

Н.А. Бонк, Е.М. Салтыкова

АНГЛИЙСКИЙ *шаг* за шагом

**Новый
этап
в изучении
английского**

Традиции

Качество

*Гарантированный
результат*

**Часть
3**



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АНГЛИЙСКИЙ шаг за шагом



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Это классическое учебное пособие — настольная книга нескольких поколений изучающих английский язык. Этот учебник — заключительная часть учебного курса, посвященного изучению английского языка «с нуля» до уровня продвинутого пользователя. В нем вы найдете объяснение сложных структур английской грамматики, новую лексику, множество упражнений для отработки пройденного материала, интересные тексты и жизненные диалоги. Начитанный носителями языка диск поможет развить навыки аудирования и улучшить произношение. Все упражнения снабжены ключами.

Учебник предназначен для широкого круга лиц, изучающих английский язык самостоятельно или с преподавателем. Он подойдет для тех, кто уже владеет английским и хотел бы говорить на нем свободнее.

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*To Irina — dear daughter and cousin.
We both miss you.*

N. B., E. S.

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Предисловие

Учебник предназначен для тех, кто может достаточно свободно пользоваться английским языком как в ситуациях повседневного общения, так и в профессиональной деятельности. Иначе говоря, усвоены основные грамматические структуры и накоплен активный вокабуляр примерно в 2500—2700 слов.

Известно, однако, что уровень языковой компетенции не сохраняется, если его постоянно не поддерживать. Это, конечно, можно делать самостоятельно, читая художественную литературу и периодику, целенаправленно слушая радио- и телепередачи на английском языке, пользуясь в случае необходимости надежными словарями и т. д. Нельзя, разумеется, недооценивать и ту или иную форму занятий под руководством преподавателя.

Именно для групповых и индивидуальных занятий под руководством преподавателя и предназначена прежде всего эта книга. В то же время она может быть использована и как самоучитель.

Основой каждого урока-комплекса является текст — познавательный, проблемный или фабульный, посвященный определенной теме. Среди тем — статус английского языка как международного, современная музыка, проблемы глобального потепления, мода, путешествия и ряд других тем, интересных для обсуждения. Два художественных произведения (рассказы Саки (Манро) и Марка Твена) не подверглись адаптации и были только немного сокращены.

Все без исключения тексты насыщены лексикой, широко употребляемой в художественной литературе и средствах массовой информации. Даже свободно владеющий иностранным языком человек столкнется с большим количеством слов, которых он не знает. Часть этих слов, возможно, войдет в его активный вокабуляр, но в большинстве случаев он просто научится их правильно понимать и не бояться того, что всего лексического богатства языка усвоить невозможно, даже если речь идет о родном языке.

Поскольку основой урока является текст, первоочередная задача — его прочтение с полным, доскональным пониманием. Поэтому в помощь обучающемуся и преподавателю за текстом следует словарь, содержащий перевод слов в их текстовом значении. Более полное представление о том, как слово используется в языке, дается в специальном упражнении, содержащем примеры употребления


данного слова. Это упражнение из-за его насыщенности лексической информацией целесообразно распределить на несколько занятий.

До чтения текста предлагается обсудить несколько вопросов, которые помогут преподавателю начать урок с беседы.

Система упражнений включает в себя вопросы по содержанию текста, лексические и грамматические задания. Поскольку предполагается, что основные грамматические структуры усвоены, подробных пояснений не дается, имеются лишь краткие напоминания, предупреждающие ошибки, типичные для русскоязычных обучающихся. Объясняются лишь те грамматические явления, которые вряд ли содержались в предыдущем курсе обучения. Это оборот *to be likely (unlikely)*, употребление глагола *wish* для того, чтобы выразить сожаление по поводу ситуации в настоящем, прошедшем или будущем, и сложное сказуемое типа *It seems (appears, happens, etc.)* + инфинитив с частицей *to*.

Грамматические упражнения намеренно не выделяются в самостоятельный раздел, а чередуются с лексическими и речевыми, что, как показал опыт, на этом этапе обучения помогает избежать монотонности на уроке. Поэтому преподавателю рекомендуется при планировании урока придерживаться последовательности упражнений, предлагаемой учебником. Тексты и диалоги, помеченные значком



, можно прослушать на CD. Письменные задания, помеченные значком , целесообразно выполнять и дома, и в классе. К наиболее трудным упражнениям даются ключи-ответы. К упражнениям, где нужно перевести связные тексты с русского языка на английский, в ключах дается оптимальный (но не единственно возможный) вариант перевода.

Благодарим Шуан Элиноор Джоунс за просмотр рукописи и ценные замечания стилистического характера. Надеемся, что книга окажется полезной для тех, на кого она ориентирована.

Н.А. Бонк, Е.М. Салтыкова

Unit

1

Language is the dress of thought.

*Samuel Johnson (1709–1784),
English writer, critic and lexicographer*

Discuss this before you read the text.

1. Why have you decided to go on learning English?
2. What do you expect of this course?
3. How old were you when you began learning English?
4. Did you enjoy your lessons then?
5. How long have you been learning English?
6. How do you keep up your English?
7. Have you ever been abroad?
8. Have you been to any English-speaking countries?
9. Do you read any books in English?
10. What kind of books do you like?
11. Do you read English newspapers?
12. Do you use the dictionary when reading?



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 11—13 will help you.

English as an International Language¹

The present-day world status of English is the result of two main factors: the **expansion** of British colonial power, which **peaked** towards the end of the nineteenth century, and the **emergence** of the United States as the leading economic power of the 20th century. It is the **latter** factor, which explains the position of the English language today (much to the displeasure of some in Britain who find the loss of historical linguistic priority **unbearable**). Nowadays the USA **contains** nearly four times as many English mother-tongue (EMT) speakers as the next most important EMT nation (the UK), and these two countries **comprise** 70 per cent of all EMT speakers in the world. Such **numerical dominance**, accompanied by political and economic factors, gives the Americans a **controlling interest** in the way the language is likely to develop.

¹ Based on “The Mother Tongue” by Bill Bryson. Bard, 1990.

This, however, is a matter of opinion. Most books on English **imply** in one way or another that English is superior to all other languages. Robert Burchfield, the editor of the *Oxford English Dictionary*, writes: “As a source of intellectual power and **entertainment** the whole **range** of prose writing in English is probably **unequaled** anywhere else in the world.” “I would like to think he’s right,” Bill Bryson **retorts** in his national bestseller *The Mother Tongue*, “but **I can’t help** wondering if Mr Burchfield would have made the same **generous assertion** had he been born Russian or German or Chinese.”

Yet there are one or two small ways in which English has an **advantage** over other languages. For one thing its pronouns are largely, and **mercifully, uninflected**. In Russian, if you wish to say ‘you’ in Russian, you must choose between at least eight words: «ты», «вы», «тебя», «вас», «тебе», «вам», «тобой», «вами». A similar difficulty exists in many other languages. In English these problems are **avoided** by **relying** on just one form: ‘you’. English is free of **gender** and **declension** and is from this point of view a **godsend** to students everywhere.

At the same time it would be most **misleading** to assert that English is easy to learn, for it has its own **booby-traps**. The number of English tenses is really frightening and so are the different functions of the so-called *ing*-forms, the **stiff** word order and the **proverbial inconsistency** of English spelling. Phrasal verbs are another learner’s headache. Let’s not forget that in each EMT nation people speak their own variety of English so that even native speakers cannot always communicate effectively, as almost every American learns on his first day in Britain. Indeed, Robert Burchfield created quite a **stir** in linguistic circles on both sides of the Atlantic when he announced his belief that American English and British English are **drifting apart** so **rapidly** that within 200 years the two nations won’t be able to understand each other at all. That may be. But if the Briton and American of the 23rd century **baffle** each other, it seems altogether likely that they won’t confuse many others — not, at least, if the rest of the world continues expropriating English words and phrases at its present **rate**. And here comes another important reason why English has the right to be considered “The World’s Language”. There is no denying the fact that many important inventions, made in major English-speaking countries, have become an **integral** part of modern life. Once “the thing” is borrowed, its name is borrowed together with it. Such words as ‘computer’, ‘email’, ‘Internet’, ‘casting’, ‘image’, etc. have found their **legitimate** place in other languages. In Russian, for instance, PR (**Public Relations**) has even been changed into a verb meaning ‘promote’, ‘make known’, ‘advertise’. For most international airlines it is an agreed language of communication.

When Volkswagen set up a factory in Shanghai they found that there were too few Germans who spoke Chinese and too few Chinese who spoke German, so now Volkswagen's German engineers and Chinese managers communicate in a language that is **alien** to both of them.

So, for better or worse, English has become the most global of languages, the **lingua franca** of business, science, education, politics and pop music.

New Words

expansion [ɪk'spænʃ(ə)n] <i>n</i>	расширение, экспансия
expand [ɪk'spænd] <i>v</i>	расширять(ся), развивать(ся)
peak [pi:k] <i>v</i>	достичь максимума, достичь вершины
peak <i>n</i>	вершина, пик, максимум
emergence [ɪ'mɜː(r)dʒ(ə)nɪs] <i>n</i>	возникновение, появление
emerge [ɪ'mɜː(r)dʒ] <i>v</i>	возникнуть, появиться
latter ['lætə(r)] <i>adj</i>	второй (последний) из двух
unbearable [ʌn'beərəb(ə)l] <i>adj</i>	невыносимый
bear [beə(r)] <i>v</i> (bore, borne)	выносить, терпеть
contain [kən'teɪn] <i>v</i>	содержать, вмещать
comprise [kəm'praɪz] <i>v</i>	составлять, иметь в своем составе
numerical [nju:'merɪk(ə)l] <i>adj</i>	численный
dominance ['dɒmɪnəns] <i>n</i>	превосходство
controlling interest	контрольный пакет акций (не менее 51%), зд. (в переносном смысле) решающая роль
imply [ɪm'plaɪ] <i>v</i>	подразумевать, иметь в виду, намекать
entertainment	развлечение, концерт
[,entə(r)'teɪnmənt] <i>n</i>	
entertain [,entə(r)'teɪn] <i>v</i>	развлекать
range [reɪndʒ] <i>n</i>	диапазон, амплитуда, предел, цепь
unequaled [ʌn'i:kwəld] <i>adj</i>	непревзойденный,
<i>syn.</i> incomparable	несравнимый
retort [rɪ'tɔː(r)t] <i>v</i>	резко возразить, парировать;
<i>syn.</i> object	
can't help...	не могу не...
generous ['dʒenərəs] <i>adj</i>	щедрый

generosity [ˌdʒenə'rɒsəti] <i>n</i>	щедрость
assertion [ə'sɜː(r)ʃ(ə)n] <i>n</i>	утверждение, суждение
make an assertion	высказать утверждение
assert [ə'sɜː(r)t] <i>v</i>	утверждать, заявить
advantage [əd'vɑːntɪdʒ] <i>n</i>	преимущество
mercifully ['mɜː(r)sɪf(ə)li] <i>adv</i>	милосердно, великодушно
avoid [ə'vɔɪd] <i>v</i>	избегать
rely [rɪ'laɪ] <i>v</i>	полагаться, рассчитывать
reliable [rɪ'laɪəb(ə)l] <i>adj</i>	надежный
godsend ['gɒd,send] <i>n</i>	милость божья
misleading [mɪs'liːdɪŋ] <i>adj</i>	вводящий в заблуждение, неправильный
booby-trap ['buːbi træp] <i>n</i>	ловушка, западня
stiff [stɪf] <i>adj</i>	жесткий, негибкий
proverbial [prə'vɜː(r)biəl] <i>adj</i>	вошедший в поговорку
proverb ['prɒvɜː(r)b] <i>n</i>	поговорка
inconsistency [ˌɪnkən'sɪstənsi] <i>n</i>	непоследовательность
consistent [kən'sɪstənt] <i>adj</i>	последовательный;
<i>ant.</i> inconsistent	непоследовательный
[ˌɪnkən'sɪstənt]	
stir [stɜː(r)] <i>n, v</i>	переполох, суета, суматоха; размешивать (мешать)
drift apart	разойтись, отдалиться друг от друга
rapidly ['ræpɪdli] <i>adv</i>	быстро, с большой скоростью
rapid ['ræpɪd] <i>adj</i>	быстрый (о темпе)
baffle ['bæf(ə)l] <i>v</i>	озадачить, сбить с толку
rate [reɪt] <i>n</i>	темп, скорость
integral ['ɪntɪgrəl] <i>adj</i>	неотъемлемый
legitimate [lɪ'dʒɪtɪmət] <i>adj</i>	законный, легитимный
legislation [ˌledʒɪ'sleɪʃ(ə)n] <i>n</i>	законодательство
public relations (PR)	пиар, установление связей с общественностью
alien ['eɪlɪən] <i>adj</i>	иностранный, чуждый
lingua franca [ˌlɪŋgwə 'fræŋkə]	лингва-франка, особого рода язык, развившийся для удовлет- ворения потребности в межэтни- ческом общении, не являющийся родным для людей, его исполь- зующих

Grammar Terms

uninflected [ˌʌnɪnˈflektɪd] <i>adj</i>	неизменяемый (о слове)
inflection [ɪnˈflekʃ(ə)n] <i>n</i>	флексия, грамматическое окончание
gender ['dʒɛndə(r)] <i>n</i>	род
feminine	женский
masculine	мужской
neuter	средний
declension [dɪˈklenʃ(ə)n] <i>n</i>	склонение

Questions for discussion.

1. According to the text English has become an international language. Do you agree or disagree? Give your reasons.
2. Another assertion, contained in the text is that the whole range of writing (i.e. literature, etc.) in English is unequalled anywhere else in the world. If you don't agree give your counter-arguments.
3. Do people in the former British colonies still use English as an official second language?
4. Do you think that English is easier to learn than other languages?
5. What do you think of the present status of the Russian language?
6. Is borrowing foreign words a normal process or is it harmful for the mother tongue?
7. Do you agree or disagree with the prediction that within 200 years the British and the Americans will speak two different languages? Give your reasons.
8. Do you think English will preserve its world language position in the future?
9. Which language may, in your opinion, replace English as an international language in the future?
10. Do you think the Russian language needs protection?
11. What do you think can be considered standard Russian?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Именно последним фактором объясняется положение английского языка на сегодняшний день.
2. ... в четыре раза больше...
3. ... на долю этих двух стран приходится 70% всех естественных носителей английского языка.

4. Это, однако, спорный вопрос.
5. ... тем или иным образом...
6. ... весь объем (диапазон) прозы на английском языке...
7. Большинство книг об английском языке...
8. ... я не могу не задуматься...
9. ... во-первых, его местоимения широко и милосердно избеглены от окончаний.
10. ... в этом отношении является милостью божьей...
11. ... наделал много шума...
12. ... удаляются (отдаляются) друг от друга...
13. ... похоже на то, что они вряд ли затруднят...
14. ... с нынешней (теперешней) скоростью...
15. ... нельзя отрицать того, что...
16. ... стали неотъемлемой частью...
17. ... согласованный международный язык общения.
18. ... к лучшему или к худшему... (к добру или к худу)

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

expand *v*, **expansion** *n*

1. Metals expand when they are heated.
2. This small town has expanded into a large industrial centre quite recently.
3. Foreign trade has expanded during recent years.
4. The electronic industry has been undergoing a period of rapid expansion.
5. The novel is actually an expansion of a short story he wrote when he was young.
6. Expansion into new areas of research is likely to continue in the near future.

peak *n*, **peak** *v*

1. The sun had risen and they could see the mountain peaks.
2. Traffic is at its peak between 4 and 6 p.m.
3. *The Beatles* were at the peak of their fame in the sixties of the last century. (Their popularity peaked in the sixties.)
4. Tourism is at its peak in summer.

emerge v, emergence n, emergency n

1. The moon emerged from behind the clouds.
2. Soon they all saw a submarine emerge from under the water.

Don't mix up!

emergence	появление, возникновение
the emergence of unexpected problems (of a new theory, a new independent country) etc.	
emergency	крайняя необходимость, чрезвычайное положение
an emergency exit	запасной выход
emergency measures	чрезвычайные меры
a state of emergency	чрезвычайное положение
ER — Emergency Room — (<i>Am.</i>)	пункт первой помощи, скорая помощь

bear v, unbearable adj

1. Our plans have **borne** fruit at last.
2. He was **born** British.
3. Few people can bear rudeness.
4. I can't bear his manners. (= I can't stand his manners.)
5. The heat was just unbearable!
6. This noise is getting unbearable!

contain v

1. The book contains quite a few useful facts.
2. Try to avoid food containing a lot of fat.
3. The assertions contained in his report are not convincing.
4. How much liquid does this tank contain?

comprise v

1. The course comprises a student book, a workbook and a lot of taped material. (= The course consists of...)
2. This year classes are likely to be comprised of beginners. (... to consist of...)
3. Young specialists comprise about 50 per cent of the whole staff.

numerical *adj*, **numerous** *adj*

Don't mix up!

numerical <i>adj</i>	численный, цифровой
numerical data, numerical superiority, in numerical order	
numerous <i>adj</i>	многочисленный
in numerous cases, numerous misprints, numerous questions	

imply *v*, **implication** *n*

1. Silence often implies consent (согласие).
2. What do you imply by that?
3. That is likely to imply a lot of work for us.
4. Little was said, but a lot was implied.
5. Democracy implies freedom of expression.
6. She said very little directly, but a great deal by implication.

entertain *v*, **entertainment** *n*

1. We entertain very little at home. (= We don't often give parties.)
2. They love to entertain and do it very well.
3. He used to entertain us for hours with his stories.
4. The cinema was her favourite entertainment.
5. The official dinner was followed by some entertainment.

range *n*

a mountain range

a range of hills

a wide range of research

a wide range of goods

1. We have the full range of sizes in a wide range of prices.
2. They've produced a new range of cars recently.
3. He has a wide range of knowledge.
4. She has a wide range of interests.
5. They have developed a wide range of activities.
6. We have covered a wide range of subjects.

equal *adj*, **equality** [ɪ'kwɒləti] *n*, **unequaled** *adj*

1. Equal pay for equal work.
2. One gallon is equal to 4.5 litres.
3. They are fighting for the equality of women (= ... for women to be equal with men).

4. This school's success rate is unequalled in town.
5. Though small, this restaurant offers a range of fish dishes unequalled anywhere else in London.
6. During these years the country has been enjoying a period of unequalled economic progress.

retort *v*

1. 'To retort' means to make a quick and clever answer. The best Russian translation is, perhaps, «парировать».
2. "If I were your wife, I'd put poison in your coffee," she said.
"If I were your husband, I'd drink it," he retorted.

can't help + gerund

Оборот '**can't help doing sth**' можно перевести на русский язык как «не могу не...», «не могу удержаться от...».

1. I can't help telling you all about it.
2. He couldn't help laughing when he heard it.
3. She tried to control her feelings but she just couldn't help crying.
4. I couldn't help wondering why they decided not to expand their business.

generous *adj*, **generously** *adv*, **generosity** *n*

1. It is very generous of you to let us use your findings in our research.
2. It was most generous of them to finance the expansion of the hospital.
3. She is too generous with her time, I'm afraid — always ready to help other people, no matter what kind of people they are.
4. He has a very generous (kind) nature.
5. There's a generous (= kinder than deserved) review of the book in today's newspaper.
6. Oh, this slice of cake is too generous (= large) for me!
7. The jacket is unlikely to be too small for you. It is very generously cut.
8. His generosity is incomparable.

assert *v*, **assertion** *n*, **to make an assertion**

1. Isn't it nonsense to assert that smoking doesn't do you any harm?
2. Though he made numerous assertions that he was innocent, he was taken to court and found guilty.

advantage *n*, take advantage over sth or sb, disadvantage *n*

1. Our new house has several advantages over the old one.
2. Those dishonest people just took advantage of the old man's generosity.
3. Had he known how to turn everything to his own advantage, he would be a rich man now.
4. If you don't speak good English, you'll be at a big disadvantage when you try to get a job.

mercy *n*, merciful *adj*, mercifully *adv*

1. When the war broke out a lot of young women volunteered to be sisters of mercy.
2. War knows little mercy.
3. The terrorists showed no mercy towards the hostages.
4. Oh, Lord, have mercy on us, sinners.
5. They were lost in the mountains, at the mercy of the wind and the weather.
6. In some situations the word 'mercy' may be used humorously. For instance: "Please, have mercy on us! Turn down the sound a bit — this loud music is just unbearable!"
7. "God is merciful," said the priest.
8. The examiners are most unlikely to be merciful. So you'd better work hard now, before it's too late!
9. Donald Fleming is known to be a merciful referee. Isn't it our good luck!
10. Mercifully enough, the storm didn't last long.
11. The boy was mercifully allowed to try and take his exam once more.

avoid *v*, avoid doing *sth*

С глаголом '**avoid**' употребляется или существительное, или герундий. Употребление инфинитива с этим глаголом невозможно.

1. I wonder why you avoid speaking to them about your problems.
2. We mercifully avoided a great danger.
3. The speaker avoided making any assertions. He only implied that the new invention was likely to be useful.
4. If I were you, I'd try to avoid asserting anything at the moment.

rely (on, upon) *v*, reliable *adj*

1. I rely on your word.

2. He's an honest and generous man. You can fully rely on him for advice and support.
3. The weather can never be relied upon. It is always changing.
4. He's not to be entirely relied on, I'm afraid.
5. Their guarantee [ˌɡæərən'ti:] is absolutely reliable.
6. This information seems unreliable. No, it can't be relied on, I'm sure.
7. My car is seven years old but it's still fairly reliable.

booby-trap *n*

Had I known that so many booby-traps would emerge, I would have never started the business.

stiff *adj*

1. A stiff collar (воротничок), a stiff brush, a stiff smile (face, manner), a stiff battle (ожесточенная битва), stiff resistance (упорное сопротивление).
2. My legs felt so stiff that I could hardly go on walking.
3. He was scared stiff.
4. His stiff manner makes him unpleasant to deal with.

proverb *n*, **proverbial** *adj*

1. A proverb is a short well-known statement that contains advice about life in general.
2. His generosity has become proverbial.

consistent *adj*, **inconsistent** *adj*, **consistency** *n*, **inconsistency** *n*

1. Consistent arguments, actions, a consistent policy.
2. I don't see any consistency in their actions.
3. That was the beginning of friendship of lasting consistency.
4. He couldn't bear any inconsistency with his principles.

stir *v*, **stir** *n*

1. Let me have a teaspoon. I want to stir my tea.
2. Warm the teapot before adding one teaspoonful for each person and "one for the pot". Bring fresh water to the boil and pour immediately. Allow the tea to brew for five minutes, then stir and serve.
3. Keep stirring the soup until it boils.
4. We were all stirred by his speech.
5. I couldn't help being stirred by the film.
6. The news caused quite a stir.

drift *v*, **drift apart** *v*

1. The verb 'drift' was borrowed by the Russian language long ago in the meaning «дрейфовать», «дрейф».
2. The country slowly drifted into worldwide conflict.
3. Snow had drifted over all the roads, and we weren't able to drive on.
4. Some people drift apart, others drift together.
5. Their marriage went wrong; they drifted apart and then divorced.

rapid *adj*, **rapidly** *adv*

1. Rapid movement (growth, changes, reading), a rapid worker (thinker), a rapid river.
2. Rapidly changing events, a rapidly developing economy.

baffle *v*, **baffling** *adj*

1. Everybody was baffled by her strange behaviour.
2. Even the most experienced detectives were baffled.
3. His final decision was really baffling.
4. We were all baffled by those inconsistent assertions.

rate *n*

1. The rate of exchange, the dollar rate, the rate of growth, the birth rate, the death rate, the marriage rate, employment rate, unemployment rate.
2. Work is progressing at a high rate.
3. That bank gives credit at a high rate (под высокий процент).
4. At any rate (in any case), the last variant of the project is consistent.

integral *adj*, **integral** *n*

1. This condition is considered to be an integral part of our contract.
2. Consistency should be an integral part of any partnership.
3. Her talents are integral to the team's good performance.

legitimate *adj*, **illegitimate** *adj*

1. A legitimate child (законнорожденный), an illegitimate child (незаконнорожденный).
2. A legitimate reason (уважительная причина).
3. The Mafia uses legitimate business operations as a front.
4. I think that was a perfectly legitimate question.
5. At any rate, all our actions were consistent and absolutely legitimate.

PR (Public Relations)

1. PR stands for Public Relations. It is the work of explaining to the public what a company or an organization does so that they will understand and approve of it. In other words, it is the relationship between an organization and the public.
2. They are considered to be the leading PR agency in the city.
3. My cousin has been a public relations officer in a big company since 2005.
4. Sponsoring the exhibition is very good for our PR.

alien *adj*

1. 'Alien' means belonging to another country or race (foreign).
2. 'Alien' may also mean very different from what you are used to (strange).
3. That civilization has been discovered quite recently, and in many ways still remains alien to us.
4. Mercy is alien to that person's nature, I'm afraid.
5. He couldn't get used to that alien environment for a very long time.

lingua franca

1. These two words are both Italian. 'Franca' means free, i.e. not observing any rules. 'Lingua' means language. So 'lingua franca' is a kind of language, that is clear enough to understand each other in a limited number of situations. The speakers don't observe any grammar rules and mispronounce the words.
2. The expression 'lingua franca' is used ironically, by analogy with 'porto franco' which means a port where foreign goods do not go through any customs control, and no taxes are paid on them.

GRAMMAR**Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous, Past Simple**

3

3 Natasha is a Russian girl. She is writing a letter to her friend John, who is an American and lives in New York. Complete the letter with the correct form of the verbs in brackets.

Dear John,

I (have) a great time here in London. I (not be) to London before and I (like) it here very much.

Now I (stay) with my friends who (live) here for about ten years. So they (know) the city pretty well. The only problem is they always (quarrel) over silly things so I (prefer) to walk around London on my own.

I (arrive) three days ago and already (see) some places of interest: the Tower, Big Ben, Trafalgar Square and some others. And I (visit) the National Gallery and the British Museum.

I (think) of attending a language school here. I (not make) any enquiries about such schools yet, but I (not think) I should miss this opportunity to improve my English while I (be) here. People here (seem) to be friendly and helpful. I (try) to speak English as much as possible. People (understand) me! It's wonderful because I (learn) English for only two years.

It's a pity you (not be) here with me. I can't help thinking about you.
You (miss) me?

Love,
Natasha



4 Katya wants to write a letter to her friend Jan, who is Dutch. She is now on a short holiday in St. Petersburg. Help her translate this letter into English.

Дорогой Ян!


Я прекрасно провожу время в Петербурге! Я никогда не была здесь до этого, и поэтому каждый день приносит что-то интересное и неожиданное.

Сейчас я живу у своей подруги. Она снимает квартиру недалеко от центра города. Мы с ней знакомы со школы. После окончания школы она уехала в Петербург и поступила в университет, где и учится уже два года. Моя подруга, конечно, знает, что стоит посмотреть в городе.

Я уже побывала в Эрмитаже и планирую пойти в Русский музей на днях. Сам по себе город — огромный музей. На днях мы с моей подругой гуляли по городу, и я фотографировала дома и памятники, которые мне понравились больше всего. Несколько фотографий я посылаю тебе с этим письмом. В городе очень много туристов со всего мира. Очень жаль, что тебя нет со мной. Не могу не думать о том, что тебе бы здесь очень понравилось.

С нетерпением жду ответа от тебя.

С любовью,
Катя.

-  5 Read the dialogue and listen to it. In pairs, act out similar dialogues. You may choose any subject you like for your conversations.

At an International Conference of Language Teachers (during the break)

Bob Bennett (a British teacher of Russian)

Svetlana Pavlova (a Russian teacher of English)

B.B. You are an English teacher, aren't you?

S.P. Quite right. I've been teaching English since I graduated from University and that was nearly 20 years ago.

B.B. I wonder how long English has been the most popular foreign language in Russia.

S.P. I think English began to gain popularity right after World War II.

B.B. That's very interesting! And what was the situation before the war?

S.P. I know from my parents who were both school teachers that in pre-war years it was German that was taught in most Soviet schools, sometimes French and very rarely English. In general there was a time when the most prestigious foreign language in Russia was French. This can be seen from Tolstoy's novels. Pushkin's Tatiana, by the way, wrote her love letter to Onegin in French, because her Russian wasn't good enough to write such a vitally important message.

B.B. We in Britain don't often try to learn foreign languages. I believe that in this regard we are a bit spoilt, because we are sure that no matter where we find ourselves, there will always be someone who can speak English.

S.P. I'm afraid you're right. We, here in Russia, on the contrary, have always tried to learn languages, though now I find our mother tongue is gaining popularity and good progress has been made in learning how to teach it.

-  6 Complete the sentences choosing the words from the boxes.

A.

few, a few, quite a few

1. He's got ... friends; he's very popular at his college.
2. He's got too ... friends and he often feels lonely.
3. Very ... German engineers could speak Chinese when Volkswagen set up a factory in Shanghai.
4. ... German engineers and Chinese managers could speak English, so they were able to communicate in English.

5. There are very ... people who will agree to low-paid jobs.
6. There are ... people who may apply for this job. It's prestigious and well paid.
7. The meals are awful, but strangely enough, very ... people complain.
8. The meals are awful. No wonder quite ... people complain.
9. The text was easy to translate. There were very ... words I had to look up in the dictionary.
10. The text only seems easy to translate. There are ... booby-traps in it!
11. Ladies and Gentlemen! Let me say ... words about the main advantages of the new method.

B.

little, a little

1. ... is known about that old civilization!
2. Wait ...!
3. I'm afraid, too ... time is left to discuss everything in detail.
4. I'm sorry, you can't stay ... longer.
5. ... was left of that lovely place after the earthquake.



7 Put in the correct article a / an or the.

Before you begin reading ... story learn ... few words you might not know. Without it ... humour of ... story is likely to be lost on you.

... story is about ... importance of punctuation [ˌpʌŋktʃu'eɪʃ(ə)n]. You must have guessed ... meaning of ... word. ... corresponding verb is 'to punctuate' [ˌpʌŋktʃueɪt]. ... *wildlife manual* is ... reference book about animals. *To toss* means to throw. ... *mammal* is ... animal that feeds its babies with its own milk. Now you can begin reading ... story.

Eats, Shoots & Leaves¹

... panda walks into ... café. He orders ... sandwich, eats it, then draws ... gun and fires two shots in ... air.

"Why?" asks ... confused waiter, as ... panda makes towards ... exit. ... panda produces ... badly punctuated wildlife manual and tosses it over his shoulder.



¹ Based on "Eats, Shoots & Leaves" by Lynne Truss. Profile Books Ltd, 2003.

“I’m ... panda,” he says, at ... door. “Look it up.”

... waiter turns to ... relevant **entry**¹ and, sure enough, finds ... explanation:

“*Panda*. Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves.”

Can you explain why ... panda took ... gun and fired two shots in ... air?

Do you understand what makes ... story funny? If you don’t, you won’t even smile after reading it. Well, look at... last sentence carefully. There is ... comma in it, isn’t there? ... comma makes ... word *shoots* ... verb, meaning «стреляет» in Russian. Then ... Russian translation of *leaves* would be «уходит». You certainly know ... Russian for *leaves* as a noun, don’t you? It’s «листья». But you may not know ... meaning of *shoots* as ... noun. It’s ... rare word and you are unlikely to find it in ... small dictionary. So look it up in ... big one. *Shoots* as ... noun in ... plural means «ростки», «побеги», «веточки». Then ... story will become funny, won’t it?

8 These are the answers. What were the questions?

1. Every pilot and ship’s captain has to speak English **because it’s an agreed international language of communication in the air and the sea.**
2. Many European multi-national companies now use **English** as a common language.
3. **Many important inventions made in recent years** have become an integral part of modern life.
4. English has been the language of rock and pop music **ever since rock and roll began in America in the 1950s.**

9 Here are some English proverbs. Can you find Russian equivalents?

1. A friend in need is a friend indeed.
2. Rome was not built in a day.
3. Take the bull by the horns.
4. Tastes differ.
5. There is no place like home.
6. A bird in the hands is worth two in the bush.
7. Every medal has two sides.
8. Speech is silver, silence is gold.
9. The best is often the enemy of the good.



¹ **Entry** ['entri] *n* *зд.* запись в справочнике.

Оборот **'be likely (unlikely) + infinitive with to'** выражает предположение в отношении будущего.

Возможные варианты перевода на русский язык:

be likely to... — вероятно, скорее всего, похоже на то, что... + русский глагол в будущем времени

be unlikely to... — вряд ли, скорее всего не, не похоже на то, что... + русский глагол в будущем времени

He is likely to be late. — Он, скорее всего, опоздает.

The weather is unlikely to change. — Вряд ли погода изменится.

10 Which of the existing languages is most likely to take over the status of an international language?

This table will help you to make your predictions.

Language (country)	Reasons
Spanish (Spain)	economic
Italian (Italy)	political
French (France)	numerical
German (Germany)	military
Danish (Denmark)	linguistic
Dutch (Holland)	sociological
American English (USA)	cultural
British English (Great Britain)	demographic
Russian (Russia)	technological
Ukrainian (Ukraine)	geographical
Chinese (China)	ecological
Japanese (Japan)	
Esperanto	

Example: In my opinion Chinese *is likely to* take over as a world language for numerical reasons.

I think English *is likely to* preserve its status for economic and political reasons.



11 Translate the following into English using 'be likely (unlikely)'.

1. Погода вряд ли изменится.
2. Погода, скорее всего, изменится к лучшему.
3. Я, скорее всего, поеду на юг летом.
4. Эта пьеса вряд ли будет иметь успех.

12 Fill in the spaces with prepositions from the box. Discuss part B in class.

A.

in, on, between, over, by, of, at

1. Children under 14 must be accompanied ... an adult.
2. He is very interested ... modern art. He's got a lot of books ... art at home.
3. The heroine of the book was forced to choose ... happiness and duty.
4. Do you agree that wood has advantages ... plastic?
5. Children learn ... a different rate.
6. We can rely ... him. He always keeps his promise.
7. That happened ... my first day at school.
8. He said that on hearing that he felt free ... any obligations.

B.

of, for, in, on, up, by, out, to

If you have decided, ... some reason or another, to learn a foreign language, you must first ... all have a very clear idea ... what you need it If it is a matter ... a two-week tourist trip, then it isn't worth spending your time and effort trying to learn grammar and looking ... the words you want to know ... the dictionary. All you need is a reliable phrase-book (Italian-Russian, French-Russian, etc.), depending ... the country you are going to visit. Choose the situations you are most likely to find yourself..., and learn the necessary phrases, practising ... loud, of course. Ideally, your phrase-book should be accompanied ... a disc ... which these phrases are recorded ... a native speaker... the language you are interested The disc will help you to avoid mispronunciation and not to be baffled ... the spelling. Believe it or not, you are most unlikely to forget the phrases you have learnt ... this way. They will remain ... your long-term memory ... a long time.

A much more difficult thing is learning to understand the people you might want to talk In all probability, you won't be able to learn that before your tourist trip.

An absolutely different method is unavoidable if you need a foreign language ... your profession. ... this case you should be prepared ... a course that will, probably, take not less than a year, or even longer. A modern course ... this type usually comprises course books, workbooks and is accompanied ... a lot ... taped material. It would be most misleading to assert that it will be easy, but it's very interesting, indeed, and is, no doubt, worth trying.



