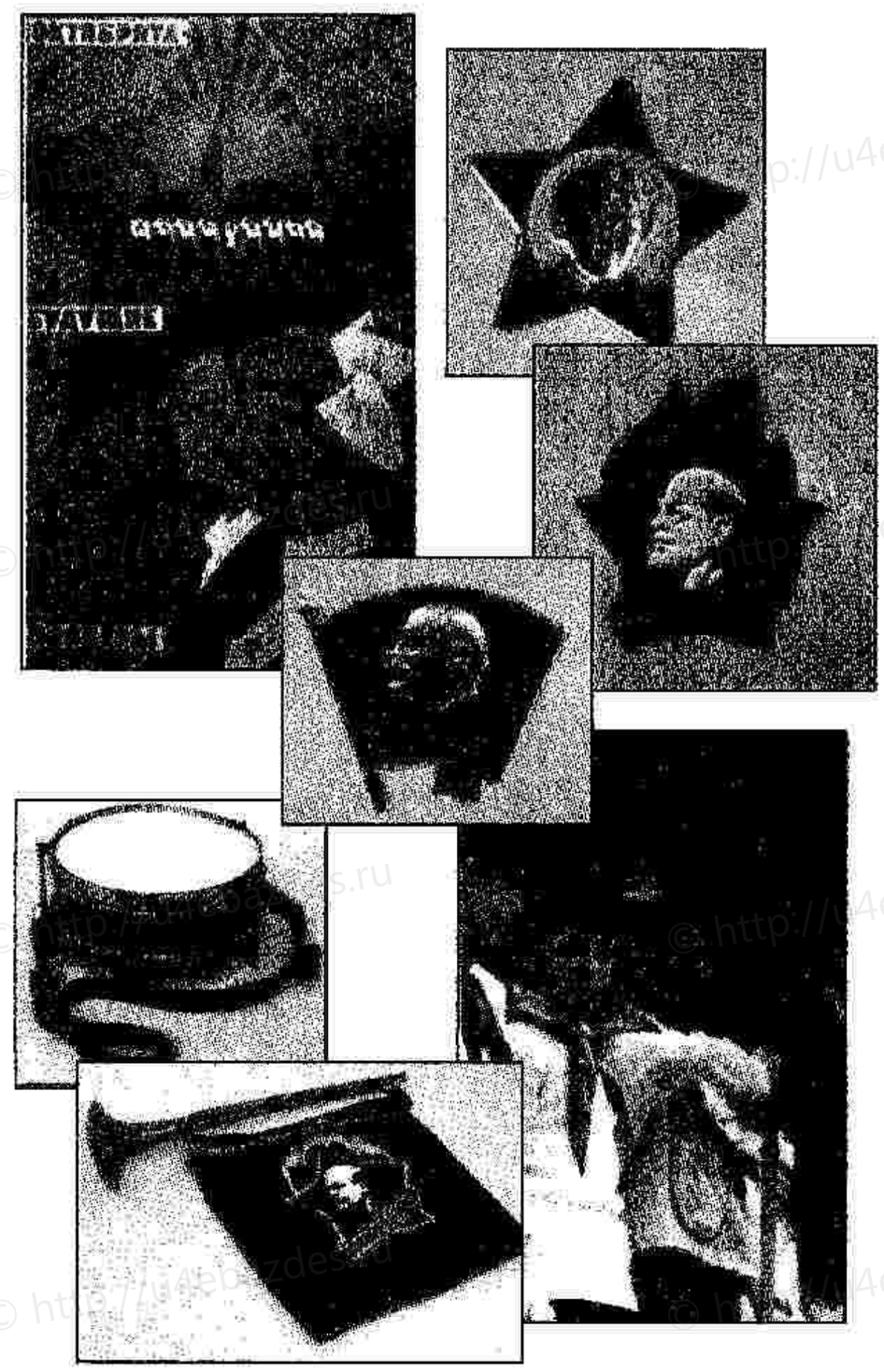
a) Youth Sections in Mass Political Movements
b) Different Types of Youth Movements
c) Young People's Religious Organizations
d) Postwar Youth Cultures
e) Adult-led Youth Movements

YOUTH MOVEMENTS

1. Young people are active participants in their own history. Past generations of radical students have played a part in protests and revolutions against the existing order of society. A youth movement in this sense has an ideological or political character.

At the same time ordinary young people usually belong to a youth movement through membership of an adult-led, voluntary youth organization, such as the Scouts or Guides. There are also fashion-led "youth cultures", identified by types of dress, music and language. The term "youth movement" is so wide that it can refer to Punk Rockers as well as the Young Conservatives.

2. The world's first voluntary youth organization was the Church-based Boys' Brigade, founded in Glasgow, Scotland, in 1883 by William Alexander Smith (1854–1914) and dedicated to religious education and developing the habits of Obedience, Reverence, Discipline, Self-Respect, and all that tends towards a true Christian manliness.



In the 1900s, in Germany appeared a movement of middle-class students who took up open-air tramping. Richard Schirmann, a German schoolteacher, opened the first youth hostel in 1909. Youth hostels providing cheap accommodation for young people are now found in most areas of the world.

In England, Major-General Robert Baden-Powell (1857–1941) founded a uniformed woodcraft movement — the Boy Scouts — in 1908. Like the Boys' Brigade, the Scout movement has spread around the world. A sister organization to the Scouts, the Girl Guide Association, founded in 1910, also has a large membership worldwide. These organizations train boys and girls in various useful skills, such as lighting a fire, cooking, fishing, and for developing their character. Scouts traditionally carry a penknife and their motto is "Be prepared".

3. Young people have contributed to mass political movements of both left and right. In the 1930s there functioned youth Fascist organizations in Mussolini's Italy and Hitler's Germany. After 1933 membership of the Nazi Hitler Youth became compulsory. In Britain some young people joined the Blackshirts. The Austrian Red Falcons were an active 1930s socialist movement.

Soviet Russia had Young Communist groups: Octobrist, Pioneer and Komsomol whose aim was political education of young people.

4. Since World War II the media have spoken a lot about the activities of various notorious youth cults, thus spreading information about them. The Teddy Boys of the 1950s, with their long jackets, velvet collars, drainpipe trousers and crepe-soled shoes were the first of the rebellious working-class youth cults. In the early 1960s came new groups such as the Mods, dressed in Italian-style clothes, and their leather-clad rivals, the Rockers, associated with motorcycles and rock-and-roll music.

The Hippies of the late 1960s were more middle-class. They experimented with drugs, lived in communities, grew their hair long, and were attracted to radical politics.

Skinheads, combining elements of both Mods and Rockers and associated with the racism of the far right, arrived on the scene in the late 1960s. Punk Rockers achieved notoriety through the attention of

the media in the late 1970s, with their unique "Mohican" hairstyles, vivid make-up, cast-off clothes and aggressive music. Several of these youth cultures were recycled in the 1980s.

b) Listen to the tape (No 14) and prepare an artistic reading of the text following the pattern given on the tape.

41. Look through the text "Youth Movements" again and say how the following ideas are expressed in it.

— young people take an active part in making their history
— an organization headed by grown-up people
— devoted to religious upbringing
— began taking long walks in the open air
— not expensive lodging for young people
— the organization has a lot of members all over the world
— for building their personality
— their slogan is "Be prepared"
— the participation in this organization became a must for everyone
— dressed in clothes made of leather
— achieved ill fame
— some of these youth cults were revived

42. Find in the text "Youth Movements" English equivalents for the following:

1) радикально настроенные студенты
2) существующий общественный порядок
3) в этом смысле
4) почтение (к старшим, религии)
5) родственная организация
6) прививают различные полезные навыки
7) разжигание костра
8) воспитание характера
9) перочинный нож
10) брюки-дудочки и туфли на подошве из микропора
11) противники, соперники
12) яркий, привлекающий внимание макияж
13) были возрождены
14) одетые в форму
15) движение с целью научиться жить в лесу (вне городской цивилизации)
16) печально известные юношеские культовые движения
17) ассоциируемые с расистами крайне правого толка

FOCUS

Focus on Synonymy

There are several words in English that correspond to the Russian word «лес».

forest *countable/uncountable* a large area of land covered by trees and other plants growing close together

They got lost in the forest.
Much of Europe was once covered in forest.
Thick forest stretched as far as the eye could see.

wood 1. *countable* (*often* **woods**) a small forest

I often walk my dog in the woods behind my house.

2. *uncountable* the substance that forms the main part of a tree and is used for making things such as furniture (дерево как материал)

The old box was made of wood.

timber *uncountable* wood used for building houses or making furniture (строевой лес, древесина)

Does Britain import a lot of timber?

43. Think of the English equivalents.

1) знание леса, умение выжить в лесу
2) лесок
3) лес на экспорт
4) сделанный из дерева
5) в лесу
6) быть покрытым лесом
7) импортировать древесину
8) работа по дереву

FOCUS

Mind the spelling of the verbs with more than one syllable in the forms Ved, Ving:

1. If the final syllable is stressed, the final consonant is doubled:

refer — referred — referring
prefer — preferred — preferring
confer — conferred — conferring
occur — occurred — occurring
permit — permitted — permitting
regret — regretted — regretting

2. If the final syllable is not stressed, the final consonant is not doubled:

visit — visited — visiting
develop — developed — developing
remember — remembered — remembering

3. In British English verbs ending in **l** have **-ll** before *-ing* and *-ed* (whether the final syllable is stressed or not):

travel — travelled — travelling
cancel — cancelled — cancelling

In American English in this case there is one **l**.

44. **Express the same in English in writing. Use the verbs from the table above.**

1. Обращаясь к своему отцу, Карл называл его «Доктор Ньютон».
2. Город очень быстро развивался.
3. Джозефу не нравились навещавшие его люди.
4. В своей юности он предпочитал молоко всем другим напиткам.
5. Если я позволю тебе сделать это, я потребую абсолютного повиновения.
6. Сравнивая эти две цифры, я могу сказать, что мистер Моррисон был прав.
7. Том сожалел, что сделал это.
8. Путешествуя по Британии, я влюбился в эту страну.
9. Несчастный случай произошел в начале октября.
10. Нашу последнюю лекцию отменили.

SPEAKING — DISCUSSING THE TEXT

45. **What information does the text give you about the following youth organizations and movements? Do you know anything else about them?**

A. 1. The Boys' Brigade
2. The Boy Scouts
3. The Girl Guides
4. The Teddy Boys
5. The Mods
6. The Rockers
7. The Hippies
8. The Skinheads
9. The Punk Rockers

B. Octobrist, Pioneer and Komsomol organizations in the Soviet Union

46. **Give your opinion about the following ideas or comment on them.**

1. Young people tend to unite in groups or organizations because they enjoy being together.
2. Wearing the same clothes or uniforms, listening to the same music and sharing the same ideas make membership of such youth organizations or cultures more attractive, give young people a sense of belonging[1].
3. Young people are very impressionable and it is not so difficult for adults to use their enthusiasm to their own ends. History knows a lot of such examples.
4. Young people should be very careful about their choice of organizations as it is a great responsibility.
5. Political organizations for young people should not exist at all because children are not experienced enough to foresee the results of their activities.
6. There are very few youth organizations in Russia at the moment and they are mostly adult-led political organizations.
7. Youth cultures or cults usually annoy adults and they have a good reason for that.
8. Some youth cultures can be dangerous for their participants.

47. **Give your point of view on youth organizations, movements or cults. Are you a member of one? To what kind of organization or movement would you like to belong (if any)?**

L&U

DISCUSSING THE TOPIC

Topical Vocabulary: You Are Only a Teenager Once

✓ Adults often see the age between 13 and 19 as "difficult". Though it doesn't concern every child and most children pass through this stage quickly and painlessly, it is generally believed that teenagers tend to become:

[1] a sense of belonging — чувство причастности, принадлежности к чему-либо

- rebellious
- ill-mannered, impertinent or cheeky
- aggressive and violent
- skeptical or cynical
- intolerant and inflexible
- impatient and flighty
- clumsy or awkward [ˈɔːkwəd]
- untidy or scruffy
- too self-assured or cocky
- over-ambitious
- shy of talking about their problems
- afraid to be seen as losers
- scared of being lonely, bullied or rejected

✓ As a result teenagers often:

- can't get along with adults or their peers
- feel self-conscious about their looks
- experiment with their appearances
- loudly protest against being treated like children
- seek independence in everything
- have low or high self-esteem
- lose self-confidence
- develop complexes (like inferiority or superiority complexes)
- try to look cool in front of (in the eyes of) their friends
- embarrass their parents by outrageous or unsocial behaviour

✓ Modern life exposes young people to certain dangers and hardships. Some teens may:

- believe that only fit, healthy and glamorous people can be a success and copy fashion models and pop stars
- become fans of a sports team or a pop singer and dedicate their lives to this passion
- become net addicts and spend too much time with the computer
- get bored or depressed and think that nothing interesting can happen to them
- fail to think of what to do with themselves in their spare time and waste the best years of their lives
- try to earn their own money and begin to neglect their school and homework
- forget that parents remain the most important people in teenagers' lives and become unsupportive
- give up too easily when they feel that too much pressure is put on them

- ruin their health at a young age
- fall victims to crime

✓ Young people may face problems that need to be solved. To this end they have to learn:

- to compromise or to meet people halfway
- to try and see other people's points of view
- to establish and upkeep good relations with people of all ages, to socialize
- to find lifelong friends
- to get over their complexes
- to keep fit by doing more exercise and having a healthy diet
- to be sensible, not to shock people with their appearance and behaviour
- not to put their future at risk
- not to think too much about their looks but to concentrate on really important things like goodness of character
- to treat modern fashionable tendencies (like music, clothes and lifestyles) more critically and not to allow them to become their whole lives
- not to make an idol of anyone
- to remember that heavy use of computers is dangerous
- to say "no" to such social evils as drugs, drinking alcohol, smoking, eating junk food or gambling
- to develop a positive attitude to life and people

48. Say what their antonyms are.

1) tolerant	6) dependent	11) supportive
2) flexible	7) civilized	12) reasonable
3) patient	8) controlled	13) willing
4) tidy	9) fair	14) moral
5) ashamed	10) polite	15) balanced

49. a) Use the topical vocabulary and say what we call people who:

1) are not willing to accept or respect different opinions or people
2) behave in a shocking way and can even insult people in front of their friends
3) are confident and relaxed because they are sure of their abilities
4) lack grace in movement or behaviour
5) show strong emotions and feelings and use physical force that can cause damage, injury or death
6) are very rude and bold, impudent
7) often change their opinion and behaviour and are not serious or reliable
8) are untidy or dirty

9) are not able to put up with delay or opposition calmly and without anger
10) feel that they can do things well and that people respect them
11) have a strong desire to succeed in something
12) are not accepted by a certain group or community
13) believe that people care only about themselves and are not sincere or honest

b) Which of these qualities would you like (wouldn't you like) to see in your friends?

FOCUS

SELF-CONFIDENT versus SELF-ASSURED

The words **self-confident** and **self-assured** are very close in meaning. They both are used to show that a person can deal with a situation successfully and is not worried that he/she could do something wrong or fail.

The adjective **self-assured** usually stresses that people are very confident in the way they deal with other people especially in public situations when other people's attention is fixed on them.

Self-confident people are sure that they have abilities and are attractive, that other people like them.
Self-confident people are not afraid or nervous in social situations.

As a child he was always self-confident, happily joining in adult conversations.
Dr Lauren was a very self-assured woman. She answered the difficult questions of the audience in a very assured way.

50. Find in the topical vocabulary English equivalents for the following:

1) пройти этот этап
2) дерзкий
3) неуклюжий, неловкий
4) неудачник
5) бояться, что тебя будут дразнить и запугивать или отвернутся от тебя
6) ровесники
7) стесняться, смущаться
8) обращаться с кем-то, как с детьми
9) высокая и низкая самооценка

10) выглядеть «круто»
11) роскошные, обольстительные люди
12) пристраститься к Интернету
13) потратить напрасно
14) пренебрегать школьными занятиями
15) идти навстречу кому-либо
16) общаться
17) наружность, внешний вид
18) социальное зло
19) увлечение азартными играми
20) отношение

FOCUS

The Prefix SELF-

In your topical vocabulary there are several words with the prefix **self-**.
This prefix is often used in English to form nouns and adjectives. Cf.:
self-respect = respect for yourself
a self-cleaning oven = an oven that cleans itself
When I hurt myself, it took a lot of self-control to keep from crying.

51. Find Russian equivalents to these words and word combinations.

1) a self-addressed envelope
2) self-admiration
3) self-centred
4) self-coloured
5) self-discipline
6) self-educated
7) self-importance
8) self-love
9) self-made
10) self-mockery
11) self-neglect
12) self-pity
13) self-reproach
14) self-sacrifice

52. In the topical vocabulary the information is given from an adult point of view. Do you agree with the description of teens and their problems? Do you find the advice about how to overcome the problems useful? Support what you say.

53. Answer the questions.

1. What things are most highly valued by modern teenagers?
2. People can disagree with each other on many points. What are the best ways out of conflicts?

3. Is there such a thing as unconditioned freedom? Can you say that you are free in the society? In your school?
4. What is your attitude to restricted reading and restricted net surfing? Who has the right to decide what books a child should or shouldn't read, what sites they should or shouldn't get into?
5. Should school newspapers be censored[1]?
6. Do you think teens should be allowed to be on the streets after 11 o'clock?
7. Who or what restricts your personal freedom? Do you feel annoyed about it?

FOCUS

Focus on Synonymy

Compare the four pairs of words given in your topical vocabulary:

A	B
untidy	scruffy
self-assured	cocky
awkward	clumsy
impertinent	cheeky

Is there any difference in meaning between the synonyms in each pair? There is practically none. They differ stylistically. The words of column B are informal. They can be used between friends or in relaxed or unofficial situations.

More examples of informal words:

a tummy (for stomach) — a hubby (for husband)
a nightie (for nightdress) — a buddy (for friend (*AmE*)

54. **Try to analyse yourself, your behaviour and attitudes. Say if you:**

— might be called a typical teenager
— have or had any of the problems mentioned in the topical vocabulary and how you cope or coped with them
— ever get annoyed with adults' behaviour and what annoys you most of all
— have a fixed idea about your looks and what helps you to come over it
— have ever done anything stupid to look cool in front of your friends
— think that your self-esteem is adequate

[1] to censor ['sensə] — подвергать цензуре

— believe that too much pressure is put on you by your teachers and/or parents
— belong to a particular youth culture or movement and why
— would like to change your lifestyle and how
— feel that the teenager years are a happy or an unhappy stage in your life and why

55. Do this personality quiz to find out if you're happy with your body.

1. When you look in the mirror, do you feel happy with what you see?
   a) Yes, I usually feel pleased with what I look like.
   b) Sometimes. It depends if I'm having "a bad hair day[1]".
   c) No, never. I always think I look awful.
2. How many different clothes do you try on before you decide what to wear?
   a) I wear the first thing I put on.
   b) 2–3.
   c) Try on so many that I can't remember.
3. What's your worst experience?
   a) An exam.
   b) A bad haircut.
   c) Going shopping for clothes.
4. How do you feel about having your photo taken?
   a) I love it!
   b) I like it most of the time.
   c) I avoid it whenever I can.
5. A friend tells you that you're looking good. How do you reply?
   a) Thanks very much. I feel good today.
   b) Thanks but I need to lose a bit of weight.
   c) Are you blind?

If your results are

Mostly As: You have a very good body image. You are comfortable with your body and you are confident. Well done!

Mostly Bs: Most days you have a good body image but on the days when you don't, try to remember the things that are really good in life: good health, good friends and having fun!

Mostly Cs: You have a very bad body image. You are always thinking about improving your body. You should relax and find friends who are more interested in personality than looks.

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[1] a bad hair day — a day when a person feels bad about themselves and their appearance

56. The famous children's book writer Philip Pullman[1] thinks that all teachers must be over thirty-five. He says that people must travel a lot before they become teachers. What do you think? In groups work out at least four arguments for and four arguments against this statement. Compare your arguments with those given in Ex. 59 on p. 163. How can you compromise on this question?

