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I. V. MIKHEEVA

# ENGLISH



## Student's Book



PROSVESHCHENIYE  
PUBLISHERS

# X

1. be [bi:]
2. beat [bi:t]
3. become [br'kʌm]
4. begin [br'gin]
5. bend [bend]
6. blow [bləʊ]
7. break [breɪk]
8. bring [brɪŋ]
9. build [bɪld]
10. burn [bɜ:n]
11. buy [baɪ]
12. catch [kæʃ]
13. choose [tʃu:z]
14. come [kʌm]
15. cost [kɒst]
16. creep [kri:p]
17. cut [kʌt]
18. do [du:]
19. draw [drɔ:]
20. drink [drɪŋk]
21. eat [i:t]
22. fall [fɔ:l]
23. feel [fi:l]
24. fight [faɪt]
25. find [faɪnd]
26. fly [flaɪ]
27. forecast ['fɔ:kə:st]  
(forecasted ['fɔ:kə:stɪd])
28. forget [fə'get]
29. freeze [fri:z]
30. get [get]
31. give [gɪv]
32. go [gəʊ]
33. grind [graɪnd]
34. grow [grəʊ]
35. hang [hæŋ]
36. have [hæv]
37. hear [hɪə]
38. hide [haɪd]
39. hold [həʊld]
40. hurt [hɜ:t]
41. keep [ki:p]
42. know [nəʊ]
43. lay [leɪ]
44. lead [li:d]
45. learn [lɜ:n]

- was [wɒz], were [wɜ:]
- beat [bi:t]
- became [br'keɪm]
- began [br'gæn]
- bent [bent]
- blew [blu:]
- broke [brəʊk]
- brought [brɔ:t]
- built [bɪlt]
- burnt [bɜ:nt]
- bought [bɔ:t]
- caught [kɔ:t]
- chose [tʃəʊz]
- came [keɪm]
- cost [kɒst]
- crept [krept]
- cut [kʌt]
- did [dɪd]
- drew [dru:]
- drank [dræŋk]
- ate [et]
- fell [fel]
- felt [felt]
- fought [fɔ:t]
- found [faʊnd]
- flew [flu:]
- forecast ['fɔ:kə:st]
- forgot [fə'gɒt]
- froze [frəʊz]
- got [gɒt]
- gave [geɪv]
- went [went]
- ground [graʊnd]
- grew [gru:]
- hung [hʌŋ]
- had [hæd]
- heard [hɜ:d]
- hid [hɪd]
- held [held]
- hurt [hɜ:t]
- kept [kept]
- knew [nju:]
- laid [leɪd]
- led [led]
- learnt [lɜ:nt] (learned)

- been [bi:n]
- beaten ['bi:tn]
- become [br'kʌm]
- begun [br'gʌn]
- bent [bent]/bended ['bendɪd]
- blown [bləʊn]
- broken ['brəʊk(ə)n]
- brought [brɔ:t]
- built [bɪlt]
- burnt [bɜ:nt]
- bought [bɔ:t]
- caught [kɔ:t]
- chosen ['tʃəʊz(ə)n]
- come [kʌm]
- cost [kɒst]
- crept [krept]
- cut [kʌt]
- done [dʌn]
- drawn [drɔ:n]
- drunk [drʌŋk]
- eaten ['i:tn]
- fallen ['fɔ:lən]
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 cutting ['kʌtɪŋ]  
 doing ['du:ɪŋ]  
 drawing ['drɔ:ɪŋ]  
 drinking ['drɪŋkɪŋ]  
 eating ['i:tɪŋ]  
 falling ['fɔ:lɪŋ]  
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 keeping ['ki:pɪŋ]  
 knowing ['nəʊɪŋ]  
 laying ['leɪɪŋ]  
 leading ['li:dɪŋ]  
 learning ['lɜ:nɪŋ]

быть, находиться  
 бить  
 становиться, превращаться  
 начинать  
 согнуть  
 дуть  
 ломать, разбивать  
 приносить  
 строить  
 жечь, сжигать  
 покупать  
 поймать, схватить  
 выбирать  
 приходить, приезжать  
 стоить  
 ползать  
 резать, разрезать  
 делать  
 рисовать  
 пить  
 есть, питаться  
 падать  
 чувствовать  
 сражаться, бороться  
 находить, обнаруживать  
 летать  
 предсказывать погоду

забывать  
 замерзать, замораживать  
 получать, доставать  
 давать, дарить  
 идти, направляться  
 растирать  
 расти  
 вещать, висеть  
 иметь, обладать  
 слышать  
 прятать  
 держать, содержать  
 причинить боль, ушибить  
 держать, хранить  
 знать  
 класть, положить  
 вести, руководить  
 изучать, учить

О. В. АФАНАСЬЕВА  
И. В. МИХЕЕВА

# АНГЛИЙСКИЙ ЯЗЫК

## Учебник

для X класса  
школ с углубленным изучением  
английского языка,  
лицеев и гимназий

МОСКВА «ПРОСВЕЩЕНИЕ» 2007

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# MAN THE CREATOR

Visual art is a vast subject, including all kinds of pictures and sculptures. Artists make art for many reasons. Hundreds of years ago - when many people couldn't read - paintings were often designed to illustrate stories, especially Bible stories. And a lot of paintings were made to decorate churches. More recently, artists have begun to paint to express their own feelings or explore ideas, or just to create something beautiful.

People have always argued about art - how to make it, what it should look like and why. But there are no right or wrong answers. For example, some people think that paintings should look true to life. But many artists want to create more imaginative works - especially now that we have photographs to record how things look. It's common knowledge that there's a huge difference in what artists do. What kind of art you enjoy is up to you.



## UNIT ONE

1. Answer the questions.

1. Are you interested in art? What art in particular? 2. Painting and sculpture are visual arts, aren't they? Which of them do you think is more exciting for you? 3. What world-famous artists do you know? like? 4. Who is your favourite painter? Why? 5. Which of the two genres – portrait or landscape painting – attracts you more? Do you know any well-known portraitists? landscapists? 6. Many artists produced pictures of scenes at sea. Can you say that Aivazovsky was a famous Russian seascape painter? Do you know any names of his pictures? 7. Do you know any British museums? 8. Do you ever go to picture galleries and art museums? Which galleries/museums? What important picture galleries and art museums do you know in Russia and abroad? 9. Where can we see sculptures? Where are they usually placed and why? 10. Do you think photography can be called a visual art? Why? Why not? 11. Have you ever tried your hand at any of these three arts – painting, sculpture and photography? How successful were you?

2. Look at some reproductions of works of art from Russian museum collections and match them with their names and the names of artists.

*Example:* Picture 1 called “Madonna Benois” [bəˈnɒɪs] (“Madonna with a Flower”) belongs to the brush of Leonardo da Vinci.

*Names of artists  
and sculptors*

Leonardo da Vinci  
Ivan Shishkin  
Orest Kiprensky  
Rembrandt van Rijn  
[ˈrembrənt vən ˈraɪn]  
Henri Matisse [məˈtiːs]  
Alexei Savrasov  
Paul Gauguin [ˈgəʊɡæn]  
Mikhail Vrubel  
Mark Antokolsky  
Nikolai Roerich [ˈrɔːrɪk]

*Names of pictures  
and sculptures*

“Portrait of A. Pushkin”  
“The Rooks Have Come”  
“Lilacs”  
“Flora”  
“Night Café in Arles”  
“Madonna Benois”  
“Rye”  
“Artist’s Studio”  
“Remember!”  
“Ivan the Terrible”



2



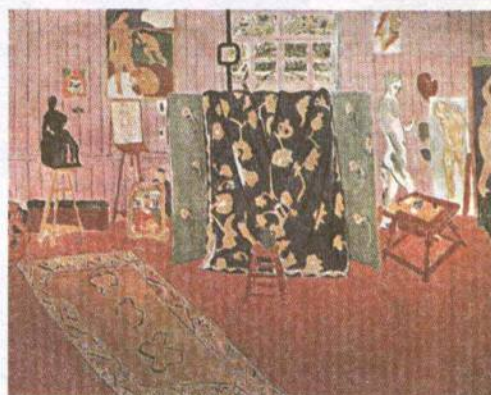
1



4



5



3



6



7



8



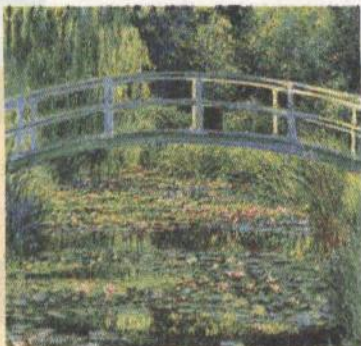
9



10

# Listening Comprehension

3. Listen to the text "Famous Artists" (No 1) and say which of the artists:
- a) worked not only in the field of visual arts;
  - b) was born, worked and died in the 17th century;
  - c) made frescoes for one of the famous Catholic ['kæθ(ə)lɪk] churches;
  - d) didn't like to paint in his studio;
  - e) couldn't earn money selling his pictures.



**Claude Monet** ['mɒnɛɪ].  
*The Water Lily Pond*

**Vincent van Gogh**  
[væn'gɒʃ].  
*Sunflowers*



**Leonardo da Vinci.**  
*The Mona Lisa*



**Rembrandt van Rijn.**  
*The Artist in His Studio*

**Michelangelo Buonarroti.**  
*God bringing Adam, the first man, to life*  
(part of the painting)



4. a) What else do you know about the artists mentioned in ex. 3? b) Look at the reproductions on p. 7 and say under which of the following categories each of them goes:

1) portrait; 2) landscape; 3) still life<sup>1</sup>; 4) biblical (religious) painting; 5) genre ['ʒɑ:nrə] scene/subject painting



5. Listen to the text "Ballet Dancers" (No 2) and say if the statements below are true, false or not mentioned in the text.

1. Edgar Degas was born in Paris.
2. In all his paintings the artist represented<sup>2</sup> ballet dancers.
3. Edgar Degas created a lot of sculptures which models were ballet dancers.
4. The model for the sculpture "Little Dancer Aged Fourteen" was a dance student named Marie van Gothen.
5. The sculpture "Little Dancer Aged Fourteen" is dressed in a real skirt.
6. The sculpture is made of bronze.
7. The sculpture is about one metre high.
8. All Degas' ballet dancers are shown as real beauties in his paintings.



6. As you know now, many of Degas' models didn't necessarily look attractive in his pictures and sculptures. Do you think that works of art should always be beautiful? Support what you say. Give examples.



7. Listen to the text "Zinaida Serebryakova" (No 3) and complete the sentences 1-5 choosing the best ending.

1. Zinaida Serebryakova \_\_\_\_\_.
  - a) was born into a family of artists
  - b) had very talented relations
  - c) took after her father
2. In 1901 Ilya Repin \_\_\_\_\_.
  - a) gave Zinaida private classes of painting
  - b) was Zinaida's art teacher
  - c) was in control of the art school that Zinaida attended

<sup>1</sup> The plural form of the word *still life* is *still lifes*.

<sup>2</sup> to represent [ˌrɛprɪˈzɛnt] – изображать на картине

3. Serebryakova became famous in Russia \_\_\_\_\_.
  - a) when her early works appeared at an art exhibition in 1909
  - b) after her self-portrait "At the Dressing Table" was exhibited
  - c) after her family moved to Petrograd
4. The artist began to create paintings connected with theatre because \_\_\_\_\_.
  - a) Zinaida's daughter chose ballet as a subject of study
  - b) Zinaida wanted to show the world the importance of ballet dancing
  - c) she went in for ballet
5. Zinaida Serebryakova spent most of her life in \_\_\_\_\_.
  - a) Paris
  - b) Moscow
  - c) Petrograd

**8.** Look at Zinaida Serebryakova's self-portrait, read what Alexandre Benois' wrote about it and say what effect the picture produces on you and how, in your opinion, it is achieved. You may mention:

- the colours used in the picture;
- the setting;
- the age of the model;
- the light in the picture;
- anything you know about the painter.



"A young woman lives in a remote country area... and has no other pleasure, no other aesthetic enjoyment on winter days that seclude her from the whole world, than to see her gay young face in the mirror and to watch the play of her bare arms and hands with a comb... Her face and everything else in the picture is young and fresh. There is not a trace of modernistic refinement. But the simple, real-life atmosphere, illuminated by youth, is joyous and lovely."

<sup>1</sup> Alexandre Benois (1870–1960) – a painter, a graphic, an art-critic, a writer on the work of Russian and foreign masters, and an outstanding scene-painter who worked in the theatres of Moscow, St. Petersburg and in many cities in Europe and America.

## Reading

NEF

9. Read the text "Handmade Beauty" and complete it with the phrases below.

- a) through the holes
- b) in the 14th and 15th centuries
- c) known as watercolours
- d) colours of fire and sunshine
- e) picture-making materials
- f) from a block of stone or wood
- g) such as walnut oil
- h) unlike earlier tempera paints
- i) both were known in prehistoric times

### HANDMADE BEAUTY

There are almost as many ways of making pictures as there are artists. Most of the pictures we can see in picture galleries are paintings, but there are also drawings, prints, collages ['kɒləʒɪz] and photographs.

There are a lot of different kinds of pictures and 1. \_\_\_\_\_. For example, pastel drawings are made using soft crayons known as pastels ['pæstlz]. Some paintings are made using fast-drying, egg-based paints known as tempera ['tempərə]. Paintings can also be made using water-based paints – either transparent paints 2. \_\_\_\_\_ or opaque [ə'peɪk] paints (not transparent) known as gouache [gu'ɑ:ʃ]. Oil paintings are made using glossy, slow-drying oil paints. These paints are based on "drying oils" 3. \_\_\_\_\_, for example, which harden slowly when exposed to the air.

Frescoes are wall paintings, made by painting watercolours onto wet plaster.

Prints are made using carved blocks or stencils with holes cut in them. Blocks are coated with ink and pressed onto paper. Stencils are laid over paper and spread with ink so the ink prints 4. \_\_\_\_\_.

Collages are made by gluing down bits of colour paper or other materials.

Apart from various kinds of paints artists also use brushes of all sizes, paper, canvas, palettes, easels and many other objects which purpose may not be clear to a layman.

The invention of oil paints was a revolution in art. 5. \_\_\_\_\_ they take a long time to dry, so artists can work slowly and build up colours gradually, in layers. This is great for delicate shading and fine details, allowing artists to create incredibly lifelike pictures.

Oil paints were first developed in northern Europe 6. \_\_\_\_\_, by artists such as Jan van Eyck [aɪk], who worked in the town of Bruges<sup>1</sup> in Belgium. Until

<sup>1</sup> Bruges [brʊʒ] – Брюгге

about 150 years ago, artists had to make their paints by hand, grinding up<sup>1</sup> paints and mixing them with oils. But today you can buy ready-made paints of various tints and shades in tubes.

A painting often shows what colours the artist prefers. Some pictures are painted in cold colours, where blues and greens dominate; others are made in warm colours, 7. \_\_\_\_\_ – reds and yellows.

Also artists often show their preference to a particular genre. The most common of them are the portrait, landscape or seascape, still life, and genre painting. Pictures, frescoes, prints, collages are 2-D or two-dimensional while sculptures are 3-D works of art. The art of sculpting is probably as old as the art of painting 8. \_\_\_\_\_. For their representations of people, animals or objects sculptors use materials like stone, wood, clay or metal. The two main sculpture techniques are carving and modelling. The carved image is created by cutting unwanted material away 9. \_\_\_\_\_. Modelling, by contrast, is manipulating some soft plastic material such as clay, wax or plaster until the wanted image is reached. Because modelling materials are soft, models are usually turned into a more lasting form, either by heating, as with clay, or by casting them in bronze or some other metal.

**10. A.** Read through the text "Handmade Beauty" again and find in it words and word combinations which could serve as captions for the pictures on p. 12.

**B.** Find in the text English equivalents for the following:

- 1) гравюра, эстамп
- 2) мягкие мелки
- 3) прозрачные краски
- 4) блестящие краски
- 5) гипс, штукатурка
- 6) трафарет, шаблон (2 words)
- 7) трафареты заливают краской
- 8) приклеивать
- 9) холст, полотно
- 10) дилетант, непосвященный
- 11) постепенно накладывать краску слоями
- 12) тонкая передача игры цвета и тени и мелких деталей
- 13) невероятно реалистичные картины
- 14) готовые краски в тюбиках
- 15) жанровая живопись
- 16) в двух (трех) измерениях
- 17) глина, воск или гипс
- 18) более прочная форма

<sup>1</sup> grind up [graɪnd] (ground, ground) – растереть



**11. Answer the questions.**

1. Which facts mentioned in the text "Handmade Beauty" were new to you? 2. What different kinds of pictures were given in the text? Which of them, do you think, are the most difficult and the easiest techniques? Can you explain why? Have you ever tried your hand at any of them? 3. What objects can you see in an artist's studio? Can you explain how they are used? 4. Why was the invention of oil paints a revolution in painting? 5. The well-known Russian artist Fyodor Rokotov lived in 1735–1808. Do you think he made his paints himself or bought them ready-made? What advantages does using ready-made paints give an artist? 6. What kind of picture could you paint in warm and cold colours? Can you describe this picture? 7. What are the main genres of painting? Which of them do you prefer? Can you give an example of a picture in this genre? 8. Which of the two arts – sculpture or painting – do you prefer? Why? Do you know any names of famous sculptors? Where can you see their works? What is the most wonderful piece of sculpture you've ever seen? What is it like? 9. What are the two main sculpture techniques? What's the basic difference between them? In which of the two did Michelangelo work? And what about Edgar Degas?

**12. Read the text "Old and New Art", look at the reproductions of the famous paintings (p. 15) and decide which picture belongs to:**

- a) Abstract art
- b) Romanticism
- c) Cubism
- d) Expressionism
- e) Impressionism
- f) Classicism
- g) Realism

### OLD AND NEW ART

When artists create their works they follow different tendencies, art movements and styles. When you examine paintings belonging to different periods you can see how ideas about art have changed over time. Classical works of art are connected with or influenced by the art of ancient Greece and Rome. They possess such qualities as balance, regularity and simpleness of form.

In Europe in the 18th century Classicism was the quality of being simple, balanced and controlled, not giving way to feeling and following ancient models in contrast to Romanticism and Realism. In European art in the late 18th and early 19th centuries there appeared a group of artists who followed their feelings and emotions rather than logical thought or reason, and who preferred wild, nat-

ural beauty to things made by man. Realism followed Romanticism in the 19th century. Realistic paintings showed things as they really are, as they appear to most people. In the 20th century there appeared such art movements as Impressionism, Surrealism, such styles as Cubism and Expressionism.

Impressionism was founded in France in the 1870s by Claude Monet and his friends. They painted outdoors and developed a sketchy, "impressionistic" style, trying to capture the changing effect of natural light. For example George Seurat ['s3:ru:] painted his pictures in his own particular way, following new scientific ideas about how we see light and colour. His pictures are made up of thousands of coloured dots. But from a distance the dots seem to merge together and form new colours. Seurat believed these colours would appear brighter and more vivid, because the mixing is done not with paint but with light in the viewer's eyes. One of his fellow artists described the technique as "painting with jewels". It became known as Pointillism.

Surrealism appeared in the 20th century. Salvador Dali ['dɑ:lɪ] and René Magritte ['rener mə'grit:] were famous surrealists. In their works they used strange dreamlike images.

Pablo Picasso [pɪ'kæsəʊ] was born in 1881 in Spain but lived mostly in France. He became one of the most famous modern artists, working in many different styles — from delicate pastels to striking Cubist scenes where he wasn't trying to create lifelike pictures. He wanted to draw attention to the problems involved in turning a real, 3-D scene into a flat, 2-D painting. So he distorted space and broke things up into angular shapes. This style became known as Cubism.

At the beginning of the 20th century in Germany there developed a style known as Expressionism. Expressionist artists use exaggerated shapes and colours to try to convey feelings, as in the works of Edward Munch [mʊŋk].

Abstract art became popular in the 20th century. It doesn't mirror real people or things, but is an arrangement of shapes and colours.

- 13.** Read the descriptions of the pictures "Three Musicians" by Pablo Picasso and "Improvisation No. 26 (Rowing)" by Wassily Kandinsky (p. 15). Think what words and phrases from these texts you can use to describe the other reproductions on p. 15 and describe them.

**a. "Three Musicians" (Pablo Picasso, 1921)**

This colourful picture shows three musicians in old theatrical costumes. On the left, there is a clarinet player wearing a white pierrot ['piərəʊ] suit (a pierrot was a kind of clown), with a dog behind him. In the middle is a guitarist dressed as a harlequin ['hɑ:lɪkwɪn] (another kind of clown). A singer in a monk's robe stands on the right. In many ways, this is a confusing picture. The shapes



1. Pablo Picasso.  
*Three Musicians*



2. Casper  
David Friederich.  
*Wanderer Above  
the Sea of Fog*



3. Jan Vermeer.  
*The Milkmaid*



4. Wassily Kandinsky.  
*Improvisation No. 26 (Rowing)*

6. Edward Munch. *The Scream*



7. Claude Lorrain.  
*Aeneas's [i:'ni:əsɪz] Farewell  
to Dido in Carthage ['kɑ:θɪdʒ]*



5. George Seurat.  
*The Circus*



overlap, so it is hard to tell where one thing stops and another starts. The space looks strange, too. The floor goes back further on the left than on the right, so the room seems lopsided<sup>1</sup>.

**B. “Improvisation No. 26 (Rowing)” (Wassily Kandinsky, 1912)**

At first glance, the painting doesn't seem to be a picture of anything in particular. It just looks like a colourful pattern made up by the artist. But in fact, it was loosely based on a view of two people in a boat – as the second part of its title, Rowing, hints. If you look closely, the picture contains clues about the scene which inspired it. Can you make out a red curved line which might be a boat? Black lines hint at two people sitting in it, rowing with long, dark oars. The boat floats among dramatic splashes of colour, suggesting a wild watery setting. Above, a dark, birdlike shape flies through an equally colourful sky.

**14. Read the text and do the task after it.**



**THE PICTURE**

*Ginny, the main character of the story, is 16. She's turning out to be a brilliant artist like her mother, who died when she was a baby. In the extract you're going to read Ginny sees her mother's picture in the art gallery.*

When Ginny was first becoming interested in art and the history of painting, Dad had given her a big book with hundreds of reproductions in it. She'd pored over it with more than delight – with a kind of greed, in fact. She absorbed everything the book told her about the Renaissance, and the Impressionists, and the Cubists, about Botticelli and Monet and Picasso, and she breathed it all in like oxygen she hadn't known she was missing. And among the pictures in the book, there were two that made her gasp. One was Whistler's “Arrangement<sup>2</sup> in Grey and Black”, the portrait of his mother sitting on an upright chair, and the other was El Greco's “View of Toledo”. She remembered her reaction quite clearly: a sudden intake of breath, caused by sheer surprise at the arrangement of shapes and colours. It was a physical shock.

And when she looked at the big painting that dominated the end wall, the same thing happened. It would have affected her the same way whoever had painted it, because it was a masterpiece. What it showed was a middle-aged black man, in a uniform with epaulettes [ˌepəˈlets] and medals, in the act of falling on to the red-carpeted floor of a well furnished room. He'd been eating a meal, and on the table beside

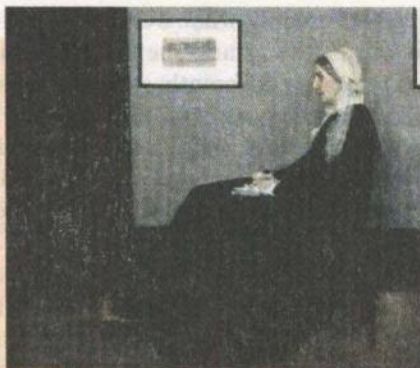


<sup>1</sup> lopsided [ˌlɒpˈsaɪdɪd] – кривобокая

<sup>2</sup> arrangement [əˈreɪndʒmənt] – этюд

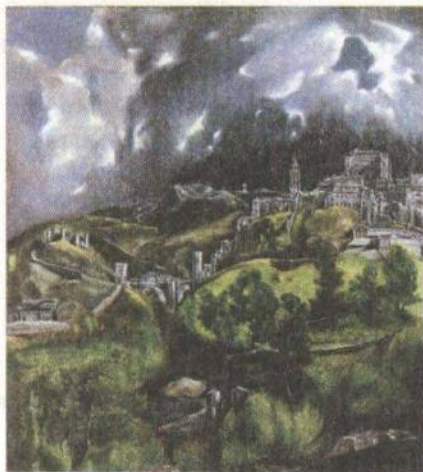
**J. Whistler.**

*Arrangement in Grey and Black:  
Portrait of the Painter's Mother*



him was a plate of yellow soup. Beyond him, through the open door and at the open window, stood a crowd of people, watching: white people and black, old and young, richly dressed and poverty-stricken. Some of them carried objects that helped you understand who they were: a wad of dollar bills for a banker, a clutch of guns for an arms dealer, a chicken for a peasant; and the expressions on their faces told Ginny that they'd all in some ways been victims or accomplices of the man who was dying.

And all that was important, but just as important was the strange discord of the particular red of the carpet and the particular yellow of the soup, so that you knew it was something significant, and you guessed the soup had been poisoned. And the way the dying man was isolated by the acid red from every other shape in the picture, so that it looked as if he were sinking out of sight in a pool



**El Greco.** *View of Toledo*

of blood. And mainly what was important was the thing that was impossible to put into words: the arrangements of the shapes on the canvas. These same elements put together differently would have been an interesting picture, but put together like this, they made Ginny catch her breath.

She began thinking of what her mother had wanted to say by the picture. Tell the story of the corrupt officer? Yes... But not mainly. What she had probably wanted to do was just to see what happened when she put that red and that yellow together. That was what could start it. Some little technical thing like that. And the shape of the man as he falls... Because there's no shadow, you can't see easily where he is in relation to the floor. He seems to be floating in space, almost. But at the same time no one could say that the picture wasn't technically correct. It was amazing, brilliant! Ginny felt a lump in her throat.

*(After "The Broken Bridge" by Philip Pullman)*

**Choose the right answers to the questions.**

1. What impression did the book given by her father make on Ginny?
  - a) She liked the chapters devoted to Boticelli, Monet and Picasso.
  - b) She had a mixed feeling of pleasure and disbelief.
  - c) She felt that she had badly needed a book like that.
2. What did Ginny feel when she first looked at her favourite reproductions of Whistler and El Greco?
  - a) The two pictures struck her as extremely original.
  - b) The girl was overwhelmed by the deep emotions the pictures awakened.
  - c) The girl was surprised by the colours and shapes in the pictures.
3. What type did the picture on the wall belong to?
  - a) It was a genre painting.
  - b) It was a portrait.
  - c) It was a battle scene.
4. Besides the officer's victims, who were the people in the crowd?
  - a) His relatives.
  - b) His partners in crime.
  - c) His enemies.
5. How could one guess that the soup in the picture had been poisoned?
  - a) By the position of the plate.
  - b) By the discord of colours.
  - c) By the dark shade.

6. What did Ginny's mother want to express by painting her masterpiece?
- a) She wanted to tell a story.
  - b) She wanted to experiment with some painting techniques.
  - c) She wanted to tell a story and make it more effective by using some special techniques.

**15. Find in the text the words which mean the following:**

- 1) to study sth closely
- 2) to take sth in gradually
- 3) straight up
- 4) to have the most important noticeable place
- 5) with furniture in it
- 6) a person who works on the land
- 7) a person who helps another person to do wrong
- 8) special, distinctive
- 9) extremely unnaturally bright
- 10) important, meaningful
- 11) not near any others, separated
- 12) some liquid poured or dropped on a surface
- 13) practising the dishonest use of power and position

**16. Say when people experience the following feelings or behave in the following way. Give examples.**

1. pore over something with delight
2. breathe something in
3. miss something
4. gasp
5. have a shock
6. find something impossible to put into words
7. catch one's breath
8. feel amazed
9. feel a lump in one's throat

**17. A. Imagine that you're Ginny and speak about your interest in art and the first impression of your mother's picture.**

**B. Speak about a strong impression a particular picture once made on you. Describe the picture.**

**C. Speak about the pictures and artists mentioned in the text. Use encyclopaedias and/or Internet links.**

# Use of English

## Vocabulary

### 18. A. Learn to use the new words.

1. **affect** [ə'fekt] (v): 1) to change or influence something, to have an effect on sth/sb. *Her words didn't affect me. What you eat affects your health. In February an epidemic of flu began in the region. Many people were reported to be affected.* 2) (formal) to pretend to feel (have or do) sth that you don't really feel (have or do). *He affected illness so that he could stay off work. Alice affected a look of disinterest not to show how eager she was to know who was coming.*
2. **affectation** [ˌæfek'teɪʃn] (n): (derogatory<sup>1</sup>) behaviour, which is not one's natural manner. *Margaret is not really American — her accent is just an affectation.*
3. **affected** [ə'fektɪd] (adj): not real, natural or sincere, showing affectation. *Ann's affected manners annoyed Jill.*
4. **arrange** [ə'reɪndʒ] (v): 1) to put in order. *Arrange these books in alphabetical order. Rachel arranged the flowers in a vase.* 2) to plan or fix sth; **to arrange sth for sb.** *Can you arrange our meetings for next week? I have arranged our holidays in Eastern Europe. To arrange for sb/sth to do sth. Please arrange for a taxi to collect us after the performance.*
5. **arrangement** [ə'reɪndʒmənt] (n): 1) the result of arranging. *Flower arrangements.* 2) an agreement. **To come to an arrangement.** *They have finally come to an arrangement about sharing the money. I find the new arrangement very effective.* 3) a plan or preparation. *Have you made any arrangements for a meeting with Mr Parson? An arranged marriage. Tom and Sharon chose to marry each other themselves, theirs is not an arranged marriage.*
6. **discord** ['diskɔ:d] (n): 1) (formal) disagreement and unpleasantness between people. *I don't want to risk introducing a note of discord into the evening.* 2) a combination of musical sounds, which sound unattractive. *His unbearable discords were more than I could hear.*

<sup>1</sup> derogatory [dɪ'rɒɡət(ə)n] — пренебрежительный; далее derog.

7. **discordant** [dis'kɔ:dnt] (adj): strange or unpleasant because it doesn't fit in with other things; not matching other things. *A discordant sound, a discordant piece of furniture.*
8. **gasp** [gɑ:sp] (n): the sound made by suddenly breathing in, because of surprise, sudden pain, etc. *A gasp of fear, gasps of amazement. He listened to Don breathing in short gasps.*
9. **gasp** [gɑ:sp] (v): to take sudden sharp breath. *He gasped with pain. He was gasping for breath after running so hard.*
10. **greed** [grid] (n): an eager desire for something (food, money) especially for more than is necessary or fair for you to have. *Eating five cakes one after the other is nothing but greed.*
11. **greedy** ['gridi] (adj): wanting more than one needs or than is fair for them to have. *People got richer and also greedier.*
12. **masterpiece** ['mɑ:stə,pis] (n): an excellent piece of work, esp. art, which is the best type or one of the best that a particular person has done. *"The Mona Lisa" was Leonardo's masterpiece.*
13. **piece** [pis] (n): 1) a part (bit) of anything. *A piece of cake, a piece of paper, a piece of news.* 2) something written or composed. *He has written a piece about art in this week's newspaper.*
14. **poverty** ['pɒvəti] (n): 1) the condition of being poor. *They lived in extreme poverty (below the poverty line).* 2) lack of sth. *His later stories show (a) surprising poverty of imagination. Poverty-stricken: extremely poor.*
15. **shadow** ['ʃædəʊ] (n): 1) an area of shade on the ground caused by an object blocking the light. *We were in the shadow of a building. He walked along in the shadows hoping no one would recognize him. The whole flowerbed is in shadow.* 2) a dark shape made on a surface by something between the surface and direct light. *As the sun set, the shadows lengthened. To cast shadows. The tree cast its shadows on the wall.*
16. **sheer** [ʃiə] (adj): absolute, pure, unmixed with anything else, nothing but. *He won by sheer luck. The journey to work was sheer hell. He sat down and wept out of sheer joy.*
17. **victim** ['viktɪm] (n): a person who suffers death or harm as a result of someone else's action or a disaster. *A murder victim. Food is being sent to the victims of the disaster.*

**B. Remember how the words were used in the text "The Picture".**

**19. Complete the sentences with the missing prepositions.**

1. This area has been badly affected \_\_\_\_\_ pollution.
2. In modern societies children often become victims \_\_\_\_\_ domestic violence.
3. Have you



made any arrangement \_\_\_\_ a meeting \_\_\_\_ the manager? 4. The young man knew he had received the job \_\_\_\_ sheer luck. 5. The old lady sat on the porch crying \_\_\_\_ sheer helplessness. 6. John gasped \_\_\_\_ pain having cut his finger. 7. After running such a long distance the child was breathing \_\_\_\_ short gasps. 8. Would you like another piece \_\_\_\_ cake? 9. They have come \_\_\_\_ an arrangement \_\_\_\_ their experiment. 10. That's a very sad piece \_\_\_\_ news. 11. In their childhood the Robinson children lived \_\_\_\_ extreme poverty. 12. We sat \_\_\_\_ the shadow of the bush admiring the view in front of us. 13. What other masterpieces \_\_\_\_ this artist can you mention? 14. Giving up smoking had a magical effect \_\_\_\_ his illness.



**20. Change the sentences so that you could use the new words.**

1. The girl *was* deeply *influenced* by her parents' divorce and felt very unhappy. 2. I hope that our little *disagreement* won't influence our partnership. 3. The wedding *preparations* are coming to an end, everything will be ready by next Sunday. 4. My night journey by train turned out to be *perfect* hell. 5. They say that half the world's population is living in *need of most basic things*. 6. The idea was so shocking that it made me stop and *breathe in suddenly* in the middle of the phrase. 7. The cathedral in York is a *great work* of medieval architecture. 8. Young children usually have a great *desire* for information. 9. After the terrible accident *the injured* were taken to Central Hospital. 10. Two figures came out of the *area of darkness* and walked slowly in our direction. 11. It was *agreed* that the children would meet us at the railway station.

**21. Make up a story using one set of words. Tell it to your partner. Work in pairs.**

- 1) in great poverty, a victim of circumstances, sheer/ill/good luck, affect, masterpiece;
- 2) beautifully arranged in the shop window, gasp, greed(y), discord between the two friends, became a shadow of his/her former self.

## *Words not to be confused*

**22. Analyse the differences between the vocabulary items in the first two pairs and explain the difference in the rest. Use a dictionary.**

a) **shadow — shade**

Both *shadow* and *shade* can mean "a dark area where the light from the sun does not reach because it is blocked by something". On a bright summer day we can be in the shade or in shadow (in the shadows). At the

same time, dark shapes made on a surface when someone or something is between the surface and a light are shadows, not shades. E.g. *The trees cast long shadows in the evening light.*

b) **lump — piece**

A *lump* is a solid piece of something of many shapes or sizes. That's why we can speak of a lump of metal, or coal, a lump of cheese, meat, butter or sugar. In its turn the word *piece* means a part that has been cut, broken or separated from something large (a piece of land, piece of wood, a piece of cake).

You can speak about a *lump* (not piece) coming up in your throat if you feel emotional, while something that is easy to do is a *piece* (not lump) of cake for you.

c) **victim — sacrifice**

d) **discord — accord**

e) **affect — effect**

f) **affectation — affection**

**23. Complete the sentences with the right word from the brackets.**

1. Nobody knows yet how many people have become earthquake (*sacrifices/victims*). Making (*sacrifices/victims*) is always a part of bringing up children. Success in your job is not worth the (*sacrifices/victims*) of your family.

2. I'd like to say that I have a great (*affection/affectation*) for your country and its people. I don't trust her: everything she says about her feelings is just an (*affection/affectation*). All his life he had a deep (*affection/affectation*) for his parents.

3. The temperature was about 30°C in the (*shade/shadow*). As the sun set, the (*shades/shadows*) became longer. The incident frightened him so much that now he is afraid of his own (*shade/shadow*).

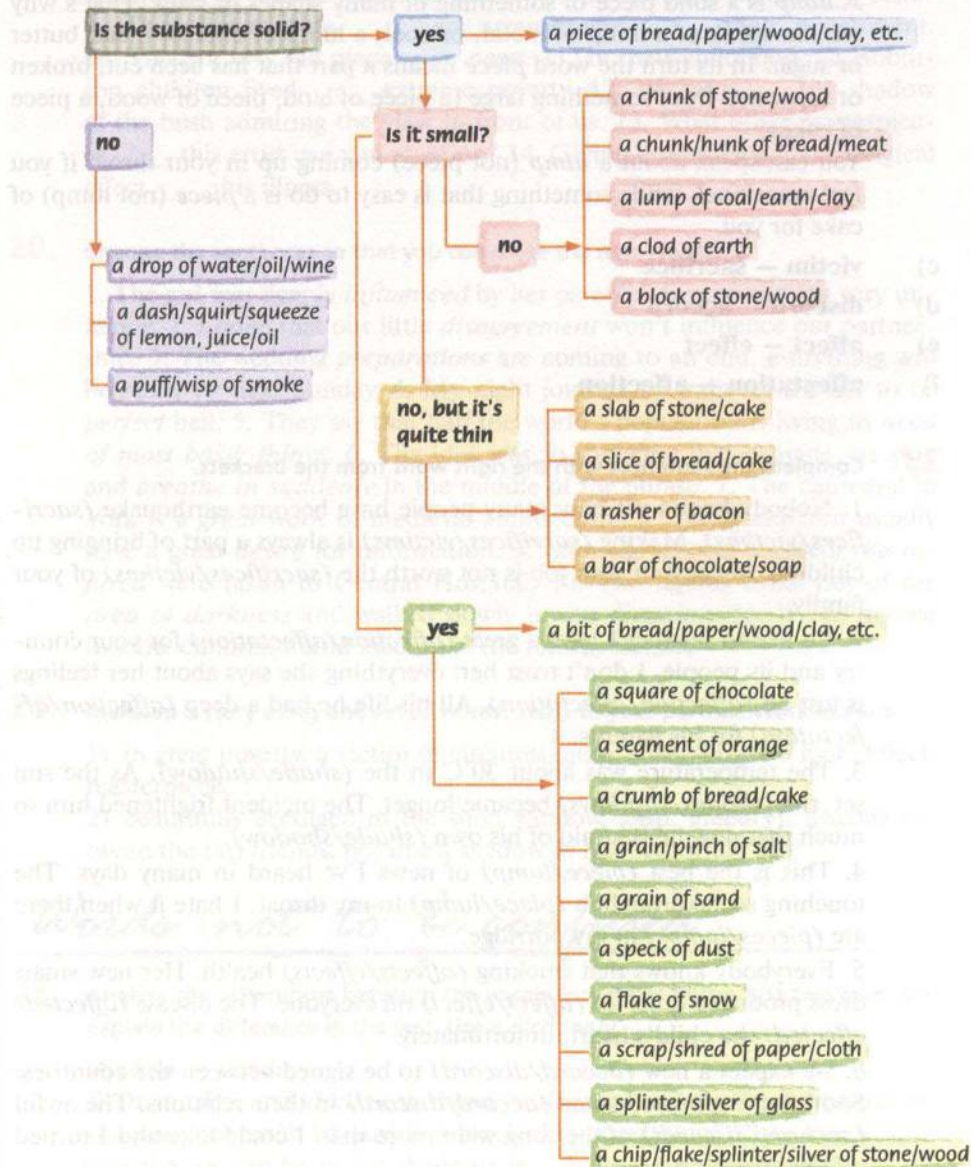
4. This is the best (*piece/lump*) of news I've heard in many days. The touching scene brought a (*piece/lump*) to my throat. I hate it when there are (*pieces/lumps*) in my porridge.

5. Everybody knows that smoking (*affects/effects*) health. Her new smart dress produced quite an (*affect/effect*) on everyone. The disease (*affected/effect*) the child's heart, unfortunately.

6. We expect a new (*accord/discord*) to be signed between the countries. Soon there appeared some (*accord/discord*) in their relations. The awful (*accords/discords*) of the song were more than I could take and I turned off the television.

24. Look at the information from *Longman Dictionary of English Language and Culture*. Find Russian equivalents for the given word combinations. Use some of them in sentences of your own.

### Piece



## Focus on Word-Building

Compound adjectives are typical of the English language. You can form them using different models:

- |                                |   |                 |                                 |
|--------------------------------|---|-----------------|---------------------------------|
| 1. Adjective<br>Noun<br>Adverb | } | + Participle I  | easy-going, smart-looking       |
|                                |   |                 | heart-breaking, progress-making |
|                                |   |                 | fast-developing, well-meaning   |
| 2. Noun<br>Adverb              | } | + Participle II | poverty-stricken, horse-drawn   |
|                                |   |                 | well-paid, hand-written         |
| 3. Adjective<br>Numeral        | } | + Noun + -ed    | blue-eyed, broad-shouldered     |
|                                |   |                 | three-headed, four-legged       |

### 25. A. Form compound adjectives using the words from the two boxes.

*Box 1*

*Box 2*

breath	white	house
dish	ill	new
slow	terror	well
highly	two	old
good	high	

taking	qualified
fashioned	edged
moving	warming
stricken	born
washed	looking
flying	educated
washing	chosen

B. Use the compound adjectives you have formed to complete the sentences below.

- The view from the top of the hill was just \_\_\_\_.
- Blake was carrying an \_\_\_\_ leather briefcase.
- Dan looked at the \_\_\_\_ kite in the sky and felt very proud.
- The newcomers are \_\_\_\_ engineers with a lot of experience in the field.
- When Aunt Polly saw the \_\_\_\_ fence she could hardly believe her eyes. She'd never expected Tom to finish the job so quickly.
- My old \_\_\_\_ machine won't work. I really need to buy a new one.
- I wouldn't call Jenny beautiful, but she is certainly a \_\_\_\_ woman.
- We have just moved in. I would like to invite you to a \_\_\_\_ party.
- The Smith sisters are \_\_\_\_ young ladies.
- The \_\_\_\_ baby was so cute, so sweet, so pleasant to look at.
- The plot of the film was \_\_\_\_, the cast \_\_\_\_.
- I was bored to death.
- The children left the old tower \_\_\_\_ and ran all the way to their house.
- A \_\_\_\_ weapon has a blade with two sharp edges.



## 26. Complete the text with the derivatives from the right-hand column.



Some 1 \_\_\_\_\_ specialise in 2 \_\_\_\_\_ views of land, sea and sky. Two 19th-century 3 \_\_\_\_\_ famous for their mood-filled landscapes were Whistler and Turner. Whistler often gave his 4 \_\_\_\_\_ vague 5 \_\_\_\_\_ titles such as nocturne, or “night scene”. His picture “Nocturne in Blue and Silver” shows a 6 \_\_\_\_\_, twilight world with only a 7 \_\_\_\_\_ boat and few lights.

paint, mood  
art

paint,  
suggest  
mist  
shadow



J.M.W. Turner was born in England in 1775. A father's son he had his first 8 \_\_\_\_\_ in his father's shop. “The Fighting Temeraire” is his world-famous masterpiece. The picture shows a tug towing an old warship away for scrap. Turner saw it happen – but when he painted it, he changed bits to make it more 9 \_\_\_\_\_. Turner exaggerated the contrast between the tall 10 \_\_\_\_\_ warship and the squat, steam-belching tug. He also added a 11 \_\_\_\_\_ sunset, to give a 12 \_\_\_\_\_ for ending and loss.

exhibit

drama  
grace  
glow  
feel

## Phrasal Verb *to die*

1. **to die away** = to become quieter or weaker and finally stop. *The echoes* ['ekəʊz] *gradually died away*.  
Syn. **fade away**

2. **to die down** = to become much less noisy, powerful, or active. *The wind died down during the night*.  
Syn. **subside**

*Note.* Nouns often used as subjects with **die down** are: *applause, excitement, fighting, fuss, laughter, noise, protest*.

3. a) **to die out** = to become weaker or less common and then disappear completely. *The species has died out*.  
Syn. **become extinct**

b) same as **die away**.

4. **to be dying for** = (*always progressive, informal*) to want to have something or to do something very much. *I'm dying for a drink of water*.

### 27. Complete the sentences. Use *away, down, for, out*.

1. The laughter died \_\_\_\_, and there was silence. 2. Can we stop soon? I'm dying \_\_\_\_ the toilet. 3. I wanted the noise to die \_\_\_\_ before I spoke. 4. The tribe's traditional way of life is dying \_\_\_\_\_. 5. All dinosaurs died \_\_\_\_ when it became too cold for them. 6. Ann says she is dying \_\_\_\_ a cup of coffee. 7. I think the wind has died \_\_\_\_ a bit. 8. Bears died \_\_\_\_ in Britain over 100 years ago. 9. As we moved, the light became gradually less and less and finally died \_\_\_\_\_. 10. The excitement soon died \_\_\_\_ and we were able to discuss our plans. 11. The practice of children working in factories has died \_\_\_\_ in England. 12. "The fire is dying \_\_\_\_," said one of firefighters. 13. Uncle George is a heavy smoker. Every hour he says, "I'm dying \_\_\_\_ a cigarette." 14. The wind is dying \_\_\_\_\_. I don't think we will be able to fly a kite. 15. We left at once. For some time we could hear the noise of the party, the music and laughter which soon died \_\_\_\_\_.

### 28. Express the same in English using the phrasal verb *to die*.

1. Обычай писать письма отмирает (исчезает) в наши дни. 2. Когда профессор вошел в лекционную, шум тут же затих. 3. В холодильнике



нике есть вода? Мне до смерти хочется пить. 4. Многие виды бабочек быстро вымирают в наши дни. 5. Звук бубенчика (*horsebell*) стал менее отчетливым и вскоре затих. 6. «Привет, мам, — сказала Эмили, входя в кухню, — я до смерти хочу кофе». 7. Ночью ветер затих. 8. Звук автомобильного двигателя затих вдали. 9. Волнение по поводу предстоящей поездки улеглось, и дети продолжили писать упражнения.

## Grammar

## Revision

### PRONOUN



#### 29. Use the right pronouns to make the sentences complete.

1. — I'd love to have that painting. — (*I*) think (*you*) father and (*I*) will buy (*it*) for (*you*). 2. — Daddy, John has taken my paints! — John, give (*they*) back to (*you*) sister. 3. — Who is it? — It's only (*I*) [*informal*]. 4. — Cathy is slimmer than (*I*), but (*I*) am taller than (*she*). — It's true. And in my opinion (*you*) are prettier than (*she*) is. 5. Could you ask (*they*) where (*they*) house is? 6. — Roger and (*I*) are going to the football match this evening. — That's interesting! Can (*I*) join (*you*)? 7. (*We*) teacher told (*we*) that we should go to the National Gallery a few days later. 8. — Look at that little kitten on the grass! Isn't (*it*) lovely? — (*It*) sure is. 9. — Who wants to help (*I*) to decorate the room for the party? — Not (*I*). — Not (*we*). 10. You can invite Albert to the party. — You must be joking. Certainly not (*he*).