13 A. These words are jumbled. Put them in the correct order.

1. has / been / expanding / economy / That / country's / in / the / last / few / years / rapidly / very.
2. some / entertainment / was / followed / The / by / meeting.
3. over / gave / The / dominance / numerical / of / took / part / in / the / voting / those / who / the / ruling / party / an / the / advantage / opposition / actually / to.
4. not / often / are / used / Proverbs / speech / writing / or / in / ordinary.
5. was / to emerge / from / his / limousine / Director / General / the / first / The.

B. Translate into English, paying special attention to the word order.

1. Численное превосходство тех, кто фактически принял участие в голосовании, дало преимущество правящей партии над оппозицией.
2. Первым появился из своего лимузина генеральный директор.
3. За собранием последовал концерт.
4. В течение последних нескольких лет экономика этой страны развивалась очень быстро.
5. В обычной (устной) речи или письме пословицы употребляются редко.



14 Here are two reports made by a British professor of linguistics and his Russian colleague during a discussion of relevant problems at Moscow University. You are an interpreter and have to translate the first report into Russian and the other into English. (It's a paid job!)

1. It is sometimes thought that English has achieved its worldwide status because of its linguistic features. Some people assert that it is a more logical or more beautiful language than others, simpler in grammatical structure, or larger in vocabulary. This kind of reasoning is an example of naive linguistic thinking: there are no objective standards of logic or beauty in comparing different languages, and questions of phonetic, grammatical, or lexical complexity can never be given simple answers. For example, English may not have many inflectional endings (which is what most people are thinking of when they talk about English as grammatically 'simple'), but it has a highly complex syntax; and the number of endings has nothing to do with the language being used worldwide (as can be seen from the former success of Latin). Languages rise and fall as world languages for many kinds of reasons — political, economic, social, religious, literary — but linguistic reasons do not rank highly among them.

2. ...И все же я думаю, что английский язык, вероятнее всего, сохранит свой статус международного языка на ближайшие сто лет или около того. Сейчас мне бы хотелось сказать несколько слов об одной его черте, которая пока что не упоминалась. Он лаконичен. Прежде всего, в нем множество коротких слов. Есть, конечно, и длинные, такие как 'consistency', 'legislation', 'financial', 'unequal', 'misinterpretation', и многие другие, но в обычных ситуациях численное превосходство коротких слов над длинными совершенно ясно. Это огромное преимущество в повседневных разговорах, когда вы должны сказать многое, к тому же ясно и точно, а времени у вас мало. Например, в переговорах между пилотами двух самолетов в небе или капитанами двух судов в море. Вот почему английский стал согласованным языком общения для большинства международных авиалиний и служб чрезвычайных ситуаций.

При всех своих неприятных «ловушках» английский синтаксис позволяет обойтись одним-двумя словами там, где в других языках вам понадобится несколько слов, возможно, даже целое предложение.

Постарайтесь перевести 'fitness' или 'PR officer' на русский язык, и вы получите что-нибудь вроде «хорошая физическая форма» и «сотрудник, отвечающий за связи с общественностью». Как перевести 'talk-show'? Выход уже найден — слово было просто заимствовано.

Если вы сравните английскую книгу (по-настоящему хорошую, конечно) с ее русским переводом (тоже по-настоящему хорошим), вы увидите, что последний гораздо толще. Книга толще! Почему? Просто подумайте об этом. Это интересно.

Все это не значит, однако, что английский язык превосходит все другие языки или что его литература является непревзойденной нигде в мире. И все же приходится признать, что, к лучшему или к худшему, английский язык стал наиболее «глобальным» языком сегодняшнего дня. Сохранит ли он этот статус в будущем? Прогнозы делать трудно!



- 15 Read the poem and listen to it. You needn't learn the new words. They are just an illustration of the proverbial inconsistency of English spelling.

The Booby-traps of English Spelling

I think you all already know
 Of *tough* and *bough* and *cough* and *dough*,
 Some may be baffled, but not you
 By *hiccough*, *thorough*, *tough* and *through*.

Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of *heard*, a dreadful word
That looks like *beard* and sounds like *bird*,
And *bread*; it's said like *bed*, not *bead* –
Misleading, isn't it, indeed!
Watch out for *meat* and *great* and *threat* –
They rhyme with *suite* and *straight* and *debt*.
A *moth* is not a moth in *mother*,
Nor both in *bother* or in *brother*.
And *here* is not a match for *there*,
Nor *dear* and *fear* for *bear* and *pear*.
And *do* and *go* and *said* and *paid*.
And *close* and *come* and *Rome* and *some*.
Just wait! The list has not been made.
A dreadful language? Every bit!
So what's the use of learning it?
No learner would emerge alive!
Don't be afraid! You will survive.
I spoke it at the age of five!



New Words

tough [tʌf] *adj*

bough [baʊ] *n*

cough [kɒf] *n, v*

dough [dəʊ] *n*

hiccough (= hiccup) [ˈhɪkəl] *n, v*

thorough [ˈθɒrə] *adj*

beware [brɪˈweə(r)] *v*

beard [brɪə(r)d] *n*

threat [θret] *n*

suite [swɪ:t] *n*

debt [det] *n*

moth [mɒθ] *n*

bear [beə(r)] *n*

pear [peə(r)] *n*

жесткий

сук, ветка, ветвь

кашель, кашлять

тесто

икота, икать

основательный, тщательный

остерегаться

борода

угроза

1) муз. сюита

2) номер люкс (в гостинице)

3) гарнитур

долг

моль, мотылек

медведь

груша

Unit 2

If parents would only realise how they bore their children!

*George Bernard Shaw (1856–1950),
Irish dramatist, essayist and critic*

Discuss this before you read the story.

1. Do you like reading?
2. What kind of prose (or poetry) do you prefer? (detective stories, classical novels, humorous stories, books by new authors, etc.)
3. Would you prefer reading from a book or a computer screen? Why?
4. What kind of information is dominating in your reading?
5. Do you mostly read for entertainment or for professional information?
6. How many English books have you read?
7. Does your English vocabulary expand after reading a book you really liked?
8. Do you look up the words in the dictionary or do you rely on your ability to guess the meaning?
9. Have you got any reliable dictionaries at home?
10. Are you sometimes baffled by the grammar you have never learnt?

PART 1



Read the story and listen to it. Make sure that you understand it. The list of new words on p. 33–35 will help you.

The Story-teller¹

*by Hector Hugh Munro (pseudonym Saki, 1870–1916),
short-story writer and novelist*

It was a hot afternoon, and the railway carriage was **correspondingly** hot and **stuffy**, and the next stop was nearly an hour ahead. The occupants of the carriage were a small girl, and a smaller girl, and a small boy. An

¹ The Best of Saki. Penguin Popular Classics, 1994.



aunt **belonging** to the children occupied one corner seat, and the further corner seat on the opposite side was occupied by a **bachelor** who was a stranger to their **party**, but the small girls and the small boy **emphatically** occupied the compartment. Both the aunt and the children were engaged in a **monotonous** conversation. Most of the aunt's remarks seemed to begin with "Don't," and nearly all of the

children's remarks began with "Why?" The bachelor said nothing **out loud**.

"Don't, Cyril, don't," exclaimed the aunt, as the small boy began **smacking** the cushions of the seat, producing a cloud of dust at each blow.

"Come and look out of the window," she added.

The child moved **reluctantly** to the window. "Why are those **sheep** being driven out of that field?" he asked. "I expect they are being driven to another field where there is more grass," said the aunt weakly.

"But there is lots of grass in that field," protested the boy, "there's nothing else **but** grass there. Aunt, there is lots of grass in that field."

"Perhaps the grass in the other field is better," suggested the aunt.

"Why is it better?" came the swift, **inevitable** question.

"Oh, look at those cows!" exclaimed the aunt. Nearly every field along the line had contained cows or **calves**, but she spoke as though she were drawing attention to a rarity.

"Why is the grass in the other field better?" **persisted** Cyril.

The bachelor couldn't help seeing and hearing it all and became more and more irritated, which showed on his face correspondingly. He was a **most** unpleasant man, the aunt decided in her mind. She was **utterly** unable to come to any satisfactory decision about the grass in the other field.

The smaller girl created a **diversion** by beginning to **recite** *On the Road to Mandalay*. She only knew the first line, but she put her limited knowledge to the fullest possible use. She repeated the line over and over again in a **dreamy** but **resolute** and very audible voice; it seemed to the bachelor as though some one had had a **bet** with her that she could not repeat the line aloud two thousand times without stopping. Whoever it was who had made the bet was likely to lose it.

"Come over here and listen to a story," said the aunt, when the bachelor had looked twice at her.

The children moved reluctantly towards the aunt's end of the carriage. Evidently her reputation as a story-teller did not rank high in their opinion.

In a low, confidential voice, interrupted at frequent intervals by loud, persistent questions from her listeners, she began a story about a little girl

who was good, and made friends with every one thanks to her **goodness**, and was finally saved from a mad **bull** by a number of **rescuers** who **admired** her **courage**.

“Wouldn’t they have saved her if she hadn’t been good?” demanded the bigger of the small girls. It was exactly the question that the bachelor had wanted to ask.

“Well, yes,” admitted the aunt, “but I don’t think they would have run quite so fast to her help if they had not liked her so much.”

“It’s the stupidest story I’ve ever heard,” said the bigger of the small girls, with **immense conviction**. “I didn’t listen after the first bit, it was so stupid,” said Cyril.

The smaller girl made no actual **comment** on the story, but she had long ago **recommenced** a murmured repetition of her favourite line.

“You don’t seem to be a success as a story-teller,” said the bachelor suddenly from his corner.

The aunt **bristled** in instant defence at this unexpected attack.

“It’s a very difficult thing to tell stories that children can both understand and **appreciate**,” she said stiffly.

“I don’t agree with you,” said the bachelor. “Perhaps *you* would like to tell them a story,” was the aunt’s retort.

“Tell us a story,” **demanded** the bigger of the small girls.

“Well, now it’s a **challenge**, isn’t it?” the bachelor said to himself, “and I’ll **accept** it.”

(to be continued)

New Words

pseudonym [ˈsjuːdənɪm] <i>n</i>	псевдоним
correspondingly [ˌkɒrɪˈspɒndɪŋli] <i>adj</i>	соответственно
correspond to [ˌkɒrɪˈspɒnd] <i>v</i>	соответствовать
correspond with	переписываться
stuffy [ˈstʌfi] <i>adj</i>	душный, спертый (о воздухе)
belong [bɪˈlɒŋ] <i>v</i>	принадлежать (зд. употреблено иронически)
bachelor [ˈbætʃələ(r)] <i>n</i>	зд. холостяк; бакалавр
party <i>n</i>	зд. группа, общество
emphatically [ɪmˈfætɪkli] <i>adv</i>	решительно, категорически
emphasise [ˈemfəsaɪz] <i>v</i>	подчеркнуть, выделить
monotonous [məˈnɒtənəs] <i>adj</i>	монотонный

out loud	вслух
smack <i>v</i>	хлопать, шлепать (по)
reluctantly [rɪ'lʌktəntli] <i>adv</i>	неохотно
reluctant <i>adj</i>	неохотный
sheep <i>n</i>	овца, овцы (<i>формы ед. и мн. числа совпадают</i>)
but (= except for) <i>prep</i>	зд. кроме
inevitable [ɪn'evɪtəb(ə)l] <i>adj</i>	неизбежный
calf (<i>pl. calves</i>) [kɑ:f] ([kɑ:vz]) <i>n</i>	теленок, телята
persist (in) [pə(r)'sɪst] <i>v</i>	упорствовать, настойчиво продолжать что-л. делать
a most unpleasant man	неприятнейший (очень неприятный) человек
the most unpleasant man	самый неприятный человек (превосходная степень прилагательного)
utterly ['ʌtə(r)li] <i>adv</i>	совершенно
<i>syn.</i> Absolutely	
diversion [daɪ'vɜ:(r)ʃ(ə)n] <i>n</i>	разнообразие, развлечение, отклонение
recite [rɪ'saɪt] <i>v</i>	декламировать
dreamy <i>adj</i>	мечтательный
resolute ['rezəlu:t] <i>adj</i>	решительный
bet <i>n</i>	пари, спор
to have a bet / to make a bet	поспорить, заключить пари
goodness ['gʊdnəs] <i>n</i>	доброта
bull <i>n</i>	бык
a mad bull	бешеный бык
rescuer ['reskjʊə] <i>n</i>	спасатель
rescue ['reskjʊ:] <i>v</i>	спасать
admire [əd'maɪə(r)] <i>v</i>	восхищаться
admiration [,ædmə'reɪʃ(ə)n] <i>n</i>	восхищение
courage ['kʌrɪdʒ] <i>n</i>	храбрость, мужество
immense [ɪ'mens] <i>adj</i>	огромный
conviction [kən'vɪkʃ(ə)n] <i>n</i>	убеждение

comment (on) ['kɒment] <i>n</i>	замечание, комментарий
recommence [,rɪ:kə'mens] <i>v</i>	возобновить
bristle ['brɪs(ə)] <i>v</i>	ощетиниться
appreciate [ə'pri:ʃi,eɪt] <i>v</i>	понять, оценить по достоинству
demand [dɪ'mɑ:nd] <i>v</i>	требовать, предъявлять требования
challenge ['tʃæləndʒ] <i>n</i>	вызов, дело чести, возможность показать, чего ты стоишь
challenging <i>adj</i>	заманчивой, необычайно интересный
challenger <i>n</i>	бросающий вызов, вызывающий на состязание, претендент
accept (the challenge)	принять (вызов)

Questions for discussion.

1. Who were the occupants of the compartment?
2. How old were the children in your opinion?
3. Why do you think the aunt's story wasn't interesting for the children?
4. What kind of story do you think the bachelor will tell the children?
5. Think of a story that can arouse children's interest.

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations!)

1. До следующей остановки предстояло ехать еще почти час.
2. ... который не принадлежал к их компании.
3. Тетя и дети вели монотонную беседу.
4. Почему этих овец перегоняют с этого поля?
5. Там нет ничего, кроме травы.
6. ... последовал неизбежный вопрос.
7. ... она говорила так, как будто привлекала внимание к какой-то редкости.
8. Младшая девочка внесла некоторое разнообразие, начав декламировать...
9. Свое скудное знание она использовала на полную мощь.

10. Было очевидно, что, кем бы ни был человек, заключивший это пари, он, скорее всего, его проиграет.
11. Среди детей ее репутация хорошего рассказчика, очевидно, была не очень высока.
12. Низким, доверительным тоном (голосом) ...
13. Разве они не спасли бы ее...
14. Это был как раз тот вопрос, который он сам хотел задать.
15. ... не стала комментировать рассказ...
16. Тетя ошетибилась, мгновенно приняв оборону от этой неожиданной атаки.
17. ... и понять, и оценить.
18. Это уже вызов, и я его принимаю.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

correspond to

1. The American Congress corresponds to the British Parliament.
2. His actions do not correspond to his assertions.
3. The contents of the box must correspond to the description on the label.

correspond with

I've been corresponding with them for quite a long time.

correspondence *n*

1. We fulfil all our obligations in full correspondence with the terms and conditions of the contract.
2. I wish our correspondence hadn't stopped.

correspondence course (заочное обучение)

I have been taking a correspondence course in business English for a year.

corresponding *adj*, correspondingly *adv*

1. The war and the corresponding loss of life and fall in trade had a dramatic effect on the country.
2. He works longer hours, so his pay is correspondingly higher.

belong *v*

1. These books don't belong to me. I've borrowed them from the library. (= These books aren't mine!)
2. The guide explained to the listeners that the picture belonged to a private collector.
3. He doesn't belong here. (He is an alien here; he comes from another place.)
4. Who does this file belong to?
5. The file doesn't belong here (it isn't in its place). Let me put it where it belongs.
6. He belongs to one of the best tennis clubs.

bachelor *n*

1. He behaves as if he were still a young bachelor.
2. Martin is a Bachelor of Arts (бакалавр искусств), and his younger brother is a Bachelor of Sciences (бакалавр естественных наук).

party *n*

1. The bus was rented by a party of tourists.
2. All the interested parties to the matter are invited to take part in a corresponding exchange of opinions.
3. A rescue party is being formed to look for people who were lost during the storm.
4. In politics 'a party' is an organization of people with the same political beliefs and aims.

emphasize *v*, **emphatic** *adj*, **emphatically** *adv*

1. The speaker emphasized the importance of a pay rise for teachers and doctors. (He stressed that it was important.)
2. Another speaker expressed his emphatic opinion (strong belief) that other people's interests couldn't be ignored.
3. She answered with an emphatic 'No'.

reluctant *adj*, **reluctantly** *adv*, **reluctance** *n*

1. He seemed to be reluctant to go on with the talk, and I acted correspondingly.
2. His stiff manner showed that he was reluctant to express his opinion out loud.
3. Reluctantly, he agreed to join our small party at the table.
4. His reluctance to join the party of rescuers surprised everybody.

sheep *n*

1. The word 'sheep' has no plural form, but can be followed by either a singular or a plural verb.
e.g. This sheep belongs to me. Those sheep belong to somebody else.
2. That man is a wolf in sheep's clothing. Beware of him!

but *prep*

syn. except, except for

1. The last but one.
2. No one but an expert could have seen the difference.
3. Any day but Thursday suits me.
4. She buys nothing but the best.

inevitable *adj*, **inevitably** *adv*, **the inevitable** *n*

1. "His failure in the presidential campaign wasn't inevitable, was it?" "Yes, it was. It was absolutely inevitable because of several unpopular steps he had made."
2. Her reluctance to join us was inevitable. She had never liked big companies.
3. Oh, that Sherlock Holmes with his inevitable Dr. Watson!
4. Given the current financial situation, it was inevitable that the pound may be devalued.
5. This policy inevitably leads to a crisis.
6. You can't change the inevitable.

calf *n* (**calves** *pl.*)

1. There are a few words that form their plural by changing the final letter '-f' into '-ves': calf — calves, half — halves, knife — knives, wife — wives.
2. The Russian for 'calf' is «теленок», the English for «телятина» is 'veal'.

persist *v* (**in sth, in doing sth**), **persistence** *n*, **persistent** *adj*

Don't mix up!

to persist (in) — упорно продолжать делать что-либо
to insist (on) — настаивать на чем-либо

1. They persisted in their efforts to convince everybody that they were right.

2. "And what," he persisted, "makes you so reluctant to take part in the project?"
3. If you persist in smoking, you'll never feel better.
4. She shows great persistence in her work.
5. He became so successful through persistence and ambition.
6. He is very persistent by nature.
7. It was a time of high and persistent unemployment. The unemployment rate rose persistently.

utter *v*, **utter** *adj*, **utterly** *adv*

1. As a verb the word 'utter' has an utterly different meaning. It means 'to say sth out loud',
e.g. She never uttered a rude word to anyone.
2. She sat listening, without uttering a word.
3. They had to walk on in utter darkness.
4. To my utter surprise I was appointed managing director.
5. After the earthquake the village was in utter ruin. (The village was utterly ruined.)
6. It was utterly impossible to make out anything in that unbearable noise.

recite *v*, **recital** *n*

1. She recited poetry as if she were a professional actress.
2. He will give a recital of his own poems.

dream *n*, **dream** (**dreamed** / **dreamt**) *v*, **dreamy** *adj*

1. The noun 'dream' has two meanings. It can mean something you saw while you were asleep. The second meaning is a 'wish', an 'ambition'.
e.g. Her dream was to become a film star.
2. Do you believe in dreams?
3. I had a wonderful dream the other night.
4. His dream of becoming a champion has come true.
5. The verb 'dream' has two past tense and past participle forms — 'dreamed' and 'dreamt'.
6. We would never dream of borrowing so much money!

resolute *adj*, **resolutely** *adv*

1. His tone was more resolute than usual.
2. We were surprised because he has never been considered a very resolute person.

3. Their resolute refusal to sign the petition was utterly unexpected.
4. I'm always making resolutions, like giving up smoking.
5. Everybody but the French delegate (= except for the French delegate) supported the resolution.

bet *n*, **bet (bet, bet)** *v*

1. He was told how much to bet and on which horse.
2. We had a bet whether you'd come.
3. He looked as if he had lost a bet.
4. "If I ever made a bet on anything, I'd never win. That's inevitable!" he said resolutely.

rescue *v*, **rescue** *n*, **rescuer** *n*

1. They waited three days to be rescued.
2. Hundreds are still in the water, waiting to be rescued.
3. A rescue team is trying to save the trapped miners.
4. It was my elder brother who came to my rescue.

admire *v*, **admiration** *n*, **admirable** ['ædm(ə)rəb(ə)] *adj*

1. I didn't just like the pianist. I admired him!
2. He is admired for always being willing to come to other people's rescue.
3. We stopped in front of the waterfall, admiring the magnificent view.
4. My admiration for that person grows daily.
5. I am just admiring your painting — it's the best you have ever done!
6. I think you showed admirable tact and self-control in your answer to the opponents.
7. "Poirot," Hastings said, "I have been thinking." "An admirable exercise, my friend. Continue it." Poirot retorted.

courage *n*, **courageous** [kə'reɪdʒəs] *adj*, **courageously** *adv*

1. People should have the courage to stand up for their beliefs.
2. She is the most courageous police officer I've ever met.
3. If they hadn't fought so courageously, they wouldn't have won the victory.

immense *adj*, **immensely** *adv*

1. The square is dominated by an immense statue of the King.
2. It took an immense effort to get things right.
3. She is a woman of immense courage.
4. He is an immensely resolute man.
5. "Did you enjoy the play?" "Immensely!"

conviction *n*

1. It is my firm conviction that British English and American English will become one common language in the 23rd century.
2. All the actors played with conviction.
3. His political convictions are beyond my understanding.

comment *n, v*

1. She was asked about her religious convictions but made no comment.
2. Asked about the recent political scandal he replied: "No comment!"
3. The boss refused to comment on the matter.

appreciate *v*, **appreciation** *n*

1. Your advice is always appreciated.
2. We all appreciated a holiday after a year of hard work.
3. You can't appreciate English poetry unless you understand its rhythm.
4. It's my firm conviction that the talent of this actress hasn't been correspondingly appreciated yet.
5. We would appreciate it if you could inform us of all your requirements in good time.
6. The audience admired the young violinist's appreciation of classical music.

demand *v, n***Don't mix up!**

demand	требовать, предъявлять требования
require	требоваться

The workers demanded a pay rise.
The project requires a lot of money.

1. This kind of work demands (requires) a lot of concentration.
2. The children emphatically demanded that their aunt (should) tell them a more interesting story.
3. The judge demanded that the witness (should) give more details.
4. I demand to see the manager.
5. Her books are in great demand.
6. The demand for this equipment is rising.
7. The government is most unlikely to agree to those demands.

challenge *n, v*, **challenging** *adj*

1. A 'challenge' is something that tests strength or ability especially in a way that is interesting or demanding.
2. He liked the speed and challenge of racing.
3. The White House has to face another foreign policy challenge.
4. Their splendid research is likely to meet the challenge of the 21st century.
5. During the last debates in parliament the prime minister's authority was challenged by the opposition.
6. 'Challenging' means difficult in an interesting and enjoyable way.
7. It must be a challenging problem to solve.

GRAMMAR

3 Do you agree with the following statements? Say "Yes" or "No" and prove your answer with the statement from the text.

1. The aunt's conversation with the children was very lively.
2. The little boy didn't even touch the cushions of his seat.
3. The boy didn't ask his aunt any questions.
4. The bachelor wasn't irritated by their conversation because he didn't see or hear anything.
5. The rescuers wouldn't have saved her from a mad bull if she hadn't been so good.

4 You remember that most of the aunt's remarks seemed to begin with "Don't" and nearly all of the children's remarks began with "Why?" Here are some of the aunt's remarks and some of the children's questions. Report the aunt's direct words and the children's direct questions.

Example: "Don't shout!"

The aunt asked the children not to shout.

1. "Don't make so much noise!"
2. "Don't jump all the time!"
3. "Don't smack the cushions!"
4. "Don't stir your tea so loudly!"
5. "Don't ask so many silly questions!"

Example: "Why can't we shout if we want to?"

The children asked why they couldn't shout if they wanted to.

1. "Why is the train going so slowly?"
2. "Why can't we jump all the time?"
3. "Why are there so many clouds in the sky?"
4. "Why is my tea so hot?"
5. "Why is the wind blowing?"
6. "Why are those sheep being driven out of that field?"



5 Change these sentences using the Passive Voice as in the example.

Example: The children occupied a corner seat.

A corner seat was occupied by the children.

1. Shoplifters steal things from supermarkets every day.
2. Someone stole twenty bottles of whisky yesterday.
3. Did they ask the aunt many questions?
4. Why did no one inform me of those changes?
5. The smaller girl made no actual comment on the story.
6. They haven't stamped the letter.
7. Nobody has used this room for ages.
8. Why did the rescuers save the girl?
9. She didn't introduce the children to him.
10. They are driving the sheep out of the field.
11. She is going to punish the children.
12. Why wasn't she looking after the children properly?
13. You can't wash this dress; you must have it dry-cleaned.
14. A robot could do this much better.
15. The children will ask the bachelor to tell them a story.
16. The girl is going to repeat the line again and again.

6 Put the verbs in brackets in the correct form.

Example: We wouldn't insist on doing it if it were not so important.

1. The child (understand) if you said it out loud more emphatically.
2. If the book (belong) to me, I would give it to you. But it doesn't!
3. We (not / be baffled) if his speech were not so inconsistent.
4. If they (avoid) having arguments all the time, they wouldn't be drifting apart so rapidly.
5. Your dreams (come) true if you acted more resolutely.
6. If I (be) you, I would make no comment.
7. If I knew it is inevitable, I (accept) it.
8. They would have an advantage if they (recommence) the job sooner.

9. If he (have) enough courage he wouldn't give up.
10. Would you admire him, if he (not be) Bachelor of Arts?

Example: They wouldn't have run so fast to her help if they had not liked her so much.

1. If he (not / act) so courageously, the people wouldn't have been rescued.
2. I (win), if we had made the bet!
3. If he (know) the answer, he could have answered, but he didn't!
4. The girl (keep on) reciting the poem, if she hadn't been interrupted.
5. If he (not / be) so persistent, he would never have achieved his goals.
6. He (not / be admired) so much if he hadn't been so courageous.
7. The children would have appreciated the story if it (not / sound) so familiar to them.
8. His assertions (not / create) such a stir, if his report had not contained so many contradictions.
9. If he (not / know) that the horse was going to win he wouldn't have made that bet.
10. The bachelor (not / accept) the challenge if he had known all the booby-traps awaiting him.
11. If you had been there, what you (do)?



7

Rewrite these sentences using 'if'.

Example: She isn't a good story-teller. The children didn't appreciate her story at all.

If she were a better story-teller, the children would have appreciated her story.

She didn't work hard at her English at school. Now she has difficulties with her English at work.

If she had worked harder at her English at school, she wouldn't have difficulties with it now.

1. He isn't a courageous person. He didn't come to those people's rescue.
2. I can't recite poems. I couldn't take part in the school competition.
3. He knows the subject very well. He resolutely made his assertions.
4. He isn't patient enough with the children. He made rude comments about their behaviour.
5. He belongs to this club. He even managed to take a few of his friends to their reception.

6. He always relies on himself. He was able to accept the challenge.
7. She is such a merciful person. She came to my help so many times in the past.
8. I have been taking a correspondence course in business English for a year. My boss appreciates my ability to correspond with our partners in English.
9. He didn't work hard at school and didn't go to college. So he does not have any higher education and can't find a well-paid job.



8 Fill in the table with the missing comparisons.

good	better	...
bad	...	worst
small	...	smallest
big	bigger	...
old	older / elder	...
far	...	farthest / furthest
early	...	earliest
pretty	prettier	...
stupid	...	stupidest / most stupid
quiet	quieter/more quiet	...
narrow	...	narrowest / most narrow
enjoyable	more enjoyable	...
convincing	...	most convincing
reliable	more reliable	...
serious	...	most serious
well	...	best
badly	worse	...
loudly	...	loudest/most loudly
slowly	more slowly	...
seriously	...	most seriously

Far, Farther / Further, Farthest / Furthest

Когда речь идет о расстояниях, употребляются слова:

farther / further (дальше, более далекий);

farthest / furthest (самый далекий).

'Further' имеет также значение «дальнейший», «дополнительный».

9 Choose the correct words from the box (sometimes two variants are possible).

farther, further, farthest, furthest

1. She lived ... away from school than all of us.
2. The boats were drifting ... and ... apart.
3. ... to your letter of May 27th, we can confirm your order.
4. What is the ... distance you have ever run?
5. Are there any ... questions?
6. The hospital is ... down the road.
7. Things were ... complicated by the fact that she did not speak English.
8. A table was set at the ... end of the kitchen.
9. For... details contact the Personnel Department.
10. There was a ... delay in the delivery of the goods.



10 Ann and Tom are in a bookshop buying a birthday present for their son. Report their conversation with the shop assistant.

Ann. We're looking for some books for our son. He'll be 10 next week and we'd like to give him a few interesting ones for his birthday.

Shop assistant. Fine! A book is the best present for a child of his age.

Ann. Yes, my mother used to say that to me. Our son likes reading and we want to encourage him. You know, children now are more interested in playing computer games than in reading books.

Shop assistant. I couldn't agree more. What kind of books does he like to read?

Tom. When he was younger, he used to make us read him fairy tales and poems and he learnt most of them by heart. He even sometimes recited them for our friends and at nursery school. Our friends admired him and told him he would be an actor.



Ann. As he grew older and learnt to read by himself, he started reading adventure stories, myths and legends.

Shop assistant. And what are his preferences now?

Tom. He enjoys ghost stories and horror stories, when something emerges from nowhere and vanishes into thin air. That sort of things, you know. These stories are now popular among his friends at school. They exchange books and then discuss them or play out some episodes from them. I'm afraid this can do him harm. What do you think?

Shop assistant. You shouldn't worry! In my opinion it's a very good thing when children discuss the books they are reading and I'm sure they'll grow out of this interest in ghosts and horrors. I'll show all the latest in our section of historical novels and science fiction. I'm sure you'll find something suitable there.

Ann. Thanks a lot.

Tom. Oh, Ann! While you're making your choice there, I'll go and choose a nice detective story for myself!

11 Retell the story. Begin with: If the children hadn't been so noisy... Finish the story with: ... the bachelor wouldn't have accepted the challenge.

Example: If the children hadn't been so noisy... If the children hadn't been so noisy the aunt wouldn't have started telling them a story. If the aunt hadn't started telling her story...

PART 2



Read the end of the story and listen to it. Make sure that you understand it. The list of new words on p. 50—52 will help you.

The Story-teller

(the beginning of the story is on p. 31)

“Once upon a time,” began the bachelor, “there was a little girl called Bertha, who was **extraordinarily** good.”

The children's interest began at once to **vanish**; all stories seemed dreadfully alike, no matter who told them.

“She did all that she was told, she was always truthful, she kept her clothes clean, ate milk puddings as though they were jam tarts, learned her lessons perfectly, and was polite in her manners.”

“Was she pretty?” asked the bigger of the small girls.

“Not as pretty as any of you,” said the bachelor, “but she was horribly good.”

There was a wave of reaction **in favour** of the story; the word ‘horrible’ in connection with goodness was a **novelty**. It seemed to introduce a ring of truth that was absent from the aunt’s tales.

“She was so good,” continued the bachelor, “that she won several medals for goodness, which she always wore, **pinned on** to her dress. There was a medal for **obedience**, another medal for **punctuality**, and a third for good **behaviour**. They were large metal medals and they **clicked** against one another as she walked. No other child in the town where she lived had as many as three medals, so everybody knew that she must be an extra good child.”

“Horribly good,” **quoted** Cyril.

“Everybody talked about her goodness, and the Prince of the country got to hear about it, and he said that as she was so very good she might be allowed once a week to walk in his park, which was just outside the town. It was a beautiful park, and no children were ever allowed in it, so it was a great honour for Bertha to be allowed to go there.”

“Were there any sheep in the park?” demanded Cyril.

“No,” said the bachelor, “there were no sheep.”

“Why weren’t there any sheep?” came the inevitable question **arising** out of that answer.

The aunt **permitted** herself a smile, which might almost have been described as a **grin**.

“There were no sheep in the park” said the bachelor, “because the Prince’s mother had once had a dream that her son would either be killed by a sheep or else by a clock falling on him. For that reason the Prince never kept a sheep in his park or a clock in his palace.” The aunt **suppressed** a **gasp** of admiration.

“Was the Prince killed by a sheep or by a clock?” asked Cyril.

“He is still alive, so we can’t tell whether the dream will **come true**,” said the bachelor; “anyway, there were no sheep in the park, but there were lots of little pigs running all over the place.”

“What colour were they?”

“Black with white faces, white with black spots, black all over, grey with white **patches**, and some were white all over.”

The story-teller paused to let a full idea of the park’s treasures **sink** into the children’s imaginations; then he went on:

“Bertha was rather sorry to find that there were no flowers in the park. She had promised her aunts, with tears in her eyes, that she would not pick any of the Prince’s flowers, and she had meant to keep her promise, so of course it made her feel silly to find that there were no flowers to pick.”

“Why weren’t there any flowers?”

“Because the pigs had eaten them all,” said the bachelor **promptly**. “The gardeners had told the Prince that you couldn’t have pigs and flowers, so he decided to have pigs and no flowers.”

There was a murmur of **approval** at the excellence of the Prince’s decision; so many people would have decided the other way.

“There were lots of other **delightful** things in the park. There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things **at a moment’s notice**, and **humming** birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself: ‘If I were not so extraordinarily good I should not have been allowed to come into this beautiful park and enjoy all that there is to be seen in it,’ and her three medals clinked against one another as she walked and helped to remind her how very good she really was. Just then an enormous wolf came **prowling** into the park to see if he could catch a fat little pig for his supper.”

“What colour was he?” asked the children, their interest immediately quickening.

“**Mud**-colour all over, with a black tongue and pale grey eyes that **gleamed** with unspeakable **ferocity**. The first thing that he saw in the park was Bertha; her **pinafore** was so spotlessly white and clean that it could be seen from a great distance. Bertha saw the wolf and saw that he was **stealing** towards her, and she began to wish that she had never been allowed to come into the park. She ran as hard as she could, and the wolf came after her with huge **leaps and bounds**. She managed to reach a **shrubbery** of **myrtle bushes** and she hid herself in one of the thickest of the bushes. The wolf came sniffing among the branches, his pale grey eyes glaring with rage. Bertha was terribly frightened, and thought to herself: ‘If I had not been so extraordinarily good I should have been safe in the town at this moment.’ However, the scent of the myrtle was so strong that the wolf could not sniff out where Bertha was hiding, and the bushes were so thick that he might have hunted about in them for a long time without noticing, so he thought he might as well go off and catch a little pig instead. Bertha was **trembling** very much at having the wolf prowling and sniffing so near her, and as she trembled the medal for obedience clinked against the medals for good **conduct** and punctuality. The wolf was just moving away when he heard the sound of the medals clinking and stopped to listen; they clinked again in a bush quite near him. He **dashed** into the bush, his pale grey eyes gleaming with ferocity and **triumph** and **dragged** Bertha out and **devoured** her to the last **morsel**. All that was left of her were her shoes, bits of clothing, and the three medals for goodness.”