57. Read these opinions about teenagers who have jobs and say with which opinions you agree.

1. A job teaches young people to realize a value of work. It helps them to understand how hard their parents work to buy them things.
2. A job distracts young people from their studies and homework.
3. No child should be allowed to work. Children and teenagers should rest after school.
4. All young people should have some work experience. It can help them in the adult world and it can help them to decide what to do in the future.
5. Saturday jobs help parents financially. It's not always possible for modern parents to buy expensive trainers and clothes. Teenagers with jobs can save money to buy expensive things and help their parents.
6. Teenagers with jobs can't concentrate on their academic work and have fewer chances to go to universities and make a good career.
7. Doing part-time jobs teaches teenagers to budget their time, teaches them self-discipline they will need for making a success in life.

58. a) Read the text "Rap Style" and answer the questions at the end.

Rap Style

According to statistics, a large number of teens watch music videos more than two hours a day. There on screen are cool and rebellious rappers, looking and sounding unique. Teens want a piece of that image. Wearing the same clothes as rappers who often sing violent and offensive lyrics can make the teens in such clothes feel very cool and rebellious too. And rap fashion is big business.

Rap and hip-hop were born in the ghettoes ['getəʊz] of New York City over 30 years ago. Not too many years later, hip-hop enthusiasts began to wear expensive design-

[1] Philip Pullman, a modern British children's writer used to work as a teacher. His most famous book is supposed to be the trilogy "The Northern Lights" written in the genre of fantasy.

er labels such as Polo, Ralph Lauren, Prada and Gucci. The clothes were often worn with a lack of respect to tradition or authority, e.g. wearing a baseball cap backwards or leaving shoelaces untied. Rappers wore enormous gold necklaces and drove costly cars. Sometimes the sparkle of the cars and jewellery was so extravagant it became known as bling bling.

Rap style so fashionable nowadays is not only wearing oversized hoodies[1] and oversized pants that are pulled down low. It is also rap language or rather rap slang used by many teens. Here are some rap words and expressions. Some of them you can often hear in songs:

bling bling — shiny, obviously very expensive
jack — to steal
banging — excellent, cool
diss (short for "disrespect") — to insult someone
eye candy — someone who is good-looking, whose only aim is to look good and whose personality is not important
boo — girlfriend (like "baby" or "honey")
crib — home
da bomb — very good

Middle-class white teens growing in wealthy neighbourhoods also spend long hours watching rap videos. They want to get away from boring American mainstream culture. Since white artists like Justin Timberlake and Eminem have been accepted by black rap culture, many white kids have become less self-conscious about adopting rap style. And what is a better way to express the generation gap than listening to music many parents find "offensive" and using words they have never heard of?

Rap wouldn't be rap without its bad-boy image. It's well-known that some rap singers used to sell drugs and have faced murder charges. So, does rap glamorize crime? Some people say "yes". Some say "no". And what do you think?

b) Work in pairs and discuss rap culture. Here are some arguments. Think of more arguments and decide if rap is to blame for teen violence.

For

1. Rap is music of violence and crime as rappers sing of these things.
2. Teens want to look like rap idols and behave like them. And some rappers have spent some time in prison.
3. Rap music degrades women calling them bad names. Rap songs affect teen attitudes towards women.
4. Rap songs affect teen attitudes towards money making them believe that money is the most important thing in the world.
5 .....

[1] a hoody = a hooded top

AGAINST

1. Rap music can provoke people, it can alter people's moods but it can't load a gun or push the trigger.
2. Rap music doesn't call for violence.
3. If there are words "guns" and "money" in the songs, it doesn't mean that they call for killing and bribery.
4. .....

59. Compare the arguments about teachers' age with your own worked out in Ex. 56.

ARGUMENTS FOR:

1. At the age of 35 and older people usually have lots of different experiences.
2. Pupils have more respect for older teachers.
3. Pupils more easily obey older adults.
4. Older teachers often use time-tested methods of teaching.

ARGUMENTS AGAINST:

1. Young teachers understand their pupils better.
2. Young teachers are more democratic and may become real friends to their pupils.
3. Young teachers may know the latest progressive methods of teaching.

60. Below there is a list of problems that may worry teenagers. Put them in the order of importance. Explain your choice. You can add some ideas of your own.

— physical health
— eating disorders
— suicide
— sexually transmitted disease
— abuse (emotional, physical, sexual)
— bullying
— pregnancy and sex
— appearances and clothes
— relationships with friends, family and others
— drugs
— school marks
— participating in youth movements
— their future
— the possibility of earning money
— being overworked at school
— .....

61. (NEF) **Give a two-minute talk on your teenager friends. Remember to say:**

- how many friends you have and if they are mostly boys or girls or both;
- what you like about them;
- if there is anything in their behaviour that annoys you;
- what brings you together and makes you good friends.

62. (NEF) **You and your friend feel that you would like to join a youth movement. Make a dialogue and discuss which of these organizations you would like to join.**

The Green Movement
Young People for Peace
Help-Your-Neighbour Group
Young People in Politics
The Stay Healthy Movement

Remember to:

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- give good reasons;
- find out your friend's attitudes and take them into account;
- invite your friend to come up with suggestions;
- come to an agreement.

USEFUL TIPS FOR ENGLISH LEARNERS

Avoiding Offence

Topic II. Racial and Ethnic Groups

Another sensitive topic is discussing racial ['reɪʃl] and ethnic groups. Being aware of the fact can help you to avoid using words that might offend or upset people. Nowadays more and more groups of people prefer to be called by the name they have chosen, rather than by the term selected for them by others. For example:

1. Many Americans whose families originally came from Africa prefer to be called African-American.
2. But there are others who prefer to be called black because they see themselves as American, not African.
3. At any given time, members of a particular racial or ethnic group prefer different terms, and certain words become outdated (e.g. expressions like

Oriental or *Chinaman*). Avoid using old-fashioned and offensive terms. Do your best to use more acceptable words, such as Chinese people.

4. Since "appropriate" words change all the time it is not always possible to know what words are the most acceptable for a particular situation. So try following these suggestions:
   - When talking to members of the mentioned groups or other cultural groups, ask them which term they prefer. It is better to ask people than to risk insulting them unintentionally.
   - Avoid using slang terms to refer to people. Slang terms for people are very insulting.

WRITING

Writing a Personal Letter (continued)

Letters are written for a variety of reasons. They may include:

- giving information;
- asking for information;
- making complaints;
- offering suggestions;
- asking for permission;
- giving advice;
- asking for advice;
- expressing gratitude etc.

Two or more of these reasons for writing could appear in the same letter.

The style of writing in your letter can be formal or informal. The style you choose mostly depends on the person for whom the letter is meant and your relationship with this person. Personal letters are usually informal.

As you remember, letters are divided into paragraphs. A paragraph is a group of sentences about one main idea. The first sentence of the paragraph is traditionally indented. This signals the beginning of the paragraph.

The main idea of a paragraph is very often told in one sentence called the topic sentence. The rest of the sentences in the paragraph tell more about the main idea. The topic sentence often opens or closes the paragraph though it may appear in any other place as well.

It's a good idea to plan a paragraph before you begin to write, as it gives you a direction for your writing.

A letter usually comprises several paragraphs logically connected with each other. Letters should look neat, it is considered to be impolite to send someone a letter with words corrected or crossed out. That's why it is advisable to begin with a draft, correct everything that you want corrected and only then make a real final copy of your personal letter.

63. Read the extracts below and state the reasons for their writing.

A. ...so I decided to plant a garden. I dug a bare corner of the backyard where the shed used to stand. I prepared the soil really well just as you taught me but then I realized that my little garden would be in shade most of the day. That's why I'm at a loss what flowers to plant. I have already bought poppy and pansy seeds, but I'm not sure if they grow in shady places. I thought you would be the person to know such things...

B. ...even though he is about seventy, Grandad is one of the most active people I know. He rides his bike everywhere. He goes swimming every morning. In the afternoon he mows the grass or repairs things around the house. In fact he seems younger every year!..

C. ...it would be a good idea to start reading more in English. If you don't have time to read long novels, you can begin with magazines and newspapers. A lot of students find it useful to watch video films in English. They say it's good for their listening comprehension...

64. Read the paragraphs and try to decide which sentences in them can be called topical.

A. What I like most in Portugal are the beaches. The best beaches are in Algarve. The temperatures there are very high and the water is warm especially in summer.

B. Dear Mr Owen,

Thank you for letting me have that old tricycle. I plan to fix it up and paint it for my younger brother. He will really be surprised. He has wanted it for such a long time. All his friends seem to have tricycles already.

C. My new dog Twink is a shaggy brown mutt about knee-high. She looks like a Scottie. Twink greets me by licking my whole face with her wet, tickly tongue. Then she hops into my lap and snuggles into a warm, furry ball. Twink will never win a prize, but she's my best friend.

D. Dear Aunt Alice and Uncle Frank,

I would like to invite you both to our school play, "The Case for Two Detectives". I play the part of a rich old lady. The play will be performed on Friday, April 18, at 7 pm. The address is Roosevelt School, 164 Cherry Hill Road.

65. NEF Write a letter to a friend. Carefully divide it into paragraphs and think of a topical sentence for each paragraph. Then read the letter out in class and let your classmates guess:

1) the reason for writing this letter;
2) how many paragraphs it has;
3) what is the topical sentence in each paragraph.

66. **You received a card from your friend. It looks like this. Write a reply, telling him/her in two paragraphs that:**

1) your grandmother is getting better;
2) you don't find the idea of karate very attractive.

Dear ...,

I just got your letter. When are you coming back home? I hope that your grandmother is much better now and can do without your help. We are all missing you.

I'm taking karate classes and enjoying them. When you come, you can do karate with me. We have a wonderful instructor!

Say hello to your grandmother,

...

MISCELLANEOUS

67. **a) Read the text and say what lines made you smile. Where does the author use exaggeration (a comment or description that makes something seem better, worse, larger, more important etc. than it really is).**

REVELATIONS FROM GEORGE MIKES ABOUT ENGLISH UNDERSTATEMENT[1]

If a continental youth wants to declare his love to a girl, he kneels down, tells her that she is the sweetest, the most charming and ravishing person in the world, that she has something in her, something peculiar and individual which only a few hundred thousand other women have and that he would be unable to live one more minute without her. Often, to give a little more emphasis to the statement he shoots himself on the spot. This is a normal, weekday declaration of love in the more temperamental continental countries.

[1] an understatement — a statement that makes something seem less important, serious, big than it really is

In England the boy pats his adored one on the back and says softly: "I don't object to you, you know." If he is quite mad with passion, he may add: "I rather fancy you, in fact."

If he wants to marry a girl, he says: "I say... would you...?"

About Simple Joys

It is important that you should learn to enjoy simple joys, because that is extremely English. All serious Englishmen play darts and cricket and many other games.

Dull and pompous foreigners are unable to understand why ex-cabinet ministers get together and sing "Daisy, Daisy" in choir; why serious businessmen play with toy locomotives while their children learn trigonometry in the adjoining room; why it is the ambition of grown-up persons to push a little ball into a small hole.

They cannot grasp why people sing when alone and yet sit silent and dumb for hours on end in their clubs, not uttering a word for months in the most distinguished company and pay twenty guineas[1] a year for the privilege.

b) Translate the text into Russian. Try to preserve the original style of the author.

68. **Listen to the poem (No 15), read it and learn it by heart. What is the message of the poem?**

Youth, I Do Adore Thee!

William Shakespeare

Crabbed age and youth	ворчливый
Cannot live together:	
Youth is full of pleasance,	
Age is full of care;	
Youth like summer morn,	= morning
Age like winter weather;	
Youth like summer brave;	*зд.* великолепный
Age like winter bare.	пустой
Youth is full of sport,	
Age's breath is short.	
Youth is nimble, Age is lame,	проворный, ловкий

[1] a guinea — a unit of money or a gold coin used in Britain in the past, worth £1.05 (in those days rather big money)

Youth is hot and bold, — храбрый
Age is weak and cold.
Youth is wild and Age is tame.
Age, I do abhor thee; — ненавидеть
Youth, I do adore thee.
O my love, my love is young.
Age, I do defy thee. — пренебрегать

The Passionate Pilgrim, Pt12

69. a) Can you speak WEBLISH?

Weblish is the new shorthand English used in text messaging and Internet chat rooms. How about these text abbreviations?

A3 = anytime, anywhere, anyplace
ATB = All the best! (Good luck!)
IYKWIM = If you know what I mean
KISS = Keep it simple, stupid!
HAND = Have a nice day!
BBL = (I'll) be back later

Here are some more words which can be useful if you want to write messages in the "text" language.

b = be
asap = as soon as possible
b4 = before
bout = about
brb = be right back
by = busy
c = see
cing = seeing
cu = see you
d = the
dey = they
dunno = I don't
frnds = friends
gr8 = great
hafta = have to
hav = have
her = here
kno = know
lol = laughing out loud
lv = love
no1 = no one
ova = over
r = are/our
rite = write
thr = their
ttyl = talk to you later
u = you
ur = your
urs = yours
wot = what

b) Try and read the message from Kerry. What is it about?

hi al! how is ur trip? my frnds and me r very by her. dey all send thr lv to u. wot r your plans for the rest of the holidays? rite, please. cu soon

Yr Kerry

PROJECT WORK

Find some information about a certain youth organization. Think of how to present it to the class in the most interesting way. Give your presentation. Remember that it shouldn't exceed 5–7 minutes.

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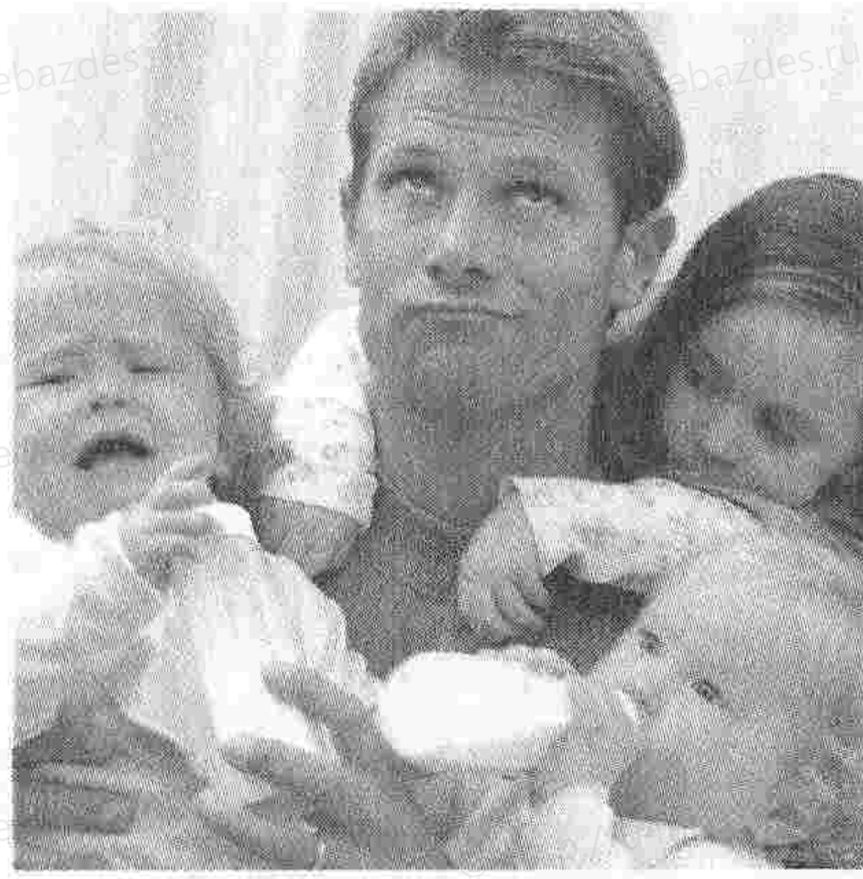
UNIT FOUR



FAMILY MATTERS

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INTRODUCTION

Everyone who has a happy family background can consider themselves to be in luck. To have loving and caring parents, brothers and sisters is really important. When we turn sixteen or so most of us begin to think of having families of our own. What kind of person would you like to marry? Should it be a marriage of love or marriage of convenience? Will it be forever or are you prepared to remarry? How many children would you like to have? All these are questions of primary importance and though everyone sees things differently, we all want to have good families. And good and happy families in the long run make a happy society.

1. Answer the questions.

1. Is it important for people to be legally married or can they just live together?
2. What's the best age for getting married? Why?
3. Can a big difference in people's age be an obstacle to marriage?
4. How many children should a family ideally have?
5. Why do you think there are so many divorces in modern world? Are they a curse or a blessing?
6. Should children's parents stay together even if they are unhappy?
7. Should it be made more difficult to get divorced?
8. Is a marriage contract a good idea? Why? (Why not?)
9. Can parents and children understand each other? What can help to bridge the generation gap between them?
10. What in your view is the biggest problem in connection with family life?

2. TEST YOURSELF. Choose the right item to do this quiz on the British Royal Family.

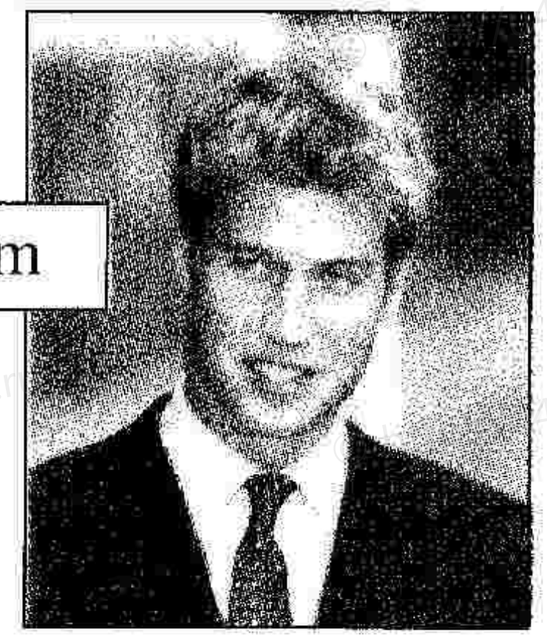
1. The Queen's husband is ....
   a) King Philip
   b) Prince Philip
   c) Duke Philip
2. The Queen has got ... children.
   a) three b) four c) two

3. Princess Margaret and Princess Anne are ....
   a) sisters b) cousins
   c) aunt and niece
4. Prince Charles is ....
   a) Prince of England
   b) Prince of Wales
   c) Prince of Scotland
5. Prince William has got ....
   a) a brother
   b) two brothers
   c) a brother and a sister
6. Prince Henry is Prince ... son.
   a) Edward's b) Charles'
   c) Andrew's
7. Prince Charles, Prince Edward and Prince Andrew are ....
   a) brothers b) cousins
   c) the Queen's grandchildren
8. Elizabeth II has been British Queen since ....
   a) 1952 b) 1962 c) 1972
9. Elizabeth II is Queen Victoria's ....
   a) granddaughter
   b) great-granddaughter
   c) great-great-granddaughter
10. The British Royal Family has got residences in ....
   a) England and Wales
   b) England and Scotland
   c) England and Northern Ireland

Princess Margaret

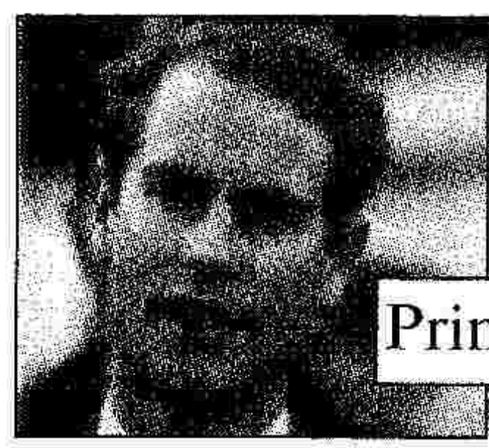
Princess Anne

Prince Charles


Prince William

Prince Henry

Prince Andrew


Prince Edward

Queen Elizabeth

3. What was your childhood like? Do this quiz to define it.

1. Which of these conditions is closest to those that existed in your home?
   a) More or less total confusion with everyone doing more or less what they wanted, making as much noise as they liked.
   b) A certain amount of noise and confusion, but periods of quiet and discipline at certain regular times, for example mealtimes.
   c) A quiet disciplined house.
2. Which of the following is closest to the situation in your house as far as watching television was concerned?
   a) The TV set was on the whole time whether people were watching it or not.
   b) TV viewing was confined to a few programmes each day and these programmes were specifically selected.
   c) There was no TV in the house.
3. In your family did you:
   a) have leisure activities that you shared as a family?
   b) each have your own individual leisure activity?
   c) have no particular leisure activities?
4. As a child did you:
   a) get regular pocket money?
   b) earn money for doing jobs around the house?
   c) get money from your parents according to your needs and whenever you asked for it?
   d) have no pocket money at all?
5. Did you go to bed:
   a) at a regular bedtime?
   b) at a regular bedtime with exceptions for special occasions?
   c) whenever you liked?
6. What were the eating habits in your family?
   a) Mealtimes were regular and social occasions.
   b) Mealtimes were chaotic and rushed.
   c) Everybody ate when and where they liked, helping themselves out of the refrigerator.
7. If you behaved badly, were you:
   a) reprimanded severely?
   b) given any kind of corporal punishment?
   c) punished in any other way?
   d) not reprimanded at all?
8. With your parents did you:
   a) talk about any subject under the sun?
   b) talk about most things, except one or two taboo subjects?
   c) not communicate freely on most subjects?