#### 30. Use the right form of the reflexive pronouns to complete the sentences.

1. They have just bought \_\_\_\_ a new car. 2. If I were you, I'd look after \_\_\_\_ better. I think you should buy \_\_\_\_ some new clothes and try to enjoy \_\_\_\_ more. 3. Uncle Simon keeps talking to \_\_\_\_\_. I think he is getting old. 4. I didn't want to go to the concert with Alice, so she went by \_\_\_\_\_. 5. OK, children, you mustn't blame \_\_\_\_ for what has happened. 6. Let's try and enjoy \_\_\_\_ even if the party is boring. 7. Jane, don't cut \_\_\_\_ with the knife. 8. Can you help me, Ron? I have hurt \_\_\_\_! 9. Look! Your cat can open the fridge door \_\_\_\_! 10. I burnt \_\_\_\_ when I was taking the food out of the oven.

31. Jessica and Malcolm are going to get married. Their lawyer describes the particulars of their contract. Complete the lawyer's words.

Jessica

- house
- car
- new furniture
- family jewels



Malcolm

- small bakery
- car
- flat in town
- shares a good company



Malcolm and Jessica

- cottage in the country
- electronic equipment
- new house



Lawyer:

"Jessica and Malcolm wanted to make some special points in marriage contract. Jessica has a house which she inherited from 1. \_\_\_\_\_ parents. She wants this house to remain 2. \_\_\_\_\_ in case of divorce and if they have children. The house will be 3. \_\_\_\_\_ as part of her legacy. Naturally the family jewels will remain 4. \_\_\_\_\_ as well and will be passed down to 5. \_\_\_\_\_ children if they have 6. \_\_\_\_\_. Jessica wants to mention 7. \_\_\_\_\_ new furniture and 8. \_\_\_\_\_ car in the contract as the property that will belong to 9. \_\_\_\_\_ and Malcolm. These items will become 10. \_\_\_\_\_ after marriage. The cottage in the country and the electronic equipment that Jessica and Malcolm bought together will be 11. \_\_\_\_\_ according to the contract. In case of divorce they will be sold and the money will be divided between 12. \_\_\_\_\_. Malcolm, in his turn, wants to mention in the contract that the small bakery he owns and 13. \_\_\_\_\_ car will be 14. \_\_\_\_\_ and not 15. \_\_\_\_\_. At the same time he wants to sell 16. \_\_\_\_\_ shares and 17. \_\_\_\_\_ flat in town and spend the money on a new house which will be 18. \_\_\_\_\_ and will be inherited by 19. \_\_\_\_\_ children."

## MORE FACTS ABOUT PRONOUNS

## Focus on Grammar

## Pronoun "One"

1. **One** can be used in general statements where it means everyone, anyone:

*John's drawing skill is improving, but one cannot expect miracles.*

**You** in this context is less formal:

*John's drawing skill is improving, but you cannot expect miracles.*

2. After *this*, *that* **one** replaces a countable noun in the singular and **ones** – a countable noun in the plural:

– *Have you seen the new work by Lavrovsky? – Is that the one our city gallery has bought?*

– *I've bought some new brushes. – Do you mean the ones in the yellow box?*

3. **One** and **ones** are used to identify people or things, often after *which*:

a) *There are two books on the history of art. Which one would you like?*

b) – *Which of the paintings do you prefer? – These ones.*

c) – *Which woman do you mean? – The one in the green dress.*

**Note.** **One** is not used when referring to uncountable nouns:  
*I never use powdered milk, I use only fresh milk.*

32. Complete these dialogues. Use **one/ones** where it is possible.

1. – Aren't Susie's landscapes lovely!  
– The \_\_\_\_ with a pond in the middle is particularly attractive.
2. – Oh! I have broken two of my favourite brushes.  
– You'll have to buy new \_\_\_\_, I think.

3. — Do you know any of Serov's paintings?  
— Is he the \_\_\_\_ who painted "Girl with Peaches"?
4. — I've left my sun cream at home. Have you got \_\_\_\_?  
— I don't think so. Sorry.
5. — Joe wanted to buy his dad a calculator for Christmas.  
— But he's got \_\_\_\_ already.
6. — Do we need any cheese?  
— Yes, we haven't got \_\_\_\_ at home.

**33. Answer the questions. Use *one/ones* where it is possible.**

*Example:* — Do you like fried potatoes or boiled potatoes?  
— Fried ones.

1. Which colours do you prefer — cold or warm?
2. Do you like soft-boiled eggs or hard-boiled eggs?
3. Do you wear old or new jeans when you go to the country?
4. Do you usually buy cheap or expensive shoes?
5. Do you prefer round or square glasses?
6. Which do you like more: a chocolate cake or a cream cake?
7. Do you use ball pens or ink pens when you write?
8. Are you fond of classical music or pop music?

## Grammar

### NOUN

### Revision

**34. Give the plural of the following nouns. Use some of them in sentences of your own.**

- A.** a play, a cherry, a church, a tomato, a wife, a box, a photo, a roof, a party, a valley, a ski, a leaf, a mosquito, a still life, a bus, a people, a toy, a stewardess, a thief
- B.** a sister-in-law, a storyteller, a merry-go-round, a lily-of-the-valley, a passerby, a fellow student, a father-in-law, a forget-me-not, a shipmate, a grown-up, an exercise book, a stepdaughter, a letterbox, a stage director
- C.** a sportsman, a schoolchild, a mouse, a deer, a woman, a goose, a postman, an ox, a sheep, an Englishman, a scene, a tooth, a fish, a child, a species, a series
- D.** a memorandum, a fungus, a millennium, a crisis, a curriculum, a genius, an antenna, a diagnosis, a cactus, a formula, a phenomenon, a thesis, a genie



35. Choose the right word to complete the sentences. Use the words in bold in your own situations.

1. (*This/These*) new **information** (*is/are*) rather unexpected. 2. My new (*glass/glasses*) (*is/are*) much stronger than my old (*one/ones*). 3. Nowadays a lot of people have plastic **money** which (*is/are*) small plastic cards used instead of money for making payments. 4. During the school year pupils are supposed to write a number of (*work/works*). 5. What (*was/were*) his **advice**? I can't remember. 6. There is no class tomorrow. That (*is/are*) **news** to me. 7. What (*a/-*) hard **work**! Do you need any help? 8. This pupil's **progress** in English (*have/has*) been very noticeable recently. 9. The waste basket under the desk was full of (*paper/papers*). 10. (*Is/Are*) the (*watch/watches*) you're wearing new? I have never seen (*it/them*). 11. What (*is/are*) your school **clothes** like? 12. The (*paper/papers*) from the attaché case turned out to be top secret. 13. Where (*is/are*) the (*potato/potatoes*) I bought yesterday? I can't see (*it/them*). 14. I think that **physics** (*is/are*) a very interesting subject. 15. (*Carrot/Carrots*) (*contain/contains*) a lot of necessary vitamins.

36. Use the indefinite article (*a*) where necessary to complete the sentences.

1. What \_\_\_\_ exciting news! I can't believe my ears. 2. Everybody knows that the human body contains \_\_\_\_ water. 3. After the examination I felt nothing but \_\_\_\_ satisfaction. 4. We had to use \_\_\_\_ stone instead of \_\_\_\_ hammer. 5. This picture is \_\_\_\_ work of genius, I have no doubt about that. 6. The cottage was built of \_\_\_\_ red brick and stood out against the green of trees. 7. The pupils demonstrated \_\_\_\_ great interest in the discussion. 8. From the top of the hill we saw \_\_\_\_ lovely view of the valley. 9. \_\_\_\_ electric power changed \_\_\_\_ people's lifestyle radically. 10. Going to the picture gallery sounds like \_\_\_\_ good idea. 11. Knives are usually made of \_\_\_\_ stainless steel. 12. We've never had such \_\_\_\_ hot weather in May. It's an exceptionally hot spring.

37. A. Complete the sentences using the singular or the plural of the verbs in brackets.

1. Your new jeans (*look*) very stylish. 2. An extra pair of trousers (*be*) sure to save you the trouble of washing. 3. (*Be*) the shorts you're wearing new? 4. Yesterday I saw a beautiful pair of sunglasses in the shop window which (*be*) not particularly expensive. 5. Brown gloves (*do*) not go with your black coat. If I were you, I'd buy a new pair. 6. What are you thinking about? Three pairs of tights (*be*) always better than one. 7. The mittens I bought the other day (*look*) fantastic. 8. The pair of shoes I got as my parents' birthday present (*seem*) to be extremely elegant.



## MORE FACTS ABOUT NOUNS

## Focus on Grammar

Some English nouns can take only a singular verb, others only a plural verb, some of them can take both.

## I. Nouns + a singular verb:

The nouns ending in *-ics* — *athletics, gymnastics, linguistics, mathematics, physics*, etc.

*Mathematics is a compulsory subject at school.*

*Linguistics is the study of language and how it works.*

## II. Nouns + a plural verb:

a) The collective nouns *people*<sup>1</sup>, *the police, the clergy, the military, cattle*.

*Some people are never satisfied.*

*The police have arrived.*

b) Such nouns as *belongings* (имущество)

*brains* (интеллект)

*clothes* (одежда)

*earnings* (заработок)

*looks* (внешность)

*lodgings* (жилье)

*stairs* (лестница)

*outskirts* (пригород)

*All my belongings are in the bag.*

*Where are the stairs?*

## III. Nouns + a plural/singular verb:

a) Such nouns as *the public, the aristocracy, the majority, the minority*.

*Give the public what it wants (they want).*

*The majority of our teachers is (are) women.*

<sup>1</sup> исчисляемое существительное а people = a nation or tribe (народ); cf. (om confer [kən'fɜ:] — сравни): *the peoples of Europe*

## Focus on Grammar

- b) The nouns *headquarters, means, series, species*.

*This species of rose is very rare.*

*There are thousands of species of butterflies.*

- c) Such collective nouns as *audience, class, club, committee, company, council, crew, crowd, family, gang, government, group, staff, team*.

*The present government isn't having much success trying to control inflation* (meaning a whole group of people).

*The government don't agree on the new education policy* (meaning the individuals that make a group).

- d) The nouns with different singular and plural meanings:

1. *air* — воздух

*airs* — напыщенность, манерность

2. *ash* — зола, пепел

*ashes* — прах

3. *content* — содержание (*идея, сюжет*)

*contents* — содержимое, оглавление (*структура, из чего состоит*)

4. *custom* — обычай

*customs* — таможня

5. *manner* — манера

*manners* — обычаи, нравы

6. *scale* — шкала, масштаб

*scales* — весы

*The air was sick with cigarette smoke.*

*I hate the airs he puts on. They always annoy me.*

### 38. Complete the sentences and make them grammatically correct. In some cases both the words are correct.

1. The police (*is/are*) interested in this case.
2. Mathematics (*is/are*) not the most popular subject at school.
3. All their belongings (*has/have*) been destroyed during the fire.
4. What will you be doing while the family (*is/are*) on holiday?
5. Charlie put on airs to impress his friends, but (*it/they*) just made him look ridiculous.
6. A company of musicians (*is/are*) going to present a concert at the town hall tonight.
7. The public (*is/are*) allowed in from 11 am to 4 pm.
8. The majority of the students (*has/have*) voted for you for class president.
9. The military (*has/have*)

occupied the building. 10. — How did you spend your earnings? — I put *(it/them)* in the bank to save up for a bicycle. 11. Where *(is/are)* the cattle? 12. I like gymnastics. *(It/They)* *(is/are)* my favourite sport. 13. The crew *(is/are)* a group of people who work together usually on a ship, air-plane, or train. 14. a) It is my *(custom/customs)* to walk to school every morning. b) We had to pay *(custom/customs)* on the sweaters we had bought in Scotland. 15. a) When the bag broke, its *(content/contents)* fell all over the floor. b) The *(content/contents)* of the letter upset me. c) I prefer food with a low fat *(content/contents)*. 16. *(These/This)* species of butterflies has disappeared.



### 39. Express the same in English.

1. Многие виды животных исчезли. 2. Наше правительство пытается контролировать преступность. 3. Твои знания по математике (твоя математика) становятся все лучше и лучше. 4. В мире тысячи видов птиц. 5. Публику это волнует (*to be concerned*). 6. Многие люди уже подписали петицию. 7. Акустика — это предмет, о котором мне мало что известно. 8. В настоящее время у людей в собственности гораздо больше вещей, чем раньше, но полиция почти во всех европейских странах стала более занятой. 9. Физика — это предмет, который больше предпочитают мальчики, нежели девочки. 10. Модная одежда сейчас стала очень дорогой. 11. Комитет начинает работу в сентябре. 12. Я не знаю, где находится оглавление книги — на первой или на последней странице. 13. В камине была зола. 14. Штаб нашей компании находится в Москве. 15. Военные прибыли.

## Speaking

### 40. Answer the questions.

1. Are you interested in any kinds of visual art? Which of them is closer to you? 2. Would you like to know more about art and its history? Where can you find information about them? 3. Is there an art gallery in the place where you live? What does it exhibit? How often do you go there? 4. Is there a particular artist whose works you enjoy most? What in this artist's work do you find attractive? 5. Which of the world-famous masterpieces would you like to see some day? Why? 6. Do you think art should be an essential part of every person's life or is it meant for a selected few? 7. Should art be taught at school? How? At what age? 8. Do you think a person's artistic taste is inborn? Is it possible to develop it? In what way can one do it?

41. A. Look at the reproduction, read the text and try to answer the questions in it.

### SUNFLOWERS

Van Gogh was interested in the symbolic significance of colours. A single colour – yellow – dominates “Sunflowers” making it a kind of symphony in yellow. Is there any variety in the range of yellows used? Can you describe the palest and the darkest shades of yellow? Other colours are used but which contrast most strongly with yellow? The whole mood of this painting is obviously determined by its yellows. How would you describe this mood? Think of the range of feelings you associate with yellow. What do you think yellow signified to Van Gogh?

Is your first impression of “Sunflowers” that it was painted slowly over a considerable time, or produced rapidly? The way it is painted can be seen in the brushwork, which is used both to describe the sunflowers and to express their essential character. The circular centres are painted in thickly stripped yellow ochre paint which Van Gogh used to show the formation of the seeds. The background of the picture is very simple and rigid. Do you think it contrasts with the flowers? What does this contrast stress?



Different stages in the life cycle of the flower are shown in this painting. Some flowers are not yet open, and it is easy to imagine them still growing. Others are heavy and ripe. A couple hang their heads as if they have passed their peak and have begun to die. Van Gogh obviously had to work rapidly for, once picked, sunflowers last only for a short time. Do you think Van Gogh wanted to show us how short-lived beauty could be?

- B. What is your impression of this famous picture?

42. Study the topical vocabulary to speak about the art of painting.

### Topical Vocabulary

The most popular genres in painting are:

- the portrait;
- the landscape (seascape, townscape);
- the still life;

- the genre scene/the subject painting;
- the historical/mythological painting.

A picture can be described from the following points of view:

- the subject (what is represented or depicted in it);
- the composition (how the space of the picture is used);
- the colour scheme (how different colours are handled);
- the details (what details the artist introduces and how they are related to the subject);
- the general impression the picture makes.

Here are some helpful words and phrases:

- the space of the picture is symmetrically/asymmetrically divided;
- the centre is dominated by...;
- in the foreground/background/far distance;
- the shapes echo with each other/contrast each other;
- the picture is painted in warm/cold colours;
- the dominating colours are...;
- the colours are bright, pale, brilliant, intense, luminous, soft, pure, pastel, delicate, etc.;
- the colours contrast with each other/blend together;
- the sitter/model.

These words describe a positive impression of a picture:

- a masterpiece that can (could) stand the test of time;
- a romantic, lyrical, charming, appealing, powerful, original, outstanding painting;
- the artist demonstrates a great sense of space, a real talent as a colourist, precision of drawing;
- the artist managed to capture the sitter's expression, the atmosphere of the place, the mood of the moment.



**43.** Look at the masterpieces from the National Gallery in London (p. 39), say in what genre they are painted and speak about them. Don't forget to mention:

- the subject;
- the composition;
- the colours;
- the details;
- the general impression of the pictures.

**44.** Find a reproduction of a picture by a Russian artist and tell your friends what makes it special and why you like it.



**P. Gauguin.**  
*Flowers and a Bowl  
of Fruit on a Table*

**W. Hogarth ['həʊgɑ:θ].**  
*The Graham Children*



**J. Ruysdael ['raɪzda:l].**  
*A Landscape with a Ruined  
Castle and a Church*



**G. Moreau**  
**[mɔr'əʊ].**  
*St. George  
and the Dragon*



**P. Renoir [rən'wɑ:].**  
*Umbrellas*

45. You've come across this information about an art exhibition. What will you do: forget it? invite your friends or family to see it? go to the exhibition alone? read up about abstract art before you go?

## Serpentine Gallery

### Ellsworth Kelly Exhibition

18 March - 21 May

10am - 6pm daily

Admission free

Ellsworth Kelly is among the greatest living artists. He pioneered an abstract aesthetic and now the body of his work is one of the major achievements of American art.

Kelly's career began in Paris, where he lived and worked from 1948 to 1954. There he was influenced by European modernism, the work of such artists as Henry Matisse and Pablo Picasso. He began to create his elegant approach to abstraction, inventing a vocabulary of forms, colours and strategies that would become the core of his practice. His work is represented in major museums and private collections worldwide. For his exhibition at the Serpentine Kelly has selected 18 works made since 2002, which will be shown together for the first time.

Ellsworth Kelly  
*White Black Red* 2004  
Oil on canvas, three joined panels  
206.7x102.9 cm



Ellsworth Kelly  
*Blue Black Red-Violet* 2004  
Oil on canvas, three joined panels  
204.5x110.5 cm



46. You and your friend want to visit an exhibition of pictures. Discuss with him/her which one of the following options is the best place to go.

- an exhibition of Levitan's landscapes from Russian museums
- an exhibition of Rembrandt's paintings from European museums
- an exhibition of abstract art paintings
- an exhibition of photographs

You begin the conversation and have to decide on which option (only one) to choose. 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*.

47. Read the first part of the text "Photography" and say if you consider photography to be an art. Discuss it. Then read the second part of the text and say if your opinion has changed or has been supported.

## PHOTOGRAPHY

I. "From today painting is dead!" declared the French painter Paul Delaroche [ˌdɛləˈʁɒʃ] in 1839, the year a process for making photographic images was discovered. Delaroche voiced the expectations of many: that the camera's ability to capture in an instant every detail of the real world would spell the end of painting and drawing, and that photography was the art of the future. At the same time the opposing camp claimed that photography was a science, not an

art — a mechanical process that could never compete with the sensitive hand of the painter in feeling or expression.

II. Since 1839 photography has become part of our life, it is widely used in science, medicine, anthropology, geography, journalism, advertising — but its close relationship with art has continued.

In the early 20th century the famous American photographer Alfred Stieglitz ['sti:glitz] (1864–1946) put forward the idea of “pure” photography with aesthetic value beyond its descriptive or utilitarian function. This modernist view influenced a generation of photographers. While many Americans found inspiration in nature, in Europe photography celebrated the rhythm and speed of modern society, the dynamism of the machine age.

At the same time a certain group of photographers found the unexpected in the commonplace. For example, a plant seen close up looks machine-made, and a street scene from above becomes an almost abstract pattern: ordinary things are transformed by a point of view.

Many photographers now regarded as great masters would never have thought of themselves as artists at all. Their aim was to document the life they saw around them. Recording the lives of common people, they created powerful and dignified images that spoke about the problems of the society they lived in, about human suffering and hope.

In the second half of the 20th century photography and art became more closely connected. Pop artists like Andy Warhol ['wɔ:həʊl] (1928–87) often used photographic images and concepts in their work.

In recent years, many photographers have turned their attention from the world “out there” to express themselves by staging their own events, constructing their own images for the camera, inviting us to the private world of their imagination.

**48.** Are you interested in photography? Tell your friends about your best snapshots, what you like to photograph and why.

**49.** You might hear about John Keats (1795–1821), the English poet who often wrote about man's creativity. Below is one of the most popular quotations from Keats. Can it be applied to art? Comment on it.

A thing of beauty is joy for ever:  
Its loveliness increases; it will never  
Pass into nothingness... .

(John Keats)



# Creative Writing

Last year you learnt to write paragraphs and develop them. Sometimes you need a longer piece of writing that consists of several paragraphs. There are different kinds of paragraphs. Some of them tell what happened. These are called narrative paragraphs (narrations). Others paint pictures (descriptions) in your mind.

## 50. Read the text and learn how to write a description.

### WRITING A DESCRIPTION

A *description* creates a picture with words. Often when you write, you need to describe how something looks. A description can add important details to a piece of writing. It can put a specific picture in your reader's mind. A description tells what some person, place, or thing looks like. A good description helps the reader see, hear, taste, touch, and smell what is being described, in other words, a description often appeals to one or more of the senses.

1. *Choose a topic* of your description. Very often topics for descriptions are chosen for you. You may need to describe some animal in a biological report or some place when you prepare a talk on geography. If topic has not been chosen, you will have to find one.

2. *Gather details about your topic.* People create word pictures mainly by using details. You have learnt that details are the words and phrases that help the reader get a clear picture. They describe shapes, colours, sounds and smells. They describe actions that are special to the thing that is being described.

If you can, look at your topic or a picture of it as you write about it. If your topic is something you can hear or feel, listen to it or touch it. Make a list of details about your topic. Choose details that appeal to senses. Ask yourself the following questions:

- What does my topic look like?
- How does it sound?
- How does it feel?
- How does it taste?
- How does it smell?

Decide which ones you want to answer in your description.

3. *Make a writing plan of presenting* your details. The details in a description must follow some order. Details can often be arranged in natural order. The order is called natural because it is the way you would probably notice things (details) without even thinking.

If you describe *a person*, natural order would be *from head to toe*.

If you describe *a building* or *a tree*, natural order is *from bottom to top*.

To describe a room, you might start with an overall idea of the room and then move from the door in a circle around the room from left to right. Other natural orders are front to back, inside to outside, and far to near. All these are natural orders. They follow the way you would ordinarily look at something.

51. a) Read the paragraph that describes a hot day in the country. As you read it, notice which words and phrases help you form a mental picture of the scene. What other words and phrases can you use to describe a hot summer day?

It is a day in the country and everything is hot. The grass looks dry and parched. The buttercups are sticky with dust. The daisies' white petals look grey. All the flowers, the rambler roses climbing up the gate, the hollyhocks leaning against the house, hang limply on their stems.

- b) Write your own description of a hot summer day.

52. a) Write a set of details to describe one of these topics: apple (or other fruit), animal, garden, sitting room.

- b) Write a description of one of the topics above.

53. Write a description of the painting by V. Serov. Your topic sentence should tell what the painting is about, in other words, what the subject of the painting is. You should mention if the painting includes people or shapes, if it is a landscape or a still life. Write what the colours are. Use a natural order to describe the details of the picture. Be sure to use exact words to create your description. Describe the feeling it gives you.



V. Serov.  
*Girl in the Sunlight*

**54. Read the following description. Then answer the questions below it.**

The old house at the top of the hill looks tired and gloomy. Rickety wooden steps lead up to the front door. Strips of plywood cover what is left of the door. Upstairs, birds fly in and out of broken windowpanes. Shutters with many slats missing flap angrily when the wind blows. Half a chimney stands crumbling against the sky.

1. Which sentence tells what the writer is describing?
2. What natural order is used in the description?
3. What adjectives are used to describe the steps?
4. What details are given about the shutters?
5. What sense does the description mainly appeal to?

## Miscellaneous

**55. Choose the replies to fit the situations.**

1. — You've eaten my piece of cake!
  - a) — My dear!
  - b) — What a shame!
  - c) — Sorry!
  - d) — Pardon!
2. — Stop laughing!
  - a) — I can't help it!
  - b) — I can't resist!
  - c) — I can't do anything against it!
  - d) — I can't hold myself!
3. — Goodbye, dear!
  - a) — Goodbye. Give my best wishes to your mother.
  - b) — Goodbye. Remember me to your mother.
  - c) — Goodbye. Send my greeting to your mother.
  - d) — Goodbye. Offer my respect to your mother.
4. — Your room is a mess!
  - a) — I'll arrange it up.
  - b) — I'll make it up.
  - c) — I'll tidy it up.
  - d) — I'll do it up.
5. — I'm getting married next week.
  - a) — The best of luck!
  - b) — My best wishes!
  - c) — Congratulations!
  - d) — I congratulate!

6. — Has the film begun yet?  
 a) — I don't think.  
 b) — I don't think it.  
 c) — I don't think yet.  
 d) — I don't think so.
7. — Would you like another coffee?  
 a) — I'd love one.  
 b) — Willingly.  
 c) — Very kind of you.  
 d) — It'll be a pleasure.

- 56.** Read the poem and try to answer the question in the final quatrain<sup>1</sup>. Translate the poem into Russian, preferably in poetic form.

### MONA LISA

*by Brenda M. Weber*

Behind kaleidoscopic eyes  
 there's no mystery there that lies.  
 She's the one to see it all  
 from her position on a wall.  
 We look for something in her smile,  
 We stand to study her awhile,  
 Her face of beauty that we seek.  
 What would she say if she could speak?  
 Is her beauty, oh, so rare?  
 Was Mona just a maiden fair?  
 Is she a mirror image of me?  
 Is that what I'm supposed to see?  
 Mona's portrait on the wall —  
 A combination of us all.  
 There's a touch of someone there  
 in the beauty of her hair.  
 That hint of prism in her eyes  
 makes her appear to be so wise.  
 The playful curvature of her lip  
 On her cheeks can dance a quip.  
 She's a beauty this Mona Lisa  
 but so is the Leaning Tower of Pisa.  
 What is the mystery there that lies  
 Behind kaleidoscopic eyes...?

<sup>1</sup> quatrain ['kwɒtrein] — четверостишие

57. Look at the following quotations, comment on them and say with which of them you agree and disagree and why.

The perfection of art is to conceal art. (*Quintilian* [kwɪn'tɪlɪən])

There is nothing but art. Art is living. To attempt to give an object of art life by dwelling on its historical, cultural or archaeological association is senseless. (*W. Somerset Maugham "The Summing Up"*)

The true function of art is to... edit nature and so make it coherent and lovely. (*H. L. Mencken*)

One is never tired of painting, because you have to set down, not what you knew already, but what you have just discovered. (*William Hazlitt "The Pleasure of Painting"*)

58. Listen to the song (No 4), learn the words and sing it along.



### NINA, PRETTY BALLERINA

Every day in the morning on her way to the office

You can see as she catches a train

Just a face among a million faces

Just another woman with no name

Not the girl you'd remember but she's still something special

If you knew her I am sure you'd agree

'Cause I know she's got a little secret

Friday evening she turns out to be...

Nina, pretty ballerina, now she is the queen of the dancing floor

This is the moment she's waited for

Just like Cinderella, just like Cinderella

Nina, pretty ballerina, who would ever think she could be this way

This is the part that she likes to play

But she knows the fun would go away

If she would play it every day

So she's back every morning to her work at the office

And another week to live in a dream

And another row of early mornings

In an almost never-ending stream

Doesn't talk very often, kind of shy and uncertain

Everybody seems to think she's a bore

But they wouldn't know her little secret

What her Friday night would have in store...

Nina, pretty ballerina, now she is the queen of the dancing floor

This is the moment she's waited for

Just like Cinderella, just like Cinderella

Nina, pretty ballerina, who would ever think she could be this way  
This is the part that she likes to play  
She would like to play it every day.

## Project Work

Find information about one of the famous British artists such as

- Sir Joshua Reynolds;
- William Hogarth;
- Thomas Gainsborough;
- John Constable;
- Joseph Mallord William Turner;
- Sir John Everett Millais;
- John Singer Sargent;
- Sir Stanley Spencer

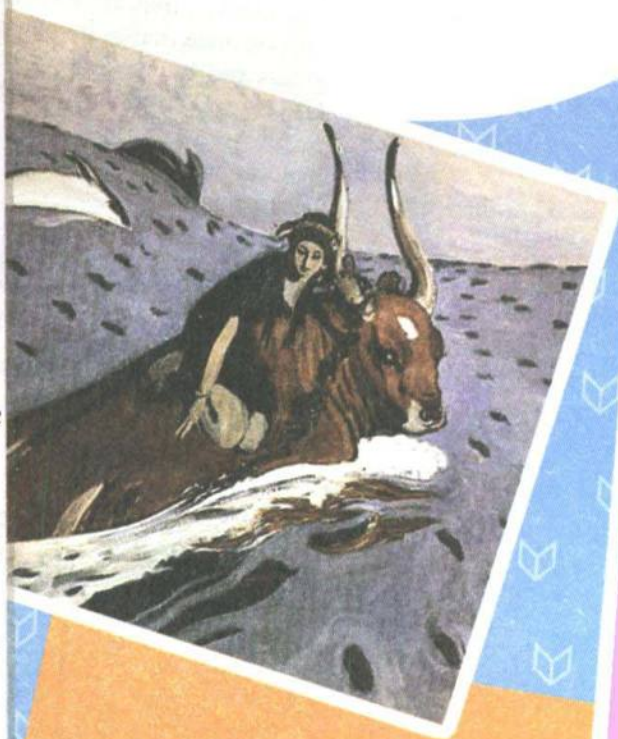
and prepare a talk on his life and work. Find some reproductions to illustrate your story.

# MAN THE BELIEVER

All people believe in one thing or another. Our beliefs very much depend on our character, background and experience. Some people believe in the supernatural: for them the world that can't be explained scientifically is as real as anything. Others will argue with them and say that they believe only in those things that can be proved and that rely only on the power of human reasoning. Quite a number of people might call themselves fatalists: they believe that all events in our lives are predetermined by fate and therefore cannot be altered.

Meanwhile their opponents are sure to say that people themselves make their choices and decisions and are responsible for what happens to them. A huge number of people all over the world profess some religion - Christianity, Islam, Buddhism, Judaism or some other - and find in their religions answers to the most difficult questions.

Our beliefs are as varied as we are, that's why a civilized modern man treats other people's beliefs with respect, rejecting only those, which are immoral or lead to illegal action.



## UNIT TWO

1. Read through the list and say which of these things you believe/don't believe in and why.

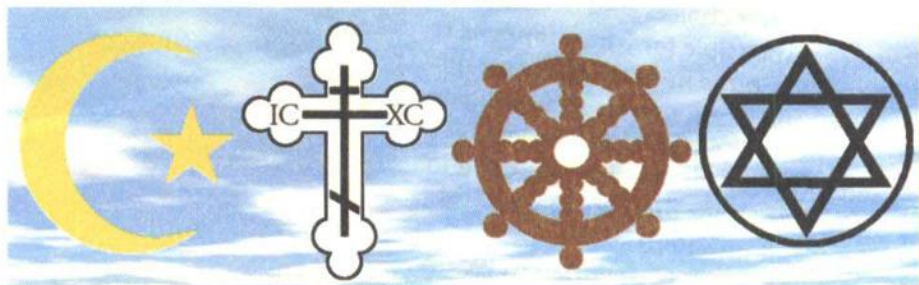
- the world progress
- the postulate "Beauty will save the world"
- reincarnation [ˌrɪːɪŋkɑːˈneɪʃn] (the belief that after you die you can be born again as a different person, animal or thing)
- life after death
- the idea that all events are predetermined
- the idea that love conquers everything
- love at first sight
- ill luck brought by black cats
- the postulate that money and power cannot make you happy
- the postulate that every new generation is wiser than the previous one
- ghosts and witches
- UFOs (unidentified flying objects)
- magic
- horoscopes
- yourself

2. Many people all over the world are religious. Look at the symbols of the four main religions, the names of their sacred texts and the pictures of their sacred buildings. Say which religion they represent.

### *Sacred texts*

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. the Bible                 | 3. the Koran <sup>1</sup> [kɔːˈrɑːn] |
| 2. Tripitaka [ˌtrɪpɪˈtɑːkɑː] | 4. the Torah [ˈtɔːrə]                |

### *Sacred symbols*



the crescent and star

the cross

the wheel of life

the star of David

<sup>1</sup> возможно также написание *Qur'an*

## Sacred buildings



a mosque



a synagogue



a church

a pagoda



# Listening Comprehension



3. Listen to the text about wedding superstitions (No 5) and in tasks 1–5 choose the best option.

1. A superstitious bride is not supposed to wear the \_\_\_\_ before the wedding.
  - a) bridal veil
  - b) wedding dress and accessories
  - c) whole of her bridal array
2. A superstitious bride does her best not to \_\_\_\_ the wedding.
  - a) see herself fully prepared for
  - b) look at herself in the mirror before
  - c) try on her wedding gown before
3. On the morning of the wedding day it is advisable for the bride and groom \_\_\_\_.
  - a) to meet
  - b) not to meet
  - c) not to change their minds
4. On the way to the wedding seeing \_\_\_\_ is lucky.
  - a) a rainbow
  - b) a funeral
  - c) a horse
5. On the way to the wedding seeing \_\_\_\_ is unlucky.
  - a) an elephant
  - b) a chimney sweep
  - c) a pig



4. A. Here are some British superstitions. Are they the same in your country?

- It is lucky to meet a black cat. Black cats are depicted on many good luck greeting cards and birthday cards in England.
- It is lucky to touch wood.
- A horseshoe over the door brings good luck but it should be turned upside down.
- On the first day of the month it is lucky to say “white rabbits, white rabbits, white rabbits”, before saying your first word of the day.
- Catch falling leaves in autumn and you’ll have good luck. Every leaf means a lucky month next year.

- If a bee enters your home, it's a sign that you will soon have a visitor.
- If you blow out all the candles on your birthday cake with the first puff, you will get your wish.
- If your right ear itches, someone is speaking well of you. If your left ear itches, someone is speaking ill of you.
- It is unlucky to walk under a ladder.
- It is seven years bad luck to break a mirror.
- It is unlucky to spill salt. If you do, you must throw it over your shoulder to counteract the bad luck.
- It is unlucky to open an umbrella indoors.
- The number thirteen is unlucky. Friday the thirteenth is a very unlucky day.

**B.** Do you believe in any superstitions? Which ones? Can you remember any cases when superstitions came true?

**5.** Read these funny verses and say what superstitions are mentioned in them.

### HOW BRAVE ARE YOU?

Would you marry in black instead of white?  
 Cut your nails on a Friday night?  
 Give a witch a lock of your hair?  
 Break a mirror and not even care?  
 Jump up out of the wrong side of bed?  
 Never sing, but whistle instead?  
 Walk under ladders but care not a jot  
 Point at rainbows while shouting, "So what?"  
 Is your favourite number 666?  
 Do you enjoy taking all these risks?  
 Do you lap up dragon's blood and still feel glad?  
 No, you're not brave  
**YOU'RE COMPLETELY MAD!**



## THINGS I DID FOR LUCK



I crossed my fingers,  
Crossed my toes,  
Crossed my eyebrows  
Over my nose.  
I crossed my legs  
And then my eyes.  
I crossed my heart  
And hoped to die.  
But I crossed **TOO MUCH**  
And now I'm stuck.  
Seems too much crossing  
Brings bad luck.

## LUCKY ESCAPE

I walked backwards up the stairs,  
I left shirts on the backs of chairs,  
I counted stars in the sky for a week,  
I slept with wedding cake under my cheek,  
I spun knives on the kitchen table.  
Was it true, or merely a fable?  
Was it possible to predict  
Who I'd marry,  
Who I'd pick?  
Oh, yes, it was.  
It worked all right  
As the clock struck twelve  
On Midsummer night.  
For there, in a bucket of water  
Smiling back at me  
Was the face of my own true love  
My future husband-to-be.  
I was so delighted,  
Truly overjoyed,  
Because now I know what he looks like,  
I'll know who to avoid!



## UNHAPPY ENDING

You can walk under ladders.  
What's wrong with that?  
You can see any number  
Of jet black cats.  
You can break a million mirrors  
And I won't shed a tear.  
It's all just stuff and nonsense,  
Simply groundless fears.  
No, you're wrong  
And how do I know that it's not superstitious fuss?  
I know because I've just been  
Run over by a bus.



6. In the distant past people believed in different gods, they interpreted natural forces in their own way. Their beliefs were reflected in various myths. Listen to the myth about Zeus [zju:s] and Europa [jʊə'rəʊpə] (No 6) and say which of the statements are true, false or not mentioned in the text.



1. Zeus met Europa at the seacoast.
2. Zeus was the most powerful of the Olympian gods.
3. Zeus turned into an animal.
4. Zeus showed Europa how to do sports.
5. Zeus took Europa to the capital of Greece.
6. Zeus and Europa had no children.
7. Europa's name was given to the continent.
8. Cadmus, the brother of Europa, came to Greece trying to find her.



7. A. Do you remember the Greek legend about Prometheus [prəʊ'mi:θju:s]? Tell your classmates what you remember. The phrases below can help you.

- the friend of man, protector of the human race
- to steal fire and give it to man as a gift
- to teach people all he knew
- to anger Zeus
- to punish Prometheus
- a harsh punishment
- to chain Prometheus to a peak in the Caucasus
- to fly to the peak every day
- to peck out his liver
- to grow back again during the night
- to undergo the same torment the next day
- 30 years to pass
- to come and release Prometheus (about Heracles ['herəkli:z])



- B. Listen to the Greek legend about Prometheus (No 7) and compare it with your story.

8. Listen to the text "The Twelve Gods of Olympus" (No 8) and say which of the gods or goddesses:

1. moved on the waters remaining dry;
2. had a twin brother;
3. was not raised by his mother;



4. gave the name to the capital of Greece;
5. made the world sparkle on the day of his birth;
6. supported her husband in all his deeds.

9. The gods of Olympus, splendid and magnificent, each one with his/her own character shared all of mankind's virtues and faults. Say which human qualities they possessed.



powerful,  
jealous,  
clever, strong,  
wise, warlike,  
just, faithful,  
brave,  
notorious,  
handsome,  
steady, artistic,  
musical,  
temperamental,  
shrewd,  
creative,  
skillful, tall,  
protective,  
caring

10. In Greek mythology and in Roman mythology gods have different names.

A. Match the names of these Greek and Roman gods.

### *Greek gods*

1. Zeus [zjʊs]
2. Hera ['hiərə]
3. Poseidon [pə'said(ə)n]
4. Athena [ə'θi:nə]
5. Apollo [ə'pələʊ]
6. Artemis ['ɑ:tɪmɪs]
7. Hermes ['hɜ:mɪz]
8. Aphrodite [,æfrə'daɪtɪ]
9. Ares ['eəri:z]
10. Hephaestus [hi'fi:stəs]

### *Roman gods*

- a) Venus ['vi:nəs]
- b) Vulcan ['vʌlkən]
- c) Diana [daɪ'ænə]
- d) Juno ['dʒu:nəʊ]
- e) Apollo [ə'pələʊ]
- f) Jupiter ['dʒu:pɪtə]
- g) Neptune ['neptjʊ:n]
- h) Minerva [mɪ'nɜ:və]
- i) Mercury ['mɜ:kjʊ(ə)rɪ]
- j) Mars [mɑ:z]

**B. Say what were the responsibilities of the gods and goddesses mentioned in point A.**

- the god of war
- the god of the sea
- the god of commerce and prophecy, the messenger of the gods and bearer of dead souls
- the goddess of wisdom and war
- the king and father of the gods
- the goddess of love and beauty
- the god of fire and art
- the goddess of the family and married women
- the god of light, music and prophecy
- the goddess of the moon and the hunt

## Reading

NEF

**11. Read the text "Norse Mythology" and complete it with the phrases below.**

- a) by throwing darts and stones at
- b) wit, breath, hearing, vision
- c) both dead and alive
- d) war then breaks out
- e) is known for his wisdom
- f) tells him the truth
- g) who was an Icelandic historian and
- h) from his blood
- i) live in peace and work together
- j) symbolise other values

### NORSE MYTHOLOGY

Germanic and Scandinavian Mythology have a common origin. The main body of traditions is contained in "Edda", written by Snorri Sturluson [ˈsnɔːri ˈstɜːrlʊsn] (c.<sup>1</sup> 1179–1241), 1. \_\_\_\_ the most accurate editor, and interpreter of the old Norse religion and mythology.

In this mythology gods give two tree trunks the qualities of 2. \_\_\_\_, and so on. These tree trunks become the first man Ask [ɑːskr] and the first woman Embla [ˈembɫə]. In some versions, the council of the gods gathers around the tree of fate. The tree is supported by three roots; one of the roots stretches to the under-

<sup>1</sup> c. = circa [ˈsɜːkə] – about

world, another to the world of giants, and the last one to the world of human beings. The whole life and well-being of the world is depended on this tree, called Yggdrasil ['igdrəsɪl].

The Norse gods are divided into the major groups, the Aesir ['eɪsɪə] and the Vanir ['vɑːnɪə]. The most important of the Aesir are Odin [ɒ'dɪn], Thor [θɔː] and sometimes Tyr [tɪə]. Their counterparts among the Vanir are Njord [njɔːd], Frey [freɪ] and Freya ['freɪə]. The Vanir symbolize riches and fertility, they are associated with the earth and the sea. The Aesir 3. \_\_\_\_; Odin is a magician, chief among the gods, and a patron of heroes; Thor is a god of the hammer, and a god of thunder, a mighty warrior and a defender of people.

In many of the Norse mythological cycles these two kinds of gods 4. \_\_\_\_\_. However, some of the myths report that in the distant past a fierce war was fought between the Aesir and the Vanir. The conflict between the gods begins when Odin and Thor, the greatest of the gods, refuse the full status of godhood to the Vanir; 5. \_\_\_\_\_. After both sides are exhausted, each side exchanges members of its group with the other; the Vanir send Njord and his son Frey, the Aesir, Mimir ['mɪːmɪə] and Hoenir ['həʊnɪə]. The peace is celebrated by a meeting at which all the gods spit into a bowl, creating a giant called Kvasir [kvɑː'sɪə], who is the sign of peace and harmony among the gods. Kvasir is later sacrificed and 6. \_\_\_\_ a strong drink for the gods is made. Kvasir thus becomes the drink that gives pleasure to gods and inspires the poets.

An important mythological episode involves the gods Balder ['bɔːldə] and Loki ['ləʊki]. Balder, one of the sons of Odin, 7. \_\_\_\_\_. He holds court in a hall in heaven. Both gods and men come to him to settle legal disputes, and his judgments are always fair. Loki is a giant who is an Aesir by adoption. He and Odin have made a vow of friendship.

Balder has a very disturbing dream in which his life is threatened. He tells about this dream to the Aesir and his mother, Frigg [frɪɡ], does it so that fire, water, all metals, birds and beasts, and earth and stones promise that they will not harm Balder. After this the Aesir begin to amuse themselves 8. \_\_\_\_\_. Balder, who remains unharmed. When Loki sees this spectacle, he disguises



*Odin*



*Creating Kvasir*



*Loki*

himself as a woman and asks Frigg why Balder suffers no harm. Frigg 9. \_\_\_\_\_ and also tells him that one form of nature, the mistletoe<sup>1</sup>, didn't make a promise not to harm Balder. Loki immediately brings the mistletoe to the assembly of the Aesir and offers it to the blind god Hoder ['høudə], brother of Balder, volunteering to direct his arm so that he can participate in the game. When the mistletoe touches Balder, he falls dead.

Balder goes to the country of the dead. When Odin asks to release him, Hel, the keeper of the dead, responds that he can do it only if everything in the world 10. \_\_\_\_\_ weeps for Balder; otherwise he will remain with Hel. The Aesir sends messengers throughout the world requiring all nature, humanity, gods and beasts to weep for Balder. All respond except a giantess, Thokk [θøk] (Loki in disguise), whose refusal to weep forces Balder to remain in the country of the dead.

**12.** Find in the text "Norse Mythology" the words and word combinations that mean the following:

- 1) correct or true in every detail
- 2) the main part of a tree that the branches grow out of
- 3) an imaginary person in stories, who is extremely tall, strong and often evil
- 4) someone who has the same position as another person but in a different country, time or situation
- 5) the ability of the soil to produce good crops or plants
- 6) extremely tired
- 7) to be killed as part of a ceremony to honour a god or spirit
- 8) to give poets the enthusiasm to create
- 9) to provide justice through trial
- 10) to end disagreement between people
- 11) treating all equally
- 12) making a child legally part of your family
- 13) a promise to remain friends
- 14) a threatening dream
- 15) to make changes so as to look different for people not to be able to recognise you
- 16) to set free
- 17) someone who delivers a piece of written or spoken information to people
- 18) to cry because you feel unhappy

<sup>1</sup> mistletoe ['mislteə] — растение омела

13. A. Read the text "Norse Mythology" again and say what events, human relations and aspects of people's lives the myths reflected.
- B. Say why myths and legends haven't been forgotten and why modern people find them remarkable and attractive. Give examples.
14. Read the text and do the task after it.



## WORLD'S MAJOR RELIGIONS

The major religious traditions are Christianity [ˌkrɪstɪ'ænəti], Islam [ˈɪzlɑ:m], Judaism [ˈdʒu:deɪ,ɪz(ə)m] and Buddhism [ˈbʊdɪz(ə)m].

*Christianity* is the world's biggest religion, with about 2.2 billion followers worldwide. It is based on the teachings of Jesus Christ who lived in the Holy Land<sup>1</sup> 2000 years ago. Through its missionary activity Christianity has spread to most parts of the world. The founder of Christianity is Jesus Christ (Jesus of Nazareth [ˈnæz(ə)rəθ]). Jesus was a Jew who was born in Bethlehem [ˈbeθlɪhem]. He lived for 33 years before being crucified by Romans. He came to earth to teach about love and fellowship. Christians believe that Jesus rose from the dead and appeared to his disciples (followers) to show everyone that there is another life after death. They also believe that there is one God, but it consists of three "persons" – God the Father, God the Son and the Holy Spirit. The most important Christian Festivals are Lent, Easter and Christmas. There are three main branches of Christianity – the Catholic Church, the Church of England and the Orthodox Church. All Christians share common beliefs that God revealed himself in Jesus Christ, that Christ was crucified and resurrected. The Christian place of worship is a Church, also a Chapel and a Cathedral. They are often built in the shape of a cross with the altar facing east towards the rising sun. Churches are usually beautifully decorated. Christian worship involves praising God in music, speech, readings from scripture. The Bible, the Christian holy book, is divided into the Old and New Testaments. Parts of the writing contained in the Old Testament are also sacred to Jewish and Muslim people.



<sup>1</sup> Holy Land is a general name for those parts of the Middle East connected with the first Christians, Jews and Muslims, also known as Palestine [ˈpæləstain] in which most of the events mentioned in the Bible took place.

*Islam* is the second most popular religion in the world with over a thousand million followers. Islam began in Arabia and was revealed to humanity by Muhammad [mʊ'hæməd] (570–632), a holy man born in Mecca ['mekə], to



whom God told many things which are recorded in the Koran, the Holy Book of Islam, translated as “the word of God”. Those who follow Islam are called Muslims. They believe that there is only one God called Allah ['ælə]. The Muslim building for worship is called a mosque. Very often mosques have a domed roof with a tall tower called a minaret, from which Muslims are called to prayer. Mosques have bare walls and very little furniture. Muslims take off their shoes before entering the mosque and use prayer mats to kneel on them. Women do not pray in the same place as men. There is usually a screened off area for them. Muslims pray five times a day (prayer times are fixed by the sun and change daily). They wash themselves before prayer and face the direction of Mecca while praying. If it is financially possible, Muslims

are required to travel to Mecca at least once in their lifetime. The main Muslim Festival is Ramadan, the ninth month of the Islamic Lunar calendar. During Ramadan all Muslims across the world do not eat during the hours of daylight.