“Were any of the little pigs killed?”

“No, they all **escaped**.”

“The story began badly,” said the smaller of the small girls, “but it had a beautiful ending.”

“It is the most beautiful story that I have ever heard,” said the bigger of the small girls, with immense decision.

“It is the *only* beautiful story I have ever heard,” said Cyril.

A different opinion came from the aunt.

“A most **improper** story to tell to young children! I wish I hadn’t asked you to tell them a story. You have **undermined** the effect of years of careful teaching.”



“At any rate,” said the bachelor, collecting his belongings preparatory to leaving the carriage, “I kept them quiet for ten minutes, which was more than you were able to do.”

“Unhappy woman!” he **observed** to himself as he walked down the platform of the station; “for the next six months or so those children will not **leave her alone**, demanding that she should tell them an improper story!”

New Words

extraordinarily [ɪk'strɔ:(r)d(ə)nərəli] <i>adv</i>	необычайно
extraordinary <i>adj</i>	необычайный
vanish ['væniʃ] <i>v</i>	исчезать
in favour [ɪn 'feɪvə(r)]	в пользу
novelty ['nɒv(ə)lti] <i>n</i>	новинка, нечто новое
pin (pinned) on [pɪn, pɪnd] <i>v</i>	приколоть к
pin <i>n</i>	булавка
obedience [ə'bi:diəns] <i>n</i>	послушание
punctuality [ˌpʌŋktʃu'ælti] <i>n</i>	пунктуальность
behaviour [bi'heɪvjə(r)] <i>n</i>	поведение
click [kɪk] <i>v</i>	звонко щелкнуть
quote [kwəʊt] <i>v</i>	цитировать, процитировать
arise (arose, arisen) [ə'raɪz, ə'rəʊz, ə'rɪz(ə)n] <i>v</i>	возникать, возникнуть
permit [pə(r)'mɪt] <i>v</i>	разрешать, разрешить

grin <i>n</i>	усмешка, ухмылка
suppress [sə'pres] <i>v</i>	подавить
gasp [gɑ:sp] <i>n</i>	вздых
come true	сбываться (о снах, мечтах)
patch <i>n</i>	пятно, заплата
sink (sank, sunk) <i>v</i>	тонуть
sink into	проникнуть
promptly ['prɒmptli] <i>adv</i>	немедленно
approval [ə'pru:v(ə)] <i>n</i>	одобрение
delightful [di'laɪt(ə)l] <i>adj</i>	восхитительный
at a moment's notice	немедленно, как только их попросили
hum (hummed) <i>v</i>	жужжать, напевать
prowl [praʊl] <i>v</i>	красться, бродить
mud <i>n</i>	грязь
mud-color	цвета грязи
gleam [gli:m] <i>v</i>	блестеть, поблескивать
ferocity [fə'rɒsəti] <i>n</i>	свирепость
pinafore ['pɪnə,fɔ:(r)] <i>n</i>	передник
steal (stole, stolen) <i>v</i>	красться, красть (воровать)
leaps and bounds	длинные скачки
shrubbery ['ʃrʌbəri] <i>n</i>	кустарник
myrtle ['mɜ:(r)t(ə)l] <i>n</i>	мирт (растение)
bush [bʊʃ] <i>n</i>	куст
tremble ['tremb(ə)] <i>v</i>	дрожать
conduct ['kɒndʌkt] <i>n</i>	поведение
<i>syn.</i> behaviour	
dash <i>v</i>	броситься, прыгнуть
triumph ['traɪʌmf] <i>n</i>	триумф
drag (dragged) <i>v</i>	тащить, утащить, волочить
devour [di'vaʊə(r)] <i>v</i>	пожирать, сожрать
morsel ['mɔ:(r)s(ə)] <i>n</i>	кусочек
escape [ɪ'skeɪp] <i>v</i>	спастись бегством
improper [ɪm'prɒpə(r)] <i>adj</i>	неподходящий
<i>ant.</i> proper	

undermine [ˌʌndə(r)'maɪn] v	подрывать, подорвать принципы, устои и т. п.
observe [əb'zɜ:(r)v] v	заметить, сказать
leave sb alone	оставить в покое

Questions for discussion.

1. Did you expect the bachelor's story to be like that?
2. How was the bachelor's story different from the aunt's story?
3. Why did the children appreciate the bachelor's story?
4. Why do you think the aunt called the bachelor's story "a most improper story to tell to young children"?
5. Did you enjoy reading the story? Was it new for you or did you read it before?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Жила-была девочка по имени Берта, которая была необыкновенно хорошей.
2. ... казалось, что все истории ужасно одинаковые, кто бы их ни рассказывал.
3. Не такая хорошенькая, как вы обе...
4. Это, казалось, было хоть немного похожем на правду; то, чего совершенно не хватало в историях тети.
5. Ни у одного ребенка в городе, где она жила, не было целых трех медалей.
6. ... принц услышал о ней (до принца дошел слух о ней) ...
7. ... и было большой честью для Берты получить разрешение там гулять.
8. ... погибнет либо из-за овцы (букв. будет либо убит овцой), либо из-за упавших на него часов.
9. ... подавила вздох восхищения.
10. ... не можем пока сказать, сбудется ли этот сон.
11. Отличное решение принца вызвало одобрение; многие решили бы иначе.
12. ... популярные в настоящий момент мелодии.
13. ... то, что там можно посмотреть...
14. Первое, что он там увидел...
15. ... кусты были такие густые, что он мог бы там (по ним) долго рыскать, не замечая ее.

16. ... он (волк) бросился в кусты, его серые глаза сверкали свирепо и победоносно...
17. ... разорвал ее в клочья.
18. Крайне неподходящая для детей история...
19. Вы разрушили (уничтожили) все многолетние усилия по воспитанию детей.
20. ... размышлял он про себя, когда шел по платформе на станции.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

extraordinary *adj*, **extraordinarily** *adv*

1. When she was young, she was a woman of extraordinary beauty.
2. An extraordinary meeting / session, etc. is a meeting / session, etc. which takes place in addition to the usual ones.
3. There will be an extraordinary meeting next Wednesday to discuss the emergency resolution.
4. I'm afraid Jane can behave quite extraordinarily sometimes.

Remember!

чрезвычайное положение

a state of emergency

vanish *v*

1. To 'vanish' means to disappear suddenly or in a way that cannot be explained.
2. We started running after the thief but he ran much quicker than any of us and vanished into thin air (как в воду канул / как сквозь землю провалился).
3. The police looked for him everywhere but he had vanished in the crowd.
4. He wouldn't be so upset if all his hopes to get a promotion hadn't vanished.
5. When she heard his name, the smile vanished from her face.

favour *n*, **favourable** *adj*, **favourite** *adj*, **favourite** *n*

1. The match ended in favour of our team.
2. I wonder if everybody will be in favour of our idea.

3. All those in favour, raise your hands.
4. Please, do me a favour. Could you do me a favour?
5. He did us a great favour.
6. You always were Dad's favourite.

Compare

favourable (благоприятный, благосклонный), **favourite** (любимый)

The answer (opinion) was favourable.

The weather (wind) was favourable.

The result of the bet was favourable for Harry.

He is my favourite author (composer, singer).

It's my favourite book (story, tune, poem, chocolate).

novelty *n*

1. They showed all the novelties in fashion.
2. When the novelty had worn off, fewer and fewer people watched the talk-show, and its rating fell.

pin *n, v*

1. We use pins and needles when sewing. (to sew, sewed, sewn [сəʊ, сəʊd, сəʊn] шить).
2. Have you got a safety pin? Do me a favour, let me have one quickly!
3. A large picture of the Queen was pinned to (on) the wall.
4. You shouldn't pin all your hopes on getting that job — why don't you apply for some others!
5. 'To be on pins and needles' is the American expression corresponding to the British 'to be on tenterhooks', both meaning to be worried or anxious about something that is going to happen.
6. I was on pins and needles to find out in whose favor (*Am.*) the match had ended.
7. We were kept on pins and needles (tenterhooks) all morning until the telephone rang.

obey *v*, obedience *n*, obedient *adj*

ant. disobey, disobedience, disobedient

1. "You are supposed to obey my orders," the commander said to the soldiers.
2. Obedience to law and order is perfectly natural in any civilized society.

- The children were expected to be quiet and obedient in the classroom.

punctual *adj*, **punctually** *adv*, **punctuality** *n*

- She is always very punctual for appointments.
- The meeting began punctually at nine o'clock.
- The boss demands punctuality from us all.
- Punctuality is the politeness of princes (believed to be said by Louis XVIII of France (1755—1824)).

behave *v*, **behaviour** *n* (*syn.* conduct)

- He behaved like a gentleman.
- The car is behaving better than usual today.
- 'Behave yourself' is only used when speaking to children.
- As always with human behavior, there are exceptions to the general rule.
- It was Fleming who discovered the behaviour of penicillin on human infections.

click *v, n*

- The soldier gave a click of his heels as he saluted the Queen.
- Paul clicked his fingers to attract the waiter's attention.
- Liz and I really clicked (with each other) the first time we met.
- As he talked about his school days, it suddenly clicked where I had met him before.
- In computer language 'to click' means to make a computer instruction operate by pressing a button on the mouse.
e.g. When you have selected the file you want, click 'Open'.

quote *v*, **quotation** *n*

- "Tomorrow is another day," she was often quoted as saying.
- I'd like to include a quotation (quote) from Shakespeare: "All the world's a stage and all the men and women merely players".

arise (**arose**, **arisen**) *v*

syn. turn up, emerge

- Some unforeseen problems arose (emerged) quite unexpectedly.
- Should the opportunity arise (turn up), I'd love to go to China.
- Could you work on Saturday should the need arise?
- It all arose from a misunderstanding.

permit *v*, **permit** ['pɜː(r)mɪt] *n*, **permission** *n*

1. Flexible working hours permit (allow) parents to spend more time with their children.
2. The Government promised further pay rises when economic conditions permit.
3. The security system will not permit you to enter without the correct password.
4. A permit is an official document that allows you to do something or go somewhere.
e.g. a work / travel permit.
5. You will need a parking permit if you want to park in this street.
6. She has managed to obtain (get) a temporary residence permit.
7. With your permission, I'll send a copy of this letter to the doctor.

grin *n, v*

1. A 'grin' is a wide smile. It may be either pleasant or unpleasant.
2. 'To grin and bear it' means to accept something without complaining.
3. I don't want to do extra paper work for my boss, but I suppose I'll have to grin and bear it.

suppress *v*

1. She could hardly suppress her anger.
2. Human rights can't be suppressed.

gasp *v, n*

1. 'To gasp' means to take a short quick breath through the mouth (with your mouth open) because of surprise, pain or shock.
2. When she saw what was hidden in the box she gasped in surprise.
3. "Help me!" he gasped.
4. He gave a gasp of amazement, as if he had never seen anything like that before.
5. She could hardly suppress a gasp of admiration.

come true

1. If he hadn't worked so hard, his ambition to make that important discovery would have never come true.
2. Dreams don't always come true, do they?

patch *n, v*

1. He was wearing an old cardigan with leather patches on the elbows.
2. A 'patch' often means a small area (not necessarily of land), which is different in some way from the area that surrounds it.

3. Our dog is called Patch because he's got a white patch on his back.
4. If there were not so many icy patches on the road, I wouldn't drive so slowly.
5. The story is good in patches, but I wouldn't really recommend it.
6. I need some matching material to patch my old jeans. They are my favourites, so comfortable to wear!

sink (sank, sunk) v

1. The Titanic was a passenger ship that sank to the bottom of the ocean in 1912.
2. He was just left 'to sink or swim' (= to fail or succeed by his own efforts).
3. Rodin's sculpture *The Thinker* is the image of a man sunk in thoughts.
4. The instruction says: "Rub the cream gently on your face until it has all sunk into your skin."
5. I don't think the new ideas expressed by the speaker have sunk into the minds of the audience.

prompt adj, promptly adv, prompt n, prompter n

1. We are grateful for your prompt reply.
2. The problem requires prompt action.
3. We try to answer readers' letters as promptly as we can.
4. In the theatre 'a prompt' is either the words, which are spoken to an actor who has forgotten what he is supposed to say, or (also 'a prompter') a person whose job is to supply forgotten words to an actor.
5. In class 'prompting' means secretly telling another student the right thing to say to the teacher.

approve (of) v, approval n

ant. disapprove, disapproval

1. If I were you I wouldn't approve of their behaviour.
2. The decision was approved by everybody.
3. The decision was met with everybody's approval.
4. The new law has to be approved by parliament.
5. The arrangement was officially approved.

delight n, delightful adj, delighted adj

1. To his great delight his novel was accepted for publication.
2. I was delighted to hear the news of your success.
3. I'm sure you'll have a delightful holiday there.

notice *n, v*

1. They've put corresponding notice (объявление) in several newspapers.
2. Please don't change anything in the original project until further notice (уведомление).
3. I'll give you at least a week's notice. Use this when you are resigning or sacking people.
4. I only found it out at very short notice.
5. I keep complaining but nobody takes any notice (pays any attention).

mud *n*, **muddy** *adj*

1. Mud is a wet and sticky mixture of earth and water.
2. Mud can become hard when it dries and is used for buildings.
3. They make their houses of mud and stones.
4. The road became muddier and muddier. The wheels got stuck in the mud.

Compare

muddy (грязный, в грязи, в земле), **dirty** (грязный (в более широком смысле))

Don't sit on that bench. It's dirty.

He likes to tell dirty stories.

She treats him like dirt.

gleam *v*

1. If an object or a surface gleams it reflects light because it is shiny and clean.
2. He polished his ring until it gleamed.
3. If your face or eyes gleam they show a particular expression.
e.g. A gleam of pride / pleasure / dislike / hatred.

steal (stole, stolen) *v*, **stealth** *n*

1. The number of cars, which are stolen every year, has risen considerably.
2. The firm is now accusing some of its former employees of stealing trade secrets.
3. He stole out of the room and nobody took notice of it.
4. The weapons had been acquired by stealth.
5. A Stealth bomber (бомбардировщик) or fighter (истребитель) is an aircraft which can not be seen on radar.

leap (leapt, leapt) v, n, by leaps and bounds

1. The reporter leapt forward, holding out her microphone.
2. If someone or something gets better by (in) leaps and bounds, it means they improve very quickly.
3. The economy of those countries is improving by leaps and bounds.
4. 'A leap in the dark' is something you do without being certain what will happen.
5. Booking the holiday was a leap in the dark — we got the address out of the paper.
6. A leap year happens once every four years and has an extra day on February 29th.

tremble v

syn. shiver (*only with cold*)

1. One can tremble with anger / fear / cold, but shiver only with cold.
2. She trembled for her children's safety.
3. She trembled at the very thought of possible danger.
4. I tremble to think what might have happened if the police hadn't arrived in time.

conduct n, conduct [kən'dʌkt] v, conductor n

syn. behaviour

1. Someone's conduct is the way they behave in different situations, especially with regard to morality.
2. One has to learn to adapt to the rules of conduct of the society in which he lives.
3. The minister had several good reasons for his conduct.
4. The conduct of an activity or task is the process of organizing it and carrying it out.
5. The conduct of the Government's economic policy was criticized in the media.
6. Nobody liked the manner in which he conducted his public life.
7. Public figures have a duty to conduct themselves responsibly.
8. He is not only a brilliant violinist but also a successful conductor of a well-known orchestra.
9. This material is not such a good conductor as metal, but better than wood.

dash v

1. People dashed out into the street to see what was happening.
2. I wish I could stay longer, but I can't. I've got to dash.

triumph *n, v*

1. The election result was his personal triumph.
2. The machine is a triumph of advanced technology.
3. They had met the challenge and triumphed.

drag (dragged, dragged) *v*

1. "I saw that man dragging a child along by the hand," said the witness.
2. If you hadn't helped us, we wouldn't have been able to drag the dogs apart.
3. It was absolutely clear that our counterparts were reluctant to accept our conditions and were dragging out the talks (were making the talks last longer than necessary).

devour *v*

1. When an animal or insect 'devours' another, it 'eats' it.
e.g. The wolf dragged the little pig into the forest and devoured it.
2. When a person 'devours' something, they 'eat a lot and quickly' at that.
e.g. He was so hungry that he devoured an enormous piece of meat in a minute.
3. If you 'devour' a story / book / magazine, etc. you 'read' it quickly and with great interest.
e.g. He used to devour science fiction when he was in his teens (a teenager).
4. Don't you find that the meaning of the verb 'to devour' is similar to the meaning of a corresponding Russian verb?

escape *n, v*

1. He must have escaped from prison.
2. He can't have escaped punishment.
3. He may (might) have escaped unnoticed.
4. Just try to sniff. Gas seems to be escaping.
5. He escaped certain death thanks to his courage and resolution.
6. He had a narrow escape from punishment / prison / death, etc.
(едва спасся, был на волоске от...)
7. Their courageous escape from a gang of terrorists was described in all the papers.

proper *adj*, **properly** *adv*

ant. improper *adj*, improperly *adv*

1. I wish it would all be done at the proper time.

2. I wish it had all been done at the proper time. We wouldn't have any trouble now.
3. Your project would have been approved if it had been presented in a proper way (= properly).
4. Everything should be in its proper place.
5. He is a gentleman in the proper sense of the word.
6. I can't give you any advice, I'm afraid. Do as you think proper.
7. It was a most improper remark.
8. His behavior during the discussion was most improper.
9. I wish you would stop telling improper (неприличные) stories when there are children around.

undermine *v*

1. The sea must have been undermining the shore there for a long time. Something should be done about it in proper time (before it's too late).
2. His authority was undermined by his improper conduct.
3. His health was undermined by long years of hard work.

Don't mix up!

undermine (подрывать), **explode** (взрывать(ся)),
blow up (взрывать)

A bomb exploded causing a lot of damage.

The old house was in such a poor condition that it was decided to have it blown up.

One of the submarines blew up (exploded) and sank.

observe *v*, **observation** *n*

1. Scientists had been observing the behaviour of birds for a long time before they made some important discoveries.
2. While the battle was going on, the general carefully observed its progress.
3. Law and order must be observed in a civilized society.
4. Unfortunately, this escaped observation (ускользнуло от наблюдения).
5. The patient must still be under careful medical observation.
6. In his answer he made a few clever observations (comments).

GRAMMAR

Wish

Wish + Past Simple используется для выражения сожаления по поводу ситуации в настоящий момент.

I wish I were rich	Жаль, что я не богат. (Хотел бы я быть богатым!)
I wish I knew!	Хотел бы я знать! (К сожалению, я не знаю.)

Wish + Past Perfect используется для выражения сожаления по поводу ситуации в прошлом.

I wish I hadn't eaten so much cake.	Зря я съел так много торта! (Если бы только я не съел так много торта!)
I wish I had told him about it!	Зря я ему не сказал об этом!

Wish + would используется для высказывания пожеланий в отношении будущего.

I wish somebody would buy my car.	Хотел бы я, чтобы кто-нибудь купил мою машину.
I wish he would listen to me.	Лучше бы он меня слушал!



3 Rewrite the sentences using 'wish'.

Example: "It's a pity I'm so good," Bertha thought to herself.
"I wish I were not so good," Bertha thought to herself.

"I'm sorry I didn't interrupt his horror story," the aunt thought to herself.

"I wish I had interrupted his horror story," the aunt thought to herself.

"I'd like the aunt to tell us something more exciting," Cyril thought to himself.

"I wish the aunt would tell us something more exciting," Cyril thought to himself.

1. It's a pity I haven't got a car.
2. I'm sorry I accepted the challenge.

3. I'm sorry I'm not a good story-teller.
4. I'd like the aunt to learn to tell good stories.
5. I'm sorry the children didn't admire my story.
6. I want the children to behave well.
7. I'm sorry I can't speak English fluently.
8. I'm sorry I don't live near my work.
9. It's a pity we didn't book the restaurant.
10. I'd like Tom to drive more carefully.
11. I'm sorry I left my last job.
12. I'd like him to have his hair cut more often.
13. It's a pity you didn't ask him how to get there.
14. I'm sorry I don't know the answer.
15. I'm sorry they didn't come to his rescue.
16. I'd like her dreams to come true.



4

Rewrite these sentences using the other way of comparison.

Example: "Bertha wasn't as pretty as any of you," the bachelor said.
 "Bertha was less pretty than any of you," the bachelor said.

"Is the grass in that field better than here?" the small girl asked.

"Is the grass here as good as the grass in that field?" the small girl asked.

1. He isn't as tall as his brother. His brother is...
2. He is younger than he looks. He doesn't look as...
3. I've known them longer than you. You haven't known them as...
4. The winter this year isn't as cold as it was last year, is it? Last year the winter was...?
5. We don't go out as often as we used to. We used to go out...
6. They live farther (further) from school than me. I don't live as...
7. The performance was less enjoyable than we had expected. The performance wasn't as...
8. He doesn't read as much as he should. He should read...
9. Nobody had as many medals as she did. She had...
10. These rhythms and tunes are less popular today than they used to be in my childhood. These rhythms and tunes aren't as...
11. Is anybody here as bored with this exercise as me? Is anybody here...?

5 These are the answers. What were the questions?

Example: Bertha saw **the wolf**.
What did Bertha see?

- 1. Children** were not allowed in the park.
- There were lots of other **delightful** things in the park.
- Everybody** talked about her goodness.
- For that reason the Prince never kept a **sheep in his park or a clock in his palace**.
- He decided to have **pigs and no flowers**.
- The wolf was **mud-colour** all over.
- The wolf was just moving away** when he heard the sound of the medals clinking.
- The story-teller paused **to let a full idea of the park's treasures sink into the children's imaginations**.
- She hid herself **in one of the thickest of the bushes**.
- The story began **badly**.
- But it had a **beautiful** ending.

6 Retell *The Story-teller* as if you were:

- a) the aunt;**
- b) the bachelor;**
- c) Cyril;**
- d) one of the girls.**

Here are some verb patterns, which can help you:

ask sb to do sth, tell sb to do sth, allow sb to do sth, teach sb to do sth, encourage sb to do sth, invite sb to do sth, make sb do sth, let sb do sth

enjoy doing sth, can't help doing sth, appreciate doing sth, be worth doing sth, suggest doing sth, suggest that sb (should) do sth, insist on doing sth, keep on doing sth, finish doing sth, give up doing sth



7 Write down your own story. Here is a sample beginning, but you can, certainly, think of your own beginning.

I was born in the family of musicians. My father was a violinist. My mother was a pianist. They were both in great demand as outstanding performers of classical music, so, naturally they had to travel a lot, and my younger sister, my brother Cyril and myself were left to be taken care of by our aunt Agatha (not the famous detective-story writer, of course, just a namesake). Auntie was the most boring person I have ever met since that time. She put in an enormous effort to make us good, obedient

children with perfect manners. To make us understand and appreciate what a good child was supposed to be she used to tell us stories about perfect children. The heroine of her stories was usually a girl, hardly ever a boy. The girl was obedient, punctual, neat and admired by all the people who were lucky enough to know her.

Once when Auntie Agatha and the three of us were travelling from London to Bath, Auntie had found a compartment in the train that was practically empty except for a young man who occupied a corner seat just opposite Auntie's...



Unit 3

If history were in the form of stories, it would never be forgotten.

*Rudyard Kipling (1865–1939),
English writer*

Discuss this before you read the text.

1. What were your favourite subjects at school: maths (mathematics), physics, chemistry, history, Russian, foreign languages, etc.?
2. What made the subject your favourite? Was it the subject as such, the teacher, the textbook, etc.?
3. Are you interested in history (even if it wasn't your favourite subject at school)? What do you think about how you were / are taught history at school? Can you say that you have enough knowledge of Russian history? Are you interested in reading books based on historical events, seeing theatrical performances or films connected in some way or another with history? Give some examples.
4. Can you explain the difference between the words 'historic' and 'historical'? Give some examples.

PART 1



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 68–69 will help you.

The Discovery of America and the First British Attempts to Settle in the New World¹

If anyone were asked “who discovered America”, the inevitable answer would be “Christopher Columbus”. And this is correct, though the actual purpose of his voyage, ordered and financed by Spanish monarchs,

¹ The Discovery of America and the First British Attempts to Settle in the New World // O'Callaghan B. An Illustrated History of the USA. Longman, 1994.

was to find a shorter way from Europe to Asia (or, **to be more specific**, to India) which was known to be rich in silk, spices and, last but not least, gold.

Ten weeks after leaving Spain, on the morning of October 12, 1492, Columbus stepped ashore on the beach of a sandy island, which he named San Salvador — **Holy Saviour**.

He believed that he was close to the **mainland** of India, and for this reason he called the **friendly** brown-skinned people who greeted him *Los Indios* — Indians. Only recently have these first Americans been described more accurately as Native Americans or Amerindians.



Europeans would soon name the new continent America in honour of the man who was the first to describe it as a continent.

There are quite a few stories and legends about other **adventurous** seamen who had **allegedly** reached the New World long before Columbus, but only one story and one name has so far been confirmed by archeological **evidence**. This name is Leif Ericson, “Lucky Leif”, a **Viking** sailor from Iceland. Well, anyhow the question that arises is why the language of the largest and most economically powerful country in North America is English and not Spanish?

When did the first English-speaking people settle in the New World? Here is the most widely recognized answer:

It only happened in the sixteenth century AD, when England was **ruled** by a woman — Queen Elisabeth the First.

The **reign** of Elisabeth the First was a great time for great people. One of such people, a **contemporary** of William Shakespeare, was Sir Walter Raleigh, who was an adventurer, a traveller and a poet. In July 1585 he sent ships to find a land in the New World where English people might settle. He named the land they found *Virginia* in honour of Queen Elisabeth who was unmarried and was considered to be a **virgin**. Raleigh’s attempt to found an English **colony**, however, was not successful, and in less than a year the first British settlers had to go back to England.

It was very important for Europeans, who wanted to have their own land in the New World, to establish settlements of their own people there. So Raleigh made another attempt in 1587, but it **turned out** to be still more unsuccessful than the **previous** one. The leader of the expedition, whose name was John White, had to go back to England for **supplies**. It so happened that he was only able to return to America three years later. He

found the place where he had left the colonists completely **deserted**, and all his attempts to find them ended in **failure**. The colony was lost and **went down in history** as ‘the lost colony’.

Names

Christopher Columbus ['krɪstəfə kə'lʌmbəs]

San Salvador [sæn'sælvədɔː]

Los Indios (*Spanish*) [lɒs'ɪndiəz]

Leif Ericson¹ [liːf 'erɪksən]

Elisabeth the First [ɪ'lɪzəbəθ ðə fɜːst]

William Shakespeare ['wɪljəm 'ʃeɪkspiə]

Walter Raleigh ['wɔːltə 'rɔːli]

Virginia [vɒdʒ'ɪniə]

John White [dʒɒn 'waɪt]

New Words

attempt [ə'tempt] *n*

попытка

specific [spə'sɪfɪk] *adj*

определенный, точный,
специфический, особый

to be more specific

точнее говоря

syn. to be more exact

holy ['həʊli] *adj*

святой

The Saviour

Спаситель (Иисус Христос)

save *v*

1) спасать, беречь, *syn.* rescue

2) копить, экономить (время,
деньги) *syn.* economize

mainland ['meɪn,lænd] *n*

материк

friendly ['fren(d)li] *adj*

дружелюбный, дружеский,
дружественный

adventurous [əd'ventʃ(ə)rəs] *adj*

предприимчивый, опасный,
рискованный

adventure *n*

приключение, авантюра

adventurer *n*

искатель приключений,
авантюрист

¹ A Norwegian (?), who is thought to have sailed to North America around the year 1000 and so is considered by some to be the first European to discover the New World.

allegedly [ə'ledʒɪdli] <i>adv</i> allege <i>v</i>	якобы, будто бы утверждать без основания, голословно
evidence ['eɪvɪd(ə)ns] <i>n</i>	доказательство, улика, свидетельские показания
Viking ['vaɪkɪŋ] <i>n</i>	викинг
rule <i>v</i>	царствовать, править страной
reign [reɪn] <i>n</i>	царствование
contemporary [kən'temp(ə)r(ə)rɪ] <i>n, adj</i>	современник; современный
virgin ['vɜː(r)dʒɪn] <i>n, adj</i>	девственница; девственный
colony ['kɒləni] <i>n</i>	колония
turn out (<i>phrasal verb</i>)	оказаться
previous ['priːviəs] <i>adj</i>	предыдущий
supplies [sə'plaɪz] <i>n pl.</i>	(продовольственные) запасы
deserted [dɪ'zɜː(r)tɪd] <i>adj</i>	покинутый, оставленный, за- брошенный
failure ['feɪljə(r)] <i>n</i>	неудача, провал
fail <i>v</i>	потерпеть неудачу
fail to do sth	не сделать (не выполнить) чего-либо
go down in history as (<i>phrasal verb</i>)	войти в историю как / под на- званием / именем

Questions for discussion.

1. Was Christopher Columbus the first man to describe America as a continent?
2. When did Columbus finish his journey from Spain? How long did this journey take?
3. What was the purpose of Columbus's voyage?
4. What is known about Leif Ericson? Where was he from?
5. How is the reign of Elisabeth the First described in the text?
6. Do you know why America was called America?
7. Can you remember any other examples of great geographical discoveries?
8. Why do you think the first British attempts to settle in America ended in failure?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Если бы кого-нибудь спросили...
2. ... хотя действительной целью этого путешествия, заказанного и финансируемого испанскими монархами...
3. ... которая, как известно, была богата шелком, пряностями и, наконец, что не менее важно, золотом.
4. ... в скором времени европейцы назовут новый континент Америкой в честь человека, который впервые описал его как континент.
5. Существует довольно много историй и легенд о других мореплавателях — искателях приключений, которые якобы достигли Америки задолго до Колумба...
6. Это случилось только в XVI веке, когда Англией правила женщина...
7. Время правления Елизаветы I в Англии было великим временем для великих людей.
8. ... где англичане могли бы поселиться...
9. ... и менее, чем через год...
10. ... но она оказалась еще менее удачной, чем предыдущая.
11. Так случилось, что он смог обратно вернуться в Америку только через три года.
12. ... все его попытки разыскать их закончились неудачей.
13. Колония перестала существовать и вошла в историю как «потерянная колония».

VOCABULARY

2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

attempt *n, v, to make an attempt*

1. They made several unsuccessful attempts to solve the problem.
2. His first attempt to write a story was poor.
3. The protestors made no attempt to resist arrest.
4. Every time I attempted to convince them, they just wouldn't listen.
5. They made no attempt to give an explanation.

specific *adj*

1. The money is intended to be used for specific purposes.
2. I asked you a specific question — please, give me a specific answer.
3. Are you doing anything specific this weekend?
4. The report gives some specific recommendations.
5. ‘Specific’ also means clear and exact.
6. She was unable to give a specific description of the man who attacked her.
7. Could you be more specific (= more exact), please?

friendly *adj*

1. Please, remember that the word ‘friendly’ is an adjective, not an adverb: a friendly reception (attitude, smile, etc.)
2. They gave us a friendly reception. (= They received us in a friendly way.)
3. Our neighbours have always been very friendly to us.
4. The restaurant has such a friendly atmosphere!
5. The teams are playing a friendly match on Sunday.
6. It was just a friendly piece of advice, nothing specific.

adventure *n*, **adventurer** *n*, **adventurous** *adj*

1. ‘An adventure’ is an unusual, exciting and possibly dangerous experience, journey, activity, etc.
2. Robin Hood is described as a man who lived a life full of adventures.
3. We got lost in the forest — it was quite an adventure!
4. Lewis Carroll describes Alice’s adventures in a wonderland.
5. ‘An adventurer’ is someone who enjoys and looks for dangerous and exciting experiences.
6. ‘An adventurer’ is also a person who takes risks, acts dishonestly or uses his / her attractiveness to become rich or powerful.
7. There are quite a few books about adventurers, not necessarily adventure stories. Becky Sharp, the heroine of Thackeray’s *Vanity Fair* was a typical adventurer.
8. The project is too adventurous to be successful.

allege *v*, **allegedly** *adv*, **allegation** [ˌæləˈɡeɪʃ(ə)n] *n*

1. He alleged to illness as a reason for not doing the work.
2. They are alleged to have made enormous profit by some adventurous methods.
3. The alleged murderer turned out to be innocent.

4. The allegedly adventurous plan proved to be based on very interesting ideas that were simply new, and that was why it was not appreciated at once.
5. He managed to prove in court that all the allegations against him were absolutely groundless.

evidence *n*, **evident** *adj*, **evidently** *adv*

1. There isn't enough historical evidence to prove that any Europeans had stepped on the American mainland before Columbus.
2. People who give evidence in court are called witnesses.
3. "We need more reliable evidence to come to the right conclusion," said the judge.
4. He started eating his lunch with evident enjoyment.
5. He was evidently upset when he heard the news.
6. Evidently his attempts to succeed in business turned out to be unsuccessful.

contemporary *n, adj*, **modern** *adj*, **up-to-date** *adj*

1. 'Contemporary' is used to describe people, events, accounts, etc. which existed or happened during the same time period in the past.
2. What do you think would be a more correct assertion: Shakespeare was a contemporary of Elizabeth the First or Elizabeth the First was a contemporary of Shakespeare?
3. Here is a contemporary account (description) of the reign of Peter the Great.
4. Another meaning of 'contemporary' as an adjective is 'existing' or 'happening' now rather than in the past. Then its synonyms are 'modern' or 'present-day'.
5. "Today we are going to speak about contemporary (modern) English literature," said the lecturer.
6. 'Up-to-date' means the newest thing of its kind that you can get, or the latest information available.
7. I wish I had enough money to buy a more up-to-date computer.

turn out (*phrasal verb*), **turn** *v*

syn. prove to be

1. It turned out to be an enjoyable adventure.
2. Their small business turned out (proved) to be quite profitable.
3. Surprisingly enough, his adventurous attempts to solve difficult problems all by himself turned out to be a success.
4. "Come on, turn out your pockets!" the detective said to the shoplifter.

- The evidence against her was that she allegedly didn't bother to turn off the gas when leaving the house.

previous *adj*, **previously** *adv*

- You will find it on the previous page.
- As all previous experience shows, a story must be really interesting to make children understand and appreciate it.
- I am sorry but we can't meet today. I have a previous engagement.
- He was previously a British consul in Karachi, Pakistan.

supplies *n pl.*, **supply** *n, v*

- The travellers ran out of their supplies of food and had to turn back.
- Oil isn't in short supply any longer.
- Occasionally supply exceeds demand (= is higher than demand).
- They kept us supplied with all the books we need.

dessert [dɪ'zɜ:(r)t] *v*, **desert** ['dezə(r)t] *n*, **deserted** *adj*

- He deserted (abandoned) his previous family and married a woman much younger than himself.
- The traveller ran out of all his supplies and felt that his courage was deserting him.
- This place is a cultural desert — nothing interesting happens here.
- The village was deserted because of terrorists.

Don't mix up!

desert ['dezə(r)t] *n* пустыня

dessert [dɪ'zɜ:(r)t] *n* десерт

Sahara is the largest desert in the world.