9. In your home, were other people, family and friends:
   a) always welcome?
   b) sometimes welcome?
   c) never welcome?

Now count the points.

Question	1	2	3	4	5	6	7	8	9
a	6	5	3	3	2	3	3	4	5
b	4	3	5	2	3	4	1	3	3
c	1	1	1	5	5	5	2	1	1
d				1			5		

45–35: Your family life was easy-going and free of anything that limited your freedom of action. This is in line with the modern theory of upbringing in which self-expression is considered more important than discipline. However, this may speak of parents who cannot cope with their children or who are too busy elsewhere to be very interested in what goes on at home.

35–20: This score speaks of a balanced and reasonable family life. You were probably not allowed to get away with just anything as a child, but had understanding and caring parents who put a great deal of thought into creating a happy home environment.

Less than 20: This score suggests a rather severe and strict family atmosphere. However, it may be a sign of a more traditional upbringing.

LISTENING COMPREHENSION

4. **Listen to the text "The Perfect Family" (No 16) and say who in the story:**

1) started to quarrel more and more;
2) began working more hours than ever;
3) gathered in the television room;
4) had an announcement to make;
5) assured Marc that there would be no divorce;
6) told Marc that they would leave their home;
7) tried to fill the house with warmth and caring;
8) asked Marc about school being actually interested;
9) changed their concept about a perfect family.

5. **Listen to Lincoln's letter to his son's teacher (No 17) and fill in the missing adjectives.**

Abraham Lincoln's Letter to His Son's Teacher

He will have to learn, I know, that all men are not (1) ..., all men are not (2) .... But teach him also that for every scoundrel there is a hero; that for every (3) ... politician, there is a (4) ... leader... Teach him for every enemy there is a friend.

Steer him away from envy if you can, teach him the secret of (5) ... laughter.

Let him learn early that the bullies are the (6) ... to lick...

Teach him, if you can, the wonder of books... But also give him (7) ... time to ponder the eternal mystery of birds in the sky, bees in the sun, and the flowers on a green hillside.

In the school teach him it is far more (8) ... to fail than to cheat...

Teach him to have faith in his (9) ... ideas, even if everyone tells him they are (10) ....

Teach him to be (11) ... with (12) ... people, and (13) ... with the (14) .... Try to give my son the strength not to follow the crowd when everyone is getting on the bandwagon[1].

Teach him to listen to all men... But teach him also to filter all he hears on a screen of truth, and take only the (15) ... that comes through.

Teach him if you can how to laugh when he is (16) .... Teach him there is no shame in tears.

Teach him to scoff at cynics and to beware of too much sweetness...

Teach him to sell his brawn and brain to the (17) ... bidders but never to put a price tag on his heart and soul.

Teach him to close his ears to a howling mob and to stand and fight if he thinks he's (18) ....

Treat him gently, but do not cuddle him, because only the test of fire makes (19) ... steel.

Let him have the courage to be (20) ..., let him have the patience to be (21) ....

Teach him always to have sublime faith in himself, because then he will have sublime faith in mankind.

This is a (22) ... order, but see what you can do.

He is such a (23) ... fellow, my son!

---

[1] to get on the bandwagon — идти проторенным путем, обычно получая от этого личную выгоду

6. NCF **Listen to Daniel and Emma speaking about what annoys them in their parents (No 18) and say which of the following statements are true and which are false.**

A. 1. Daniel doesn't like his father's singing.
2. Daniel's father likes dancing when there are other people present.
3. Daniel considers him a good dancer.
4. Once Daniel's father took a guitar and began playing it in a CD shop.
5. In the CD shop Daniel's father also danced to a popular melody.
6. Daniel's father used to play with a group when he was young.

B. 1. Emma's mother always tells Emma what to do and refuses to listen to her opinions.
2. Once Emma's mother demanded that Emma shouldn't be watching a certain TV programme.
3. Emma's mother thought that watching that programme was a waste of time.
4. Emma answered back and she and her mother began quarrelling.
5. Emma knows the secret of keeping peace in the house.

READING

7. NCF **Read the texts (A–F) and say in which text:**

1) the narrator has got what she wanted in her childhood;
2) the mother rather preferred her elder daughter to the rest of the children;
3) the daughter dislikes the place where her mother lives;
4) the daughter is rather critical towards her mother;
5) the daughter and mother are both very determined;
6) the narrator has got two brothers.

A. My Gran's name is Edwina Blackadder. I think she is probably pretty old as she is going bald and her legs are thin as sticks though the rest of her is quite fat. Her house is in Station Road, near the railway. You don't notice the trains much in the daytime, but at night they shake the doors and rattle things in the cupboards. Mum says it would drive her mad living there, she would never get a wink of sleep, but Gran likes the railway. She says it's company.

B. With our mother, there were eight of us in that cottage, using rooms on its three large floors. There was the very big white attic where the girls used to sleep. On the floor below, Mother and Alice shared one bedroom; Jack, Harold and I had the other. But the house had been so often changed, since its building, that it was almost impossible to get to one's room without first passing through someone else's. So each night there was a procession of half-seen figures going sleepily to bed, until the last candle was blown out.

C. "...And that's final, Stephanie!" The words echoed in Stevie Lake's ear long after her mother had closed her bedroom door. She knew her mother meant what she had said. When Mrs Lake's mind was made up, she was as stubborn as her daughter. Stevie flopped onto her bed. "I hate it when she calls me Stephanie," she murmured. Her cat, Madonna, settled down at the foot of the bed. Absent-mindedly Stevie stroked the cat. She had some serious thinking to do. Her parents had told her that if she didn't improve her grades, she wasn't going on the horseback riding camp-out next month.

D. I don't think my mum's fit to be a parent, really I don't. Every morning it's the same, every single morning. I'm standing by the front door with my coat on ready to go. School starts at nine and it's already eight-forty or even later, and she is not ready. She's not even nearly ready. Sometimes she isn't even dressed. "Come on," I shout up the stairs. "We have to leave now."
"Hang on a minute!"
"What are you doing up there?"
"Can't find my shoes."
"Where did you take them off?"
"I thought I took them off in the bathroom."

E. When I was 11, my cat died. When I was 12, my grandfather died. When I was 13, my father died. After that we were always having to move house. There were five of us, four sisters and a brother. I was the second eldest. Our mother wrote children's stories to support us and I typed them out. I left school at 16 and worked as a journalist. What I most wanted to do was to live in a little cottage in the woods and grow strawberries and gooseberries. These days I do.

F. They were not railway children to begin with. I don't suppose they had ever thought about railways except as a means of getting to Zoological Gardens, and Madame Tussaud's. They were just ordinary suburban children and they lived with their father and mother in an ordinary red-brick-fronted villa, with coloured glass in the front door. There were three of them. Roberta was the eldest. Of course, mothers never have favourites, but if their mother had had a favourite, it might have been Roberta.

8. (NEF) **Read the text and choose the right items to complete the statements after it.**

One's Difficult Son

"The Queen finds Prince Charles 'difficult' and is annoyed about his extravagant lifestyle," writes Margaret Rhodes, the late Queen Mother's niece and lady-in-waiting[1] who lives in Windsor.

She says the relationship between the monarch and her eldest son has been tense for years. The Queen finds Prince Charles extravagant and she doesn't like that.

Mrs Rhodes, 76, who has lived at the heart of the court for most of her life, adds: "It is very much a generation thing. Like any of us who lived through the rationing of the last war, the Queen doesn't believe in spending more than necessary. Prince Charles is an enormously hard-working man committed to charity work. But his attitude towards spending and entertaining is very much different to that of his mother."

The Queen has long had a reputation for watching the pennies and legend says that she goes round Buckingham Palace turning the lights off. Charles on the other hand has been often criticized for the number of servants he employs and his extravagant entertaining.

In his own biography Charles allowed author Jonathan Dimbleby to describe his childhood as deeply unhappy, portraying his father as a bully and his mother as aloof and uncaring. This has both hurt and angered Philip and the Queen who remember their son's childhood quite differently.

"Charles is a romantic — and I'm a pragmatist," Philip once said. "And because I don't see things as a romantic would, I'm unfeeling. We did our best (as parents)."

Mrs Rhodes, however, admits that raising a family "hasn't been easy for the couple". The Queen has frequently been forced to put the country before her family.

"You mustn't forget that she came to the throne as a very young woman. As any working mother will tell you, it's quite a job juggling your job and your children."

"Do you stay in and read your children a bedtime story or go off on an official engagement? The Queen is a wonderful woman but one who has always had a very strong sense of duty."

(*based on the article from "Daily Mail"*)

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[1] a lady-in-waiting — фрейлина

1. The relations between Queen Elizabeth and Prince Charles are ....
   a) excellent b) strained c) antagonistic
2. The reason for this is Charles' habit to spend too much ....
   a) money b) money on charity
   c) time on entertainment
3. Margaret Rhodes knows about it from ....
   a) the Queen b) Prince Charles c) her own observations
4. Mrs Rhodes believes that this kind of relations can be explained by ....
   a) Charles' upbringing
   b) the Queen's memories of the war
   c) the generation gap
5. The Queen is known to be ....
   a) extravagant b) energetic c) economical
6. Charles has ... memories of his childhood.
   a) sweet b) bitter c) romantic
7. The Queen and Prince Philip ... that they were good parents.
   a) think b) don't think c) doubt
8. As Mrs Rhodes points out, the Queen couldn't give young Charles all her attention because she ....
   a) was too young herself b) was too busy
   c) didn't like reading bedtime stories

9. NEF **Read and match the paragraphs (1–5) with the titles (a–f). There is one extra title.**

TITLES

a) The Necessity to Consider Children's Interests in a Divorce
b) Divorce and Its After-effects
c) Generosity and Love Saving Marriage
d) Finding a Friend in a Stepfather
e) Influence of a Divorce on Children: Is It Always Negative?
f) The Beginning of a New Family Life

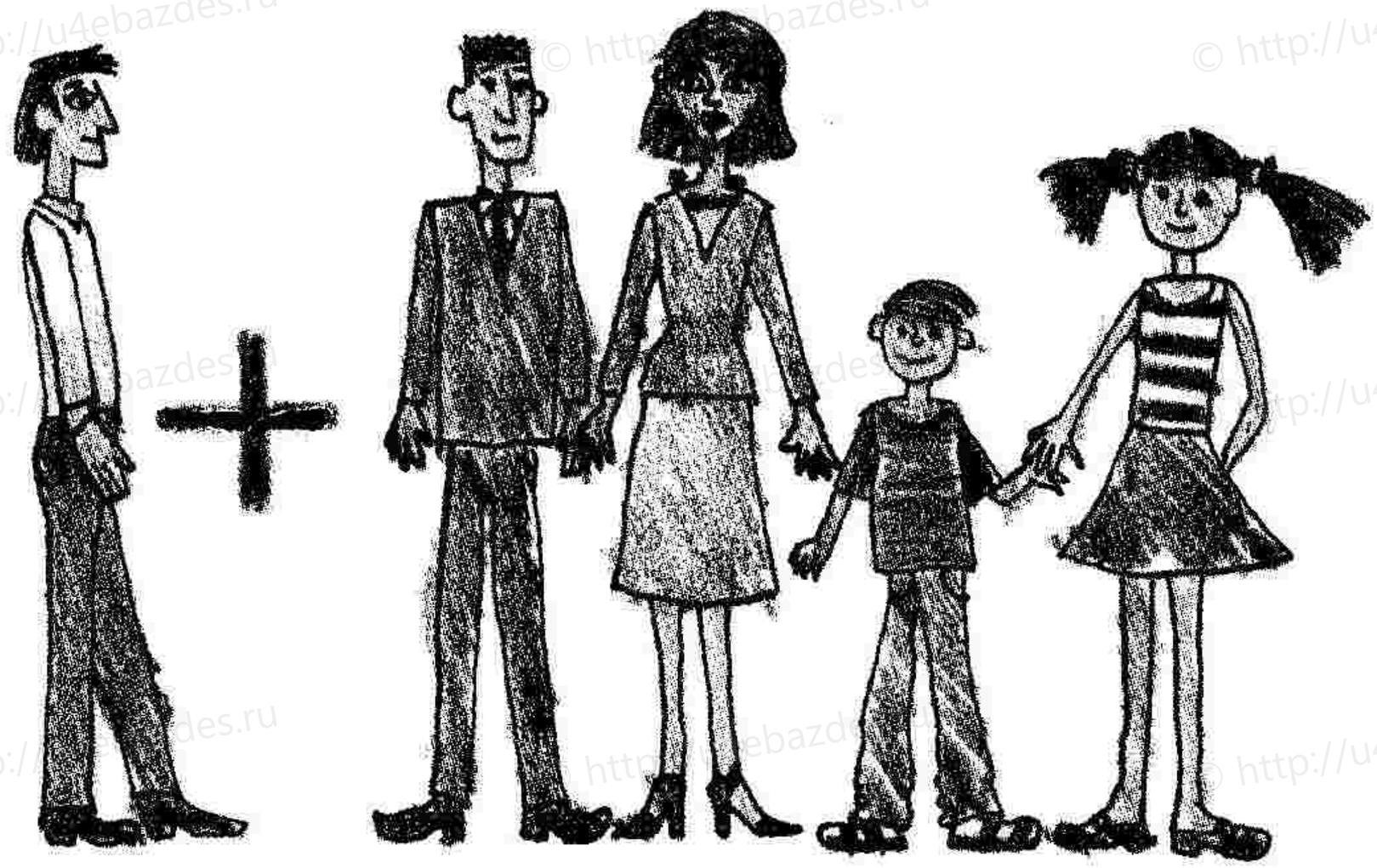
The Divorces That Can Save Famiues

1. The latest divorce statistics show that the divorce rate has been rising and each year a lot of children have broken homes. Study after study has told us of the terrible emotional scars that can be left by divorce. But what we rarely hear is that once the emotional tension starts to fall, those scars can heal pretty well. Many children are relieved when their parents split up and pleased when they settle down with someone new. Tradition has it that children hate their "wicked stepmother" and stepsiblings, but is it really true?

2. No family relationships can ever be the same after divorce, but it may be that there are some positive aspects for children in gaining stepparents and new brothers and sisters. Children become emotionally mature (that often happens rather quickly) and more sensitive, more responsible.

3. Not all children are crushed by divorce: ever-adaptable, they settle into the new pattern of family life. Becky Branford's experience in this matter was very fortunate. Her parents split when she was eleven. Her father, Nick, moved out, and her stepdad, Ralph, moved in. It took time for the new family unit to settle down. Initially Ralph and Becky's younger brother, Matthew, found it difficult to get on. "But quite quickly everything got better," says Becky Branford, who is now 28. "There were no rows and there was no tension. My dad bought a flat nearby and became reincorporated into the family. He had a turn cooking a meal each week at the family home and walking the dog."

4. Now the Branfords function as a family of five. Out of a difficult situation they managed to create a new — and very happy — family. Becky says she feels that she has three parents. "We often go for the evening together now, and Ralph and dad joke about who should sit at the head of the table. Dad is



my dad, but Ralph is also very important. Ralph is the opposite of my dad. He is quite emotional and was good when we were growing up. I felt able to confide in him about boyfriends in a way I couldn't with my parents. He made my adolescence more enjoyable than it would have been without him."

5. Becky Branford's family was unusual in moulding so well in its new form as her father did not remarry. Things usually tend to change after a divorce when both husband and wife have a new partner. While someone is single, their former husband or wife may feel responsible for them and the children and that creates tensions on both sides. But once they are settled in their new relationships things tend to relax, which makes it easier for the children. If a couple can be sensitive and generous in their dealings with one another, the children will find it much easier to settle and can even gain from having four loving parents around them. Divorce can be horrible at the time, but it's not the end of the world.

10. Find in the text "The Divorces That Can Save Families" English equivalents for the following words and word combinations and read out the sentences with them.

1) процент разводов
2) распавшиеся семьи
3) последствия (раны) от эмоциональных потрясений
4) взаимоотношения в семье
5) почувствовать облегчение
6) разойтись (*о семейной паре*)
7) быть снова принятым в семью
8) всегда легко приспособляющиеся
9) делать что-то по очереди
10) довериться кому-либо

11. Match the synonyms or synonymic expressions in the two columns.

1) to heal	a) stepbrothers and/or stepsisters
2) pretty well	b) to get sth
3) to gain sth	c) to become calm after being upset or nervous
4) mature	d) to go out in the evening
5) to settle down	e) to become healthy again
6) stepsiblings	f) a period of life when you change from being a child to being a young adult
7) to be crushed by divorce	g) to marry again
8) to go for the evening	h) to suffer from divorce
9) to remarry	i) quite well
10) adolescence	j) behaving in a sensible way typical of adults

12. Answer the questions in connection with the text "The Divorces That Can Save Families".

1. What do the latest divorce statistics show? Do you think these results are typical only of western countries or it is also a serious problem in our country?
2. What does the author of the article say about divorce and its after-effects? What is the usual influence of their parent separation on children? Would you agree that emotional tension and emotional scars "heal pretty well" after the divorce? On what condition?
3. Would you agree with the author that children can gain from their parents' divorce? Prove your point of view.
4. What do you think of remarriages and their influence on the children involved? Is it possible that children can be relieved when their parents split up?
5. What is the traditional image of a stepmother or stepfather? What was Becky Branford's experience? Do you think her new family relationships are an exception?
6. What are Becky's feelings towards her father and her stepfather? Does she accept them differently? In what way?
7. Why does the author of the article write that Becky Branford's family was unusual in moulding so well? Do you agree that it is easier for both divorced parents to get on well if they both have new families? What about the children?
8. What do you think parents should do if they feel they can't live together any longer? Should they involve their children in the discussion of the situation? Who should decide where and how the children will live, with whom, how often they should see the other parent etc.? Does the solution of these problems depend on the children's age? To what extent?
9. Do you think it is really possible for the parents during a divorce to behave in such a way that the children would never feel they had lost either of them? How should a divorce be handled? Does anything depend on the children?
10. Do you think children should try and save their splitting families? In what way is it possible to do if it is possible at all?

USE OF ENGLISH — GRAMMAR SECTION

I. English Tenses

13. TEST YOURSELF. Use the verbs in brackets in proper tenses.

A. Present simple passive or present progressive passive?

1. Your coffee *(make)*, it will be ready in a minute. 2. Don't you see that the child *(hurt)*? Try to help her. 3. I'm afraid I'll have to walk to the shop

because my car *(service)*. 4. Latin *(not speak)* nowadays that's why it *(categorize)* as a dead language. 5. Most of the artist's pictures *(paint)* in watercolours. 6. I'm afraid boss is not available at the moment, he *(interview)*. 7. Jane is so sweet, she *(like)* by everybody. 8. If your room *(clean)*, you can use my office. 9. What song *(sing)* next door? I can't recognize it. 10. Cake often *(eat)* with a small fork.

B. Past simple passive or past progressive passive?

1. The letter didn't come by post, it *(put)* on our doorstep by someone while we were out. 2. While the table *(lay)* we had time to change our dirty clothes. 3. Jack heard footsteps behind him and realized that he *(follow)*. 4. This piece of advice *(give)* to me by my father many years ago. 5. While the man's identity *(check)* by the police, he broke away and escaped. 6. By whom "Hamlet" first *(translate)* into Russian? 7. At that moment some music *(play)* loudly so I couldn't hear very well what he was saying to me. 8. The rooms in the house still *(decorate)* when the family had to move in, which caused a lot of inconvenience. 9. The play first *(stage)* in 1903 and was a huge success. 10. The children quickly *(put)* in a line and *(take)* to their classroom.