*Judaism*, which has only about 12 million followers, is around 3500 years old and is the oldest of the world's four great religions. This religion originated in Israel. The founder of Judaism is Abraham who is regarded as the father of Jewish people. Jews see Abraham as a symbol of trusting and obeying God. Moses ['məʊzɪz] is also an important figure of Judaism as he gave the Jews the Torah, the Jewish Holy Book, which contains the laws of God. Moses was the leader of Jews who freed them from slavery in Egypt. Moses protected the Jews from the anger of God and negotiated with God on their behalf. Jews believe in a single God who created the universe.

Jews worship in synagogues. Men and women usually sit separately. Men are required to cover their heads. In most cases worship takes place in Hebrew ['hi:brʊ:]. The Jewish spiritual leaders are called rabbis ['ræbəɪz].



The most important day of the week is the Sabbath ['sæbəθ] (Shabbat), which is a day made holy. This day starts at sunset on Friday and continues until sunset on Saturday. During the Sabbath, people do nothing that might be counted as work, they shouldn't even drive or cook.

The main Jewish Festival is Passover (Pesach ['peisə:h] in Hebrew). Passover is the time when Jewish people remember how they left Egypt. It is a major eight-day festival. Matzah (unleavened bread) is eaten throughout the festival. There is a great spring cleaning in the home before the festival to ensure that no trace of leaven is left in the home during Pesach.

*Buddhism* began in India and is based on the teaching of the Buddha. The religion is 2,500 years old and is followed by 350 million Buddhists worldwide. Buddhism is the main religion in many Asian countries. It is a religion about suffering and need to get rid of it. A key concept of Buddhism is Nirvana [nɪə'vɑ:nə], the most enlightened, blissful state one can achieve, a state without suffering. Buddhism is not centred on the relationship between humanity and God. The founder of Buddhism is Siddhartha Gautama. He was born around the year 580 B.C. in Nepal. He was born into a royal family and for many years lived within the palace away from sufferings of life. One day he went outside the royal palace and saw what real life was like. He was worried by what he saw. He stopped being a prince and became a homeless holy man. He found the path to Enlightenment and became known as the Buddha or "awakened one". Statues of Buddha include a lot of symbols. Buddha is often seen with a round mark on his forehead which is his third eye. This is a symbol to show that he can see things ordinary people cannot see.



Buddhists worship at home or at a temple. They may sit on the floor barefoot facing an image of Buddha and chanting. It is very important that their feet face away from the image of Buddha. All Buddhist temples contain an image of a statue of Buddha. Every month, most Buddhists have special religious days. These are often days when there is a full moon. Buddhists believe that there is a cycle of birth, life, death and rebirth. This goes on and on. But if a person can gain Enlightenment, they can break out of this cycle. Breaking out of the cycle is called Nirvana. It is perfect peace, free of suffering. Buddhists try to reach Nirvana by following the Buddha's teaching and by meditating. Meditation means training the mind to empty it of all thoughts. When this happens what is important comes clear.

Match the names of the religions with the facts about them.

- a) Christianity
- b) Islam
- c) Judaism
- d) Buddhism

1. The followers of this religion do not believe that the world was created by God.
2. In these religions men and women usually don't worship together.
3. This religion is the youngest of the four.
4. This religion has more followers than the others.
5. According to this religious teaching people can achieve happiness on earth.
6. Followers of this religion eat a special type of food during their holiday.
7. Followers of this religion try to visit the place where the creator of their religion was born.
8. Followers of this religion are allowed to eat only after sunset during one of their holidays.
9. Men following this religion cannot be bareheaded when in the place of worship.
10. A key concept of this religion says that one of their holy men sacrificed his life for them.

**15. Answer the questions about the four major religions.**

### *Christianity*

1. Who is the founder of Christianity? Where was he born? How did he die?
2. Who are Christians? Why are they called like that?
3. Where do they worship and in what shape are most Christian places of worship built?
4. What parts does the Bible consist of?
5. What are the main Christian holidays?

### *Islam*

1. What is the Muslim Holy Book called? What does this name mean?
2. What is a mosque and what is a minaret?
3. How often do Muslims pray and what do they use for praying?
4. Why is Mecca such an important place for Muslims?
5. What is the main Muslim festival called?

### *Judaism*

1. Who is Abraham and who is Moses?
2. Who created the universe according to Judaism?
3. Who are rabbis?
4. What is the Sabbath and how is

it celebrated? 5. What do followers of Judaism celebrate during the festival called Passover?

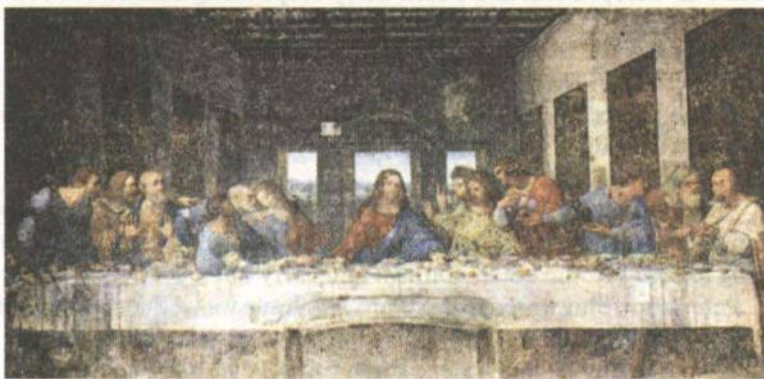
## Buddhism

1. How old is this religion and where did it originate? 2. Is Buddha a god? What do we know about him? 3. What can be seen in all Buddhist temples? 4. What is the cycle of life according to Buddhism? How can it be broken? 5. What is Nirvana? Why do people try to reach it?

**16.** Write out of the text "World's Major Religions" the key words and phrases describing one of them. Speak about this religion adding some more details if you know any.



**17.** Look at these three pictures and say what they depict. Now listen to the text "Best-remembered Bible Stories" (No 9) and read it. See if you were right, and how many details you managed to remember.



## BEST-REMEMBERED BIBLE STORIES

### *Palm Sunday*

Despite warnings that evil men were seeking his life, Jesus set out for Jerusalem [dʒə'ru:s(ə)ləm] to celebrate the Passover — the great feast in memory of Israel's escape from Egypt under Moses. As he came near to the city, riding on a borrowed donkey, he was met by a great crowd.

"Hosanna," they cried. "These cheers for the Son of David. Blessed is he who comes in the name of the Lord."

As he came to the city gate the crowds threw palm-branches before him in the roadway — a green carpet of welcome as the donkey carried him into the city of David (Jerusalem).

But his enemies watched the welcome, and they decided that he must die. They were afraid that one who was welcomed as David's son would claim David's throne.

### *Good Friday*

Jesus knew that his enemies were plotting his death. He told his disciples [di'saɪplz] so when they met to celebrate the Passover Supper (now called Last Supper). During the supper he took bread, broke it, and gave it to them. "This is my body," he said, "which is broken for you! Do this in remembrance of me." Strange words, but stranger were to follow. "You will all desert me," he said, "and one of you will betray me."

"I will never desert you," said Peter stoutly.

"You will," replied Jesus sadly. "Before the cock crows you will say three times that you never even knew me."

They went out from supper to a moonlit olive garden. There, while Jesus was praying, soldiers came, led by Judas — Jesus' own disciple. They arrested Jesus and marched him off to the High Priest, while the disciples ran away in the darkness, all except John and Peter. They crept along behind the soldiers to see what would happen.

### *Crucifixion*

At the palace of the High Priest they put Jesus on trial. "Are you the Messiah?" asked the High Priest, with all the gravity of his high office.

"I am," said Jesus calmly.

"Blasphemy," they cried, and they sentenced him to death. They arranged for him to be taken before Pilate [ˈpaɪlət], the Roman governor, first thing in the morning for only Rome could confirm and carry out a death sentence.

Peter and John were in courtyard. As Jesus was led away from his trial the cock crew, and Peter burst into tears. For now he remembered what Jesus had said at the supper table, and indeed three times Peter had denied knowing Jesus.

In the dawn light they led Jesus to the great open space in front of Pilate's residence, and demanded that their sentence of death be confirmed and carried out. Pilate questioned Jesus but could not find that he had done anything wrong.

"We have a Law," cried the High Priest, "and by that Law he deserves to die."

Led by agitators the crowd now started to chant, "Crucify! Crucify! Crucify him!" Afraid that there would be a riot, Pilate gave in. He called for a bowl of water, and there at the top of the steps he solemnly washed his hands in sight of all the crowd.

"See," he said, "I am innocent of the blood of this just man. Do with him as you will."

They led Jesus outside the city wall, and there between two thieves on a hill called Calvary (Golgotha [ˈɡɒlɡəθə]) they crucified him. One of the thieves — perhaps to ease his own pain — jeered at Jesus: "If you are the Son of God, get us down off these crosses." But the other thief rebuked him. "At least we've got what we deserve," he said, "but he hasn't done anything wrong." Then turning to Jesus he said, "Master, when you come to your kingdom, remember me."

Jesus replied slowly, for death was very close, "Indeed I tell you, today you will be with me in Paradise."

The sun rose high to noon, and the sky grew dark with menace as if the world would end. At about three in the afternoon Jesus cried with a loud voice: "It is finished." And so he died. But this voice sang with victory, so that the officer in charge of the execution said in awe, "Truly, this was the Son of God."

**18.** Find in the text "Best-remembered Bible Stories" English equivalents for the following Russian terms:

- 1) Вербное воскресенье
- 2) Еврейская пасха
- 3) Исход евреев из Египта
- 4) Моисей
- 5) Осанна (Слава)
- 6) благословенный
- 7) Страстная пятница
- 8) Тайная вечеря
- 9) преломить хлеб
- 10) верховный жрец
- 11) посланник божий
- 12) богохульство
- 13) распять
- 14) Голгофа (*the Roman and the Jewish names*)
- 15) помяни меня
- 16) рай

19. **A.** Do you know what happened on Sunday morning after Jesus' crucifixion? Tell those who don't. Try to remember the details together.
- B.** Some traditions observed today come from the events described in the text. What are the traditions? How are they connected with those events?
- C.** A lot of things that we say come from the Bible. Which two popular sayings are connected with the Biblical story you've read?
- D.** The following sayings come from the Bible. Explain what they mean.
- You cannot serve God and mammon.
  - The spirit is willing, but the flesh is weak.
  - Sow the wind and reap the whirlwind.
  - Spare the rod and spoil the child.

## Use of English

### Vocabulary

20. **A.** Learn to use the new words.

1. **awe** [ɔ:] (n): a feeling of great respect and admiration, often mixed with fear. *The magnificent view filled us with awe. To be/stand in awe of sb/sth. He is in awe of his new teacher. The girls gazed at their hero in awe.*
2. **betray** [bi'treɪ] (v): to be disloyal or unfaithful to sb/sth. *It is difficult to understand people who betray their country. Real friends never betray each other. To betray someone's trust/secret; to betray one's beliefs or principles. She had betrayed all her principles and told a lie. Don't worry, I'll never betray your trust, I promise to keep your secret.*
3. **claim** [kleɪm] (v): 1) to say that something is true, even though there is no definite proof. *Martin claims he saw the criminal with his own eyes. Some newspapers claim that there has been fierce shooting downtown. To claim to do sth. The company claims to produce more cars than any other company all over the world.* 2) to say that something is yours, especially as a right. *Henry VII claimed the English throne after defeating Richard III. Note: "A brown purse found on the ground floor. Claim it in Room 5."*

4. **confirm** [kən'fɜ:m] (v): to say or prove that something is true. *Please bring your passports to confirm your identity. To confirm sb's suspicions/fears. When I heard the news I understood that my worst fears were confirmed. The man's strange behaviour only confirmed my suspicions. To confirm sb in their belief/view/determination. My father's words confirmed me in my determination to become a surgeon.*
5. **demand** [dɪ'mɑ:nd] (v): 1) to say in a very firm way that sb wants sth. *We demanded to know what was happening. The demonstrators demanded to set free the prisoners. To demand sth of/from sb. I demand a lot of others but more of myself. The company demanded loyalty from its employers.* 2) to say that sth requires sth. *The work is hard and demands great skill.*
6. **deny** [dɪ'naɪ] (v): 1) to declare untrue, refuse to accept as a fact. *Do you deny that this is your letter? The government denied selling guns to the terrorists. There is no denying that (= it's very clear that). There is no denying that this business is going to collapse.* 2) to refuse to give or allow. *The boy was denied the chance of going to university. Permission to leave was denied to the children.*
7. **deserve** [dɪ'zɜ:v] (v): if you deserve something, it is right that you get it. *After all this hard work you deserve a break. I think he deserves to be praised. To deserve sb's time/attention. The new book by this author deserves the public's attention.*
8. **execute** ['eksɪ,kju:t] (v): 1) to kill someone as a punishment for a crime. *Both the criminals were executed on the same day.* 2) (formal) to complete something that you have agreed or planned to do, to do sth difficult, to create a work of art. *All the work must be executed on time. When was this sculpture executed?*
9. **innocent** ['ɪnəs(ə)nt] (adj): 1) not guilty of a crime. *Under the law, everyone is considered innocent until proved guilty.* 2) not wishing to harm or upset someone. *It was only an innocent mistake.* 3) not very experienced, knowing little of the hardships of life. *Sally is as innocent as a baby unborn.*
10. **menace** ['menəs] (n): someone or something that is dangerous. *Terrorists are a menace to society. The busy road is a menace to the children's safety.*
11. **seek** [si:k] (**sought** [sɔ:t]) (v): 1) (formal) to try to find or get something (sometimes followed by the preposition *for*). *The travellers sought shelter from the rain. We do not always find what we seek (for).* 2) (formal) to ask for something, to try to get sth. *To*

*seek advice/help/permission/approval/refuge. You must first seek permission before publishing their names. On a box of medicine: "Seek medical advice if symptoms last more than a week."*

12. **sentence** ['sentəns] (v): (*often passive*) to decide that someone must be given a punishment (said when a judge or court makes a decision about someone's punishment). *He was sentenced to three years in prison.*
13. **trial** ['traɪəl] (n): 1) hearing and judging a person or case in a court. *The murder trial lasted six weeks. To be/go on trial. He is on trial for robbery.* 2) an act or period of testing. *The new drug is undergoing clinical trials. I took the car on trial, but I didn't like it, so I took it back.* 3) an annoying, difficult thing. *To be a trial to sb. That child is a real trial to his parents.*

**B. Remember how the words were used in the text "Best-remembered Bible Stories".**



**21. Change the sentences so that you could use the new words.**

1. The government *assured* that there would be a rise in the country's economy. 2. Writing an essay *requires* quite a lot of time and effort. 3. He asked for permission to join the party but the permission *was not granted to him*. 4. It was only a *harmless* remark: I didn't mean to hurt you. 5. They *made* their hotel booking *certain* by email. 6. She *has any right* to be called the best pupil in the class. 7. The poor man *was put to death* by order of the King. 8. When he spoke, his voice *was full of threat*. 9. Scientists all over the world *are looking for* a cure for cancer. 10. Give your new Ford *a test*. 11. He *was a traitor to* his own brother giving him away to the enemy. 12. The child looked at the great king *with wonder and fear*. 13. The law court decided that he *should be subjected to* life imprisonment.

**22. A. Complete the text with the new words (awe, betray, claim (2), confirm, demand, deny, deserve, innocent, menace, seek (2), sentence, trial) and then finish the story.**

James Scott had been unemployed for a few months and was beginning to get desperate. It was really hard to find a job in his town and he had a wife and three young children to provide for. One day James stole some food from the supermarket. He knew it was very wrong to do it, so when he was caught, he didn't even try to 1. \_\_\_\_\_ his guilt. Two weeks later his case was

heard in court. The 2. \_\_\_\_\_ began early in the morning, but there were a lot of people in the hall, among whom there were James' friends and neighbours who had come to support him. The public prosecutor<sup>1</sup> in his speech 3. \_\_\_\_\_ that James was not only guilty but also a 4. \_\_\_\_\_ to the society and that he 5. \_\_\_\_\_ a severe punishment. In her turn the defendant<sup>2</sup> 6. \_\_\_\_\_ that James Scott was a victim of circumstance. She said that by stealing James had 7. \_\_\_\_\_ his own principles, that such behaviour was not in character with him, that by nature he was as 8. \_\_\_\_\_ as a child. The defendant's speech was very emotional and made some people in the audience wipe off a tear. She also 9. \_\_\_\_\_ that James should be immediately released and allowed to go home to his family. When the floor was given to James, he looked at the judge in 10. \_\_\_\_\_ as he knew that his and his children's life was at stake. He explained the situation once again and said that he was not 11. \_\_\_\_\_ forgiveness, he was 12. \_\_\_\_\_ only understanding. His words 13. \_\_\_\_\_ the judge in his determination and James was 14. \_\_\_\_\_ to ...

**B. Act out the trial in groups of four. The participants are the judge, the prosecutor, the defendant and James Scott.**

**23. Translate the following into English. Use the new vocabulary.**

1. Тысячи людей на планете ищут убежища от войн и вооруженных конфликтов. 2. Этот человек — сущее наказание: он испортил отношения со всеми коллегами в офисе. 3. Работа бухгалтера требует большой сосредоточенности (*concentration*). 4. Есть ряд людей, которые тратят свою жизнь понапрасну, кочуя с вечеринок на вечеринку в поисках удовольствий и развлечений. 5. Никто не станет отрицать, что вселенная таит еще много загадок. 6. Пожалуйста, подтвердите свое участие в конференции с помощью электронной почты. 7. Этот вулкан (*volcano*) представлял постоянную угрозу для жителей городка. 8. К чему приговорил суд этих людей? 9. Думаю, что проблемы экологии заслуживают гораздо большего внимания. 10. Я могу доказать, что мой друг невиновен в этом преступлении. 11. Последняя картина этого художника выполнена с большим мастерством. 12. В декабре лидеры повстанцев (*the rebel leaders*) были казнены, что вызвало протест в обществе. 13. Это мой лучший друг, я знаю, что он никогда не предаст меня. 14. Мы смотрели на великого мастера с трепетом и восторгом. 15. Эта книга кому-нибудь принадлежит?

<sup>1</sup> public prosecutor ['pɒsɪk.jʊtə] — общественный обвинитель

<sup>2</sup> defendant [di'fendənt] — защитник



**24.** 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.

awe	— awesome
confirm	— confirmation
demand	— demanding
deny	— denial
execute	— execution
innocent	— innocence
menace	— menacing
seek	— seeker
trial	— trying

1. an awesome task, an awesome responsibility, an awesome power. *The Niagara Falls are a truly awesome sight.* 2. a personal betrayal, a sense of betrayal, to regard as a betrayal. *These decisions are a betrayal of everything Mr Johnson stood for.* 3. a further confirmation, a final confirmation, to nod in confirmation. *He agreed to participate in the conference but we need his written confirmation.* 4. a demanding job, a demanding person. *Young children can be very demanding.* 5. a strong denial, the denial of human rights to the mass of the population. *The company has issued a strong denial of responsibility for the mistake.* 6. a public execution, a political execution. *Executions are carried out in the prison yard.* 7. to prove sb's innocence. *The new evidence will hopefully prove his innocence.* 8. a menacing look, dark menacing alleys. *His voice was quiet and almost menacing.* 9. a seeker of truth, a publicity seeker. *James is an earnest seeker of truth.* 10. a trying day, a trying job. *Your son is turning out to be very trying.*

## Words not to be confused

**25.** Analyse the differences between the vocabulary items in the first three pairs and explain the difference in the rest. Use a dictionary.

a) **in spite (of) — despite**

Both the items have got the same meaning — *not prevented by*, but they function differently in contexts. *In spite of* is always followed by the preposition *of*. *In spite of his illness he came to our meeting.* *Despite his illness he came to our meeting.*

Dictionaries stress that *in spite of* is often followed by the gerund. *In spite of being hungry he refused to go to the restaurant.*

The usual context for *in spite* is in the construction *in spite of the fact*.  
*Jane nodded in spite of the fact that she couldn't agree.*

b) **require – demand**

*Demand* means to ask firmly for sth. Cf.: *I demand an explanation* (Я требую объяснений).

*Require* means:

1) to need. Cf.: *Is there anything you require?* (Тебе что-нибудь нужно?) It is also possible (but less frequently) to use *demand* to express the same idea. Cf.: *This requires/demands careful investigation.*

2) to ask or order someone to do something (often in the passive voice). Cf.: *All passengers are required to show their tickets.*

c) **seek (for) – look for**

Both the verbs have the same meaning – try to find sth – but they differ in style. *Seek* is a formal word, *look (for)* belongs to the basic vocabulary.

*"We are earnestly seeking for the truth," said the lawyer.*

*– I can't find my glasses. Will you look for them?*

d) **feast – holiday**

e) **feast – meal**

f) **pupil – disciple**

**26.** Complete the sentences with the right words from the brackets. In some cases both the words can be used.

1. The (*disciples/pupils*) were the twelve close followers of Jesus Christ during his lifetime.
2. They moved to London to (*seek/look*) for jobs.
3. Little children usually have four or five (*meals/feasts*) a day.
4. New Year's Day is a national (*feast/holiday*).
5. (*Despite/In spite of*) her dislike for Mr Rodgers Alice decided to accept his help.
6. "I (*demand/re-quire*) your obedience," said the teacher. "Here it is my word that counts."
7. How many (*disciples/pupils*) are there in your school?
8. Martin Luther King considered himself a (*disciple/pupil*) of Gandhi ['gændi].
9. The King invited them to a (*feast/meal*) in the palace.
10. (*In spite of/Despite*) his father's orders to stay at home, John went to a disco.
11. Easter and Christmas are important Christian (*feasts/holi-days*).
12. For many decades the scientists have been (*looking for/seek-ing*) a cure for cancer.
13. Why are you (*looking/seeking*) for your pencil-box in my bedroom?
14. In England all parents are (*demande/d-required*) by law to send their children to school.
15. The employers (*demande/d-required*) higher wages.

- 27.** There are many words in English which sound and look like Russian words, but their meanings often have nothing to do with the corresponding Russian analogues. They are sometimes called "an interpreter's false friends". Cf.:

- 1) agitator ['ædʒɪ,teɪtə] — подстрекатель
- 2) accurate ['ækjʊrət] — точный
- 3) extravagant [ɪk'strævəgənt] — расточительный

**A.** Find English equivalents for the following Russian vocabulary items:

a) агитатор; b) аккуратный; c) экстравагантный.

**B.** Make up your own sentences with the six words given above.

## Focus on Word-Building

In English derivatives are often formed with the help of prefixes which are added to the beginning of a word. The new word usually belongs to the same part of speech as the old one.

anti-	opposed to	anti-American, anti-freeze, anti-war
dis-	opposite to	disappear, disarm, disagree, disloyal
mis-	done badly	misbehave, misunderstanding
out-	do better	outdo, outrun, outfight
over-	done to too great extend	overdo, overprotect, overripe
pre-	taking place before a particular date or time	pre-war, pre-trial, precaution
un-	opposite to	unfasten, unlucky, unaccompanied
under-	a) beneath b) done to an insufficient effect	underline, underclothes underdone, undergraduate, underdeveloped

28. Match the prefixes with the roots to form derivatives and complete the sentences with them.

*Prefixes:* anti-, out- (2), dis-, mis-, under-, un- (2), over-, pre-.

*Roots:* fair, approve, flow, do, behave, grow, wear, nuclear, preparatory, fasten.

1. It has been raining steadily for a week. The river has \_\_\_\_\_ its banks.
2. In spite of her age old Mrs Swan washes her blouses and \_\_\_\_\_ herself.
3. I think the sentence is absolutely \_\_\_\_\_. James certainly doesn't deserve it.
4. Edward's brother took part in an \_\_\_\_\_ demonstration.
5. Old Mr Cooper \_\_\_\_\_ of mothers going out to work.
6. Gregory worked very hard as he did not want to be \_\_\_\_\_ by anyone.
7. "If you \_\_\_\_\_ I'll send you to bed," said Jolly to her son.
8. Little Liz has \_\_\_\_\_ all her clothes.
9. There are not only preparatory but also \_\_\_\_\_ schools in England.
10. When an aircraft takes off its passengers are to fasten their belts, they are allowed to \_\_\_\_\_ them after the landing.

29. Complete the text with the derivatives from the words in the right-hand column.

### MOSES

Moses grew up in Egypt, but his parents were Israelites. Once he killed an Egyptian and had to 1 \_\_\_\_\_ from the country. He hid himself in the desert. In the 2 \_\_\_\_\_ Moses found a job as a shepherd. One day, as he was tending his sheep on Mount Horeb, he saw an 3 \_\_\_\_\_ sight: a bush which seemed to be on fire. Yet there was no smoke, and the bush was not 4 \_\_\_\_\_.

Out of the 5 \_\_\_\_\_ bush a voice spoke: "I am the God of your fathers. I have seen the 6 \_\_\_\_\_ of my people in Egypt. I have come down to bring them to a 7 \_\_\_\_\_ land, land flowing with milk and honey. Moses, my 8 \_\_\_\_\_, I send you to Pharaoh ['fearəʊ] so that you may lead my people out of Egypt." It was God speaking, there could be no 9 \_\_\_\_\_ about it, and Moses bowed until his face touched the ground. "Who

am I," he cried, "that I should appear before Pharaoh?" "I am God," said the voice, "and I have sent you. Now go. And 10 \_\_\_\_\_ I will be with you." The voice ceased and there was only the wind on the 11 \_\_\_\_\_ mountain, and the bush was only a bush with Moses kneeling before it.

appear  
wild

usual  
destroy  
burn  
suffer

marvel  
serve

take

certain  
lone



## Phrasal Verb *to carry*

1. **to carry on** = a) to continue doing something.  
*Carry on. You're doing fine.*  
*Carry on with what you were doing.*  
b) to continue going in the same direction.  
*Turn left at the traffic lights and carry on up the High Street.*
2. **to carry out** = to do a particular piece of work.  
**To carry out an experiment** (inquiry, inspection, investigation, research, survey, test, study, etc.)  
*I expect my instructions to be carried out promptly.*
3. **to carry through** = to complete something that was planned, often despite difficulties.  
*It's a tough job and we're relying on you to carry it through.*
4. **to carry sb through** = to make it possible for someone to deal successfully with a difficult or unpleasant situation.  
*It was my parents' support that carried me through this crisis.*

### 30. Complete the sentences. Use *on, out, through*.

1. The building work was carried \_\_\_\_\_ by a local firm. 2. If you carry \_\_\_\_\_ spending money like that, you'll end up in debt. 3. Maison carried \_\_\_\_\_ these reforms in the face of considerable opposition. 4. We can carry \_\_\_\_\_ our discussion after lunch. 5. They are carrying \_\_\_\_\_ urgent repairs. 6. They have failed to carry \_\_\_\_\_ your orders. 7. His strong determination carried him \_\_\_\_\_ his illness. 8. Even after the music started they carried \_\_\_\_\_ talking. 9. Despite powerful opposition, they managed to carry their plan \_\_\_\_\_. 10. Carry \_\_\_\_\_ with your essays. 11. Are you sure they will be able to carry \_\_\_\_\_ their obligations? 12. In the end her passionate belief in justice carried her \_\_\_\_\_. 13. An investigation into the cause of the crash will be carried \_\_\_\_\_ by the police. 14. He was gone for a long time and we decided to carry \_\_\_\_\_ without him. 15. I don't think we'll be able to carry this business \_\_\_\_\_.

### 31. Express the same in English using the phrasal verb *to carry*.

1. Никогда не давай обещаний, которые не собираешься выполнять. 2. Мы продолжили работу в лаборатории. 3. У нас недостаточно денег, чтобы завершить эту работу. 4. Продолжайте свое дело, а я слушаю мальчика. 5. Мы продолжим наш спор завтра, не так ли? 6. Будь осторожен с господином Роджерсом, он может привести



свою угрозу в исполнение. 7. Его вера поможет ему все преодолеть. 8. Джон сказал, что нам придется довести до конца (завершить) наш план. 9. Продолжайте петь, вы не мешаете (*disturb*). 10. По-моему, он удачно выполнил соглашение.

## Grammar

### ADVERBS AND ADJECTIVES

### Revision

- 32.** Choose the positive, comparative and superlative degrees of the adverbs and adjectives in brackets and complete the sentences with them. Use the definite article where necessary. Which of the words in brackets are adjectives and which are adverbs?

1. Everyone knows that restaurants are (*expensive*) than cafés. 2. My dad is a very (*careful*) driver, my (*old*) brother drives much (*dangerously*). 3. Paul is (*nice*) guy I've ever met. 4. If you don't sing a little (*loud*), no one will be able to hear you. 5. June, 22 is (*long*) day of the year. 6. In her new summer dress Kate looked (*pretty*) than any other girl in the group. 7. This new task is as (*hard*) as the first one, not at all (*easy*). 8. I find professional sport (*boring*) than amateur sport and seldom watch it on television. 9. My father's English is quite (*good*) but mum speaks (*fluently*) and her English is (*idiomatic*) than his. 10. My birthday was probably (*happy*) day in my life: I got up (*early*) than usual and prepared everything for the party, which turned out to be (*joyful*) I've ever seen. 11. The boy tried to apologise for the broken window but it made the landlord only (*angry*) than before. 12. Do you think the world is becoming a (*good*) or a (*bad*) place to live in?

- 33.** Some of the following sentences have mistakes. Say which sentences they are and correct the mistakes.

1. The supermarket is a little further along the road. 2. The speaker's words encouraged father discussion of the problem. 3. This must be the eldest book I have in my library. 4. The Greens' eldest child has just gone to university. 5. Their house is less than ours. 6. In the country one can see many more stars in the night sky than in town. 7. At the lesson I was asked two questions; I answered the former, but I couldn't answer the letter. 8. Andrew, I'd like you to be the nearest to read the text. 9. I hope to do some travelling in the nearest future. 10. Being a senior pupil I have to do much more work than before. 11. These days he seems to be busier than usually. 12. The two actors are very different in appearance: one is short and the other very high. 13. We got home by the last bus feeling dead tired.

**34. Choose the right form in the brackets to complete the sentences.**

1. She turned her face to me and smiled (*happy/happily*). 2. We could (*hard/hardly*) talk at the disco as the music was playing very (*loud/loudly*). 3. This stuff smells (*bad/badly*), throw it away. 4. The old man looked (*sad/sadly*) at me but didn't say a word. 5. The children seem very (*excited/excitedly*) today. What's happened? 6. The dog's nose smells very (*good/well*), a lot better than man's. 7. My words sounded unexpectedly (*loud/loudly*) in the silence of the empty house. 8. I'm afraid I've got a cold, I'm not feeling (*good/well*). 9. The perfume smells too (*sweet/sweetly*), it's not quite what I fancy. 10. The frog's skin felt (*smooth/smoothly*) and (*cold/coldly*) in my hand.



**35. A. Put the adverbs in the right place in the following sentences.**

1. We don't play this game: it's too complicated (*often*). 2. I keep my photos in special albums (*always*). 3. I'm afraid I can't explain my feelings (*clearly*). 4. I remember buying some sugar but I can't find it (*definitely*). 5. Don't buy the vegetables in the shop: you can buy them in the market cheaper (*probably*). 6. I feel cold in my new flat (*never*). 7. I wonder if you think that I won't cope with the job (*still*). 8. My younger brother is only four but he can read quite well, of course he reads (*already; slowly*). 9. We are very fond of this pop group's new songs (*both*). 10. The two brothers are alike, they always see eye to eye with each other (*rather; practically*).

**B. Choose the words from the box to complete the sentences.**

hard/hardly, near/nearly, wrong/wrongly, late/lately, most/mostly, wide/widely, high/highly, right/rightly

1. John is \_\_\_\_ a man who can do this job. 2. \_\_\_\_ teachers in secondary schools are women. 3. I don't think such matters should be \_\_\_\_ discussed. 4. Jerry ran out of the house leaving the entrance door \_\_\_\_ open. 5. Harry has been working \_\_\_\_ at his French for the last two years and now we can see the result. 6. Oh dear! You have \_\_\_\_ missed the plane! 7. You have explained all this \_\_\_\_\_. 8. Andrew was \_\_\_\_ taken for his elder brother. 9. Where have you been \_\_\_\_? I've been looking for you. 10. This scholar \_\_\_\_ works in the field of general linguistics. 11. My parents always ask me not to return home \_\_\_\_\_. 12. Our school is situated \_\_\_\_ the city library. 13. I am sure the winner of the competition was \_\_\_\_ chosen. He deserves the 1st prize. 14. The kite was floating \_\_\_\_ in the sky. 15. I don't think you remember it \_\_\_\_, Alice. Peter's telephone number is different. 16. She always speaks \_\_\_\_ of him.

## MORE FACTS ABOUT ADJECTIVES

**I. Some adjectives are used only predicatively in modern English:** *afloat, afraid, alight, alike, alive, alone, ashamed, asleep, awake.*

*The children were asleep at six, but now they are awake.*

*Dozens of cars were set alight.*

*We managed to get the boat afloat again.*

**Sometimes it is possible to express similar ideas with other adjectives used attributively:**

*the boat is afloat*

*the children are afraid*

*the buildings are alight*

*when I'm awake*

*the lobster is alive*

*the floating boat...*

*the frightened children...*

*the burning buildings...*

*in my waking hours...*

*a live lobster...*

**Some of these adjectives have specific modifiers:**

a) *safely afloat all alight all alone fast/sound asleep wide awake*

b) *very much awake (alive, alone)*

c) *very (much) afraid/ashamed*

**36. Match the word combinations that mean the same.**

1. wide awake

2. to catch alight

3. safely afloat

4. very much alive

5. to set sth alight

6. fast asleep

7. to feel ashamed

8. all alone

a) deep in sleep

b) to start sth to burn

c) having life

d) feeling shame or guilt

e) not at all sleepy

f) without others

g) to begin to burn

h) floating on water and steady

**37. Choose the right word to complete the sentences.**

1. The children set their new boat \_\_\_\_\_ on the lake.  
a) *afloat*                      b) *floating*
2. The \_\_\_\_\_ pieces of wood made the surface of the water look unpleasantly dirty.  
a) *afloat*                      b) *floating*
3. The \_\_\_\_\_ yellow leaves made the pond unusually attractive.  
a) *afloat*                      b) *floating*
4. Her \_\_\_\_\_ look told me more than words.  
a) *afraid*                      b) *frightened*
5. David was watching her with wide, \_\_\_\_\_ eyes.  
a) *afraid*                      b) *frightened*
6. You do know, don't you? You're just \_\_\_\_\_ to tell me.  
a) *afraid*                      b) *frightened*
7. At night she lay \_\_\_\_\_ beside her sick child.  
a) *awake*                      b) *waking*
8. The noise kept her \_\_\_\_\_.  
a) *awake*                      b) *waking*
9. In his \_\_\_\_\_ hours he lay thinking about his family.  
a) *awake*                      b) *waking*
10. His clothing caught \_\_\_\_\_.  
a) *alight*                      b) *burning*
11. The \_\_\_\_\_ leaves smelled rather unusual.  
a) *alight*                      b) *burning*
12. My father died last year but my mother is still \_\_\_\_\_.  
a) *alive*                      b) *live*
13. We found a bar that has \_\_\_\_\_ music on Friday nights.  
a) *alive*                      b) *live*
14. A \_\_\_\_\_ TV or radio programme can be watched or listened to at the same time as it happens.  
a) *alive*                      b) *live*

**38. Add these modifiers to make the sentences more precise.**

**A. all, fast, wide, safely**

1. The old lady lay \_\_\_\_\_ awake for hours thinking about her son.
2. The old mansion was \_\_\_\_\_ alight and it was clear that nothing could save it.

3. Eric doesn't seem to have any friends. Whenever I look at him he plays \_\_\_\_\_ alone with his favourite toy. 4. It was early morning and Caroline was \_\_\_\_\_ asleep. 5. The sailors managed to set their boat \_\_\_\_\_ afloat. 6. It was midnight but old Mrs Patterson couldn't sleep. She lay \_\_\_\_\_ awake.

**B. very/very much**

1. The old building was \_\_\_\_\_ alight. 2. — Is the lobster alive? — Oh yes, \_\_\_\_\_ alive. Be careful. 3. Little Kate is \_\_\_\_\_ afraid of dogs. 4. Although he is old, he is \_\_\_\_\_ alive. 5. I am \_\_\_\_\_ ashamed of what I have done. 6. The old lady was \_\_\_\_\_ afraid to go out of the house at night. 7. The boy was \_\_\_\_\_ ashamed that he had lied to his granny.

## **MORE FACTS ABOUT ADJECTIVES**

### **II. Some adjectives change their meanings depending on whether they are used before or after a noun:**

*The concerned (= worried) doctor rang for an ambulance.*

*The doctor concerned (= responsible) hasn't come yet.*

*It was a very involved (= complicated) explanation. The boy involved in the incident (= connected with it) has left.*

*Present employees (= those currently employed) don't have high wages. Employees present (= those here now) should vote on the issue.*

*It was a proper (= correct) question. The question proper (= itself) has not been answered.*

*Jane is a responsible girl (= She has a sense of duty). The girl responsible (= who can be blamed) for the accident was expelled.*

**39. Use the words from the box above and express the same in English.**

1. Детям следует есть соответствующую пищу. 2. Я бы не хотел быть втянутым в эту бесконечную дискуссию. 3. Обеспокоенная мать провела всю ночь у постели больного ребенка. 4. Все присутствующие избиратели согласились со словами оратора. 5. Те, кто виноваты в этом преступлении, должны быть наказаны. 6. Все заинтересованные стороны выразили свое отношение к данной проблеме. 7. Все это звучит слишком сложно и запутанно. 8. Нынешнее поколение школьников хорошо знакомо с компьютерными технологиями. 9. Мы обсудили многое, но главную проблему, как таковую, не смогли решить. 10. Вы стали взрослыми и ответственными людьми.



## STILL MORE FACTS ABOUT ADJECTIVES

### Word Order

III. When two or more adjectives are used to describe one and the same object the usual order of attributes is like this:

Attributes						Noun
evaluation (subjective charac- teristics)	size/age	shape	colour	origin	material	
beautiful	big/old	oval	brown	Turkish	cotton	carpet

Note that generally so many attributes are not used with one and the same noun. It usually takes not more than two or three:

*a green woollen sweater*

*a handsome tall sunburnt youth*

*beautiful long hair*

*a reserved old English gentleman*

General qualities are usually mentioned before particular qualities:

*a small low bench*



40. Make up word combinations to describe some objects and people. Use these word combinations in your own sentences.

1. dress, cotton, summer;
2. dark, red, tulip;
3. box, big, heavy;
4. old, woollen, sweater;
5. green, tall, plant;
6. light, table, square;
7. blue, river, deep;
8. old, soft, hat;
9. lady, beautiful, young;
10. capable, middle-aged, doctor;
11. oval, low, table;
12. beautiful, long, hair.

## MORE FACTS ABOUT ADVERBS


There is a number of adverbs that help the speaker to express their attitude to what they are saying or to people they are saying or to people they are talking about. Here are some of them:


clearly: *Clearly, he doesn't know what he's talking about.*


frankly: *Frankly, I would never trust Jane again.*


honestly: *Honestly, this has been the best speech of all.*


briefly: *Briefly, more information can be received through email.*


generally  *Generally we solve such problems peacefully.*


 *I generally approve of your plan.*


normally  *Normally the school is responsible for the students' security.*

 *I normally go to bed early, but I stayed up late last night.*

hopefully  *Hopefully, the trip won't take very long.*

 *They will hopefully return before dark.*

evidently  *Evidently, this game is going to be lost.*

 *This new place is evidently much better than the old one.*

41. Express the same in English. Use the adverbs above.

1. Честно говоря, нам еще ни разу не удалось поговорить с Джеймсом на эту тему. 2. Если быть откровенным, то мне совсем не нравится этот новый план. 3. Вкратце, последние события требуют особого внимания. 4. Будем надеяться, что наш новый проект окажется успешным. 5. Вообще говоря, мало кому нравится понапрасну тратить время. 6. Очевидно, что это не последний шанс изменить свою жизнь к лучшему. 7. Ясно, что эта история выдумана от начала до конца.



# Speaking

16 minutes

42. A. Look at the pictures (1–6), read the texts (a–f) and say what mysteries are connected with these places and phenomena. Mention if you believe that they will ever be solved.



1



3



5



6



2



4

- a) *The Loch Ness Monster*, also Nessie, a very large animal, supposed to live in Loch Ness (a large, very deep lake in Northern Scotland) which people say does not look like any other animal alive today. Although some people believe the Loch Ness Monster really exists and say they have seen it, there is no scientific proof and for most people it is just a story. It is often shown in pictures as a creature like a large black or green dinosaur.
- b) *Atlantis* [æt'læntɪs] — an island which according to an old Greek legend sank beneath the sea, in the Atlantic Ocean west of Gibraltar. This island was the seat of an ancient and advanced civilisation. It was a powerful is-

land empire seeking to dominate the Mediterranean world. The expansionist plans of the Atlantis were ended only when their army was defeated by Athens. Shortly afterwards an earthquake caused Atlantis to sink beneath the ocean. Later writers were interested in the legend of Atlantis. Although traditional accounts of Atlantis have been proved false, some archaeologists believe that this culture really existed and don't lose hope to find it.

- c) *The Egyptian Pyramids* – tremendous stone structures, kings' tombs [tu:mz]. The ancient Egyptian kings believed that their future lives depended upon the perfect preservation of their bodies. The dead were therefore embalmed, and the mummies were hidden below the level of the ground in the interior of those great masses of stone. No one knows how old the pyramids are and how exactly they were built. A thousand years before Christ, they were already old and mysterious. It is believed that if people get inside these huge tombs they will be punished and may die.
- d) *UFOs* – Unidentified Flying Objects in the sky, often thought to be spacecraft piloted by creatures from other worlds. Not many people believe that UFOs really exist, but there are witnesses from different parts of the world who claim to have seen such objects and even been inside them having met representatives from other parts of the universe. UFOs often appear in science fiction stories and films.
- e) *The Bermuda Triangle* – an area in the Atlantic Ocean between Bermuda (a group of islands), Florida and Puerto Rico where many ships and aircraft are supposed to have mysteriously disappeared with no wrecks ever found. The Bermuda Triangle is also called the Devil's Triangle. The disappearance of ships and planes on a number of occasions has led to speculation about unexplainable turbulences and other atmospheric disturbances. Violent storms often occur there, but studies have not revealed any significant peculiarities about the area.
- f) *A yeti* or the Abominable<sup>1</sup> Snowman is a giant hairy creature which is supposed to live in the Himalayas [ˌhɪməˈleɪəz]. Himalayan tribesmen believe that this creature roams the mountains at night searching for victims. It is described as an animal walking like a human with the appearance of an ape. The yeti legend first became known in 1921, when English explorers found tracks in the snow resembling huge human footprints. Several scientific expeditions failed to find any other evidence of the yeti's existence.

**B. Do you know any other mysterious facts? Speak about them.**

<sup>1</sup> abominable [əˈbɒmɪnəbl] – омерзительный, ужасный

**43.** Study the topical vocabulary to speak about religions and beliefs in English.

## Topical Vocabulary

All religions can be divided into

- primal religions (pre-Christian religions of Europe and some other parts of the world and modern tribal religions);
- universal religions (Christianity, Islam, Judaism, Buddhism, etc.).

Religions always include

- beliefs;
- religious practice.

People who share the same beliefs are members of

- religious communities.

When they come together to worship they are called

- congregations.

Religious communities observe their

- customs;
- rituals;
- rites.

They

- practise/attend worship;
- make/offer prayers or pray;
- listen to sermons read by preachers;
- sing hymns (psalms [sɑ:mz]);
- seek blessing, healing, salvation, etc.;
- make confessions;
- offer sacrifice to God or a god.

Church services are led by

- priests/ministers<sup>1</sup>, the clergy/clergymen (Christianity);
- imams (Islam);
- rabbis (Judaism).

Among other people who devote themselves to God are

- nuns (they live in convents);
- monks (they live in monasteries).

Some religions exist in diverse forms, for example, Christianity splits into

- Roman Catholic Church (headed by the Pope);
- Orthodox Church (headed by the patriarch of Constantinople as the first among equals – other patriarchs);

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<sup>1</sup> a minister = a priest in some Protestant churches

- the Protestant movement made up of
  - the Lutherans;
  - the Methodists;
  - the Anglicans;
  - the Baptists, etc.

Traditional places of worship are

- churches, cathedrals, chapels (Christianity);
- mosques (Islam);
- synagogues (Judaism);
- pagodas or temples (Buddhism).

Places of worship may be decorated with

- frescoes;
- mosaics;
- icons/ikons;
- stained glass windows;
- candles and chandeliers [ˌʃændəˈliəz];
- statues.

In Christian places of worship the following elements are essential:

- an altar [ˈɔːltə],
- choir stalls,
- a pulpit [ˈpʊlpɪt],
- an iconostasis [aɪ,kɒnɒsˈtæsis] (*pl.* iconostases),
- a crucifixion,
- tombs.

In Christianity and Islam the major festivals are:

- Advent and Christmas
  - Lent and Easter
  - Ramadan (Islam)
- } Christianity

Most religions have a tradition of pilgrimage – journeying to some holy place as a religious duty:

- to Bethlehem;
- to Jerusalem;
- to Mecca;
- to Mount Senai.

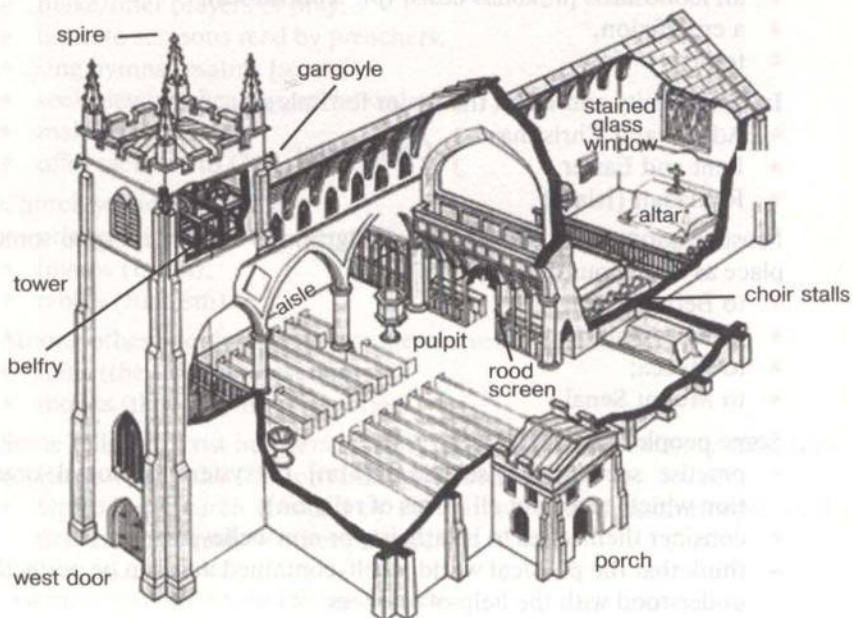
Some people

- practise secularism [ˈsekjʊlə,rɪz(ə)m] (a system of social organization which keeps out all forms of religion);
- consider themselves to be atheists or non-believers;
- think that the physical world is self-contained and can be perfectly well understood with the help of sciences.