Ice cream is my favourite dessert.

fail *v*, **failure** *n*

- I wonder why he failed to keep his promise.
- I wish I hadn't failed to discourage you from supporting that adventurous project. I had felt it would be a failure, and so it turned out to be.
- If they had found more generous sponsors, their work would not have ended in failure.
- The play turned out to be a complete failure.
- Many attempts had been made to irrigate deserts, but most of them ended in failure.

go down (in history) as... (*phrasal verb*)

The war for the English Crown between the “Lancastrians”, who remained loyal to King Henry VI, and the “Yorkists”, who supported the Duke of York went down in history as “the War of the Roses”. Though this war took place in the 15th century, the name was invented much later, in the 19th century by Walter Scott, because York’s symbol was a white rose and Lancaster’s a red one.

GRAMMAR

Different ways of expressing Past



3

Put the verb in brackets in the correct tense form.

a) Past Simple, Past Continuous, Past Perfect, used to do

1. I (hope) to visit the Tower of London before I (leave) London, but it (turn out) to be closed.
2. The sun (rise) and they could see the mountain peaks.
3. Whoever it was who (make) the bet was likely to lose it.
4. It was exactly the question that I (want) to ask.
5. The police (look for) him everywhere but he (vanish) in the crowd.
6. When the novelty (wear off), fewer and fewer people (watch) the talk-show, and its rating (fall).
7. At the time of Columbus’s arrival about one million native people (live) in America.
8. Columbus (call) these people “Indians” because he (think) that he (reach) the coast of India.
9. My friend (give) the book back to me, (thank) me and (say) that he (enjoy) it very much.
10. I (think) my train was due to leave at 9.00 and I (be) baffled when I (arrive) at the station at 8.50 and (find) out that it (already leave).
11. I (keep) looking at him wondering where I (see) him.
12. As he (talk) about his school days, it suddenly (click) where I (meet) him before.
13. My sister (be) very slim when she was younger, now she’s put on a lot of weight.
14. The economy of those countries (improve) by leaps and bounds during the late 1990s.
15. People (dash out) into the street to see what (happen).
16. When the police (arrive) they (find out) that the criminal (escape).
17. When she was young, she (be) a woman of extraordinary beauty.

18. He (give) a gasp of amazement, as if he (never see) anything like that before.
19. He (find) the place where he (leave) the colonists completely deserted.
20. While you (travel) around the world, I (study) twelve hours a day for my exams.

b) Past Perfect, Past Perfect Continuous

1. Yesterday Peter went to the station to meet his girlfriend. When he got there, she (already / wait) for him for ten minutes because her train (arrive) earlier.
2. I wasn't hungry and didn't eat anything at lunch because I (have) an enormous breakfast.
3. When I met him in the street, he looked very tired. He (work) very hard for a few days trying to finish an urgent job.
4. My husband gave up smoking two years ago. He (smoke) for twenty years.
5. They were very good friends. They (know) each other for twenty years.
6. When Paul arrived at the party, most of the guests (already / go) home.
7. When Paul arrived at the party, the guests (sit) at the table for two hours and (eat) almost all the delicious things the hostess (cook).
8. It wasn't snowing when we went out. The sun was shining, and there was a lot of snow. It (snow) the whole night.

c) Past Perfect Continuous, Past Continuous

1. They were very tired when they reached the peak of the mountain. They (climb) for five hours.
2. When he came in, everybody (sit) at the table and (talk).
3. I met Paul and Linda in the park yesterday while I (walk) there. They had been to the tennis court where they (play) tennis for two hours.
4. While he (work) in the garden, the telephone kept ringing, but he couldn't hear it.
5. How fast you (drive) when the accident happened?
6. How long you (drive) when the accident happened?
7. How long he (try) to find a new job before he found the job in this firm?
8. I heard the footsteps behind me and understood that I (be followed).

4 Put in the correct article *a / an* or *the* and discuss the text in class.

English Phrasal Verbs — a Beauty of the English Language and a Headache for its Learners



What is ... phrasal verb? There are several definitions given by British and American grammarians who are authorities on ... subject. What would be ... most helpful approach for ... learner of English whose mother tongue is Russian? Does Russian grammar have any similar ways of supplying ... commonly used verb with ... new meaning?

... answer is — yes, it does. Only it isn't ... adverbial particle (... very-very short adverb that often looks like ... preposition), but ... prefix ['pri:fiks] that gives many commonly used verbs ... new meaning: «говорить», «уговорить», «переговорить», «приговорить», «оговорить», etc.

You already know quite ... few phrasal verbs. You have been using them since ... first year you took up your course of English. Here are some of them:

- Verbs that do not take ... object (*intransitive verbs*): be in, go in, come in, go on, hold on, go back, be back, etc.
- Verbs that take ... object (*transitive verbs*): turn sth on, turn sth off, see sb off, give sth back, put sth on, look sth up, etc.

Most phrasal verbs are short. ... adverbial particle that is part of them is stressed, unlike ... preposition which is not stressed (in either English or Russian, by ... way).

Phrasal verbs are mostly used in everyday informal situations and make ... conversation natural and expressive. They may be used in formal situations, too, but their more stylistically formal synonyms are preferred.

e.g. The discussion has been **put off**. (*informal*)

The discussion has been **postponed**. (*more formal*)

Most phrasal verbs have synonyms belonging to ... more formal style:

bring back — return

call off — cancel

carry out — fulfil

give up — stop doing

turn down — 1) reject; 2) lower the sound

... advice that can be given for learning phrasal verbs easily is not to try to remember ... long list of such verbs at once. ... much better way of memorizing phrasal verbs would be learning ... very modest portion at ... time (за один раз).

Phrasal verbs with 'turn'

turn ... down — 1) reject an offer (отклонить предложение)

2) lower the sound (of TV, radio, etc.) (приглушить звук)

turn ... up — make louder (сделать громче)

turn ... into — change into something different (превратиться)

turn ... off — switch off (выключить)

turn ... on — switch on (включить)

turn out — be the result in the end (оказаться, оказываться)



5

Translate the following into English using the phrasal verbs with 'turn'.

1. Оказалось, что все его попытки заняться бизнесом *заканчивались* провалом.
2. Родители попросили детей *приглушить* звук телевизора, но дети не послушались их и *сделали его еще громче*.
3. Она обратилась в известную фирму по поводу устройства на работу, но, к сожалению, ее *не приняли*.
4. Не забудь *выключить свет*, когда будешь уходить!
5. Когда мы наконец приехали в гостиницу, которую мы забронировали по Интернету, *оказалось*, что свободных номеров нет, и нам пришлось искать другую гостиницу.
6. Как только он приходит домой, он сразу же *включает* и телевизор в гостиной, и радио на кухне. Это просто невыносимо!
7. Он был очень удивлен, когда, вернувшись после своего долгого путешествия, обнаружил, что она *превратилась* из подростка в очаровательную молодую женщину.

Phrasal verbs with 'go'

go after — follow (следовать за)

go down — fall (about prices, demand, production) (снижаться (о ценах, спросе, производстве))

go up — increase, rise (about prices, demand, production) (расти (о ценах, спросе, производстве))

go down as — be considered / remembered / recorded as (запомниться как..., войти в историю как...)

go down with — become ill with (заболеть чем-л.)

go in for — 1) get interested in (заинтересоваться, заниматься)

2) enter competitions (участвовать в соревнованиях)

go on — continue (продолжать)

go out with — go to a theatre / cinema, restaurant, etc, with a boy / girlfriend (встречаться с молодым человеком, девушкой)

go with — match (e.g. colours) (подходить)



6 Translate the following into English using the phrasal verbs with 'go'.

1. Когда я был молодым, я *занимался* спортом, но сейчас, к сожалению, у меня нет на это времени.
2. Ты знаешь, что Джон *встречается* с Энн?
3. Он почувствовал, что *за ним кто-то идет*, и побежал.
4. Колония пропала и *вошла* в историю как «пропавшая колония».
5. Как ты думаешь, красная сумочка *подходит* к моему синему платью?
6. Он позвонил полчаса назад и сказал, что *заболел* гриппом и не может прийти на работу.
7. Как говорят эксперты, цена этой старинной картины, похоже, будет *расти*.

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 81—82 will help you.

The British Go on Colonizing America¹

The first English colony that **succeeded** in **surviving in spite of** the hard conditions of life in the New World was named Jamestown in honour of King James the First who took over as the King of England after Queen Elizabeth died in 1603.

The Jamestown expedition was financed by a group of rich London investors who had formed a joint stock company called the *Virginia Company*. The first Jamestown settlers were **recruited** by the *Virginia*

¹ The British Go on Colonizing America; The First Slaves in the New World; Pilgrims // O'Callaghan B. An Illustrated History of the USA. Longman, 1994.



Robert Walter Weir, *Embarkation of the Pilgrims*

Company and the Company's directors first of all wanted them to find gold in America and bring them a quick **profit** on their investment.

It would only be fair to say that some of the recruits were also thinking of gold more than of anything else. As travellers and **explorers** they were very inexperienced and made many serious mistakes. They had chosen a swampy site for their settlement and did not think in good time of growing enough food to feed themselves. They failed to establish good relations with the natives and **were permanently at war** with them. As a result they began to die of **starvation, diseases** and in wars with the Indians.

In spite of all that new settlers continued to arrive, among them 90 young women the Virginia Company shipped over in 1619 as wives for the colonists. Each man who wanted a wife for himself had to pay the Company '120 pounds weight of best tobacco leaf'.

By that time a young settler named John Rolfe had discovered a new way of making tobacco leaves milder, and the export of this new kind of tobacco began to bring good money, which actually saved Virginia.

Most of the settlers recruited by Virginia to work on tobacco plantations were poor people from England who had promised to work for the employer for an agreed period of time in exchange for food and clothes. If by the end of that period the worker was lucky enough to remain alive, he became free to work for himself.

But soon another kind of labour force, that practically did not cost anything at all, appeared in Virginia.



The First Slaves in the New World

In August 1619 a small Dutch warship arrived at Jamestown port. It brought 20 black Africans, and the ship's captain sold them to the settlers. These people became **slaves** — although it was years before the fact was openly admitted. This was the beginning of slavery in the New World.

The *Virginia Company* never made a profit. It turned out to be a failure and the English Government **liquidated** it and made itself responsible for the Virginian colonists.

This, however, didn't make the colonists' life in America much easier. Only the healthiest, the strongest and the **toughest** were able to survive, but there were very few of them left. Back at home these early years of the 17th century were a time of poverty and hardships. So some English people thought it was worth risking the possibility of hard work and struggle in the New World in exchange for opportunities that the New World might offer. The main attraction for a poor man was a piece of land for a farm, something he could never afford to dream of at home.



Pilgrims

Another extremely important event in the colonization of the New World by the English was a dangerous voyage made across the Atlantic Ocean by a small group of English men and women in 1620. These people had chosen to leave their native country and try to live in an unexplored land in spite of all the horrible stories they had heard about it, because their life in England under King James the First was unbearable.

The reasons were purely religious. These people disagreed with the customs and teachings of the Church of England, established by King Henry the Eighth (the father of Queen Elizabeth the First) and were severely **persecuted** for their ideas. They wanted the Church of England to become more simple, or 'pure'. Because of this they were called Puritans.

In many ways the Puritans can be considered the followers of their European **predecessors**, the Protestants. The name comes from the verb 'to protest'. The founders of the **protest** against the Roman Catholic Church with the Pope of Rome at its head were a German **monk** Martin Luther and a French lawyer John Calvin. They both at slightly different times and in different countries declared that believers did not need the Pope of Rome or the **priests** of the Catholic Church to **enable** them to speak to God. They were angry at the **wealth** and the power of the Vatican. The Puritans of England had similar ideas.

The small group that sailed to the New World in 1620 came to be called Pilgrims (i.e. people who travel to holy places for religious reasons)

because they went to America to find religious freedom. Americans call them Pilgrim Fathers and up to this day see them as the most important among the founders of the future United States of America.

It took the Pilgrims 65 days to reach a sandy piece of land in what is now the state of Massachusetts, but then was named by the settlers Plymouth.

The Pilgrims' chances of surviving were not high. The frozen ground and deep snow made it difficult for them to build houses. They did not have enough food. Before spring came, half of the little group of a hundred settlers had died. But the Pilgrims did not **give in**. They were **determined** to succeed. Unlike other European settlers, they were wise enough to establish friendly relations with the natives. Indians, who taught them how to fish and hunt, gave them **seed corn** and showed them how to plant it. In November 1621 the English settlers and the Indians sat down to eat together and give thanks to God for enabling them to survive the hardships of their first year in America.

It was a special time of friendship between two very different groups of people. It would be very good to say that this friendship lasted a long time, but unfortunately, it didn't. More English people came to America, and they were not in need of the Indians' help as were the Pilgrims, and within a few years the children of the people who ate together at the first Thanksgiving were killing one another in cruel wars. It is sad to think that this happened, but it is important to understand all of the story and not just the happy part.

Today Thanksgiving is celebrated each year **in remembrance** of the first Thanksgiving dinner.

Name

John Rolfe [dʒɒn rɒlf]

New Words

succeed (in) [sək'si:d] *v*

достигать цели, преуспевать,
иметь успех

survive [sə(r)'vaɪv] *v*

выжить, выживать

in spite of

несмотря на

syn. despite

recruit [rɪ'kruɪt] *v, n*

нанимать (людей на работу);
наемный работник

profit ['prɒfɪt] *n*

прибыль

explorer [ɪk'splɔ:rə(r)] *n*

исследователь

explore <i>v</i>	исследовать
permanently ['pɜ:(r)mənəntli] <i>adv</i>	постоянно
permanent <i>adj</i>	постоянный
be at war	быть в состоянии войны, воевать
starvation [stɑ:(r)'veɪf(ə)n] <i>n</i>	голод
starve <i>v</i>	голодать
disease [di'zi:z] <i>n</i>	болезнь
slave [sleɪv] <i>n</i>	раб
slavery ['sleɪvəri] <i>n</i>	рабство
liquidate ['lɪkwɪdeɪt] <i>v</i>	ликвидировать
tough [tʌf] <i>adj</i>	крепкий, упрямый
persecute ['pɜ:(r)sɪ,kju:t] <i>v</i>	преследовать, подвергать гонениям
predecessor ['pri:dsɪ,sɛsə(r)] <i>n</i>	предшественник
protest ['prəʊtest] <i>n</i>	протест
protest [prə'test] <i>v</i>	протестовать
monk [mɒŋk] <i>n</i>	монах
priest [pri:st] <i>n</i>	священник
enable [ɪn'eɪb(ə)] <i>v</i>	давать возможность, делать возможным
wealth [welθ] <i>n</i>	богатство
give in (<i>phrasal verb</i>)	сдаваться, сдаться, уступить
be determined [dɪ'tɜ:(r)mɪnd]	быть решительно настроенным
seed corn [si:d kɔ:n]	семена кукурузы
corn (<i>Am.</i>), maize (<i>Br.</i>)	кукуруза
in remembrance [ɪn rɪ'membrəns]	в память
Thanksgiving ['θæŋks,gɪvɪŋ]	День благодарения

EXERCISES

1 The words in these questions are jumbled. Put them in the correct order and answer the questions.

1. Queen Elizabeth / When / die / did?
2. Jamestown expedition / by / Who / the / financed / was?
3. the / to / begin / first / did / of / Why / starvation / die / settlers?

4. women / How / were / many / in / wives / as / 1619 / shipped over / for / colonists / the?
5. discovered / milder / of / tobacco / way / Who / a / leaves / new / making?

2 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Первая английская колония, которой удалось выжить, несмотря на тяжелые условия жизни...
2. ... управляющие компании, прежде всего, хотели, чтобы они нашли золото и принесли их капиталовложениям быструю прибыль.
3. Было бы справедливо отметить...
4. Как путешественники и исследователи они были очень неопытны и совершили много серьезных ошибок.
5. В результате...
6. ... должны были заплатить компании «лучшего табачного листа весом 120 фунтов».
7. ... которые обещали работать на своих работодателей определенное время в обмен на еду и одежду.
8. ... хотя это было за годы до того, как этот факт был открыто признан.
9. Она обернулась полным провалом, и английское правительство ликвидировало ее, взяв на себя финансовую ответственность за колонистов Вирджинии.
10. На родине эти ранние годы XVII века были временем нищеты и невзгод.
11. Причины были исключительно религиозными.
12. Во многом пуритане могут считаться последователями их европейских предшественников — протестантов.
13. ... стали называться пилигримами, поскольку эти люди приехали в Америку в поисках религиозных свобод.
14. У них ушло 65 дней на то, чтобы...
15. Еще до наступления весны умерла половина из небольшой группы поселенцев, состоявшей первоначально из ста человек.
16. Они были полны решимости достичь успеха.
17. ... возблагодарить Бога за то, что он дал им возможность пережить невзгоды их первого года в Америке.
18. ... и они не нуждались в помощи индейцев так, как нуждались в ней пилигримы.
19. ... всю историю, а не только ее счастливую часть.

VOCABULARY

3 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

succeed *v*, **successive** *adj*, **successor** *n*

1. 'To succeed in doing' something means to achieve something you have been aiming for, to have the desired result after a lot of effort you've put in.
e.g. She's been working at (on) her thesis for several years and has finally succeeded in finishing it.
2. 'To succeed in doing' something implies more hard work and time than 'to manage to do' something, though both words are close synonyms.
3. Another meaning of 'succeed' is 'to take over / to follow'.
e.g. He succeeded his father as Director General.
4. Elizabeth the First succeeded her father on the throne.
5. 'To succeed as / in' means to achieve success in a career.
e.g. He succeeded as a writer / an actor / a playwright / in business / in his career, etc.
6. 'To succeed' also means to be successful, not to be a failure.
e.g. The attempt succeeded, and everybody was happy.
7. 'Successive' means following each other closely.
e.g. It happened on two successive days.
8. Mr Bennett's successor as chairman takes over next week.

survive *v*, **survival** *n*, **survivor** *n*

1. Very few people survived the earthquake. (= There were very few survivors after the earthquake.)
2. He survived most of his contemporaries.
3. "Don't worry, he'll survive," said the doctor.
4. Surprisingly enough, this custom still survives.
5. The custom is a survival of the past.

in spite of, despite *prep*

1. Despite the cold wind, we enjoyed skiing. (= In spite of the cold wind...)
2. In spite of the rain we went out. (= Despite the rain...)
3. He managed to eat a big lunch despite having eaten an enormous breakfast. (= ... in spite of having eaten...)

recruit *v, n*, **recruitment** *n*

1. We are having difficulty recruiting enough properly qualified staff.
2. I recruited two of my friends to help me move the furniture.
3. Most men in the village were recruited that day.
4. My daughter-in-law works for a recruitment agency as a headhunter.
5. They were raw recruits (= ... completely untrained).

profit *n*, **profitable** *adj*

1. A profit is money, which is earned in trade or business.
2. You don't expect to make much profit within the first couple of years after setting the company.
3. His small business turned out to be quite profitable.

explore *v*, **explorer** *n*, **exploration** *n*

1. The problem is still being explored.
2. We are exploring all the possibilities of making the project profitable.
3. Magellan was a famous sixteenth-century explorer.
4. In recent years several countries have succeeded in exploring space.
5. We need to carry out a full exploration (examination) of all the alternatives.
6. Livingstone was the first European to make an exploration of the Zambezy river.

starve *v*, **starvation** *n*, **hunger** *n*, **famine** *n*

1. From looking at and talking to former prisoners of war, it was obvious that they had been starved.
2. Unlike 'starvation', which is an unnatural state of not having enough food to eat and become very weak or die because of it, 'hunger' is a natural state of wanting to eat some food.
e.g. I'm dying of hunger. Let's go and have a meal.
3. Humorously, people often say: "I'm starving!"
4. 'Famine' is a longer period of starvation.
e.g. famine years.

disease *n*

1. A disease is a serious illness of people, animals, plants, etc, caused by infection or a failure of health.
2. Starvation and disease killed lots of first Europeans in the New World.

slave n, slavery n, serf n, serfdom n

1. There used to be slaves in America. In Russia there used to be serfs.
2. Progressive people in both America and Russia used to fight against laws allowing certain privileged groups of people to own other human beings.
3. Serfdom was abolished (liquidated) in Russia in 1861 by Tsar Alexander the Second.

tough adj

1. These plants are not tough enough to survive outside in winter.
2. You have to be tough to succeed in politics.
3. Tough measures need to be taken to protect the environment.
4. There is tough competition in the oil market.
5. Isn't he a tough guy!

persecute v, persecutor n, persecution n

1. 'To persecute' means to treat somebody unfairly or cruelly over a long period of time because of their race, religion, political beliefs, etc.
2. Christians were persecuted by the Romans.
3. He decided to emigrate because of political persecution.
4. His persecutors wouldn't leave him alone, and this caused his serious mental illness.

Don't mix up!

to persecute ['pɜː(r)sɪ,kjuːt] v	преследовать
to prosecute ['prɒsɪ,kjuːt] v	преследовать по суду
To 'prosecute' means to take the matter to the court of law.	
a persecutor	преследователь
a prosecutor (law)	обвинитель, прокурор
persecution	преследование, гонение
prosecution	судебное разбирательство

pursue v, pursuit n, pursuer n

1. 'To pursue' means to follow in order to catch, kill or defeat.
2. The police car raced through the street in pursuit of another car.
3. The wolf ran much quicker than its pursuers.

predecessor *n**ant.* successor

1. Unlike his predecessor, the present prime minister supports closer political ties with Europe.
2. The latest Toyota is not only faster than its predecessors but also is more comfortable.

enable *v*

1. Please, let us know what kind of innovations you would like us to implement, so as to enable us to fulfill your order as soon as possible.
2. Computerisation should enable us to cut production costs by half.

wealth *n*, **wealthy** *adj*

1. Health is better than wealth.
2. "Early to bed and early to rise, makes a man healthy, wealthy and wise." (B. Franklin)
3. His wealth was immeasurable.

determine *v*, **determination** *n*

1. The Commander-in-Chief's strategy and tactics determined the outcome of the battle.
2. It is the responsibility of the court to determine whether the man is innocent or guilty.
3. I'm determined to get this piece of work finished today.
4. She was admired for her dogged (= very strong) determination to succeed in business.

Remember!**Some English words are formed by a change of stress:**

protest ['prəʊtest] <i>n</i>	to protest [prəʊ'test] <i>v</i>
insult ['ɪnsʌlt] <i>n</i>	to insult [ɪn'sʌlt] <i>v</i>
increase ['ɪnkri:s] <i>n</i>	to increase [ɪn'kri:s] <i>v</i>
record ['rekɔ:(r)d] <i>n</i>	to record [re'kɔ:(r)d] <i>v</i>
export ['eksɔ:(r)t] <i>n</i>	to export [eks'ɔ:(r)t] <i>v</i>
import ['ɪmpɔ:(r)t] <i>n</i>	to import [ɪm'ɔ:(r)t] <i>v</i>
desert ['dezə(r)t] <i>n</i>	to desert [dɪ'zɜ:(r)t] <i>v</i>

GRAMMAR

4 Do you agree with the following statements? Say “Yes” or “No” and prove your answer with the statement from the text.

Example: A Dutch ship didn't arrive at Jamestown port, did it?
Yes, it did. It arrived at Jamestown port in August 1619.

1. It didn't bring black Africans, did it?
2. These people didn't become slaves, did they?
3. The *Virginia Company* never made a profit, did it?
4. The *Virginia Company* turned out to be a failure, didn't it?
5. The liquidation of the *Virginia Company* didn't make the colonists' life in America much easier, did it?
6. There were very few of the colonists who survived, weren't there?
7. The early years of the 17th century in England weren't a time of poverty and hardships, were they?
8. The main attraction for a poor man was a piece of land for a farm, wasn't it?
9. The existence of slavery was immediately admitted by the Americans, wasn't it?

In spite of, despite (без предлога **of!**) — несмотря на
Слово 'despite' свойственно более формальному стилю. После 'in spite of' и 'despite' следует употреблять:

– существительное

We enjoyed our holiday in spite of (despite) the bad weather.

– герундий

We enjoyed our holiday in spite of (despite) staying in a cheap hotel.

– предложение, начинающееся с 'the fact that' + подлежащее + сказуемое (более формальный стиль)

We enjoyed our holiday in spite of (despite) the fact that the accommodation was not good enough.

Though, although, even though — хотя

Слово 'although' свойственно более формальному стилю. После 'though', 'although' и 'even though' следует употреблять придаточное предложение с подлежащим и сказуемым. We enjoyed our holiday though / although / even though the weather was bad.



5 Complete the sentences in a logical way.

1. I'm going to do this exercise even though...
2. Despite studying all day long...
3. Although the lecturer spoke very quickly...

4. In spite of starvation and diseases...
5. Though I had already read this story...
6. In spite of the heavy traffic...
7. Even though we've known each other for a long time...
8. In spite of the fact he had all the necessary qualifications...
9. Although we have been living in the same street...
10. In spite of being very busy...

6 Complete the sentences choosing the words from the box. There are some examples where two variants are possible. What are they?

who, which, that, whose

1. A Viking sailor from Iceland, ... name was Leif Eriksson, is believed to be one of the first sailors ... reached America.
2. The colony, ... was founded by John White, went down in history as 'the lost colony'.
3. The names of North and South America were given to these lands in honour of an Italian sailor ... name was Amerigo Vespucci.
4. Amerigo Vespucci wrote a few letters in ... he described the voyages he had made along the coasts of South America and he proved that the lands were a new continent.
5. Columbus called the native people ... were living in America at that time 'Indians', because he thought that he had reached India.
6. Columbus never realized that he had discovered a continent ... lies between Europe and Asia.
7. The slaves, ... had been brought to America, were forced to work on farms ... produced cotton, tobacco and rice.
8. A young settler, ... name was John Rolfe, discovered a new way of making tobacco leaves milder.
9. In August 1619 a small Dutch warship ... brought 20 black Africans arrived at Jamestown port.
10. Pilgrims sailed from England on a ship ... was called *Mayflower*.
11. The Pilgrims, ... chances of surviving were not high, had to learn how to farm and fish.



7 Fill in the spaces with the words from the box.

bear, imply, comprise, avoid, rely, entertain, appreciate, obey, comment, demand, belong, permit

1. I wonder why you ... speaking to them about your problems.
2. I ... on your word.

3. The security system will not ... you to enter without the correct password.
4. He used to ... us for hours with his stories.
5. I ... to see the manager.
6. Who does this file ... to?
7. "You are supposed to ... my orders," the commander said to the soldiers.
8. What do you ... by that?
9. Young specialists ... about 50 per cent of the whole staff.
10. Few people can ... rudeness.
11. The boss refused to ... on the matter.
12. You can't ... English poetry unless you understand its rhythm.

Phrasal verbs with 'give'

give in — surrender (сдаться)

give ... back — return (возвратить)

give ... out — distribute (раздать)

give ... up — stop doing (бросить, отказаться навсегда)



8 Translate the following into English using the phrasal verbs with 'give'.

1. Он часто цитировал Марка Твена, который сказал: "*Бросить* курить нетрудно — я делал это много раз!"
2. Учитель попросил его *раздать* студентам копии контрольных работ.
3. Его отец научил его не *сдаваться* даже в трудных ситуациях.

9 Read the story, try to guess the meanings of the words you don't know and fill in the gaps with the correct form of phrasal verbs.

go down as, turn out, go back, give in, go on

Pocahontas¹

The Jamestown colonists obeyed the Virginia Company's order to search for gold. By doing so they hoped to become rich themselves. But digging gold, washing it and loading it was not an easy job to do. The first settlers, however, were full of determination not to They ... working in spite of starvation and cruel diseases. The most courageous and determined of the explorers was Captain John Smith. If he hadn't organized the

¹ Pocahontas // O'Callaghan B. An Illustrated History of the USA. Longman, 1994.

colonists and made them work, the settlement would have died out to the last man.

When all the food supplies had run out, Captain Smith went into the forest to get some food from the Indians. But that particular tribe ... to be unfriendly. They took John prisoner and were going to kill him when quite unexpectedly a twelve-year old girl ran out of the crowd watching the execution and shielded him with her own body. Her name was Pocahontas. The sight of a man who was going to be murdered without being able to defend himself (his rifle had been taken away from him, of course) was unbearable to her. The other people didn't dare do the prisoner any harm because Pocahontas was the daughter of the tribe's chief.

Pocahontas ... in history ... a godsend to the English settlers. She supplied them with food and in this way saved them from famine and diseases.

Five years later, when Pocahontas was already 17 years old she married John Rolfe, a tobacco planter. Rolfe is known to have been one of the few successful British settlers in the New World. He was the first to discover a method of drying tobacco leaves, which made them milder. In 1613 he shipped the first load of Virginia tobacco to England where he was paid high prices, because the excellent quality of his tobacco was highly appreciated by British merchants.

In 1616 Rolfe took his Indian wife to England where she was presented at court to King James the First, and a portrait of her was made by an English painter. She would have returned to America with her husband and a newborn baby named Thomas, if she hadn't caught smallpox and died in 1617. When Thomas Rolfe grew up, he ... to Virginia. Quite a few Virginians today claim to be descended from Thomas Rolfe and so from Pocahontas. There is a well-known Disney cartoon film made in remembrance of that remarkable woman.



Simon de Passe,
Pocahontas

10 Retell the story about Pocahontas.



11 Complete the following sentences.

1. If the first settlers hadn't been full of determination to survive, they...
2. John Smith wouldn't have gone to the forest, if all the food supplies...

3. If Pocahontas hadn't shielded John Smith with her body, he...
4. Pocahontas's orders wouldn't have been obeyed, if she...
5. If Pocahontas hadn't supplied the settlers with food, they...
6. If Rolfe hadn't discovered a new method of drying tobacco leaves...
7. If Pocahontas hadn't come to England, she...
8. She would have returned to America with her husband and son, if she...

12 Questions for discussion.

1. Have you seen any historical films recently?
2. Can you remember a film that impressed you most? Tell us what the film was about, what historical events it was based on. You can use the following expressions:
 - The film is called...
 - The story takes place in...
 - The film is about...
 - It's a screen version of a famous novel called...
 - I liked the costumes, the battle scenes, the visual effects, etc.



- 13 Write a composition about the historical film you like best. Describe what happens in the film and give your opinion of it.**

Unit 4

Music is the universal language of mankind.

*Henry Wadsworth Longfellow (1807–1882),
American poet*

Discuss this before you read the text.

1. Can you say that music plays an important role in your life?
2. What kind of music do you like more: classical music, jazz, pop music, rock?
3. Can you play any musical instruments? Were you taught to play them or did you learn to play by yourself?
4. Do you prefer listening to pop songs in Russian or in English? Why?
5. What do you think is more important for a pop song to be a hit: a catchy tune or good lyrics?
6. Are you interested in modern musical trends?
7. Would you call yourself a fan of any particular pop group or singer?

PART 1



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 95—96 will help you.

The Beatles — Rock Superstars¹

THE BEGINNING OF THE NATIONAL FAME AND THE FIRST 'BIG JOB'

The Beatles became nationally famous in England in October 1962, when their first single record, *Love Me Do*, entered the Hit Parade at number 27. The famous four, who recorded that song, were, of course, John Lennon, Paul McCartney, George Harrison and drummer Ringo Starr. This, however, was not the **original line-up** of the band.



¹ Wilson K. *The Beatles — Rock Superstars* // Mozaika. 1985.

Three years before, when John Lennon was nineteen and George Harrison **approaching** his seventeenth birthday, the group was offered its first ‘big job’ — playing at the famous Star Club in Hamburg, Germany. In those days there were five Beatles: Pete Best on drums, Lennon, McCartney, Harrison and the **mysterious** fifth Beatle — Stuart Sutcliffe.

When the group arrived in Hamburg, they discovered two things. First of all, they were not in fact playing at the Star Club. They had to play in an ugly bar in *Grosse Freiheit* (the English translation would be *Great Freedom*), a street that didn’t enjoy a good reputation in Hamburg, to say the least.

Secondly, the accommodation they had been promised turned out to be rather strange: five beds behind the screen of an all-day cinema! They played in the bar until 2 a. m. every night, and then had to wake up at nine o’clock in the morning to the sound of gunshots from the cinema’s first Western of the day. They must have found it unbearable, but they had to **put up with** it. **Incidentally**, there was another group, playing at the Star Club at the same time. Their drummer was called Richard Starkey. Recognize the name? Ringo Starr!



LIVERPOOL’S CAVERN CLUB

The Beatles returned to England penniless and **exhausted**. Stuart Sutcliffe had left the group and stayed in Germany, where he died a few months later. *The Beatles* began a series of lunchtime concerts at Liverpool’s Cavern Club. They were now playing better than ever.

At this time, they were playing American rock and roll of the 1950s, combined with some of their own songs. They wore **leather** jackets, **tight** jeans and put **grease** in their hair to look like Elvis Presley.

The lunchtime concerts were a great success. The road outside the club was always crowded with girls who worked in nearby shops and offices. They came to see *The Beatles* during their lunch break. Local shopkeepers often complained about the crowds and the noise. The man who ran the local record shop went to see what all the **fuss** was about. His name was Brian Epstein. He must have had a good ear for talent and when he saw the band he realized immediately that he had found something very special. He became their manager and immediately began to bombard the major British music companies with letters and tape recordings of the band, finally winning a contract with *Parlophone*, a **subsidiary** of the giant EMI corporation which dealt in electrical goods and music records. The man **in charge** of their career at *Parlophone* was George Martin, a classically trained musician, who from the start became **the brains behind** the recording successes of *The Beatles*. First he suggested the band hire a more

refined drummer (they chose Starr) and then he rearranged their second recorded song (and the first big British hit), *Please Please Me*, changing it from a sad slow song into a quick-tempo dance.

Martin had some unusual and immensely successful ideas. He persuaded the group to include some instruments in the backing of their songs that they hadn't used before: the **cello** on *Yesterday*, the violins on *Eleanor Rigby*, the **oboe** on *You've Got to Hide Your Love away*. Martin himself played the piano on a number of songs, and taught Lennon some other piano parts. But most of all, he worked on the best instruments the group **possessed**: the combined voices of Lennon and McCartney.