C. Present perfect passive or past perfect passive?

1. The talks are over and the agreement just *(sign)*. 2. The tree that *(blow)* down in the storm, was blocking our way. 3. Since the house *(sell)*, the poor children had no place to live. 4. The decision *(make)* yet? I'm rather tired of waiting. 5. Ian was surprised to see that all his things *(pack)* into bags and boxes and *(put)* into the hall. 6. Everything was ready for the trip: the tickets *(buy)*, the last-minute shopping *(do)*, the children *(warn)* not to make too much noise on the train. 7. We've been talking for more than an hour and nothing important *(say)* yet. 8. I'm rather confused. I *(ask)* to write a poem and I've never done it in my whole life. 9. We can't get inside the house, the key to the door *(lose)*. 10. The Smiths never came to live in San Francisco after the famous bridge *(build)*.

D. Future passive or future-in-the-past passive?

1. Do you know when the new book by Pullman *(publish)*? 2. Steve had no idea that his suggestion *(take)* so seriously. 3. It is common knowledge that in the future computers *(use)* in all possible spheres of life. 4. According to the newspapers, the host city for the new Olympics *(choose)* this week. 5. I had been told that if we arrived late, all the seats *(occupy)*, so we left early. 6. Don had a feeling that his new idea *(meet)* with hostility and that upset him. 7. I've got some news to tell you. A new fitness centre *(open)* in this neighbourhood. Isn't it great?! 8. Ellie

was glad she *(give)* another chance to demonstrate her talent for cooking. 9. The lights are going down, soon the curtain *(raise)* above the stage. 10. It's not a surprise to anyone that Paul *(send)* to the tournament: he is our best chess player.

FOCUS

More Facts About the PASSIVE VOICE

1. You already know[1] that if a verb in the Active Voice can have two objects (direct[2] and indirect[3]), it is possible to form two passive structures with it:

	indirect object	*direct object*
Somebody gave	Tom	an apple.

1) Tom was given an apple. 2) An apple was given to Tom.

Note that such verbs as *announce, describe, dictate, explain, mention, point out, propose, repeat, suggest* can form only one passive construction:

Hector announced the good news to his family.
The good news was announced to the family.
The teacher will explain the new rules to the students.
The new rules will be explained to the students.
They haven't mentioned those facts to us.
Those facts haven't been mentioned to us.

2. The verbs *bake, burn, crease*[4], *sell, wash, wear* are often used in the active voice though in fact their meanings are passive:

These dictionaries sell well.
Paper burns fast.
These clothes don't crease.

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[1] См. учебник для 7 класса, с. 190.
[2] a direct object — прямое дополнение
[3] an indirect object — косвенное дополнение
[4] to crease — мять(ся)

14. Make these sentences passive. Use two versions where it is possible.

1. Judge Mackey refused Robert the right to appeal. 2. Mr Robinson paid Larry the debt. 3. Julia repeated her offer to Charles several times. 4. They offered Alice a cup of tea. 5. Frank suggested a new plan to his friends. 6. The teacher pointed out typical mistakes to his students. 7. Angela dictated three new paragraphs to the secretary. 8. Paul describes to us the situation as extremely confusing. 9. My new friend showed me the city within a couple of days. 10. Somebody proposed to the students an exciting tour of the seaside places. 11. Dan paid the shop assistant fifty pounds for the books. 12. They don't allow smoking to people in most offices.

15. Express the same in English.

1. Книги Дэна Брауна очень хорошо продаются по всему миру. 2. Мои джинсы легко стираются. 3. Новая юбка Салли не мнется. 4. У меня шуба уже три года. Она хорошо носится. 5. Сухие листья и ветки деревьев легко горят. 6. Такие булочки (rolls) быстро пекутся. 7. Эта новая мебель продается очень медленно. 8. Нейлон легко стирается. 9. Хлопчатобумажный материал (cotton cloth) легко мнется. 10. Подобные куртки не очень хорошо носятся.

FOCUS

Still More Facts About the PASSIVE VOICE

In English there are passive structures with the infinitive:

She **is considered to be** a talented artist.
Anna **is believed to live** in Helsinki.
Prices **are said to grow** regularly.

The infinitive **to be** can be dropped after the verb *to consider*:

The Johnsons **are considered (to be)** a united family.

Here is a list of verbs used in this structure:

agree	expect	report
believe	fear	say
consider	feel	suggest
decide	find	suppose
declare	hope	think
discover	know	understand

Benjamin **is reported to work** for the newspaper.
English people **are thought to dislike** learning foreign languages.

16. Express the same in a different way.

EXAMPLE: They say that the schoolchildren will spend two weeks in Canterbury. The schoolchildren are said to spend two weeks in Canterbury.

1. They feel that the compromise is not easy to achieve. 2. They suppose that the ecologists discussed a number of urgent problems. 3. They expect that the news will appear in all the newspapers. 4. They report that the minister is taking part in the talks. 5. They think that the place is popular with holidaymakers. 6. They declared that the situation in the south of the country was dangerous. 7. They agree that the conference will begin at eleven. 8. They believe that the book is selling well. 9. They suggest that we take part in the show. 10. They fear that the government spokesman won't arrive on time. 11. They find that the roads are too busy at rush hours. 12. They hope that the article will appear in the April issue of the magazine. 13. They say the term "artificial intelligence" is often used in physics. 14. They believe Rose lives in St. Petersburg. 15. They think Alice likes being close to nature and far from civilization.

FOCUS

Perfect and Progressive Infinitives in Passive Structures

PERFECT INFINITIVE	PROGRESSIVE INFINITIVE
to have + V_3	to be + V_{ing}
to have done	to be visiting
to have grown	to be reading
to have achieved	to be approaching

1. In passive structures the so-called perfect infinitive is used to indicate actions in the past:

James is said **to have broken** his own record.
The delegation is reported **to have arrived** in the capital.

2. The so-called progressive infinitive is used in passive structures to indicate an action in process:

The guests were understood **to be visiting** the city museum.
The train is hoped **to be approaching** the railway station at the moment.

17. Make up sentences with the help of this table.

A.

George These people The passengers Jane ...	am is are	believed supposed reported considered said known ...	to be	arriving beginning doing planning painting ...	soon. the tour. ... ...

B.

The officials I The athlete The musicians ...	am is are	believed supposed reported considered said known ...	to have	introduced started written refused agreed won ...	the concert. the regulations. ... ...

18. Express the same in Russian.

1. The plane is believed (supposed, thought) to have taken off on time. 2. The delegation is reported to be doing the sights of the city. 3. Several people are known to have been killed during the accident. 4. John is expected to be arriving in Los Angeles at noon. 5. Alec is understood to have left his native city. 6. Jane is believed to be translating the article herself. 7. Dr Davidson is said to have cured several hopeless patients. 8. The Arsenal is reported to have won the latest match. 9. Mr Williams is understood to have lost the election. 10. The artist is expected to be already finishing his landscape.

II. English Articles

19. TEST YOURSELF. Use the required articles with words like *school, hospital* etc.

1. There is ... new hospital in our neighbourhood. 2. — Do you know that Dorothy is in ... hospital? — What's the matter with her? 3. ... hospital gets medical equipment from the USA and a number of European countries. 4. My father teaches in ... school. 5. Don's elder brother is still at ... school but he is leaving this year. 6. Let's meet at ... school and go to the stadium together. 7. They are working in ... church repairing the roof. 8. What ... strange church. Is it modern? 9. Going to ... church on Sundays

people used to put on their best clothes. 10. How many people go to ... university in Russia? 11. There are two good bookshops in ... university. 12. They have ... good university in Manchester. 13. The only thing I know is that James went to ... prison two or three years ago. 14. The big grey building on the other bank of the river is ... prison. 15. Ken works in the city council and inspecting ... prison is part of his job.

20. **Remember how to use articles with geographical names and complete the sentences.**

1. Which river is longer — ... Nile or ... Mississippi? 2. Everyone knows that ... Lake Baikal is the deepest lake in the world. 3. ... Vatican is located in ... Rome, ... Italy. 4. The official name of ... China is ... Peoples' Republic of China. 5. ... Appalachian Mountains are situated on the territory of ... United States of America. 6. ... Oxford Street in ... London attracts crowds of tourists and Londoners. 7. To get to the new continent Columbus had to cross ... Atlantic Ocean. 8. On the very first day we arrived in the city we went for a walk in ... Hyde Park. 9. Why do people call ... South America ... Latin America? 10. ... Caucasian Mountains are famous for their good ecology. 11. The north of ... Honduras is washed by ... Caribbean Sea. 12. ... Chad is a lake situated in the heart of ... Africa. 13. ... Hudson River on which ... New York stands is named after its explorer, Henry Hudson. 14. The world's largest ocean is ... Pacific. 15. ... Red Sea is joined to ... Mediterranean Sea by the Suez Canal.

21. **Complete the text with the articles where necessary.**

(1) ... century ago, some linguists predicted that one day (2) ... England, (3) ... America, (4) ... Australia and (5) ... Canada would be speaking different languages. Noah Webster, for example, said that (6) ... American English would be as different from (7) ... future language of (8) ... England as (9) ... Dutch and (10) ... Swedish are from (11) ... German, or from one another. With the development of modern technology, (12) ... cinema, (13) ... radio and (14) ... television, (15) ... two brands of (16) ... English have begun to draw back together again.

(17) ... Canadian English, (18) ... Australian English, (19) ... South African English and many other Englishes scattered around (20) ... world are beginning to sound more and more like each other. Within (21) ... United States, for example, (22) ... speech of (23) ... Northerners and (24) ... Southerners is becoming more uniform.

(25) ... people have long been interested in having one language that could be spoken throughout (26) ... world. Such (27) ... language could simplify communication between people. Through (28) ... years, at least 600 universal languages have been proposed including Esperanto. About 10 million people have

learned Esperanto since its creation in 1887, but (29) ... English, according to (30) ... specialists, has better chances to become (31) ... global language. So why not learn it?

FOCUS

More Facts About the Use of Articles
Articles with GEOGRAPHICAL NAMES

1. The definite article is used with the names of:
a) channels: **the** English Channel, **the** Bristol Channel
b) canals [kə'nælz]: **the** Panama [,pænə'mɑ:] Canal, **the** Suez ['su:ɪz] Canal
c) straits: **the** Strait of Dover, **the** Bosporus ['bɒspərəs], **the** Bering Strait
d) falls: **the** Niagara [naɪ'ægərə] Falls, **the** Victoria Falls
e) deserts: **the** Kara-Kum [,kærə'kʊm], **the** Sahara [sə'hɑ:rə]
f) mountain chains: **the** Alps, **the** Andes ['ændi:z], **the** Rocky Mountains (**the** Rockies), **the** Appalachian Mountains (**the** Appalachians)
g) groups of islands: **the** Philippine Islands (**the** Philippines), **the** Bermuda [bə'mju:də] Islands (**the** Bermudas)

2. The definite article is used if a geographical name includes the so-called "of-phrase": **the** city of London, **the** Gulf of Mexico, **the** Bay of Bengal, **the** Isle of White.

3. No article is used with the names of:
a) peninsulas [pə'nɪnsjʊləz]: Cornwall, Kamchatka
But if the word *peninsula* itself is included into the name, the definite article is used. Cf.: **the** Balkan Peninsula, **the** Kola Peninsula
b) separate mountain peaks: Elbrus, Everest
c) volcanoes: Vesuvius [və'su:vɪəs] (Mount Vesuvius)
d) separate islands: Cuba ['kju:bə], Malta ['mɔ:ltə], Long Island

22. a) In which cases will you use the definite article?

1) ... city of Paris
2) ... Ontario
3) ... Paraguay River
4) ... Bay of Bengal
5) ... Bahamas
6) ... Brazilian Highlands
7) ... Lake Winnipeg
8) ... Falkland Islands

9) ... Altai Mountains
10) ... Gulf of California
11) ... Arizona Desert
12) ... Hawaiian Islands
13) ... Victoria Falls
14) ... Volga-Don
15) ... Madagascar
16) ... Gobi
17) ... Mont Blanc
18) ... Isle of Man
19) ... Thar Desert
20) ... Yucatan
21) ... Taiwan
22) ... Gulf of Finland
23) ... Florida Peninsula
24) ... Corsica
25) ... Mount Olympus
26) ... Philippines
27) ... Madeira
28) ... Volcano Barke
29) ... Corinth Canal
30) ... Strait of Magellan

b) Find these places on the map and say where they are.

FOCUS

Still More Facts About the Use of Articles

Articles with PLACE NAMES

1. The definite article is usually used before the names of:
a) hotels: **the** Hilton Hotel, **the** Carlton Hotel
b) restaurants/pubs: **the** Bombay Restaurant, **the** Swan (*pub*), **the** Peking Duck (*restaurant*)
c) theatres/cinemas: **the** Bolshoi Theatre, **the** Odeon, **the** Forum (*cinema*)
d) concert halls: **the** Royal Albert Hall
e) museums: **the** Pushkin Fine Arts Museum
f) galleries: **the** National Gallery, **the** Hermitage, **the** Louvre
g) banks: **the** Russian Trade and Industry Bank

But if the restaurants, hotels etc. are named after the people who started them, no article is used. Such names end in **s** or **'s**:
a) restaurants: Maxim's, MacDonalds, Luigi's Italian Restaurant
b) hotels: Claridge's

The same is true about the names of shops and banks:
a) shops: Harrods, Selfridges, Harrison's
b) banks: Lloyds Bank, Barclays Bank

2. The definite article is used if a place name includes the so-called "of-phrase": **the** Bank of England, **the** Tower of London, **the** Museum of Modern Art.

FOCUS

3. No article is used with the names of:
a) railway stations: Victoria Station, Paddington Station
b) airports: Heathrow (Airport), Gatwick, Vnukovo
c) roads, avenues: Broadway, 42nd Avenue, King's Road
d) bridges: Bank Bridge, Kazan Bridge. But: **the** Golden Gate Bridge
e) universities: Moscow University, Cambridge (University)
f) parks: Gorky Park, Hyde Park
g) churches/cathedrals: St. Paul's Cathedral, Westminster Abbey, St. John's Church
h) palaces/castles: Buckingham Palace, Winter Palace, Edinburgh Castle. But: **the** White House, **the** Royal Palace

23. **Complete the sentences with the definite article where necessary.**

1. ... Maxim's is a famous restaurant in Paris.
2. Yesterday we saw a lovely film at ... Kodak.
3. We used to spend hours in ... Natural History Museum in Washington, DC.
4. ... Kennedy Airport in New York is so huge that one might easily get lost there.
5. ... St. Peter's Cathedral in Vatican attracts lovers of history and arts.
6. If you stay in ... Central Hotel, you'll be within a few miles of the most interesting sights.
7. The store I'm looking for is somewhere on ... 47th Avenue.
8. ... National Theatre stages plays by Shakespeare.
9. ... Edinburgh Castle is often associated with the darkest pages in English history.
10. ... Tower Bridge has become a kind of symbol of London.
11. ... Tate Britain has a very good collection of English painting.
12. If you wish to get away from the noise and bustle of New York, go to ... Central Park.
13. ... London University is not so old as Oxford or Cambridge.
14. ... Kensington Palace is located in ... Kensington Gardens in Central London.
15. ... University of Moscow is the oldest in Russia.
16. Trains to Scotland go from ... King's Cross Station and ... St. Pancras Station in London.

FOCUS

Still More Facts About Articles
Articles in Some Prepositional Phrases

Remember the use of articles in these prepositional phrases:

IN: **a** in a whisper, in a low voice, in a mess
FOR: **a** for a swim, for a drink
WITH: **a** with a nod, with a sigh
AT: – at hand, at present, at work, at sea
a at a high speed
the at the moment, at the top, at the bottom
ON: – on fire, on foot, on holiday, on strike
a on a tour, on a diet

24. **Express the same in English.**

1. Незнакомец говорил тихим голосом, мне показалось, что он кого-то боится. 2. Летом многие театры уезжают в турне по стране. 3. Если автобус не придет, нам придется идти домой пешком. 4. Мы едва слышали голос актера, он говорил шепотом. 5. Я всегда держу под рукой пару словарей, когда делаю задание по английскому языку. 6. Почему бы нам не пойти купаться сегодня днем? 7. Ребенок положил назад игрушку с глубоким вздохом. 8. Если бы вы не ехали с такой высокой скоростью, вы бы не попали в ту ужасную аварию. 9. Сноски в низу страницы могут дать вам очень интересную дополнительную информацию. 10. В пятницу из Хитроу не было рейсов, потому что воздушные диспетчеры бастовали. 11. Комната была в беспорядке, было похоже, что в ней проходила вечеринка. 12. В настоящий момент корабли находятся в море, но они скоро возвратятся.

III. English Function Words

Prepositions Used with Verbs

25. TEST YOURSELF. **Do you know what function words are needed with these verbs? (In some cases you may need none.)**

1. Let me introduce ... you my new friend. 2. I knocked ... the door very hard, but there was no answer. 3. What are you laughing ...? What's so funny? 4. Look! It's the very dictionary I've been searching ... . 5. The children were so surprised that they stood staring ... the stranger without mov-

ing. 6. When snow melts, it turns ... water. 7. Gradually add a little water ... the mixture and a pinch of salt. 8. The dog is hungry, it is asking ... food. 9. The delegation is expected to arrive ... London on Monday morning. 10. I don't want anything that doesn't belong ... me. 11. How many chapters does the book consist ...? 12. Sally married ... Fred when she was twenty-two. 13. We spent the evening listening ... old records. 14. I hope you'll obey ... my instructions. 15. The conversation reminded me ... some long-forgotten events. 16. My words refer ... everyone in this hall. 17. A very strange thing happened ... me the other day. 18. I'm waiting ... my friend to come.

FOCUS

Some More Facts About Prepositions Used with Verbs

TO

to apologize to sb
to complain to sb
to write to sb
to speak to sb
to talk to sb[1]

} (about sth)

ON

to concentrate on
to depend on
to rely on
to live on

FOR

to pay for
to apply for

FROM

to suffer from

26. Express the same in Russian.

1. Sheep live on grass. 2. John paid for his laziness by not passing his exam. 3. Fred is suffering from toothache. 4. You can rely on Mr Anderson. He always keeps his promises. 5. Henry applied for a place at the university. 6. Please concentrate on your typing and stop looking out of the window. 7. Alex didn't like the meal so he complained to the chef. 8. Sarah understood her mistake and apologized to her teacher. 9. Mrs Armstrong's granddaughter writes to her every week. 10. Children depend on their parents for food and clothing. 11. Did you speak to the doctor about your back? 12. — Where is Kate? — She is talking to her boyfriend on the telephone.

[1] to speak with sb, to talk with sb is also possible but less usual.

FOCUS

Still More Facts About Prepositions Used with Verbs

1. shout to **shout at**

The captain shouted something to the sailors.

The captain shouted at the sailor.

2. hear of/about — to find out about something by someone telling you or from radio or television

Did you hear of (about) the results of the football match?
We heard of (about) those tragic events only much later.

hear of — to know about somebody or something, but not in great detail

— Do you know Jack? — I heard of him.

hear from — to receive a letter or a telephone call from a person

Last time we heard from Peter was in June.

3. think of/about — to consider facts in order to understand them, make a decision or solve a problem

I need to think seriously of (about) what you said.
Hey! What are you thinking of (about)?

think of — to remember something or someone or develop an idea

I knew the girl's name, but now I can't think of it.
This scientist thought of a new way of storing information.

FOCUS

4. dream of/about — to experience things in your mind while you are sleeping or to think of something that you hope to have or achieve

Last night I was dreaming of (about) a black cat.
Jennifer dreams of (about) becoming an actress.

dream of — to stress that you would definitely not do something

I wouldn't dream of telling you lies!

27. **Express the same in English.**

1. Я давно раздумываю над этой проблемой, но так и не нашел решения. 2. Диана уехала из города и до сих пор не дает о себе знать. 3. Недавно мне приснился наш старый деревенский дом. 4. Интересно, кто придумал роликовые коньки? 5. Мне бы в голову не пришло карабкаться на эту гору. 6. Странно, что вы ничего не слышали о последних событиях в Южной Америке. 7. Мне сказали, что киностудии нужен художник, и я вспомнил о вас. 8. Я не знаю, что такое лакрица (licorice), никогда о ней не слышал. 9. Ты кричишь на свою собаку, поэтому она тебя боится. 10. Многие из моих друзей мечтают о далеких (длительных) путешествиях. 11. Я очень волнуюсь, ведь у меня давно не было известий от моих английских друзей. 12. Человек на другом берегу реки что-то кричал нам, но мы не слышали его слов.