**44.** Answer these questions.

1. Do you think the place of religion has changed recently? Would you say that its role in modern life is increasing? 2. How can you account for the statement that in the present century, especially in the West, people see some evidence of a decline in religion? 3. How important in your opinion is religion to young people and teenagers in the place where you live? 4. Do you think people should know basic things about religion even if they are non-believers? Why? About what religion? 5. What primal religions do you know? Can you refer Ancient Greek religion to them? 6. What universal religions do you know? 7. What do we call people sharing the same beliefs? What are they usually called when they come together to worship? 8. What Christian (Muslim, Jewish or Buddhist) customs and rites do you know? 9. Where do the believers of the universal religions practise worship? 10. Who are church services led by? 11. What are the major festivals in Christianity, Islam, and the other religions that you know? 12. What do you know of the tradition of pilgrimage? What do you think of it? 13. Do you think people visit churches, cathedrals, etc. only when they come to pray or make a confession? Why do you think non-believers come there?

**45.** Look at the picture of a traditional English church and say in what way it is different from an Orthodox church and a mosque (inside and/or outside).



46. Match the places of pilgrimages with their descriptions. Find more information about these places and share it in class.

1. Lourdes [lʊəd]



a) a city of Israel, which is of great historical importance to Jews, Christians and Muslims. It has many important places for all these religions, such as the Wailing Wall, the Mount of Olives and the Dome of the Rock, an ancient and very holy Muslim building. This city is regarded by Israel as its capital city, but many Arab people do not accept this.

2. Bethlehem



b) a town on the Western Bank of the River Jordan, in Israel, thought to be where Jesus Christ was born.

3. Mecca



c) a small town in south-western France where Roman Catholics believe that Saint Bernadette saw the Virgin Mary appear. They consider this town a holy place, and many sick people go there because they believe that the water there is holy and has the power to cure them.

4. Jerusalem



d) a city in Saudi Arabia where the prophet Muhammad was born. It is considered the holiest city of Islam. People who are not Muslims are not allowed to go there, but every Muslim must try to make a pilgrimage to Mecca once in their lifetime.

- 47.** Look at the picture of the Nativity (the Christmas story) and try to restore the story of the birth of Jesus Christ together. The information below can help you.

- the Bible
- Mary and Joseph
- travel from Nazareth to Bethlehem for a census<sup>1</sup>
- no empty rooms at the inn
- stay in a stable
- born in the stable
- laid in a manger ['meɪndʒə]
- a bright star appears in the sky (the star of Bethlehem)
- an angel tells shepherds about the baby Jesus and tells them to go to the stable to worship the Saviour
- three kings (the Three Wise Men) from the East also come to worship Jesus following the bright star
- the Wise Men bring gifts of gold, frankincense and myrrh<sup>2</sup>



- 48.** Have you ever heard the name of Confucius [kən'fju:ʃəs]? Say where he lived and when and what made him famous. Then read the text to see if you were right. Do the task after the text.

### CONFUCIUS

Confucius was one of the greatest moral teachers of all time. He lived in China about five hundred years before Christ. Confucius studied ancient Chinese writings from which he took ideas that to him seemed important to the development of fine characters. Then he taught these ideas to the princes and to the students of all classes who came to him for instruction. The rules he laid down 2,400 years ago are still respected.

Confucius' Chinese name was Kung-Fu-tse. At the age of twenty-two Confucius began to teach men how to live happily. His principle rule for happiness, "What you do not wish done to yourself, do not do to others," was much like the Golden Rule. He tried to teach people the right moral conduct based on love, justice, reverence, wisdom, and sincerity.

<sup>1</sup> census ['sensəs] – перепись населения

<sup>2</sup> frankincense ['fræŋkɪn,sens] and myrrh [mɜ:] – ладан и мирра

One of his teachings, the reverence for parents, had a powerful effect on China, because it teaches reverence and worship of all ancestors. It made China for a long time to look to the past instead of moving forward.

Confucius did not consider himself a god. In fact, he taught nothing about a supreme being. He believed that man was naturally good and could preserve this goodness by living harmoniously with his fellow men.

Within five hundred years after his death, his teaching became the philosophy of the state. But when Buddhism appeared, the teachings of Confucius were almost forgotten for a period. They were later revived, and even today his teachings influence the lives of millions of people.



**Discuss the connection between philosophy and religion. Mention the following:**

- which, in your view, appeared earlier — religion or philosophy
- where they are similar
- where the two are different
- if you know any names of famous philosophers who based their teachings on religious ideas

**49. A. Do you believe in dreams and predictions? Read the six questions of a psychological test and put down the answers you could give.**

1. You are in a dream and in your dream you find yourself in your ideal house. This is just the house you would love to live in. Close your eyes, and try to imagine the house. What can you say about it?
  2. Now you are in the kitchen of your house. There is a cup on the table. Imagine the cup. What sort of cup is it?
  3. Now, you leave the house and find yourself in some clearing where there aren't any trees or anything around. In the middle of the clearing there is a building. What sort of building is it?
  4. There is a garden all around the building. What kind of garden is it?
  5. In the garden, just in front of you there is a wall. It is too high to climb over and too long to walk around. But suddenly a small door opens in the wall. Are you going to go through it?
  6. Now you are standing on the other side of the wall. There is water in front of you. What sort of water is it? Do you want to swim in it for instance?
- Thank you. That's all.

**B. Work in pairs. Read what the answers mean and say how you can analyse and interpret your partner's answers.**

*1. The house is your idea of yourself.*

a) number of rooms	number of people you want in your life
b) light inside	optimistic nature
c) old house	traditional, conservative, old-fashioned
d) big size	self-confident, important, likes to have lots of friends
e) small size	quiet, shy
f) situated in a remote area	unsure of oneself
g) situated in a city	likes to be in the centre of attention

*2. The cup is your idea of love.*

a) big size	inclined to fall in love
b) small size	love is a rare thing to a person
c) empty	love is not a serious thing
d) liquid inside	love is an important thing
e) warm colour	wants to be looked after
f) cold colour	prefers to give love rather than take it

*3. The building represents your idea of God.*

a) old building, falling down	non-believer, or losing his faith
b) new building in good condition	sees God as something very important
c) made of wood	has his doubts about religion
d) made of stone (marble)	his faith makes him feel safe
e) pleasant to look at	thinks God can help
f) dirty, unpleasant	doesn't believe in any help

4. *This is your idea of the world, your country, life and nature.*

a) lots of trees, flowers, etc.	thinks life is wonderful
b) few of flowers, bushes, etc.	feels that he misses a lot in this world
c) garden taken care of	loves nature
d) garden neglected, where everything is overgrown	indifferent to nature, feels life is a mess

5. *The wall is a symbol of death.*

a) if one goes through the door	not afraid of death
b) one doesn't want to go through	afraid of death
c) one looks first and then goes through the door	not quite sure but rather afraid of death

6. *The water is your idea of what happens after death.*

a) one doesn't want to swim	doesn't believe in life after death
b) one wants to swim	believes in life after death
c) the water is inviting	peace and freedom after death
d) the water is dirty and unpleasant	no idea what is after death

50. **A. Discuss the results of the test above in your class. Say:**

- if you think they revealed your partner's personality accurately;
- if the person himself finds anything surprising about his personality;
- what in general you think of such tests;
- whether you find them useful and serious;
- if you think that they are fun but have no serious basis;
- if you regard them as nonsense;
- if you are not sure of your own opinion.

**B. Say what is your attitude to dreams. Do you think that**

- dreams really can predict the future?
- dreams show us what we want to be realised?
- dreams can show what is happening or is going to happen to our relatives and close friends?

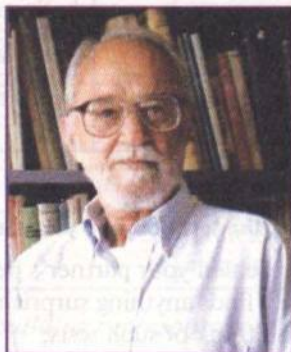


C. Speak about some remarkable dream of yours. Say:

- when you saw it;
- what it was about;
- if it had any influence on your life.

## Creative Writing

51. Describe any church or other place of worship you have ever visited. Your topic sentence should tell what church you have visited. You should mention when it was, where the church is situated, what the aim of your visit was. Write a description of the church's interior. Use the natural order to describe the details inside the church (you may start with an overall idea of the place and then move from the door around the place from left to right). Be sure to use exact words to create your description. Describe the feelings the visit gave you.
52. Choose one of the portraits and write a description of one of them. Gather details that can help you to create a clear description. Use the natural order to describe the people in the portraits.



## Miscellaneous

53. Choose the replies to fit the situations.

1. — Would you like another cup of tea or something?

- a) — Thank you, no.
- b) — No, thanks.
- c) — Thank you very much. I'm full.

2. — How do you do?  
a) — I'm fine, thank you.  
b) — Do you really want to know?  
c) — How do you do?

3. — I've got a splitting headache!  
a) — How can I help you?  
b) — I'm so sorry.  
c) — Get well soon.

4. — Could you pass me the bread, please?  
a) — Here you are.  
b) — Please.  
c) — Yes, I could.

5. — I'm going on holiday next week.  
a) — I hope so.  
b) — That's right.  
c) — I'm glad for you.

6. — Shall we dance?  
a) — I never mind.  
b) — Thank you. I'd love to.  
c) — Thanks, I agree.

7. — Merry Christmas!  
a) — Keep well.  
b) — Good luck.  
c) — The same to you.

- 54.** Look at the following quotations, comment on them and say with which of them you agree and disagree and why.

Men at some time are masters of their fate. (*Shakespeare "Julius Caesar"*)

The event is never in the power of man. (*Robert Herrick*)

Every night and every morn

Some to misery are born

Every morn and every night

Some are born to sweet delight. (*William Blake "Proverbs"*)



55. Listen to the traditional Christmas song (No 10), learn the words and sing it along.

### TWELVE DAYS OF CHRISTMAS

1. On the first day of Christmas  
My true love gave to me  
A partridge in a pear tree.



2. On the second day of Christmas  
My true love gave to me  
Two turtle doves,  
And a partridge in a pear tree.



3. On the third day of Christmas  
My true love gave to me  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



4. On the fourth day of Christmas  
My true love gave to me  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



5. On the fifth day of Christmas  
My true love gave to me  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



6. On the sixth day of Christmas  
My true love gave to me  
Six geese-a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



7. On the seventh day of Christmas  
My true love gave to me  
Seven swans-a-swimming,  
Six geese-a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



8. On the eighth day of Christmas  
My true love gave to me  
Eight maids-a-milking,  
Seven swans-a-swimming,  
Six geese-a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



9. On the ninth day of Christmas  
My true love gave to me  
Nine ladies dancing,  
Eight maids-a-milking,  
Seven swans-a-swimming,  
Six geese-a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



10. On the tenth day of Christmas  
My true love gave to me  
Ten lords-a-leaping,  
Nine ladies dancing,  
Eight maids-a-milking,  
Seven swans-a-swimming,  
Six geese-a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



11. On the eleventh day of Christmas  
My true love gave to me  
Eleven pipers piping,  
Ten lords-a-leaping,  
Nine ladies dancing,  
Eight maids-a-milking,  
Seven swans-a-swimming,  
Six geese-a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



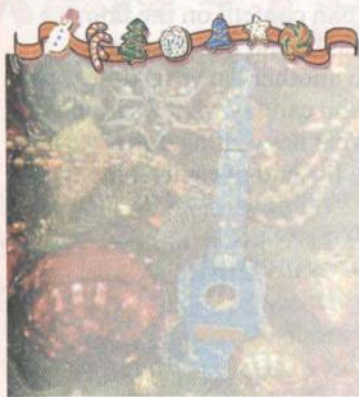
12. On the twelfth day of Christmas  
My true love gave to me  
Twelve drummers drumming,  
Eleven pipers piping,  
Ten lords-a-leaping,  
Nine ladies dancing,  
Eight maids-a-milking,  
Seven swans-a-swimming,  
Six geese-a-laying,  
Five golden rings,  
Four calling birds,  
Three French hens,  
Two turtle doves,  
And a partridge in a pear tree.



56. Listen to another song (No 11), learn the words and sing it along.



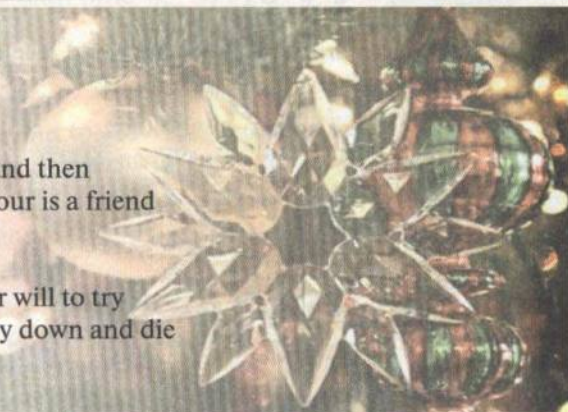
## HAPPY NEW YEAR



No more champagne  
And the fireworks are through  
Here we are, me and you  
Feeling lost and feeling blue  
It's the end of the party  
And the morning seems so grey  
So unlike yesterday  
Now's the time for us to say...

### Refrain:

Happy new year  
Happy new year  
May we all have a vision now and then  
Of a world where every neighbour is a friend  
Happy new year  
Happy new year  
May we all have our hopes, our will to try  
If we don't, we might as well lay down and die  
You and I



Sometimes I see  
How the brave new world arrives  
And I see how it thrives  
In the ashes of our lives  
Oh yes, man is a fool  
And he thinks he'll be okay  
Dragging on, feet of clay  
Never knowing he's astray  
Keeps on going anyway...

### (Refrain)



Seems to me now  
That the dreams we had before  
Are all dead, nothing more  
Than confetti on the floor  
It's the end of a decade  
In another ten years time  
Who can say what we'll find  
What lies waiting down the line  
In the end of eighty-nine...

(Refrain)

## Project Work

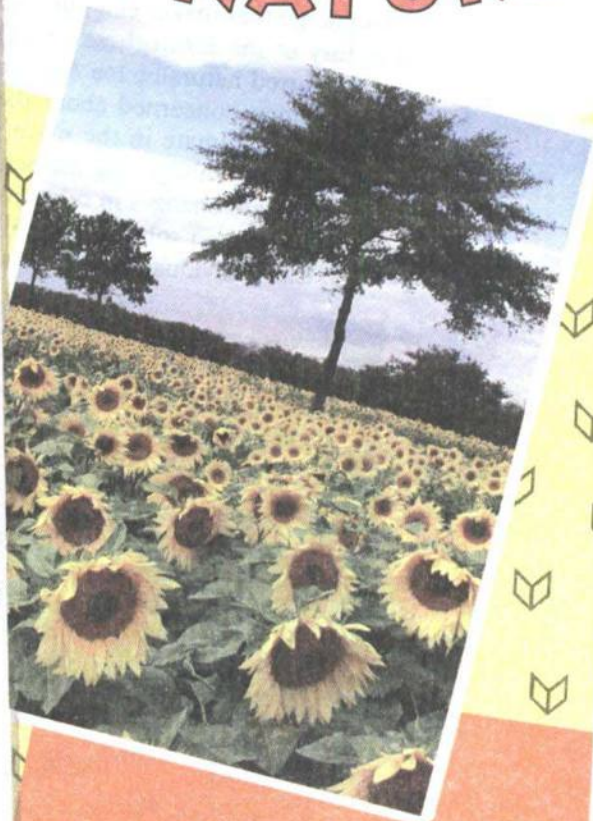
Find more information about the world religions of the past and of today and prepare a talk on one of these topics:

- Greek and Roman mythology
- Religions of China and Japan
- Religious Holidays

# MAN - THE CHILD OF NATURE

Nature is everything that exists in the world around us - plants and animals, earth and rocks, air and water, climate and weather. At the beginning of his development man was very dependent on Nature, being its real and naive child. But with time getting older and more knowledgeable people ventured "to conquer" Nature. For many centuries man has been trying to solve Nature's mysteries, to discover its laws, to make it serve his necessities. In doing so people change the world. New discoveries and inventions, new technologies make a dramatic impact on the planet which is our habitat. Great achievements of the human race have facilitated the life of people, but many of them have been harmful to the environment. Nowadays the humanity is trying to reconsider the results of its progress.

Scientists, politicians, ecologists and the majority of common people are beginning to understand that the damage to ecosystems can lead to real disasters when nothing could save the planet and life on it. Man, being Nature's child, must grow up and fast enough to be able to protect Mother Nature.



## UNIT THREE

**1. Answer the questions.**

1. Why do people at the beginning of the new millennium spend so much time and effort drawing public attention to the problem of ecology? 2. What ecological problems that humanity faces nowadays in your opinion are most urgent? 3. Why are scientists so much concerned about the greenhouse effect and the process of global warming? 4. Do you think global warming is caused by human activities? Which of them? 5. Since the Industrial Revolution which started more than 200 years ago the need for energy has steadily increased, hasn't it? Why are people nowadays very much concerned about the energy they use to light and heat homes, the energy that makes cars run, etc.? 6. It is a known fact that during the history of the Earth there were periods of dramatic climate changes which occurred naturally, Ice Age among them. Why do you think scientists are so much concerned about the current climate changes? 7. Can you say that the climate in the place where you live is changing? How? Do you find these changes for the better or for the worse? Can you give examples of climate changes in other places of the planet? 8. Do you think the humankind can solve the world's ecological problems? If so, in what way? 9. Can individuals help in this area? How?

**2.** Now scientists are more or less sure about the greenhouse effect which makes the Earth warmer by trapping energy in the atmosphere because certain gases (carbon dioxide<sup>1</sup>, methane and some others) prevent heat from escaping into space. Look at the pictures and say how people increase the amount of such gases in the atmosphere. Add some more examples to illustrate your answer.



<sup>1</sup> carbon dioxide [ˌkɑːbən daɪˈɒksaɪd] — углекислый газ

## Listening Comprehension



3. Listen to the text about the wildfires (No 12) and say which of the following is true, false or not mentioned in the text.

- 1) Most of wildfires are started by people.
- 2) The effect of wildfires is always negative.
- 3) Firefighters, dedicated men and women, leave their homes to work together and protect nature from unwanted fires.
- 4) There are more wildfires now than there were in earlier times.
- 5) The increase of wildfires can be explained by climatic changes alone.
- 6) Some of the most devastating wildfires in the USA broke out in the 1880s.



4. Work in small groups. Make up outdoor burning regulations by continuing these lists of *do's* and *don'ts*. Compare your lists.

### *Do's*

- Store flammable liquid containers in a safe place
- Inspect your camp site before leaving
- .....

### *Don'ts*

- Don't park your car on dry grass
- Don't light fireworks at places where there's dry grass or dry leaves
- .....



5. Nowadays more and more scientists say that pollution affects animals more than humans. Listen to the five speakers (1–5) and match their names with what they mention (a–e) (No 13).



1

Virginia



2

Martin



3

Sarah



4

Victor



5

Henry

- Sea and ocean animals together with other organisms living in water suffer much from industrial waste.
- Companies and owners should act more responsibly when carrying toxic and other dangerous materials by water routes.
- One of the main ecological problems is global warming.
- Man more or less can cope with the main problems of the pollution while animals can't.
- Many animals are endangered because their habitats have become different especially concerning what animals eat.

6. The speakers on the tape have mentioned some cases of pollution affecting animals. Can you give your own examples of how people's activity influences wildlife? What is the situation like in the place where you live?



7. Listen to the interview with Mr Riner, an ecologist (No 14), and complete the following statements in the right way.

- Tropical forests are \_\_\_\_\_ the tropics of Cancer and Capricorn<sup>1</sup>.  
a) beyond      b) close to      c) limited by
- Tropical forests cover about \_\_\_\_\_ of land on our planet.  
a) 1/4      b) 1/5      c) 1/6
- The term "tropical forest" \_\_\_\_\_ "rain forest".  
a) excludes      b) includes      c) is equivalent to
- In rain forests it is \_\_\_\_\_.  
a) dark, hot and humid      b) light, hot and humid  
c) dark, hot and dry

<sup>1</sup> The tropic of Cancer, the tropic of Capricorn – the two imaginary lines drawn around the world at about 23 1/2° north and south of the equator.

5. Tropical forests are destroyed by \_\_\_\_\_.  
a) loggers      b) farmers      c) loggers and farmers
6. Rain forests are cut down to \_\_\_\_\_.  
a) raise livestock   b) make room for houses   c) build new towns
7. The Food and Agriculture Organization's statistics shows that \_\_\_\_\_ km<sup>2</sup> of rain forest is cut down annually.  
a) 18,000      b) 180,000      c) 180,000,000
8. Developed countries try to improve the situation by \_\_\_\_\_.  
a) asking for guarantees that tropical forests will be restored  
b) giving money to restore the forests  
c) not demanding their money back in return for preserving tropical forests

8. Some years ago in a number of countries there was a campaign [kæm'peɪn] of protest against McDonald's restaurants which used beef produced in Argentina, where the cattle for this beef was raised on the land cleared from rain forests. Imagine that you've joined the campaign and are picketing one of such restaurants. What will you say to people, who are going to visit McDonald's, trying to stop them from doing it?



## Reading

9. Read the texts (1–6) and match the names of the organizations with their features (a–e). One of the texts you can't match.
- a) This organization undertakes anti-war actions.
  - b) This organization has got the monarch's approval.
  - c) This organization doesn't charge those under age to become members.
  - d) This organization mostly investigates the balance between native and "imported" species.
  - e) This organization concentrates on four areas where animals have been ill-treated for years.



1. The mission of *Kids for A Clean Environment* (Kids F.A.C.E.) is to provide information on environmental issues to children, to encourage and facilitate youth's involvement with effective environmental action. Kids F.A.C.E. started in 1989. The first club had six members. Today there are more than 300,000 individual members. The organization is the world's largest youth environmental organization. Membership is free to children and teachers.



2. *People for the Ethical Treatment of Animals* (PETA) is one of the largest animal rights organizations in the world. It has more than a million members and supporters. Founded in 1980, PETA is dedicated to establishing and protecting the rights of all animals. PETA operates under the simple principle that animals are not ours to eat, wear, experiment on, or use for entertainment. PETA focuses its attention on the areas in which the largest numbers of animals suffer most intensely for the longest periods of time: on factory farms, in laboratories, in the clothing trade and in the entertainment industry.

# PETA

3. *Invasive Species Specialist Group* (ISSG) aims to reduce threats to natural ecosystems and the natural species they contain by increasing awareness of invasive alien species. Global trade and communication led to the fact that species suddenly taken to new environments (usually transported by humans) often successfully establish themselves and make the species that had been living there naturally before this "invasion" suffer great losses or disappear. ISSG is a global group of scientific and policy experts on invasive species from 41 countries. Membership is by invitation from the group chair. In addition to its headquarters in New Zealand, ISSG has three regional sections in North America, Europe and South Asia.



4. *The Royal Society for the Prevention of Cruelty to Animals* (the RSPCA) has been working since 1824 promoting kindness to animals, trying to prevent cruelty to them. In 1840 the Society's work was held in such high regard that Queen Victoria gave her permission for the SPCA to be called the Royal Society for the Prevention of Cruelty to Animals. New branches of the society began to be established, and the 175 branches in England and Wales that exist today run 38 clinics and 33 animal centres.



5. *Greenpeace* is an international organization whose members work actively to protect the environment from damage caused by industrial processes or military activities. It is known for using its own boats to try to prevent governments from testing nuclear weapons, to prevent companies

# GREENPEACE

from pouring poisonous chemicals into the sea, and to try to save whales and other sea animals from being killed. Greenpeace has been campaigning against environmental degradation since 1971.

6. *The World Wide Fund for Nature* (WWF) is one of the world's most experienced independent conservation organizations, with almost five million supporters and a global network active in more than 100 countries. WWF's mission is to stop degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.



**10.** Find in the texts (ex. 9) the words and word combinations that mean the following:

1. a) an important piece of work that a person or group of people has to do  
b) fact of being a member of a club, organization or a group
2. a) spending all your time and effort on sth  
b) to make sth start to exist  
c) to concentrate on sth
3. a) organisms taken to new habitats where they make native species disappear  
b) to lessen danger  
c) to make knowledge or understanding of a subject deeper  
d) brought by people  
e) to be badly affected and reduced in number  
f) the place where main offices are situated
4. a) to encourage good feelings towards sb  
b) to stop people bringing pain (to animals)  
c) an office representing a large organization in a particular area
5. a) to explode atomic bombs to see how they work  
b) to try to achieve some change by persuading other people or governments to do sth
6. a) the management of land and water in ways that prevent it from being damaged or destroyed  
b) a situation in which people live and work in a way that doesn't damage things around them

11. You and your friend want to join one of ecological organizations. Discuss which one is the best to join. Consider the following:

- the aims of this organization
- how effective its activity is
- in which organization you can make yourselves most useful

You have to choose only one option.

12. Discuss in groups the importance of such organizations that were mentioned in ex. 9. Say:

- if their work helps to change people's indifference to animal cruelty;
- what impact their work has on public opinion and government (corporations') decisions;
- if they are likely to win supporters and followers around the world.

NEF

13. Natural disasters cannot be controlled by people. Earthquakes and volcano eruptions are among them. Read the text "Volcanoes" and complete it with the phrases below.

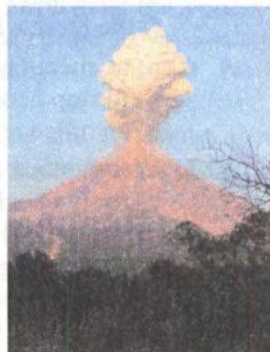
- a) for the destruction they cause
- b) account for less than 1%
- c) on average
- d) to be extinct
- e) 163 villages were wiped out
- f) on the floor of the ocean
- g) a mountain throwing out ash
- h) more than 600
- i) to be active

## VOLCANOES

The popular image of a volcano is of

1. \_\_\_\_, steam, fire and molten rock from a crater in the top, often with explosive violence. Such volcanoes do indeed exist, but they
2. \_\_\_\_ of the world's volcanic activity. The bulk of the Earth's volcanism occurs unseen
3. \_\_\_\_.

- Volcanoes that have ceased to erupt are said
4. \_\_\_\_.
- Other volcanoes that have been quiet for a long time but that may erupt again are de-



scribed as dormant, while those that have erupted in historic times are said 5. \_\_\_\_\_. Volcanoes are notorious 6. \_\_\_\_\_. When in 1669 Etna in Sicily, Italy, erupted 20,000 people were killed, and lava reached the city of Catania, 28 km from the summit. Another tragic example is the eruption of Krakatau in Indonesia in 1883 when 7. \_\_\_\_\_ and 36,380 people were killed by the giant wave caused by this, the greatest volcanic eruption recorded.

There are 8. \_\_\_\_\_ active volcanoes on Earth. Indonesia alone has about 160 and Iceland has about 200 active volcanoes. 9. \_\_\_\_\_, between 20-30 volcanoes erupt each year.

**14. Prepare a short talk on volcanoes. Mention the following:**

- types of volcanoes (concerning their activity) existing nowadays, their approximate number and their locations
- notorious volcano eruptions in history
- consequences of volcano eruptions and measures that can be taken against the danger

**15. Read the text and answer the questions after it.**

*The text you're going to read comes from a famous novel by an English writer Richard Adams, a remarkable tale of exile and survival, of heroism and friendship. The main characters of the story are rabbits, but this fact doesn't make the book less true-to-life as the rabbits have very human features and very real problems to solve. Richard Adams' novel was first published in 1972 and soon became a bestseller. It is one of the books that make you laugh out loud and cry and think. To make the book more convincing the author supplies it with maps, footnotes and a glossary of "rabbits' language".*

### THE NOTICEBOARD

The primroses were over. Toward the edge of the wood, where the ground became open, only a few fading patches of pale yellow still showed among the oak-tree roots. On the other side of the fence, the upper part of the field was full of rabbit holes. A hundred yards away, at the bottom of the slope, ran the brook, no more than three feet wide.

The May sunset was red in clouds, and there was still half an hour to twilight. The dry slope was dotted with rabbits – some nibbling at the thin grass near their holes, others looking for dandelions or perhaps a cowslip that the rest had missed.



At the top of the bank, close to the wild cherry where the blackbird sang, two rabbits were sitting side by side. Soon, the larger of the two came out of the bushes and ran up into the field. A few moments later the other followed.

The first rabbit stopped in a sunny patch and scratched his ear with rapid movements of his hind leg. Although he was a yearling and still below full weight, he had not the scared look of younger rabbits. He looked as though he knew how to take care of himself. There was a shrewd, buoyant air about him as he sat up, looked around and rubbed both front paws over his nose. As soon as he was satisfied that all was well, he laid back his ears and set to work on the grass.



His companion seemed less at ease. He was small, with wide, staring eyes and a way of raising and turning his head which suggested a kind of nervous tension. His nose moved continually, and when a bumblebee flew humming to a thistle-bloom behind him, he jumped and spun round with a start.

The small rabbit came closer to his companion.

"Let's go a bit further, Hazel," he said. "You know, there's something queer about the warren this evening, although I can't tell exactly what it is. Shall we go down to the brook?"

"All right, Fiver<sup>1</sup>," answered Hazel, "and you can find me a cowslip. If you can't find one, no one can."

He led the way down the slope, his shadow stretching behind him on the grass. They reached the brook and began nibbling and searching.

It was not long before Fiver found what they were looking for. Cowslips are a delicacy among rabbits, and as a rule there are very few left by late May in the neighbourhood of even a small warren. They were just starting on it when two larger rabbits came running across from the other side of the nearby cattle wade.

"Cowslip?" said one. "All right – just leave it to us. Come on, hurry up," he added, as Fiver hesitated. "You heard me, didn't you?"

"Fiver found it, Toadflax," said Hazel.

"And we'll eat it," replied Toadflax. "Cowslips are for older rabbits – don't you know that? If you don't, we can easily teach you."

Fiver had already turned away. Hazel caught him up by the culvert.

<sup>1</sup> The rabbit was called "Fiver" because he was the last and the smallest rabbit in the litter. As rabbits can count up to four, any number above four means "a lot". So "Fiver" means "one of a lot".

"I'm sick and tired of it," he said. "It's the same all the time. I'll tell you, if I live another year, I'll treat younger rabbits with a bit of decency."

"Well, you can at least expect to grow older," answered Fiver.

"You don't suppose I'll leave you to look after yourself, do you?" said Hazel. "But to tell you the truth, I sometimes feel like clearing out of this warren altogether. Still, let's forget it now and try to enjoy the evening. I tell you what — shall we go across the brook? There'll be fewer rabbits and we can have a bit of peace. Unless you feel it isn't safe?" he added.

"No, it's safe enough," Fiver answered. "If I start feeling there's anything dangerous I'll tell you. But it's not exactly danger that I seem to feel about the place. It's — oh, I don't know — something oppressive, like thunder: I can't tell what; but it worries me. All the same, I'll come across with you."

They ran over the culvert. The grass was wet and thick near the stream and they made their way up the opposite slope, looking for drier ground. Suddenly Hazel stopped, staring.

"Fiver, what's that? Look!"

A little way in front of them, the ground had been freshly disturbed. Two piles of earth lay on the grass. Heavy posts, reeking of creosote<sup>1</sup> and paint, towered up as high as the holly trees in the hedge, and the board they carried threw a long shadow across the top of the field. Near one of the posts, a hammer and a few nails had been left behind.

The two rabbits went up to the board at a hopping run and crouched in a patch of nettles, wrinkling their noses at the smell of a dead cigarette end somewhere in the grass. Suddenly Fiver shivered and cowered down.

"Oh, Hazel! This is where it comes from! I know now — something very bad! Some terrible thing — coming closer and closer. Oh, Hazel, look! The field! It's covered with blood!"

"Don't be silly, it's only the light of the sunset. Fiver, come on, don't talk like this, you're frightening me!"

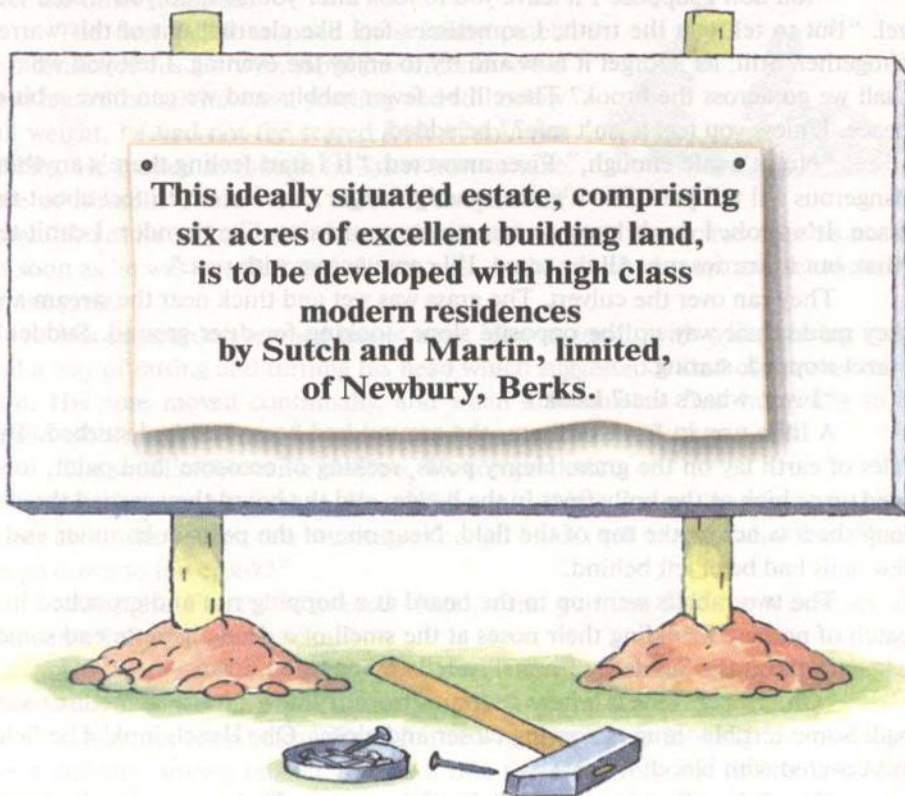
Fiver sat trembling and crying among the nettles as Hazel tried to reassure him and to find out what it could be that had suddenly driven him beside himself. If he was terrified, why did he not run for safety, as any sensible rabbit would? But Fiver could not explain and only grew more and more distressed. At last Hazel got him back home and had almost to push him down the hole.

The sun set behind the opposite slope. The wind turned colder, with a scatter of rain, and in less than an hour it was dark. All colour had faded from the sky: and although the big board creaked slightly in the night wind, there was no

<sup>1</sup> creosote ['kri:ə,səʊt] — креозот, маслянистая желтоватая жидкость с запахом древесного дегтя. Применяется для предотвращения гниения изделий из древесины.

passerby to read the sharp, hard letters that cut straight as black knives across its white surface.

They said:



(After "Watership Down" by Richard Adams)

1. In what season is the story laid? At what time? What details does the author use to describe the scene of action?
2. In what way are the two rabbit friends different? What problem did they have because they were only one year old?
3. What do you think Fiver meant when he said that something worried him? What could it be?
4. What did Hazel notice near the fence? What kind of threat for the rabbits' future could this new object mean?
5. Would you like to read the novel "Watership Down"? Why? Why not?

16. Look at the pictures and find in the text "The Noticeboard" the words that might serve as captions for these pictures.



17. Find in the text "The Noticeboard" equivalents for the following:

- 1) a small piece of ground
- 2) covered as if with dots
- 3) to eat with very small bites
- 4) an animal between one and two years old
- 5) having an ability to recover quickly from disappointment
- 6) to make a continuous low sound like buzzing
- 7) a place where there are a lot of rabbit holes in which they live
- 8) something good to eat, usually rare and expensive
- 9) a place where one can walk across the stream
- 10) a pipe for waste water that passes under a road or a railway line
- 11) a thick brown strong-smelling oily liquid used for preserving wood
- 12) to jump
- 13) to lower the body closer to the ground
- 14) to bend low and more back because of fear
- 15) to make the sound of a badly-oiled door when it opens

18. **A.** Work in small groups and make up the end of the story about Hazel and Fiver. Think of how they managed to survive and rescue the others.
- B.** Say what you know about the animals natural habitats destruction and how serious the problem is in the place where you live.

# Use of English

## Vocabulary

### 19. A. Learn to use the new words.

1. **board** (n): 1) a flat piece of wood. *Boards had been nailed across the broken window.* 2) a flat piece of wood used for special purposes. *A noticeboard, a chess board. He put the bread on the board and began to slice it. The train station has an electronic board showing all departure times.* 3) the most important people in a company who make decisions. *She has recently been appointed to the board of directors.* 4) meals provided for you when you stay at a hotel or live at another person's house. *The inn provided board and lodging.*
2. **decency** ['di:nsɪ] (n): behaviour that is normal, good or reasonable. *No one with any sense of decency can ignore their request for help. Common decency. It is common decency to phone and say you're going to be late. To have the decency to do sth. Have the decency to admit that you're wrong.*
3. **distress** [di'stres] (v): to make someone feel very unhappy, worried or upset. *It distresses him to think that he can't change anything.*
4. **disturb** [di'stɜ:b] (v): to interrupt someone and stop them from continuing what they were doing. *I didn't want to disturb you in the middle of a meeting.*
5. **fade** [feɪd] (v): 1) gradually to become less clear, noticeable up to final disappearance. *The laughter faded when they saw Kate's face. They heard footsteps go past the room, then fade into the distance. If the light fades, it gets dark.* 2) gradually to become or make paler, weaker. *The sun has faded the red curtains. Hopes that he will be found alive are fading. The flowers in the vase are beginning to fade.*
6. **hesitate** ['hezi,tet] (v): to pause before doing sth. *The girl hesitated a moment, then knocked on the door. Julia was hesitating between a cup of coffee and orange juice. I didn't hesitate about working with George. He stood hesitating over whether to join them.*
7. **oppressive** [ə'presɪv] (adj): 1) cruel, unjust. *Oppressive forces, an oppressive government.* 2) with no wind and very hot, as if there is about to be a storm. *We've had really oppressive weather today.*
8. **rub** [rʌb] (v): to press and move your hands or an object over a surface. *The boy rubbed the magic lamp and a giant appeared. The*

nurse rubbed my back until the pain went away. John rubbed the dirt off the number plate with his sleeve. The cat rubbed against my leg.

9. **scratch** [skrætʃ] (v): 1) to pull your nails along your skin to stop itching. *You should try not to scratch insect bites. He kept scratching at his nose.* 2) to cut someone's skin slightly with something sharp. *The tree's branches had scratched his hands and they were bleeding. I scratched my arm on a rose bush.*
10. **shiver** ['ʃɪvə] (v): to make shaking movements usually when you are cold. **To shiver with cold.** *I stood at the bus stop shivering with cold and wishing that I had worn my fur coat.*
11. **shrewd** [ʃruːd] (adj): able to judge people and situations well and make good decisions. *A shrewd old woman, a shrewd politician. James turned out to be a shrewd businessman and soon he made a fortune.*
12. **spin (spun, spun)** (v): 1) to turn round and round quickly. *The Earth spins on its axis. She spun round to face him.* 2) to form threads from wool, cotton, etc. by pulling it out and twisting it. *The old lady showed us how to spin wool.*
13. **treat** [tri:t] (v): 1) to behave towards someone in a particular way. **To treat sb coldly (politely).** *She felt she had been unfairly treated. I have always treated my parents with respect.* 2) to use medicine or medical methods to cure an illness (often passive). *She was treated for earache with eardrops. Patients are often treated with a combination of medication and exercise.* 3) to do or buy sth special for someone or oneself. *Bob treated us all to dinner at an expensive restaurant.*

**B. Remember how the words were used in the text "The Noticeboard".**

20. Put the new words in their proper forms to complete the text and then think of how it could end.

It was morning, time to get up. Charles 1. \_\_\_\_\_ his eyes and opened them. His brother Tony was lying on the sofa sound asleep. Charles did not want to 2. \_\_\_\_\_ him. The day before Tony had returned home late and Charles had no chance to speak to him. After 3. \_\_\_\_\_ a minute Charles slipped out of the bed noiselessly and went to the kitchen. He put the kettle on and got out bread, butter, cheese and sausage to make sandwiches. Slicing the food on the chopping 4. \_\_\_\_\_ he heard footsteps and 5. \_\_\_\_\_ round to see Tony. "Just in time," said Charles. "I'll 6. \_\_\_\_\_ you to delicious breakfast." But his cheerfulness 7. \_\_\_\_\_ away when he saw Tony's pale face and his frightened eyes. Charles was 8. \_\_\_\_\_ enough to realise that something was wrong, that his brother was 9. \_\_\_\_\_. In support of this idea Tony stretched out to him a thin long envelope.





**21.** Insert proper prepositions where necessary to complete the sentences.

1. The horse rubbed its head \_\_\_\_\_ my shoulder. 2. Let me treat you \_\_\_\_\_ lunch, dear. 3. Jane rubbed the dust \_\_\_\_\_ the shelf. 4. The sun faded \_\_\_\_\_ the carpet on the floor. 5. The boy stood before the closed door hesitating \_\_\_\_\_ whether to get in. 6. How do they treat you \_\_\_\_\_ the pain in the back? 7. Larry didn't hesitate \_\_\_\_\_ what decision to make. 8. The kitten scratched \_\_\_\_\_ Sally's arm rather deep and it hurt her to write. 9. Her son's lies distress \_\_\_\_\_ her. 10. Their voices faded \_\_\_\_\_ a distance. 11. I scratched my leg \_\_\_\_\_ a rose bush. 12. She stood shivering \_\_\_\_\_ cold in the icy wind.

**22.** You know the words in column A. Read the sentences and say what the words in column B mean. Look them up in a dictionary if necessary.

A	B	A	B
treat	treatment	disturb	disturbing
hesitate	hesitation		disturbance
	hesitant	distress	distress (n)
decency	decent		distressing
oppressive	oppression	board	board (v)
		scratch	scratch (n)

1. He claims he suffered *ill-treatment* at the hands of prison officers. 2. John has done nothing to deserve such *treatment*. 3. Robert responded well to *treatment* and is now walking again. 4. I like to give my granddaughter *a treat* now and then, take her to the zoo or theatre and buy her some gifts. 5. After a minute's *hesitation* he gave us his answer. 6. She is *hesitant* about making new friends. 7. Alec is quite a *decent* person, you can rely on him. 8. After five years of *oppression*, the peasants revolted. 9. He was thrown out of the meeting for causing *a disturbance*. 10. I want no more *disturbances* during this lesson. 11. Living in the Amazon jungle was a profoundly *disturbing* experience. 12. He tried to conceal his *distress* but the tremor of his voice was unmistakable. 13. The divorce was extremely *distressing* for the children. 14. This is where we *board* the bus. Prepare your tickets. 15. His only injuries were some minor *scratches* above his eye.

23. Change the sentences so that you could use the new words.



1. Alice *paused* before giving the negative answer. 2. My mom promised to take me to the theatre *to give something especially nice*. 3. Mary has always been *a good judge* of people. 4. The old woman was in *great sorrow* because her son had disappeared. 5. I want no *interruptions* during my lecture. 6. She *got onto* the wrong train. 7. That was the news that made her feel *extremely unhappy and worried*. 8. Mary's smile slowly *became less visible* and soon disappeared. 9. When I got to the airport the passengers of my flight were already allowed *to get on it*. 10. Jack stood on the porch and *couldn't decide* whether to go home or join the boys playing football. 11. The kids *were turning round* making themselves dizzy. 12. What *medication and methods* are the doctors using to cure him? 13. It was so freezing in the street that Helen's body *was shaking* slightly because she was cold.

24. A. Look at the pictures and match them with the captions.

- |                   |                  |                     |
|-------------------|------------------|---------------------|
| a) chopping board | d) diving board  | g) dart board       |
| b) blackboard     | e) ironing board | h) emery board      |
| c) noticeboard    | f) chess board   | i) electronic board |



**B. Match the word combinations with "board" and their Russian equivalents.**

1. board of governors
2. board of trustees
3. board of directors
4. executive board
5. advisory board
6. editorial board
7. examination board
8. management board

- a) совет директоров
- b) экзаменационная комиссия
- c) консультационный комитет
- d) попечительский совет
- e) совет школьного управления
- f) совет управляющих (в компании)
- g) редакционная коллегия
- h) исполнительный комитет

**C. Read the sentences below and translate them into Russian. Notice how the word "board" is used in different contexts.**

1. The plane had 125 passengers and crew on board. 2. Here you'll get 70 pounds a week plus board and lodging. 3. Don't worry, it's all open and aboveboard. 4. Jack boasts that he swept the board at the casino last night. 5. We agreed that I would pay £200 for my bed and board. 6. Full board is the service that you get at a hotel when you eat all your meals there, and half board includes only two meals. 7. Welcome aboard! We're so happy to have you with us!

**25. There are a lot of idioms with "scratch" (verb) and "scratch" (noun). Read the examples below, guess what they mean, and then think of a short situation centred around one of these idioms.**

1. **to do sth from scratch:** Our experiment failed, so we had to do everything again from scratch.
2. **up to scratch (informal):** The hotels we were recommended weren't up to scratch and we decided to look for something better.
3. **to scratch one's head:** The decision was very sudden and left many cabinet members scratching their heads.
4. **to scratch a living:** I don't know how they are scratching a living with so many kids and just one breadwinner.
5. **to scratch the surface:** I can't say that I know the country well, I have only really scratched its surface.
6. **to scratch around (for sth):** Everyone did their best to scratch around for the lost document but in vain — it was never found.
7. **to scratch one's plans:** It began raining heavily and we scratched our plans for the weekend.
8. **to scratch together:** How much money have you managed to scratch together?



9. **Scratch my back and I'll scratch yours:** Who knows, I may be able to help you some day, too. You know what they say – scratch my back and I'll scratch yours.



## Words not to be confused

26. A. Learn how the synonyms below can be discriminated.

### 1. smell – scent – aroma – reek

- a) **smell** – the pleasant or unpleasant quality of sth that you notice when you breathe in through your nose. *There is a delicious smell of fresh bread coming from the kitchen.*

**Note.** Used without attributes often means an unpleasant smell.  
*What a smell! I can't stand it!*

- b) **scent** – a pleasant and faint smell. *This rose has a delightful scent.*  
c) **aroma** – a pleasant and usually strong smell. *As soon as I opened the door I felt a distinctive aroma of fresh coffee.*  
d) **reek** – an unpleasant and strong smell. *There was a reek of tobacco smoke in the café.*

### 2. strange – queer – odd

- a) **strange** – 1) not known, not even seen before, foreign. *Are you good at finding your way about in a strange country?* 2) unusual. *She had a strange look on her face.*  
b) **queer** – strange, slightly unwell/mad, when something is wrong (informal). *I'm feeling a bit queer. She is a bit queer in the head. What a queer story!*  
c) **odd** – 1) different from what is ordinary, peculiar, hard to understand. *It's very odd that she didn't reply to our letter.* 2) (of a number) that cannot be divided exactly in two. *1, 3, 5, 7 – are odd numbers.*

B. Use the synonyms above to complete the sentences.

I. 1. Cooking \_\_\_\_\_s were drifting from the kitchen. 2. The boat gave out the \_\_\_\_\_ of fish. 3. The \_\_\_\_\_ of bread baking in the oven was strong and reminded him of home. 4. The whole place gave out the \_\_\_\_\_ of desolation and neglect. 5. The apple was divine with a rich flavour and pleasant \_\_\_\_\_. 6. Jane felt the aromatic \_\_\_\_\_s of a spring garden full of herbs.