(to be continued)

Names

John Lennon [dʒɒn 'lenən]
 Paul McCartney [pɔːl mə'kɑːtneɪ]
 George Harrison [dʒɔːdʒ 'hærisən]
 Ringo Starr ['rɪŋgəʊ stɑː]
 Stuart Sutcliffe [stjuːt 'sʌklɪf]
Grosse Freiheit ['grɒsə 'fraɪhaɪt]
 Richard Starkey ['rɪtʃəd 'stɑːki]
 Cavern Club ['kævnən klʌb]
 Elvis Presley ['elvɪs 'presli]
 Brian Epstein ['braɪən 'epstəɪn]
Parlophone ['pɑːləfəʊn]
 EMI [iːem'aɪ]
 George Martin [dʒɔːdʒ 'mɑːtɪn]
Eleanor Rigby ['elɪnə rɪɡbi]

New Words

original [ə'rɪdʒ(ə)nəl] <i>adj</i>	первоначальный, подлинный, оригинальный
origin ['ɒrɪdʒɪn] <i>n</i>	начало, источник, происхождение
line-up ['laɪn ʌp] <i>n</i>	состав участников
approach [ə'prəʊtʃ] <i>v</i>	подходить, приближаться
approach to <i>n</i>	подход
mysterious [mɪ'stɪəriəs] <i>adj</i>	загадочный
mystery <i>n</i>	загадка, тайна
put up with (<i>phrasal verb</i>)	терпеть, мириться, примириться (с чем-либо)

incidentally [ˌɪnsɪ'dent(ə)li] <i>adv</i> <i>syn.</i> by the way	зд. кстати, между прочим;
cavern ['kævə(r)n] <i>n</i>	пещера
exhausted [ɪg'zɔ:stɪd] <i>adj</i> exhaust <i>v</i>	измученный, обессиленный изнурять, утомлять, исчерпать
leather ['leðə(r)] <i>adj</i>	кожаный
tight [taɪt] <i>adj</i> <i>syn.</i> close-fitting	тугой, в обтяжку (об одежде), тесный
grease [gri:s] <i>n</i>	жир, смазочное вещество, зд. бриолин
fuss [fʌs] <i>n</i> to make fuss about	суета, ажиотаж, шум (<i>перен.</i>) устраивать шум (из-за)
subsidiary [səb'sɪdiəri] <i>n</i>	дочерняя компания
be in charge of	быть ответственным за, отвечать за
be the brains behind	быть генератором проектов, идей
brain <i>n</i>	мозг
refined [rɪ'faɪnd] <i>adj</i> refine <i>v</i>	рафинированный, изысканный, утонченный очищать, облагораживать, усовершенствовать
cello ['tʃeləʊ] (<i>violin</i> cello) <i>n</i>	виолончель
oboe ['əʊbəʊ] <i>n</i>	гобой
possess [pə'zes] <i>v</i>	владеть, обладать

EXERCISES

- 1 Find English equivalents in the text for the following (you may think of better Russian translations).
 1. ... соби́рался отметить свое семна́дцатилетие...
 2. ... на улице, которая, мягко говоря, не пользовалась хорошей репутацией в Гамбурге.
 3. Для них, должно быть, это было невыносимо, но им приходилось с этим мириться.
 4. Владелец местного магазина грампластинок зашел, чтобы узнать, по какому поводу весь этот ажиотаж.
 5. Он, должно быть, умел сразу распознавать таланты...

6. ... и сразу же стал засыпать ведущие британские музыкальные компании письмами и музыкальными записями группы...
7. ... корпорацией, которая занималась торговлей электрическими товарами и музыкальными пластинками.
8. ... стал генератором идей для достижения успеха записей «Битлз».
9. Он убедил группу включить в аккомпанемент их песен некоторые инструменты, которые они до этого не использовали.
10. Но больше всего он работал над самым лучшим инструментом, которым владела группа: удачным сочетанием голосов Леннона и Маккартни.

2 These are the answers. What were the questions?

1. *The Beatles* became nationally famous in England in **October 1962**.
2. In those days there were **five** Beatles.
3. They had to play **in an ugly bar in Grosse Freiheit**.
4. They wore **leather jackets and tight jeans**.
5. The road outside the club was always crowded **with girls who worked in nearby shops and offices**.
6. **The man who ran the local record shop** went to see what all the fuss was about.
7. The man in charge of their career at *Parlophone* was **George Martin**.
8. Martin persuaded the group to include **some instruments in the backing of their songs**.

VOCABULARY

3 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

original *n, adj*, **origin** *n*, **originality** *n*, **originally** *adv*

1. The original of the painting is lost. It must have been stolen.
2. He reads Shakespeare in the original.
3. We want the original document. We don't need a copy.
4. The original inhabitants of both Americas were the Indians.
5. It's a highly original piece of work. There has never been anything like that before. It's a book of great originality.
6. His original idea may have been different.
7. Many of the problems must have had their origin in post-war Europe.
8. Darwin called his book *On the Origin of Species*.
9. The family originally came from France.

approach *n, v*, **approaching** *adj*

1. The enemy was stopped at the approaches to the capital.
2. It's important to find the right approach to the problem.
3. It was still rather cold, but the approach of spring was already felt.
4. "We're now approaching the palace," the guide said to the tourists.
5. She was just approaching her eighteenth birthday when she got married.
6. I think it's better to approach the manager about it.
7. It's approaching lunchtime, so I suggest we take a break right now.
8. Everybody was looking forward to the approaching holiday.

mystery *n*, **mysterious** *adj*

1. When and how this wall was built remains a mystery up to this day.
2. I must say it's still a mystery to me how they found the right approach to the matter.
3. There is no mystery about it. You can find it on the Internet without any particular difficulty.
4. His personal life has remained mysterious, despite the many interviews he has given.
5. His mysterious disappearance created quite a stir in the mass media.

put up with (*phrasal verb*)

1. To 'put up with' means to suffer something annoying or unpleasant without complaining.
2. "I can't put up with your rudeness!" she said angrily and left the room.
3. There's nothing to be done, I'm afraid. We'll have to put up with the changes.
4. I wonder how you can put up with that absolutely wrong approach to new ideas.

incident *n*, **incidental** *adj*, **incidentally** *adv*

1. An incident is a single event, often one that's not very important or that is part of a larger event.
e.g. She told us some of the amusing incidents from her holiday.
2. There was an unpleasant incident during the discussion, but the general atmosphere was friendly.
3. Police fears of violence during the demonstration proved to be groundless when it passed without incident.
4. Keep a record of any incidental expenses on your trip.

- I want to tell you, incidentally, (by the way) that if I were you, I wouldn't have put up with his behaviour.
- Quite incidentally, I found out some very useful information in the book.

accident *n*, **accidental** *adj*, **accidentally** *adv*

- I came across that information by accident.
- He didn't do it intentionally. It must have been an accident.
- A team of rescuers was immediately sent to the scene of the rail accident (место крушения, аварии).
- There was a bad road (car) accident.
- I accidentally locked myself out of the house.

exhaust *v*, **exhausted** *adj*, **exhausting** *adj*

- Ecologically, it's wrong to exhaust the soil.
- The first settlers in the New World must have exhausted all their resources sooner than they had expected.
- "Ladies and gentlemen! I have exhausted the subject and have nothing else to add," the speaker said to the audience.
- We were all exhausted by the heat, but we had to put up with it.
- For car drivers it would be useful to know that the Russian for 'exhaust valve' is «выхлопная труба».
- You must feel exhausted after your long journey.
- The twelve-hour flight to India was really exhausting.

fuss *n, v*, **to make fuss about / over sth / sb**

- It's all a fuss about nothing if you ask me.
- I said I might be late for work but the boss made such a fuss that I thought I'd better arrive on time.
- I don't know what all the fuss is about. I really don't think that singer is anything special.
- I wish we would stop fussing over details.

charge *n, v*

- 'To be in charge (of)' means to be the person who controls or is responsible for a group of people or an activity.
- Excuse me, who's in charge here?
- 'To put sb in charge (of)' means to give someone complete responsibility over an activity, a group of people, an organization etc.
- He's likely to be put in charge of the team.
- 'To take charge (of sth)' means to take control of a situation, organization or a group of people.

6. George will take charge of the department while I'm away.
7. The noun 'charge' may mean an official statement made by the police saying that someone is guilty of a crime (e.g. charge of burglary / murder / theft, etc.)
e.g. They appeared in court on a charge of armed robbery (= They were charged with armed robbery).
8. 'Charge' both as a noun and a verb may refer to money.
e.g. How much did they charge for the repair?
9. You can charge my accommodation to the company account.
10. 'Extra charges' means additional money you have to pay.
11. Don't worry about extra charges. There aren't going to be any, I'm sure.

brain *n*

1. I racked my brain over that problem and have failed to find a solution so far!
2. I can't go into business. I have no brains for commerce.
3. I think the government should do something to stop the brain drain.
(= to stop talented people emigrating to other countries.)
4. 'To be the brains behind sth' means to be the person who thought of and developed a particular plan, system, etc, especially a successful one.

possess *v*, **possession** *n*

1. 'To possess' means to own or have something, especially something valuable or important, or have an ability or quality.
2. He turned out to possess (= have, own) property (a villa, to be more exact) in the suburbs of London.
3. I wish I possessed (= had) your ability for languages (your ear for music, etc)!
4. The painting is in the possession of the artist's son.
5. He must have lost all his possessions in the fire.
6. She is suspected of being in possession of valuable information.
7. Britain lost a lot of her overseas possessions after World War II.
8. He faced trial on charges of possession of heroin.

Don't mix up!

heroin ['herəʊɪn] героин, **heroine** ['herəʊɪn] героиня

GRAMMAR

Modal Verbs (Obligation)

Compare

must

Must имеет только одну форму — форму настоящего времени, не изменяется по лицам и числам и по смыслу близок русским словосочетаниям «обязательно (непрерменно) должен / должна» и т. д.

I must get up early tomorrow. There are lots of things I'd like to do. (Я это осознаю и считаю необходимым.)

have (got) to

Have to используется, когда действие необходимо выполнять в силу сложившихся внешних обстоятельств, может употребляться в различных временах. Русские эквиваленты: «приходится», «вынужден», «должен».

I have to get up early tomorrow. My flight is at 9 in the morning. (Я вынужден.)

He had to go to hospital.
(*Past Simple*)

I'm afraid he'll have to go to hospital. (*Future Simple*)

Have you had to work hard recently? (*Present Perfect*)

He might have to go to hospital. (*with 'might'*)



4 Translate the following into English.

1. Он должен бросить курить, хотя я понимаю, что это нелегко.
2. Он вынужден вставать рано, потому что живет очень далеко.
3. «Мне обязательно надо выяснить это сегодня?» — «Боюсь, что да. Это очень важно».
4. «Мне обязательно пойти их провожать?» — «Нет, не обязательно. Они могут заказать такси».
5. «Вам приходится ездить на работу в час пик?» — «Нет. Я могу приезжать попозже. Мой начальник не возражает, если я приезжаю к 11».

6. Кто в вашей семье должен ходить за покупками?
7. Тебе пришлось много работать в этом месяце, не так ли?
8. Его самолет опоздал на два часа, и мне пришлось ждать в аэропорту.
9. Я не смогу встретиться с вами в выходные, мне придется готовиться к экзамену.
10. Ему придется поехать в командировку на следующей неделе.
11. Я не люблю откладывать дела на потом, но иногда приходится.
12. Мы обязательно должны поблагодарить их за гостеприимство.

Compare

mustn't

'Mustn't' близко по значению русскому «нельзя».

You mustn't smoke in a concert hall.

don't have to

'Don't have to' может употребляться в различных временах и переводится как «нет необходимости», «не обязательно», «не приходится», «не надо».

You don't have to (don't need to) wear uniform in the office.



5 Translate the following into English.

1. Детям нельзя так долго играть в компьютерные игры!
2. Тебе не обязательно приходить еще раз. Можно просто позвонить.
3. Ему нельзя сегодня выходить из дома. Он все еще болен.
4. Ты не должен говорить об этом никому!
5. Ему не обязательно ходить в костюме на работу, но обычно он приходит в костюме и галстуке.
6. Я обещала прийти вовремя. Мне нельзя опаздывать!
7. Я завтра не работаю, поэтому мне нет необходимости вставать рано.
8. Мне надо не забыть позвонить ему завтра. У него день рождения.

Degrees of Certainty (Present and Future)

I / you/ he ...	must / должно быть may (not), might (not) / возможно (не) can't / не может быть	be (tired, hungry) be (doing, joking) do, go, know
-----------------	--	--



6 Rewrite the second sentence in each pair using the word in bold.

Example: Probably he's ill and that's why he isn't at the lesson now.
must: He must be ill and that's why isn't at the lesson now.

Perhaps he's ill but I don't really know.

may (might): He may (might) be ill but I don't really know.

I can't believe he's ill — I spoke to him on the phone this morning and he sounded OK.

can't: He can't be ill — I spoke to him on the phone this morning and he sounded OK.

- Don't worry! Perhaps they'll still come.
might: They...
- Probably you're joking.
must: You...
- Maybe you don't remember me, but I remember you very well.
may not: You...
- I'm sure you're very proud of your daughter — I hear she was admitted to university.
must: You...
- I can't believe you really mean that!
can't: You...
- Can I speak to Ann? — Probably you have the wrong number. There is no one here by that name.
must: You...
- Maybe he knows the answer.
may: He...
- I don't believe it's true.
can't: It...
- How old is their son now? — I don't know exactly. Perhaps he is 10.
might: He...
- Where is Tom? — He always plays tennis at this time. Probably he is playing it now.
must: He...

7 Complete the text choosing the words from the box.

after, more, from, of, in, as, to, than, on, which

Elvis Presley¹

Elvis Presley was born ... January 8th, 1935 ... Tupelo, Mississippi. His first musical experience was singing gospel songs in church. He was the first white singer to sing 'black' songs, with their origins and rhythm ... gospel² music and blues.

His career consists ... three clear parts. ... the 1950s, he was a wild performer, producing a combination ... rhythm and blues and rock and roll, ... delighted American teenagers and shocked their parents. ... 1958, Presley was called up for military service. He spent two years ... Germany and was 'the perfect soldier'. American parents decided that perhaps he wasn't so dangerous ... all!

... the 1960s, he rarely appeared ... public, but made about 25 almost identical films, each one worse ... the one before. ... 1968 until his death in 1977, he returned ... public performing, but more and more ... a cabaret singer to older audience.

Elvis died ... August 16th, 1977. He had recorded more than 400 songs, and sold (before his death) ... than two hundred million records.

8 Match a line in A with a line in B.

A

Elvis Presley
Daniel Gabriel Fahrenheit
Amerigo Vespucci
Thomas Edison
Alexander Bell
Albert Einstein
Captain James Cook

B

was the first to discover Australia.
was the first to describe America as a continent.
was the first white singer to sing 'black' songs.
was the first to create the theory of relativity.
was the first to invent the light bulb.
was the first to invent the telephone.
was the first to produce an accurate thermometer.

¹ Based on Wikipedia article.

² **Gospel** — Евангелие. **Gospel music** — церковное пение.



9

You're planning to go to England for your holiday. You have a friend living in London. You've already been to London and now you'd like to experience something new. You've heard that there are a lot of places connected with *The Beatles'* lives in Liverpool and you've found the following information on the Internet.

Write an e-mail to your friend suggesting you go there together, telling him what places you'd like to visit and asking him what he thinks about it.

**IMAGINE EXPERIENCING THE MOST SENSATIONAL
STORY THE POP WORLD HAS EVER KNOWN
IN THE CITY WHERE IT ALL BEGAN!**



Liverpool has always been at the forefront of pop. The city's artists and bands have earned it a place in the Guinness Book of Records, with more number one hit singles than any other city in the UK. Many of these charttoppers were written by Lennon & McCartney, the world's most successful songwriting duo ever.

Whether you're fanatical about *The Beatles* or just fanatical about music, you'll be absorbed in a unique story of music, fame and fortune in Beatles Liverpool. You can experience Strawberry Field and Lennon and McCartney's childhood homes, take a stroll along Mathew

Street and Penny Lane, learn about the Merseybeat era and even enjoy a drink in the lads' favourite pubs and clubs. As you discover what made the band so special you can look forward to some poignant and evocative moments in the legendary city where they grew up.

Make sure you find the heart and soul of Beatles Liverpool with these essential ingredients:

Beatles Story — award-winning exhibition where the complete story unfolds from its Liverpool beginnings to the worldwide phenomenon of Beatlemania and beyond.

Beatles Magical Mystery Tour — two-hour tour of places associated with the Fab Four, including their homes, schools and places that inspired so many memorable songs.

Cavern Club — the famous basement club where *The Beatles* first tasted success in the early 1960's that's still buzzing with great music today.



10 Read the following dialogue and listen to it.

- A. Hi, Sonya! What's happened? You've never looked so beautiful, so radiant (сияющая) I should say! What's the matter? Has a prince asked you to marry him?
- S. Is what you're saying true? I mean about my face, not about the prince.
- A. It's the truth, the truth and only the truth. I can swear it on the Bible.
- S. Well, I've just seen and heard a real little genius — a 10-year old Japanese girl, playing a concerto by Mozart.
- A. Did you go to the conservatory?



- S. No, I just turned on TV in good time to watch the concert. It was something unbelievable! I don't mean the conductor, he's been world-famous for years, I mean the girl. It was something just fantastic, as if all that little Amadeus felt centuries ago and in quite a different place and on quite different occasions has penetrated into that little girl! I wish you could see that childish face, those beautiful eyes — they poured emotion, understanding, appreciation — my vocabulary is really too poor to describe it all! And the hands! Beautiful strong hands of a born virtuoso and feminine hands at that!
- A. Do you remember her name?
- S. Yes, I do. Her name's Akimi Kobajashi. I'm sure it isn't the last time we hear of that little miracle. We can't miss the next chance of hearing her playing.
- A. Quite right! I couldn't agree more!

- 11 Make up a story on the basis of this conversation. Do you think the people who are talking are musicians, or just music lovers? Have you ever heard of Akimi Kobajashi? What do you think of her? What do you think of infant prodigies (вундеркинды)? Do they always become outstanding musicians?**

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 108—110 will help you.

The Beatles — Rock Superstars

(the beginning is on p. 93)



THE BEATLEMANIA

During the sixties, it seemed that *The Beatles* were always in the news headlines. They made successful records and interesting films.

Throughout the winter and into the spring of 1963, *The Beatles* continued their rise to fame in England by producing their own interpretations of popular tunes and also by playing classical American rock and roll on a variety of BBC radio programmes. In these months, **fascination** with *The Beatles* — at first **confined** to young British fans of popular music — **exceeded** the normal barriers of behaviour, transforming their live performances into **widespread** public **frenzy**. In the autumn of that year, when they made a couple of appearances on British television, the evidence of their unprecedented popularity **prompted** British newspapermen to **coin** a new word for the **phenomenon**: Beatlemania. Between 1965 and 1967 the music of *The Beatles* rapidly changed and evolved, becoming more **subtle**, **sophisticated**, and **varied**. Their repertoire in these years ranged from the **chamber** pop ballad *Yesterday* and the **enigmatic** folk tune *Norwegian Wood* (both 1965) to the hard rock song *Tomorrow Never Knows* (1966).



THE BEGINNING OF THE END

When Epstein unexpectedly died in 1967, things began to go wrong for *The Beatles'* industry. The relationship between Lennon and McCartney became very difficult; they **argued** about music, they disliked each other's wives and they disagreed about who should be the new manager of their **affairs**.

In the spring of 1970 *The Beatles* formally drifted apart. Lennon became a solo performer and then property speculator¹ in New York, buying and selling expensive apartments. McCartney formed a pop group called *Wings* with his wife Linda. George Harrison was rarely seen, but was

¹ **Property speculator** — риелтор, посредник в торговле недвижимостью.

known to be collecting money for charity. Ringo Starr began a surprisingly successful career as a film star.

In 1980 Lennon was **murdered** by a **demented** fan outside the *Dakota*, a famous apartment building in New York City known for its **celebrity tenants**. The event provoked a global **outpouring** of **grief**.

In the years that followed, the surviving *Beatles* continued to record and perform as solo artists. McCartney in particular remained musically active, both in the pop field, producing new albums every few years, and in the field of classical music — in 1991 he completed *Liverpool Oratorio*, in 1997 he **supervised** the recording of another symphonic work *Standing Stone* and in 1999 he released a new classical album, *Working Classical*. In 1997 McCartney was **knighthood** by the Queen of England.

The Beatles I, a collection of 27 of the group's number one hits, was **released** in 2000 and became one of the best-selling albums in music history.

So what is *The Beatles'* role in the evolution of modern music? This is what, without any **exaggeration**, can be said:

They effectively reinvented the meaning of rock and roll as a cultural form. The original songs, *The Beatles* wrote and recorded, **dramatically** expanded the musical range and expressive **scope** of the **genre** they had **inherited**. Their vocal harmonies and subtle arrangements, combined with specific rhythm, produced by Starr's drumming, created new standards of excellence and beauty in a genre previously considered just a new kind of **amateurish** music for **youngsters**.



New Words

throughout (of time and place)
[θruː'ɑʊt] *prep, adv*

на всем протяжении

fascination [ˌfæsi'neɪʃ(ə)n] *n*
fascinate (with / by) *v*

восторг, притягательность
восхищать, приводить в восторг, очаровывать

confine [kən'faɪn] *v*
syn. to limit

ограничивать

exceed [ɪk'siːd] *v*

превышать, превосходить

widespread ['waɪd,spred] *adj*

широко распространенный

frenzy ['frenzi] *n*

безумие, неистовство

prompt [prɒmpt] <i>v</i>	подсказывать, побуждать, внушать мысль
coin [kɔɪn] <i>v</i>	чеканить (о монетах), создавать неологизмы (новые слова и выражения)
phenomenon [fə'nɒmɪnən] <i>n</i>	событие, феномен, явление
subtle ['sʌt(ə)] <i>adj</i>	утонченный, изысканный, тонкий (напр., о запахе, чувстве)
sophisticated [sə'fɪstɪ,ketɪd] <i>adj</i>	изысканный, утонченный (о музыке), сложный (о технике), искушенный (о публике)
varied ['veəriəd] <i>adj</i>	разнообразный
chamber ['tʃeɪmbə(r)] <i>adj</i>	зд. камерная (о музыке)
enigmatic [,enɪg'mætɪk] <i>adj</i>	загадочный, таинственный
enigma <i>n</i>	загадка
argue ['ɑ:(r)ɡju] <i>v</i>	спорить
affairs [ə'feə(r)z] <i>n</i>	дела, вопросы
murder ['mɜ:(r)də(r)] <i>v</i>	убить
murder <i>n</i>	убийство
demented [dɪ'mentɪd] <i>adj</i>	умалишенный, сумасшедший, безумный
celebrity [sə'leibrəti] <i>n</i>	знаменитость
tenant ['tenənt] <i>n</i>	житель, обитатель
outpouring ['aʊt,pɔ:(r)ɪŋ] <i>n</i>	излияние
grief [ɡri:f] <i>n</i>	горе, печаль
supervise ['su:pə(r)vɑɪz] <i>v</i>	наблюдать (за кем-либо), отвечать (за что-либо), руководить (чем-либо)
be knighted ['naɪtɪd]	получить почетное звание Sir (перед именем) по указу монарха за заслуги перед страной
knight <i>n</i>	рыцарь
release [rɪ'li:z] <i>v</i>	выпускать в свет
exaggeration [ɪg,zædʒə'reɪʃ(ə)n] <i>n</i>	преувеличение
exaggerate [ɪg'zædʒəreɪt] <i>v</i>	преувеличивать

dramatically [drə'mætɪkəli] <i>adv</i>	значительно, резко, необычайно
scope [skəʊp] <i>n</i>	границы, рамки, пределы, масштаб (деятельности)
genre ['ʒɒnrə] <i>n</i>	жанр
inherit (from) [ɪn'herrɪt] <i>v</i>	наследовать, унаследовать
amateurish ['æmətərɪʃ] <i>adj</i>	дилетантский, любительский
(the) youngsters ['jʌŋstə(r)z] <i>n</i>	молодежь

Questions for discussion.

1. Was the information about *The Beatles* new for you? Do you know any of their songs? Which ones do you particularly like? Why?
2. Why do you think *The Beatles* were so popular? Did it happen because of their talent or was it just their good luck to meet such people as Brian Epstein and George Martin?
3. According to the text, *The Beatles'* contribution to the evolution of music in the 20th century is invaluable. Do you agree or disagree? Give your reasons.
4. What do you think is the role of a manager in the career of a young musician or a band of musicians?
5. What do you think is more important for a musician's popularity: live concerts or appearances on TV and the radio programmes? Why?
6. Do you think you can improve your English by learning the lyrics of English pop songs? Give your reasons.
7. Do you think that such contractions as 'wanna', 'gonna', 'cause', etc, often used in pop and rock songs would be proper in a serious conversation?
8. What are your favourite pop groups (singers)? What do you like them for?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. ... чувство восторга от группы «Битлз», поначалу охватившее только молодых британских любителей поп-музыки, перешло все допустимые нормы поведения и превратило их выступления на сцене в безумие всех зрителей.

2. ... их беспрецедентная популярность привела к тому, что журналисты изобрели новое слово для описания этого феноменального явления — битломания.
3. ... известном своими знаменитыми жильцами.
4. Это событие вызвало повсеместное проявление горя и печали.
5. В 1997 году королева Англии присвоила Маккартни дворянское звание (присвоила ему звание сэра).
6. Вот что можно сказать без всякого преувеличения.
7. ... создали новые образцы качества и красоты в жанре, который до этого считался просто новым течением любительской музыки для молодежи.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

throughout *prep, adv*

1. It is known to be an international organization with subsidiaries throughout the world.
2. He managed to mislead the court throughout the trial.

fascinate *v*, **fascination** *n*, **fascinating** *adj*

1. Many of those who were present were fascinated by the originality of the speaker's way of thinking.
2. What fascinates me most about that group is the wonderful combination of their voices.
3. The new findings about the origin of the solar system fascinate me.
4. I find the project (book, idea, job) both fascinating and challenging.
5. Children often have a fascination for adventure stories.
6. India will always hold a great fascination for me.

confine *v*, **confined** *adj*

1. "I shall confine myself to the facts before insisting on any specific charges against the man," the prosecutor said.
2. His stories used to be confined to family life before he started writing historical novels.
3. I'm so sorry I can't go, because I'm confined to the house with flu.
4. I wish my son's interests weren't confined to football and hockey!
5. You just can't confine yourself to reading adapted stories. It's high time you started reading English books in the original.

exceed *v*, **excess** *n*, **excessive** *adj*, **exceedingly** *adv*

1. If you hadn't exceeded the instructions, nothing would have happened.
2. Their success exceeded all expectations.
3. Demand for electronic equipment is likely to exceed supply in the near future.
4. The driver was fined for exceeding the speed limit.
5. The public's excess of enthusiasm turned into a frenzy.
6. Excess of exports over imports is favourable for the country's economy.
7. Excess in eating and especially drinking never leads to anything good.
8. 'Exceedingly' is stronger in meaning than 'very'.
e.g. It was exceedingly interesting (difficult, useful, successful, etc.).

widespread *adj*

This theory (opinion, idea, etc.) is becoming increasingly widespread.

prompt *v*, *adj*

1. I wonder what prompted you to do that?
2. The person who prompts the actors the lines of their roles is called a 'prompter', and the place where he sits during the performance is called the 'prompt box'.
3. As an adjective 'prompt' means 'quick', 'immediate'.
4. The service here is very prompt.
5. We expect a prompt reply from our partners.

subtle *adj*

1. A person with such a subtle mind can't have made a fuss over such unimportant things.
2. There's such a subtle difference between the copy and the original that it is hardly noticeable.
3. I've got that tune on the brain. It's simple, but it has such a subtle charm.
4. His subtle hint (намек) must have been misunderstood.

sophisticated *adj*

1. A sophisticated machine (system, device, weapon, etc.) is very cleverly designed and very advanced, and often works in a complicated way.
e.g. The design of spaceships is highly sophisticated.

2. This music can only be appreciated by a sophisticated audience.
3. Most electronic equipment is exceedingly sophisticated.

vary *v*, **various** *adj*, **varied** *adj*, **variety** *n*

1. If several things of the same kind vary, they are different from each other.
2. Teaching methods vary considerably from college to college.
3. Modern cars vary in quality, size and price, of course.
4. There's little I can do to add variety to my daily routine.
5. "Variety is the spice of life" is a proverb, which is used to say that doing a lot of different things, meeting different people, etc. is what makes life interesting.
6. A variety theatre is a theatre that specialises in short performances of various types.
7. 'Varied' means consisting of or including different kinds of things or people, especially in a way that seems interesting.
8. Your new job must be very varied. You seem to be carried away by your new duties.
9. The assortment they offer is exceedingly varied. That explains the customer's interest in the shop.

argue *v*, **argument** *n*

1. I'm not going to argue with you, but I'm deeply convinced you're wrong.
2. They argued about the repertoire, with two of them insisting that it should be more varied.
3. The family argued bitterly over their common property.
4. We aren't going to have an argument about the children, but I do think they should go to a better school, though I admit that the fees are too high.
5. Now I'm sorry I got into an argument with the other driver. I shouldn't have done it.
6. I couldn't help overhearing the heated argument between them.
7. Please tell me all you think about it. I'm open to hearing your arguments.
8. You've heard only one side of the argument. Let's listen to the other.

affair *n*

1. It's a strange affair.
2. The wedding is going to be a big affair.
3. News programmes are supposed to deal with the current affairs in the world.

4. The British Ministry of Foreign Affairs is called the Foreign Office. In the USA it is called the State Department.
5. A friend of mine is going to be a foreign affairs correspondent for CNN.
6. The state of affairs in the company was unsatisfactory and the Board of Directors couldn't afford to put up with it.
7. That's not my affair (= business).
8. It's my own affair (= business) and nobody else's.

Don't mix up!

affair — дело, **matter** — дело

That's another matter (**not** affair).

It is a matter of opinion (**not** affair).

Well, after all it isn't a matter of life and death (**not** affair).

affair — роман, **novel** — роман (*литературное произведение*)

He went down in history as a man who had a lot of love affairs.

The novel is worth reading.

murder *v, n*

1. 'To murder' means 'to kill someone deliberately (намеренно) and illegally'.
2. He was murdered for his money.
3. The noun 'murder' is the crime of deliberately and illegally killing someone.
4. He was charged with murder and finally sentenced to life imprisonment.

demented *adj (formal, medical)*, **mad** *adj*, **crazy** *adj*, **lunatic** *n*

1. The words 'mad' and 'crazy' are often used figuratively (in everyday situations).
2. You must be mad to leave your job.
3. That noise just drives me mad!
4. She's mad (crazy) about figure skating.
5. He's mad about that girl.
6. That's a crazy idea!
7. You're crazy to drive at this speed.
8. A 'lunatic' is a 'madman'. The English word for "лунатик" is a 'sleepwalker'.

celebrity *n*, celebrate *v*, celebration *n*

1. Is it easy to be a celebrity? That is the question.
2. Thanksgiving is celebrated on the fourth Thursday in November, which in the US is a public holiday.
3. She was celebrated as one of the finest dancers of her generation.
4. Lots of celebrities were at the film premiere.
5. Such good news calls for a celebration.

supervise *v*, supervisor *n*, supervision *n*

1. He was appointed to supervise the construction.
2. Dieting should be supervised by a doctor.
3. A special organization was set up to supervise the activities of casinos.
4. The work was done under strict supervision.
5. The project will need supervision.
6. A 'supervisor' is a person who supervises people, activities or places.
e.g. My University supervisor (tutor) said he would strongly recommend me for the new course.

knight *n, v*

1. In modern British English a 'knight' means a man who has the title Sir, given to him by the King or Queen. To be knighted is to be given this title.
2. 'Sir' is spelt with a capital letter and is used before the first name of a knight.
e.g. Sir James Wilson (Sir James, but **not** Sir Wilson). If the person is a woman the corresponding title is Dame.
e.g. Dame Ellen Terry was a famous actress. 'Lady' is used as the title of the wife or daughter of a knight or in the title of women with a high official position.

release *n, v*

1. I wish I were released from my duties as supervisor as soon as possible.
2. That man ought not to have been released from prison, if you ask me!
3. Their new album has just been released.
4. You must be mad to release the brakes on this slippery road
5. Don't worry. I can release you from your debt. I can do without that money.

6. I can't describe this wonderful feeling of release when the examinations are over.
7. 'Press release' is an official statement giving information to the newspapers, radio or television.

exaggerate *v*, **exaggeration** *n*

1. He must be exaggerating his pain to get our sympathy.
2. I can say without exaggeration he's the best specialist in the company.
3. "The report of my death was an exaggeration." (Mark Twain to the *New York Journal* after it had reported his death, 1897)

dramatic *adj*, **dramatically** *adv*

1. There have been dramatic changes for the better (worse, etc.).
2. Nobody had expected that dramatic turn of events.
3. We expect dramatic improvements.
4. The way in which information is transmitted has changed dramatically.
5. Like in Russian, 'dramatic' also means 'connected with the theatre or written in the form of a play'.
e.g. Browning's dramatic works.

scope *n*

1. Lack of time limits the scope (range) of the course.
2. I asked at the job interview whether there would be any scope (opportunity) for me to use my Japanese.
3. The question you are interested in is beyond the scope of that book.
4. This job gives him enough scope for his abilities.
5. "I'm happy to say that the scope of our business has been expanding rapidly in recent years," the Director General said in his opening speech.

inherit *v*, **heir** *n*, **heiress** *n*

1. She inherited her beauty from her mother.
2. When I took on the job of the manager, I inherited some unexpected financial problems.
3. The Prince of Wales is usually the heir to the British throne.
4. He married the heiress to an enormous fortune.

amateur *n, adj*, **amateurish** *adj*

1. I must say that I wasn't brought up to play any musical instruments. I'm an amateur musician.

2. We used to put on a lot of amateur theatricals at college (shows, plays, even musicals). I must admit the actors' performance was a bit amateurish, but it was always a success with the public who were inevitably confined to our professors and fellow-students.

GRAMMAR

Some nouns that English has borrowed from other languages have irregular plurals. Do you understand their meanings?

Singular	Plural
phenomenon	phenomena
formula	formulae / formulas
analysis	analyses
basis	bases
crisis	crises
thesis	theses
datum	data
curriculum	curricula
medium	media

Modal Verb Degrees of Certainty in the Past

I /you / he ...	must (ДОЛЖНО БЫТЬ) may (not), might (not) (ВОЗМОЖНО (НЕ)) can't (НЕ МОЖЕТ БЫТЬ)	have	been (tired, asleep) been (doing, working) done, gone, known
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3 Rewrite the second sentence in each pair using the word in bold.

Examples: Probably he was ill and that's why he missed the lessons yesterday.

must: He must have been ill and that's why he missed the lessons yesterday.

Perhaps he was ill yesterday but I don't really know.

may (might): He may (might) have been ill yesterday but I don't really know.

I can't believe he was ill yesterday. He hadn't prepared for the test and simply decided not to come.

can't: He can't have been ill yesterday. He hadn't prepared for the test and simply decided not to come.

1. Perhaps *The Beatles* found the job they were offered in Germany challenging and agreed to go to Hamburg.
might: *The Beatles...*
2. Probably Brian Epstein immediately appreciated *The Beatles'* performance when he visited the *Cavern Club* in November 1961.
must: Brian Epstein...
3. I don't think it was easy for George Martin to work with the *Beatles*, perhaps they were not very cooperative.
may: *The Beatles...*
4. The relations between Lennon and McCartney became very difficult, perhaps because they disliked each other's wives.
might: Lennon and McCartney...
5. Probably Stuart Sutcliffe suffered from increasingly bad headaches and that's why he quit *The Beatles*.
must: Stuart Sutcliffe...
6. I don't believe John Lennon said that *The Beatles* were "more popular than Jesus".
can't: John Lennon...
7. Perhaps *The Beatles* were fascinated by Elvis Presley's songs and his popularity.
may: *The Beatles...*
8. I can't believe the album *Meet The Beatles!* remained number one for nearly four months in 1964.
can't: The album *Meet The Beatles!*..
9. Perhaps *The Beatles* were not invited to Brian Epstein's funeral and that's why they didn't attend it.
may: *The Beatles...*
10. Probably *The Beatles* disliked the term 'Beatlemania' and rejected it as a title of their first movie, which was named *A Hard Day's Night*.
must: *The Beatles...*
11. In all probability Elvis Presley wanted to meet *The Beatles*, and they met at his Beverly Hills home in August 1965.
must: Elvis Presley...