VOCABULARY SECTION

28. TEST YOURSELF in the vocabulary. In English there is a number of words that are easily confused. Choose the right ones to complete the sentences below.

1. Amanda ... to Brussels yesterday. Many years ago this river ... a little further to the north.
   a) *flowed* b) *flew*
2. The other day Ann ... the ring she had lost. Henry VIII ... the Church of England.
   a) *found* b) *founded*
3. I'm heading for the shops. Are you ...? Where is Nick ...? Is it Italy or Greece?
   a) *going* b) *coming*
4. I will ... back the book you lent me tomorrow. Shall I ... that heavy basket home for you?
   a) *bring* b) *take*

5. Richard is a ... boy. Mount Everest is very ... .
   a) *high* b) *tall*
6. They always ... me attentively, but I don't think they really ... me.
   a) *hear* b) *listen to*
7. English is a modern language and Spanish is a modern language .... Harry doesn't have a motor boat of his own .... Andrew ... burst out laughing.
   a) *too* b) *also* c) *either*
8. Lora ... the papers on my desk. Kathy ... on the bed reading.
   a) *lay* b) *laid*
9. Bad driving could cause a bad .... There was a funny ... when the fat youth couldn't get out of the car.
   a) *accident* b) *incident*
10. George ... he was a good rider. Harris ... his friends he wasn't going to Paris.
    a) *said* b) *told*
11. They were ... two foreign languages at school, but Robert ... neither French nor German.
    a) *learned* b) *taught*
12. When I entered the hall, I was ... a glass of wine. They ... a very interesting plan.
    a) *suggested* b) *offered*
13. You can't have an apple because there is ... in the house. ... met me when I arrived so I was alone.
    a) *no one* b) *none*

29. **Read the text below and change the words in brackets in order to get a complete and logical text.**

Dear Lil,

I wanted to let you know that (1. *we*) life is quite OK and that you should stay at your (2. *mother*) as long as possible. You need a nice (3. *peace*) vacation there on the (4. *sun*) beach of Miami. The (5. *child*) are fine. Roger is showing a (6. *mature*) that would (7. *real*) gratify you. The very day after his birthday, he got (8. *he*) an afterschool job. (You have to be sixteen to work where they have liquor.) As for Billy and Janie, they are no trouble at all. I (9. *hard*) see them from morning till night but I don't think they are (10. *grateful*) or (11. *utter*) devoid of filial (12. *feel*). Don't worry, they are eating plenty. We have pizza (13. *near*) every night for dinner.

Stay as long as you like, have a good rest, and be sure to think of (14. *we*) once in a while.

Your (15. *love*) husband,
Will

30. NEF **Read the text and make it complete choosing the right items to fill in the gaps.**

DOWN, TERMINATOR!

Pet names, like (1) ... ones, go in and out of fashion. According to Bairbe O'Malley, a London vet, they (2) ... larger trends in society. The computer (3) ..., for example, has produced dogs called Mac, Apple, and for (4) ... breeds, Microchip or Laptop.

Hollywood's influence has (5) ... names like Conan and Terminator for bull terriers and other strong breeds.

Naomi, Linda, Cindy and (6) ... (7) ... names are popular for cats (although one (8) ... cat (9) ... Pavarotti). Mrs O'Malley (10) ... remarked that many animals she treats after road (11) ... have the name of Lucky.

What name did you give to your pet?

1. a) humanistic	b) humanitarian	c) humanity	d) human
2. a) reject	b) reflect	c) retreat	d) restrict
3. a) escalation	b) multiplication	c) boom	d) increase
4. a) less	b) fewer	c) smaller	d) minor
5. a) inspired	b) caused	c) came to	d) led to
6. a) another	b) the other	c) other	d) others
7. a) supermodel	b) supermodels	c) supermodel's	d) supermodels'
8. a) overweigh	b) overweight	c) overweighed	d) overweighty
9. a) calls	b) called	c) was calling	d) was called
10. a) too	b) also	c) as well	d) either
11. a) incidents	b) accidents	c) precidents	d) antecedents

L&U

Phrasal Verb TO PUT

1. to put off — to delay doing something, especially because you do not want to do it

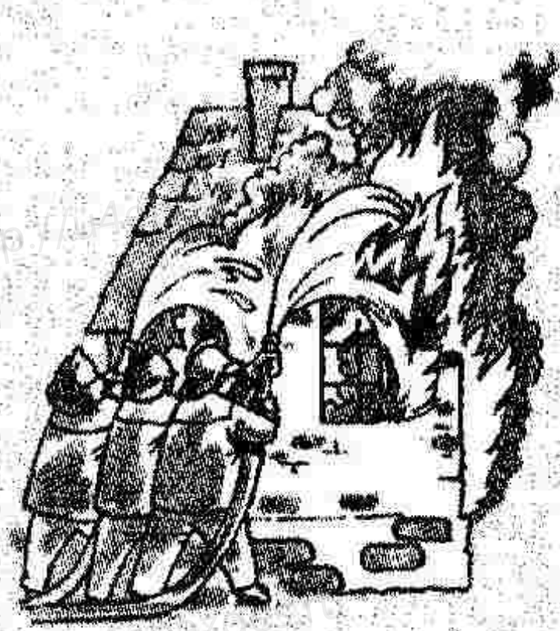
I've got a job to do. I've been putting it off long enough.

2. to put on — a) to dress yourself with a piece of clothing or jewellery

Kim had forgotten to put his watch on.

b) to pretend to have a particular feeling or a particular way of speaking or behaving

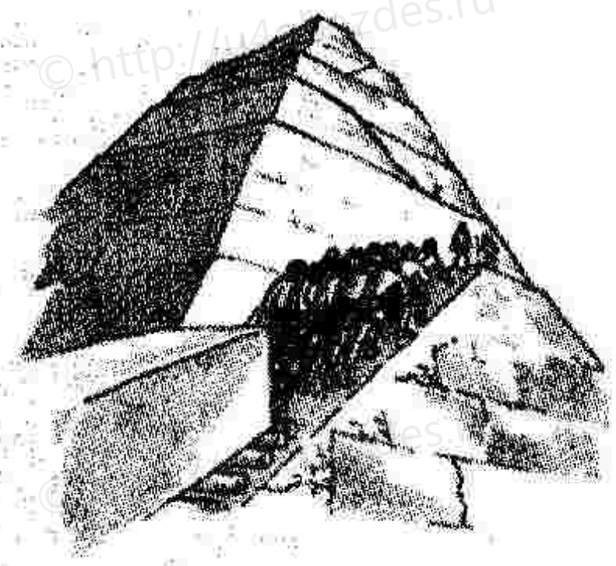
Stop putting on that kindly face!



3. to put out — to make something stop burning

It took the fire fighters three hours to put out the blaze.

4. to put up — a) to build something



Putting up the pyramids was an extremely slow business.

b) to raise something

Put up your hood or you'll catch cold.

5. to put up with — to accept unpleasant behaviour or an annoying situation without complaining

I don't see why you should put up with such behaviour.

31. Complete the sentences with the missing words.

1. How has Don put ... him for so long? 2. John was in the garden putting the fence .... 3. Has the fire been put ... yet? 4. She is not really upset — she's just putting it .... 5. I was trying to put ... the moment when I would have to leave. 6. If you have a rain jacket, put it .... 7. If you have a question, put ... your hand. 8. Please put that cigarette .... 9. I think he was just putting ... an act to get sympathy. 10. He was glad to have an excuse to put ... telling her the news.

32. Express the same in English.

1. Я решила отложить свою поездку до следующего месяца. 2. Когда они собираются построить стену вокруг сада? 3. Она очень терпелива. Она так долго мирится с этой ситуацией. 4. Никогда не откладывай на завтра то, что ты можешь сделать сегодня. 5. Мелани (Melanie) надевала очки перед зеркалом. 6. Сколько времени потребовалось пожарным, чтобы потушить пожар? 7. Мы не можем изменить плохую погоду, поэтому нам нужно смириться с ней. 8. Они строят славный домик у реки. 9. Дальше невозможно откладывать решение. 10. Они подняли цену на бензин.

New Words to Learn

33. L&U Read and guess what the words in bold type mean.

1. They've offered me a room until I can find a **permanent** place to live.
2. There are four people in our **household** — mother, father, my sister and I. What percentage of the city's **households** live in poverty?
3. My both parents work, but dad is the main **breadwinner**.

34. L&U Read the words, look them up and then study the word combinations and sentences to know how to use them.

amuse [ə'mju:z] (*v*): **to amuse somebody, to amuse oneself with something**. His stories have always amused us. We need something that will amuse a 10-year-old girl for an afternoon. Don't rush — we can find something to amuse ourselves with until you get here.

contented [kən'tentɪd] (*adj*): a contented smile, contented people; to be contented. Whenever he returns to this place he is happy and contented.

draw [drɔ:] **(drew, drawn)** (*v*): 1) **to draw something from somewhere**. John drew a nickel out of/from his pocket. 2) to draw a conclusion. The detective says he can't yet draw any conclusions about the murder. 3) to draw a curtain (blinds). After drawing the curtains she lit a candle. 4) to draw crowds (a lot of people, audiences). The game drew a lot of fans. 5) to draw attention. Jill was waving her arm to draw their attention.

dull [dʌl] (*adj*): a dull lecture, a dull day, a dull pupil, a dull knife. I felt she found me boring and dull. The stamp was a dull blue colour.

forbid [fə'bɪd] **(forbade, forbidden)** (*v*): **to forbid somebody to do something**. The guard forbade us to look out of the window when the train was moving.

gadget ['gædʒɪt] (*n*): kitchen gadgets, the latest gadget, a clever gadget, an electrical gadget; to invent a new gadget. She has invented a little gadget for undoing stubborn nuts[1].

[1] a nut — гайка

kneel [ni:l] **(knelt, knelt)** (*v*): To kneel is to go down on your knees. She knelt and looked under the bed.

rare [reə] (*adj*): to become rare, to remain rare; a rare collection, a rare visitor, a rare bird. The stamps were not rare enough to be interesting for Mr Collins.

recite [rɪ'saɪt] (*v*): to recite a poem, to recite poetry, to recite a piece of writing. They recited poetry to one another.

satisfy ['sætɪsfaɪ] (*v*): **to satisfy somebody**, to satisfy demand. I hope this drawing will satisfy my art teacher. We just can't find enough good second-hand cars to satisfy demands. Are you satisfied with the answer?

solemn ['sɒləm] (*adj*): a solemn face, a solemn mood, in a solemn tone; to look (sound) solemn. Nick's face grew solemn. The old ballad sounded very solemn.

treat [tri:t] (*v*): 1) to treat somebody coldly, to treat somebody with indifference. It has always been a mystery for me why he treats his younger son with such indifference. She adored Paddy but he didn't treat her well. 2) to treat a patient with some medicine for some disease. Doctors treated Ann with aspirin. 3) to treat somebody to something. Whenever they went to the city she was always treating her little cousin to ice cream.

to take to doing something: She took to gardening after her husband's death. When did Emma take to smoking?

35. Complete the sentences. Use your new vocabulary.

1. It is ... to see snow in summer.
2. I don't think your answer will ... your parents. They expect you to say "Yes".
3. The book wasn't interesting at all. In fact it was so ... that I didn't finish it.
4. My little sister can ... herself for hours without getting bored.
5. I was asked to ... my favourite poem in front of the class.
6. What does your doctor ... you with?
7. Let me ... you to some fruit salad. I think it's delicious.
8. My granny has a lot of kitchen ... including a toaster, an electric kettle and a percolator.
9. His ... little face suddenly broke into smile and at once he looked cheerful, not so serious as a minute before.
10. The old lady had to ... to be able to pick up the purse that was under the chair.
11. Bob woke up early and ran to the window to ... the curtains. The sun was just rising.
12. Mrs Loveday was looking at her grandson with a soft, ... smile on her face.

36. Match the words with their definitions.

1) contented	a) to use medicine to cure an illness
2) amuse	b) to pull sth gently from somewhere
3) treat	c) very serious
4) kneel	d) happy and pleased
5) draw	e) to go down on your knees
6) rare	f) to please someone by giving them something they want or need
7) dull	g) boring or not interesting
8) gadget	h) make someone smile or laugh, to do or say sth that other people think is funny
9) solemn	i) to say a poem or story that you have learned to an audience
10) recite	j) a small tool or piece of equipment that does sth useful or impressive
11) satisfy	k) not happening very often

37. Insert prepositions where necessary.

1. It is impossible to satisfy ... everyone. 2. We all treat our grandfather ... respect. 3. Bob treated us ... dinner at an expensive restaurant. 4. Patients are treated ... a combination of medicine and exercise. 5. Elizabeth was treated ... TB (tuberculosis). 6. Let me treat you ... a piece of cake. 7. Angela recently has taken ... wearing a cap. 8. It was getting dark, Mr Kent decided to draw ... the curtains. 9. Paul drew a handkerchief ... his pocket. 10. Silvia drew the children's attention ... the painting hanging in the middle. 11. Dr Nixon's lectures always draw ... crowds. 12. We amused ourselves ... the cat while we waited. 13. I forbid ... you to go there.

38. Look at the pairs of words. In each pair there is a word you know. Read the sentences and guess what the other word in each pair means.

forbid — forbidden	solemn — solemnly
recite — recitation	solemn — solemnity
satisfy — satisfaction	treat — treatment
satisfy — satisfied	amuse — amusement
satisfy — satisfying	amuse — amusing
satisfy — satisfactory	amuse — amused

1. The use of mobile phones in the library is strictly forbidden. 2. Steve gives recitations from Shakespeare. 3. We can look back with satisfaction on a job well done. 4. OK. I've done everything you asked; now are you satisfied?

5. It's a very satisfying feeling when you've done everything without any mistakes. 6. She finds writing poetry very useful and has achieved quite satisfying results. 7. Bob could not provide a satisfactory excuse for his absence. 8. Of all the pens he tried, only one was satisfactory. 9. Jane looked at her elder sister solemnly and tried to explain everything. 10. The solemnity of the moment was really incredible. 11. These drugs are for the treatment of tropical diseases. 12. The prisoners complained of ill treatment by their guards. 13. Big cities have theatres, films, football matches and many other amusements. 14. I don't find his jokes very amusing. 15. There was an amused expression on her face.

39. Which word would you use to complete the sentences?

1. a) The new toys kept the little girl ... for hours. b) I think John is a very ... person. *(amusing, amused)* 2. a) The lecture was deadly ... . b) Mr Rogers was ... to death by their trivial conversation. *(boring, bored)* 3. a) There are a lot of people ... colour and music. b) His name is often ... with show business. *(associating, associated)* 4. a) Miss Dove was a truly ... doctor. b) Do you know any writers ... their works to their rivals? *(dedicating, dedicated)* 5. a) I don't find the Harry Potter books particularly ... . b) Computer games kept the boys ... for some time. *(entertaining, entertained)* 6. a) The name of the journalist ... Gloria's adventures is Gwen Cooper. b) The facts ... in the article have never been proved. *(mentioning, mentioned)* 7. a) The system ... control over the building was very expensive. b) All the members of the committee were ... with all the necessary information. *(providing, provided)* 8. a) The names ... to in the article were quite unexpected. b) The speaker too often ... to his notes is rather difficult to listen to. *(referring, referred)* 9. a) Such customers are never ... . b) They treated us to the best dinner I have ever had. It was really a ... meal. *(satisfying, satisfied)*

FOCUS

Idioms with the Word HEAD

1. **at the head of the table** — to occupy the most important position at the table
2. **to keep your head** — to remain calm in a difficult situation
3. **to take something into your head** — to decide something all of a sudden, especially foolishly
4. **to have a good head on your shoulders** — to be intelligent and able to make good decisions

FOCUS

5. **to lose your head** — to lose one's calmness and self-control

6. **to knock your head against a brick wall** — to waste your effort or hurt yourself by trying to do something impossible

7. **to talk your head off** — to talk non-stop for a long time

8. **to have your head in the clouds** — to be very impractical and ignore the realities of life

9. **to bury your head in the sand** — to refuse to think about an unpleasant situation

10. **to be head over heels in love** — to love very much

11. **to turn someone's head** — to make someone too proud or conceited

40. Say with which of the idioms above you would describe the following situations.

1. I saw Jane and Mary in the café the other night. They were so preoccupied with chatting that didn't notice me. I stayed in the café for an hour but they never stopped for a second.
2. Anthony is not the person to ask for advice. I have never seen him cope with a single problem. He seems to be not from this world.
3. If I were you, I wouldn't keep telling the girl that she is the best and the most intellectual, which can give her wrong ideas.
4. Jessica told me yesterday that she loved Tom more than anybody else in the world. She looks very happy indeed.
5. When the alarm signal went off in the office yesterday, everyone panicked except Peter who kept self-control and told us what to do.
6. Mark doesn't want to admit that he has some psychological problems. I think he is afraid to face the sad reality.
7. Andrew imagines that he is a composer and singer. He began writing songs and singing them to everyone. Personally I find his songs terrible.
8. Linda belongs to the group of people who protest against building a cement factory in our neighbourhood. But it is very unlikely that the company will give up their plans. It is sad, but they seem to be wasting their time.
9. We all trust Philip to give us good advice. He is one of the most sensible people I've ever met.

41. **Express the same in English.**

1. Эта симфония звучит торжественно и немного грустно. 2. К сожалению, я не знаю постоянного адреса господина Линча, иначе я написал бы ему письмо. 3. Картины Казимира Малевича всегда привлекают внимание любителей искусства. 4. Сьюзен, наш редкий и желанный гость, сегодня расскажет вам о своих новых работах. 5. Терпеть не могу людей, которые плохо обращаются с животными. 6. Уходя со сцены, он не мог скрыть довольную улыбку. 7. Когда светит яркое солнце, мы закрываем жалюзи и в комнате становится темно и прохладно. 8. Существует не так много фильмов, которые способны развлечь взыскательного (demanding) зрителя. 9. Надеюсь, все присутствующие удовлетворены результатами конференции. 10. В каждом доме должны быть свои традиции. 11. Майк — единственный кормилец в семье, и ему приходится нелегко. 12. Кран заржавел (to get rusty), и мне вряд ли удастся открыть его без какого-нибудь приспособления. 13. Ученицам было строжайше запрещено носить украшения в школе. 14. Не слишком ли рано делать выводы? 15. Рыцарь опустился перед дамой на колени и признался ей в любви. 16. Мы провели несколько скучных дней в деревне и вернулись в город. 17. Занавеска тускло-серого цвета разделяла комнату на две половины.

42. **Speak about the members of the Rostov family as they are presented at the beginning of the novel "War and Peace" by Leo Tolstoy.**

Members of the family:

- Count Rostov: kind-hearted, friendly, hospitable, jovial, likes a good joke...
- Countess Rostova: thin, good-looking, stately, with a solemn expression of her face...
- Vera (the eldest daughter): beautiful, well-educated, has a good singing voice, unnatural in her manners and behaviour...
- Natasha (the youngest daughter): dark, black-eyed, agile, vigorous, very natural, contented and happy, easy to amuse, took to singing, drew attention of all those present...
- Nickolay (the eldest son): rather short, curly-headed, friendly, energetic, optimistic...
- Petya (the youngest son): plump, jolly, spoiled...
- Sonya (their niece): slender, dark-haired, graceful, reserved, shy...

Relations in the family:

- respect for the parents
- tenderness towards each other
- treating each other with love and care
- spoil the children

- satisfy their wishes
- forbid quarrels and fighting

Household:

- a rich family
- a lot of servants and relatives
- a mansion in the centre of Moscow

Free time, amusements and entertainments:

- receive guests
- give parties which were neither boring nor dull
- treat guests to delicious meals
- go hunting
- listen to concerts and recitations
- sing to the piano
- ...

FOCUS

Focus on Synonymy

boring	dull
uninteresting (about a person, a book, a film, a job etc.) His sister is the most boring person I've ever met. She always makes me feel impatient and dissatisfied. It gets boring just being at home all day. Mine is a boring badly paid job.	**1.** uninteresting usually because nothing exciting happens (about a period of time, a lecture, a film etc.) The conference was deadly dull. **2.** not bright or shining (about colours) The dress was a dull blue colour. **3.** not clear (about sounds) The coffin closed with a dull thud. **4.** cloudy, not sunny (about weather) It's always dull and rainy here in autumn. **5.** not sharp (about things with edges or points) dull knife, dull blade **6.** slow in thinking, learning and understanding (about a person) John felt that the teacher found him dull. (бестолковый, туго соображающий)

43. Which of the two synonyms *boring* or *dull* will you use to complete the sentences? In which cases are both possible?