7. He entered the bathroom and felt a sour \_\_\_\_\_ of unwashed linen.  
8. The cottage had a musty \_\_\_\_\_ after being shut up over the winter.  
II. 1. They knew she was a spy, and their decision to let her dance seemed \_\_\_\_\_ and incomprehensible. 2. What will you do if you find a \_\_\_\_\_ person in the place where you live? 3. What she told me was rather \_\_\_\_\_. I didn't believe her. There was something wrong about the whole story.  
4. Their accent was \_\_\_\_\_ to their ears. 5. \_\_\_\_\_ numbers are opposite to even numbers.

## Focus on Word-Building

I. Cardinal numerals are combined with nouns in the singular to form compound adjectives related to measurement, time, etc. In spelling such compounds usually have hyphens. They can describe:

*Age*: a five-year-old boy, a twelve-year-old building.

*Area/volume*: a three-acre plot, a two-litre car.

*Duration*: a twenty-minute walk, a four-hour meeting.

*Length/depth (distance)*: a twelve-inch ruler, a two-metre corridor, a two-kilometre route.

*Price*: a fifty-dollar dress (a \$50 dress).

*Weight*: a ten-stone man, a five-kilo bag of flour.

II. Ordinal numerals can also be used in compounds. Cf.:

a first-rate film

a third-floor flat

a second-hand car

a nineteenth-century novel

27. Paraphrase the following to get compound adjectives. Make up your own sentences with them.

1. A tunnel which is forty kilometres long.
2. A farm that has sixty hectares.
3. A journey that lasts three days.
4. A bag that weighs five kilos.
5. A man who is thirty-three years old.
6. A suit that costs ninety pounds.
7. A note for one hundred roubles.
8. A conference that lasts three days.
9. A fence that is ten miles long.
10. A walk that lasts fifteen minutes.

## Focus on Word-Building

A number of verbs in English are formed from nouns naming animals. These verbs reflect some features of animals' behaviour and are usually informal in style:

a ferret<sup>1</sup> — to ferret = to look for sth, to search



an ape — to ape = to copy a person or a person's behaviour in a stupid or unsuccessful way



a monkey — to monkey (about with sth) = to handle sth carelessly



a dog — to dog = to follow closely like a dog



a rat — to rat (on sb) = to act in a disloyal way, to break promises



a duck — to duck = 1) to lower the head or bend down quickly, 2) to avoid sth



a wolf — to wolf (down) = to eat quickly and hungrily



a rabbit — to rabbit (on) = to talk continuously in a boring way



a snake — to snake = to move in a twisting way



### 28. A. Complete the sentences with the suitable verbs from the box.

monkeying   snaked   wolfed   dogged   ratted   ducked (2)   ferreted  
rabbiting   ape

1. We were \_\_\_\_\_ by bad luck throughout the journey.
2. The train \_\_\_\_\_ its way through the mountains.
3. My cousin likes to \_\_\_\_\_ famous politicians.
4. The boy \_\_\_\_\_ to keep from being hit by the ball.
5. The children \_\_\_\_\_ down their lunch so they could get outside to play.
6. You'll break the TV if you don't stop \_\_\_\_\_ about with it.
7. I \_\_\_\_\_ embarrassing question by bringing up another subject.
8. He keeps \_\_\_\_\_ on about

<sup>1</sup> ferret ['fɛrɪt] — xopek

his health. 9. I \_\_\_\_\_ through my drawers looking for the missing sock.  
10. They said they'd help but they've \_\_\_\_\_ on us.

**B. Use some of the verbs in sentences of your own.**

**29. Complete the text with the derivatives from the right-hand column.**

Nobel Prize 1. \_\_\_\_\_ Wangari Maathai called on citizens around the world to plant 1 billion trees in 2007 to fight 2. \_\_\_\_\_ warming. Maathai is a Kenyan 3. \_\_\_\_\_ who in 2004 became the first black 4. \_\_\_\_\_ woman to win a Nobel. Speaking at the conference on climate

win

globe,  
environment,  
Africa



change she urged 5. \_\_\_\_\_ to ensure the trees thrive long after they are planted. "It's one thing to plant a tree, it's another to make it survive," she said. 6. \_\_\_\_\_ blame the past century's rise in average temperatures at

participate

science



least in part on the 7. \_\_\_\_\_ of carbon dioxide. 8. \_\_\_\_\_ trees can offset climate change because they absorb carbon dioxide. The tree-planting project, 9. \_\_\_\_\_ by the 10. \_\_\_\_\_ Nations Environment Programme calls on individuals, schools and 11. \_\_\_\_\_ to sign up on UNEP's Web and register the trees they planted.

accumulate,  
plant  
organise  
Unite  
govern

## Phrasal Verb *to rub*

1. **to rub along** (*informal*) = to live or work with someone in a friendly way. *We rub along very well most of the time.*
2. **to rub down** = to dry somebody's body by rubbing it with a towel. *I rubbed myself down with a dry towel.*
3. **to rub it in** = to remind someone of something stupid or embarrassing that they did. *I know I made a bad mistake but please don't rub it in.*
4. **to rub out** = to remove something that has been written on paper or remove from blackboard. *I quickly rubbed the words out and tried again.*

### 30. Complete the sentences. Use *along, down, in, out*.

1. Don't forget to rub your horse \_\_\_\_\_ after the ride. 2. He penciled in his name, then changed his mind and rubbed it \_\_\_\_\_. 3. My boss and I usually rub \_\_\_\_\_ all right. 4. I'm trying to forget making a fool of myself. Why do you keep rubbing it \_\_\_\_\_? 5. I hope you'll learn to rub \_\_\_\_\_ well with your new classmates. 6. Chris has a habit of taking a cold shower and rubbing himself \_\_\_\_\_ every morning. 7. The teacher took a duster and rubbed \_\_\_\_\_ everything that was written on the blackboard. 8. — Do you still feel humiliated? — As a matter of fact I do, but please don't rub it \_\_\_\_\_.

### 31. Express the same in English.

1. Я уже начинаю забывать этот неприятный разговор и буду вам благодарен, если вы не будете сыпать мне соль на рану. 2. Разотри ребенка сухим полотенцем, иначе он замерзнет и может легко простудиться. 3. Я попытался стереть обидное слово, но это оказалось нелегким делом. 4. Все ребята в нашем классе неплохо ладят друг с другом. 5. Вскоре события прошлого месяца стерлись в моей памяти. 6. Единственным человеком, с которым я плохо ладил, был мой двоюродный брат. 7. Не начинай все сначала, не сыпь мне соль на рану. 8. После забега хорошо растереться полотенцем и надеть сухую футболку.



## VERB (FINITE FORMS)



**32.** Choose the right form of the verbs in the active voice to complete the sentences.

**A. Present Tenses:** Present Simple, Present Progressive, Present Perfect or Present Perfect Progressive.

1. Burning certain fuels (*produce*) sulphur dioxide. This (*mix*) with rain-water and (*cause*) acid rain. 2. If the population growth (*not, slow*) down, pollution will increase. 3. The reality (*be*) that we all (*use*) up the world's resources – and simple lifestyle changes (*can*) (*help*) preserve the planet for future generations. 4. "You (*switch*) off the light, dear?" she asked when we were leaving the house. 5. I (*have*) this bag for a year already. 6. How long you (*use*) your bike? 7. Some countries (*not, sign*) the Kyoto Protocol yet and (*refuse*) to change the national way of life. 8. You (*have*) separate rubbish bins for paper, glass and aluminium in your locality? 9. Look, it (*snow*) heavily. It (*snow*) like that since morning. 10. At the moment many more people (*drive*) cars dangerously and carelessly.

**B. Past Tenses:** Past Simple, Past Progressive, Past Perfect or Past Perfect Progressive.

1. For a number of years experts (*warn*) the nation that a severe hurricane (*can*) drown New Orleans, built six feet below the sea level. 2. On August 29, 2005 their warnings (*come*) true. 3. When the flood (*start*), the government (*claim*) that they (*control*) the situation. 4. The mayor Ray Nagin said that two years before the US government (*cut*) funds to improve flood defences in New Orleans. 5. President George Bush said on a visit to the devastated area that the government (*work*) on the problem. 6. By that time the president already (*promise*) \$5 billion in aid to those in need, and to begin rebuilding. 7. By September 4, the Pentagon (*carry*) out a massive search-and-rescue operation for three days. 8. At the same time politicians (*discuss*) the future of the city. 9. They (*show*) on TV that after the hurricane New Orleans' sports arena (*become*) shelter for 20,000 people. 10. Soon it (*become*) clear that the federal government's response (*be*) too slow.

**C. Future Tenses:** Future Simple, Future Progressive, Future Perfect, Future Perfect Progressive or Future-in-the-Past.

1. Sit down and fasten your seat belt. We (*take*) off in a few minutes.  
2. OK. By this time tomorrow you (*rake*) all fallen leaves and (*burn*)

them. 3. So, you're off for a holiday tomorrow. What time you (*leave*)? 4. Everybody knows we (*have*) a meeting on ecological problems next Friday at 4 o'clock. 5. My granny (*retire*) by the year 2015. 6. They asked me if I (*come*) on time. 7. By this time next week I (*work*) on this project for a year. 8. I like the idea of planting trees in our locality. We (*participate*) in this project. 9. If industries produce less harmful waste, there (*be*) less acid rain. 10. They (*complete*) the new recycling factory by the end of the year. 11. Do you realise that next year we (*live*) in this house for twenty years?

**33. Choose the right form of the verbs in the passive voice to complete the sentences.**

**A. Present Tenses: Present Simple Passive, Present Progressive Passive or Present Perfect Passive.**

1. This year nearly a quarter of all cars that (*sell*) in the USA are big cars suitable for off-road action. 2. A popular car is a Hummer H2 which (*model*) on a military vehicle. It (*believe*) that such cars can create a certain image of an active and tough person. 3. Anyhow, one shouldn't forget that the environment (*destroy*) all the time by using such vehicles. 4. It (*make*) clear by experts that big sports cars pollute the atmosphere more than normal cars. 5. They are putting into the air a lot of pollutants and greenhouse gases, by which the world's climate (*affect*). 6. Even William Ford Jr., the head of Ford cars, admits that their best-selling Ford Excursion is not good for the environment, that's why new "cleaner" cars (*develop*) by this company now. 7. The layer of gases in the atmosphere has got thicker due to industry and the gases that (*emit*) by cars. 8. This means more heat (*reflect*) back to Earth, causing floods and draughts. 9. Besides big sports cars (*prove*) to be less safe than normal cars as they can roll over too easily due to their high centre of gravity. 10. At the moment successful campaigns (*hold*) against people driving big sports cars.

**B. Past Tenses: Past Simple Passive, Past Progressive Passive or Past Perfect Passive.**

1. Last year China (*predict*) to become the world's biggest greenhouse gas polluter. 2. During the heat wave in 1995 Chicago's vulnerable populations, such as the elderly and low-income people, (*hit*) especially hard. 3. It (*mention*) at the conference that the Kyoto Protocol (*not, ratify*) by Australia and the USA. 4. He was not sure what problems (*discuss*) at the moment. 5. The summer of 2003 (*consider*) by many ecologists the hottest European summer in five centuries. 6. 20,000 protesters (*report*) to



have marched in London in the biggest demonstration on climate change. 7. The reporters stressed that the conference on global warming which (*hold*) in the UK could lead to signing very important agreements. 8. All the documents (*sign*) before the secretary arrived. 9. It (*reveal*) by Christopher Monckton in 2006 that in the Bronze Age and in Roman times in some places it had been warmer than at the beginning of the third millennium. The scientist pointed out that those temperatures (*cause*) by the sun, not by carbon dioxide.

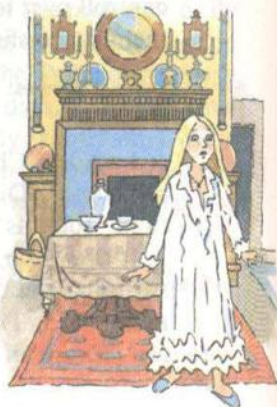
**C. Future Tenses: Future Simple Passive, Future Perfect Passive or Future Passive-in-the-Past.**

1. Protecting the environment is not an easy problem to solve, but I'm sure it (*solve*) one day. 2. Even a year ago he knew what particular people (*include*) into the rescue team. 3. There's still a lot of work to do but there's every reason to believe that it (*complete*) by the end of the year. 4. I'm sure that in the future much more attention (*pay*) to ecological problems in Russia. 5. By the end of the week the agenda of our meeting (*finalise*). 6. The editor promised us that all that valuable information (*publish*) in the next issue of his paper. 7. When I was teaching ecology, I was continuously asked by my pupils what measures (*take*) to protect endangered species. 8. By this time next week your wish (*grant*), I promise. 9. All these facts (*mention*) in Mr Reed's new book on rare species. 10. On Saturday the project already (*prepare*) and we'll be free.



**34. Choose the best form of the verbs to complete the text.**

When Mary awakened she 1. \_\_\_\_\_ and stared at the wall. The house 2. \_\_\_\_\_ perfectly still. She 3. \_\_\_\_\_ it to be so silent before. She 4. \_\_\_\_\_ attentively but 5. \_\_\_\_\_ neither voices nor footsteps and 6. \_\_\_\_\_ if everybody 7. \_\_\_\_\_ of the cholera and all the trouble was over. She also 8. \_\_\_\_\_ to know who 9. \_\_\_\_\_ care of her now when her nurse was dead. There 10. \_\_\_\_\_ a new nurse, and perhaps she 11. \_\_\_\_\_ some new stories. Mary 12. \_\_\_\_\_ rather tired of the old ones. She 13. \_\_\_\_\_ because her nurse had died. She was not an affectionate child and 14. \_\_\_\_\_ much for anyone. "I 15. \_\_\_\_\_ sure somebody 16. \_\_\_\_\_ soon," she 17. \_\_\_\_\_. "If they 18. \_\_\_\_\_, I 19. \_\_\_\_\_ know what to do. I 20. \_\_\_\_\_ so long." Suddenly the door opened. The first man who 21. \_\_\_\_\_ in was a large officer she 22. \_\_\_\_\_ before. When he 23. \_\_\_\_\_ her he



almost 24. \_\_\_\_\_ back. "Barney!" he 25. \_\_\_\_\_. "What 26. \_\_\_\_\_ here?" Mary looked at him and said, "I 27. \_\_\_\_\_ asleep when everyone had cholera. I just 28. \_\_\_\_\_. Where 29. \_\_\_\_\_ everybody? Why 30. \_\_\_\_\_?" "Poor little kid," said the officer. "There is nobody left to come."

(After "The Secret Garden" by F. Burnett)

- |                              |                      |                     |
|------------------------------|----------------------|---------------------|
| 1. a) lied                   | b) lie               | c) lay              |
| 2. a) was                    | b) had been          | c) has been         |
| 3. a) has never known        | b) had never known   | c) have never known |
| 4. a) listened               | b) would listen      | c) was listening    |
| 5. a) heard                  | b) hear              | c) hears            |
| 6. a) has wondered           | b) wondered          | c) had wondered     |
| 7. a) had cured              | b) had been cured    | c) cured            |
| 8. a) had wanted             | b) has wanted        | c) wanted           |
| 9. a) will take              | b) would take        | c) took             |
| 10. a) was                   | b) will be           | c) would be         |
| 11. a) would know            | b) knew              | c) had known        |
| 12. a) was                   | b) had been          | c) has been         |
| 13. a) didn't cry            | b) cried             | c) would cry        |
| 14. a) has never cared       | b) had never cared   | c) would never care |
| 15. a) am                    | b) is                | c) was              |
| 16. a) would come            | b) is coming         | c) will come        |
| 17. a) think                 | b) thought           | c) has thought      |
| 18. a) won't come            | b) don't come        | c) hadn't come      |
| 19. a) won't know            | b) will know         | c) wouldn't know    |
| 20. a) hadn't eaten          | b) haven't eaten     | c) didn't eat       |
| 21. a) was coming            | b) would come        | c) came             |
| 22. a) had seen              | b) has seen          | c) have seen        |
| 23. a) sees                  | b) see               | c) saw              |
| 24. a) had jumped            | b) has jumped        | c) jumped           |
| 25. a) cries                 | b) cried             | c) would cry        |
| 26. a) is she doing          | b) she is doing      | c) was she doing    |
| 27. a) fall                  | b) has fallen        | c) fell             |
| 28. a) have just awakened    | b) had just awakened | c) awoke            |
| 29. a) are                   | b) is                | c) was              |
| 30. a) have I been forgotten | b) have I forgotten  | c) had I forgotten  |



**35. Open the brackets using the verbs in the right form to complete the text.**

On that first morning when the sky was blue again Mary (1. *wake*) up very early. The sun (2. *pour*) through the blinds. Mary (3. *jump*) out of bed and (4. *run*) to the window. She (5. *draw*) up the blinds and opened the window itself and a great waft of fresh air (6. *blow*) in upon her. The moor was blue and the whole world (7. *look*) as if something Magic (8. *happen*) to it. Mary (9. *put*) her hand out and (10. *hold*) it in the sun. "It must be very early," she said. "I never (11. *see*) the sky look like this. No one is up. I (12. *go*) to see the garden."

Mary (13. *dress*) in five minutes and (14. *fly*) downstairs. She opened the door and (15. *spring*) across the step with one bound. Standing on the grass which (16. *turn*) green listening to the birds singing she (17. *look*) at the sky which was so blue and pink and pearly and white that she (18. *feel*) as if she must flute and sing aloud herself. "I (19. *run*) to the secret garden," she said. "Everything (20. *become*) different already. Green buds of leaves (21. *show*). This afternoon I am sure Dickon (22. *come*)."

The long warm rain (23. *do*) strange things to the flowerbeds. There were things pushing out from the roots of clumps of plants. The world (24. *wake*) up.

(After "The Secret Garden" by F. Burnett)



## Grammar

### VERBS WITH TWO OBJECTS

### New Material

## Focus on Grammar

- Some verbs can have two objects after them, a direct object and an indirect object.

I gave **John** the **book**.

the indirect object

the direct object

## Focus on Grammar

- When the indirect object is a pronoun or a short noun group you put the indirect object in front of the direct object.

*Mother bought me a new dress.*

*I promised my granddaughter an ice cream.*

- You can also use the prepositions "to" and "for" to introduce the indirect object. In this case the direct object comes first, and the indirect object comes second.

*The woman handed the room key to the receptionist.*

*I have saved some cake for the children.*

- With some verbs you can only use "for" or "to".

*to do sth for sb*

book	find	pour
buy	keep	prepare
cook	make	save
cut	paint	win

*to do sth to sb*

give	pay	sell
lend	post	send
offer	promise	show
pass	read	teach
		tell

*She booked a place for me.*

*She painted a picture for us.*

*I bought flowers for mum.*

*I lent my bike to a friend.*

*He sold his camera to John.*

*John passed the book to me.*

**Note.**

You can use "for" with the verbs from the second box, but it has a different meaning. "For" indicates that one person does something on behalf of another person, so that the other person doesn't have to do it.

*My mother paid the bill for me.*

*If you're going out, can you post the letter for me?*

### 36. "For" or "to"?

- I bought a present \_\_\_\_\_ my parents.
- I'm going to send an email \_\_\_\_\_ Max.
- Give the key \_\_\_\_\_ the lady at the desk.
- Nobody showed the patient \_\_\_\_\_ Dr. Jackson.
- He passed the money \_\_\_\_\_ the man behind the counter.
- You must show these papers \_\_\_\_\_ the police officers.
- Cut some bread \_\_\_\_\_ the children at the table.
- I'd like to keep some food \_\_\_\_\_ those who are late.
- Robert booked two rooms \_\_\_\_\_ the arriving guests.
- Let me pour some milk \_\_\_\_\_ you.





37. Paraphrase the sentences changing the place of the indirect object and using either "for" or "to".

1. Alice made her sister a cup of coffee. 2. Henry sold John two stamps.  
3. Val decided to show the journalist two old photos. 4. Save the rest of us something to eat. 5. Granny left you some apple pie in the fridge. 6. Jack promised to send his grandparents a postcard. 7. Could you book my guests a really good table? 8. We have prepared them a real treat. 9. Can you send me Alice's telephone number? 10. Irene taught my daughter English when she was younger.

## ERGATIVE VERBS

### Focus on Grammar

- Some verbs can be used as transitive verbs to focus on the person who performs an action, and as intransitive verbs they focus on the thing affected by the action.

*Eugene opened the door.* (transitive)

*Suddenly the door opened.* (intransitive)

- Such verbs often refer to:

- a) **changes** — begin, break, change, crack, dry, end, finish, grow, improve, increase, slow, start, stop, tear.

*I grow roses in my garden.*

*Coffee doesn't grow in such climate.*

- b) **cooking** — bake, boil, cook, fry, roast, defrost, melt, simmer.

*I'm cooking fish for supper.*

*The rice is cooking. It will be ready in five minutes.*

- c) **position or movement** — balance, close, drop, move, open, rest, rock, shake, stand, turn.

*She rested her head on his shoulder. His head rested on the table.*

*Jane was balancing the tray in one hand. She went out, the tray balancing in one hand.*

- d) **vehicles** — back, drive, reverse, sail, crash, fly, run.

*They sailed their yacht round the world. The boat sailed on Wednesday.*

- Some verbs can be used in these two ways only with a small set of nouns.

**catch:** belt, cloth, clothing, dress, shirt, trousers;

**play:** guitar, piano, violin, music;

## Focus on Grammar

**ring:** alarm, bell;

**show:** anger, disappointment, emotions, fear, joy;

**sound:** alarm, bell, horn.

*I caught my dress on the fence. My tights caught on a nail.*

*I played the piano. The piano was playing in the hall.*

*The keeper rang the bell. Listen! The bell is ringing.*

*Liz never shows her emotions. She can't pretend. All her emotions show on her face.*

*A car was sounding its horn. A horn sounded in the night.*

*He fired a gun (pistol, rifle, cannon). The gun (pistol, rifle, cannon) fired.*

**But you can say only:** *He fired a bullet.*

- **Some verbs need adverbs when they are used without an object.**

*Dan sells books. The book is selling well.*

*She has washed her skirt. Such cloth washes easily.*

- 38. Complete the sentences using the correct forms of the following verbs:**

boil crack handle increase ring sell tear stop wash fry

1. Prices have \_\_\_\_\_ by five per cent since last year.
2. The glass will probably \_\_\_\_\_ if you pour boiling water in it.
3. Has the kettle \_\_\_\_\_ yet?
4. The meat will \_\_\_\_\_ quite quickly. It will be ready in five minutes.
5. A bell \_\_\_\_\_ and the children trooped back into the school.
6. The blouse is made of very thin material that \_\_\_\_\_ easily.
7. Her new book \_\_\_\_\_ very well in the first six months.
8. The car \_\_\_\_\_ very nicely.
9. The taxi \_\_\_\_\_ right outside our house.
10. The dress won't \_\_\_\_\_ clean.

- 39. Complete the sentences using the following nouns:**

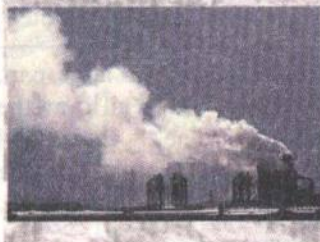
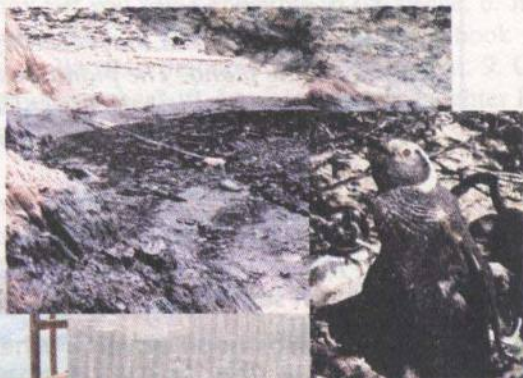
trousers train porridge knife hand potatoes water glass car hotel

1. Has the \_\_\_\_\_ boiled yet?
2. The \_\_\_\_\_ were cooking in a large pan.
3. His \_\_\_\_\_ caught on a nail and tore.
4. The \_\_\_\_\_ broke all over the floor.
5. The \_\_\_\_\_ stopped just outside the station.
6. The \_\_\_\_\_ crashed into a tree.
7. The \_\_\_\_\_ is boiling.
8. The whole \_\_\_\_\_ shook after the explosion.
9. The \_\_\_\_\_ doesn't stain. It is made of stainless steel.
10. Her \_\_\_\_\_ rested on the arm of the chair.



## Speaking

40. Look at the pictures and comment on them.



41. Study the topical vocabulary to speak about man and nature.

## Topical Vocabulary

Nature is our habitat, our home which is lovely in any season and weather. It gives us the best and the most cherished moments when

- the air is fresh, clean and transparent;
- there's a nip in the air;
- the sun is shining brightly;
- there's a light wind or breeze blowing;
- there's a heavy fall of snow;
- there's a light mist in the air;
- it is raining and the raindrops are falling softly on the ground;
- it's freezing slightly and big soft snowflakes are falling;
- the trees are dressed in green;
- everything around is in full bloom;
- tiny leaves are beginning to appear;
- little lambs are frisking;
- the forest is penetrated with sun rays;
- the water is moonlit;
- the sunrise and sunset look spectacular and glorious;
- the sea is calm and the water is crystal clear.

But nature is not always so friendly and placid. From time to time it can be on its bad behaviour, in which case:

- volcanoes begin erupting;
- earthquakes can destroy cities;
- certain areas can be hit by flood;
- the sea is rough;
- storms, tornadoes, tsunamis<sup>1</sup> and hurricanes break out;
- during thunderstorms there are tremendous claps of thunder and flashes of lightning;
- it can pour with rain;
- torrents of water run along the roads;
- torrential rain falls hard and fast;
- the sky is overcast;

<sup>1</sup> A tsunami is a series of waves when a body of water, such as an ocean is rapidly displaced on a massive scale.

- the wind blows in gusts;
- a thick blinding fog spreads.

Man — supposedly the most intelligent creature — is collectively painting himself into a corner. People's activity can bring about very undesirable results:

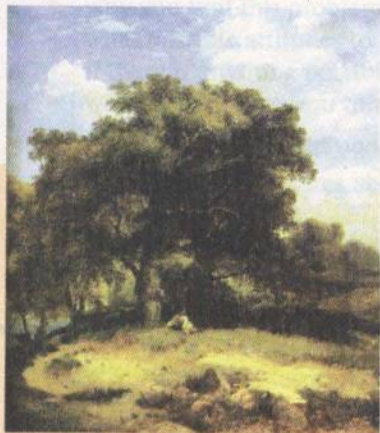
- shortage of fresh water
- waste dumping
- air, water, and soil pollution
- radioactive pollution
- global warming
- climatic change
- ozone layer destruction and the increase of ultraviolet light
- burying nuclear wastes
- forest destruction and deforestation
- endangered plants and animals
- extinction of species
- disruption of ecological balances
- excessive exploitation of environmental resources
- forest fires
- land erosion and flooding
- overspending of energy resources

The situation can get out of our control unless people over the world work together to solve ecological problems and

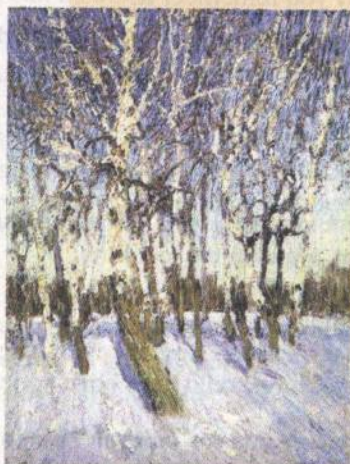
- ban ocean dumping (especially of toxic and nuclear wastes);
- encourage waste recycling;
- reduce the burning of coal, oil and gas;
- develop alternative sources of energy;
- stop the pollution of CFCs<sup>1</sup>;
- develop national and international programmes to preserve and develop forests;
- protect the endangered species;
- create more conservation areas;
- make laws to protect the air, water and soil;
- use new technologies to protect the environment;
- raise ecological awareness, teach people about the value of life;
- act quickly before it becomes too late.

<sup>1</sup> CFC [ˌsɪfˈsi] — chlorofluorocarbon [ˌklɔːrəʊˌfluərəʊˈkɑːbən]: a gas used in fridges and in some aerosol containers. CFCs damage the ozone layer of the Earth's atmosphere.

42. Look at the pictures and say what makes these scenes so attractive.



A. Savrasov.  
*Landscape with Oaks*



I. Grabar. *March*



I. Shishkin.  
*Morning in a Pine Forest*



I. Levitan.  
*Autumn Day, Sokolniki*



A. Kuinji. *Birch Groove*



**43. A. Remember and describe a particularly gorgeous day of your life. Say:**

- what the weather was like;
- what the place looked like;
- what you were doing;
- why you remember it.

**B. Remember and describe a particularly horrible day. Say:**

- what the weather was like;
- what the place looked like;
- what you were doing;
- why you remember it.



**44. Find information about a natural disaster of long ago or nowadays. Speak about it. Mention the following:**

- when and where it happened;
- what it was like;
- what measures were taken to rescue people;
- if anything could have been done to avert the disaster.



**45. Prepare a talk on the problem "Man and His Endangered Home". Mention the following:**

- human activities disrupting the ecological balance;
- systematic degradation and decrease of the Earth's resources;
- recognition of the crisis that may await future generations;
- possible solutions of the crisis.

**46. Say how the phenomena in both the columns can be connected and comment on them.**

*A*

1. global warming
2. earthquakes
3. destruction of forests (tropical forests in particular)
4. highly developed and booming economy
5. world population growth
6. agricultural mismanagement
7. development of new technologies
8. consumer society

*B*

- a) water shortages
- b) climate change
- c) heat waves, intense rainstorms and floods
- d) growing demand for energy
- e) land erosion
- f) increasing production of carbon dioxide (the main greenhouse gas)
- g) growing demand for comfort, electric devices, machines, etc.
- h) tsunamis

**47. Choose one of the problems below and discuss it in pairs. Explain:**

- why you find this problem urgent;
- what possible attitudes to this problem can exist;
- if there is anything possible to do to change the situation for the better;
- what in particular you think can be done.

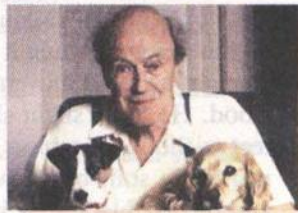
1. "Our pursuit of growth and luxury may leave us homeless."
2. Each person generates about 25 kg of rubbish annually – most of it is paper.
3. We have only ourselves with whom to negotiate. We cannot change the behaviour of ecological systems, we must change ours.
4. Nature can live without us, we cannot live without nature.
5. The world is getting energy by means which are vulnerable, dirty and expensive.

**48. The Finnish philosopher, Georg Henrik von Wright, came to a deep, pessimistic conclusion that "man places competition before morality, ... economy before ecology which will lead to man's own annihilation"<sup>1</sup>. Comment on his words and say:**

- on what points you can agree with the scholar and why;
- what points seem to you rather doubtful or difficult to agree with.

**49. Read the text and answer the questions after it.**

*The story called "The Sound Machine" was written by Roald Dahl in 1949. In the story a man, Klausner by name, invents a machine capable of hearing extremely high notes and recording the presence of inaudible sound vibrations in the air. By and by Klausner begins to understand where the sounds come from. In the episode you're going to read, Klausner shares his discovery with Doctor Scott.*



### THE SOUND MACHINE

Klausner heard the telephone buzzing at the other end, and then the click of a lifted receiver and a man's voice, a sleepy voice, saying: "Hullo. Yes."

"Dr. Scott?" he said.

"Yes. Speaking."

<sup>1</sup> annihilation [əˌnaɪəˈleɪʃən] – полное уничтожение, истребление

"Dr. Scott. You must come at once — quickly, please."

"Who is it speaking?"

"Klausner here, and you remember what I told you last night about my experiment with sound..."

"Yes, yes, of course, but what's the matter? Are you ill?"

"No, I'm not ill, but..."

"It's half past six in the morning," the Doctor said, "and you call me, but you are not ill."

"Please come. Come quickly. I want someone to hear it. It's driving me mad! I can't believe it..."

"All right then. I'll come."

Soon the Doctor arrived, little black bag in hand.

"Well," the Doctor said. "Well, what's the trouble?"

"Come with me, Doctor. I want you to hear it. It's over the road in the park."

The Doctor looked at him. There was no sign of madness or hysteria; he was merely disturbed and excited.

They went across the road into the park and Klausner led the way to the great beech tree at the foot of which stood the long black box of the machine — and the axe. Klausner gave the Doctor a pair of earphones and asked him to listen carefully. After that Klausner bent down and flicked the switch on the panel of the machine; then he picked up the axe. "Can you hear anything?" he said to the Doctor.

"Just a humming noise. What are you waiting for?" the Doctor asked.

"Nothing." Klausner answered and then he lifted the axe and swung it at the tree, and as he swung he thought he felt a movement of the ground on which he stood. He felt a slight shifting of the earth beneath his feet as though the roots of the tree were moving underneath the soil, but it was too late to check the blow and the axe blade struck the tree and wedged deep into the wood. At that moment, high overhead, there was the cracking sound and they both looked up and the Doctor cried, "Watch out! Run, man! Quickly, run!"



The Doctor had ripped off the earphones and was running away fast, but Klausner stood spellbound, staring up at the great branch, sixty feet long at least, that was bending slowly downwards, breaking and crackling and splintering at its thickest point, where it joined the main trunk of the tree. The branch came crushing down and Klausner leapt aside just in time. It fell upon the machine and smashed it into pieces.

"Great heavens!" shouted the Doctor as he came running back. "That was a near one! I thought it had got you!"

Klausner was staring at the tree. His large head was leaning to one side and upon his smooth white face there was a tense, horrified expression. Slowly he walked up to the tree. "Did you hear it?" he said, turning to the Doctor. His voice was barely audible.

The Doctor was still out of breath from the running and excitement. "Hear what?"

"In the earphones. Did you hear anything when the axe struck?"

The Doctor began to rub the back of his neck. "Well," he said, "as a matter of fact..." He paused and frowned and bit his lower lip. "No, I'm not sure. I couldn't be sure. I don't suppose I had the earphones for more than a second after the axe struck."

"Yes, yes, but what did you hear?"

"I don't know," the Doctor said. "I don't know what I heard. Probably the noise of the branch breaking. I was more interested in getting out of the way." The Doctor certainly seemed nervous. He moved his feet, shrugged his shoulders and turned to go.

1. What was the function of Klausner's sound machine?
2. What did Klausner think he heard with the help of this device?
3. Why did the Doctor agree to come at half past six, though Klausner claimed he wasn't ill, and why did he bring his little black bag?
4. What kind of experiment did Klausner want to make? Did he succeed?
5. Why did Klausner stare at the tree with "a tense, horrified expression"? What did he think was the reason for the branch to break?
6. Do you think the Doctor heard anything unusual in the earphones? What could he hear if Klausner was right?
7. Do you think Klausner was mad? Is it possible that plants can react to pain or coming danger?
8. Do you think all the mysteries of the natural world have been solved? Which of them haven't?

**50.** Work in pairs and act out the telephone conversation from "The Sound Machine".

**51.** What do you think the ways to save our endangered home could be? Comment on the lifestyle changes that can help preserve the planet for the future generations. Say which of them you find most efficient and which of these (or any others) you practise.

1. Recycle paper, glass and aluminium. These materials can be easily recycled. People should have separate rubbish bins for paper, glass and aluminium. Doing so we can save the Earth's resources.

2. Turn off the tap when it is not needed. We need water to drink, but also for crops to grow. Without clean water, diseases can spread quickly. Cut down on water waste by turning off the tap when brushing your teeth, take a shower instead of a bath.
3. Walk or cycle instead of going by car. Cars are powered by the burning of fossil fuels and that contributes to global warming. When you cannot walk or cycle, try to take public transport.
4. Reuse envelopes and paper. By doing so we can save trees and help clean the atmosphere. Put stickers over the address on used envelopes so you can reuse them. Reuse paper printed on one side as scrap notepaper.
5. Don't take a plastic bag unless you really need it. Most plastics are made from processed fossil fuels, and are difficult to recycle. While shopping take your own bag or reuse a strong plastic bag.
6. ...

**52.** 1) See how green you are. Read the questions and choose one of the suggested answers A, B, C.

A = always, nearly always

B = sometimes

C = hardly ever, never

Do you

- a) use bikes travelling to work, university, school, etc. or walk there?
- b) give up trips in individual cars?
- c) limit your necessities in applying electricity, electric devices?
- d) write on recycled paper?
- e) reuse envelopes?
- f) give up chemicals cultivating soil in your gardens (on your farms)?
- g) limit the amount of fresh water you use?
- h) reuse plastic bags?
- i) prefer aerosol containers which do not have CFCs (contain no propellant alleged to damage ozone)?
- j) avoid using chemicals that contain chlorine?
- k) help animals and birds to survive?
- l) plant trees?

2) Find out what your score is if answer A gives you 5 points, answer B is equal to 3 points and answer C gives you 1 point.

### 3) Decide how green you are.

The sum of points	Conclusion
50–60	You are really green.
37–49	You are nearly always green.
21–36	You are green enough.
13–20	You should think more about nature.
12	You should reconsider your attitude towards ecological problems.

**53.** It is high time that people all over the world should recognise the ecological truth: nature reacts to human interference. Below you'll find some suggestions of how the problem may be solved. Add to them at least two or three of your own solutions. Discuss all the listed solutions in class.

1. Environmental awareness should be increased everywhere.
2. Politicians should change their ways of thinking and think globally instead of securing their own national interests.
3. Global ecological institutions, competent and trusted, should be created.
4. New technologies should not be used unless they are proved to be ecologically safe.
5. Scientists of different countries should work together to develop new "clean" sources of energy and new ways of energy conservation.
6. ...
7. ...
8. ...

## Creative Writing

### NARRATIONS (NARRATIVES)

A narration tells a story. It answers the question *What happened?* It tells what happened to you or to others. A narration can be real or make-believe. Its topic sentence presents the main idea. Here is an example of a topic sentence that begins a narrative paragraph: *One day we were all sitting in the garden and along came Robin with a stranger.*

After reading the sentence, you expect the paragraph to tell you what is going to happen. The sentence has probably made you curious, too. It has made you want to read further.

The people or animals in a narration (story) are called *the characters*. The place where something happens is called *the setting*. The events in a story are called *the plot*.

**54. Read and learn the steps you should follow whenever you write a narration.**

1. Remember or imagine an event to write a narrative. Decide if you want to write about yourself or others, if your story will be real or make-believe. Write the main idea of your story.
2. Make a list of possible topics. Start by describing the characters and setting of your story. Then plan *the plot*. A story should have a beginning, middle and end. In the *beginning* the scene is set and action starts. The *middle* contains most of the action. The *end* brings the story to a close.
3. Next, list all the things that happened in each part of your story, in other words, make a writing plan arranging your notes so they make sense. The best way to organise a narrative is in *time order*. This means you tell what happened first, then second and so on. Number your list of things that happened in the order they appeared.
4. Begin your story by writing a sentence that introduces the story. It can tell what the story is about, or it can introduce the characters and setting. Often it does both. It should also catch the reader's interest.
5. The rest of the sentences will tell the story in the order it happened. Follow the order of your writing plan. Write your ideas in complete sentences. Separate the beginning, middle and end, beginning new paragraphs.
6. Add time words (first, then, next, after, that, finally, the next day, that night) where they will make your ideas clearer. Use a comma after time words when they come first in the sentence.

**55. A. Look at the plan Alice made to write her narrative about the first time she made an apple pie.**

Main idea: The first time I made an apple pie

Characters: me

Setting: kitchen

1. dough stuck to everything
2. spilled apple jam
3. cut apples
4. forgot to put sugar
5. put pie in oven
6. cleaned mess in kitchen

**B. Use this plan to write a narration.**



**56. A. Write plans for these narrative paragraphs.**

1. My trip to the country.
2. A visit to the zoo (farm, safari park).
3. How I decided to be green.
4. Nature and us: how I learned my lesson.
5. An adventure.

**B. Choose one of the topics above and write a narration.**

## Miscellaneous

**57. Choose the replies to fit the situations.**

1. — Do you mind if I use your telephone?
  - a) — Yes, certainly.
  - b) — Please, do.
  - c) — Yes, of course.
2. — I was wondering if you'd like to join our sports club?
  - a) — I'd love to but it's a bit of a problem at the moment.
  - b) — I hope not.
  - c) — Not at all.
3. — I'm afraid I have a bad cold.
  - a) — Really?
  - b) — What's it like?
  - c) — Get well soon.
4. — I really am very sorry indeed.
  - a) — Never mind. These things happen.
  - b) — I'm very angry with you.
  - c) — Next time mind what you're doing.
5. — Sorry to interrupt, but I'd like to put a word in at this point.
  - a) — Interrupting people is rude.
  - b) — Don't interrupt me.
  - c) — If you'd just let me finish.
6. — I'm sorry. Mr Reed is not here.
  - a) — That's very bad.
  - b) — Tell him to call me.
  - c) — Can I leave a message?
7. — Do you want a hand?
  - a) — No, I don't.
  - b) — Thanks very much but there's no need.
  - c) — Certainly not.

**58. A.** Choose one of these quotations and comment on it.

Nature never did betray the heart that loved her. (*Wordsworth*)

Nature is not governed except by obeying her. (*Francis Bacon*)

Nature is the art of God. (*Dante*)

Nothing which we can imagine about Nature is incredible. (*Pliny the Elder*)

Let us permit nature to have her way: she understands her business better than we do. (*Montaigne*)

**B.** Think of a story that can be used as an illustration to one of the quotations.

**59.** Listen to the song (No 15), learn the words and sing it along.



### THE EAGLE

They came flying from far away  
Now I'm under their spell  
I love hearing the stories that they tell  
They've seen places beyond my land  
And they've found new horizons  
They speak strangely but I understand  
And I dream I'm an eagle  
And I dream I can spread my wings



*Refrain:*

Flying high, high  
I'm a bird in the sky  
I'm an eagle that rides on the breeze  
High, high  
What a feeling to fly  
Over mountains and forests and seas  
And to go anywhere that I please

As all good friends we talk all night  
And we fly wing to wing  
I have questions and they know everything  
There's no limit to what I feel

We climb higher and higher  
Am I dreaming or is it all real?  
Is it true I'm an eagle?  
Is it true I can spread my wings?

*(Refrain)*

And I dream I'm an eagle  
And I dream I can spread my wings

*(Refrain)*

- 60.** Choose one of these poems and learn it by heart.

### IN THE FIELDS

*by Charlotte Mew*

Lord, when I look at lovely things which pass,  
Under old trees the shadow of young leaves  
Dancing to please the wind along the grass,  
On the gold stillness of the August sun on the August sheaves;  
Can I believe there is a heavenlier world than this?  
And if there is  
Will the strange heart of any everlasting thing  
Bring me these dreams that take my breath away?  
They come at evening with the home-flying rooks and the scent of hay,  
Over the fields. They come in spring.



### THE LAKE ISLE OF INNISFREE

*by W. B. Yeats*

I will arise and go now, and go to Innisfree,  
And a small cabin build there, of clay and wattles made;  
Nine bean-rows will I have there, a hive for the honey-bee,  
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,  
Dropping from the veils of the morning to where the cricket sings;  
There midnight's all a glimmer, and noon a purple glow,  
And evening full of the linnet's wings.  
I will arise and go now, for always night and day  
I hear lake water lapping with low sounds by the shore;  
While I stand on the roadway, or on the pavements grey,  
I hear it in the deep heart's core.



## Project Work

Work in two or three groups. In the books you read or using the Internet find descriptions of Nature in different seasons given by English-speaking authors. Prepare a newspaper and include in it photos, drawings, pictures to illustrate the texts.

# MAN - THE SEEKER OF HAPPINESS

- When do people feel pleased and satisfied? Why are happiness and hope often compared with bright light or bright colours and make people feel high up? The wise say that happiness can be understood and interpreted in various ways. We all live in the world that sets a lot of problems of some kind which are to be solved. In doing so Man learns important lessons, setting the pace for meeting new challenges in the future. He becomes satisfied and rewarded by his own achievements and success but this is not enough because you can't be happy if there are unhappy and miserable people around you. In every town and city there are people who require help. Sometimes the members of your own family need your time, love and care. You can hardly be content if they aren't. There is no magic formula for happiness but some of its aspects are universal. They are freedom, sound health, the sense of belonging, an interesting occupation, a possibility to express oneself. And what is happiness for you?



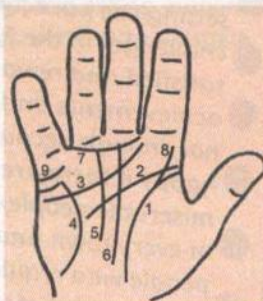
## UNIT FOUR

1. Read how it is possible to define happiness, choose those items which are relevant to you and put them in the order of preference (if necessary add your own definitions). Happiness is when:

- other people understand you;
- you are free to make your own decisions;
- you have a lot of money;
- you are not dependent on anybody or anything;
- you have a lot of friends;
- you have a possibility to travel;
- you have loving and caring parents;
- you are strong, healthy and daring;
- you have demanding, challenging and creative occupations/jobs;
- you feel that other people think high of you;
- your actions and activities are rewarded;
- you needn't hurry and may take your time;
- you make a successful career;
- .....

2. A. Some people believe that your happiness is in the stars and you can learn a lot about yourself and your future from the lines on your palm. Look at the picture and read the text. You can work in pairs helping each other.

1. **Life line:** a long, clear life line, with no breaks indicates a long life and good health. Don't worry if your line is short — look at the top phalange of the thumb; if it is long, it shows a will that is strong enough to overcome health problems.
2. **Health line:** the length of this line is a guide to intelligence. The longer the line is, the more intelligent you are. If the line is high and straight, you are practical and realistic; if it goes down gently, you are imaginative and creative.
3. **Heart line:** a short, shallow, straight line suggests problems in showing affection. A line that is long and generously curved suggests a loving nature.
4. **Intuition line:** this line is not always present. If you have it, it means that you have a high degree of intuition.
5. **Sun line:** if this line starts at the base of the hand and ends at the base of your ring finger, it denotes prosperity. If it starts at the head line, success will come in the middle years; starting at the heart line, it promises happiness in later life.



6. **Fate line:** if the line starts at the wrist and continues all the way up, it indicates success as a reward for hard work.
7. **Girdle ['g3:dl] of Venus:** if present, it suggests sensitivity and enthusiasm.
8. **Ambition line:** the point at which this line separates from the life line shows how early or late in life your ambitions will be realised.
9. **Marriage line:** the position of these lines is a guide to when you will marry – the closer to the heart line the sooner it will be.

**B.** Say if you believe that your life is laid out for you. How much do your happiness and your future depend on your character and your will? Discuss it in class.

## Listening Comprehension

3. Listen to the text about a very happy mother, Kate Rayton (No 16), and say which of the following is true, false or not mentioned in the text.