4 Change the meaning of each sentence to its opposite and translate both sentences.

Example: The bridge **must** have been destroyed.
The bridge **can't** have been destroyed.

1. They must have done without an interpreter.
2. Peter can't have borrowed a large sum of money from his father.
3. The house must have been built long ago.
4. His illness can't have been very serious.
5. He must have been the brains behind the project.
6. She must have lost all her possessions in the fire.
7. He can't have said it without thinking.
8. They must have changed their opinion.
9. The problem can't have been solved.
10. He must have inherited his sister's property.
11. They must have been driving too fast.

Phrasal verbs with 'put'

put ... off — delay (откладывать)

put ... on — 1) switch on (*syn.* turn on) (включать)

2) put on (надевать) (*ant.* take ... off) снимать (об одежде)

put ... through — connect people on the phone (соединять)

put up with — tolerate (мириться с недостатками, терпеть)

put down — write down (записать)



5 Translate the following into English using the phrasal verbs with 'put'.

1. На улице холодно. *Надень* шапку и шарф, чтобы не простудиться.
2. *Не откладывай* на завтра то, что можно сделать сегодня.
3. Его жене, вероятно, сложно *мириться с* его манерами, но приходится.
4. «Можно поговорить с миссис Джонс?» — «Конечно. Одну минутку. Я вас *соединяю*».
5. Не кладите трубку, пожалуйста. Позвольте, я возьму ручку и *запишу* ваше имя и номер телефона.

Phrasal verbs with 'take'

take ... away — remove (убрать)

takeaway *n* — food that you can take home from a café or a restaurant (еда навынос)

take ... back — withdraw what you said (взять свои слова обратно, отказаться от сказанного)

take ... off — remove clothes (снять одежду)

take off — leave the ground (about an aircraft) (взлететь (о самолете))

take ... over — gain control of (прийти к власти, взять управление в свои руки)

take up — 1) start a hobby (увлечься каким-то занятием)

2) occupy (time or space) (занимать (время или место))

take after — resemble (быть похожим); внешне, характером и т. п.



6 Translate the following into English using the phrasal verbs with 'take'.

1. После смерти отца он *стал во главе* компании и сейчас является генератором всех новых идей.
2. Они с восхищением наблюдали, как *взлетает* огромный самолет.
3. — Его виолончель *занимает* слишком много места в нашей комнате! — Оставь его в покое и *возьми* свои слова *обратно*! Твой брат будет великим музыкантом!
4. Мама попросила детей *убрать* игрушки перед тем, как они отправятся гулять.
5. Все говорят, что она *пошла* в отца.
6. В Лондоне очень много ресторанов, где можно заказать *еду* на дом.
7. Он профессионально образованный музыкант, и все были удивлены, когда он *увлекся* рисованием.
8. — Пожалуйста, *снимите* пальто, пройдите в комнату и почувствуйте себя как дома! — сказала хозяйка своим гостям.

7 Can you explain the difference between:

exhausted — exhausting excited — exciting
fascinated — fascinating interested — interesting

8 Complete the sentences by choosing the correct words in brackets.

1. I find this information (interested / interesting).
2. He was (surprised / surprising) to know that he had been put in charge of the team.
3. The audience was (fascinating / fascinated) by her voice.
4. Why does he always look so (boring / bored)? Is the job he is doing really so (boring / bored)?
5. I'm really very (exciting / excited) about my holiday.

6. Your journey must have been really (exhausted / exhausting).
7. What's the matter? You look absolutely (exhausted / exhausting).
8. It's been raining all day. I hate this (depressing / depressed) weather. It makes me (depressing / depressed).
9. I don't often visit art galleries. I'm not particularly (interested / interesting) in art.
10. The play was (disappointing / disappointed). I expected it to be much better.
11. The news must have been (shocked / shocking) for him.
12. He must have been (shocked / shocking) when he heard the news.
13. You must be (tiring / tired) after doing all these exercises.



9 Read and listen to the following interview with a popular opera singer.

Ruth Floyd is a world-famous opera singer. She has come to Russia to give two solo concerts: one in Moscow and the other in St. Petersburg.

Now she is being interviewed by Sergei Belkin — a well-known music expert and television commentator.

- S.B.* First of all I'd like to apologize for my poor English, but it's better than nothing. I think we'll be able to do without an interpreter.
- R.F.* Oh, your English is very good. I wish my Russian were half as good as your English.
- S.B.* So you can speak Russian, can't you?
- R.F.* No, I can't. Russian is a beautiful language. If I had enough time for language lessons, it would be Russian I'd try to learn.
- S.B.* But your pronunciation in the part of Tatyana is faultless and you didn't take lessons, did you?
- R.F.* Yes, I did. Moreover, I began working at the role with very careful reading of the English translation of Pushkin's *Eugene Onegin* and then I took lessons from a phonetician to learn the scene.

The interview is interrupted for some time to let the viewers enjoy hearing Ruth singing Tatyana's letter to Onegin. Then the talk goes on.

- S.B.* I can't help agreeing with those who call your voice golden, magical, and you're a superb actress at that!
- R.F.* An opera singer is supposed to be an actor, too. It was Shalyapin and many others who strongly insisted on that.
- S.B.* You are quite right. Now it's a universally accepted requirement. But to go back to singing, when did you decide to make it your profession?

R.F. I was brought up in a family of teachers of opera singing. But I didn't realize I could be an opera singer before I was eighteen. My mother was very happy about it and helped me a lot. Then I received a special education at one of the best music schools in America, something like your conservatory.

S.B. Is it true that you were invited to sing jazz?

R.F. Oh, it was when I was still a student, and I'm glad I didn't accept the invitation.

S.B. So you don't like jazz?

R.F. Yes, I do. I love it, and I sometimes sing it. It's my hobby. But it's different from singing opera. It requires a different technique and you have to learn it if you want to sing jazz or anything written in that style.

The screen shows R.F. singing Summer Time from Gershwin's Porgy and Bess.

S.B. Wonderful! It's such a pity we haven't got much time left. I do hope it's not your last visit to Russia and we'll meet again soon. Thank you very much for the interview.

10 Have you seen or heard any interviews with famous musicians recently? Who was interviewed and who was the interviewer? What was the interview about? Was it interesting for you?

Unit 5

Treat the Earth well. It wasn't given to you by your parents, it was loaned¹ to you by your children.

Lee Talbot, American ecologist and geographer

Discuss this before you read the text.

1. How do you understand the epigraph to this unit?
2. Are you interested in **environmental**² problems?
3. Do you think the world's climate has changed in the last few years? What are, in your opinion, the reasons for these changes?
4. The ecological problems aren't the problems of ordinary people. Only governments have the opportunities to solve them. Do you agree? Give your reasons.
5. What can people do to protect the environment?
6. Have you ever heard of *Greenpeace*? What kind of organization is it?

PART 1



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 125—126 will help you.



Would You Like to Live in a Greener World

Astronomers these days can do the most **amazing** things. There isn't much in the **universe** far **beyond** our solar system that they cannot find when they want to. They can find out the size and the character and even potential **habitability** of planets so distant from the Earth that it would take half a million years to get there in a spaceship. Some scientists think that there must not only be life in other **galaxies**, but even thinking beings like humans, who live longer than us and have more advanced civilizations.

But if we **restrict** ourselves to our solar system and try to get all the available scientific information about it, we will be disappointed to learn

¹ **Loan** [ləʊn] *v* давать займы, *syn.* lend, *ant* borrow, *n* ссуда, заем.

² **Environmental** [ɪnˌvaɪrənmənt(ə)] *adj* относящийся к окружающей среде, **environment** *n* окружающая среда.

that our Mother Earth is the only inhabited planet among those that orbit the Sun. Now, a natural question is why aren't any other planets inhabited? Why isn't there at least any primitive life on them?

It would hardly be an exaggeration to assert that the planets within the scope of the solar system have been explored fairly well, and according to the modern range of scientific findings, none of them can have any life on it for several reasons. To **simplify** the scientific language it would be enough to say that some are too big, others are too small, none have the right structure, some are too far from the Sun and correspondingly too cold, others are too close to it and, naturally, too hot. There is neither water nor atmosphere on any of them.

So aren't we lucky to inhabit a planet that has all the necessary **properties** for life, and even very advanced forms of life to emerge and evolve?

Our mother planet makes us remember from time to time that it isn't exactly a **paradise**. There are floods and storms, merciless frosts and unbearable heat and other unpleasant surprises caused by natural reasons.

However, we have realized that we ourselves have a very damaging effect on the condition of the Earth, caused by the way we live our lives today. Pollution from cars, factories and power stations is causing harmful **greenhouse** gases to build up in the Earth's atmosphere. These gases **prevent** heat from escaping — they trap heat, and as a result our planet is getting warmer. This process is known as global warming.



How Much Warmer Is the Earth Likely to Become?¹

Scientists **predict** that if no **major** efforts are undertaken to reduce the greenhouse gas emissions by 2100 the Earth's average surface temperature will increase in the range of 1.4° — 5.8 °C. Even if we stopped **emitting** heat-trapping gases immediately, the climate would not **stabilize** for many decades because the gases we have already released into the atmosphere will stay there for years or even centuries.



Would a Temperature Rise of a Couple Degrees Really Change the Global Climate?

In the last 10,000 years the Earth's average temperature hasn't varied by more than 1.0 °C. An increase of a few degrees won't simply **make for**

¹ How Much Warmer is the Earth Likely to Become?; Would a Temperature Rise of a Couple Degrees Really Change the Global Climate? // <http://www.wikipedia.org/>

pleasantly warmer temperatures around the globe. Even a modest rise of 1.5 °C could have dramatic effects. As a result the ice at the North and South Poles is going to **melt**, and sea levels and sea temperatures are going to rise. Both processes lead to serious flooding and violent storms in many parts of the world. In other places there is going to be less rain, and the land may be turned into desert.

Scientists predict that continued global warming over the next 100 years will have a **severe impact** on many forests and other natural ecosystems and **result in** greater **threats** to human health.

New Words

amazing [ə'meɪzɪŋ] <i>adj</i>	поразительный, удивительный
universe ['ju:nɪ,vɜ:(r)s] <i>n</i>	вселенная, мироздание
beyond [bi'jɒnd] <i>adv, prep</i>	за пределами
habitability [ˌhæbɪtə'bɪləti] <i>n</i>	пригодность к обитанию
inhabit [ɪn'hæbɪt] <i>v</i>	жить, обитать, заселять
galaxy ['gæləksi] <i>n</i>	галактика
restrict [rɪ'strɪkt] <i>v</i>	ограничивать
simplify ['sɪmplɪfaɪ] <i>v</i>	упростить
property ['prɒpə(r)ti] <i>n</i>	1) собственность 2) отличительная черта, особенность, свойство
paradise ['pærədəɪs] <i>n</i>	рай, райское место
greenhouse ['ɡri:n,haʊs] <i>n</i>	оранжерея, теплица
greenhouse effect	парниковый эффект
prevent [prɪ'vent] <i>v</i>	предотвращать, не допускать; удерживать (от)
predict [prɪ'dɪkt] <i>v</i>	предсказывать, предсказать
major ['meɪdʒə(r)] <i>adj</i>	значительный, главный, первостепенной важности
reduce [rɪ'dju:s] <i>v</i>	уменьшать, понижать, сокращать
reduction [rɪ'dʌkʃ(ə)n] <i>n</i>	сокращение, уменьшение
emission [ɪ'mɪʃ(ə)n] <i>n</i>	выделение, выброс
emit [ɪ'mɪt] <i>v</i>	выделять (свет, тепло, запах и т. п.), выбрасывать, извергать (пепел, дым, лаву)
stabilize ['steɪbəlaɪz] <i>v</i>	стабилизироваться

make for (<i>phrasal verb</i>)	способствовать, содействовать
melt <i>v</i>	таять
severe [sɪ'viə(r)] <i>adj</i>	строгий, суровый, зд. крупный, осязаемый
impact ['ɪmpækt] <i>n</i>	сильное воздействие, влияние
result in [rɪ'zʌlt] <i>v</i>	приводить (к чему-либо), вызывать
<i>syn.</i> cause, bring about	
threat [θret] <i>n</i>	угроза
threaten ['θret(ə)n] <i>v</i>	угрожать

Questions for discussion

1. Why, according to the text, aren't there any inhabited planets except the Earth in the solar system?
2. What are the properties of a place (a planet, etc.) that are necessary for life to emerge and evolve?
3. What is global warming?
4. What is causing harmful greenhouse gases to build up in the Earth's atmosphere?
5. What will happen if nothing is done to reduce greenhouse gas emissions?
6. Would the climate stabilize if we stopped the emission of heat-trapping gases immediately? How long would it take to stabilize the climate?
7. What are the effects of global warming? Why are they called dramatic?
8. Why can global warming result in greater threats to human health?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. ... в других галактиках не только должна существовать жизнь, но даже и живые существа, подобные людям...
2. Но если мы ограничимся нашей Солнечной системой...
3. ... мы будем разочарованы, узнав...
4. ... среди других планет, вращающихся вокруг солнца.
5. Почему на них нет, по крайней мере, примитивных форм жизни?
6. Едва ли было бы преувеличением утверждать, что в пределах Солнечной системы...
7. Упростив язык науки, было бы достаточно сказать...

8. Ни на одной из них нет ни воды, ни атмосферы.
9. ... и даже сложные формы жизни могут возникать и развиваться?
10. ... нашим современным образом жизни...
11. Загрязнение окружающей среды от автомашин, заводов и электростанций приводит к тому, что в земной атмосфере скапливаются вредные парниковые газы.
12. ... если не будут предприняты значительные усилия по сокращению...
13. Даже если бы мы немедленно перестали выбрасывать в атмосферу газы, задерживающие тепло, климат бы не стабилизировался в течение десятилетий...
14. Увеличение температуры на несколько градусов не будет способствовать приятному потеплению на всей планете.
15. ... продолжающееся глобальное потепление в течение последующих 100 лет приведет к жестокому воздействию на многие леса, естественные экосистемы и увеличит угрозу здоровью человека.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

loan *n, v*

1. A loan is a sum of money you borrow, for example, from a bank. You usually have to pay *interest* (процент) *on* a loan.
2. The government had to make a further loan of \$3.3 m to improve the country's economic situation.
3. The money which has been loaned to city councils by the central government can be repaid at a low rate of interest.

Don't mix up!

percent (also **per cent (%)**) — процент, одна сотая часть

percentage — процентное отношение

interest — процент, начисление на вклад (в банке)

I agree with you a hundred percent.

A high percentage of married women have part-time jobs.

The interest on the loan is 16.5% per year.

amaze *v*, **amazement** *n*, **amazing** *adj*, **amazingly** *adv*

1. If something amazes you, it surprises you so much that you find it almost impossible to believe it.
2. If you describe something as amazing, you mean that it causes you to feel (makes you feel) great surprise or wonder and admiration.
3. I was amazed to hear that Bill was appointed the top manager.
4. London is an amazing city, isn't it?
5. When you are in Italy, don't fail to visit Venice. You will, no doubt, be amazed by its unique beauty.
6. Our holiday was amazingly cheap.

beyond *prep*

1. My friends are going to move to a new house far beyond the boundaries of the city.
2. I was amazed by the beauty of the forest beyond the river.
3. Do you realize that your new responsibilities will go beyond computers and visitors?
4. The situation has changed beyond recognition (our expectations).
5. How she manages to combine her numerous routine duties with sports and entertainment is beyond me.
6. The recent success of our local *Greenpeace* organization was beyond our wildest dreams.

restrict *v*, **restricted** *adj*, **restriction** *n*

1. The number of students joining these faculties is going to be restricted.
2. The sale of alcohol is restricted by law to people under the age of eighteen.
3. I'm going to restrict myself to one cigarette a day.
4. A restricted document or place is one that the authorities wish to keep secret. Only people with special permission are allowed to read a restricted document or visit a restricted place.
5. Can press freedom be restricted?
6. The speaker restricted her remarks to (only talked about) the problems of health care.
7. The 1986 law imposed new financial restrictions on private companies.
8. Some of those restrictions were lifted a few years later.
9. Speed restrictions were lifted once the road works were completed.

simplify *v*, **simplification** *n*

1. The government is going to simplify the tax laws. This simplification is of major importance to tax payers.
2. I'm going to simplify my stories for very young children.
3. Textbooks can't be simplified at the expense of their educational and scientific value.

property *n*

1. As an uncountable noun 'property' means the thing or things people own, including land and buildings. (e.g. private property, personal property, lost property)
2. Property prices have gone up recently.
3. The word property meaning a building, a piece of land or both is often used as a countable noun. (i.e. with an indefinite article and in plural, especially by lawyers or estate agents (*Br.*) or realtors (*Am.*). e.g. Several properties in this street are going to be sold.
4. In its other meaning the word 'property' is countable and means a quality that belongs naturally to something. e.g. Some new properties of this metal have recently been discovered by scientists.

prevent *v*, **preventive** *adj*

1. My only idea was to prevent you from making that serious mistake.
2. Some of these measures were necessary to prevent a destructive explosion.
3. The diplomatic measures were not enough to prevent the war.
4. The word 'preventive' has been borrowed by the Russian language. We can speak of preventive measures, actions, etc.

predict *v*, **prediction** *n*, **predictable** *adj*, **unpredictable** *adj*

1. Nobody could predict all the dramatic changes that have occurred recently.
2. All the teachers predicted a brilliant future for the child.
3. Predictions hardly ever come true.
4. Predictions about the future of Earth vary.
5. I used to be interested in politics, but now it's all getting very predictable.
6. In my opinion the result of their experiments is absolutely unpredictable.

major *adj, n*

1. There are two major political parties in the US.
2. The dramatic increase of cars on the roads is going to create major traffic problems.
3. As a noun 'major' (майор) means a middle military rank.

Don't mix up!

major ['meɪdʒə(r)] — майор, **mayor** [meə(r)] — мэр

reduce *v*, **reduction** *n*

1. During the sale, prices of many things in shops are reduced and we expect further reductions.
2. "We do not expect any significant reduction in the work force," the personnel [ˌpɜː(r)sə'neɪ] manager said.
3. A reduction in industrial investment isn't expected in the near future.

threat *n*, **threaten** *v*, **threatening** *adj*

1. They firmly decided not to give in to threats.
2. The government considered this a possible threat to peace and order in the country.
3. The factory is still under threat of closure.
4. The situation threatened to get out of control.
5. Some scientists predict that the world will face dangers greater and more threatening than any known in the past.
6. "I saw him threatening the girl with a knife," the witness said in court.

severe *adj*, **severely** *adv*

1. He would have enjoyed military service if discipline hadn't been so severe.
2. I have read your report with great interest but you must realize that there's going to be severe criticism of it during the discussions.
3. Taking photos in that particular area was severely restricted.
4. I've always wondered how people can adapt themselves to those severe weather conditions.
5. Parents don't punish their children so severely these days.

impact ['ɪmpækt] *n*, **impact** [ɪm'pækt] *v*

1. The increasing road traffic has a most undesirable environmental impact.
2. Warnings about the danger of smoking seem to have little impact on heavy smokers.
3. At the moment of impact the driver lost control of his car.
4. Though his book was severely criticized by specialists, it turned out to be a success and had a great impact on the reading public.
5. 'To impact' (especially *Am.*) means to have an impact (on).

GRAMMAR

Different ways of expressing Future



3

Put the verb in brackets in the correct tense form (be going to, Present Continuous, Future Simple).

1. Look at the clouds. It (rain).
2. We (have) some friends to lunch on Saturday. Can you come, too?
3. I hope he (lend) me some money.
4. We (take) our children to the seaside next summer.
5. I'm sure you (like) him.
6. "I can't understand this letter. It's in Spanish." "I (call) my son and he (help) you."
7. "That tree makes the house very dark." "I quite agree with you. I (cut) it down."
8. I (see) him tomorrow. We (meet) in the afternoon.
9. "What you (tell) the police?" "I (tell) them the truth."
10. They (get) married next week.
11. I hope he (remember) to buy some wine.
12. "I (go) by the 6.30 train." "So am I. I (give) you a lift to the station."
13. You look frozen. Sit by the fire and I (make) you some hot tea.
14. "I'm not quite ready I'm afraid." "That's OK. I (wait)."
15. Shop assistant: "We have some very nice strawberries." Customer: "All right! I (have) a kilo."
16. Scientists predict that global warming (result) in a severe impact on many natural ecosystems.
17. As a result of global warming the ice at the North and South Poles (melt) and sea levels and sea temperatures (rise).

4 Complete the following conversations.

Conversation 1

(in the morning)

- J.* ... (you / do) anything tomorrow evening, Helen?
H. No, why?
J. Well, would you like to go to the cinema? *The Queen* is on. I want to see it but I don't want to go alone.
H. OK, ... (I / come) with you. What time ... (we / meet)?
J. Well, the film ... (begin) at 8.00, so ... (I / meet) you at about 7.30 outside the cinema, OK?
H. Fine. ... (I / see) Mary later this evening ... (I / ask) her if she wants to come too.
J. Good idea! See you tomorrow then. Bye.

Conversation 2

(later the same day)

- H.* Jenny and I... (go) to the cinema tomorrow night to see *The Queen*. Why won't you come with us?
M. I'd love to. What time ... (the film / begin)?
H. 8.00.
M. ... (you / meet) outside the cinema?
H. Yes, at 7.30. Is that OK for you?
M. Yes, ... (I / be) there at 7.30.

5 Make up similar dialogues of your own.



6 Make sentences using 'if..., will...'

Examples: Scientists predict that **if** no major efforts are undertaken to reduce the greenhouse gas emissions by 2100, the Earth's average surface temperature **will** increase in the range of 1.4–5.8 °C.

If the Earth's average surface temperature **increases** in the range of 1.4–5.8 °C, the climate **will...**

If the climate changes dramatically, the ice at the North and South Poles **will...**



7 Put the verb in brackets in the correct tense form (Future Continuous or Future Perfect).

1. I (clean) my flat tomorrow morning from 9 to 12, but I think I'll be free in the afternoon. I (finish) cleaning by 12.
2. This traffic is terrible! We're going to be late. By the time we get to the airport, Bob's plane (arrive).
3. This time next year I (do) exactly what I am doing now. I (study) hard for the exams.
4. Next year my friends (be) married for 25 years.
5. Can I call you on Sunday at 11? Do you know what you (do)?
6. I'm so happy! I'm going on holiday the day after tomorrow. In two days I (lie) on the beach in the sun.
7. By the end of June he (graduate) from the university and in July he (look) for a job.
8. Please call me soon. I (wait) for your call.

8 Make your own predictions about the future. Use Future Continuous and Future Perfect tenses.

Examples: **In** the 2050s robots **will be doing** jobs instead of people.
 By 2050 the cure for most human diseases **will have been found**.

9 Complete the text choosing the words from the box.

from, for, of, to, on, what, will, up, later

Sherlock Holmes and Dr. Watson go ... a camping trip. After a good dinner and a bottle of wine they retire ... the night and go ... sleep. Some hours ... Holmes wakes ... and wakes ... his faithful friend.

"Watson, look ... at the sky and tell me ... you can see."

"I can see millions and millions ... stars, Holmes," replies Watson.

"And what do you deduce¹ ... that?"

Watson ponders² ... a minute.

"Well, astronomically, it tells me that there are millions ... galaxies and potentially, billions ... planets. Meteorologically, I suspect that we ... have a beautiful day tomorrow. Theologically, I can see that God is all-powerful and that we are a small and insignificant part... the universe. What does it tell you, Holmes?"

Holmes is silent... a moment. "Watson, you're an idiot!" he says. "Someone has stolen our tent!"

¹ **Deduce** (from) [dɪ'dju:s] v сделать вывод.

² **Ponder** (on, over, upon) ['pɒndə(r)] v размышлять.

- 10 Here is an extract from a song by *The Beatles*. Translate it into Russian, paying attention to the Conditional Sentences.

Can't Buy Me Love¹

John Lennon and Paul McCartney

I'll buy you a diamond ring, my friend,
If it makes you feel all right.
I'll get you anything, my friend.
If it makes you feel all right.
I'll give you all I've got to give
If you say you love me, too.
I may not have a lot to give,
But what I've got I'll give to you...



- 11 Complete the following sentences.

1. If it rains tomorrow, we won't...
2. Unless it stops raining, we'll...
3. He'll pass the exam, if he...
4. He won't pass the exam, unless he...
5. Certain species of animals will soon become extinct unless...
6. You won't be able to travel abroad if you...
7. Unless you have a visa, you...
8. You'll get hungry, if you...
9. Unless you have a good breakfast, you'll...
10. I won't say anything unless...
11. It will be impossible to avoid pollution if we...
12. We won't be able to avoid pollution unless...



- 12 Read the following dialogues and listen to them. Pay attention to the use of Future Tenses. Who is speaking? Report the dialogues.

* * *

- A. Will you be using your car tomorrow, Dad?
B. No. Why?
A. May I take it? Ann asked me to give her a lift to the station. She is going to Bath to visit her parents.
B. OK. You can take the car, but be careful at the wheel. The forecast says the roads will be icy tomorrow.

¹ Текст песни, опубликованный в издании Б.Я. Лебединской «Английская грамматика в стихах». М.: «Астрель», «АСТ», 2006.

* * *

- A. Will you be passing the post office on your way to work?
 B. Yes. Why?
 A. I need some stamps. Will you get me some?
 B. I think I have some. Just a second! I'll try to find them. Oh! Here they are.
 A. Thank you, dear.

13 Make similar dialogues of your own.

Articles with geographical names



14 Fill in the table with your own examples. Look up in your dictionary to make sure that you pronounce the names correctly.

NO Article

	Examples	Your own examples
Planets	Mars*	
Continents	Europe	
Countries	Russia	
States, regions	Central Europe, Texas	
Islands	Corsica	
Cities, towns	Moscow**	
Mountains	Everest	
Lakes	Baikal	

* the exception is the Earth

** the exception is the Hague

THE

	Examples	Your own examples
Countries	the USA, the Czech Republic, the Netherlands	
Groups of islands	the Bahamas, the British Isles	
Rivers	the Thames	

	Examples	Your own examples
Oceans, seas, canals	the Atlantic, the Mediterranean, the Suez Canal	
Mountain ranges	the Urals	

Phrasal verbs with 'make'

make for — 1) move towards something (быстро продвигаться в направлении (чего-л.))

2) be likely to make something possible (приводить к (чему-л.), способствовать, благоприятствовать (чему-л.))

make ... up — invent a story, explanation (придумывать, сочинять, выдумывать)

make up — become friends again after you have had an argument (помириться после ссоры)

make-up (*n*) — cosmetics (косметика, грим)

put on make-up

remove make-up

make up (*v*) — put on make-up (пользоваться косметикой)



15 Translate the following into English using the phrasal verbs with 'make'.

1. Увеличение температуры на несколько градусов не *приведет к тому*, что климат на земле просто станет мягче. Это, к сожалению, может привести к неприятным последствиям.
2. У нее легкий характер. Она не любит ссориться. И если это происходит, она старается побыстрее *помириться* и забыть о ссоре.
3. Я не верю тебе! Ты все это *придумал*.
4. Я думаю, что мы *направимся* к озеру, как только встанем завтра утром.
5. Она говорит, что не любит *краситься* потому, что ей лень снимать *косметику* перед сном.

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 138—139 will help you.



Is Global Warming Connected to the Hole in the Ozone Layer?¹

Global warming and ozone **depletion** are two **separate** but related threats. Global warming and the greenhouse effect **refer** to the warming of the *lower* part of the atmosphere (also known as the ‘**troposphere**’) **due to** increasing concentrations of heat-trapping gases. By contrast, the ozone hole refers to the loss of ozone in the *upper* part of the atmosphere, called the **stratosphere**. This is of serious **concern** because stratospheric ozone blocks incoming ultraviolet radiation from the sun, some of which is harmful to plants, animals, and humans.

Reducing ozone-depleting gases is **crucial** to preventing further **destruction** of the ozone **layer**, but **eliminating** these gases alone will not solve the global warming problem. Efforts to reduce all types of emissions will also be required.



Is There Anything We Can Do about Global Warming?

Yes! The most important action we can take to slow global warming is to reduce emissions of heat-trapping gases. Governments, individuals, and businesses can all help.

Governments can **adopt** a range of options for reducing greenhouse gas emissions, **namely**:

- encourage the use of **renewable** energy sources (such as wind and solar power);
- increase taxation on the use of oil and coal;
- protect and restore forests, which naturally balance the amount of **carbon dioxide** in the atmosphere.

Individuals can reduce the need for **fossil fuels** (coal and oil) and often save money by:

- driving less and driving more **fuel-efficient** and less-polluting cars (the so-called ‘green’ cars);

¹ Is Global Warming Connected to the Hole in the Ozone Layer?; Is There Anything We Can Do about Global Warming?; Will Responding to Global Warming Be Harmful to the Economy? // <http://www.wikipedia.org/>

- using energy-efficient appliances;
- using less electricity in general.

Businesses can increase efficiency and save substantial sums by doing the same things on a larger scale.



Will Responding to Global Warming Be Harmful to the Economy?

Investing in green practices and technologies may mean that additional **expenditure** taken on by the businesses will have a negative impact on the economy in the short term. But no action now will mean catastrophic **consequences** in future. Scientific research carried out recently by several independent environmental organizations calls this problem crucial.

Developed countries should **seize** the opportunity to take the lead in developing new, clean, energy-efficient technologies and help developing countries take a greener path to economic **prosperity**. All of this can be done in a cost-effective manner by creating jobs and new business opportunities.

Never in the history of mankind has its future been dependent on the actions of one **generation** on such a scale. We must act quickly and **responsibly** to **ensure** the future for us and people who will live after us.

New Words

depletion [dɪ'pliːʃən] <i>n</i>	истощение
separate ['sep(ə)rət] <i>adj</i>	отдельный
refer (to) [rɪ'fɜː(r)] <i>v</i>	относиться
troposphere ['trɒpəsfiə(r)] <i>n</i>	тропосфера
due to [djuː]	в результате, из-за
stratosphere ['strætəʃfiə(r)] <i>n</i>	стратосфера
concern [kən'sɜː(r)n] <i>n</i>	отношение, озабоченность
crucial ['kruːʃ(ə)l] <i>adj</i>	ключевой, решающий
destruction [dɪ'strʌkʃ(ə)n] <i>n</i>	разрушение, уничтожение
layer ['leɪə(r)] <i>n</i>	слой
eliminate [ɪ'liːmɪneɪt] <i>v</i>	уничтожать, ликвидировать
adopt [ə'dɒpt] <i>v</i>	принимать
namely ['neɪmli] <i>adv</i>	а именно
renewable [rɪ'njuːəb(ə)l] <i>v</i>	способный к восстановлению, возобновляемый

carbon dioxide [ˌkɑː(r)bən daɪˈɒksaɪd]	углекислый газ
fossil [ˈfɒs(ə)l] <i>n</i>	(природное) ископаемое
fuel [ˈfjuːəl] <i>n</i>	топливо
efficient [ɪˈfɪʃ(ə)nt] <i>adj</i>	эффективный
expenditure [ɪkˈspendɪtʃə(r)] <i>n</i>	расход(ы), расходные статьи бюджета
consequence [ˈkɒnsɪkwəns] <i>n</i>	последствие
seize [siːz] <i>v</i>	схватить, не упустить, зд. воспользоваться
prosperity [prɒˈsperəti] <i>n</i>	процветание
generation [ˌdʒenəˈreɪʃ(ə)n] <i>n</i>	поколение
responsibly [rɪˈspɒnsəbli] <i>adv</i>	ответственно
ensure [ɪnˈʃʊː(r)] <i>v</i>	обеспечивать

Questions for discussion.

1. Why do you think global warming and ozone depletion are two separate but related threats?
2. What are the lower and the upper parts of the atmosphere called?
3. Why is the loss of ozone in the stratosphere of serious concern to the scientists?
4. What, according to the text, can governments, individuals, and businesses do about global warming?
5. What do you yourself do to help solve environmental problems? Do you feel your responsibility to future generations?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Глобальное потепление и истощение озонового слоя — две различные, но взаимосвязанные угрозы.
2. Это вызывает серьезную озабоченность...
3. Потребуется также и усилия для снижения всех видов вредных выбросов.
4. ... поощрять использование возобновляемых источников энергии...
5. ... увеличить налоги на использование нефти и угля...
6. ... охранять и восстанавливать леса, которые естественным образом поддерживают баланс углекислого газа в атмосфере.

7. ... меньше пользуясь автомобилем и используя более эффективные и менее загрязняющие среду автомобили...
8. ... используя энергосберегающие бытовые приборы.
9. ... в большем масштабе.
10. ... будет оказывать негативное влияние на экономику в ближайшей перспективе.
11. Но бездействие сейчас будет иметь катастрофические последствия в будущем.
12. Все это может быть сделано экономичным способом, путем создания новых рабочих мест и возможностей для бизнеса.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

deplete *v*, **depletion** *n*

1. To 'deplete' means to reduce something that is available.
2. If we continue to deplete the Earth's natural resources, we will cause serious damage to the environment.
3. The country's financial reserves will be rapidly depleted if the government ignores recommendations given by outstanding economists.
4. The last holiday has seriously depleted my bank account.
5. The depletion of food reserves caused starvation and diseases among the first settlers in America.

separate *v*, **separate** *adj*, **separately** *adv*

1. On two separate occasions I've had to ask my lawyer for advice.
2. He had his public life and his private life, and as far as possible he tried to keep them separate.
3. You can't separate (consider independently) morality from politics.
4. Her parents separated when she was six and officially divorced a couple of years later.
5. These two problems should be dealt with separately.

refer *v*, **reference** *n*

1. I referred to a history book to find out all the necessary dates.
2. He spoke for an hour without once referring to his notes.
3. In her autobiography she often refers to her schoolteacher of literature.
4. (*business*) With (further) reference to our previous correspondence we wish to inform you that...

- Academic books and articles usually have a list of references at the end to tell you where the author found the information.
- I'm applying for a new job and I hope my ex-boss will give me a reference.

due *adj*, **due to**

- The train is due at 8.10.
- (*expected*) The next meeting is due to be held in three months' time.
- (*owed as a debt or a right* — причитаться, быть положенным) That money is due to him for his share of the job.
- (*because of*) The accident was due to the fog.
- All these problems will be dealt with in due course.

concern *n, v*, **concerning** *prep*

- "As to joining the local *Greenpeace* team, that's your concern (= ... your own business)."
- "I think it's of some concern to us all." (... в какой-то степени касается...)
- As far as I'm concerned (= As for me), I'm going to do as much as I can for the *Greenpeace* movement.
- All the parties concerned are invited to take part in the discussion.
- Where the children are concerned (as to dealing with children) she has amazing patience.
- I'm sure nearly everything concerning the problem you're interested in can be found on the Internet.
- (*In formal correspondence*) To whom it may concern.

crucial *adj*, **crucially** *adv*

- Something that is crucial (an event, a decision, a moment, an impact, etc) is extremely important because everything else depends on it.
- This is going to be a crucial decision for the educational institutions because it concerns all the spheres of education.
- The majority of those present enthusiastically supported his project, and this played a crucial role in his political career.
- This case will be crucially (= extremely) important for other people who have suffered from the new drug (medicine).

destruction *n*, **destructive** *adj*, **destroy** *v*

- There is a danger that weapons of mass destruction might be used in the conflict. So it's of crucial importance that the conflict should be stopped.