1. The day was ... so the photographs didn't turn out particularly bright. 2. Try not to make your diet .... 3. Jack can't be at the head of his class, he is too ... for that. 4. I find James exceptionally ..., he can drone on for hours about his work. 5. The game was ... for the spectators. 6. At that moment we heard some ... sound at the door. 7. If you find the film ..., turn off the telly. 8. I like the cut of the coat but the colour is so ... that I refuse to wear it. 9. Who said that my job is ...? Personally, I like it. 10. Have you got another knife in the house? This one is .... It won't cut.

READING FOR DISCUSSION

44. a) Read the text and say which of the three titles below is more suitable for it and why.

TITLES

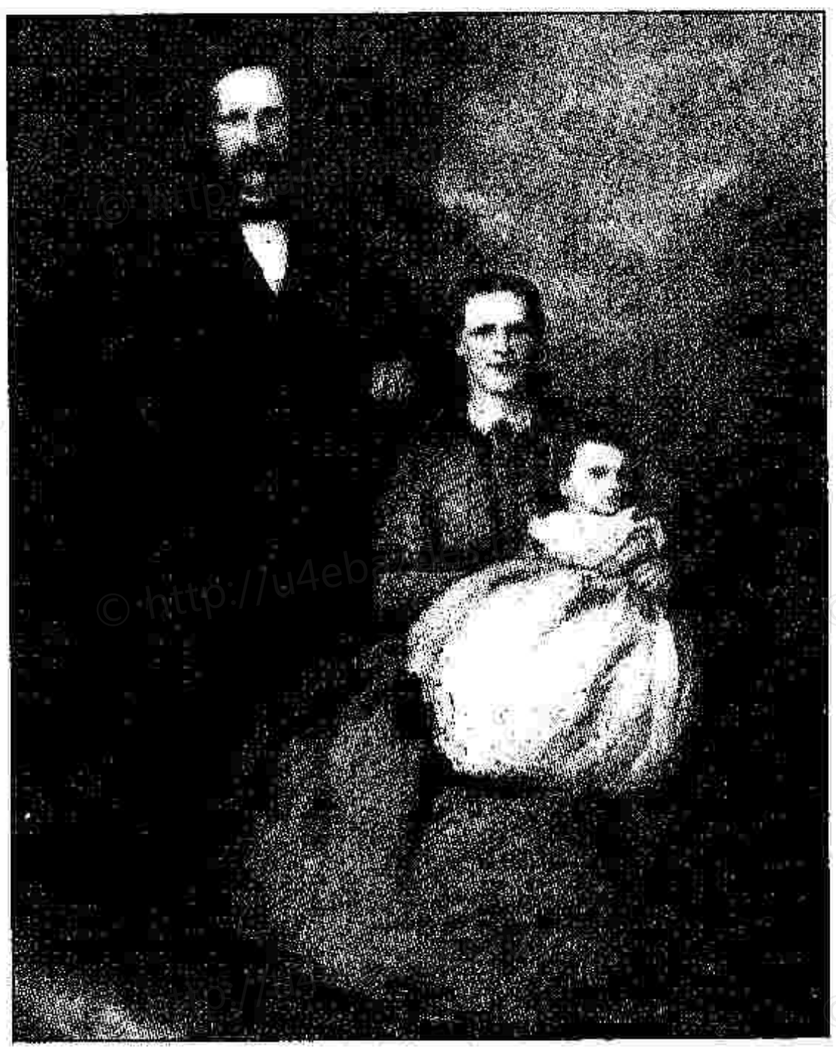
1. Victorian Morals
2. Victorian Family Life
3. Entertainment in Victorian England

Queen Victoria ruled the UK from 1837 to 1901. This period in the history of the country is called Victorian. It is marked by great change. During this period the country became one of the richest and most powerful in the world as a result of the growth in industry and trade and the development of the British Empire. At the same time in Victorian England the gulf between the rich and the poor became wider and Victorian factories were notorious for using children's labour.

When people think now of the Victorian period, it is often seen as a time of strict moral standards when people were very serious and often pretended to have better moral principles than they actually had, marriages were always permanent and sex was never mentioned. This way of life and many of the Victorian ideas may seem strange to us and often rather hard, but the Victorians were contented, and they were satisfied with few pleasures.

In a Victorian middle-class[1] family father, known as Papa, with his beard or side-whiskers, was the Head of the House and the breadwinner, and every-

[1] middle class — the social class to which people belong, who are neither noble, very wealthy, nor work mainly with their hands. Usually business or professional people.

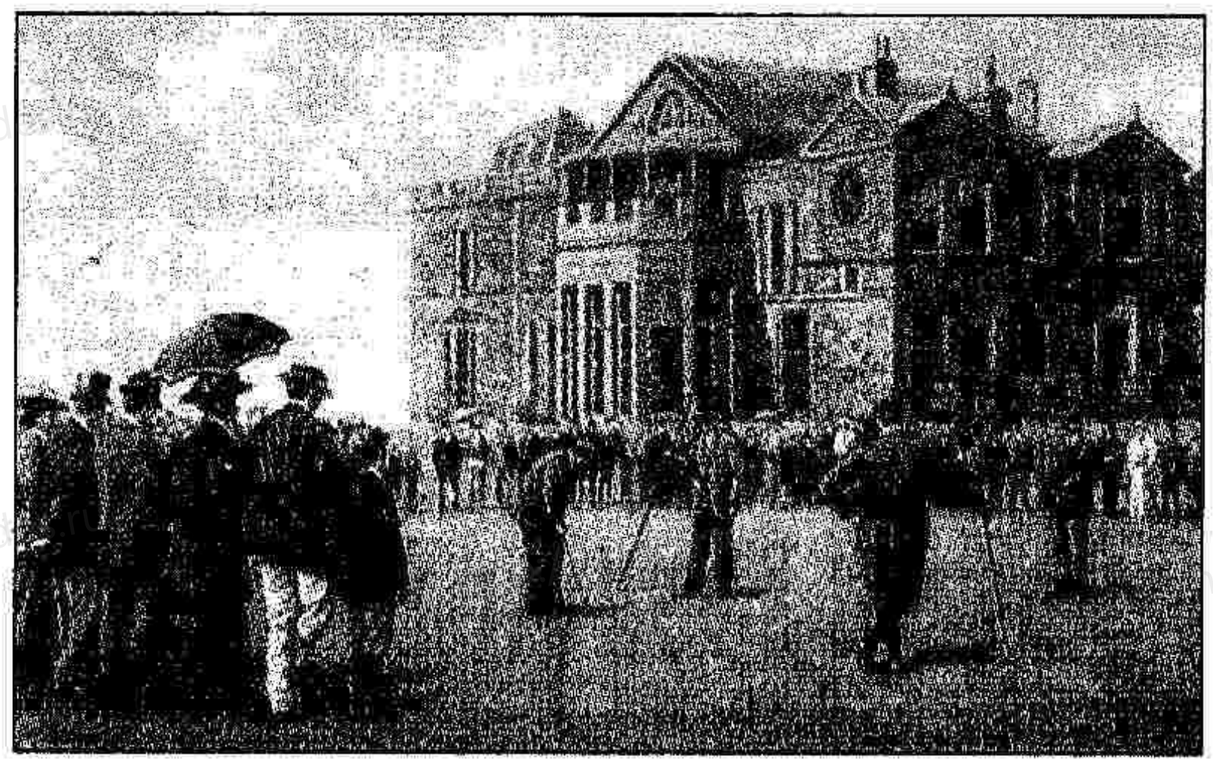


one, especially the children, treated him with the greatest respect. His word was law for all the household: his wife, children and servants. He sat at the head of the table and carved the joint of meat at dinner. The youngest members of the family were not supposed to talk unless spoken to by a grown-up.

Mama kept her large family in order, and used a cane, if necessary. With eight, ten, twelve or more children, she was a very busy mother, for there were no vacuum cleaners, washing machines or electrical gadgets in the house. Tinned goods and foods prepared in packets were unknown. Clothes were mostly made at home or at a dressmaker's in the town. After she was thirty, Mama was considered quite middle-aged and often took to wearing a little lace cap in the house.

At the end of the day Papa took family prayers, when everyone, including the servants, knelt down in the dining room or study. He also led the family to church on Sunday. Sunday was a very solemn day and as little work as possible was done. No shops were open and there were certainly no amusements. Everyone put on their best clothes, which were usually stiff and uncomfortable. On Sunday afternoons the family often went for a walk, but no games were allowed. Even picture books were forbidden on Sundays; Sunday reading included the Bible and certain books about the saints.

Although there were no radio sets, television, cinemas or motor cars, the Victorians did not find life dull. People worked longer hours, often twelve or fourteen hours a day. Amusements were simple and the family often gathered round the piano to sing the latest popular songs, or entertained each other by reciting or playing the piano. Public readings from Dickens and recitations were popular,



and drew large audiences. In London and the large towns the music halls were not considered quite respectable, but the theatre was sometimes visited.

Children very rarely went to any entertainment, except perhaps to the circus or to a pantomime[1]. They had their parties, with many of the games which are still played, like blind man's buff. Children had plenty of books. Many of the best children's stories were written in Victorian days: *Alice in Wonderland, The Water Babies, Tom Brown's Schooldays, Black Beauty, Little Women* and *Treasure Island.*

b) Listen to the tape (No 19) and prepare an artistic reading of the text following the pattern given on the tape.

45. Look through the text in Ex. 44 and say:

1) who or what:
   — was marked by great change
   — made the UK the most powerful country in the world

[1] a pantomime — a sort of play with singing, dancing, music and jokes

— was notorious
— was always permanent
— was the breadwinner in the family
— was treated with the greatest respect
— was not supposed to talk in the presence of adults
— carved meat at Sunday dinner
— was considered middle-aged at thirty
— was forbidden on Sunday
— was typical Sunday reading
— was not considered quite respectable
— was written in Victorian days

2) how these are characterized in the text:
— the UK and Victorian time
— people who lived in Victorian England
— Victorian ideas
— Victorian Papa
— Victorian Mama
— a typical Sunday
— Victorian entertainments for children and grown-ups

46. Find in the text English equivalents for the following:

1) отмечен большими переменами
2) рост промышленности и торговли
3) расширение и усиление Британской империи
4) пропасть между богатыми и бедными
5) строгая мораль
6) браки отличались постоянством
7) образ жизни
8) довольствоваться немногими удовольствиями
9) борода или бакенбарды
10) разрезал на отдельные порции кусок мяса
11) пока с ними не заговорит взрослый
12) держала в порядке
13) приспособления
14) кружевной чепчик
15) читал молитву для всей семьи
16) книжки-раскраски
17) публичные чтения и декламация
18) торжественный день
19) жмурки
20) сокровище

FOCUS

Focus on Synonymy

to look to turn the eyes so as to see something

Look at the clock, it's time to go to bed.

to glance to look at something quickly

John glanced at his watch and left.

to gaze to look steadily for a long time, often with admiration or pleasure

We stood gazing at the beautiful scenery.

to stare to look steadily for a long time in great surprise, shock or deep thought

Alice stared at the letter in disbelief.
Roger sat staring into space, thinking deeply.

to glare to look in an angry way

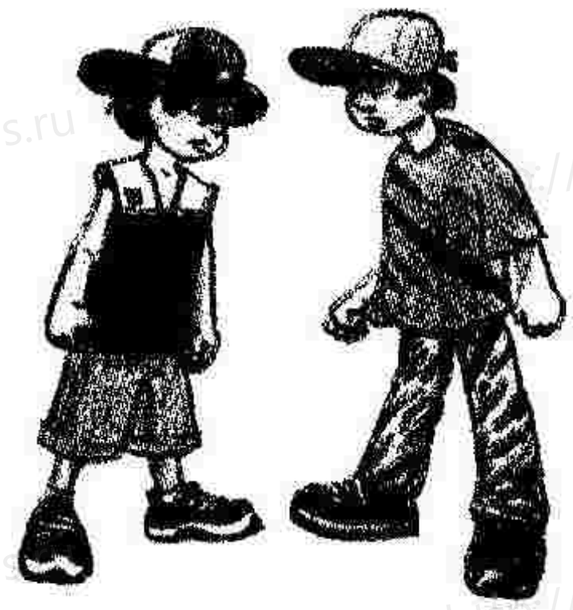
The boys didn't fight, but stood there glaring at one another.

47. Which of the *look* synonyms will you choose to complete the sentences?

1. The old lady was ... at her naughty grandson with love and tenderness 2. Frank was irritated by Sam's numerous questions and ... at his nephew 3. The boys were ... at each other as if they were ready to fight. 4. It's rude to ... at people. 5. Clare was sitting on her unmade bed ... into space 6. Jenny ... over her shoulder nervously. She knew she was being followed 7. The lovers ... into each other's eyes. 8. Mrs Hunter lay on the bed ... at

her newly born baby. 9. Andrew ... at the cover of the book. "Oh, I've read it," he said. 10. Linda entered the classroom. All the pupils ... at her. She looked sensational in her new outfit.

48. Look at the pictures and describe the situations using the *look* synonyms.



FOCUS

British and American Spelling

There are many spelling differences between the two varieties. Some of these affect individual words. Cf.:

BrE	AmE
jewellery	jewelry
programme	program

They simply have to be learned.
Some spelling differences are more regular:

BrE	AmE
-our	**-or**
humour, colour, behaviour, labour, favourite	humor, color, behavior, labor, favorite
-tre	**-ter**
centre, litre, theatre, spectre	center, liter, theater, specter
-nce	**-nse**
pretence, defence, offence	pretense, defense, offense
-l	**-ll**
skilful, fulfil, instalment	skillful, fulfill, installment

49. **Read the postcard written by an English girl and say which words in the text would look different if they were written by an American.**

Dear Barbara,

I have been travelling on board the "Victoria" for a week already. The weather is fantastic and so are the members of the crew. They are so skilful and fulfil their duties with such dignity and self-respect that I can't help admiring them.

My cabin is very cosy. I love the colour of the walls – it is your favourite yellowish.

Last Friday in Paris we had a visit to the theatre. The building was quite modern, situated in the centre of some beautiful square. Some funny comedy was on. It was very witty, full of humour whose spectre varied from mild jokes to bitter irony. I was so glad my French was good enough and I could appreciate the play completely.

On Monday we're arriving in Florence. I'm looking forward to seeing the famous Art Galleries of the city. Our guide promises a smashing programme for the evening.

Love,
Mary

SPEAKING — DISCUSSING THE TEXT

50. **Answer the questions.**

1. What made Victorian England a powerful country?
2. Why was Victorian time the time of great contrasts?

3. Why do people often speak of Victorian hypocrisy[1]? What makes a person hypocritical (a hypocrite)?
4. Which Victorian ideas may seem shocking, strange or hard to us? Which ideas do you find sensible if any?
5. What were some of the traditions in a middle-class Victorian family? How can you characterize them?
6. Would you be satisfied with typical Victorian amusements? If you say no, explain why not.
7. Do you think Victorians were different from modern people? In what way? Does human nature change with time or is it just the circumstances that make us different?
8. The text describes the lifestyle of a middle-class family. Have you got any idea how poor families lived in those days?
9. Would you like to live in Victorian England? Why (not)?

51. Here is a list of things that usually bring families together. Add some items to it and put the items in the order of importance. Explain your choice of the most important things.

- common ideals
- spending free time together
- common property
- the necessity to look after their home together
- financial dependence on each other
- the necessity to take care of the children and younger sibs[2]
- blood ties
- common past
- .....
- .....
- .....

52. Victorian marriages "were permanent". What in your view were the reasons for it? Why don't about half of modern marriages last?

L&U

DISCUSSING THE TOPIC

Topical Vocabulary: Family Matters

✓ As the popular saying goes, "blood is thicker than water", which means that your relatives are closer to you than those who are not your family. Though this statement can be argued, your relations always play an important role in your life. Who are your kinsfolk [ˈkɪnzfəʊk]?

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[1] hypocrisy [hɪˈpɒkrɪsɪ] — лицемерие
[2] sib (*informal*) = sibling (*formal*)

- parents and sibs (siblings)
- grandparents and great-grandparents
- children and grandchildren
- aunts, uncles and cousins (first and second cousins)
- nieces and nephews

} relations by birth

- a husband or wife (spouse)
- in-laws: mother-in-law
  father-in-law
  son-in-law
  daughter-in-law
  brother-in-law
- stepmother, stepfather, stepchildren, stepbrother, stepsister

} relations by marriage

✓ There are very few people without kith or kin.
Most of us have:
- ancestors (forefathers) and descendants (offsprings)
- close and distant relatives
- somebody who is next of kin
- children by their first, second etc. wives and husbands

✓ Marriages are made in heaven but occur on earth. People:
- meet
- fall in love with each other (sometimes at first sight)
- date and court (somebody)
- propose and accept or reject the proposal
- get engaged and become fiancé [fɪ'ɒnseɪ] and fiancée [fɪ'ɒnseɪ]
- have a (church) wedding and become bride and bridegroom (groom)
- become newly married or newlyweds

✓ Not all marriages are marriages of love (people don't always marry for love).
We can also speak about:
- marriages of convenience
- arranged marriages
- marrying for money

✓ Some couples:
- sign a marriage contract
- divorce and become an ex-husband and an ex-wife
- become a single parent (mother or father)
- get custody of a child or children

- pay alimony ['ælɪmənɪ]
- remarry
- don't marry at all but just live together

✓ When couples have their first-born child, they become parents and face an utterly new stage in their lives. Successful parents:

- raise their kids
- give their children plenty of love and patience
- avoid quarrels and keep their feelings under control
- do their best to develop their children's minds and give them a good education
- teach their children to be virtuous and decent to other people
- teach them good manners
- always find time to spend with their children, hear them out and discuss their problems
- develop a sense of responsibility in their children
- never forget to praise their children when they deserve it

✓ On the other hand it is not advisable for adults:

- to make children feel low or ignored
- to give promises and not to keep them (break them)
- to lose their temper and shout at their kids
- to criticize their children too much and deprive them of self-respect and self-confidence
- to punish their children severely
- not to treat all the children in the family equally, have favourites
- not to give their children any freedom of choice or to give them too much freedom
- to spoil their children in every possible way

✓ In their turn teenagers are old enough to realize that adults are not saints and may make mistakes and that the so-called generation gap should not necessarily spoil their relations.

Good children:

- are prepared to compromise and meet their parents halfway
- render any possible help to their parents
- take part in all sorts of activities that can unite their families
- try and make the atmosphere in the house cheerful and friendly
- are genuinely interested in their parents' problems
- treat their parents and grandparents in the way they would like to be treated themselves
- are good friends to their brothers and sisters

53. Study the topical vocabulary and express the following in one word.

1) husband's or wife's sister
2) closest relative or relatives
3) a child or children from particular parents
4) a husband or wife
5) a person from whom one is descended
6) to go out with someone
7) having agreed to marry
8) the person one is going to marry
9) a woman about to be married or just married
10) a man about to be married or just married
11) a couple just married
12) a marriage where the parents choose a husband or a wife for their child
13) the official ending of a marriage
14) the ability to accept pain, trouble or anything that causes annoyance without complaining or losing one's self-control
15) to always allow a child to have or do everything they want, so that they learn to think only of themselves
16) the difference in ideas, feelings and interests between older and younger people, causing lack of understanding
17) the right to look after someone and make decisions about their education, medical treatment etc.

54. Use the topical vocabulary and give English equivalents for the following:

1) родня
2) прабабушка и прадедушка
3) троюродный брат или сестра
4) родственники со стороны жены или мужа
5) без роду, без племени
6) сводный брат
7) ухаживать за кем-то
8) ответить отказом на предложение о браке
9) брак по расчету
10) бывший муж
11) иметь опеку над ребенком
12) жить в так называемом гражданском браке
13) первенец
14) растить детей
15) избегать ссор
16) добродетельный и порядочный
17) заслуживать похвалы
18) с другой стороны

19) терять терпение
20) жестоко наказывать
21) идти навстречу кому-то
22) оказывать помощь

FOCUS

marry sb — to become one's husband or wife
The day I married Sarah was the happiest day of my life.

marry sb to sb — to persuade or force sb to become the husband or wife of someone else
They were hoping to marry Barbara to a doctor.

marry into a family — to become a member of a family by becoming the husband or wife of someone who already belongs to it
Their daughters all married into prominent local families.

to be married to sb
He is married to my elder sister.

to get married
We're getting married next year.