- 1) Children usually make parents' life better just by being around.
- 2) When Lesley was born, her mother was not strong enough.
- 3) Kate Rayton has four children.
- 4) The mother and daughter often visit either Norfolk or Surrey.
- 5) Kate's relationship with her daughter reminds the ones that often exist between sisters.
- 6) Lesley is always eager to help her parents and is their teacher in a way.



4. Answer the questions.

1. Why do you think Kate Rayton calls herself a very blessed mother?
2. Do you think such mother-and-daughter relationships are typical of our times? Why? Why not?
3. Do you think young people nowadays tend to take care of their parents? If so, give examples. If not, explain why in your opinion it is so.
4. What relationships between parents and their children could you call ideal? What factors do these relations depend upon?
5. Why do you think parents often feel neglected and children in their turn are often offended by excessive parents' care and interference in their affairs? Where in your opinion is the so-called "golden middle"?



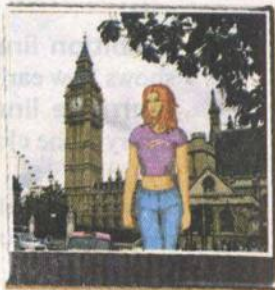
5. Listen to the five speakers (1-5) (No 17) and match their names with what they speak about (a-f). There is one extra statement.



1. Anthony Lee



2. Jason Devon



3. Carol MacDonald



4. Tracey Reed



5. David Milner

- a) I was lucky enough to realise my old dream.
- b) Quite unexpectedly I got a possibility to watch one of the most interesting events and the people I supported were the best!
- c) I am absolutely sure I'll work in the area of human activities which interests me so much now. I have worked hard and the results I have achieved will make my future career easier.
- d) I enjoy freedom. Travelling alone gives you an overwhelming sense of freedom. You pack your bag and go anywhere you want.
- e) You can't be really happy knowing that someone close to you is utterly miserable, but what a joy it is to realise that their sufferings are over.
- f) It is really great when the things you are fond of doing could become real work though you are only a student.

6. Speak about the happiest moment of your life. Say:

- when it happened;
- where it happened;



- who was with you at that time;
- what actually made you happy.

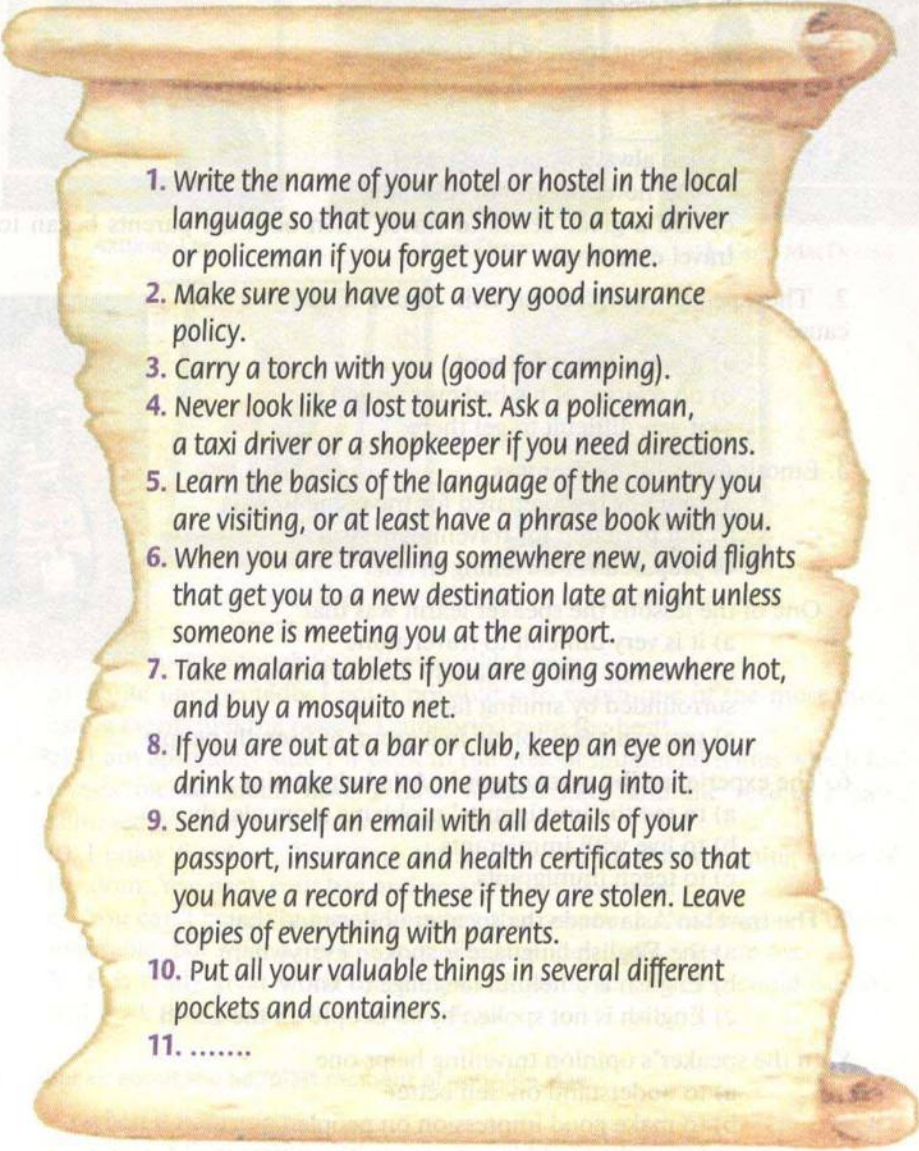
7. Listen to the text "The University of Life" (No 18) and choose the best item to complete the statements.



- The speaker spent most of his travel in \_\_\_\_\_.  
a) Thailand      b) Australia      c) South East Asia
- The speaker \_\_\_\_\_.  
a) had always wanted to travel  
b) had never dreamt of travelling  
c) had a great desire to travel when both his parents began to travel extensively
- The speaker decided to visit South East Asia because \_\_\_\_\_.  
a) it was a beautiful land  
b) no relative of his had ever visited it  
c) it was difficult to get there
- Emotionally the speaker was \_\_\_\_\_.  
a) more or less prepared for travelling in Asia  
b) not prepared for travelling in Asia  
c) prepared for travelling in Asia
- One of the lessons the speaker learnt was that \_\_\_\_\_.  
a) it is very difficult to travel alone  
b) you can still feel lonely even when you are surrounded by smiling faces  
c) you can't feel lonely in a group of friendly people
- The experience the speaker got in Asia helped him \_\_\_\_\_.  
a) to see the immigrants' problems more clearly  
b) to live with immigrants  
c) to teach immigrants
- The travel in Asia made the speaker understand that \_\_\_\_\_.  
a) the English language is spoken everywhere  
b) English is a helpful language to know  
c) English is not spoken by all people on the Earth
- In the speaker's opinion travelling helps one \_\_\_\_\_.  
a) to understand oneself better  
b) to make good impression on people  
c) to see the world in a more positive way



8. Many young people are anxious about travelling alone and visiting exotic and remote destinations. Read some points of practical advice for them. Work in pairs and rate them for their importance and usefulness. Add other points if you think they are important.

- 
1. Write the name of your hotel or hostel in the local language so that you can show it to a taxi driver or policeman if you forget your way home.
  2. Make sure you have got a very good insurance policy.
  3. Carry a torch with you (good for camping).
  4. Never look like a lost tourist. Ask a policeman, a taxi driver or a shopkeeper if you need directions.
  5. Learn the basics of the language of the country you are visiting, or at least have a phrase book with you.
  6. When you are travelling somewhere new, avoid flights that get you to a new destination late at night unless someone is meeting you at the airport.
  7. Take malaria tablets if you are going somewhere hot, and buy a mosquito net.
  8. If you are out at a bar or club, keep an eye on your drink to make sure no one puts a drug into it.
  9. Send yourself an email with all details of your passport, insurance and health certificates so that you have a record of these if they are stolen. Leave copies of everything with parents.
  10. Put all your valuable things in several different pockets and containers.
  11. ....

9. Does travelling make you happy? What was the most exciting journey you've ever made? Describe it to your friends.

## Reading

10. Read the text "A Dream Coming True" and complete it with the phrases below.

- a) though he passed his law exams
- b) it was for the boy that
- c) an idle student
- d) that would take them half-way round the world
- e) a longing to travel
- f) according to his wishes
- g) but his urge for travelling never seized
- h) in several hundred acres of ground

### A DREAM COMING TRUE

In spite of his poor health, Robert Louis Stevenson travelled half-way round the world in pursuit of a dream — he wanted love and adventure, and found them both. From his early days he was filled with 1. \_\_\_\_.

Stevenson was born on 13 November, 1850 in Edinburgh. His father came from the great lighthouse engineering family. His mother with whom Stevenson shared a lung weakness that brought him close to death on many occasions, was the daughter of a clergyman. Both the parents doted on their first and only child.

At the age of seventeen Stevenson entered Edinburgh University to study engineering. On his own admission Stevenson was 2. \_\_\_\_ as his heart and thoughts were somewhere else; his ambition was to become a writer. Soon young Stevenson announced to his father that his chosen career was not to be lighthouse engineering, but writing. Thomas Stevenson took this news calmly enough, believing it to be no more than a youthful fad, but insisted that his son should study law to provide a steady occupation, should writing fail.

Stevenson began his writing career by contributing to magazines. For some years he journeyed restlessly around Scotland and England as well as France, joking in a letter to his mother that she had a tramp and a vagabond for a son. 3. \_\_\_\_ he never practised law but continued writing. Soon he met the fulcrum and love of his life. In an artists' colony in France he met a beautiful American woman, Fanny Van de Grift Osbourne, who was staying there with her daughter and son. For 25-year-old Stevenson it was love at first sight and when



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Fanny and her children returned to San Francisco, he followed them to America. They married in San Francisco after which Stevenson, Fanny and her son Lloyd returned to Europe. And 4. \_\_\_\_ Stevenson made up the story of the *Treasure Island*. The book ensured his literary fame and became an adventure classic while Stevenson entered a most productive stage of his writing career, completing *A Child's Garden of Verses*, *Kidnapped* and the Gothic shocker, *The Strange Case of Dr. Jekyll and Mr. Hyde*. Now Stevenson was a celebrated writer who had a loving family and admiring friends 5. \_\_\_\_\_. Soon he made his dream come true. Following the death of his father in May 1887, Stevenson, his mother, Fanny and Lloyd set sail for America on an odyssey 6. \_\_\_\_\_. In America Stevenson hired a boat and ventured into the mysterious world of the South Seas. Stevenson's friends found it difficult to understand his self-imposed exile. The fact was that he had more fun and pleasure of his life these past months than ever before, as he himself wrote.

Finally, Stevenson found his home at Apia [ɑːˈpiːə], the Samoan [səˈməʊən] Islands. Here, 7. \_\_\_\_\_, he built a big wooden house where he spent the happiest years of his life. Stevenson assembled round him a loyal household of Samoan servants, and installed himself, Fanny and her children, and his elderly mother Maggie.

Stevenson died aged forty-four on the point of gaining full maturity as a writer. 8. \_\_\_\_\_ he was buried at the summit of Mount Vaea [ˈveɪə]. The bronze plaque on his tomb bears these famous lines from his poem *Requiem*:

*Here he lies where he longed to be;  
Home is the sailor home from the sea,  
And the hunter home from the hill.*

**11. Paraphrase these words and word combinations used in the text.**

1. trying to achieve sth that one wants to get
2. to show great fondness for sb
3. a statement saying that sth is true, confession
4. a strong desire for success, power, wealth
5. to make known publicly
6. an interest or activity that is followed but usually for a short time
7. to write and send articles to newspapers, etc.
8. a person who lives a wandering life
9. the person that everything depends on
10. to begin a journey by boat or ship
11. a long journey during which many things happen
12. to go somewhere dangerous or exciting
13. a situation in which you are imposed to live in a foreign country
14. to bring a group of things or people together in one place
15. the top of a mountain

**12. Answer the questions.**

1. What is known about R. L. Stevenson's childhood? 2. What did he try to find in life? 3. Why can we say that his dream really came true? 4. How did Stevenson's father see his son's future career? What did Robert think about it? 5. Why and on what condition did Thomas Stevenson let his son begin his writing career and travel? 6. What books by R. L. Stevenson are famous all over the world? Have you read any of them? Which ones? What can you say about at least one of them? Why do you think his books are still read with interest in the 21st century? 7. Why did R. L. Stevenson move to America? What can you say about his life there? 8. What was the happiest period of his life? 9. Where did he die and where is he buried?

**13. Do you know any other person (real or imaginary, e.g. a character from some novel) whose dream came true? Say a few words about this person and his dream. Mention the following:**

- if that was a real person or a literary character;
- what his/her dream was;
- how he/she got what he/she was seeking for;
- how long it took him/her to do it.

**14. Read what four people think about the happiest moments of their childhood (1-4) and decide which of them:**

- a) shared these moments with a relative
- b) associates these moments with a toy
- c) became happy when this person turned a new leaf in life
- d) was greatly intrigued before that moment

1. *Sam Goodwin*: I will never forget the day my parents took me to school. It was the first day of September. The weather was so pleasant and warm, with gentle rays of the sun. You could see shining eyes and smiling faces everywhere. New schoolchildren with their parents carrying bunches of flowers were coming into the school yard looking smart and feeling important. Everybody realised it was a great day and felt cheerful and in a good mood. I was the happiest of all. My dream had come true. I had always wanted to enter that mysterious white building where you could get into the world of wisdom and knowledge.



2. *Gloria Taylor*: I was a little girl when World War II broke out. Those were hard times and one of the rare pleasures I had then was going to the cinema. It was like a magical escape into a brighter and happier world. Dancing halls, music and films gave people a chance to put aside their cares and worries at least for a while.

It was usually the two of us, queuing in the rain, waiting with excitement to be allowed to the picture house. Granny, like me, was a big film fan and adored the pictures. She was really a character and good fun. She turned small events into big adventures and, like all the best grannies, she told wonderful stories about the old days.



My first love was definitely the musicals. The beautiful costumes, the chorus lines of pretty girls, the happy endings – the whole make-believe world was a complete contrast to the stern and mere everyday life.

Despite rationing, Granny always managed to bring along a bag of toffee which she would produce just as the picture was about to start. It was absolute heaven – the film and the toffee.

After the film, we could crowd into the streets, everything in darkness. Holding hands and chattering non-stop about the film, we made our way home.

3. *Margaret Collins*: It was a bitterly cold, frosty morning in November 1940. We, schoolchildren, had been sent outside as always, to run around in the playground and keep warm. My friend and I happened to be near the school gate when my father cycled past.

This was most unusual. We lived in a farm, quite a distance away! What on earth was my dad doing on his bicycle at that time of day? He didn't even answer me, but just kept going!

When school finished, I collected my little sister and began walking home with some friends. I wondered why my mother and younger brother weren't at the gates to meet us...

All was revealed when we reached home – a lovely baby sister! We had been told another baby was on the way. Dad, of course, had been hurriedly cycling to fetch the district nurse. As the eldest, I helped my mother as much as I could, lighting the fire first thing in the morning and getting my sister and myself off to school.



4. *Grace Buxton*: That bitterly cold day will stay with me always. I have always loved dolls, right from infancy when I had a bear named Teddy. He had such a lovely face, unlike some teddies of the 1920s. But I grew out of Teddy and he was replaced by Elsie May. My happiness had no end. Elsie May had a china head, blinking blue eyes, and a rosebud mouth. I took her for walks in my dolls' pram. Elsie May was loved by me for many years, and Mum even made her another outfit of a green satin dress and a green cloak and hood, trimmed with cotton wool. I still had Elsie May when I married, although her head was wobbly and liable to come off. So many years have passed but I still remember Elsie May – my childhood friend.



Recently I read about the latest in baby dolls. One modern doll, called Emily, is so lifelike she can almost be taken for a real baby. Emily has vinyl skin, hand-applied hair and delicate eyelashes. Emily comes wearing a knitted pink two-piece sleep-suit and is wrapped in a soft blanket. But those lucky enough to own Emily can't love her any more than I loved my Elsie May with an ugly papier-mâché body and clothes made by my Mum.

**15. A. Find in the texts (ex. 14) English equivalents for the following:**

1. a) в хорошем настроении  
b) мудрость
2. a) чудесное бегство  
b) забыть свои заботы и тревоги  
c) очень интересный и необычный человек  
d) придуманный мир  
e) суровый и скудный  
f) система продовольственных карточек  
g) болтая без устали
3. a) забрала сестренку  
b) все обнаружилось  
c) первым делом
4. a) с самого раннего детства  
b) фарфоровая голова  
c) атласное платье  
d) отделанный ватой  
e) готова была оторваться  
f) сделанный вручную  
g) детский костюмчик из двух предметов

**B. Use some of the words in sentences of your own.**

16. A. Can you remember one of the happiest moments in your childhood? Share your memories with your classmates.
- B. The people who wrote about their memories in the four texts (ex. 14) are quite advanced in years. Do you think modern children enjoy the same kind of things? If there are any differences, what are they?

17. Read the text and do the task after it.

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## THE HAPPY MAN

*after W. S. Maugham*

I was a young man and I lived in a modest apartment in London near Victoria Station. Late one afternoon, when I was beginning to think that I had worked enough for that day, I heard a ring at the door. I opened the door to a total stranger. He asked me my name; I told him. He asked if he might come in.

"Certainly."

I led him into my sitting-room and begged him to sit down. He seemed a trifle embarrassed.

"I hope you don't mind my coming to see you like this," he said. "My name is Stephens and I am a doctor. You're in the medical, I believe?"

"Yes, but I don't practise."

"No, I know. I've just read a book of yours about Spain and I wanted to ask you about it."

"It's not a very good book, I'm afraid."

"The fact remains that you know something about Spain and there's no one else I know who does. And I thought perhaps you wouldn't mind giving me some information."

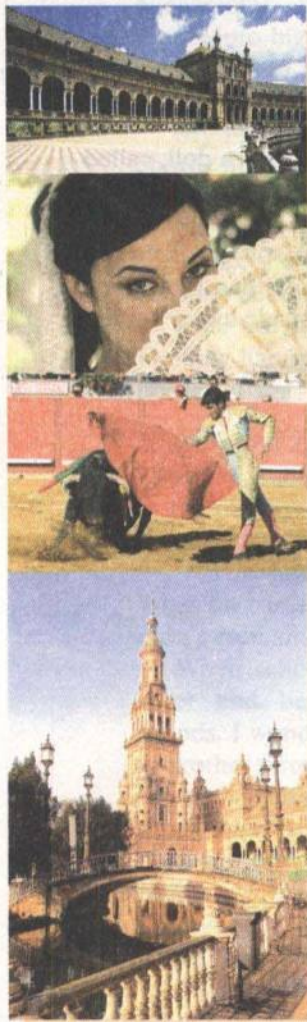
"I shall be very glad."

"I hope you won't think it very odd for a perfect stranger to talk to you like this."

He gave an apologetic laugh. "I'm not going to tell you the story of my life."

When people say this to me I always know that it is precisely what they are going to do. I do not mind. In fact I rather like it.

"I was brought up by two old aunts. I've never been anywhere. I've never done anything. I've been married



for six years. I have no children. I'm a medical officer at the Camberwell Infirmary. I can't stick it anymore."

There was something very striking in the short sharp sentences he used. They had a forcible ring. I had not given him more than a cursory glance, but now I looked at him with curiosity. He was a little man, thickset and stout, of thirty perhaps, with a round red face from which shone small, dark and very bright eyes.

"You know what the duties are of a medical officer in an infirmary. One day is pretty much like another. And that's all I've got to look forward to for the rest of my life. Do you think it's worth it?"

"It's a means of livelihood," I answered.

"Yes, I know. The money is pretty good."

"I don't exactly know why you have come to me."

"Well, I wanted to know whether you thought there would be any chance for an English doctor in Spain."

"Why Spain?"

"I don't know. I just have a fancy for it."

"It's not like *Carmen*, you know."

"But there's sunshine there, and there's good wine, and there's colour, and there's air you can breathe. Let me say what I have to say straight out. I heard by accident that there was no English doctor in Seville [sə'vil]. Do you think I could earn a living there? Is it madness to give up a good safe job for an uncertainty?"

"What does your wife think about it?"

"She's willing."

"It's a great risk."

"I know. But if you say take it, I will; if you say stay where you are I'll stay."

He was looking at me intently with those bright dark eyes of his and I knew that he meant what he said. I reflected for a moment.

"Your whole fortune is concerned: you must decide for yourself. But this I can tell you: if you



don't want money but are content to earn just enough to keep body and soul together, then go. For you will lead a wonderful life."

He left me, I thought about him for a day or two, and then forgot.

Many years later, fifteen at least, I happened to be in Seville and having some trifling indisposition<sup>1</sup> asked the hotel porter whether there was an English doctor in town. He said there was and gave me the address. I took a cab and as I drove up to the house a little fat man came out of it. He hesitated when he caught sight of me.

"Have you come to see me?" he said. "I'm the English doctor."

I explained my problem and he asked me to come in. We did our business and then I asked the doctor what his fee was. He shook his head and smiled.

"There's no fee."

"Why on earth not?"

"Don't you remember me? Why, I'm here because of something you said to me. You changed my whole life for me. I'm Stephens. I was wondering if I'd ever see you again," he said, "I was wondering if ever I'd have a chance of thanking you for all you've done for me."

"It's been a success then?"

I looked at him. He was very fat now and bald, but his eyes twinkled gaily and his fleshy, red face bore an expression of perfect good-humour. The clothes he wore were terribly shabby. You might have hesitated to let him remove your appendix, but you could not have imagined a more delightful creature to drink a glass of wine with.

As he stood at the door to let me out he said to me: "You told me when last I saw you that if I came here I should earn just enough money to keep body and soul together, but that I should lead a wonderful life. Well, I want to tell you that you were right. Poor I have been and poor I shall always be, but by heaven I've enjoyed myself. I wouldn't exchange the life I've had for that of any king in the world."

**Choose the best item to complete the sentences.**

1. The narrator was \_\_\_\_\_.
  - a) a practising doctor
  - b) a medical student
  - c) had some reference to medical profession
2. Stephens came to see the narrator as \_\_\_\_\_.
  - a) he was seeking advice
  - b) he was looking for an acquaintance from Spain
  - c) he was in a desperate situation

<sup>1</sup> indisposition [ˌɪndɪspəˈzɪʃn] — an illness that is not very serious

3. Stephens wanted to change his life because he \_\_\_\_.

- a) was tired of his job
- b) wanted to earn a fortune
- c) wanted to break the monotony of his life

4. At first when Stephens appeared in the narrator's house the latter looked at him \_\_\_\_.

- a) with curiosity
- b) briefly
- c) in astonishment

5. Stephens chose Spain as he \_\_\_\_.

- a) had always wanted to see "Carmen"
- b) was looking forward to a colourful life
- c) had been in an accident and needed to live in a better climate

6. \_\_\_\_ to decide what advice to give.

- a) It took the narrator long
- b) It didn't take the narrator long
- c) It took the narrator quite some time

7. When in Seville the narrator \_\_\_\_.

- a) became seriously ill
- b) had a slight ailment
- c) needed a medical check-up

8. After 15 years in Spain Stephens \_\_\_\_.

- a) became a highly qualified practitioner
- b) was practically the same, not having changed a bit
- c) was in absolute accord with himself

**18.** Find in the text "The Happy Man" the words that mean the following:

- 1) having a lower opinion of one's own ability than is deserved, not asking for too much
- 2) a little, a bit
- 3) showing or saying that one is wrong for some fault
- 4) not lasting long and thorough
- 5) a hospital, a room where sick people are given care and treatment
- 6) the way one earns money to live on
- 7) in a manner showing concentration on sb/sth
- 8) very pleasing
- 9) to pause before taking an action or making a decision

- 19.** Find in the text "The Happy Man" the places where the phrases given below are used. Say when people experience the following feelings or behave in the following way. Give examples.

1. to be embarrassed
2. to give an apologetic laugh
3. to give a cursory glance
4. to look at sb with curiosity
5. to say sth straight out
6. to give up a good safe job
7. to look at sb intently
8. to reflect on sth
9. to shake one's head
10. to hesitate to do sth

- 20. A.** Answer these *why*-questions on the text "The Happy Man".

1. Why do you think the story is called "The Happy Man"? 2. Why did Stephens choose the narrator as the person to ask for advice? 3. Why did Stephens take the narrator's advice so easily? 4. Why did he want to leave England for Spain? 5. Why did Stephens say he wouldn't exchange his life for the life of any king?

**B.** There is an opinion that for every person there exists one particular place in the world where he or she belongs and can be really happy. Is it true for you? If it is, do you know where you belong? What is this place like? Can you change your life radically and leave for this place? Discuss it in class.

- 21.** Work in pairs and decide if it is worth giving people advice that can change their whole life. Consider the following:

- giving advice what to do one forces upon other people his/her own likes, dislikes, beliefs, etc.
- if we are justified in doing so, under what circumstances
- if we can be sure that we know other people as well as we know ourselves and if we really know ourselves
- if it is possible to use the given below metaphor while discussing the ability of people to understand each other: "We can only guess at the thought and emotions of your neighbours as a man is a prisoner in a solitary tower and he communicates with other prisoners who form mankind by conventional signs that haven't quite the same meaning for them."

- if it is worth putting your own future and fortune into somebody else's hands
- if you have ever followed someone's advice (parents' advice, advice of the people you really trust) and with what result

## Use of English

### Vocabulary

#### 22. A. Learn to use the new words.

1. **beg** [beg] (v): 1) to ask for something in a way that shows you want it very much. **To beg for sth, to beg sb (not) to do sth.** *"Please don't be angry!" she begged. The first experiment failed but we begged for another chance.* 2) to ask people for money or food usually because you are very poor. *The children went from door to door begging for money.*
2. **beggar** ['begə] (n): someone who is very poor and lives by asking people for money or food. **Beggars can't be choosers:** (informal) used to say that you have to accept anything that is offered to you. *I could get only a cheap seat in the pit, but I guess beggars can't be choosers.*
3. **embarrassed** [ɪm'bærəst] (adj): ashamed of something and worried about what other people will think of you. **To be too embarrassed to do sth, to be embarrassed by sth, to be embarrassed about sth.** *The boy understood what was happening but was too embarrassed to protest. At that moment I was somewhat embarrassed by my sister's words. Jane was lying and felt very embarrassed about it.*
4. **fancy** ['fænsɪ] (v): 1) (informal) to want to have or do something. **Fancy doing sth.** *I don't fancy playing tennis in such hot weather. What do you fancy for dessert?* 2) to believe or imagine that something is true. *It's not easy to fancy that your wildest dream will soon come true. Fancy that you know my sister!* **Fancy that!** – (informal) used when you are very surprised about something. – *I've written a poem for you. – Fancy that!*
5. **fee** [fi:] (n): 1) (usually plural) money that you pay to a professional person or institution for their work. **To charge/pay fees.** *What fees does the lawyer charge?* 2) money that you pay to be allowed to do something, such as join an organization. *The club charges a small fee of £3 a year.*

6. **precise** [pri'sais] (adj): 1) exact and accurate. *Can you be a little more precise? The story was told in precise detail. To be precise* – used to say that the information you are giving is more exact than what you have said before. *We learned the news recently, the day before yesterday to be precise.* 2) (only before nouns) definite, exact. *At that precise moment someone rang at the door.*
7. **precisely** [pri'saisli] (adv): 1) exactly. *Mike is precisely the man to do this difficult job.* 2) clearly. *The headmaster spoke very precisely.* 3) (informal) used to say that you wholly agree. – *So the cat was let out of the bag<sup>1</sup>? – Precisely.*
8. **reflect** [ri'flekt] (v): 1) to throw back (light, heat or image). *The old mirror reflected my tired face.* 2) to think about something carefully and seriously. *He reflected for a moment and then spoke again. To reflect on sth. Try to reflect on your future.*
9. **remain** [ri'mein] (v): 1) to stay or be left behind. *She remained at home to look after her younger brother when her parents went to the cinema. It only remains for me to say that our meeting has been very useful.* 2) to continue to be. *The weather remained dry for another couple of weeks. Population growth remains a serious problem in this country.*
10. **risk** [risk] (n): the possibility that something unpleasant or dangerous might happen. **The risk of sth/doing sth.** *There is a great risk of being taken ill during an epidemic. There's no risk that we'll miss the train, there's still plenty of time. To take a/the risk. A good driver never takes a risk. If I were you, I wouldn't take the risk of leaving the child alone.*
11. **risk** [risk] (v): to do something although you know that something bad could happen as a result. **To risk sth/doing sth.** *A lot of people on our planet still risk death from starvation. I think I'll risk taking a swim though the water doesn't look very inviting.*

*Note.*

The verb “risk” should always be followed by another word in a sentence – a noun, a pronoun or a gerund. Cf.: The Russian statement *Я бы не рисковал* corresponds to *I wouldn't risk the journey/I wouldn't risk going on this journey/I wouldn't risk it/I wouldn't take any risk(s).*

12. **shabby** ['ʃæbi] (adj): old and in bad condition. *It's time to change this shabby furniture for something new. The clothes are too shabby to wear.*

<sup>1</sup> to let the cat out of the bag – to reveal a secret

13. **twinkle** ['twɪŋkl] (v): 1) to shine through darkness with a soft light that rapidly changes from bright to faint. *We admired the stars twinkling in the dark sky.* 2) (about eyes) to be bright with cheerfulness and pleasure. *"I'm glad to be back," he said, his eyes twinkling.*

**by accident** = by chance

**by heaven** = by god. Used for emphasizing what you are saying in a determined or angry way.

**to catch sight of sb/sth** = to see sth for a very short time

**to earn one's living** = to earn enough money to pay for everything you need

**to give a cursory glance** = to look briefly

**to keep body and soul together** = to have just enough money to buy food and other necessary things

**B.** Remember how the words were used in the text "The Happy Man".

23. **A.** Find the phrases *by accident*, *by heaven*, *to catch sight of sb/sth*, *to earn one's living*, *to give a cursory glance*, *to keep body and soul together* in the text "The Happy Man", explain what they mean and say in what situations you can use them.

**B.** Illustrate one of the phrases by a short story.

24. Complete the sentences with the missing prepositions (*about*, *by*, *for*, *of*, *on*, *to*) where necessary.

1. After reflecting for a time \_\_\_\_\_ the problem he decided not to go.
2. The old man was so poor that he had to beg \_\_\_\_\_ money in the street.
3. What is the entrance fee \_\_\_\_\_ the club?
4. I was embarrassed \_\_\_\_\_ her words and didn't know what to answer.
5. I used to have quite a fancy \_\_\_\_\_ pickled onions.
6. Do you fancy \_\_\_\_\_ going \_\_\_\_\_ a swim?
7. He was willing to risk \_\_\_\_\_ death to save his friend.
8. I took the risk \_\_\_\_\_ buying you a ticket \_\_\_\_\_ the match — I hope you can come.
9. She begged \_\_\_\_\_ me not to tell my parents.
10. Laura didn't like to admit that she was embarrassed \_\_\_\_\_ her sister.
11. Josie reflected \_\_\_\_\_ how easily she could have been killed.

25. Change the sentences so that you could use the new words.

1. John knows *exactly* what he wants.
2. Most major changes in life involve *the possibility that something dangerous may happen*.
3. I *don't want to stay in* tonight.
4. The children were all dressed in *old and worn-out* clothes.
5. Jerry's eyes *shone* with amusement. He was really fascinated by his little cousin.
6. I *seriously and carefully thought about* what



had happened. 7. Can you be a bit more *exact and accurate*? 8. Fast walking is a good way *staying* fit. 9. The weather *continues to be* unusually mild. Strangely enough we are having green winter. 10. I am really *ashamed and worried* about the whole situation. 11. What do you want for your lunch? 12. It is true that Julia is very poor but she *is not asking other people for money*.

26. You know the words in column A. Read the sentences and say what the words in column B mean. Look them up in a dictionary if necessary.

A	B	A	B
embarrassed	embarrassing embarrass	risk	risky
remain	remains	shabby	shabbiness
fancy (v)	fancy (adj) fancy (n)	reflect	reflection

1. I wish he hadn't asked such *embarrassing* questions. 2. It *embarrassed* me to have to give my opinion in public. 3. The question may *embarrass* your parents. 4. The *remains* of the castle can be seen on the hill. 5. Collect what is left after lunch and put the *remains* into the fridge. 6. On *reflection* he decided not to go there alone. 7. Anna stared at her *reflection* in the mirror. 8. After a period of *reflection* Julia decided to leave. 9. We stayed at some *fancy* hotel in the centre of London. 10. I wanted just a plain handbag – nothing *fancy*. 11. Was it only some *fancy* or was there someone really watching him? 12. That was a *risky* project. I didn't want my children to participate in it. 13. The *shabbiness* of the furniture struck David. He felt sorry for the old man.

27. Read the skeleton story of Dick Whittington and do the task after it.

Do you know the story of Dick Whittington and his cat? It's an old English fairy tale. In it a boy, whose name is Dick, is very badly off and his mother and father are dead and there's no one to help him. Dick goes to London to look for his fortune. There he walks the streets in his poor clothes asking for money until he comes to the house of Mr Fitzwarren.





There he finds a job and falls in love with Mr Fitzwarren's daughter. Luck seems to have smiled on him. His only trouble is rats and mice that bother him at nights. Dick buys a cat and feeds her on scraps of his own dinner. Once Mr Fitzwarren gets a ship ready to sail to a faraway land. Every servant has a chance of good fortune and can send something overseas. Dick has nothing, so he sends his cat.

Dick quarrels with the cook and decides to leave Mr Fitzwarren's house for good. On his way he hears church bells ring:

"Turn again, Whittington,  
Lord Mayor of London."  
Dick believes the prophecy and returns.



Meanwhile his cat arrives at the coast of Barbary. The country suffers from scores of rats and mice. Dick's cat frightens them away and the King of Barbary pays lots of gold and jewels for the cat. Dick gets rich, becomes Lord Mayor of London and marries Mr Fitzwarren's daughter.



What you have read is only a skeleton story. Tell it in a proper way adding some colourful details (either individually or as a chain-story). Use the following words and word combinations:

little beggar, to keep body and soul together, shabby clothes, embarrassed to ask for money, to have a lucky strike, to remain in the house, to earn a living, to catch sight of a pretty girl, to fancy the girl, to take a risk of giving his cat away, pretty bad, to reflect on his life and future, precisely what one wants, to find one's fortune, to ring for them (*about wedding bells*)

## Words not to be confused

**28.** Analyse the differences between the vocabulary items in the first two pairs and explain the differences in the rest. Use a dictionary.

a) **very — pretty**

Both the words can be used as intensifiers, making the meanings of other words stronger. *Very* is neutral as to style. *Pretty* is used colloquially. Besides the degree of intensity could be different. Cf.: *He is pretty clever* (= He is fairly clever). *He is very clever* (= He is extremely clever). Sometimes *pretty* can mean *very*. Cf.: *I see they have made a pretty good job of it.*

b) **to reflect — to brood**

Both the verbs mean to think carefully and seriously about something, but *brood* also implies a lot of worry. People usually brood over something that could be a trouble. Cf.: *Give me a minute to reflect and I'll give you my decision. It is silly to sit and brood over what has happened. You can't change the situation for the better now.*

c) **to stay — to remain**

d) **fee(s) — salary**

e) **fat — stout**

**29.** Complete the sentences with the right word from the brackets. In some cases both will do.

1. The gallery charges a small entrance (*fee/salary*). 2. He has too much flesh on his body and weighs too much. In other words, he is (*fat/stout*) and on his way of being obese. 3. My happiness (*remains/stays*) fragile. 4. She is in fairly good shape now. She is (*very/pretty*) healthy. 5. The result of the experiment may prove unsuccessful, but what's the use of (*brooding/reflecting*) over it now when we can't influence it? 6. — Do you know your annual (*salary/fee*)? — I've never calculated. I'm paid weekly. 7. Mrs Cox was a (*fat/stout*) pleasant woman always ready to have a good laugh. 8. (*Stay/Remain*) where you are. Don't move. 9. Little Freddy is extremely intelligent, he is really a (*very/pretty*) capable boy. 10. She sat (*reflecting/brooding*) on the happy moments of her life.



## Focus on Word-Building

Shortening is a comparatively new way of word-building. Nowadays it has achieved a high degree of productivity especially in American English. Shortenings (contracted words) are produced in two ways.

I. Some words lose their beginnings or their ends and new words appear.

### *Losing beginnings*

telephone → phone  
defence → fence

### *Losing endings*

doctor → doc  
examination → exam

Sometimes a word can lose both its beginning and its ending.

refrigerator → fridge  
influenza → flu

II. A new word is formed from the initial letters of a word group. These are called *abbreviations*.

the United Nations → the UN  
the British Broadcasting Corporation → the BBC  
member of Parliament → MP  
personal computer → PC

Both types of shortenings are characteristic of informal speech though abbreviations are found among formal words, too.

30. A. Look at the pictures on p. 170 and match them with the things that Alice mentions.

- a) — Mum, where are my *PJs*? — I've put them in the wash. Take your clean *nightie*, please.
- b) Fancy! They have given me new brown *wellies* and a wonderful wool-len *cardie* for my birthday.
- c) Have you bought any *veggies*?
- d) I see neither *tatties* nor *caulie* in the kitchen.
- e) I'm rather hungry. I can do with a *butty*.
- f) John is so fond of playing *footie* he can do it all day long.
- g) Where are the *biscies*? I would like to have some with milk.
- h) The *vac* is in the bedroom, I am going to clean it.
- i) I've lost my *lippy*. Can't find it anywhere.

B. Make up a word list of abbreviations and shortenings that you know.



1



3



2

4



5



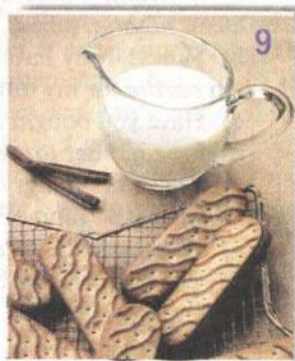
6



8



7



9

31. Complete the text with the derivatives from the words in the right-hand column.

Isabel had achieved the prime of her 1. \_\_\_\_\_. At dinner, at which beside himself and Isabel no one was 2. \_\_\_\_\_ but her father and mother, he watched her guide the 3. \_\_\_\_\_. Her delicate features, the 4. \_\_\_\_\_ shortness of her 5. \_\_\_\_\_ lip suggested, and it must have been obvious, that in her veins flowed the best blood in Chicago. The dining room was a 6. \_\_\_\_\_ frame to her fragile beauty, for Isabel had caused the house to be furnished by an English expert in the style of Louis XV<sup>1</sup> and the 7. \_\_\_\_\_ decoration linked with the name of that 8. \_\_\_\_\_ monarch. She sat speaking in a 9. \_\_\_\_\_ way about the piece of art her father had bought, at the art 10. \_\_\_\_\_ to which she and her mother had been in the afternoon, of the 11. \_\_\_\_\_ situation in South Asia.

happy

presence

converse

aristocrat, up

fit

grace

amour

dignity

exhibit

policy



32. A. When people are surprised, impressed, angry, etc. they often express their emotions with the help of exclamations. Read the list of those and the explanations of the circumstances under which they can be used and do the tasks after the list.

Oh!

Oh, dear!

Oh, no!

} are used to show that you are upset, annoyed, disappointed, worried or surprised.

<sup>1</sup> Louis XV [ˌluː ɪ ˈfɪːtɪnθ] (1710–1774) – the king of France from 1715 to 1774.

**Heaven help us** — is used to show that you hope something will not happen.

**(I beg your) pardon** — is used for politely asking to repeat something you didn't hear or did not understand.

**Heaven only knows** — is used to emphasize what you are saying or to say that you do not know something and cannot imagine it.

**My!** — is used to express surprise, shock or anger.

**Ouch!** [aʊtʃ] — is used to express a feeling of sudden pain.

**Oi!** [ɔɪ] — (*rather rude*) is used to attract someone's attention, especially when you think they are doing something wrong.

**Right** — is used for making someone pay attention before you begin doing something or that you have finished doing one thing and begin doing another.

**Wow** [waʊ] — is used to show that you are very surprised or impressed.

**Alas** [ə'ləs] — (*often humorous*) is used to say about something and wish it hadn't happen.

**B. Complete the dialogues with the words and phrases from the list above and role-play them.**

1. — Jill!  
— Yes, dear.  
— \_\_\_\_\_, I'm tired of telling you again that you shouldn't do that.
2. — \_\_\_\_\_. That's unbelievable.  
— And nevertheless it is absolutely true. That is precisely what he has done.
3. — \_\_\_\_\_! Mum! I've cut myself.  
— \_\_\_\_\_. This is what happens when you monkey about with a knife.
4. — Where is John?  
— \_\_\_\_\_. I haven't seen him for ages.
5. — David, let's hit the road<sup>1</sup>.  
— \_\_\_\_\_. What did you say?
6. — I met a smashing girl the other day.  
— \_\_\_\_\_. Have you got her telephone number?
7. — It's ten o'clock already.  
— \_\_\_\_\_. Let's get down to business.
8. — They say the winter temperatures are going to drop to twenty-five degrees.  
— \_\_\_\_\_. All the winter crops will be destroyed.

<sup>1</sup> to hit the road — (*informal*) to start on a journey

9. — I wish I hadn't said it.  
— \_\_\_\_\_, nothing can be done about it now.

**C. Work in pairs. Make up and act out short dialogues in which you can use the exclamations above.**

## Phrasal Verb *to stick*

- to stick out sth (to stick it out)** = to continue doing something difficult or unpleasant to the end. *Try to stick out two more tests. It's not easy, but I think I'll stick it out.*
- to stick to sth** = 1) to do something that you promised or decided that you would do. *I find it quite difficult to stick to a diet.* 2) to continue to do or use one particular thing for a long period of time. *I still stick to my favourite old coat because it feels so comfortable.* 3) to obey rules or instructions. *If everyone sticks to the rules, we shouldn't have any problems.*
- to stick together** = (informal) to support each other. *We're a team and we're sticking together.*
- to stick up for sth** = (informal) to speak in support of somebody or something. *I don't need any help, thanks. I can stick up for myself.*
- to stick with sb** = (informal) to stay close to someone and go with them wherever they go, especially so that they can help to protect you. *Stick with us and you'll be all right.*

### 33. Complete the sentences. Use *out, to, together, up, with*.

- I was so bored that I didn't know how I would be able to stick \_\_\_\_\_ the evening.
- I've made my decision and I'm going to stick \_\_\_\_\_ it.
- When they hit you, you should stick \_\_\_\_\_ yourself instead of crying.
- Birds of a feather stick \_\_\_\_\_ (prov.).
- I know you're new in this job, but stick \_\_\_\_\_ me and you'll be all right.
- I'll stick \_\_\_\_\_ Indian tea in the future.
- I insist that you should stick \_\_\_\_\_ my instructions, it's very important.
- They have always been friends and always stuck \_\_\_\_\_.
- It was a tough competition but we stuck it \_\_\_\_\_.
- I think we should stick \_\_\_\_\_ our original plan.
- If you stick \_\_\_\_\_ your diet, you'll lose weight.
- Don't worry, the family will stick \_\_\_\_\_ you.
- This football player is going to stick \_\_\_\_\_ the same team as before.





### 34. Express the same in English.

1. Я помню, что в тот трудный момент мои друзья стояли за меня.
2. Рыбак рыбака видит издалека (*посл.*).
3. Ты дал мне слово, теперь держи его.
4. Держитесь меня и не заблудитесь, я иду в ту же сторону.
5. Я не верю, что Марк виноват, он всегда соблюдает все правила.
6. Я знаю, как тебе трудно, но продержись еще немного.
7. Времена меняются, но политики не меняют своих технологий.
8. Держитесь вместе — тогда победите.
9. Я придерживаюсь одного важного принципа: «честность — лучшая политика».
10. Постарайся защитить свою точку зрения.
11. Вот уже несколько лет ему приходится придерживаться диеты.

## Grammar

### VERB (NON-FINITE FORMS)

Revision

### 35. Use the infinitive form or the *-ing* form of the verbs in brackets to complete these sentences. In some cases both forms are possible.

- A.** 1. Please, bring your passports (*confirm*) your identity. 2. The demonstrators demanded (*set*) the prisoners free. 3. The children had fun (*play*) with their PC. 4. After all this hard work I think she deserves (*go*) on holiday now. 5. I want you (*change*) the colour scheme of the whole painting. 6. I don't think you'll have any trouble (*seek*) for the place where he works. The artist's studio is well-known here. 7. We expect our guests (*arrive*) on time. 8. Andrew heard his sister (*speak*) to some stranger in the next room. 9. Would you mind my (*join*) you when you go to the Tretyakov Gallery? 10. Yesterday we saw Lucy (*dance*) during the premiere. She was terrific. 11. When did your younger sister start (*read*)? 12. I don't blame you for (*come*) so late but could you (*be*) more punctual next time? 13. Van Gogh was fond of (*create*) flower pieces with bright sunflowers. 14. I suggest (*join*) our drama society. What do you think? 15. He offered (*make*) tea for everybody in the office and went to the kitchenette (*put*) the kettle on. 16. We can't afford (*buy*) this silver bracelet as a Christmas gift.

- B.** 1. a) I'm sorry I forgot (*tell*) you that we'd changed our plans slightly.  
b) I'll never forget (*win*) the school track-and-field competition.  
2. a) When will you stop (*complain*) of toothache instead of going to the dentist? b) We saw a nice café and decided to stop (*have*) a cup of tea.  
3. a) Please, remember (*buy*) some food, the fridge is empty. b) Do you

remember (*pass*) by a tall column at the side of the road? That was the monument I had mentioned before. 4. a) I regret (*say*) that the trip to the lake has to be cancelled because of the bad weather. b) I admit that I regret (*talk*) to you in that manner when we were having our argument. 5. a) Do you allow (*take*) pictures in the cathedral? b) Zoos never allow (*feed*) animals, that often suffer from the visitors' false kindness.

**36. Use prepositions where necessary to complete the sentences.**



1. You shouldn't be angry with the children. They are not to blame \_\_\_\_ our being late. 2. Will you be interested \_\_\_\_ continuing our negotiations? 3. I can't keep you \_\_\_\_ making mistakes, you'll have to think for yourself. 4. Now that you are finishing school, what do you dream \_\_\_\_ doing in the future? 5. I must say I had a lot of trouble \_\_\_\_ finding the information we needed. 6. Lack of money can prevent us \_\_\_\_ finishing our experimental programme. 7. Yesterday we had a wonderful time \_\_\_\_ watching some new videos. 8. The first time she took the exam she failed, but the second time she succeeded \_\_\_\_ passing it. 9. Don't worry, I'm quite capable \_\_\_\_ taking care of myself. 10. I don't believe \_\_\_\_ learning a foreign language within a couple of weeks. 11. To tell you the truth, I'm not used \_\_\_\_ being lied to. 12. I've been looking \_\_\_\_ going to London many years now. 13. My mother often complains \_\_\_\_ feeling unwell in rainy weather. 14. No, I won't object \_\_\_\_ your going to the party at all. 15. Aren't you tired \_\_\_\_ listening to the same music again and again?

**37. Choose participle I or participle II of the verbs below to make the sentences complete.**



**Example:**

embarrass  $\left\{ \begin{array}{l} \text{a) I find the situation _____.} \\ \text{b) We all felt _____.} \end{array} \right.$

a) I find the situation embarrassing.  
b) We all felt embarrassed when John entered the room.