2. Preserving peace is of crucial importance for all the countries on the Earth because modern weapons have an extremely high destructive force (power).
3. Many parents are very concerned about the destructive effects that some modern films may have on their children.
4. Most of that part of the city was destroyed during the war.

eliminate *v*, **elimination** *n*

1. "Eliminating corruption in all spheres of social life is of crucial importance for us all," said the speaker.
2. The detectives eliminated the possibility that it could have been an accident because the crime was so well timed.
3. The team was eliminated (= defeated and so unable to continue) after the second round of the competition.

adopt *v*

1. The new tax would force companies to adopt energy-efficient measures.
2. Besides their own three children they have two adopted ones — a boy and a girl.

efficient *adj*, **efficiently** *adv*, **efficiency** *n*

1. The city's transport system is said to be one of the most efficient in Europe.
2. We need someone really efficient who can organize the office and make it work efficiently.
3. She runs her small business very efficiently.
4. The efficiency («коэффициент полезного действия») of a machine or an engine is the difference between the amount of energy it requires to work and the amount that comes out in the form of movement.

expenditure *n*

1. It will not be possible to repair the old houses in the city without considerable expenditure on repairs.
2. A budget consists of revenues and expenditures.

consequence(s) *n*

1. The government's refusal to increase expenditure on health care has had undesirable consequences.
2. If you go on drinking and smoking I'd advise you to look at the consequences.
3. The consequences of the tsunami were disastrous.

seize *v*

1. I saw him seize the woman by the arm.
2. He seized the chance (the opportunity) with both hands.
3. Journalists seized the opportunity provided by the liberalization to investigate previously taboo subjects. (to deal with subjects that used to be taboo)

responsible *adj*, **responsibly** *adv*, **responsibility** *n*

1. I hope you realize that if you seize the initiative to start the campaign, you will be responsible for all the consequences.
2. Her former boss wrote her a reference saying that she was an efficient and responsible worker.
3. Many big companies that have been destroying the environment are now becoming more responsible for the way they operate.
4. A sense of responsibility is absolutely necessary for anyone, especially for a politician.
5. We decided to act on our own responsibility.
6. I am sure Miss Hobson will take her responsibilities as the head teacher very seriously.
7. The company has a responsibility to its shareholders, doesn't it?

ensure *v*

1. It's our responsibility to ensure that the project finishes on time.
2. It's the responsibility of the police to ensure law and order.
3. The 2–0 (two — nil) victory today has ensured our team a place in the Cup Final.

3 Complete the text, choosing the words from the box.

layer, inhabitants, decisive, severely, effort, unpredictable, although, crucial, inevitably, assert, opinion, consequences, agreed, survived, due, end

Little Ice Age¹

We have every reason to expect the most dramatic ... of global warming, both predictable and Doing all in our power, putting in every ... to decrease the speed of global warming is, no doubt, the most ... problem, mankind is faced with today.

¹ Based on Wikipedia article.

It should not be forgotten, however, that the Earth has already ... climate changes that were not less dramatic for its The nature of the other well-known climate change was diametrically opposed to global *warming*. It was global *cooling*. The most recent period of this kind is called the Little Ice Age. ... there is no scientifically ... opinion concerning the beginning of the Little Ice Age, there is a consensus that it only ended in the mid-19th century.

The Little Ice Age brought bitterly cold winters to many parts of the world. Rivers and lakes were frozen, fields were covered with a thick ... of snow, which ... affected the crops. The most ... affected social group of people was the peasants. Some historians ... that famine, diseases and massive deaths resulted in important political events, such as the French Revolution of 1789.

Beginning with 1850, the world's climate began warming again and the Little Ice Age may be said to have come to an ... at that time. Some global warming critics believe that the Earth's climate is still recovering from the Little Ice Age and that human activity is not the ... factor in present temperature trends.

However, the prevailing scientific ... on climate change is that warming over the last 60 years is caused primarily by the increased proportion of CO₂ in the atmosphere ... to human activity. History shows that we have a good chance to survive global warming. A lot depends on ourselves.

4 Read the text and discuss it in class.

Do You Know?

Antonio Stradivari, the famous violinmaker, produced his instruments during the Little Ice Age. It has been proposed¹ that the colder climate caused the wood used in his violins to be denser than in warmer periods, contributing to the superb tone of Stradivari's instruments.

Some painters were inspired by unusually severe winters and created wonderful winter paintings. Most of them appeared during the hundred-year period from 1565 to 1665.

Here is the famous winter painting by Pieter Brueghel the Elder (about 1525—1569) *Hunters in the Snow* (1565).

¹ **It has been proposed** — есть предположение.

5 Describe the picture.



6 Translate the following conversations into English.

* * *

- A. На улице очень холодно, да?
 B. Да. Но по прогнозу к концу недели потеплеет.
 A. Правда? Если потеплеет и не будет дождя, мы поедем за город.

* * *

- A. Какая была погода в Лондоне?
 B. Мне повезло. Было очень тепло и сухо. А здесь?
 A. Здесь была отвратительная погода. Временами даже шел снег.
 B. А какой прогноз на следующую неделю?
 A. Холодная погода продержится всю неделю.

* * *

- A. Посмотри, какие черные тучи! Собирается сильный дождь.
 B. Да. А я оставила дома зонтик. Как я доберусь до дома в сильный дождь без зонта?
 A. Не волнуйся, я тебя подвезу.



7

Complete the following sentences. Put the verb in brackets in the correct tense form.

1. She'll be delighted when she (hear) this.
2. He (be) here before you go.
3. He (ring) up when he arrives in England?
4. Stay here till the lights (turn) green.
5. As soon as she (learn) to type on the computer, I'll give her the job.
6. When the Queen (arrive) the audience will stand up.
7. When you look at yourself in the mirror you (see) what I mean!
8. As soon as the holidays begin, this beach (become) very crowded.
9. Don't forget to turn off the lights before you (leave) the house.
10. When it (get) warm enough, I'll turn off the heating.
11. The computer (not start) until you press this button.
12. Don't count on a salary increase before you actually (get) it.

Real and Unreal Conditions

Examples: The forecast says it'll get warmer. If the forecast is correct, we'll go to the country.
The forecast says it'll be cooler tomorrow. That's a pity.
I wish it got warmer. If it got warmer tomorrow, we would go to the country.

8

Complete the following sentences and translate them into Russian. What is the difference between the phrases in each pair? Think of situations when each phrase can be said.

1. If you find a wallet in the street, what...?
If you found a wallet in the street, what...?
2. If you take more exercise, you...
If you took more exercise, you...
3. If our team wins, we...
If our team won, we...
4. If you give up smoking, you...
If you gave up smoking, you...
5. If they offer me the job, I...
If they offered me the job, I...
6. If they don't fulfil their obligations, we...
If they didn't fulfil their obligations, we...
7. If he is here right now, he...
If he were here right now, he...



9 Read the poem and listen to it. Compare Conditional Sentences.

Will You Come?¹

*by Edward Thomas (1878–1917),
Anglo-Welsh poet and journalist*

Will you come?
Will you come?
Will you ride
So late
At my side?
Oh, will you come?

Will you come?
Will you come
If the night
Has a moon,
Full and bright?
Oh, will you come?

Would you come?
Would you come
If the noon
Gave light,
Not the moon?
Beautiful, would you come?

Would you have come?
Would you have come
Without scorning²,
Had it been
Still morning?
Beloved, would you have come?

If you come
Haste and come,
Owls have cried;
If grows dark
To ride.
Beloved, beautiful, come.

¹ Текст поэмы, опубликованный в издании Б.Я. Лебединской «Английская грамматика в стихах». М.: «Астрель», «АСТ», 2006.

² **Scorn** *v* презирать, *n* презрение.



10 Bruce and John are neighbours and close friends. They live next to each other in typically English two-storey houses. They are both retired, so they can afford to have a friendly chat in their gardens before breakfast. Listen and read.

Bruce. Hello, old chap! Nice morning, isn't it? Not a single cloud in the sky.

John. Hmm. Unusual for this time of the year, eh? By the way, have you read today's paper?

Bruce. No, not yet. What do they write?

John. Well, something having to do with this unusually warm weather. Global warming! We are going to receive a 'green pledge (зд. обязательство) card' from the government.

Bruce. What is it? Why is it 'green'? A pledge to pay taxes ahead?

John. No, Bruce, not yet. This time we are asked to combat climate change and do more for the environment.

Bruce. And I've just started enjoying life without an umbrella!

John. (*producing a newspaper clipping out of his pocket*) Well, just listen: "Families will be encouraged to drive their cars less, recycle their household waste, properly turn off televisions and computers, save energy and, to make the long story short, become more 'future friendly'." I think it makes sense. Do you?

Bruce. I must read it myself. Then I'll tell you what I think about it. Let's go to our dear pub this evening and listen to what other people say. By the way, old Peter will be playing the piano all the evening. This occasion can't be missed! Let's go and relax a bit. Global warming can wait. Agreed?

John. Right! Till evening then!

11 Report the dialogue, observing all the rules of indirect speech.



12 Read the story and listen to it. Guess the meaning of the words you don't know. Answer the questions following the story.

The Landing on Planet X10¹

The spaceship fired its front rockets and slowed down. The flight had lasted for five years. The crew had spent ten years training before the flight began. Now was the moment of truth. Would their work and the scientific calculations triumph, or had everything been wasted?

¹ Evans J.F. The Landing on Planet X10 // Club, 1984.

The crew felt tense. On the spaceship you could have heard a pin drop. The scientists had calculated that planet X10 consisted mainly of hydrogen and oxygen, was it possible that some primitive form of life existed upon it?

The spaceship was just entering X10's atmosphere. The President was speaking to the crew. He wished them good luck and a safe return home. Would they ever get home, thought the crew, as they remembered the homes and families that they had not seen for five years?

The spaceship came through the atmosphere of X10, slowed by the forward rockets. The scientists had told them to try to aim for a firm landing place. The scientists had also identified areas of X10 where there was a large amount of light, and they had told the crew to try to land in such an area, as it was likely to be warmer than a darker place would be. A warm place would make it possible to work outside in light spacesuits, instead of the heavy insulated ones that would otherwise be needed.

The captain was looking at his radar screen. He ordered his assistants to change the spaceship's direction. "Look!" said a member of the crew, pointing out of the large window. The crew stared: they could see an X10 creature in an aircraft looking at them. Full of excitement, they rushed to the radio to tell the President that there was life on X10. Other aircraft flew along. The crew noticed red flashes coming from their wings, but the missiles they fired exploded harmlessly against the strong sides of the spaceship.

"Full speed ahead!" ordered the captain. He thought it would be a good thing not to stay too near the aircraft in case they had more dangerous weapons.

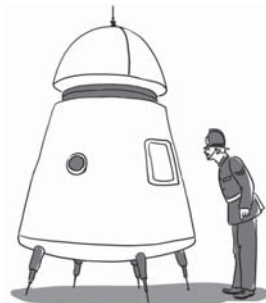
The captain was looking for a landing ground. He studied his instruments. He wanted a place where there was solid ground. The crew watched him nervously. "Ah! At last!" thought the captain. He had found an ideal place to land. He fired a side rocket. The big spaceship went into its landing and slowly began to glide towards the surface of the mysterious planet.

With a slight bump, the spaceship landed. The captain went to the radio and said proudly: "Mr President, we are on the surface of another world!"

"Captain, I congratulate you," replied the wise old President. "What can you see?"

Trembling with excitement, the captain replied:

"It is dark, but there are many small lights. There are many creatures staring at



the spaceship. They seem to be hostile. They are jumping up and down. Some of them are shouting ... Now they have stopped shouting. A chief or leader is approaching. He is wearing black clothes and a tall hat. He is about to speak. I will ask him to speak slowly so that our scientists can try to understand what he says Now he has spoken. He has said: "This is Piccadilly Circus. Parking is strictly forbidden!"

Answer these questions.

1. How long did it take the crew to train before the spaceship was launched?
2. How long did the flight last?
3. Was there any scientific preparation for the flight?
4. How do you understand the words 'you could have heard a pin drop'?
5. What had the scientists calculated before the spaceship was launched?
6. Which country did the spaceship belong to (Russia, China, North Korea, Great Britain, the United States)? Justify your choice.
7. What did the President say to the crew?
8. How can you describe the emotions of the crew before the landing?
9. What was the function of the forward rockets?
10. What temperature on the surface of planet X10 did the scientists expect?
11. What kind of aircraft, do you think, the crew saw through the large window?
12. Why was the captain's order "Full speed ahead!"?
13. Was the landing successful?
14. Where did they land?
15. Do you find the story humorous? If you do, say why?



13 Translate the following newspaper article into English.

Если бы кто-нибудь поспорил (держал пари), что ни на какой-либо другой планете, кроме Земли, нет жизни, он, скорее всего, это пари бы проиграл, потому что астрономы недавно открыли планету, которая фактически обладает всеми свойствами, необходимыми для существования на ней жизни.

Планета в пять раз тяжелее Земли и вращается вокруг красного карлика (Dwarf), маленького «солнца». Несмотря на свой малый размер, это «солнце» выделяет достаточно тепла для того, чтобы температура на поверхности этой планеты была подобной температуре поверхности Земли.

На планете имеется вода и, соответственно, какая-то атмосфера. Вот почему ученые не исключают возможности существования некоторых форм жизни на ней. Однако было бы чрезвычайно трудно узнать, так ли это на самом деле.

Планета находится далеко за пределами Солнечной системы на расстоянии около 200 триллионов километров от Земли!

Unit 6

The end justifies the means.

*Publius Syrus (42 BC — ?),
Roman poet and painter*

Discuss this before you read the text.

1. Are you interested in art?
2. Do you often visit museums, art galleries and exhibitions?
3. Have you ever been to Rome? Did you go to any museums there?
4. What do you know about the Pushkin Museum of Fine Arts in Moscow? Who was its founder?
5. Why do you think people are still amazed at the beauty of ancient works of art?
6. What do you appreciate more: ancient paintings and sculpture or modern art? Why?
7. Many people say they can't often understand modern art. It's easier for them to understand classical art. What about you?

PART 1



Read the story and listen to it. Make sure that you understand it. The list of new words on p. 155—156 will help you.

The Capitoline Venus¹

*by Mark Twain (1835—1910),
American author and humorist*

CHAPTER I

(Scene — An Artist's Studio in Rome)

“Oh, George, I do love you!”

“Bless your dear heart, Mary, I know that — why is your father so **obdurate**?”

“George, he means well, but art is **folly** to him — he only understands **groceries**. He thinks you would starve me.”



¹ The Capitoline Venus // Selected Stories by Mark Twain. — М.: «Литература на иностранных языках», 1949.

“Oh, why am I not a money-making grocer, instead of a **divinely-gifted** sculptor with nothing to eat?”

“Do not give up hope, George, dear — all his **prejudices** will **vanish** as soon as you have **acquired** fifty thousand dol...”

“Fifty thousand demons! Child, I can’t even pay for my **board!**”

CHAPTER II

(Scene — An Apartment in Rome)

“My dear sir, it is useless to talk. I haven’t anything against you, but I can’t let my daughter marry a **hash** of love, art and starvation — I believe you have nothing else to offer.”

“Sir, I am poor, I can’t **deny** that. But is fame nothing? Mr Bellamy Foodie, of Arkansas, says that my new statue of America is a clever piece of sculpture, and he predicts that my name will one day be famous.”

“What does that Arkansas idiot know about it? Fame’s nothing — the market price of your **marble scarecrow** is the thing to look at. It took you six months to make it, and you can’t sell it for a hundred dollars. No, sir! Show me fifty thousand dollars and you can have my daughter — **otherwise** she marries young Simpler. You have just six months to **raise** the money in. Good morning, sir.”

CHAPTER III

(Scene — The Studio)

“Oh, John, friend of my boyhood, I am the unhappiest of men.”

“You’re a fool.”

“I have nothing left to love but my poor statue of America — and even she has no sympathy for me in her cold marble **countenance** — so beautiful and so heartless. Oh, John!”

“Oh, stupid fool! Didn’t you say you had six months to raise the money in?”

“Six months! If I had six centuries what good would it do? How could it help a **wretch** without name, capital or friends?”

“Idiot! **Coward!** Baby! Six months to raise the money in — and five will do!”

“Are you insane?”

“Six months — an **abundance**. Leave it to me. I’ll raise it.”

“What do you mean, John? How on earth can you raise such a monstrous sum for me?”

“*Will* you let that be *my* business, and not **meddle**? Will you leave the thing in my hands? Will you **swear** to **submit** to whatever I do? Will you pledge me to find no **fault** with my actions?”

“I am **dizzy** — **baffled** — but I swear.”

John took up a hammer and deliberately **smashed** the nose of America! He made another **pass**, and two of her fingers fell to the floor — another, and part of an ear came away — another, and a row of **toes** was **mangled** and — another, and the left leg, from the knee down, lay a fragmentary ruin!

John put on his hat and **departed**.

George **gazed** speechless upon the **battered** and grotesque **nightmare** before him for the space of thirty seconds, and then fell on the floor and went into convulsions.

Having finished his job, John returned with a car, got the broken-hearted artist and the broken-legged statue aboard, and drove off, whistling low and **tranquilly**. He left the artist in his apartment, and drove off and disappeared down the street with the statue.

CHAPTER IV

(Scene — The Studio)

“The six months will be up at two o’clock today! Oh, agony! My life is ruined. I wish I were dead! I had no supper yesterday. I have had no breakfast today. I **dare** not enter an eating-house. Hungry? — Don’t mention it! My landlord **haunts** me. I am miserable. I haven’t seen John since that awful day. She smiles at me **tenderly** when we meet but her merciless father makes her look in the other direction. Now who is knocking at the door? That **villain** the landlord, I’m sure. Come in!”

“A thousand pardons for this **intrusion**. But I have prepared the beautiful **suite of rooms** below for you.”

“Come in!”

“I have called to say your credit at our bank, some time ago unfortunately interrupted, is **entirely** and most **satisfactorily restored**, and we shall be most happy if you apply to us for any ...”

“Come in!”

“My boy, she is yours! She’ll be here in a moment! Take her — marry her — love her — be happy! God bless you both! Hip-Hip-Hur...”

“COME IN!”

“Oh, George, my own darling, we are saved!”

“Oh, Mary, my own darling, we are saved — but I swear I don’t know why nor how!”

(to be continued)

Names

Capitoline [kə'pɪtəʊlaɪn] *adj*

Capitol ['kæpɪtəl] Капитолий (один из семи холмов, на которых возник Древний Рим)

Venus ['vi:nəs] Венера

New Words

obdurate ['ɒbdʒʊrət] *adj*

упрямый, неуступчивый, черствый

folly ['fɒli] *n*

глупость, прихоть, причуда

groceries ['grəʊsərɪz] *n*

grocer *n*

бакалейные продукты

бакалейщик

divinely-gifted [dɪ'vaɪnli 'gɪftɪd]

божественно одаренный

prejudice ['preɪdʒʊdɪs] *n*

предубеждение, предрассудок

vanish ['vænɪʃ] *v*

исчезать

acquire [ə'kwɪə(r)] *v*

приобретать, получать

board [bɔː(r)d] *n*

зд. жилье и питание

hash [hæʃ] *n*

мешанина, смесь

deny [dɪ'naɪ] *v*

отрицать

marble ['mɑː(r)b(ə)l] *adj*

мраморный

scarecrow ['skeə(r),krəʊ] *n*

пугало, огородное чучело

otherwise ['ʌðə(r),waɪz] *adv*

в противном случае, иначе

countenance ['kaʊntənəns] *n*

лицо, лик

raise [reɪz] *v*

зд. добыть, заработать (о деньгах)

wretch [retʃ] *n*

несчастный, жалкий человек, бедняга

coward ['kaʊə(r)d] *n*

трус

insane [ɪn'seɪn] *adj*

ненормальный, сумасшедший

abundance [ə'blʌndəns] *n*

изобилие, избыток

meddle [medl] *v*

вмешиваться

swear [swɛə] *v*

клясться; ругаться

submit [səb'mɪt] *v*

подчинять(ся), покорять(ся)

fault [fɔːlt] *n*

ошибка, вина, недостаток, дефект

faultless *adj*

безупречный, совершенный

dizzy ['dɪzi] <i>adj</i>	испытывающий / чувствующий головокружение
I am dizzy	у меня кружится голова
baffle ['bæf(ə)] <i>v</i>	ставить в тупик, сбивать с толку
smash [smæʃ] <i>v</i>	разбивать(ся) вдребезги
pass [pɑ:s] <i>n</i>	зд. пасс, движение рук
toe [təʊ] <i>n</i>	палец ноги
mangle ['mæŋg(ə)] <i>v</i>	калечить, уродовать, наносить увечья
depart [dɪ'pɑ:(r)t] <i>v</i>	уходить, уезжать, удаляться
gaze [geɪz] <i>v</i>	пристально глядеть, уставиться
battered ['bætə(r)d] <i>adj</i>	разбитый
nightmare ['naɪt,meə(r)] <i>n</i>	кошмар
tranquilly ['træŋkwɪli] <i>adv</i>	спокойно, тихо
dare [deə(r)] <i>v</i>	осмеливаться
haunt [hɑ:nt] <i>v</i>	неотступно преследовать
tenderly ['tendə(r)li] <i>adv</i>	нежно
villain ['vɪlən] <i>n</i>	злодей, негодяй
intrusion [ɪn'tru:ʒ(ə)n] <i>n</i>	вторжение
intrude <i>v</i>	вторгаться, входить без приглашения / разрешения
suite of rooms [swi:t əv ru:mz]	зд. большая квартира, номер люкс (в гостинице)
entirely [ɪn'taɪə(r)li] <i>adv</i>	полностью, совершенно, совсем
satisfactorily	удовлетворительно
[,sætɪs'fækt(ə)rɪli] <i>adv</i>	
satisfy <i>v</i>	удовлетворить
satisfaction <i>n</i>	удовлетворение
restored [rɪ'stɔ:(r)d] <i>adj</i>	восстановленный
restore <i>v</i>	восстановить

Questions for discussion.

1. Do you think George is a talented artist and an American patriot? Why do you think so?
2. How long did it take George to make his statue of America?

3. Why, in spite of George's talent, didn't Mary's father allow her to marry George?
4. What does Mary's father do?
5. What does John do? Is he an artist like George?
6. How did George feel when his friend smashed and mangled his beautiful statue?
7. What must have happened to make George's landlord "prepare the beautiful suite of rooms" for him, his bank manager "restore his credit" in the bank and Mary's father give him permission to marry his daughter?

EXERCISES

- 1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Почему я не богач-бакалейщик, а божественно одаренный скульптор, которому нечего есть?
2. Пятьсот тысяч чертей (*букв. дьяволов*)! Дитя мое! Я не могу даже заплатить за мое жилье и питание!
3. ... смесь любви, искусства и голода — как я понимаю, кроме этого, тебе ей нечего предложить.
4. Слава — ничто, рыночная цена твоего мраморного пугала — вот на что надо смотреть.
5. Даже если бы у меня было шестьсот лет, что из того? Чем это могло бы помочь бедняге без имени, денег и друзей?
6. Позволь мне заняться этим и не вмешивайся, хорошо? Позволь мне взять это дело в свои руки! Поклянись, что подчинишься мне во всем! Торжественно поклянись, что не будешь придирааться к тому, что я делаю!
7. У меня кружится голова, я не знаю, что подумать...
8. В течение тридцати секунд Джордж в немом ужасе пристально смотрел на разбитый и нелепый кошмар перед ним, затем он упал на пол и забился в конвульсиях.
9. Закончив свое дело, Джон вернулся на машине, посадил в нее художника с разбитым сердцем и статую с разбитыми ногами и отбыл, тихонько и спокойно насвистывая.
10. Я заглянул, чтобы сказать, что ваш кредит в нашей банке, который некоторое время тому назад был, к сожалению, прерван, сейчас целиком и полностью и, ко всеобщему удовлетворению, восстановлен...

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

obdurate *adj*, **obstinate** *adj*, **stubborn** *adj*

1. All these three adjectives are synonymous though 'obdurate' and 'obstinate' are more often used in a negative sense. 'Obdurate' is a slightly old-fashioned word.
2. 'Obdurate' means extremely determined to act in a particular way and not to change at all, despite argument or persuasion.
3. Most deputies remain obdurate on the question of cutting taxes.
4. Several obdurate (very difficult to deal with) facts (differences) remain, preventing a compromise solution.
5. He has an obstinate (obdurate) belief (тупую самоуверенность) in his own talent.
6. 'Stubborn' can be used in both positive and negative senses.
7. As a tennis player he was known for his stubborn resistance and his refusal to accept defeat.
8. He's as stubborn as a mule, so difficult to deal with, so persistent in his follies!

divine *adj*

1. Divine means 'of, 'from' or 'like' God.
2. *Divine service* means the public worship of God.
3. Used colloquially (in everyday speech), it means excellent, very beautiful, etc.
4. She's a divine cook!
5. The weather's divine!

gift *n*, **gifted** *adj*

1. As a noun the word 'gift' has two meanings:
 - a) a present and
 - b) a natural ability, a talent.
2. The guide explained that the famous picture was not bought at an auction, it was a gift given by the artist to the gallery.
3. Don't look a gift horse in the mouth! (*proverb*)
4. I wonder why she so stubbornly persists in her conviction that she has a gift for acting!
5. Trevor has a gift for languages. He has learnt to speak fluent Russian in six months.
6. The child is gifted, no doubt.

prejudice *n, v*

1. Racial prejudice is a stubborn problem, which won't disappear by itself, we have to be persistent in fighting against it.
2. "You can all be sure that the case will be considered without prejudice," the judge said to the people who had come to the courtroom.
3. Some serious musicians used to be prejudiced against rock-n-roll, considering it to be just amateurish music for youngsters.
4. Jane Austen (1775—1817) is considered a classic of English literature, who wrote, often humorously, about the way of life of middle class people of her time, in books such as *Pride and Prejudice* and *Emma*.

acquire *v*, **acquisition** [ˌækwaɪˈzɪʃ(ə)n] *n*

1. If you acquire something, you get or buy it for yourself, or you are given it as a gift.
2. Many valuable works of art can be acquired by collectors at auctions arranged by such auction houses as *Sotheby's* [ˈsɒθəbiːz] or *Christie's*.
3. I've succeeded in acquiring all the information I needed to finish my thesis.
4. When you acquire a skill or a habit, you learn it or develop it.
5. Knowledge is acquired by hard work.
6. Using a pronouncing dictionary is a habit well worth acquiring.
7. He invited me to have a look at his latest acquisitions.

deny *v*, **denial** *n*

1. Most people deny the existence of UFOs (unidentified flying objects).
2. The criminal persisted in denying that he was guilty.
3. Do you deny having been there? (= that you were there?)
4. He denied all knowledge of the plot (заговор).
5. He is rich enough to deny himself nothing (= not to deny himself anything).
6. The government issued a strong denial of all the allegations of the opposition.
7. The denial of a loan had a crucial impact on the company's activities.

otherwise *adv, conj*

1. I don't deny that he's stubborn, but otherwise he's a nice person and a good friend.
2. Under the Bill of Rights, a person is presumed (considered) innocent, until proved otherwise.
3. You'd better phone home; otherwise your parents may be worried.
4. If I were you, I'd write it down. Otherwise you're likely to forget it.

raise *v*

1. The verb 'to raise' has synonyms: 'to lift' (often sth heavy) and 'to pick up' (usually sth light).
2. 'To raise' is a transitive verb, it is followed by an object.
3. All those for, please raise your hands.
4. The discussion raised many important problems.
5. I had to raise my voice in order to make myself heard over the noise in the room.
6. The announcement raised a murmur in the audience.
7. Her parents were too busy to take care of her, so she was actually raised (*Am.*) (= brought up (*Br.*)) by her grandparents.
8. He wants to start his own business if he manages to raise (= obtain) the money.

Don't mix up!

raise (raised, raised) *переходный глагол* поднимать (с одного уровня на другой)

rise (rose, risen) *непереходный глагол* подниматься, вставать

He raised his eyebrows in surprise.

Он в большом удивлении поднял брови.

He rose from his chair to greet the guests.

Он поднялся со стула, чтобы поприветствовать своих гостей.

The Sun rises in the East and sets in the West.

Солнце восходит на востоке и заходит на западе.

abundance *n*, **abundant** *adj*

1. There's an abundance of fruit in the market just now.
2. There was an abundance of food and drink at the party.
3. There is abundant evidence that cars have a harmful effect on the environment.
4. We took an abundant supply of food with us when we went hiking in the mountains.

meddle *v*

1. The verb 'to meddle' has a negative meaning.
2. I don't like people meddling in my affairs (= trying to tell me what I should do).
3. This experience should have taught them what happens when you meddle *with* things you don't understand properly.

swear (swore, sworn) v

- The verb 'to swear' has two meanings:
 - to use bad (rude / obscene) language — swear words,
 - to state or promise that you are telling the truth or that you will do something that people expect you to do.
- It was a real shock, the first time I heard my father swear.
- All swear words are to be eliminated (deleted / crossed out) from the text.
- In some countries witnesses in court have to swear *on* the Bible. They must give an oath to tell the truth, the whole truth and nothing but the truth.
- “Do you know who was sworn in as the 42nd President of the USA?”
“I think it was William Jefferson Clinton, but I wouldn't swear to it.”

submit v

- We protested about the changes for a long time, but in the end we had to submit (to give in).
- You must submit your application before January 1st.
- The property developers (застройщики) submitted their building plans to the council for approval.

fault n, faultless adj, faulty adj

- “Whose fault was it?” “Well, it wasn't mine, I swear!”
- Profits are down and the fault is (lies) in poor management.
- It happened through no fault of mine (his, hers etc.).
- Sorry, my fault! (*an apology*)
- I'm not saying that I'm a faultless secretary, but my boss is always meddling in my work and trying to find fault with it.
- We insist that you should replace all the faulty goods at your expense. Otherwise we will refer the matter to arbitration.

toe n (toes pl.)

- We have fingers on our hands and toes on our feet.
- A thumb, a forefinger = an index finger, a middle finger, a ring finger, a little finger.
- 'All fingers and thumbs' ('All thumbs' (*Am.*) means that you use (move) your hands in an awkward or clumsy way.
- I'm all fingers and thumbs today. That's the third plate I've dropped this morning!
- We're keeping our fingers crossed (hoping strongly) that he will be admitted to university.
- He never raises (lifts) a finger to help anyone.

GRAMMAR

3 Do you agree with the following statements? Say "Yes" or "No" and prove your answer with the statement from the text.

1. Mary's father wasn't obdurate at all!
2. He didn't mind if his daughter married a poor man.
3. John didn't want to help his friend solve his financial problem.
4. George immediately understood what his friend was going to do.

4 Make questions using 'Do you know?' and 'Can (could) you tell me?'

Example: Where is the British Museum?
Where, do you think, the British Museum is?
Can you tell me where the British Museum is?

1. How far is it?
2. What time shall we meet?
3. Where did you park your car?
4. Do I have to pay to park here?
5. Is the museum open on Sundays?
6. How long does it take to get there by bus?
7. What kind of exhibition is it?
8. How old is this statue?
9. Is there a café near here?
10. What does this word mean?

5 Complete the text choosing the words from the box.

in, since, of, until, to, on, during, for

The Capitol



It is one ... the most interesting architectural areas ... Rome. The whole complex (square and buildings) was built ... the sixteenth century according ... Michelangelo's [ˌmɪkəlˈændʒələʊ] designs.

Today the Capitol is the Town Hall (патуша). Placed ... the Capitoline Hill, it had suffered ... the centuries various remaking ... it assumed the present shape. ... the ancient times it has been a very important place ... the life ... Rome, being first, a religious centre, and then, the seat ... the Roman Senate.

More about Direct and Reported Speech



6 Rewrite the reported conversation below in Direct Speech using the exact words of each speaker.

Mary confessed to George that she loved him very much. George said that he knew it, but he wondered why her father was so obdurate. Mary replied that art was folly to her father as he only understood groceries, but he always meant well. She said that her father was worried about her future. He had never had any problems with money in his life and he was afraid that George would starve her to death. George exclaimed that it would never happen and promised to do his best to earn money.

Mary admired his new statue of America and admitted that he was a divinely-gifted artist. George was very pleased to hear that but said he would prefer to be a money-making grocer instead of being a poor artist.

Mary advised him not to give up hope. She suggested showing his new sculpture to a famous art critic. She said that she had met the critic at a party a few days before and she was impressed by his intelligence. She added that the critic had offered his help. Suddenly George became very jealous and said that he would never accept any help from anybody. He asked Mary if her father knew about her conversation with the critic.

Mary denied saying even a word about it to her father. She burst into tears and George apologized for being so stupid.

7 Now report Chapter II of the story. You can use the following constructions: 'promise to do something', 'threaten to do something', 'suggest that someone should do something'.



8 Make sentences beginning with 'Having...'

Example: John finished his job. Then he returned with a car.
Having finished his job, John returned with a car.

1. After he finished his work he went home.
2. They had spent all their money. They couldn't afford to go to restaurants.
3. We bought the tickets. Then we went to see the exhibition.
4. John smashed the statue. Then he departed.
5. After Mary had cleaned her flat, she went shopping.
6. I had already seen the film twice, so I refused to go to the cinema with my friends.
7. They signed the contract. Then they congratulated everybody on their success.
8. Mark Twain had worked for several newspapers and magazines and travelled with his lectures all over America. Soon he became very popular with the public.

Phrasal verbs with 'come'

come across — find by accident (натолкнуться, найти случайно)

come down — be reduced in price (снижаться (о ценах))

syn. go down, *ant.* go up

come up with — produce, suggest (выступить с идеей)

come round — visit (навестить, заглянуть)

9 Translate the following into Russian.

1. I came across this old photo in my Mum's diary.
2. I'd be happy if you came round to have a cup of tea with us.
3. People hope that the price of petrol will come down some day.
4. Listen to Mike carefully. He always comes up with something very interesting.



10 Translate the following into English using the phrasal verbs with 'come':

1. Разве они не обещали *заглянуть к нам* сегодня вечером?
2. Когда я просматривал старые газеты, я *случайно нашел* полезную информацию, которую я решил использовать в своем докладе.
3. Один из партнеров *выступил с идеей* создания совместного предприятия.
4. Похоже, что цены всегда растут и никогда не *снижаются*.

Articles with names

- 11 Fill in the table with your own examples. Look up in your pronouncing dictionary to make sure you pronounce the names correctly.