Note that **get married** is much more common than **marry** when there is no direct object. Cf.:
She got married in June.
Sue married (*or* got married to) a boy she met on holiday.

55. **Express the same in English.**

1. Грег собирается жениться на моей сестре. 2. Сэм и Сью поженились в прошлом месяце. 3. Господин Браун решил выдать свою младшую дочь замуж за священника. 4. Джеймс уже три года женат на моей двоюродной сестре. 5. Роберт женился и стал членом уважаемой семьи. 6. Анна говорит, что она не хочет выходить замуж за Ричарда. 7. Эндрю женился на Алисе по любви, а не по расчету. 8. Долг не позволил им сочетаться браком. 9. Принцесса Диана не знала, что будет несчастна, когда входила в королевскую семью. 10. В наши дни люди сочетаются браком в более старшем (позднем) возрасте. 11. Марк попросил Эмму выйти за него замуж, она ответила отказом. 12. Семья Смитов выдала свою дочь замуж за профессора. 13. Роза вышла замуж в 2004 году. 14. Я женат. Я женат на сестре Тома. 15. Я замужем. Я замужем за своим бывшим одноклассником.

56. **Look at the pictures of Alice's and Tom's families and say what these people have become to each other after Alice and Tom's marriage and give Russian equivalents.**

Pete (father)

Dora (mother)

Margaret (sister)

Alice Bennett

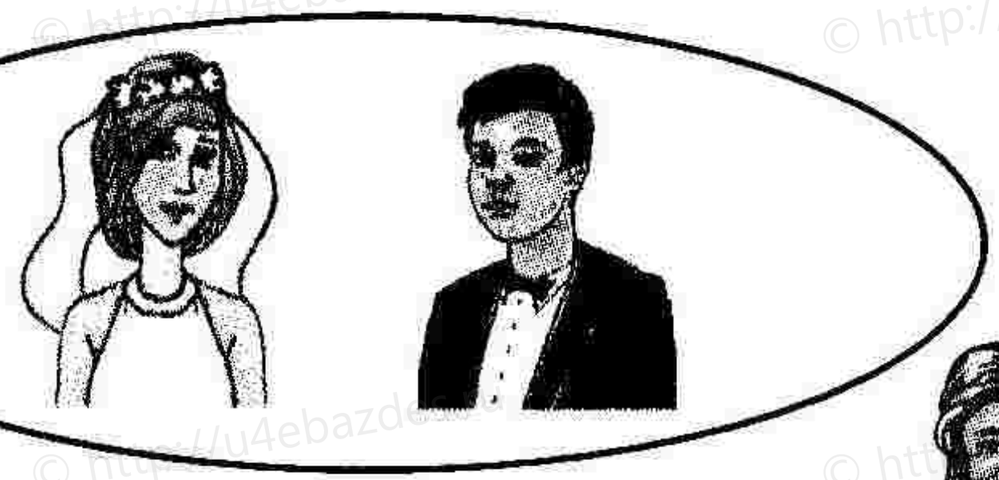
Sid (elder brother)

Steve (Margaret's husband)

Andy (younger brother)

Jane (Sid's wife)

John (father)



Tom Ross

Mary (mother)

Fred (brother)

Ann (sister)

1. Pete is Tom's ....
2. Tom is Dora's ....
3. Ann is Alice's ....
4. Mary is Alice's ....
5. Andy is Tom's ....
6. Jane is Tom's ....
7. John is Alice's ....
8. Fred is Alice's ....
9. Margaret is Tom's ....
10. Tom is Pete's ....
11. Dora is Tom's ....
12. Steve is Tom's ....

57. Give English equivalents for these Russian terms and explain them.

EXAMPLE: свояченица — sister-in-law (wife's sister)

1) тесть 2) золовка 3) деверь 4) свекровь 5) свояк 6) теща 7) сноха 8) свекор 9) невестка 10) шурин

58. Express the same in English.

1. Мой шурин очень удачлив (ему везет). 2. Мой супруг весьма предан своей семье, я, безусловно, ценю это, но нахожу (считаю) своих свойственников (родственников со стороны мужа) довольно скучными людьми. 3. На свете мало людей, у кого нет родных и близких. 4. Эндрю несколько раз делал Энн предложение выйти за него замуж, но она всегда отказывала ему. 5. Люди не всегда женятся или выходят замуж по любви. В наше время браки по расчету и фиктивные браки широко распространены. 6. Не считаешь ли ты разумным для жениха и невесты подписывать брачный контракт? 7. Когда родители Боба умерли, его бабушка взяла опеку над своим внуком. 8. В моей семье было пять детей, и мои родители всегда относились к нам одинаково, у них не было любимчиков. 9. Если родители кричат на своих детей и сурово их наказывают, они заставляют их чувствовать себя подавленно и, возможно, лишают их чувства самоуважения и уверенности в себе. 10. Я люблю своих бабушку и дедушку. Они искренне интересуются моими проблемами и создают радостную и дружескую атмосферу в нашем доме. 11. Тетушка Дора балует своих детей всеми возможными способами. 12. Ты будешь дружить с человеком, который легко раздает обещания и не держит их?

59. Answer the questions in connection with the topic.

1. If you had a family of your own, how big would you like this family to be? Members of how many generations should a family include? How many children should there be in a modern family?
2. How much do you know about your ancestors? Would you like to know more? Why?
3. Can you give an example of a really happy family? What makes this family happy?

4. Do you believe in love at first sight? Do you know anybody who fell in love at first sight? For how long were they happy?
5. Many sociologists believe that romantic love leads to unrealistic expectations and a divorce. Do you think a marriage of convenience has more stability than a marriage of love?
6. The number of divorces all over the world tends to increase. Do you think the reasons are mainly economic or social? Is a divorce a blessing or an evil?
7. Divorces and marriages often make children suffer. How can adults make this situation easier for their children? Do you know any family where this problem has been successfully solved? How was it solved?
8. Do you think the ability to be a good parent comes naturally or should people be taught certain rules? What rules?
9. What does it mean to be a good son or a good daughter? What are the reasons for most of the conflicts between parents and their teenager children? How can they be avoided?
10. Do marriages have any future or are they becoming a social institution of the past? Why do a lot of young people prefer not to marry but just live together? What arguments can you give for and against it?

60. There are a lot of proverbs and sayings about families and family life. Read some of them and a) interpret them, b) remember or make up a situation that can illustrate one of them. Don't tell your friends which proverb or saying you mean and let them guess it.

1. Marriage is a lottery.
2. Marriages are made in heaven.
3. Marry in haste, and repent at leisure.
4. A good husband makes a good wife.
5. Every family has a skeleton in the cupboard.
6. Spare the rod and spoil the child.

61. a) The chart below comes from a humorous magazine. Study it and say in which cases the chart reflects the truth.

Age	Sex	People who affect our lives (in order of importance)
from 0 to 2	females	mother, pediatrician, father
	males	mother, pediatrician, father
from 3 to 5	females	mother, sister, father
	males	mother, sister, puppy, father

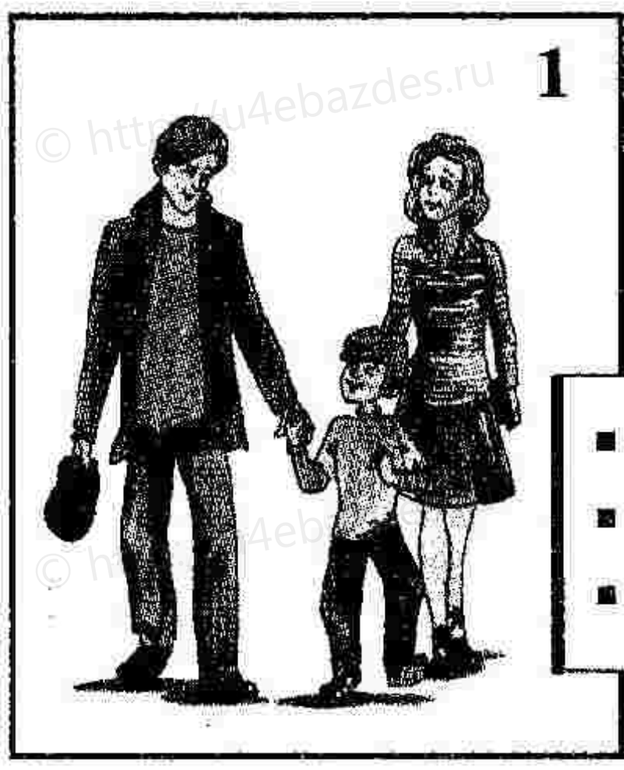
Age	Sex	People who affect our lives (in order of importance)
from 6 to 10	females	friend, teacher, sister, cat, mother, father, grandparents and relatives
	males	friend, dog, sister, mother, father, grandparents and relatives, teachers
from 11 to 14	females	best friend, boys, teacher, 2nd best friend, father, mother, sister, grandparents and relatives
	males	best friend, school bully, other friends, girls, dog, mother, father, grandparents and relatives, teachers
from 15 to 19	females	steady boyfriend, other boys, best friend, favourite pop singer, father, teachers, mother
	males	steady girlfriend, best friend, girls, mother, favourite football star, mother, teachers, father
from 20 to 23	females	friend, professors, college boys, friends, father, mother
	males	college girls, professors, friends, father, mother
from 24 to 30	females	husband, baby, pediatrician, mother, mother-in-law, friends, father
	males	boss, office friend, mother-in-law, wife, baby, loan company, official, friends, father, mother
from 31 to 45	females	children, best friend, husband, family doctor, friends, relations
	males	boss, most important customer, other customers, secretary, wife, accountant, children, relations

Age	Sex	People who affect our lives (in order of importance)
from 46 to 64	females	grandchildren, beautician, travel agent, best friend, children, other friends, husband
	males	tax accountant, business partners, doctors, customers, employers, grandchildren, children, wife
65 plus	females & males	spouse, children and grandchildren, doctors

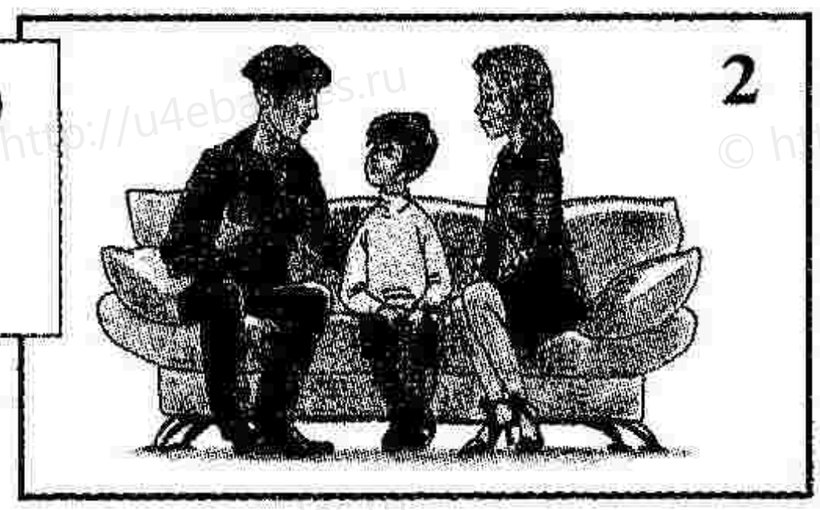
b) Speak about the people who affect your life.

62. Divide into four groups, according to your position in the family: eldest, youngest, middle or only child. Within the groups discuss what it is like having that particular role in the family. Remember some events which can support your point of view. Sum up your discussion for the other groups.

63. a) Look at the pictures and the words accompanying them and make up a story.



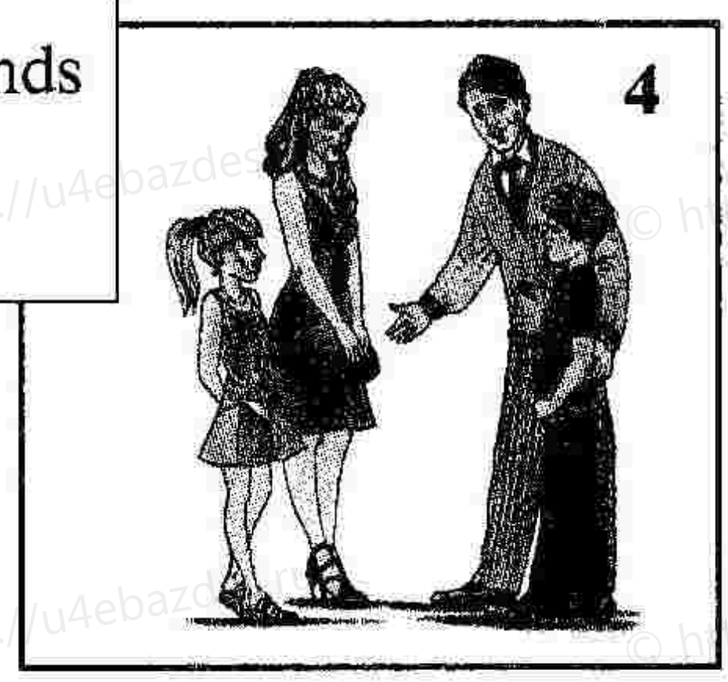
- to fall out of love (with sb)
- to meet another woman
- to plan a divorce



- a happy united family
- a single child
- to treat with love and care

- to remarry
- to spend occasional weekends together
- to meet his new stepsister

- to get custody
- to be a single parent
- to do her best



b) Work in pairs and tell each other how the events developed further in the story. Try two different versions — an optimistic and a pessimistic one.

64. Read the text from "Longman Dictionary of English Language and Culture" and choose the right items in the sentences after it.

WEDDINGS

In the UK people get married either in a church or a registry office (a local government building). In the US people often get married in a house, a park, a hotel, or wedding chapel, as well as in a church. The traditional wedding, called a white wedding as the bride wears a white dress, takes place in a church.

THE MAIN PEOPLE AT A WEDDING

The bride is the woman who is getting married. Traditionally she wears a long white dress and a veil, and carries a bouquet [bəʊ'keɪ] of flowers. She also wears something old, something new, something borrowed, and something blue to bring her luck. The bridegroom (also called the groom) is the man who is getting married. He wears a suit, or sometimes a tuxedo in the US, or a morning suit in the UK.

The bridesmaids are usually female friends of the bride or her sisters or cousins, and they usually wear long dresses and carry flowers. The best man is a male friend of the groom.

BEFORE THE CEREMONY

It is considered bad luck if the bridegroom sees the bride on the morning of the wedding. The bridegroom arrives first at the church and waits at the altar with the best man. The best man is responsible for bringing the wedding ring, and there are many jokes about him losing or forgetting it. The bride arrives at the church in a car with her father. There are often jokes about the bride being late, and the groom being very nervous as he waits and worries that she may not be coming.

THE CEREMONY

It is traditional for the bride's father to give her away (to walk to the front of the church with her and formally give permission

for her to marry). The bride and her father walk slowly up the aisle [aɪl] and the bridesmaids follow. When the bride and bridegroom are together at the altar, the priest begins the wedding service. He or she asks if there is anyone present who knows of any legal reason why the couple should not get married. Then the bride and groom exchange the traditional vows [vaʊz]. It is sometimes possible to change the vows or even write your own. I, Jane Smith, take thee[1], David Jones, to be my lawful wedded husband, to have and to hold from this day forth, for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish forsaking all others, until death do us part.

The couple then give each other a gold ring and say, "With this ring I thee wed" (I marry you).

At the end of the ceremony, the priest says, "I pronounce you man and wife," which means that they are officially married. The husband and wife then sign the register (the official record of their marriage).

AFTER THE CEREMONY

Outside the church the friends of the bride and groom throw confetti (small pieces of coloured paper) or rice over them. A photographer takes the wedding photographs. The bride and groom and the guests then go to the reception, which is a special meal and a party to celebrate the wedding. During the meal the bride and groom cut the wedding cake together. In the US they feed each other a small piece, and it is traditional for them to try and make a mess on each other's faces.

At the end of the meal there are speeches made by the bride's father, the groom, and the best man. Before the reception ends, the bride and groom drive away to a hotel to spend their wedding night, before beginning their honeymoon (a holiday taken by people who have just got married). The car that the couple drive away in has usually been decorated by their friends. Before she leaves, the bride throws her bouquet to her friends. According to custom, the one who catches it will be the next one to get married.

1. Americans have ... choice for their wedding place ... the British.
   a) practically the same ... as b) a wider ... than c) a narrower ... than
2. It is necessary for the bride to wear ... to bring her luck.
   a) a bouquet of red roses
   b) a pair of stockings she has never put on
   c) a ring given to her by her father
3. The groom shouldn't ... his wife-to-be on the morning of their wedding day.
   a) look at b) kiss c) give flowers to

[1] thee = you

4. If there are no wedding rings at the ceremony, the person to blame will be ... .
   a) the father of the bride b) the groom c) the best man
5. The wedding ceremony can be stopped by one of those present ... the bride and groom give their vows.
   a) before b) at the time when c) after
6. To make speeches at the wedding is a privilege of ... .
   a) females b) males c) the best orators

65. a) Comment on the wedding traditions in Britain and the USA. Which of them do you find beautiful? stupid? interesting? unusual?

b) What's your idea of a perfect wedding?

66. **Give a two-minute talk on the problem of generation gap. Remember to say:**

- how often you come across this problem;
- what are the main reasons for misunderstanding between parents and children;
- what helps to solve the problem and what aggravates it.

67. **You are getting married soon. Call a travel agency to decide where to go for your honeymoon. Find out:**

- at what place the weather is hot and sunny;
- what hotel the agent would advise and why;
- if you can see a number of places of interest as both of you like to go on excursions;
- how much the whole thing will cost you.

USEFUL TIPS FOR ENGLISH LEARNERS

Avoiding Offence

Topic III. Illnesses and Disability

Another sensitive topic is discussing illnesses and disability. Some people object to phrases like *AIDS sufferer, mental patients* or *the handicapped* because they seem to emphasize the illness or disability, rather than the person. When referring to people who are ill or disabled, try to use expressions that emphasize the person:

- a person living with AIDS
- a hospital for people who are mentally ill
- flats for people who are disabled

- programmes for people with disabilities
- people who are learning disabled or have learning difficulties or have special needs
- people who are visually impaired
- people who are hearing-impaired

When someone has died, people usually avoid mentioning death directly when they speak to a family or friends of that person. They often say *pass away* or *pass on* instead of *die,* or they use indirect expressions such as *I am sorry for your loss* or *I was sorry to hear about your father/mother.*

The compounds *mental home* or *mental hospital* nowadays are old-fashioned and are no longer considered polite. The word that is recommended to use is a *psychiatric* [ˌsaɪkɪˈætrɪk] *hospital.*

68. Paraphrase the sentences, trying to use the expressions which can help to avoid offending people.

1. Unfortunately her son is mentally handicapped.
2. I know that your mother-in-law is dying of cancer.
3. A motorcycling accident has left Jane handicapped.
4. The handicapped often live in special homes.
5. Someone who is handicapped has a permanent injury, illness or other problem that makes them unable to use their body or mind normally.
6. James Brown is a young man of 26 who has been an AIDS sufferer for several years now.
7. I can't understand why they keep Uncle Philip in a mental hospital.
8. Mental homes are establishments for the mentally handicapped people.

WRITING

Writing a Personal Letter (continued)

Ways of Developing Paragraphs

You have learned that a personal letter consists of paragraphs which contain topic sentences. You have also learned how important the topic sentence is. You will now learn about ways to develop paragraphs.

There are many ways to develop a paragraph. The most usual way is by using details. Details are the little things that help us to make the paragraph more interesting for the reader. They are:

- adjectives that help to tell more about persons or things which are expressed by nouns;
- synonyms that help to find exact words;
- adverbs and other phrases that help to describe how things happen.

69. Read paragraph 1 and paragraph 2 and say which of them is more interesting to read and why.

Paragraph 1

Two people were in the lift. One was a woman in a jacket. She wore a hat. She held a dog. The other was a man. He wore a coat and a hat.

Paragraph 2

Two passengers stood in the lift. One was a tall, pale woman in a purple jacket. She wore a felt hat. She held tightly her dog, a tiny, dark grey poodle. The other passenger was a young man. He was wearing a yellow raincoat and a soft hat.