1. bore  $\left\{ \begin{array}{l} \text{a) The film was so dull, we all felt _____.} \\ \text{b) I can't make myself read _____.} \end{array} \right.$

2. distress  $\left\{ \begin{array}{l} \text{a) The news was _____.} \\ \text{b) The lost boys' parents were suffering great pain, they felt so _____.} \end{array} \right.$

3. touch  a) The young girl's story was \_\_\_\_\_.  
b) My parents were \_\_\_\_\_.
4. laugh  a) A group of \_\_\_\_\_ children.  
b) He is often \_\_\_\_\_.
5. exhaust  a) He was working hard and was \_\_\_\_\_.  
b) The job was really \_\_\_\_\_.
6. excite  a) The children were \_\_\_\_\_.  
b) The performance was so \_\_\_\_\_.
7. amuse  a) Sally is the most \_\_\_\_\_.  
b) When I heard the story I became really \_\_\_\_\_.
8. interest  a) Alice got \_\_\_\_\_.  
b) The film was \_\_\_\_\_.
9. entertain  a) The book was short but \_\_\_\_\_.  
b) Everybody was \_\_\_\_\_.
10. astonish  a) The young lady was \_\_\_\_\_.  
b) The news was so \_\_\_\_\_.

**38. Some of the sentences have mistakes. Find the mistakes and correct them.**

1. We'd better tell mother everything, she is sure to give us good advice.
2. I don't want to be made clear the table alone.
3. Our neighbour had already come back from abroad. Yesterday I saw him unlock the door and enter his flat.
4. To be honest, I'd much rather not to leave home on such a cold and windy day.
5. Let me tell you the whole truth here and now.
6. Did you hear Victor to speak about his impressions of France yesterday evening?
7. Let's watch our team play the final match.
8. We made Helen to recite her poem and she did. We found the poem great.
9. When do you think you'll be able visit us again?
10. We must return to this question again when we have more time to spare.
11. In the dark she felt somebody to take her by the hand gently.
12. Oughtn't we find answers to all these questions?
13. Do you allow your young brother use your bike?
14. They are to exchange information on this subject as early as possible.

## PHRASES WITH THE INFINITIVE

In English some phrases are introduced by the infinitive with the particle "to":

*to be honest* — честно говоря

*to begin with* — для начала

*to tell you the truth* — по правде говоря

*to cut a long story short* — короче говоря

*to get back to the point* — возвращаясь к сути дела

*to put it another way* — иначе говоря

39. A. Read the phrases above and decide which of them can be used to complete the sentences (1–6). Complete the sentences with the phrases from the box.

1. We have several points on the agenda. \_\_\_\_ I think we shall watch the presentations of our first-year students. 2. No, I won't join you for love or money. \_\_\_\_ I'm just not interested. 3. Shortening is becoming one of the major ways of word-building. \_\_\_\_ more and more words now are formed with the help of shortening. 4. We had a very interesting conversation and discussed so many problems. \_\_\_\_ in the end they agreed to accept all our offers. 5. I wouldn't believe everything John says. \_\_\_\_ he is not a reliable person at all. 6. OK. Now stop talking about unimportant details and \_\_\_\_.

- B. Make up your own sentences or situations with these phrases.



## THE INFINITIVE AFTER HELP

After the verb *help* the infinitive can be used with or without the particle "to".

*Mother helped me to do the work. Mother helped me do the work.*

The use of a to-infinitive is more formal. In the passive, "to" is obligatory after *help*. *The girl was helped to overcome her fear of flying.*

"To" is also obligatory after "not". *How can I help my pupils not to worry about their exams?*



#### 40. A. Join two sentences to get one.

1. The boy found the book. The librarian helped him.
2. I have to fill in the form. Can you help me?
3. My little sister can't do the sum. I can't help her.
4. My brother can't repair his bicycle. Father can help him.
5. My friend can't choose a birthday present. I can help her.
6. My younger sister can't make a chocolate cake. I can help her.



#### B. Make these sentences passive.

1. He helped me do my homework.
2. Mike helped the old lady rise to her feet.
3. Her father helped us understand the difficult rule.
4. Molly helped them do their hard housework.
5. Andrew helped his boss find the required information.
6. The policeman helped me get to Buckingham Palace.

#### C. Read the sentences and say in which of them "to" can be omitted.

1. Our neighbours helped us to move the piano.
2. I was helped to carry the heavy bag.
3. The porter helped us not to get lost at the railway station.
4. The good weather helped us to enjoy our holiday.
5. We were helped by the shop assistant to find just what he wanted.
6. The medicine helped the patient not to have complications after the operation.

### STRUCTURES WITH HAVE+V OR VING

1. The structure **have+object+V** is used to show that one person is causing another to do something. E.g. *They had us clean the floor in the assembly hall after the ball. We'll have you believe that I can be trusted.*
2. The structure **have+object+Ving** is used to refer to the results we are trying to achieve, or consequences that are not always desirable. E.g. *We'll have you dancing professionally in six months. Stop that noise or you'll have everyone coming here to complain.*
3. The structure **won't/can't+have+object+V/Ving** is used to refer to something we disapprove of. E.g. *I won't have you sitting (sit) about and waiting when your best friend is in trouble. They couldn't have the children waste (wasting) a good chance to learn something new.*

41. Use one of the structures with **have + object** to express the same ideas.



1. I'll do it so that you'll be able to speak French in a year or two. 2. They couldn't put up with the fact that the boys were playing football right under their windows. 3. The teachers made us learn our roles by heart. 4. Don't touch your brother's things or he'll cry. 5. I can't stand it when they go telling everyone our secrets. 6. I wish I could make you know that I am your friend. 7. Stop shouting, otherwise your parents will come downstairs to find out what is up. 8. I'd like to make my parents believe that I can cope with difficult situations. 9. I promise your child will be able to swim very soon. 10. Don't shoot. Shooting can attract the attention of the police and they'll be here in no time.

42. Express the same in English.



1. Через месяц ты у нас будешь играть на гитаре. 2. Публика заставила музыкантов исполнить номер (*number*) еще раз. 3. Врачи не допустили, чтобы пациент погиб. 4. Мы заставили нашего учителя поверить, что разбираемся в физике. 5. Если ты не перестанешь играть на барабанах, ты добьешься того, что соседи придут с жалобами. 6. Я не позволю, чтобы ты пропускал уроки. 7. Уже через два месяца попугай сказал у них первое слово. 8. Нас заставили сдать книги в школьную библиотеку перед каникулами.

## Speaking

43. Look at the pictures, imagine that you are one of the characters and describe this happy moment of your life.



44. Study the topical vocabulary and learn to speak about people's moods and attitudes.

## *Topical Vocabulary*

It's common knowledge that people find delight in different things. We also take life differently.

The lucky ones

- are always on the bright side;
- feel cheerful, happy-go-lucky, good-natured, optimistic and positive.

When we are happy we

- walk/float on air;
- are over the moon;
- are on top of the world;
- feel ecstatic, overjoyed, content;
- are on cloud nine;
- are in high spirits.

When we are happy everything goes right:

- things look up
- the future looks bright/rosy
- we feel calm, relaxed and light-hearted
- we become sociable, playful and frivolous
- we are self-confident and self-satisfied

Happy people even look different:

- their eyes shine
- their smiles are beaming or dazzling
- they look radiant
- their faces light up
- they become excited, thrilled, enthusiastic and active

Pessimists often

- feel melancholic, irritable, moody and resentful;
- feel down/low about a lot of things;
- are in low spirits/in a black mood;
- feel blue/depressed.

Even little troubles (to say nothing of major problems)

- cast a shadow over their lives;
- lead to a gloomy, bleak or dismal outlook;
- make them feel edgy, touchy or nervous, heartbroken, disappointed or disillusioned;
- result in their being lonely, bitter or hostile.

Try to learn to be happy and optimistic and

- remember that life is full of compensations;
- don't forget that there are always options, alternatives and possibilities from which to choose;
- seek out and remember the joyful moments;
- reflect on the past, look forward to the future but accept and cherish every pleasant moment;
- remember that happiness is made, not found;
- create happiness for others;
- fill your life with a lot of beautiful and worthy things;
- remember that happiness begins in your family;
- try to look cheerful and happy even when you're not: do it for the sake of others.

**45. Match the parts of these sentences. In some cases variants are possible.**

1. When Mr Davis became sixty-two he was forced to retire which
2. When Barbara heard the happy news
3. The newly wedded couple was the picture of happiness looking
4. When the boy understood he was going on the trip with the rest of the children
5. When Paul's team lost the final
6. When Sally saw herself on the TV screen
7. The children were allowed to have as many rides as they wanted
8. When the scientist realised that his experiment was a success
9. John's dog died
10. The show was closed and all the actors
11. When Harry proposed to her, it was the happiest moment in her life
12. After so many years their first child was born to them

- a) she became thrilled and excited.
- b) he was on cloud nine.
- c) he felt really low about it.
- d) so they were on top of the world.
- e) which made him feel heart-broken.
- f) her face lit up.
- g) he smiled a beaming smile.
- h) bright-eyed and radiant.
- i) cast a shadow on the rest of his life.
- j) were in low spirits.
- k) so they were over the moon.
- l) she felt she could float on air.

**46. A. Remember and speak about any moment in your life when you felt:**

- overjoyed;
- content;
- light-hearted;
- irritable and moody;
- down about some event;
- depressed;
- blue;
- cheerful and good-natured;
- ecstatic;
- calm and relaxed.

**B. Remember and speak about some event which made you feel:**

- over the moon;
- on cloud nine;
- in high spirits;
- self-satisfied;
- self-confident;
- in a black mood.

**C. Think of the situations in which you can say these words trying to console someone.**

- Don't forget that there are always options and other possibilities in life.
- Happiness is made, not found.
- Create happiness for others.

**47. There are different recommendations for those who want to be happy.**

**A. Read some of them and say if your life experience lets you agree with them and illustrate one of them by a short story.**

- True happiness may be sought, thought or caught but never bought.
- The heart is happiest when it beats for others.
- People whose main concern is their own happiness seldom find it.
- The place to be happy is here, the time to be happy is now, the way to be happy is to make others so.
- To love others makes us happy; to love ourselves makes us lonely.
- Happiness is a healthy mental attitude, a grateful spirit, a clear conscience and a heart full of love.
- Happiness will never come to those who fail to appreciate what they have.
- Happiness is a place somewhere between too much and too little.

**B. Which of the things mentioned above do you find most precise to characterize happiness? Which of them is the most important for you and why?**

**48. Read the extracts about people who are not happy now (1–6). What words of consolation can you give (consult points a–f) to change their spirits? What advice would you give them to change the situation?**

1. Edward Miller has lost his fortune. Now he is penniless and says that he is the unhappiest man in the world.

2. Hue Lawson has always been very ambitious. His dream has always been to become an executive director of the company where he works but the Board of directors has chosen another candidate. Hue is moody now, doesn't want to see his friends or speak to anybody.

3. Gilbert Davidson easily flies into a temper. He is often cross with his family and friends, always finds fault with all his colleagues. In fact he is so fond of grumbling that people try to avoid having to do anything with him.

4. Jane Parker works as a nurse at a children's hospital. She doesn't earn much, has no luxurious car or expensive clothes but is always smiling at her little patients ready to help them sharing their joys and sorrows, putting hope and courage in them. But she feels she will never achieve great things in life.

5. Whenever you speak to Laura she is always dissatisfied, grumbling about the life she is leading. She seems to be irritated by everything other people do. If the sun shines it is too hot and stuffy, if there is a breeze and it is cool outside she immediately says that she is freezing. Laura constantly complains of all imaginable things.

6. Sarah leads a quiet life in the country. She is free to do what she wants, she can admire the beauty of nature, enjoy fresh air and good plain food. But for a month she has been living in town, doesn't like it much there and is missing her old way of living. Sarah can't understand why she feels so miserable.

a) For every minute you are angry, you lose 60 seconds of happiness.

b) It seems that some people can't be happy unless they are unhappy.

c) You are one of those lucky ones who find happiness by making the most of what they have.

d) A lot of happiness is overlooked because it doesn't cost anything.

e) It isn't your position that makes you happy or unhappy. It's your disposition.

f) Money never did buy happiness and credit cards aren't doing much better.

**49. A. Read the passage and do the tasks after it.**

In one of his short stories W. S. Maugham tells us about Thomas Wilson, a thirty-five-year-old man who came to Capri, fell in love with the island and decided to live there enjoying his life. His money was just enough to last him for twenty-five years, after which he intended to commit suicide. He was sure that twenty-five years of happiness seemed worth paying that price.

**B. Say what you think of the following:**

- Thomas Wilson's philosophy of happiness.
- Capri — a world of paradise. Nature's possible influence on human's lives and decisions.
- The possible way of life Wilson could lead on the island.
- Committing suicide as a way of leaving this world.
- If Wilson was able to carry out his resolution about the end of his life.

**C. Now read the extracts from W. S. Maugham's short story "The Lotus Eater" and compare them with what you imagined. Were you right?**

...From what I saw of him and from what I think must have been a fairly accurate picture of the life he (Wilson) had led for the last fifteen years, it was certainly a very harmless one. He bathed, he walked a great deal, and he seemed never to lose his sense of the beauty of the island... he played the piano and he played patience; he read. When he was asked to a party he went and, though a trifle dull, was agreeable. He was not affronted if he was neglected. He lived thriftily, but with sufficient comfort. His only passion was for the beauty of nature, and he sought felicity in the simple and natural things that life offers to everyone. You may say that it was a glossy selfish existence. It was. He was of no use to anybody but on the other hand he did nobody any harm. His only object was his own happiness and it looked as though he had attained it. He was certainly a man who knew his own mind.

...Wilson's plan was all right. There was only one flaw in it and this, I suppose, he could not have foreseen. It had never occurred to him that after twenty-five years of complete happiness, with nothing in the world to disturb his serenity, his character would gradually lose his strength. When Wilson's annuity expired he had no longer the resolution to make the end which was the price he had agreed to pay for that long period of happy tranquility. He died in poverty being very ill.

50. **A.** Nowadays many people have become workaholics. Workaholics are those who spend most of their time working and have little interest in other things. Do you think such people can be called happy especially if their jobs are creative and they really do what they like to do? Explain your answer.
- B.** Others think that the only thing to aim at is leisure and regard it as the most priceless thing Man can have. Would you agree that in most cases people work for work's sake and that the only object of work is to obtain leisure? Illustrate your answer with examples.
- C.** Work in pairs. One of you is to play the part of a workaholic, the other – of his opponent. Make up a dialogue trying to make your opponent see your point of view and change his/her opinion.
51. Answer the questions.
1. Do you consider yourself a happy person? Why (not)?
  2. What do you need to do or have to become happy?
  3. What is your idea of complete happiness? Do you think it's possible to obtain such happiness?
  4. What things usually make you happy? unhappy? desperate?
  5. Which things help you to cope with a black mood?
  6. In your future life which will be more important for your happiness – your work, your family or anything else?
  7. How can you create happiness for other people?
52. Comment on the following:
- No one can define happiness. You have to be unhappy to understand it.*

## Creative Writing

53. **A.** Make a plan for one of these narrations:
1. How we got tickets for a Hollywood blockbuster.
  2. My first New Year (Christmas) celebration – the happiest event of my childhood.
  3. How I got the gift I had been dreaming about.
  4. The travel that made me happy.
  5. The offer that made me happy.
  6. The words that made me happy.
  7. The day when I felt most miserable and unhappy.
  8. How I managed to overcome the greatest sorrow of my life.
- B.** Write a narration on the plan you have made.

## Miscellaneous

### 54. Choose the replies to fit the situations.

1. – Thank you very much indeed.

- a) – It was a lucky strike.
- b) – It was a treat.
- c) – It was a pleasure.

2. – Could you drive me home, please?

- a) – Don't mention it.
- b) – I'm terribly sorry but I can't.
- c) – I'm sorry, I don't feel like that.

3. – Excuse me, have you got the time?

- a) – Sorry, I'm busy.
- b) – Sorry, I'm leaving in a minute.
- c) – Sorry, I don't know.

4. – Goodbye!

- a) – I'll meet you again.
- b) – I'll see you again.
- c) – I'll come again.

5. – I think we still have time to make some changes.

- a) – I shouldn't agree more.
- b) – I couldn't agree more.
- c) – I wouldn't agree more.

6. – How about having a party to celebrate the occasion?

- a) – Yes, that's a good thought.
- b) – Yes, that's a good plan.
- c) – Yes, that's a good idea.

7. – I'm James Parsons.

- a) – I'm sorry, I didn't catch your name.
- b) – I'm sorry, I didn't hear your name.
- c) – I'm sorry, I didn't understand your name.

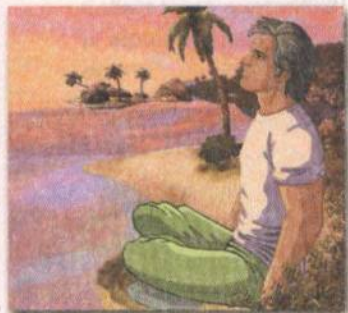
55. Read the poems and learn one of them by heart.

## YOUNG AND OLD

by Charles Kingsley  
(1819–1875)

When all the world is young, lad,  
And all the trees are green;  
And every goose a swan, lad,  
And every lass a queen;

Then hey for boot and horse, lad,  
And round the world away;  
Young blood must have its course, lad,  
And every dog his day.  
When all the world is old, lad,  
And all the trees are brown;  
And all the sport is stale, lad,  
And all the wheels run down;  
Creep home, and take your place there,  
The spent and maimed among:  
God grant you find one face there,  
You loved when all was young.



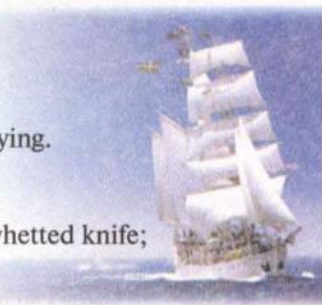
## SEA-FEVER

by John Masefield  
(1878–1967)

I must down to the seas again, to the lonely sea and the sky,  
And all I ask is a tall ship and a star to steer her by,  
And the wheel's kick and the wind's song and the white sail's shaking,  
And a grey mist on the sea's face, and a grey dawn breaking.

I must down to the seas again, for the call of the running tide  
Is a wild call and a clear call that may not be denied;  
And all I ask is a windy day with the white clouds flying,  
And the flung spray and the blown spume, and the sea-gulls crying.

I must down to the seas again, to the vagrant gypsy life,  
To the gull's way and the whale's way where the wind's like a whetted knife;  
And all I ask is a merry yarn from a laughing fellow-rover  
And quiet sleep and a sweet dream when the long trick's over.





**56.** Listen to the song (No 19), learn the words and sing it along.

### **DON'T WORRY, BE HAPPY**

Here is a little song I wrote  
You might want to sing it note for note  
Don't worry, be happy  
In every life we have some trouble  
When you worry you make it double  
Don't worry, be happy....

Ain't got no place to lay your head  
Somebody came and took your bed  
Don't worry, be happy  
The landlord say your rent is late  
He may have to litigate<sup>1</sup>  
Don't worry, be happy  
Look at me I am happy  
Don't worry, be happy  
Here I give you my phone number  
When you worry call me  
I make you happy  
Don't worry, be happy  
Ain't got no cash, ain't got no style  
Ain't got not girl to make you smile  
But don't worry, be happy  
'Cause when you worry  
Your face will frown  
And that will bring everybody down  
So don't worry, be happy (now)....

There is this little song I wrote  
I hope you learn it note for note  
Like good little children  
Don't worry, be happy  
Listen to what I say  
In your life expect some trouble  
But when you worry  
You make it double  
Don't worry, be happy....

<sup>1</sup> litigate ['lɪtɪ,ɡeɪt] – судиться

Don't worry don't do it, be happy  
Put a smile on your face  
Don't bring everybody down like this  
Don't worry, it will soon past  
Whatever it is  
Don't worry, be happy

## Project Work

Collect some quotations, proverbs or sayings about happiness and present them in album form illustrated by pictures and photos under the title "Words of Wisdom".

# Grammar Reference

## СПРАВОЧНЫЙ ГРАММАТИЧЕСКИЙ МАТЕРИАЛ

### МЕСТОИМЕНИЕ (PRONOUN)

§ 1. Неопределенно-личное местоимение *one* используется в речи для обозначения лица или объекта в значении «любой», «каждый». *If necessary, one can always consult a dictionary. One should do one's duty.*

Как видно из последнего примера, местоимение *one* в этом значении может употребляться в притяжательном падеже. Заметим также, что форма множественного числа в этом случае у него отсутствует. Характерной особенностью *one* при подобном использовании является его стилистическая маркированность — *one* принадлежит скорее к лексике формальной, особенно в британском варианте английского языка. *One can't always get what one wants (BrE, formal).* Американцы чаще в этом значении употребляют местоимение *you*, при этом высказывание относится скорее к разговорному стилю. *You can't always get what you want (AmE, informal).*

§ 2. Выступая в качестве лексической единицы, замещающей в предложении имя существительное, местоимение *one* имеет форму множественного числа.

a) — *Where are the pencils? — Do you mean the ones that I bought yesterday?*

b) — *Which key do you want? — The one which is on the shelf.*

В подобных случаях перед местоимением *one* часто используются указательные местоимения *this, that, these, those*, определенный артикль *the*, а также вопросительное (относительное) местоимение *which*.

a) — *There are several books on history. Which ones do you prefer? — I would like to have the one on World War II.*

b) — *Which of the landscapes do you find the most impressive? — Those ones.*

Следует обратить внимание на то, что подобное употребление местоимения *one* при сравнении двух объектов характеризуется как разговорное, а потому его следует избегать на письме. Ср.: *He buys German rather than British cars (formal).* *He buys German cars rather than British ones (informal).*

§ 3. Местоимение *one* не может выступать в роли «заместителя» неисчисляемых имен существительных. *I prefer apple juice to orange juice.*

## Имя существительное (Noun)

В английском языке имена существительные можно подразделить на три группы в зависимости от того, в каком числе возможно употребить следующие за ними глагольные единицы:

- 1) имена существительные, сочетающиеся преимущественно с глаголами в единственном числе;
- 2) имена существительные, сочетающиеся с глаголами во множественном числе;
- 3) имена существительные, сочетающиеся с глагольными формами в единственном и множественном числе.

К первой группе имен существительных относятся названия учебных предметов, наук, видов спорта, оканчивающихся на *-ics*: *athletics*, *linguistics*, *mathematics*, *gymnastics*, *phonetics*, *physics*.

*Physics is the science concerned with the study of matter and natural forces, such as light, heat, movement.*

*Optics is the scientific study of sight and light.*

Вторая группа имен существительных включает в себя несколько подгрупп.

- а) Прежде всего, это собирательные имена существительные, имеющие форму единственного числа, но обозначающие множества людей или предметов:

**people** — люди

**cattle** — крупный рогатый скот

**the military**<sup>1</sup> — военные

**the police** — полиция

**the clergy** — клир, священнослужители

- б) С глаголом во множественном числе сочетаются имена существительные, оканчивающиеся на *-s/-es*, но соответствующие русским аналогам в единственном числе:

**belongings** — имущество

**brains** — интеллект

**clothes** — одежда

**earnings** — заработок

**looks** — внешность

**lodgings** — жилье

**stairs** — лестница

**outskirts** — пригород

*The company reported that earnings were down last quarter.*

*Outskirts are those areas of a town or city that are furthest away from the centre.*

<sup>1</sup> Следует упомянуть тот факт, что словарь Macmillan English Dictionary for Advanced Learners дает указание на возможность использования глагола в единственном числе после существительного *the military*, что, очевидно, указывает на происходящие изменения в употреблении данного имени. *He denied that the military was supporting paramilitary groups* (2002, с. 901).

В **третью группу** входят также несколько подгрупп имен существительных, которые могут сочетаться с глаголом как в единственном, так и во множественном числе. Это следующие подгруппы:

а) имена существительные, имеющие форму единственного числа:

**the public** — общественность, народ, публика

**the aristocracy** — аристократия

**the majority** — большинство

**the minority** — меньшинство

*The aristocracy belongs/belong to the highest class of society.*

*The minority of the group supports/support the plan.*

б) имена существительные, имеющие форму множественного числа:

**headquarters**<sup>1</sup> — штаб

**series** — серия/серии

**means** — средство/средства

**species** — вид/виды

*The UN headquarters is/are in New York.*

с) такие собирательные имена существительные, как:

**audience** — публика

**class** — класс

**club** — клуб

**committee** — комитет

**company** — компания

**council** — совет

**crew** — команда

**crowd** — толпа

**family** — семья

**gang** — банда

**government** — правительство

**group** — группа

**staff** — штат сотрудников

**team** — команда

*The gang was/were planning a robbery.*

Обычно, когда речь идет о группах людей, указанных выше, как о чем-то целостном, глагол используется в единственном числе. Если же важно подчеркнуть, что имеются в виду отдельные индивидуумы, составляющие группу, глагол используется во множественном числе.

*Our team is/are winning.*

д) Целая группа имен существительных употребляется с глаголами либо в единственном, либо во множественном числе в зависимости от того, в каком значении это существительное используется в речи.

1) **air** — воздух

**airs** — напыщенность, манерность

2) **ash** — зола, пепел

**ashes** — прах

<sup>1</sup> Уже упоминавшийся словарь Macmillan предлагает только форму множественного числа.

3) **content** — содержание (идея, сюжет)

**contents** — содержимое

4) **custom** — обычай

**customs** — таможня

5) **manner** — манера

**manners** — обычаи, нравы

6) **scale** — шкала

**scales** — весы

Естественно, что с глаголом во множественном числе сочетаются имена существительные, имеющие *-s/-es* в финале.

*Where are the scales?*

*On a scale of one to ten how do you rate his performance?*

*It was his custom to get up early and have a cold shower.*

*As soon as I'd got through customs I jumped into a taxi.*

## Имя прилагательное (ADJECTIVE)

§ 1. В современном английском языке есть целый ряд прилагательных, которые могут использоваться в предложении только в роли именной части составного сказуемого, но не в роли определения. Это, в частности, прилагательные *afloat, afraid, alight, alike, alive, alone, ashamed, asleep, awake*. В грамматике их иногда называют словами категории состояния. Таким образом, по-английски правильно сказать:

*The two brothers are alike.*

*She entered the room with her face alight.*

В то же время в языке часто существуют прилагательные, иногда однокоренные, способные выразить ту же самую мысль, находясь в позиции определения. Ср.:

*I have never seen this bird alive.*

*Some shops sell live fish.*

Прилагательные,  
используемые предикативно:

**afloat** — на плаву

**afraid** — в страхе

**alight** — охваченный огнем

**alive** — живой

**awake** — бодрствующий

Прилагательные,  
используемые атрибутивно:

**floating** — плывущий

**frightened** — испуганный

**burning** — горящий

**live** — живой

**waking (hours)** — (часы) бодрствования

Заметьте, что некоторые из таких прилагательных, в частности, слово *waking*, имеют очень ограниченное употребление и сочетаемость.

Слова категории состояния имеют особенности сочетаемости и с относящимися к ним определителями. Такие сочетания необходимо запомнить.

**safely afloat** — надежно держащийся на воде

**all alight** — полностью охваченный огнем

**very much/all alone** — в полном одиночестве

**fast/sound asleep** — крепко спящий

**very much/wide awake** — вполне проснувшийся, бодрствующий

**very much alive** — вполне живой

**very (much) afraid** — в страшном испуге

**very (much) ashamed** — сгорая от стыда

**§ 2.** В отдельных случаях можно проследить определенную разницу в значении прилагательного в зависимости от того, стоит ли это прилагательное в предложении перед существительным или после него.

**concerned+noun** (существительное) = озабоченный, взволнованный

**noun+concerned** = имеющий отношение к чему-либо

**involved+noun** = запутанный

**noun+involved** = связанный с чем-то

**present+noun** = нынешний, сегодняшний

**noun+present** = присутствующий

**proper+noun** = правильный, соответствующий

**noun+proper** = как таковой

**responsible+noun** = ответственный, обладающий чувством ответственности

**noun+responsible** = виновный в чем-либо

*I am sure they are responsible members of our community.* Я уверен, что они ответственные члены нашего сообщества.

*I hope they get the man responsible.* Надеюсь, они поймут того, кто виноват.

**§ 3.** В языке достаточно распространены случаи, когда существительное имеет не одно, а несколько (обычно 2–3) определений. Ср.:

*В дом вошел красивый, розовощекий юноша.*

*A handsome, tall, red-cheeked young man entered the house.*

Наиболее типичной является следующая последовательность в этой цепочке определений: дальше всего от существительного обычно стоит определение, дающее предмету субъективную оценочную характеристику, например, *beautiful, favourite, loveable*:

*beautiful long hair*

*wonderful green plants*

Далее обычно следуют определения, обозначающие размер, возраст, форму, цвет, происхождение и, наконец, материал, из которого сделан предмет: *an expensive brown Persian woollen rug*.

Заметьте, что прилагательные, дающие более общие характеристики, обычно предшествуют тем, которые описывают предмет более детально.

*a big tall tree* — размер включает в себя высоту как одну из своих составляющих

*warm red and yellow colours* — понятие теплого или холодного цвета является более общим, чем понятие конкретного цвета

*an old worn-out hat* — возраст, характеристика более общая, чем степень изношенности, обычно одно является причиной другого.

## НАРЕЧИЕ (ADVERB)

В современном английском языке широко используются наречия, позволяющие говорящему в краткой степени выразить свое отношение к тому, о чем идет речь. По сути они являются свернутыми в одно слово фразами.

clearly = it is clear (ясно)

briefly = to put it short, to say it briefly (короче говоря)

frankly = to be frank (откровенно говоря)

honestly = to be honest (честно говоря)

generally = to speak generally (вообще говоря)

normally = as it normally happens (как правило, обычно)

hopefully = as we can hope (как можно надеяться)

evidently = it is evident (очевидно)

Некоторые источники считают подобное использование наречий характерным для неформального, разговорного стиля речи.

Обратите внимание на то, что ряд перечисленных наречий тяготеют к начальной позиции в предложении (clearly, frankly, honestly, briefly), другие же могут употребляться как в начале предложения, так и в том месте предложения, которое характерно для любых наречий, т.е. между подлежащим и сказуемым или после первого элемента составного сказуемого (generally, normally, hopefully, evidently). Если наречие стоит в начале предложения, после него ставится запятая. *Normally, he doesn't give autographs. He normally doesn't give autographs.*

## Глагол (VERB)

§ 1. В английском языке существует ряд глаголов, после которых употребляются как прямые, так и косвенные дополнения, например:

*We'll show you our play tomorrow.*

В этом случае местоимение *you* является косвенным, а *play* прямым дополнением.

Если косвенное дополнение выражено местоимением или существительным (возможно, с зависимым словом), в предложении оно, как правило, ставится перед прямым дополнением:

*We bought him a new watch.*

*We wrote our friend a long letter.*

Косвенное дополнение употребляется также с предлогами *to* и *for*. В этом случае его положение в предложении — после прямого дополнения:

*Please pass the bread to me.*

*Will you make a cup of tea for your dad?*

Важно запомнить, после каких именно глаголов используется дополнение с предлогом *for*, а после каких — с предлогом *to*.

<i>to do sth for sb</i>			<i>to do sth to sb</i>		
book	find	pour	give	pay	sell
buy	keep	prepare	lend	post	send
cook	make	save	offer	promise	show
cut	paint	win	pass	read	teach
					tell

*They won the match for the school.*

*Dad promised a seaside holiday to us.*

Предлог *for*, использованный с дополнением после одного из глаголов, после которых обычно следует предлог *to*, свидетельствует об изменении смысла высказывания. Так, фраза *I wrote the letter for her* означает «Я написал письмо за (вместо) нее».

**§ 2.** Ряд глаголов в английском языке обладает способностью использоваться как в качестве переходного, так и в качестве непереходного (переходные глаголы показывают, что обозначенное ими действие «переходит», т. е. направлено на какой-либо предмет, выраженный в предложении прямым дополнением). Подобные глаголы называются *эргативными*. Круг таких глаголов относительно невелик. Их можно разбить на следующие группы:

1) глаголы, обозначающие изменение состояния объекта. *They improved their work. Their work improved.*

2) глаголы, обозначающие процесс приготовления пищи. *We bake our own bread. The bread is baking in the oven.*

3) глаголы, обозначающие какой-либо вид движения или его отсутствие. *He shook my hand warmly. The woman was so old that her head shook.*

4) глаголы, обозначающие тот или иной вид движения транспортных средств. *Back the car carefully. The car backed carefully.*

Часто способность глаголов к подобному употреблению ограничена их употреблением и сочетаемостью. Например, глагол *fire* может быть непереходным только в сочетании с такими существительными, как *gun, rifle, cannon, revolver* и т. п. В учебнике (с. 131) приводится целый ряд случаев, когда способность переходного глагола использоваться в качестве непереходного жестко ограничена рамками его употребления.

Еще одно ограничение на использование эргативных глаголов заключается в необходимости употребления наречий там, где глагол функционирует как переходный. Это обычно такие наречия, как *well, badly, easily, hardly*. Например: *These houses hardly sell. This type of textile cleans easily.*

**§ 3.** В английском языке инфинитив глагола входит составной частью в некоторые широко употребляемые устойчивые словосочетания, например:

to be honest — честно говоря

to begin with — для начала

to tell you the truth — по правде говоря

to cut a long story short — короче говоря

to get back to the point — возвращаясь к сути (делу)

to put it another way — иначе говоря

*To get back to the point we should decide if we are going to support them.*

*To cut a long story short you will be back at 9 sharp.*

**§ 4.** Следует обратить внимание на использование инфинитива после глагола *help*, так как следующие за *help* глаголы в инфинитиве могут употребляться как с частицей *to*, так и без нее.

*I helped Mother to do the flat.*

*I helped Mother do the flat.*

Различий в семантике и в том и в другом случае не наблюдается. Однако использование инфинитива с частицей *to* более формально. В разговорной речи преобладает употребление так называемого *bare infinitive*, без частицы *to*. Особенно это характерно для американского варианта английского языка.

*Can you help me find my glasses?*

Необходимо подчеркнуть, что если глагол *help* употребляется в страдательном залоге, то после него всегда используется инфинитив с частицей *to*.

*The clerk was helped to clarify the situation.*

Частица *to* также обязательна, если инфинитив после *help* используется в отрицательной форме.

*I would like to help you not to lose your friends.*

**§ 5.** После глагола *have* и следующего за ним дополнения может употребляться инфинитив без частицы *to*. В этом случае вся структура используется в значении «заставить кого-либо сделать что-то».

*I'll have John go there.* Я заставлю Джона пойти туда.

*They had Alice do the job.* Они заставили Алису выполнить работу.

После глагола *have* и следующего за ним дополнения может использоваться так называемая *-ing* форма другого глагола. В этом случае вся структура используется для выражения желаемого результата или нежелательных последствий.

*I'll have you speaking fluent English in a year.* Через год ты у меня будешь бегло говорить по-английски.

*Stop that noise or you'll have everyone coming here to complain.* Прекрати этот шум, а то ты добьешься того, что все придут сюда жаловаться.

Структура **won't/can't+have+object+V/Ving** используется для выражения неодобрения.

*I won't have you sit (sitting) about and wait (waiting) when your best friend is in trouble.* Я не позволю тебе сидеть вот так и ждать, когда твой лучший друг в беде.

# Topical Vocabulary

*adj* — adjective — прилагательное  
*n* — noun — существительное  
*pl.* — plural — множественное число  
*sb* — somebody — кто-либо  
*sth* — something — что-либо  
*v* — verb — глагол

## Unit One. Man the Creator

**artist** ['ɑ:tɪst] — художник, мастер  
**asymmetrical** [ˌeɪsɪ'metrɪkl] — асимметричный

**atmosphere of the place** — атмосфера места

**background** ['bækgraʊnd] — задний план

**in the background** — на заднем плане

**blend colours** — смешивать краски  
**to blend together** — смешивать, соединять

**canvas** ['kænvəs] — холст, полотно

**capture** ['kæptʃə] — схватить, уловить

**centre** ['sentə] — центр

**the centre is dominated by (the castle)** — замок, расположенный в центре (*картины*), доминирует в композиции

**charming** ['tʃɑ:mɪŋ] — (*about colours, impression*) обворожительный

**collage** ['kɒləʒ] — коллаж

**colour** ['kʌlə] — цвет

**cold colours** (*green, grey, blue*) — холодные цвета

**delicate** ['delɪkət] **colours** — нежные цвета

**dominating colours** — доминирующие цвета

**intense** [ɪn'tens] **colours** — насыщенные цвета

**luminous** ['lu:mɪnəs] **colours** — светящиеся, светлые, яркие цвета

**pale colours** — бледные цвета

**pastel** ['pæstl] **colours** — пастельные цвета

**soft colours** — нежные цвета

**warm colours** (*red, orange, yellow*) — теплые цвета

**colour scheme** ['kʌlə'ski:m] — колорит, цветовая гамма

**colourist** ['kʌlərɪst] — колорист; художник, мастерски владеющий цветом

**composition** [ˌkɒmpə'zɪʃn] — композиция, композиционное построение

**contrast** [kən'tra:st] — контрастировать

**to contrast each other** — контрастировать друг с другом

**demonstrate** ['demənstreɪt] — демонстрировать, выражать

**depict sth in the picture** — изображать что-либо на картине

**detail** ['di:teɪl] — деталь

**to introduce details into a picture** — привносить детали в картину

**distance** ['dɪstəns] — расстояние

**in the distance** — на расстоянии

**divide** [di'vaɪd] — делить, разделять

**to be asymmetrically divided** — быть асимметрично разделенным

**to be symmetrically divided** — быть симметрично поделенным

**drawing** ['drɔ:ɪŋ] — рисунок

**echo with each other** ['ekəʊ] — (*about shape or colour*) перекликаться друг с другом, вторить друг другу

**foreground** ['fɔ:graʊnd] — передний план картины

**in the foreground** — на переднем плане

**genre** ['ʒɑ:nrə] — 1) *n* жанр 2) *adj* жанровый

**genre scene** — жанровая сцена

**handle** ['hændl] — обращаться, справляться

**to handle the brush** — наносить мазки (*в определенной манере*)

**to handle the colours** — использовать цвета (*в определенной манере*)

**impression** [ɪm'preʃn] — впечатление

**to produce (an) impression on sb** — производить впечатление на кого-либо

**appealing impression** — интересный, привлекающий внимание

**general impression of the picture** — общее впечатление от картины

**lyrical impression** — лирическое впечатление

**original impression** — оригинальное впечатление

**outstanding impression** — неизгладимое впечатление

**positive impression** — положительное впечатление

**powerful impression** — сильное впечатление

**landscape** ['lænd,skeɪp] — пейзаж

**manage to do sth** ['mænɪdʒ] — суметь что-либо сделать

**masterpiece** ['mɑ:stə,pɪs] — шедевр

**model** ['mɒdl] — натурщик, натурщица

**mood of the moment** — настроение какого-либо момента

**paint** [peɪnt] — рисовать

**to be painted in (warm) colours** — быть написанным (теплыми) красками

**painter** ['peɪntə] — художник

**painting** ['peɪntɪŋ] — картина

**historical painting** — историческая картина

**mythological painting** — картина на мифологический сюжет

**subject painting** — жанровое полотно

**portrait** ['pɔ:trɪt] — портрет

**relate** [rɪ'leɪt] — относить(ся), иметь отношение

**to be related to the subject** — иметь отношение к сюжету

**represent** [,reprɪ'zent] — изображать, представлять

**the picture represents sth** — на картине изображено что-либо

**seascape** ['si:,skeɪp] — морской пейзаж

**sitter** ['sɪtə] — модель, натурщик, натурщица

**the sitter's expression** — выражение лица натурщика

**space** [speɪs] — пространство

**sense of space** — чувство, ощущение пространства

**to demonstrate the/a sense of space** — передавать ощущение пространства

**stand the test of time** — выдержать испытание временем

**still life** (*pl. still lifes*) [ˌstɪl 'laɪf] — натюрморт (натюрморты)

**subject** ['sʌbdʒɪkt] — сюжет

**subject painting** — жанровая живопись

**talent** ['tælənt] — талант

**talented** ['tæləntɪd] — талантливый

**townscape** ['taʊn,skɛɪp] — городской пейзаж

## Unit Two.

### Man the Believer

**Advent** ['ædvent] — Рождественский пост

**altar** ['ɔːltə] — алтарь

**Anglican** ['æŋɡlɪkən] — 1) *n* англиканец 2) *adj* англиканский

**atheist** ['eɪθɪst] — атеист

**baptise** [ˌbæp'taɪz] — крестить

**Baptist** ['bæptɪst] — 1) *n* баптист 2) *adj* баптистский

**belief** [bɪ'liːf] — вера, верование

**to share beliefs** — 1) быть одного вероисповедания 2) разделять убеждения

**betray** [bɪ'treɪ] — предавать

**bless** [bles] — благословлять

**blessed** ['blesɪd] — благословенный

**blessing** ['blesɪŋ] — благословение

**to seek blessing** — искать благословения

**Buddhism** ['budɪz(ə)m] — буддизм

**candle** ['kændl] — свеча

**cathedral** [kə'thiːdrəl] — собор

**chandelier** [ˌʃændə'leɪ] — люстра, канделябр

**chapel** ['tʃæpl] — часовня, капелла (*в католических соборах*), придел (*часть церкви*) с алтарем

**choir** [kwɪə] — хор

**choir stalls** — хоры (*часть церкви*)

**Christian** ['krɪstʃən] — христианский

**Christianity** [ˌkrɪstɪ'ænəti] — христианство

**church** [tʃɜːtʃ] — церковь

**the Church of England** — Англиканская церковь

**Roman Catholic** ['kæθ(ə)lɪk]

**Church** — Римско-католическая церковь

**Russian Orthodox** ['ɔːθə, dɒks]

**Church** — Русская православная церковь

**clergy** ['klɜːdʒɪ] — духовенство, клир

**clergyman** ['klɜːdʒɪmən] — духовное лицо

**community** [kə'mjuːnəti] — общность, сообщество

**religious community** — религиозная община

**confess** [kən'fes] — 1) признавать 2) исповедовать

**to confess one's sins** — исповедоваться в грехах

**confession** [kən'feʃn] — исповедание, вероисповедание, исповедь

**to make confession** — исповедоваться  
**congregation** [ˌkɒŋɡrɪˈɡeɪʃn] — прихожане, паства  
**convent** [ˈkɒnvənt] — женский монастырь  
**crescent** [ˈkreznt] — 1) лунный серп  
 2) полумесяц (*символ ислама*)  
**cross** [krɒs] — крест (*символ христианства*)  
**custom** [ˈkastəm] — обычай  
**to observe customs** — соблюдать обычаи  
**denomination** [diˌnɒmɪˈneɪʃn] — вероисповедание, конфессия  
**devote** [diˈvəʊt] — посвящать  
**to devote oneself to God** — посвящать себя Богу  
**diverse** [daɪˈvɜːs] — разнообразный  
**to exist in diverse forms** — существовать в различных формах  
**Easter** [ˈiːstə] — Пасха  
**festival** [ˈfestɪvl] — церковный праздник  
**fresco** [ˈfreskəʊ] — фреска  
**god** [ɡɒd] — бог  
**goddess** [ˈɡɒdəs] — богиня  
**holy** [ˈhəʊli] — святой  
**hymn** [hɪm] — церковный гимн  
**icon (ikon)** [ˈaɪkɒn] — икона  
**iconostasis** [aɪˌkɒnɒsˈtæsis] (*pl. iconostases*) — иконостас  
**Imam** [ɪˈmɑːm] — имам  
**Islam** [ˈɪzlɑːm] — ислам  
**Judaism** [ˈdʒuːdeɪz(ə)m] — иудаизм  
**the Koran** [kəˈrɑːn] — Коран  
**Lent** [lent] — Великий пост  
**Lutheran** [ˈluːθərən] — 1) *n* лютеранин 2) *adj* лютеранский  
**Methodist** [ˈmeθədɪst] — методист  
 (*член методистской церкви*)

**minister** [ˈmɪnɪstə] — священник, пастор  
**monastery** [ˈmɒnəst(ə)rɪ] — мужской монастырь  
**monk** [mɒŋk] — монах  
**mosaics** [mɒsˈzeɪks] — мозаика  
**mosque** [mɒsk] — мечеть  
**non-believer** [ˌnɒnbɪˈliːvə] — атеист, неверующий  
**nun** [nʌn] — монахиня  
**orthodox** [ˈɔːθəˌdɒks] — правоверный, ортодоксальный  
**pagoda** [pəˈɡəʊdə] — пагода  
**patriarch** [ˈpeɪtriˌɑːk] — патриарх  
**pilgrim** [ˈpɪlɡrɪm] — паломник  
**pilgrimage** [ˈpɪlɡrɪmɪdʒ] — паломничество  
**pope** [pəʊp] — священник, поп (Pope — Папа Римский)  
**pray** [preɪ] — молиться  
**prayer** [preə] — молитва  
**to offer/make/say prayers** — молиться  
**preach** [priːtʃ] — проповедовать  
**preacher** [ˈpriːtʃə] — проповедник  
**priest** [priːst] — священник, священнослужитель  
**profess religion** — исповедовать религию  
**protestant** [ˈprɒtɪstənt] — протестант  
**psalm** [saɪm] — псалом  
**pulpit** [ˈpʊlpɪt] — кафедра  
**rabbi** [ˈræbaɪ] — раввин  
**(the) Ramadan** [ˌræməˈdɑːn] — Рамадан  
**reincarnation** [ˌriːɪnkaˈneɪʃn] — перевоплощение  
**religion** [rɪˈlɪdʒ(ə)n] — религия  
**modern tribal religion** — религия современных племен

**pre-Christian religion** — дохристианская религия  
**primal religion** — первоначальная религия  
**universal religions** — мировые религии  
**religious** [rə'liʃəs] — религиозный  
**religious practice** — участие в религиозных обрядах  
**rite** [rait] — обряд  
**to observe rites** — соблюдать обряды  
**ritual** ['ritʃuəl] — ритуал  
**to observe rituals** — соблюдать ритуалы  
**sacrifice** ['sækri,fais] — жертва  
**to make sacrifice to a god** — приносить жертву божеству  
**salvation** [sæl'veiʃn] — спасение (*души*), избавление  
**secular** ['sekjələ] — светский  
**secularism** ['sekjələ,riz(ə)m] — секуляризм  
**to practise secularism** — жить в соответствии с принципами секуляризма  
**seek** [si:k] — искать  
**to seek healing** — просить исцеления  
**to seek salvation** — искать спасения  
**self-contained** [selfkən'teind] — независимый  
**sermon** ['sɜ:mən] — проповедь  
**to listen to sermons** — слушать проповеди  
**split into** [splɪt] — распадаться, делиться на  
**stained glass** [,steind 'glɑ:s] — цветное стекло

**stained-glass window** — витраж  
**the star of David** — звезда Давида (*символ иудаизма*)  
**supernatural** [su:pə'nætʃərəl] — сверхъестественные силы  
**superstition** [su:pə'stɪʃn] — суеверие  
**superstitious** [su:pə'stɪʃəs] — суеверный  
**synagogue** ['sinə,gɒg] — синагога  
**temple** ['templ] — храм  
**tomb** [tu:m] — могила  
**(the) Torah** ['tɔ:rə] — Тора  
**Tripitaka** [tri:pɪ'tækɑ:] — Трипитака или «Три корзины» — свод буддийских священных текстов  
**(the) wheel of life** — колесо жизни (*символ буддизма*)  
**worship** ['wɜ:ʃɪp] — 1) *n* поклонение, почитание 2) *v* поклоняться, молиться  
**act of worship** — церковная служба  
**to attend worship** — посещать богослужение  
**to lead worship** — вести богослужение  
**to practise worship** — участвовать в богослужении, молиться

## Unit Three Man — the Child of Nature

### I. NATURE. SEASONS. WEATHER

**bloom** [blu:m] — цветок, цветение  
**in bloom** — в цвету  
**blow** [bləʊ] — дуть

**the wind is blowing in gusts** — дует порывистый ветер  
**breeze** [briz] — легкий ветерок  
**clap of thunder** — удар, раскат грома  
**crystal clear** — кристально чистый  
**fall of snow** — снегопад  
**heavy fall of snow** — сильный снегопад  
**the rainfall is hard and fast** — идет сильный и частый дождь  
**to fall softly on the ground** — (*about rain or snow*) мягко падать на землю  
**flash of lightning** ['laɪtnɪŋ] — вспышка молнии  
**fog** [fɒɡ] — туман  
**thick blinding fog** — густой непроглядный туман  
**freeze** [fri:z] — морозить, подмораживать  
**It is freezing.** — Стоит сильный мороз.  
**frisk** [frɪsk] — (*about lambs or children*) прыгать, резвиться  
**lamb** [læm] — ягненок, барашек  
**mist** [mɪst] — легкий туман, дымка  
**There is a light mist in the air.** — Все окутано легкой дымкой.  
**moonlit** ['mu:n,lɪt] — залитый лунным светом  
**nature** ['neɪtʃə] — природа  
**nip** [nɪp] — (*about frost*) щипок (мороза)  
**There is a nip in the air.** — Мороз пощипывает лицо.  
**oppressive** [ə'presɪv] — 1) угнетающий, давящий 2) (*about weather*) душный  
**overcast** ['əʊvə,kɑ:st] — (*about the sky*) затянутый облаками

**penetrated with sun rays** — пронизанный солнечными лучами  
**placid** ['plæsid] — спокойный, безмятежный  
**pour** [pɔ:] — (*about rain*) лить  
**It is pouring with rain.** — Идет сильный дождь.  
**It may pour with rain.** — Может пойти сильный дождь.  
**rough** [raʊ] — грубый, бурный, резкий  
**rough sea** — бурное море  
**rough weather** — ненастная погода  
**snowflake** ['snəʊ, fleɪk] — снежинка  
**spectacular** [spek'tækjələ] — впечатляющий  
**storm** [stɔ:m] — буря, гроза, ураган  
**sunrise** ['sʌn, raɪz] — восход солнца  
**sunset** ['sʌn, set] — закат солнца  
**torrent** ['tɒrənt] — поток  
**torrents of water** — потоки воды  
**torrential** [tə'renʃl] — (*about rain*) проливной  
**torrential rain** — проливной дождь  
**transparent** [træns'pærənt] — (*about air, water, etc.*) прозрачный

## II. ECOLOGY

**alternative** [ɔ:l'tɜ:nətv] — 1) *n* альтернатива, выбор 2) *adj* альтернативный  
**alternative sources of energy** — альтернативные источники энергии  
**to develop alternative sources** — развивать (разрабатывать) альтернативные источники энергии

**ban** [bæn] — запрещать, налагать запрет

**to ban ocean dumping** — запретить сбрасывать отходы в океан

**bring undesirable results** — вести к нежелательным результатам

**bury** ['beri] **waste** — захоронить отходы

**CFC** [ˌsi:ef'si:] (**chlorofluorocarbon** [ˌklɔ:rəʊˌfluərəʊ'kɑ:bən]) — хлорфторуглерод (*газ, разрушающий озон в атмосфере*)

**climatic change** — климатические изменения

**conservation area** — заповедник, заповедная зона

**deforestation** [diːfɒrɪ'steɪʃn] — обезлесение

**destroy cities** — разрушать города

**develop forests** — сажать и выращивать леса

**develop international programmes** — разрабатывать международные программы

**disruption** [dis'ʌpʃn] — прерывание, нарушение

**disruption of ecological balance** — нарушение экологического баланса

**dump** [dʌmp] — свалка

**earthquake** ['z:θ,kweɪk] — землетрясение

**ecological** [ˌi:kə'lɒdʒɪkl] — экологический

**ecological awareness** — осведомленность об экологических проблемах

**to raise ecological awareness** — повышать осведомленность о проблемах экологии

**endangered species** — вымирающие виды

**environment** [ɪn'vaɪrənmənt] — окружающая среда

**to protect the environment** — защищать окружающую среду

**erosion** [ɪ'ɹəʊzn] — эрозия, разрушение

**land erosion** — эрозия почвы

**erupt** [ɪ'ɹʌpt] — извергаться

**eruption** [ɪ'ɹʌpʃn] — извержение

**exploitation** [ˌeksplɔɪ'teɪʃn] — эксплуатация, использование

**exploitation of natural resources** — эксплуатация природных ресурсов

**extinction** [ɪk'stɪŋkʃn] — вымирание, исчезновение

**extinction of species** — исчезновение видов

**flood** [flʌd] — наводнение

**flooding** ['flʌdɪŋ] — затопление

**forest destruction** — уничтожение лесов

**forest fires** — лесные пожары

**get out of control** — выйти из-под контроля

**global warming** [ˌɡləʊbl 'wɔːmɪŋ] — глобальное потепление

**habitat** ['hæbɪ,tæt] — среда (место) обитания

**hurricane** ['hʌrɪkeɪn] — ураган

**The hurricane is breaking out.** — Начинается ураган.

**increase in sth** ['ɪŋkriːs] — увеличение чего-либо

**intelligent creature** — разумное существо

**methane** ['miːθeɪn] — метан (*газ*)

**overspending of natural resources** — перерасход природных ресурсов

**ozone layer** ['əʊ,zəʊn 'leɪə] — озоновый слой

**ozone layer destruction** — разрушение озонового слоя

**paint oneself into a corner** — загнать себя в угол

**pollution** [pə'lu:ʃn] — загрязнение

**air pollution** — загрязнение воздуха

**radioactive pollution** — радиоактивное загрязнение

**soil pollution** — загрязнение почвы

**water pollution** — загрязнение воды

**to stop the pollution** — прекратить загрязнение окружающей среды

**preserve** [prɪ'zɜ:v] — сохранять

**to preserve forests** — сохранить леса

**protect** [prə'tekt] — защищать

**to protect animals (endangered species)** — защищать животных (вымирающие виды)

**shortage** ['ʃɔ:tɪdʒ] — недостаток, нехватка

**shortage of fresh water** — нехватка пресной воды

**solve ecological problems** — разрешить экологические проблемы

**tornado(es)** [tɔ:'neɪdəʊ(z)] — торнадо

**toxic** ['tɒksɪk] — токсичный

**toxic waste** — токсичные отходы

**tsunami** [tsu:'nɑ:mi] — цунами

**ultraviolet light** [ˌʌltrə'vaɪələt] — ультрафиолетовое излучение

**value** ['vælju:] — ценность

**to teach people the value of life** — научить людей ценить жизнь

**volcano(es)** [vɒl'keɪnəʊ(z)] — вулкан

**waste** [weɪst] — отходы

**waste dumping** — сбрасывание отходов

**waste recycling** — переработка отходов

**to encourage waste recycling** — поощрять переработку отходов, способствовать переработке отходов

## Unit Four. Man — the Seeker of Happiness

**accept** [æk'sept] — принимать

**to accept present moments** — принимать настоящее

**active** ['æktɪv] — активный

**air** [eə] — воздух

**to float on air** — летать от счастья, быть очень счастливым

**to walk on air** — быть на вершине блаженства

**beaming** ['bi:miŋ] — сияющий

**bleak** [blik] — унылый, безрадостный, мрачный

**blue** [blu:] — голубой, синий

**to feel blue** — грустить, хандрить

**bright** [braɪt] — яркий

**to be on the bright side** — быть оптимистом, радостно воспринимать жизнь

**calm** [kɑ:m] — спокойный, умиротворенный

**cast** [kɑ:st] — (about a look, shadow, etc.) бросать

**to cast a shadow over sb's lives** — омрачить чью-либо жизнь

**cheerful** ['tʃiəfəl] — радостный, веселый

**cherish** ['tʃerɪʃ] — дорожить

**to cherish present moments** — дорожить настоящим

**cloud** [klaʊd] — облако

**to be on cloud nine** — быть на седьмом небе от счастья

**compensation** [ˌkɒmpən'seɪʃn] — компенсация

**to be full of compensations** — получать что-то взамен ушедшего, потерянного

**content** [kən'tent] — довольный, удовлетворенный

**dazzling** ['dæzliŋ] — ослепительный

**delighted** [dɪ'laɪtɪd] — довольный, радостный

**depressed** [dɪ'prest] — угнетенный, огорченный

**disappointed** [ˌdɪsə'pɔɪntɪd] — расстроенный

**disillusioned** [ˌdɪsɪ'luːʒnd] — разочарованный

**dismal** ['dɪzml] — мрачный, гнетущий, унылый

**ecstatic** [ɪk'stætɪk] — на вершине счастья

**edgy** ['eɪdʒɪ] — раздраженный

**enthusiastic** [ɪn,θjuːzɪ'æstɪk] — полный энтузиазма

**excited** [ɪk'saɪtɪd] — взволнованный (*приятно*), возбужденный

**feel** [fi:l] — чувствовать

**to feel down about sth** — испытывать грусть по поводу чего-либо

**to feel low about sth** — испытывать грусть по поводу чего-либо

**fill one's life with sth** — заполнить свою жизнь чем-либо

**frivolous** ['frɪvələs] — легкомысленный

**good-natured** [ˌɡʊd'neɪtʃəd] — добродушный

**happiness** ['hæpɪnəs] — счастье

**to create happiness for others** — создавать счастье другим

**happy-go-lucky** [ˌhæpɪɡəʊ'lʌki] — беззаботный, беспечный

**to be happy-go-lucky** — быть беззаботным

**heartbroken** ['hɑ:t,brʊkən] — с разбитым сердцем

**hostile** ['hɒstail] — враждебный

**irritable** ['ɪrɪtəbl] — раздраженный

**joyful** ['dʒɔɪfl] — радостный

**light up** [ˌlaɪt 'ʌp] — (*about a face*) осветиться

**light-hearted** [ˌlaɪt'hɑ:tɪd] — беззаботный

**lonely** ['ləʊnli] — одинокий

**look** [lʊk] — смотреть

**to look bright** — (*about things*) идти в гору, улучшаться

**to look forward to the future** — с оптимизмом смотреть в будущее

**to look up** — улучшаться

**things look up** — дела неплохи, дела идут хорошо

**The future looks rosy.** — Будущее кажется радужным.

**lucky** ['lʌki] — удачливый

**melancholic** [ˌmelən'kɒlɪk] — грустный

**mood** [mu:d] — настроение

**to be in a black mood** — быть в мрачном настроении

**moody** ['mu:di] — угрюмый

**moon** [mu:n] — луна

to be over the moon — быть вне себя от радости  
**optimist** ['ɒptɪmɪst] — оптимист  
**optimistic** [ˌɒptɪ'mɪstɪk] — оптимистичный  
**option** ['ɒpʃn] — выбор  
**outlook** ['aʊt,lʊk] — взгляд на жизнь  
 to lead to a gloomy outlook — явиться причиной мрачного отношения к жизни  
**overjoyed** [ˌəʊvə'ɔɪd] — переполненный радостью  
**pessimist** ['pesə'mɪst] — пессимист  
**pessimistic** [ˌpesə'mɪstɪk] — пессимистичный  
**playful** ['pleɪfl] — игривый  
**positive** ['pɒzətɪv] — положительный  
**possibility** [ˌpɒsə'bɪlətɪ] — возможность  
**radiant** ['reɪdɪənt] — лучезарный, сияющий  
**reflect on sth** [rɪ'flekt] — размышлять, вспоминать о чем-то  
**relaxed** [rɪ'læksɪd] — спокойный, расслабленный  
**resentful** [rɪ'zentfl] — возмущенный  
 to feel resentful — возмущаться  
**result** [rɪ'zʌlt] — повлечь за собой

to result in (their) being lonely — в результате остаться одиноким  
**right** [raɪt] — правильный  
**Nothing goes right.** — Все идет вкривь и вкось.  
**sake** [seɪk] — благо  
 to do sth for the sake of others — делать что-либо ради других  
**seek** [si:k] — искать  
 to seek out the joyful moments — искать счастливые моменты  
**self-confident** [ˌself'kɒnfɪd(ə)nt] — уверенный в себе  
**self-satisfied** [ˌself'sætɪsfɑɪd] — довольный собой  
**sociable** ['səʊjəbl] — общительный  
**spirits** ['spɪrɪts] — настроение  
 to be in high spirits — быть в хорошем настроении  
 to be in low spirits — быть в плохом настроении  
**thrilled** [θrɪld] — в восторге  
**top** [tɒp] — верх, верхушка  
 to be on top of the world — быть на вершине счастья  
**touchy** ['tʌtʃɪ] — обидчивый  
**worthy** ['wɜ:ði] — достойный  
**worthy things** — стоящие вещи

# English-Russian Vocabulary<sup>1</sup>

*adj* — adjective — прилагательное

*informal* — разговорный

*n* — noun — существительное

*sb* — somebody — кто-либо

*sth* — something — что-либо

*v* — verb — глагол

## a

**absorb** [əb'zɔ:b] — всасывать, впитывать

**accident** ['æksɪd(ə)nt] — случайность, несчастный случай

**by accident** — случайно

**accomplice** [ə'kʌmplɪs] — сообщник, соучастник

**accord** [ə'kɔ:d] — согласие

**to be in accord with** — быть в согласии с

**accurate** ['ækjʊrət] — точный

**acid** ['æsɪd] — 1) кислый 2) едкий

**affect** [ə'fekt] — 1) действовать, влиять на что-либо 2) нарочито выставлять напоказ, нарочито делать что-либо

**affectation** [ˌæfek'teɪʃn] — притворство, жеманство

**affected** [ə'fektɪd] — притворный, жеманный

**affection (for sb)** [ə'fekʃn] — привязанность (к кому-либо)

**afloat** [ə'fləʊt] — на плаву

**safely afloat** — надежно держащийся на плаву

**afraid** [ə'freɪd] — в страхе

**agitator** ['ædʒɪ'teɪtə] — подстрекатель

**air** [eə] — вид (внешность)

**airs** [eəz] — напыщенность, манерность

**alight** [ə'laɪt] — охваченный огнем

**all alight** — полностью охваченный огнем

**alive** [ə'laɪv] — живой

**very much alive** — вполне живой

**alter** ['ɔ:lteɪ] — изменять

**antinuclear** [ˌæntɪ'nju:kliə] — антиядерный, направленный против использования атомной энергии

**ape** [eɪp] — 1) *n* обезьяна (человекообразная) 2) *v* подражать кому-либо

**apologetic** [ə,pɒlə'dʒetɪk] — извиняющийся

**(the) aristocracy** [ˌæri'stɒkrəsi] — аристократия

**arms dealer** — торговец оружием

**aroma** [ə'gəʊmə] — сильный приятный запах

<sup>1</sup> В словарь включены новые лексические единицы для активного усвоения из разделов Use of English: Vocabulary, Grammar и Reading (третий текст каждой части).

**arrange** [ə'reɪndʒ] — 1) приводить в порядок, располагать 2) устраивать, организовывать  
**to arrange for sb to do sth** — распорядиться, чтобы что-то кому-то сделали  
**an arranged marriage** — бракосочетание по сговору  
**arrangement** [ə'reɪndʒmənt] — 1) соглашение 2) расположение  
**to come to an arrangement** — прийти к соглашению  
**ash** [æʃ] — зола, пепел  
**ashes** ['æʃɪz] — прах  
**asleep** [ə'sli:p] — спящий  
**fast/sound asleep** — крепко спящий  
**athletics** [æθ'letiks] — легкая атлетика  
**audience** ['ɔ:diəns] — публика  
**awake** [ə'weɪk] — бодрствующий  
**awe** [ɔ:] — благоговение, трепет  
**to be/stand in awe of sb/sth** — благоговеть перед кем-то/чем-то  
**awesome** ['ɔ:s(ə)m] — внушающий страх, приводящий в трепет

## B

**bald** [bɔ:ld] — лысый, плешивый  
**(the) BBC** [,bi:bi:'si:] — Британская радиовещательная корпорация  
**beg** [beg] — просить, умолять  
**to beg for sth** — молить о чем-то, выпрашивать что-либо  
**to beg sb (not) to do sth** — умолять кого-либо (не) делать что-то  
**I beg your pardon** — Простите

**beggar** ['bega] — нищий  
**beggars can't be choosers** — нищий не выбирает  
**begin** [brɪ'gɪn] — начинать  
**to begin with** — для начала  
**belongings** [brɪ'lɒŋɪŋz] — имущество  
**betray** [brɪ'treɪ] — предавать  
**to betray one's beliefs (principles)** — предавать убеждения (принципы)  
**to betray someone's trust (secret)** — предать чье-либо доверие (выдать секрет)  
**betrayal** [brɪ'treɪəl] — предательство  
**biscies** ['bɪskɪz] — (*informal*) печенье  
**board** [bɔ:d] — 1) *n* доска 2) *v* садиться на корабль (автобус и т. п.)  
**blackboard** — классная доска  
**chessboard** — шахматная доска  
**chopping board** — разделочная доска  
**dart board** — доска для игры в дарты  
**diving board** — трамплин для прыжков в воду  
**electronic board** — электронное табло  
**emery board** — пилочка для ногтей  
**ironing board** — гладильная доска  
**noticeboard** — доска объявлений  
**bowl** [bɔʊl] — миска  
**brains** [breɪnz] — интеллект  
**briefly** ['bri:flɪ] — короче говоря  
**brood** [bru:d] — размышлять о чем-то неприятном  
**brook** [brʊk] — ручеек  
**bumblebee** ['bʌmbl,bi:] — шмель  
**buoyant** ['bɔɪənt] — жизнерадостный  
**burning** ['bɜ:niŋ] — горящий  
**butty** ['bʌti] — (*informal*) сэндвич

**cab** [kæb] — наемный экипаж, такси  
**campaigner** [kæm'peɪnə] — агитатор

**carbon dioxide** [ˌkɑːbən daɪ'ɒksaɪd] — углекислый газ

**cardie** ['kɑːdi] — (*informal*) шерстяная кофта

**carry** ['kæri] — нести, везти  
**to carry on doing sth** — продолжать делать что-либо

**to carry out** — выполнять

**to carry out an experiment** — проводить эксперимент, опыт

**to carry through** — довести до конца, выполнить

**to carry sb through** — помочь преодолеть

**catch** [kætʃ] — схватить  
**to catch one's breath** — задохнуться, перехватить дыхание

**to catch sight of sb/sth** — увидеть кого-либо/что-либо мельком

**cattle** ['kætl] — крупный рогатый скот

**cattle wade** — брод, место, где скот переходит реку

**caulie** ['kɒli] — (*informal*) цветная капуста

**claim** [kleɪm] — утверждать, заявлять

**clearly** ['kliəli] — ясно

**clutch** [klʌtʃ] — охапка

**concerned** [kən'sɜːnd] — 1) озабоченный, взволнованный 2) имеющий отношение к чему-либо

**confirm** [kən'fɜːm] — подтверждать  
**to confirm sb's suspicions (fears)** — подтвердить чьи-либо подозрения (страхи)

**confirmation** [ˌkɒnfə'meɪʃn] — подтверждение

**content** — 1) ['kɒntent] *n* содержание (идея, сюжет) 2) [kən'tent] *adj* довольный

**contents** ['kɒntents] — содержимое, оглавление

**corrupt** [kə'rʌpt] — коррумпированный

**council** ['kaʊnsl] — совет

**cower down** ['kaʊə] — съежиться, уменьшиться в размере

**cowslip** ['kaʊ,slɪp] — первоцвет

**creak** [kriːk] — скрип

**creature** ['kri:tʃə] — создание, существо

**creep** [kriːp] — ползать, ползти

**creosote** ['kriːə,səʊt] — креозот

**crew** [kruː] — команда

**crouch** [kraʊtʃ] — пригнуться

**crow** [krau] — кукарекать

**crucify** ['kruːsi,faɪ] — распять

**culvert** ['kʌlvət] — дренажная труба

**cursory** ['kɜːsəri] — беглый, поверхностный

**to give a cursory glance** — бегло взглянуть

**customs** ['kʌstəmz] — таможня

**cut** [kʌt] — резать

**to cut a long story short** — короче говоря

**dawn** [dɔːn] — рассвет

**decency** ['diːnsɪ] — приличие

**common decency** — простая порядочность

**to have the decency to do sth** — иметь порядочность сделать что-либо  
**a sense of decency** — чувство порядочности  
**decent** [di'sent] — приличный  
**delight** [di'laɪt] — восторг  
**demand** [di'ma:nd] — 1) *n* требование 2) *v* требовать  
**to demand sth of/from sb** — требовать что-либо от кого-либо  
**demanding** [di'ma:ndɪŋ] — требовательный  
**denial** [di'naɪəl] — отрицание  
**deny** [di'naɪ] — отрицать  
**there is no denying that** — невозможно отрицать, что  
**desert** [di'zɜ:t] — бросать, покидать кого-либо  
**deserve** [di'zɜ:v] — заслуживать  
**to deserve sb's time (attention)** — заслуживать чьего-либо времени (внимания)  
**despite** [di'spaɪt] — вопреки, несмотря на  
**detail** ['di:teɪl] — деталь  
**develop** [di'veləp] — осваивать территорию  
**to be developed** — быть застроенным  
**die** [daɪ] — умирать  
**to die away** — замирать (*о звуке*)  
**to die down** — угасать, утихать  
**to die out** — вымирать  
**to be dying for sth (to do sth)** — до смерти хотеть чего-либо (сделать что-либо)  
**disapprove** [di'sə'pru:v] — не одобрять  
**disciple** [di'saɪpl] — 1) ученик, последователь 2) апостол

**discord** ['diskɔ:d] — разногласие, диссонанс  
**discordant** [dis'kɔ:dnt] — несоответствующий, диссонирующий  
**disruption** [dis'rʌpʃn] — срыв, нарушение  
**distress** [di'stres] — 1) *n* тревога, депрессия 2) *v* огорчать  
**distressed** [di'strest] — огорченный, расстроенный  
**disturb** [di'stɜ:b] — беспокоить, мешать, тревожить  
**disturbance** [di'stɜ:bəns] — тревога, беспокойство  
**disturbing** [di'stɜ:biŋ] — тревожный, мешающий  
**dog** [dɒg] — *v* преследовать, ходить по пятам  
**dominate** ['dɒmi,neɪt] — доминировать  
**dot** [dɒt] — 1) *n* точка 2) *v* усеивать  
**duck** [dʌk] — *v* окунуть; быстро нагнуть голову, увернуться, нырнуть  
**earn** [z:n] — зарабатывать  
**to earn one's living** — зарабатывать на жизнь  
**earnings** ['z:niŋz] — заработок  
**ease** [i:z] — облегчать  
**eccentric** [ɪk'sentrik] — экстравагантный  
**effect** [i'fekt] — 1) результат 2) действие 3) впечатление, эффект  
**embarrass** [ɪm'bærəs] — смущать, приводить в замешательство  
**embarrassed** [ɪm'bærəst] — смущенный

**to be embarrassed about sth** — быть в смущении от чего-либо

**to be embarrassed by sth** — быть смущенным кем-либо

**to be too embarrassed to do sth** — быть слишком смущенным, чтобы что-либо сделать

**embarrassing** [im'ba:əsɪŋ] — смущающий

**evidently** ['evid(ə)ntli] — очевидно, явно

**evil** ['i:vl] — 1) злой 2) дурной

**execute** ['eksɪ,kju:t] — выполнять, исполнять

**execution** [,eksɪ'kju:ʃn] — исполнение

**exploitation** [,eksplɔɪ'teɪʃn] — эксплуатация, разработка

**extinction** [ɪk'stɪŋkʃn] — угасание, вымирание, ликвидация, искоренение

**extravagant** [ɪk'strævəgənt] — расточительный

7

**fade** [feɪd] — увядать, угасать, бледнеть, затихать

**to fade into a distance** — затихнуть, скрыться вдаль

**fading** ['feɪdɪŋ] — увядающий (*о растении*), стихающий (*о звуке*), бледнеющий (*о цвете*)

**fancy** ['fænsɪ] — *n* 1) воображение 2) склонность, каприз *v* 3) представлять себе, воображать 4) полагать 5) любить, нравиться *adj* 6) причудливый, затейливый

**to fancy doing sth** — любить делать что-то

**Fancy that!** — Подумать только! Удивительно!

**fat** [fæt] — толстый

**fate** [feɪt] — судьба, рок

**feast** [fi:st] — 1) пир, празднество 2) религиозный праздник

**fee** [fi:] — 1) гонорар 2) денежный взнос

**to charge/pay fees** — запросить/платить гонорар

**fence** [fens] — ограда

**ferret** ['ferɪt] — 1) *n* хорек 2) *v* рыскать, искать

**first-rate film** [,fɜ:st'reɪt] — первый классный фильм

**fleshy** ['fleʃi] — тучный, толстый

**float** [fləʊt] — плыть по течению

**floating** ['fləʊtɪŋ] — плывущий

**footie** ['fʊti] — (*informal*) футбол

**forcible** ['fɔ:səbl] — убедительный

**frankly** ['fræŋkli] — откровенно говоря

**frightened** ['fraɪtnd] — испуганный

9

**gaily** ['geɪli] — весело

**gang** [gæŋ] — банда

**gasp** [gɑ:sp] — 1) *n* затрудненное дыхание 2) *v* задыхаться

**to gasp for breath** — задыхаться

**to gasp with astonishment** — открыть рот от удивления

**to gasp with pain** — задохнуться от боли

**generally** ['dʒen(ə)rəli] — 1) как правило 2) вообще говоря

**get** [get] — доставать

**to get back to the point** — вернуться к сути (вопроса)

**give in** [gɪv] — уступать, сдаваться  
**governor** ['gʌv(ə)nə] — правитель  
**gravity** ['grævəti] — серьезность, важность

**greed** [ɡri:d] — жадность, скупость  
**greedy** ['ɡri:di] — жадный, скупой

**Н**

**hammer** ['hæmə] — молоток  
**have** [hæv] — иметь

**to have sb do sth** — заставлять кого-либо делать что-то

**headquarters** [,hed'kwɔ:təz] — штаб  
**heaven** ['hevn] — небо, небесный свод

**Heaven help us!** — Боже, помоги нам!

**Heaven only knows.** — Известно только Богу.

**By heaven!** — Бог мой!

**hesitant** ['hezɪtənt] — сомневающийся

**hesitate** ['hezi,tet] — колебаться, сомневаться

**to hesitate about (over) doing sth** — сомневаться, следует ли что-то делать

**hesitation** [,hezɪ'teɪʃn] — сомнение  
**hind** [haɪnd] — задний (о ногах, лапах)

**honest** ['ɒnɪst] — честный  
**to be honest** — по правде говоря

**honestly** ['ɒnɪstli] — честно говоря

**hop** [hɒp] — прыгать  
**at a hopping run** — передвигаться скачками

**hopefully** ['həʊpflɪ] — как можно надеяться

**hum** [hʌm] — жизнерадостный

**?**

**indisposition** [,ɪndɪspə'zɪʃn] — недомогание

**infirmary** [ɪn'fɜ:məri] — больница, изолятор

**innocence** ['ɪnəs(ə)ns] — невинность

**innocent** ['ɪnəs(ə)nt] — невинный

**in spite of** — несмотря на

**intake** ['ɪnteɪk] — втягивание, всасывание

**intake of breath** — вдох

**intently** [ɪn'tentli] — пристально, напряженно, внимательно

**involved** [ɪn'vɒlvɪd] — 1) запутанный  
2) связанный с чем-либо

**8**

**jeer (at) sb** [dʒɪə] — насмехаться, издеваться

**just** [dʒʌst] — справедливый

**К**

**keep** [ki:p] — держать, содержать  
**to keep body and soul together** — сводить концы с концами

**1**

**lippy** ['lɪpi] — (*informal*) губная помада

**live** [laɪv] — живой

**livelihood** ['laɪvlɪhʊd] — средства к существованию

**lodgings** ['lɒdʒɪŋz] — жилище

**looks** [lʊks] — внешность  
**lump** [lʌmp] — кусок, глыба  
**a lump in one's throat** — комок в горле

**m**

**(the) majority** [mə'dʒɔrəti] — большинство  
**manners** ['mænəz] — обычаи, нравы  
**means** [mi:nz] — средство, средства  
**menace** ['menəs] — угроза  
**menacing** ['menəsɪŋ] — угрожающий  
**(the) military** ['mɪlɪ(ə)rɪ] — военные  
**(the) minority** [maɪ'nɔrəti] — меньшинство  
**misbehave** [,mɪsbɪ'heɪv] — дурно вести себя  
**modest** ['mɒdɪst] — скромный  
**monkey (about with sth)** ['mʌŋki] — дурчаться, забавляться  
**MP** [em'pi:] — член парламента  
**mythological** [ˌmɪθə'lɒdʒɪkl] — мифологический

**n**

**nail** [neɪl] — гвоздь  
**neat** [ni:t] — аккуратный  
**nettle** ['netl] — крапива  
**nibble** ['nɪbl] — надкусывать, покусывать  
**nightie** ['naɪti] — (*informal*) ночная сорочка  
**normally** ['nɔ:m(ə)li] — как правило, обычно

**o**

**odd** [ɒd] — странный, трудно объяснимый  
**one** [wʌn] — любой, всякий  
**oppressive** [ə'presɪv] — тягостный, гнетущий  
**ordinal numeral** ['ɔ:dɪnl] — порядковое числительное  
**outdo** [ˌaʊt'du:] — превзойти  
**outskirts** ['aʊt,skɜ:ts] — пригород  
**overdo** [ˌəʊvə'du:] — переборщить  
**overflow** [ˌəʊvə'fləʊ] — переливаться  
**overgrow** [ˌəʊvə'grəʊ] — зарастать, расти слишком быстро

**p**

**palm** [pɑ:m] — пальма  
**Palm Sunday** — Вербное воскресенье  
**paradise** ['pærədəɪs] — рай  
**particular** [pə'tɪkjələ] — особый, особенный  
**patch** [pætʃ] — 1) участок 2) заплата  
**PC** [ˌpi:'si:] — персональный компьютер  
**people** ['pi:pl] — 1) люди 2) народ  
**piece** [pi:s] — 1) кусок, часть 2) произведение  
**pile** [paɪl] — куча, груда  
**PJs** ['pi:,dʒeɪz] — (*informal*) пижама  
**plot** [plɒt] — надел земли  
**a three-acre plot** — надел земли размером в три акра  
**pool** [pu:l] — лужа  
**pore over sth** ['pɔ: ,əʊvə] — внимательно изучать что-либо

**post** [pəʊst] — столб  
**poverty** ['pɒvəti] — бедность  
**poverty-stricken** ['pɒvəti,stri:kən] — нищий, убогий  
**practise** ['præktɪs] — 1) практиковать 2) заниматься медицинской практикой  
**precise** [pri'saɪs] — точный, определенный  
**to be precise** — (если) быть точным  
**precisely** [pri'saɪsli] — точно, определенно  
**pre-preparatory** [ˌpriːpri'pærət(ə)pi] — подготовительный  
**present** ['preznt] — 1) присутствующий 2) нынешний, соответствующий  
**pretty** ['prɪti] — в достаточной степени, довольно  
**proper** ['prɒpə] — 1) правильный, соответствующий 2) как таковой  
**(the) public** ['pʌblɪk] — общественность, народ, публика  
**put** [pʊt] — положить  
**to put it another way** — иначе говоря

**Q**  
**queer** [kwɪə] — странный

**R**  
**rabbit (on)** ['ræbɪt] — трещать без умолку  
**rat (on sb)** [ræt] — предать кого-либо

**rebuke** [ri'bjʊk] — упрекать  
**reek** [ri:k] — 1) *n* вонь 2) *v* вонять  
**reflect** [ri'flekt] — размышлять, вспоминать  
**to reflect on sth** — размышлять, думать о чем-то  
**reflection** [ri'flekʃn] — 1) отражение 2) размышление, раздумье  
**remain** [ri'mein] — оставаться  
**remains** [ri'meɪnz] — остатки  
**require** [ri'kwaɪə] — требовать  
**as required** — как требуется  
**responsible** [ri'spɒnsəbl] — 1) ответственный 2) виновный в чем-либо  
**riot** ['raɪət] — мятеж, бунт, восстание  
**risk** [rɪsk] — 1) *n* риск 2) *v* рисковать  
**at the risk of sth/doing sth** — рискуя чем-либо, сделать что-то  
**to risk sth/doing sth** — рисковать чем-либо/сделать что-то  
**to take a/the risk** — рисковать  
**risky** ['rɪski] — рискованный, опасный  
**rub** [rʌb] — тереть  
**to rub against** — тереться о что-либо  
**to rub along with sb** — (*informal*) ладить, уживаться  
**to rub down** — обтирать, растирать  
**to rub down on a towel** — растереть(ся) полотенцем  
**to rub it in** — втереть, напоминать о неприятных вещах  
**to rub off** — соскрести, стереть  
**to rub out** — стереть с доски, с листа бумаги

**salary** ['sæləri] — зарплата, оклад  
**scale** [skeɪl] — масштаб, шкала  
**scales** [skeɪlz] — весы  
**scatter** ['skætə] — россыпь  
**scent** [sent] — приятный запах  
**scratch** [skrætʃ] — 1) *n* царапина

2) *v* почесать, расцарапать

**to do sth from scratch** — делать что-либо сначала (с нуля)

**to scratch a living** — зарабатывать сумму, едва достаточную для прожизвания

**to scratch around (for sth)** — искать (что-либо)

**to scratch at sth** — оцарапать(ся) обо что-то

**to scratch one's head** — 1) чесать голову 2) призадуматься

**to scratch one's plans** — (*informal*) изменить планы, решить не продолжать осуществлять задуманное

**to scratch the surface** — едва соприкоснуться, знать поверхностно

**to scratch together** — наскрести, с трудом собрать

**up to scratch** — (*informal*) достаточно хороший

**Scratch my back and I'll scratch yours** — Ты мне — я тебе. Рука руку моет

**seek** [si:k] (**sought** [sɔ:t]) — 1) искать 2) стремиться к чему-либо

**seeker** ['si:kə] — искатель

**sentence** ['sentəns] — 1) *n* приговор 2) *v* приговаривать

**a death sentence** — смертный приговор

**to carry out a death sentence** — привести в исполнение смертный приговор

**to sentence to death** — приговорить к смерти

**series** ['siəri:z] — серия, серии

**shabbiness** ['ʃæbɪnəs] — изношенность, убогость

**shabby** ['ʃæbi] — поношенный, потрепанный

**shade** [ʃeɪd] — тень (*отсутствие солнца*)

**shadow** ['ʃædəʊ] — тень (*дерева, дома, человека*)

**to cast shadows** — отбрасывать тени

**sheer** [ʃiə] — истинный, сущий, явный, простой

**by sheer luck** — исключительно благодаря везению

**from sheer habit** — просто по привычке

**shiver** ['ʃɪvə] — дрожать

**to shiver with cold** — дрожать от холода

**shrewd** [ʃru:d] — проницательный

**sight** [saɪt] — вид

**in sight of all the crowd** — на глазах у всей толпы

**significant** [sig'nɪfɪkənt] — значимый, значительный

**sink** [sɪŋk] — тонуть

**to sink out of sight** — исчезать из виду

**slope** [sləʊp] — склон

**smell** [smel] — запах

**snake** [sneɪk] — *v* извиваться

**solemn** ['sɒləm] — торжественный

**species** ['spi:ʃi:z] — вид, виды

**spin** [spin] (**spun** [span]) — 1) вертеть, кружить, вращать 2) прясть

**staff** [stɑ:f] — штат сотрудников

**stairs** [steəz] — лестница

**stick** [stik] — 1) втыкать, воткнуть 2) мириться с чем-либо, выносить что-то

**to stick out sth (to stick it out)** — продержаться

**to stick to sth** — придерживаться чего-либо, не отклоняться

**to stick together** — стоять горой друг за друга, держаться вместе

**to stick up for sth** — поддерживать что-то

**to stick with sb** — (*informal*) держаться кого-либо, ожидать помощи от кого-то

**stout** [staut] — полный

**stoutly** ['stautli] — упорно, решительно, энергично

Т

**tatties** ['tætɪz] — (*informal*) картофель

**tell** [tel] — сказать, рассказать

**to tell you the truth** — честно говорить

**thickset** [,θɪk'set] — коренастый, плотный

**thieve** [θi:v] — красть, воровать

**thistle** ['θɪsl] — репейник

**thorough** ['θɒrə] — аккуратный

**though** [ðəʊ] — хотя

**tidy** ['taɪdɪ] — аккуратный

**treat** [tri:t] — 1) *n* удовольствие, угощение 2) *v* обращаться с

кем-либо, относиться к кому-либо

**to treat sb coldly (politely)** — обращаться с кем-либо холодно (вежливо)

**to treat sb for sth** — лечить кого-либо от чего-либо

**to treat sb to sth** — угостить кого-либо чем-либо

**treatment** ['tri:tment] — 1) обращение с кем-либо 2) лечение

**trial** ['traɪəl] — 1) испытание 2) судебный процесс

**to be/go on trial** — предстать перед судом

**to be a trial to sb** — быть сущим наказанием, испытанием для кого-либо

**to put sb on trial** — отдать кого-либо под суд

**trifle** ['traɪfl] — немного, слегка, чуть-чуть

**trifling** ['traɪflɪŋ] — пустяковый, незначительный

**trying** ['traɪɪŋ] — утомительный

**twinkle** ['twɪŋkl] — мерцать, сверкать

У

**(the) UN** [ˌju:'en] — Организация Объединенных Наций

**underdo** [,ʌndə'du:] — недоделать

**underwear** ['ʌndə,weə] — нижнее белье

**unfair** [ʌn'feə] — несправедливый

**upright** ['ʌpraɪt] — стойка, колонка, вертикаль

**upright chair** — стул с прямой, высокой спинкой

**vac** [væk] — (*informal*) пылесос  
**veggies** ['vedʒiz] — (*informal*) овощи  
**victim** ['vɪktɪm] — жертва

**wad** [wɒd] — пачка  
**waking (hours)** ['weɪkɪŋ] — (часы)  
бодрствования

**warren** ['wɒrən] — место обитания  
кроликов

**wellies** ['welɪz] — (*informal*) сапо-  
ги

**wolf (down)** [ˌwʊlf ('daʊn)] — с жад-  
ностью поесть что-то

**yearling** ['jɪəlɪŋ] — в возрасте одного  
года (*о животных*)

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**Афанасьева Ольга Васильевна**  
**Михеева Ирина Владимировна**

## **АНГЛИЙСКИЙ ЯЗЫК**

**Учебник для X класса**  
**школ с углубленным изучением**  
**английского языка, лицеев и гимназий**

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46. **leave** [li:v]  
 47. **let** [let]  
 48. **lie** [lai]  
 49. **light** [laɪt]  
 50. **lose** [lu:z]  
 51. **make** [meɪk]  
 52. **mean** [mi:n]  
 53. **meet** [mi:t]  
 54. **pay** [pei]  
 55. **put** [pʊt]  
 56. **read** [ri:d]  
 57. **ride** [raɪd]  
 58. **rise** [raɪz]  
 59. **run** [rʌn]  
 60. **say** [seɪ]  
 61. **see** [si:]  
 62. **seek** [si:k]  
 63. **sell** [sel]  
 64. **send** [send]  
 65. **set** [set]  
 66. **shake** [ʃeɪk]  
 67. **shine** [ʃaɪn]  
 68. **show** [ʃəʊ]  
 69. **sing** [sɪŋ]  
 70. **sink** [sɪŋk]  
 71. **sleep** [sli:p]  
 72. **smell** [smel]  
 73. **speak** [spi:k]  
 74. **spell** [spel]  
 75. **spend** [spend]  
 76. **spin** [spɪn]  
 77. **spoil** [spɔɪl]  
 78. **spread** [spred]  
 79. **stand** [stænd]  
 80. **steal** [sti:l]  
 81. **strike** [straɪk]  
 82. **swim** [swɪm]  
 83. **take** [teɪk]  
 84. **teach** [ti:tʃ]  
 85. **tell** [tel]  
 86. **think** [θɪŋk]  
 87. **throw** [θrəʊ]  
 88. **understand** [ˌʌndə'stænd]  
 89. **wake (up)** [weɪk]  
 90. **wear** [weə]  
 91. **win** [wɪn]

**left** [left]  
**let** [let]  
**lay** [lei]  
**lit** [lɪt]  
**lost** [lɒst]  
**made** [meɪd]  
**meant** [ment]  
**met** [met]  
**paid** [peɪd]  
**put** [pʊt]  
**read** [red]  
**rode** [rəʊd]  
**rose** [rəʊz]  
**ran** [ræn]  
**said** [sed]  
**saw** [sɔ:]  
**sought** [sɔ:t]  
**sold** [səʊld]  
**sent** [sent]  
**set** [set]  
**shook** [ʃʊk]  
**shone** [ʃɒn]  
**showed** [ʃəʊd]  
**sang** [sæŋ]  
**sank** [sæŋk]  
**slept** [slept]  
**smelt** [smelt] (smelled)  
**spoke** [spəʊk]  
**spelt** [spelt] (spelled)  
**spent** [spent]  
**spun** [spʌn]  
**spoilt** [spɔɪlt] (spoiled)  
**spread** [spred]  
**stood** [stʊd]  
**stole** [stəʊl]  
**struck** [strʌk]  
**swam** [swæm]  
**took** [tʊk]  
**taught** [tɔ:t]  
**told** [təʊld]  
**thought** [θɔ:t]  
**threw** [θru:]  
**understood** [ˌʌndə'stʊd]  
**woke (up)** [wəʊk]  
**wore** [wɔ:]  
**won** [wɒn]

**left** [left]  
**let** [let]  
**lain** [leɪn]  
**lit** [lɪt]  
**lost** [lɒst]  
**made** [meɪd]  
**meant** [ment]  
**met** [met]  
**paid** [peɪd]  
**put** [pʊt]  
**read** [red]  
**ridden** ['rɪdən]  
**risen** ['rɪz(ə)n]  
**run** [rʌn]  
**said** [sed]  
**seen** [si:n]  
**sought** [sɔ:t]  
**sold** [səʊld]  
**sent** [sent]  
**set** [set]  
**shaken** ['ʃeɪk(ə)n]  
**shone** [ʃɒn]  
**shown** [ʃəʊn]  
**sung** [sʌŋ]  
**sunk** [sʌŋk]  
**slept** [slept]  
**smelt** [smelt] (smelled)  
**spoken** ['spəʊkən]  
**spelt** [spelt] (spelled)  
**spent** [spent]  
**spun** [spʌn]  
**spoilt** [spɔɪlt] (spoiled)  
**spread** [spred]  
**stood** [stʊd]  
**stolen** ['stəʊlən]  
**struck** [strʌk]  
**swum** [swʌm]  
**taken** ['teɪk(ə)n]  
**taught** [tɔ:t]  
**told** [təʊld]  
**thought** [θɔ:t]  
**thrown** [θrəʊn]  
**understood** [ˌʌndə'stʊd]  
**woken (up)** ['wəʊk(ə)n]  
**worn** [wɔ:n]  
**won** [wɒn]

leaving ['li:vɪŋ]  
letting ['letɪŋ]  
lying ['laɪŋ]  
lighting ['laɪtɪŋ]  
losing ['lu:zɪŋ]  
making ['meɪkɪŋ]  
meaning ['mi:nɪŋ]  
meeting ['mi:tɪŋ]  
paying ['peɪɪŋ]  
putting ['pʊtɪŋ]  
reading ['ri:dɪŋ]  
riding ['raɪdɪŋ]  
rising ['raɪzɪŋ]  
running ['rʌnɪŋ]  
saying ['seɪɪŋ]  
seeing ['si:ɪŋ]  
seeking ['si:kɪŋ]  
selling ['selɪŋ]  
sending ['sendɪŋ]  
setting ['setɪŋ]  
shaking ['ʃeɪkɪŋ]  
shining ['ʃaɪnɪŋ]  
showing ['ʃəʊɪŋ]  
singing ['sɪŋɪŋ]  
sinking ['sɪŋkɪŋ]  
sleeping ['sli:pɪŋ]  
smelling ['smelɪŋ]  
speaking ['spi:kɪŋ]  
spelling ['spelɪŋ]  
spending ['spendɪŋ]  
spinning ['spɪnɪŋ]  
spoiling ['spɔɪlɪŋ]  
spreading ['spredɪŋ]  
standing ['stændɪŋ]  
stealing ['sti:lɪŋ]  
striking ['straɪkɪŋ]  
swimming ['swɪmɪŋ]  
taking ['teɪkɪŋ]  
teaching ['ti:tʃɪŋ]  
telling ['telɪŋ]  
thinking ['θɪŋkɪŋ]  
throwing ['θrəʊɪŋ]  
understanding [ˌʌndə'stændɪŋ]  
waking ['weɪkɪŋ]  
wearing ['weəɪŋ]  
winning ['wɪnɪŋ]

покидать, оставлять  
позволять  
лежать  
освещать  
терять  
делать, изготавливать  
иметь в виду  
встречать  
платить  
класть, положить  
читать  
ехать верхом  
вставать, подниматься  
бегать  
сказать  
видеть  
искать, стремиться к чему-либо  
продавать  
посылать  
ставить, помещать  
трясти, качать  
светить, блестеть  
показывать  
петь  
опускаться, погружаться  
спать  
пахнуть  
говорить  
писать/диктовать по буквам  
тратить, проводить  
крутить(ся), вертеть(ся)  
портить  
распространять  
стоять  
красть, воровать  
ударять, поражать  
плавать  
брать  
учить, преподавать  
сказать  
думать  
бросать  
понимать  
просыпаться, будить  
быть одетым, носить(ся)  
выиграть, победить

# **S** **TUDENT'S BOOK**

Учебно-методический комплект по английскому языку для X класса школ с углубленным изучением английского языка авторов О. В. Афанасьевой и И. В. Михеевой является продолжением учебной серии для II-IX классов, созданной авторскими коллективами под руководством И. Н. Верещагиной и О. В. Афанасьевой.

В состав УМК входят:

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- рабочая тетрадь
- книга для чтения
- книга для учителя
- аудиокассеты

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- содержит тексты и задания, соответствующие возрасту и интересам старшеклассников и затрагивающие современные проблемы;
- основывается на коммуникативно-когнитивном подходе к обучению иностранным языкам;
- формирует умения ведения дискуссии, участия в дебатах.

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**ПРОСВЕЩЕНИЕ**  
ИЗДАТЕЛЬСТВО