70. Write the sentence *The train came into the station* into your exercise book. Then:

1. Add an adjective to describe the train.
2. Change the verb *came* to its synonym.
3. Add an adverb to your new verb in the sentence to explain how and/or when the train came.
4. Add a phrase to describe the station.

Now compare your initial sentence and sentence number 4. Notice how much more descriptive your last sentence about the train has become.

71. Here are ten topic sentences of some paragraphs from ten letters. Write the actual paragraphs. Make them colourful by using details.

1. My birthday present was an exciting surprise.
2. I opened the door and there stood Jack, my distant relative.
3. Fred was the happiest husband I have ever seen.
4. Recently I got invited to a wedding.
5. I have a real friend in my family.
6. I think Diana deprives her son of self-respect.
7. Dear Jane, you should develop a sense of responsibility in your elder daughter.
8. The Harrisons spoil their children in every possible way.
9. Florence is genuinely interested in her parents' problems.
10. I'm sure, Don, you should teach your children good manners.

72. You received a letter from your distant relative Aunt Kate who lives in the Far East. Here is a paragraph from her letter. Write your reply to her and:

- tell her what has happened to the members of your family recently;
- ask her when exactly she is going to come to see you, if she would like you to meet her and how long she is going to stay.

I've made up my mind to visit my native place this year. I would like to come to you in spring if that suits you. I'm looking forward to meeting you all. I haven't seen you for so long that I may not recognize you.

73. 📖 **You received a letter from your elder cousin. Here is a paragraph from his letter. In your reply:**

- thank him for the invitation and tell him when you are planning to come, how long you would like to stay and what you would like to do during your holidays;
- ask him what his wife looks like, what her occupation and her background are, what her interests and hobbies are.

And now the great news! I'm sure you'll be very much surprised to know that I got married last month and I'm really happy now. Ann is the best wife a man can dream of. We live together with my parents in their house which is rather big as I hope you remember. Your summer holidays are coming and we all would like you to come and stay with us.

MISCELLANEOUS

74. a) Read the text and define the basic difference between being rude in England and on the Continent.

REVELATIONS FROM GEORGE MIKES
HOW TO BE RUDE

It is easy to be rude on the Continent. You just shout and call people names of a zoological character. In England rudeness has quite a different technique. If somebody tells you an obvi-

ously untrue story, on the Continent you would remark, "You are a liar, Sir, and rather dirty one at that." In England you just say, "Oh, is that so?" or "That's rather an unusual story, isn't it?"

When some years ago, knowing ten words in English and using them all wrong, I applied for a translator's job, my would-be employer (or would-be-not-employer) softly remarked, "I am afraid your English is somewhat unorthodox."

This translated into any continental language would mean, "Kick this gentleman down the steps!"

In the 19th century, when a wicked and unworthy subject annoyed the Sultan of Turkey or the Tzar of Russia, he had his head cut off without much ceremony; but when the same happened in England, the monarch declared, "We are not amused," and the whole British nation even now, a century later, is immensely proud of how rude their Queen was.

Terribly rude expressions (if pronounced seriously) are: "I am afraid that...", "unless...", "nevertheless...", "How queer..." and "I am sorry, but..."

It is true that quite often you can hear remarks like: "You'd better see that you get out of here!" or "Shut your big mouth!" or "Dirty pig!" etc. These remarks are very un-English and are the results of foreign influence. (Dating back, however, to the era of the Danish invasion.)

b) Translate the text into Russian. Try to preserve the original style of the author.

75. **Listen to the poem (No 20), read it and learn it by heart.**

Love's Philosophy

by Percy Bysshe Shelley

The fountains mingle with the river	смешиваются
And the rivers with the ocean,	
The winds of heaven mix for ever	
With a sweet emotion;	
Nothing in the world is single,	
All things by a law divine	божественный
In one another's being mingle —	
Why not I with thine?	= yours
See the mountain's kiss high heaven	
And the waves clasp one another;	заключать в объятия
No sister-flower would be forgiven	

If it disdained its brother: отвергать
And the sunlight clasps the earth,
And the moonbeams kiss the sea —
What are all these kissings worth,
If thou kiss not me? = you

PROJECT WORK

Find some information about what families were like in different periods in history or about the specific features of family and marriage in different cultures. Think of how to present it to the class in the most interesting way. Give your presentation. Remember that it shouldn't exceed 5–7 minutes.

ENGLISH-RUSSIAN VOCABULARY

adj — adjective — прилагательное
n — noun — существительное
sb — somebody — кто-то
sth — something — что-то
v — verb — глагол
разг. — разговорное слово, выражение

Aa

accommodate [ə'kɒmədeɪt] размещать, помещать
accommodation [ə,kɒmə'deɪʃn] жилье
lack of accommodation нехватка жилья
to have accommodation for ... people возможность разместить ... человек
achieve [ə'tʃi:v] достичь
to achieve fortune разбогатеть
achievement [ə'tʃi:vmənt] достижение
adult ['ædʌlt, ə'dʌlt] **1.** *n* взрослый человек **2.** *adj* взрослый
aim [eɪm] **1.** *n* цель **2.** *v* целиться
aimless ['eɪmləs] бесцельный
amuse [ə'mju:z] развлекать
amusement [ə'mju:zmənt] развлечение
amusing [ə'mju:zɪŋ] забавный
associate [ə'səʊʃɪeɪt] ассоциировать
associated [ə'səʊʃɪeɪtɪd] связанный, имеющий отношение
association [ə,səʊsɪ'eɪʃn] ассоциация, связь
available [ə'veɪləbl] доступный
to be available to sb быть доступным кому-либо
aware [ə'weə] сознающий
to be (well) aware of sth (вполне) осознавать, понимать что-либо
awkward ['ɔ:kwəd] неуклюжий, неловкий

Bb

beneficial [,benɪ'fɪʃl] полезный, выгодный, благотворный
to be beneficial to sb быть выгодным кому-то
to be mutually beneficial быть взаимовыгодным
benefit ['benɪfɪt] получить пользу, идти на пользу
to benefit from sth получить пользу от чего-то
breadwinner ['bred,wɪnə] кормилец
brother-in-law ['brʌðərɪn,lɔ:] зять, деверь, свояк, шурин
buddy ['bʌdɪ] *разг.* приятель, дружок

Cc

capture ['kæptʃə] схватить, взять в толк
cast [kɑ:st] **(cast)** бросать
the die is cast жребий брошен
to cast sb/sth aside отвергнуть кого-то/что-то
to cast doubt on sth заронить зерно сомнения в чем-то
to cast one's eyes down потупить глазки
to cast a spell околдовывать
to be cast away оказаться на необитаемом острове
to cast an anchor бросить якорь
to cast a fishing line забросить удочку
to cast a look/glance бросить взгляд
to be cast as ... быть взятым на роль ...
to cast light on sth пролить свет на что-то

to cast one's mind back вспоминать, бросить взгляд в прошлое
to cast sth from one's mind выбросить из головы
to cast a vote for sb отдать голос за кого-то, проголосовать

cast-off ['kɑ:stɒf] поношенный, бывший в употреблении

celebrated ['selɪbreɪtɪd] знаменитый

cheeky ['ʧi:kɪ] *разг.* дерзкий, нахальный

clumsy ['klʌmzɪ] *разг.* неуклюжий, неловкий

cocky ['kɒkɪ] *разг.* самоуверенный

collapse [kə'læps] распад, разрушение

comprise [kəm'praɪz] включать, состоять из

contemporary [kən'temprərɪ] **1.** *n* современник **2.** *adj* современный
to be contemporary with sb быть современником с кем-либо

content [kən'tent] *adj* удовлетворенный

contented [kən'tentɪd] удовлетворенный

contribute [kən'trɪbju:t] вносить вклад
to contribute sth to sb жертвовать что-либо кому-то
to contribute to a newspaper писать для газеты

corrupt [kə'rʌpt] *adj* коррумпированный

corruption [kə'rʌpʃn] коррупция

cut [kʌt] **(cut)** резать
to cut down (on) sth урезать, сократить что-либо
to cut in вмешаться (*в разговор*)
to cut off отрезать
to cut out вырезать
to cut up разрезать (*на кусочки*)

Dd

daughter-in-law ['dɔ:tərɪn,lɔ:] невестка (жена сына)

deal [di:l] *v* **(dealt)** иметь дело с кем-то/чем-то

dedicate ['dedɪkeɪt] посвящать
to dedicate a novel to sb посвятить кому-то роман
to dedicate time to sth посвящать чему-то свое время

devotion [dɪ'vəʊʃn] преданность

discontent [,dɪskən'tent] *n* неудовлетворение

discontented [,dɪskən'tentɪd] неудовлетворенный

dramatic [drə'mætɪk] 1) драматический 2) резкий, разительный
dramatic changes разительные перемены

dream [dri:m] *v* **(dreamed** *or* **dreamt)** мечтать, помышлять о чем-то, иметь в мыслях

Ee

economic [,ekə'nɒmɪk] экономический

economical [,ekə'nɒmɪkl] экономный, экономичный, бережливый

efficient [ɪ'fɪʃənt] деловитый, исполнительный, эффективный

emerge [ɪ'mɜ:ʤ] появляться
to emerge from some place появиться откуда-то
it emerged that ... как оказалось ...

emergency [ɪ'mɜ:ʤənsɪ] крайняя необходимость
in case of emergency в случае чрезвычайной ситуации
in an emergency в случае опасности
emergency exit запасной выход
emergency landing вынужденная посадка
emergency ration неприкосновенный запас пищи
emergency session чрезвычайное заседание
the emergency services служба чрезвычайной ситуации, аварийная служба
emergency talks экстренные переговоры

Ff

father-in-law [ˈfɑːðərɪnˌlɔː] свекор, тесть
flourish [ˈflʌrɪʃ] процветать, пышно расти
flourishing [ˈflʌrɪʃɪŋ] процветающий
forbid [fəˈbɪd] **(forbade, forbidden)** запрещать
forbidden [fəˈbɪdn] запрещенный, запретный
foresee [fɔˈsiː] **(foresaw, foreseen)** предвидеть

Gg

gadget [ˈgædʒɪt] приспособление
gaze [geɪz] смотреть пристально с нежностью, любовью *и т. п.*
generation [ˌdʒenəˈreɪʃn] поколение
future generations грядущие поколения
the previous generation прошлое поколение
a generation gap проблема отцов и детей
glance [glɑːns] *v* взглянуть
glare [gleə] *v* смотреть с гневом
gradually [ˈgrædʒəlɪ] постепенно, не сразу

Hh

head [hed] голова
at the head of the table во главе стола
to bury one's head in the sand прятать голову в песок
to have a good head on one's shoulders быть с «головой»
to have one's head in the clouds быть не от мира сего
to keep one's head сохранять хладнокровие в трудной ситуации
to knock one's head against a brick wall биться головой о стену
to lose one's head потерять голову
to take sth into one's head вбить что-то себе в голову
to talk one's head off болтать без умолку
to turn someone's head вскружить кому-то голову
hear [hɪə] **(heard)** слышать
to hear about/of слышать о (*ком-то, чем-то*)
to hear from получить известие от (*кого-либо*)
historic [hɪˈstɒrɪk] исторический, исторически значимый
historical [hɪˈstɒrɪkl] исторический, связанный с историей *или* прошлым
household [ˈhaʊshəʊld] дом, семья, домашние
hubby [ˈhʌbɪ] *разг.* муженек

Ii

identify [aɪˈdentɪfaɪ] определить, узнавать, идентифицировать
identity [aɪˈdentɪtɪ] личность
identity (identification) card удостоверение личности
immoral [ɪˈmɒrəl] аморальный
impatient [ɪmˈpeɪʃnt] нетерпеливый
impertinent [ɪmˈpɜːtɪnənt] дерзкий
impolite [ˌɪmpəˈlaɪt] невежливый
independence [ˌɪndɪˈpendəns] независимость
independent [ˌɪndɪˈpendənt] независимый
inflexible [ɪnˈfleksɪbl] негибкий
inherit [ɪnˈherɪt] унаследовать
to inherit sth from sb унаследовать что-то от кого-то
inheritance [ɪnˈherɪtəns] наследие, наследство
initial [ɪˈnɪʃl] **1.** *n* инициал **2.** *adj* начальный
intolerant [ɪnˈtɒlərənt] нетерпимый

Jj

join [dʒɔɪn] присоединиться к кому-то, стать членом организации, соединить

Kk

kneel [ni:l] **(knelt)** преклонить колено, встать на колени

Ll

light [laɪt] *v* **(lit** *or* **lighted)** зажигать
to light a fire разжигать костер

Mm

manliness ['mænlɪnɪs] мужественность
manly ['mænlɪ] мужской, мужественный
marry ['mærɪ] жениться, выйти замуж
to marry sb to sb выдать кого-то за кого-то (замуж)
to marry into a family войти в семью
to be married to sb быть в браке с кем-либо
to get married вступить в брак
membership ['membəʃɪp] членство
mother-in-law ['mʌðərɪn,lɔ:] теща, свекровь

Nn

nightie ['naɪtɪ] *разг.* ночная рубашка
notoriety [,nəʊtə'raɪətɪ] дурная слава
notorious [nəʊ'tɔ:rɪəs] известный, печально известный

Oo

obedience [ə'bi:dɪəns] послушание, подчинение
obedient [ə'bi:dɪənt] послушный
obey [əʊ'beɪ] слушаться, подчиняться
opportunity [,ɒpə'tju:nɪtɪ] возможность
to have an opportunity to do sth иметь возможность сделать что-то
to take the opportunity of doing sth воспользоваться возможностью что-то сделать

Pp

participant [pɑ:'tɪsɪpənt] участник
voluntary participant добровольный участник
willing participant с радостью принимающий участие в чем-либо
participate [pɑ:'tɪsɪpeɪt] участвовать
participation [pɑ:,tɪsɪ'peɪʃn] участие
permanent ['pɜ:mənənt] постоянный
pick [pɪk] выбирать, собирать
to pick at ковырять в тарелке (*есть мало и без аппетита*)
to pick on придираться
to pick out выбирать
to pick up поднимать, подобрать (подсадить) в машину, усвоить (*о языке*)
policy ['pɒlɪsɪ] политика, стратегия, основное направление
home/domestic policy внутренняя политика
foreign policy внешняя политика
policy on sth политика в определенной области
to pursue a policy проводить политику
politics ['pɒlɪtɪks] политика, политические взгляды
to go into politics стать профессиональным политиком
to talk about politics говорить о политике
proposal [prə'pəʊzəl] предложение, предложение вступить в брак
to make/accept a proposal сделать/принять предложение
provide [prə'vaɪd] обеспечивать
to provide sth for sb предоставить кому-то что-либо
to provide sb with sth обеспечивать кого-либо чем-либо
provision [prə'vɪʒn] обеспечение, снабжение
put [pʊt] **(put)** класть, ставить
to put off откладывать
to put on 1) надевать 2) притворяться
to put out потушить
to put up возводить, поднять
to put up with мириться

Rr

radical ['rædɪkəl] *adj* радикальный, радикально настроенный
rapid ['ræpɪd] быстрый, стремительный
rare [reə] редкий
rebel ['rebəl] повстанец
rebel [rɪ'bel] протестовать, поднимать восстание, мятеж
to rebel against sb восстать против кого-то
rebellious [rɪ'beljəs] восставший, мятежный, непокорный
recitation [,resɪ'teɪʃn] декламация
recite [rɪ'saɪt] читать наизусть, отвечать заученное
record [rɪ'kɔ:d] записывать, делать запись, записывать на магнитофон (видео *и т. д.*)
refer [rɪ'fɜ:] отсылать, ссылаться
to refer to sb/sth отсылать к кому-то, ссылаться на что-то
reference ['refrəns] ссылка
restrict [rɪ'strɪkt] ограничивать
to restrict sth to sb ограничить чей-то допуск к чему-то
to restrict oneself to sth ограничиваться чем-либо
restriction [rɪ'strɪkʃn] ограничение
reveal [rɪ'vi:l] обнаружить, показать
revelation [,revə'leɪʃn] откровение, открытие

Ss

satisfaction [,sætɪs'fækʃn] удовлетворение
satisfactory [,sætɪs'fæktrɪ] удовлетворительный
satisfied ['sætɪsfaɪd] удовлетворенный
satisfy ['sætɪsfaɪ] удовлетворять
satisfying ['sætɪsfaɪŋ] доставляющий удовольствие
satisfying meal хорошая, сытная еда
satisfying play хороший спектакль
self-assured [,selfə'ʃʊəd] самоуверенный
self-confident [,self'kɒnfɪdənt] уверенный в себе
self-control [,selfkən'trəʊl] самоконтроль
self-respect [,selfrɪ'spekt] самоуважение
shortcoming(s) ['ʃɔ:t,kʌmɪŋ(z)] недостатки
shout [ʃaʊt] кричать
to shout at sb кричать на кого-либо
to shout to sb кричать кому-либо
significance [sɪg'nɪfɪkəns] значение, значимость
signify ['sɪgnɪfaɪ] означать, значить
sister-in-law ['sɪstərɪn,lɔ:] золовка, невестка
solemn ['sɒləm] торжественный, серьезный
solemnity [sə'lemnɪtɪ] торжественность, серьезность
solemnly ['sɒləmlɪ] торжественно, серьезно
son-in-law ['sʌnɪn,lɔ:] зять
speak [spi:k] **(spoke, spoken)** говорить
to speak for sb/sth говорить от лица кого-то, говорить за кого-то/что-то
to speak out/up выступать публично (обычно в защиту или против чего-то), высказываться
to speak to sb разговаривать с кем-то, отчитать кого-то
to speak up говорить громче
to speak up for sb говорить в поддержку, защиту кого-либо
spread [spred] **1.** *n* распространение
2. *v* **(spread)** 1) распространять(ся) 2) намазывать
a spread (for the bed) покрывало
spread паста для бутерброда
cheese spread сырная паста
to spread sth on sth намазывать что-либо на что-то
to spread sth with sth намазывать что-то чем-то
stare [steə] пристально смотреть на кого-либо

Tt

take [teɪk] **(took, taken)** брать
to take to sth/doing sth пристраститься к чему-то
tame [teɪm] приручать
tend [tend] иметь тенденцию
tendency ['tendənsɪ] тенденция
think [θɪŋk] **(thought) (about/of)** думать (о)
timber ['tɪmbə] древесина, строевой лес
tramp [træmp] **1.** *n* бродяга **2.** *v* бродить
to tramp on the grass ступать по траве
to tramp the roads бродить по дорогам
to tramp the woods бродить по лесам
to tramp upstairs брести наверх
treat [tri:t] 1) обращаться с кем-то 2) угощать 3) лечить
treatment ['tri:tmənt] 1) обращение 2) угощение 3) лечение
tummy ['tʌmɪ] *разг.* животик, пузико

Uu

unashamed [,ʌnə'ʃeɪmd] бесстыдный
unbalanced [,ʌn'bælənst] неуравновешенный
uncivilized [ʌn'sɪvɪlaɪzd] нецивилизованный
uncontrolled [,ʌnkən'trəʊld] неконтролируемый
unfair [,ʌn'feə] несправедливый
unite [ju:'naɪt] объединять
to unite behind sb объединиться, сплотиться вокруг кого-то
united [ju:'naɪtɪd] сплоченный, объединенный, совместный
united family дружная семья
unreasonable [ʌn'ri:zənəbl] неразумный
unsupportive [,ʌnsə'pɔ:tɪv] не оказывающий помощи
untidy [ʌn'taɪdɪ] неопрятный
unwilling [ʌn'wɪlɪŋ] нежелающий

Vv

voluntary ['vɒləntrɪ] добровольный
on a voluntary basis на добровольной основе
volunteer [,vɒlən'tɪə] доброволец

Ww

wood [wʊd] 1) небольшой лесок 2) дерево (*как материал*)
woodcraft ['wʊdkrɑ:ft] искусство выживать и умение находить дорогу в лесу

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Афанасьева Ольга Васильевна
Михеева Ирина Владимировна

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Центр группы германских языков
Руководитель Центра *В. В. Копылова*
Зам. руководителя *Н. И. Максименко*
Редактор *Е. И. Бухарова*
Художественный редактор *В. Н. Алексеев*
Дизайн макета *О. К. Нихамовской*
Художник *А. З. Юзбашев*
Техническое редактирование и компьютерная вёрстка *Н. В. Кондратьевой*
Корректор *З. Ф. Юрескул*
Оператор *Н. А. Степанова*

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