THE

	Examples	Your own examples
Hotels / restaurants	the Hilton	
Museums / galleries	the British Museum	
Buildings	the White House	
Newspapers	the Financial Times	
Organizations	the BBC	

12 Put in the correct article *a / an* or *the*. Ask each other questions on the text.

Mark Twain¹

Mark Twain, whose real name was Samuel Langhorne Clemens, was born in Florida, Missouri, on November 30, 1835, ... sixth child of John and Jane Clemens. Several years later, in 1839, ... family moved to nearby Hannibal, where ... Clemenses spent quite ... long time.

During his youth, Samuel Clemens had ... strong tie to ... Mississippi River, along which his town was located. Steamboats landed at ... prosperous town three times ... day, and Samuel's boyhood dream was to become ... steamboat pilot on ... river.

His newspaper career began while he was still ... schoolboy. In 1848, ... year after his father's death, he worked for ... businessman, who published ... *Missouri Courier*.

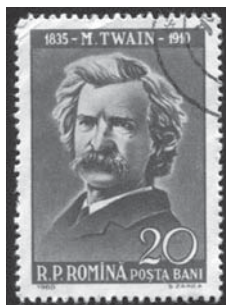
Clemens left Hannibal in 1853, at ... age of 18, and worked as ... printer in New York City and Philadelphia over ... next year.

At 22, Clemens returned to ... town of Missouri. On his voyage to New Orleans down ... Mississippi, he decided to start ... career of ... steamboat pilot; it was ... richly rewarding profession at that time. He received his steamboat pilot license in 1859. With the start of ... Civil War, in April 1861, river traffic on ... Mississippi was suspended, and Clemens' steamboat pilot career came to ... end.

By that time he had already had several of his stories published and decided to take ... pen name. Since that time he has been known to ... whole world as Mark Twain. Written with small letters these words roughly mean: 'Look out! ... river is only two feet deep here.' It's ... warning to other pilots to be careful of sandbanks (мели).

Mark Twain's most famous novels *The Adventures of Tom Sawyer* (published in 1876) and *The Adventures of Huckleberry Finn* (published in 1885) were based on ... experiences of his youth in Hannibal.

Having worked for several newspapers and magazines in America and travelled with his lectures all over ... country, Mark Twain became very popular with ... public. In 1905 he was invited to ... White House to have dinner with Theodore Roosevelt, President of ... USA at that time. In 1907 he received ... honorary degree from Oxford University.



¹ Based on Wikipedia article.

In November 1835, at ... time of Samuel Clemens' birth, Halley's comet could be seen in ... night sky. Strikingly, ... comet's next appearance came during April 1910, ... year of his death. Throughout his life, Mark Twain said that he would "go out with ... comet," knowing that ... interval between Halley's comet's appearances was 75 years. His prediction was amazingly accurate.

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 168 will help you.

The Capitoline Venus

(the beginning is on p. 152)

CHAPTER V

(Scene — A Roman Café)

One of a group of American gentlemen reads and translates from the weekly edition of an Italian newspaper for foreigners **as follows**:

“WONDERFUL DISCOVERY! — Some six months ago Signor John Smithe, an American gentleman now some years a **resident** of Rome, **purchased** for a trifle a small piece of ground in the Campagna from the owner, a bankrupt relative of the Princess Borghese. Mr Smithe afterwards had the piece of ground **transferred** to a poor American artist named George Arnold, explaining that he did it as payment and satisfaction for damage accidentally done by him long ago upon some property belonging to Signor Arnold, and further **observed** that as additional satisfaction he would improve the ground for Signor A., at his own expense. Four weeks ago, while making some necessary excavations, Signor Smithe unearthed the most remarkable ancient statue that has ever been added to the art **treasures** of Rome. It was an **exquisite** figure of a woman, and though sadly stained by the **soil** and the **mould** of ages, no eye can look unmoved upon its **ravishing** beauty. The nose, the left leg from the knee down, an ear, and also the toes of the right foot and two fingers of one of the hands were gone, but otherwise the noble figure was in a remarkable state of preservation. The government appointed a commission of art critics, **antiquaries** and cardinals to **assess** its value and determine the **remuneration** that must go to the owner of the ground in which it was found. The whole affair was kept a **profound** secret until last night, when they decided **unanimously** that the

statue was a Venus, and the work of some unknown but **sublimely** gifted artist of the third century before Christ. They consider it the most faultless work of art the world has any knowledge of.

At midnight they held a final conference and decided that the Venus was worth ten million francs! **In accordance with** Roman law the government, being half owner of all works of art found in Italy, the State can do nothing but pay five million francs to Mr Arnold and take permanent possession of the beautiful statue. This morning the Venus will be removed to the Capitol, there to remain, and at noon the commission will hand Signor Arnold five million francs in gold due to him.”

Chorus of Voices: “Luck! Incredible!”

Another Voice: “Gentlemen, I propose that we immediately form an American joint-stock company for the purchase of lands and excavations of statues here, with proper connections in Wall Street.”

All: “Agreed.”

CHAPTER VI

(Scene — The Roman Capitol Ten Years Later)

“Dearest Mary, this is the most celebrated statue in the world. It is the *Capitoline Venus* you’ve heard so much about. How strange it seems — this place! The day I last stood here ten happy years ago, I wasn’t a rich man. I didn’t have a cent. And yet I had a good deal to do with making Rome the owner of this grandest work of ancient art the world contains.”

“And oh, Georgy, how divinely beautiful she is!”

“Ah, yes — but nothing to what she used to be before that **blessed** John Smith broke her leg and battered her nose. **Ingenious** Smith — gifted Smith — noble Smith! Author of all our **bliss**! Listen! Do you know what that **cough** means? Mary, little Johnny is coughing! Will you *never* learn to take care of the children?!”



THE END

The Capitoline Venus is still in the Capitol of Rome and is still the most charming and most **illustrious** work of ancient art the world can **boast** of. But if you ever happen to stand before it and go into the usual ecstasies over it, don’t permit this true and secret story of its origin to **mar** your bliss.

Names

Campagna [kæm'pɑ:njə]

Princess Borghese [ˌprɪn'ses bɔ: 'geze]

Signor ['si:njɔ:]

New Words

as follows

resident ['rezɪd(ə)nt] *n*

purchase ['pɜ:(r)tʃəs] *v, n*

trifle ['traɪf(ə)l] *n*

transfer [træns'fɜ:(r)] *v*

observe [əb'zɜ:(r)v] *v*

treasure ['trezə(r)] *n*

exquisite [ɪk'skwɪzɪt] *adj*

soil [sɔɪl] *n*

mould [məʊld] *n*

ravishing ['rævɪʃɪŋ] *adj*

antiquary ['æntɪkwəri] *n*

assess [ə'ses] *v*

remuneration

[rɪ,mju:nə'reɪʃ(ə)n] *n*

profound [prə'faʊnd] *adj*

unanimously [ju:'nænɪməsli] *adv*

sublimely [sə'blaɪmli] *adv*

in accordance with

blessed [blest] *adj*

ingenious [ɪn'dʒi:niəs] *adj*

bliss *n*

cough [kɒf] *n*

to cough *v*

illustrious [ɪ'lʌstriəs] *adj*

boast [bəʊst] *v*

mar [mɑ:(r)] *v*

следующее

житель

покупать; покупка

мелочь, пустяк

передавать

заметить, отметить, сказать

сокровище

изысканный, совершенный

земля, почва

плесень

восхитительный

антиквар

оценивать

вознаграждение, оплата,
компенсация

абсолютный, полный

единогласно

безупречно, безукоризненно

в соответствии

достойный преклонения,
святой

изобретательный, искусный

блаженство, счастье

кашель

кашлять

знаменитый, известный,
прославленный

хвастать(ся), гордиться

испортить, омрачить

Questions for discussion.

1. How many of the American gentlemen in the cafe were able to read the newspaper article?
2. Who, do you think, gave the information to the journalists?
3. Was the journalist American, British, Russian or Italian?
4. How do you understand the words: "... for damage accidentally done by him long ago upon some property belonging to Signor Arnold ... and ... that as additional satisfaction he would improve the ground for Signor A., at his own expense?"
5. Was the commission appointed by the Italian government to examine the statue sufficiently knowledgeable to do the job? Give your opinion and your reasons.
6. Do you think Mary understood every word her husband said about the statue and his friend John?
7. The story is written in the form of a play, isn't it? How many characters are there in this play? Can you describe them?
8. What is the difference between humour and satire? In your opinion, is *The Capitoline Venus* a humorous story or a satire?
9. Do you agree that the story illustrates the famous saying "The end justifies the means"? Give your reasons.

EXERCISES**1 Find English equivalents in the text for the following (you may think of better Russian translations).**

1. ... а затем передал этот участок земли бедному американскому художнику по имени Джордж Арнольд, объяснив свой дар тем, что это является возмещением ущерба, давным-давно случайно нанесенного им собственности, принадлежащей синьору Арнольду...

2. Это была изумительной красоты фигура женщины, и, хотя земля и плесень веков оставили на ней свои печальные следы, глаз нельзя оторвать от ее восхитительной красоты.

3. ... но в остальном благородная статуя прекрасно сохранилась.

4. Все это дело хранилось в строжайшей тайне до вчерашнего вечера, когда они пришли к единогласному мнению...

5. В соответствии с законами Рима, правительство является владельцем половины стоимости всех произведений искусства, найденных в Италии, и поэтому государству ничего не остается сделать, кроме как заплатить...

6. Сегодня утром Венера будет перемещена в Капитолийский музей, с тем чтобы остаться там навсегда, а в полдень синьору Ар-

нольду будут переданы причитающиеся ему пять миллионов франков золотом.

7. ... я предлагаю немедленно организовать совместное предприятие для покупки земель и добычи статуй здесь (в Италии) с соответствующими деловыми связями на Уолл-стрит.

8. Но все же я сделал немало для того, чтобы Рим стал владельцем самого величайшего произведения древнего искусства в мире.

9. Но если вам когда-нибудь придется стоять перед ней и безумно восхищаться ею, как делали, делают и будут делать все вокруг, не позволяйте этой тайной, но правдивой истории ее происхождения омрачить ваш восторг.

VOCABULARY

2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

purchase *v, n*

1. The museum is trying to raise money to purchase (= buy) a painting by Van Gogh.
2. Except under clearly defined circumstances it is illegal in Britain for a company to purchase its own shares.
3. A house is the most expensive purchase that most people ever make.

trifle *n, v*

1. I wonder why you get upset by every trifle.
2. It's a trifle difficult, but I'll try to find out all about it as soon as possible.
3. (*at table*): Could I have a trifle (a bit / a little) less?
4. £100 is a mere trifle for him.
5. I don't advise you to trifle with his feelings, dear! He's not a man to be trifled with.

transfer ['trænsfɜ:(r)] *n*, **transfer** [træns'fɜ:(r)] *v*

1. He transferred some of his money to his wife's account.
2. We can transfer the class to Tuesday if you don't mind.
3. I hear you're transferring to another team. Your transfer to a club abroad will, no doubt, be a shock to your British fans.
4. The office will be transferred to another building.
5. New technology will speed up the transfer of information.

observe *v*, **observation** *n*, **observer** *n*, **observatory** *n*

1. The verb to observe has the following meanings:
 - a) to watch (*esp.* scientifically)
 - b) to notice
 - c) to say / remark
 - d) to keep (rules, customs, traditions, silence).
2. The role of scientists is to observe the world, not to try to control it.
3. He spent a year in Africa, observing the behaviour of animals in different situations.
4. The suspect was observed leaving the house.
5. The conference was attended by 200 delegates and by political observers from 30 countries.
6. "I've always found the old man's advice extremely useful," he observed.
7. We all agree that law and order must be observed, don't we?
8. The book is full of interesting observations on the nature of musical composition.
9. May I make an observation (= remark)?
10. When you are in London, don't fail to visit the Greenwich Observatory!

treasure *n, v*

1. While making the excavations they found treasure beyond their wildest dreams.
2. You must all have read *Treasure Island* by Robert Louis Stevenson.
3. The museum houses some of the most priceless art treasures in the world.
4. Thank you for this gift. I'll treasure it.
5. A treasure trove is money, gold or other valuable objects found hidden usually in the ground and whose owner is unknown.

exquisite *adj*

1. The room we found ourselves in was furnished in exquisite taste.
2. I admire her exquisite manners.
3. The surgeon worked with exquisite care.
4. Among the museum's latest acquisitions there were some exquisite ancient vases.

ravishing *adj*

1. Mary was a ravishing sight in her wedding dress.
2. She was considered a ravishing beauty by her contemporaries.
3. They make absolutely ravishing dishes at that restaurant.

assess *v*, **assessment** *n*

syn. evaluate *v*, evaluation *n*

1. 'To assess' means 'to judge or decide' the amount, value, quality or importance of something.
2. His property was assessed at £100.000.
3. They managed to assess the situation, and acted accordingly.
4. It's too easy to assess the long-term consequences of the latest events.
5. Whose fault is it that the assessments of possible production costs were hopelessly inaccurate?
6. The insurers will have to assess the damage caused by the fire.
7. The flood damage was assessed at \$300,000.
8. Examinations are not the only means to assess someone's ability.

profound *adj*

1. I was amazed at his profound knowledge of Russian history.
2. When the rescuers had found the mountain climbers some of them were in a state of profound shock.
3. Global warming has a profound impact on the world's climate.

Don't mix up!

in accordance with — в (точном) соответствии с (условиями, законом и т. д.)
according to — как сказано, как указано...

Compare

1. We do our business in full accordance with the legislation of this country.
2. (*from a business letter*) In accordance with the contract you are (supposed) to remunerate the experts at your expense.
3. According to the map, the place we are looking for is two kilometers away from here.
4. According to the weather forecast it will be dry and sunny all week.

boast *v, n, boastful adj*

1. He boasts of being the best tennis player in his college. (= He boasts that he is...)
2. "How are you getting on?" "There is nothing to boast of (about), I'm afraid."
3. The old man often boasts to his neighbours about (of) the successes of his grandchildren.
4. He's very boastful, isn't he?

GRAMMAR

Remember!

They **could do nothing** but give in.

Им ничего не оставалось, как уступить.

They **had nothing to do** and went to a pub.

Им было нечего делать, и они пошли в паб.

3 Make sentences by choosing from A and B and translate them into Russian.

A

I could do nothing
I had nothing to do
The children have nothing to do
They can do nothing

B

and felt bored.
but agree to their conditions.
but apologize.
and behave badly.



4 Translate the following into English.

1. Ему ничего не оставалось делать, как только подчиниться правилам.
2. Детям было нечем заняться, и они вели себя ужасно.
3. Детям ничего не оставалось делать, кроме как обещать вести себя хорошо.
4. Мне ничего не оставалось, кроме как извиниться за мое вторжение.
5. Он сказал, что ему здесь нечего делать и он собирается уходить.
6. Мне ничего не остается делать, кроме как признать, что это была моя вина.

Adjectives (word order)

Your own opinion	Size / weight	Age	Shape	Colour	Country of origin	Material	NOUN
beautiful		ancient			Greek	marble	statue
	big		round	green		glass	vase

This table might look really frightening if it were supposed to be learnt by heart. It is a useful reference table showing how close an adjective should be to the noun it describes.

If you use it this way, you will find that it is actually merciful. It needn't be learnt by heart for two reasons:

1) A good speaker will never use more than two or three adjectives before the noun he describes.

2) The position of an adjective as an attribute (определение) in an English sentence is in most cases similar to what we can see in a corresponding Russian sentence:

a beautiful ancient Greek sculpture — прекрасная древнегреческая скульптура.



5 Use the table to put the adjectives in the correct order.

1. A(n) ancient / charming / work of art
2. A(n) old / obdurate / man
3. A(n) French / young / gifted / artist
4. A(n) bronze / enormous / ugly / monument
5. A(n) round / wooden / brand-new / table
6. A(n) silk / snow-white / pretty / dress
7. A(n) Japanese / black / small / watch
8. A(n) light-blue / china / exquisite / tea set

6 Which adjectives would you use to describe these objects?





- 7 You've been to an antique shop recently. Write a letter to your friend, describing some of the things you saw there (vases, desks, pictures, etc).



- 8 Read the dialogues and listen to them. Who are A, B, C and D? Where are they? Make similar dialogues of your own.

a)

- A. Excuse me, sir! How do we get to the British Museum from here?
 B. You can take a bus. The bus stop is over there across the road. The British Museum is three stops from here.
 C. I think we can take a walk. The weather is divine today, isn't it! Is it a long walk?
 B. No, no, ladies, not at all! Just follow the bus. It's about fifteen minutes' walk from here.
 A. Thank you!

b)

- C. We'd like to have two tickets, please.
 D. You don't need any tickets, ladies. The museum is free. But your donations are most welcome! Here's the map of the museum with colour plans and visitor information. You can find any information you need in it. It's two pounds, please.
 C. Here you are.
 D. I suggest you leave your bags in the cloakroom.
 A. OK, we will. Thank you.

c)

- A. What do you think we should start our tour with?
 C. I know the British Museum has one of the greatest ancient Egypt's collections in the world. Let's see Egyptian sculpture and mummies first. They must be on the main floor. Then we can go and see Greek and Roman art. I love ancient Greek vases!
 A. Would you like to see their famous collection of coins? Just listen to what the map says: "The magnificent collection of over 750,000 coins covers the history of coinage from its origins to the present day."
 C. You are not going to see all 750,000 coins, are you? We can't spend the whole day here. We can come again some other time, OK?
 A. OK. But first, let me pop into the museum shop!
 C. Oh, no!!!

Revision of Phrasal verbs



9 Complete the sentences by choosing the words from the box.

up, out, on, over, round, off, in, down, with, for, across

1. Where did you come ... this information?
2. I wonder how many times you have already tried to give ... smoking?
3. It turned ... to be a difficult job.
4. Prices hardly ever come ... they always seem to go
5. Don't forget to put ... your hat. It's cold outside.
6. Nobody believed his story. It was obvious that he had made it
7. When his father had died he took ... the company.
8. I wonder why he has turned ... their offer.
9. This table takes ... too much space. We need something smaller.
10. She said that she could no longer put ... his rudeness.
11. When will you come ...? We are always so happy to see you at our place.
12. Don't put ... till tomorrow what you can do today.
13. He used to be a famous athlete but doesn't go ... any competitions now.

10 Here are a few witty quotations on art. Do you agree with the ideas expressed in them?

“To my mind the old masters are not art; their value is in their scarcity.”

*Thomas A. Edison (1847–1931),
an American inventor*

“We are not interested in the unusual, but in the usual seen unusually.”

*Beaumont Newhall (1908–1993),
an American art historian, writer
and photographer*

“Nobody ever raised a monument to a critic.”

Author unknown

“The people who make art their business are mostly imposters.”

*Pablo Picasso (1881–1973),
a Spanish painter and sculptor*

“If my husband would ever meet a woman on the street who looked like the women in his paintings, he would fall over in a dead faint.”

Mrs Pablo Picasso

“There is no such thing as modern art. There is art — and there is advertising.”

Albert Sterner (1863–1946), an American painter

Fashion is a form of ugliness so intolerable that we have to alter¹ it every six months.

*Oscar Wilde (1854–1900),
Irish playwright, novelist and poet*

Discuss this before you read the text.

1. Women are more interested in fashion than men. Do you agree?
2. Are you interested in fashion? Do you always follow the fashion?
3. What is more important for you, to be always dressed in the latest fashion or to have your own style in clothes? Explain why.
4. Have you ever been to a fashion show? Where was it? What was it like? Were you impressed? What impressed you most?

PART 1



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 179–180 will help you.

Chanel — Public Fame and Private Enigma²

Gabrielle Chanel, who died in her suite in the *Ritz* in Paris on January 10, 1971 at the age of 87, was one of a **handful** of designers who can be said to have radically changed the way in which women dress. She was the winner in terms of **publicity**, **longevity** and mass-market **appeal**.

Chanel's contribution to fashion was to 'make it **smart** to look poor'. She created a style which was the very opposite of the Edwardian idea of dress, of **opulence**. In place of **elaborate**, **floppy** clothes she introduced **pleated** skirts, trousers, made the **fabric jersey** acceptable and showed bright colours. She had her own **fabulous** jewels copied into cheap, marvellous



¹ Alter ['ɔ:lte(r)] v изменять(ся), вносить изменения.

² Glynn P. Public Fame and Private Enigma // The Times, 1971; <http://www.wikipedia.org/>

fakes and all at once it was smarter to wear the false than the real. She designed a shoe, pale flesh-coloured skin with a black toecap. Her jackets were individual enough to be named after her — **edge** to edge, high round neck, no **fastenings**, made from **tweed quilted** onto pure silk and **trimmed** with thick **braid** and gold buttons with a lion's head on them. Although black dresses had existed before Chanel, the little ones she designed were considered the *haute couture* standard.

As with most ancient monuments, Chanel's life is well documented: her romances with the English aristocracy, her friends in the artistic circles of the world, etc.

The origin of her nickname Coco is uncertain. Some sources state that it was acquired at the turn of the 20th century when Chanel, then a cabaret singer, performed the song called *Ko Ko Ri Ko* (French for 'Cock-a-doodle-do' or «Кыкареку» in Russian) and her audiences cried 'Coco' when they wanted an **encore**.

She was said to have had a romance with the Duke of Westminster and considered getting married to him, but she finally turned him down, explaining with characteristic **bluntness**: "There are a lot of duchesses, but only one Coco Chanel."

There is a dark **stain** on her biography. When France was occupied by the Nazis during World War II, Coco Chanel had a love affair with a German officer of high rank and was alleged to have sympathized with the Nazis.

She was tough with a very masculine mind. She was not generous. Nor was she particularly loyal to her friends.

Chanel's original success was in Paris in the twenties and her comeback in 1954 was widely **rumoured** to be only in order to **boost** the sales of her (and the world's) top-selling **scent**, *Chanel Number 5*.

To those who only knew her late in life and professionally, she was a tiny figure sitting on the **curving** stairs in the Rue Canbon like a bad-tempered **tortoise**. She would sit there, **shelled** in **vivid** tweeds, clinking her beads and **brooches** with the noise tortoises make and **darting** a stare at anyone unfortunate enough to have to **quit** before the end of the huge collection.

It is impossible to **chart pictorially** the evolution of Chanel as a designer, because she did not evolve. Rather fashion evolved round her. She created a look, which was **overwhelmingly** successful when it was **launched** and which has left **ineradicable traces** in fashion. That look was **revived** at her comeback in the fifties. She created fashion which was aside from the main stream and yet was always perfectly valid. Chanel's influence on *haute couture* was such that she was the only person in the field to be named in

Time's Magazine's 100 most influential people of the 20th century. What Coco Chanel thought about her prospects is an enigma. The things she would never talk about, it seems, were her clothes and her past.

Names

haute couture (*Fr.*) [ˌəʊtkʊ'tjəʊ] — высокая мода, моделирование и пошив одежды высокого класса

Gabrielle (Coco) Chanel [ˌɡæbrɪ'el (kə'kəʊ) ʃə'nel]

Edwardian [ed'wɔːdɪən] — эпоха короля Эдуарда VII (1901—1910)

Rue Canbon [ruːkʌŋ'bɒŋ] — улица в Париже

New Words

handful ['hæn(d)fʊl] <i>n</i>	горсть, зд. небольшая группа
publicity [pʌb'lɪsəti] <i>n</i>	известность, слава
longevity [lɒŋ'dʒevəti] <i>n</i>	долголетие
appeal [ə'piːl] <i>n</i>	привлекательность, притягательность
smart [smɑː(r)t] <i>adj</i>	зд. модный, элегантный
opulence ['ɒpjʊləns] <i>n</i>	изобилие, богатство
<i>syn.</i> wealth, fortune	
elaborate [ɪ'læb(ə)rət] <i>adj</i>	зд. искусно сделанный, тонкой работы, тщательный, сложный
floppy ['flɒpi] <i>adj</i>	зд. свободного кроя
pleated ['pli:tɪd] <i>adj</i>	в складку
fabric ['fæbrɪk] <i>n</i>	ткань
jersey ['dʒɜː(r)zi] <i>n</i>	джерси
fabulous ['fæbjʊləs] <i>adj</i>	потрясающий, изумительный, баснословный
fake [feɪk] <i>n, adj</i>	подделка; поддельный
edge [edʒ] <i>n</i>	оторочка, кромка, острие, край
fastening ['fɑːsnɪŋ] <i>n</i>	зд. застежка
tweed [twiːd] <i>n</i>	твид
quilted ['kwɪltɪd] <i>adj</i>	зд. на подкладке
trimmed [trɪmd] <i>adj</i>	зд. отделанный
braid [breɪd] <i>n</i>	тесьма

encore ['ɒŋkɔ:(r)] <i>n</i>	бис
bluntness ['blʌntnɪs] <i>n</i>	прямота
stain [steɪn] <i>n</i>	пятно
rumour ['ru:mə(r)] <i>v, n</i>	распространять слухи; слух (сплетня)
boost [bu:st] <i>v</i>	поддержать, стимулировать
scent [sent] <i>n</i>	зд. духи, приятный запах
curving ['kɜ:(r)vɪŋ] <i>adj</i>	зд. витая (о лестнице)
<i>curve n</i>	изгиб, виток
tortoise ['tɔ:(r)təs] <i>n</i>	черепаха
shelled [ʃeld] <i>adj</i>	имеющий раковину, панцирь
vivid ['vɪvɪd] <i>adj</i>	живой, яркий
brooch [brʊʊtʃ] <i>n</i>	брошь
dart [dɑ:(r)t] <i>v</i>	бросать, метать
quit [kwɪt] <i>v</i>	покидать, уходить
chart [tʃɑ:(r)t] <i>v</i>	составить схему, график
pictorially [pɪk'tɔ:(r)ɪəli] <i>adv</i>	графически
overwhelmingly [,əʊvə(r)'welmɪŋli] <i>adv</i>	всеобъемлюще
launch [lɔ:(n)tʃ] <i>v</i>	зд. выпускать (товар) на рынок
ineradicable [ˌɪnɪ'rædɪkəb(ə)] <i>adj</i>	неизгладимый
trace [treɪs] <i>n</i>	след
revive [rɪ'vaɪv] <i>v</i>	зд. возродить

Questions for discussion.

1. According to the text, Chanel 'radically changed the way in which women dress'. Try to prove this assertion if you agree with it.
2. What was Chanel's contribution to the fashion world?
3. How did she acquire her nickname Coco?
4. What kind of person was she? Describe her character.
5. Why do you think the title of the text is: "Chanel — public fame and private enigma"?
6. Coco Chanel once said: "Fashion is made to become unfashionable." Do you agree? If you do, give your reasons.
7. Do you know anything about Chanel's cooperation with Dyagilev who was famous for his "Russian Seasons" in Paris in the beginning of the 20th century?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. ... принадлежала к небольшой группе дизайнеров, о которых можно сказать, что они изменили стиль женской одежды.

2. Для массового потребителя она была первой и по своей известности, и по долголетию, и по привлекательности.

3. «... быть элегантной, но небогатой на вид».

4. С ее собственных потрясающих драгоценностей были сделаны великолепные дешевые копии, и сразу же стало более модным носить не натуральные драгоценности, а бижутерию.

5. В ее пиджаках было достаточно индивидуальности, чтобы они могли носить ее имя...

6. Так же как происходит и с большинством памятников древности, жизнь Шанель подробно документирована...

7. ... и говорили, что она якобы симпатизировала нацистам.

8. Она была жесткой, с мужским складом ума, она не была ни щедрой, ни особенно преданной своим друзьям.

9. ... и ее возвращение в 1954 году, по слухам, было специально организовано для увеличения продаж ее всемирно известных и пользующихся самым большим спросом духов «Шанель № 5».

10. Для тех, кто знал ее в последние годы ее жизни и с профессиональной стороны...

11. Скорее мода менялась вокруг нее.

12. Влияние Шанель на высокую моду было таково, что она была единственным представителем мира моды, которого журнал «Таймс» назвал среди 100 самых влиятельных людей XX века.

VOCABULARY

2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

publicity *n*, **publicize** *v*, **publicist** *n*

1. The case has received massive publicity.

2. He did everything to avoid publicity.

3. The newspapers gave publicity to their love affair.

4. Who is in charge of publicity for our show?

5. The businessman said that he wasn't in the habit of publicizing his private life.

6. He's a good self-publicist. (= He is good at making himself well-known.)

appeal *n, v*, **appealing** *adj*

1. His appeal to his ex-wife for forgiveness went unanswered.
2. In my opinion he's a good actor, but he hasn't got any sex appeal.
3. He has been sentenced to life imprisonment but his lawyer says he will make an appeal.
4. The police are appealing to the public for any information about the criminal.
5. Does the idea of working abroad appeal to you?
6. By appealing to his better nature (= the good side of his character) we persuaded him to change his mind.
7. This idea sounds rather appealing to me!

smart *adj*, **smartly** *adv*

1. She was very smartly dressed.
2. 'Smart' (especially in British English) means 'neat and stylish' in appearance.
e.g. You look smart in your new dress.
3. 'Smart' (especially in American English) also means 'good' or 'quick thinking', 'clever'.
e.g. If he is as smart as he says, why did the cops catch him?
4. 'Smart' may also mean disrespectful, especially towards someone older such as one's teachers or parents.
e.g. Don't get smart with me, young lady!
5. A 'smart card' is a credit or debit card with a memory chip. It records and remembers any business someone does with it.

elaborate *adj*, **elaborately** *adv*, **elaborate** *v*

1. She had made elaborate preparations for the party, but nobody came.
2. The new curtains have an elaborate pattern of leaves and flowers.
3. The small wooden statue was elaborately carved.
4. As a verb 'to elaborate' means 'to give more details or information'.
e.g. What you've told us is very interesting. Could you, please, elaborate on it?

flop *v, n*, **floppy** *adj*

1. Tortoises flopped into the water.
2. A bird with an injured wing flopped helplessly along the ground.
3. She flopped as a stage actress and decided to be a producer.
4. The show was a complete flop and lasted only one night.
5. Look at this funny dog with long floppy ears!
6. A 'floppy disk' (= a diskette) is a piece of plastic with a thin coat of magnetic substance on which information for a computer can be stored.

fabric *n*, **fabricate** *v*, **fabrication** *n*

1. 'Fabric' means 'cloth', 'material'.
e.g. cotton fabric, silk fabric, synthetic fabric, woolen fabric
2. 'Fabric' also means 'structure'.
e.g. basic fabric, social fabric, the fabric of society
3. The cost of repairing the fabric of the church was very high.
4. 'To fabricate' means 'to make or invent' something in order to deceive.
e.g. It turned out that the media had fabricated the whole story.
(The whole story was a complete fabrication.)

Don't mix up!**fabric** — материал, ткань, структура**factory** — завод, фабрика**Compare****clothes, cloth, material, fabric, clothing, garment, dress**

Clothes is the usual word for things we wear. **Clothes** (одежда) are made from various kinds of **fabric** (ткань), **cloth** (ткань, часто шерстяная), or **material** (материал). **Clothing** is a more formal word for **clothes**. A **garment** (предмет одежды) is a single article of **clothing**. A **dress** is a kind of outer **garment** worn by women. (But sometimes **dress** is used for a particular type of **clothing**.)

For example: **evening dress** — фрак, смокинг, вечернее платье

formal dress — официальный костюм

casual dress — неформальная, в свободном стиле одежда

fabulous *adj*, **fabulously** *adv*, **fable** *n*

1. Aesop ['i:sɒp] wrote some very well known fables.
2. The dragon is a fabulous creature. No such animal has ever existed.
3. The bride looked fabulous in her wedding dress.
4. The painting was sold for a fabulous (an enormous) sum.
5. He is said to be fabulously wealthy.

fake *v, n, adj*

1. He faked the results of the experiment to prove his theory.
2. She faked illness (= pretended to be ill) so that she didn't have to go to school.
3. He denied faking my signature.
4. A *fake* is a person or thing that is not what he / she / it looks like or pretends to be.
5. He claimed to be a doctor, but he turned out to be a fake.
6. We thought we had bought an antique vase, but it was only a fake.
7. Fake fur coats are often worn because people do not agree with killing animals for their fur.

Compare

fake — поддельный, фальшивый, **false** — ложный, ненастоящий, поддельный, **imitation** — искусственный, поддельный imitation (fake) jewellery, imitation leather, a fake (фальшивый, неискренний) laugh, false teeth, a false alarm

edge *n, v*

1. Be careful! This knife has a very sharp edge.
2. She was standing by the water's edge, deep in her thoughts.
3. He felt he was on the edge of madness.
4. I'm exhausted. I feel I'm on the edge (на грани срыва)!
5. Some linguists think that the Russian language is 'on the edge of a nervous breakdown' and needs protection.
6. His question had the cutting edge of a razor.
7. She was wearing a white jacket edged with blue.
8. Fame fired their courage, freedom edged their swords.

fasten *v*, **fastener** *n*, **fastening** *n*

1. Mother asked the children to fasten their coats.
2. The plane is landing. Please, fasten your seat belts.
3. There are different kinds of fasteners (or fastenings), for example: zippers, buttons, buckles (пряжки) etc.
4. Could you do up the fasteners on the back of my dress, please?

trim *v, n*

1. Her new sports car was dark blue with a white trim.
2. I'm having my hair trimmed tomorrow.
3. His beard is always neatly trimmed.

blunt *adj* (*ant.* sharp), **bluntly** *adv*, **bluntness** *n*

1. My knife is blunt. Its edge isn't sharp enough. May I borrow your sharpener?
2. A blunt person is someone who doesn't try to be polite or to hide unpleasant facts.
3. To be quite blunt, I think the government has made a complete mess of things. (To put it bluntly, ...)
4. Her bluntness was well-known.

rumour *n, v*

1. All sorts of rumours are going round the office about him and his secretary.
2. Rumour has it (= People say) that he's going to get married again.
3. He is rumoured to have left the country.
4. The rumoured marriage between the prince and the dancer did not in fact take place.
5. There's a rumour circulating that the factory is going to shut down.

scent *n, v*

1. A scent is a particular, usually pleasant smell, for example the scent of roses.
2. Scent can also mean perfume.
3. A scent can be left by an animal and followed by hunting dogs.
4. The air was scented with spring flowers.

Compare

scent — a smell (a scent) of flowers (запах цветов)

smell — a sense of smell (обоняние), a smell of burning (запах гари)

odour — an odour of cheap deodorant (запах дешевого дезодоранта)

the odour of roses (аромат роз)

stink (unpleasant smell) — a stink of cats (кошачий запах)

curve *v, n*, **curving** *adj*

1. The road curved to the right.
2. The car took the curve (вошла в поворот) much too quickly.

vivid *adj*, **vividly** *adv*

1. There was a vivid flash of lightning in the dark sky.
2. I had a vivid dream last night. I tried to remember it but I failed.

3. You've really got a vivid imagination!
4. I vividly remember my first day at school.

quit (quit, quit or quitted (Br.)) v

1. He said he had quit his job.
2. I've quit smoking (= I've given up smoking).
3. Quit it, Robby, or I'll tell Mom! (Am.)

overwhelm v, overwhelming adj, overwhelmingly adv

1. When John Lennon was killed his fans were overwhelmed by grief.
2. Pompeii was overwhelmed by (погребена под) a vast accumulation of dust and ashes.
3. An overwhelming majority voted against the proposal.
4. Congress voted overwhelmingly in favor of the bill.

launch v, n

1. The first artificial earth satellite was launched from a site in the USSR on October 4th, 1957.
2. The police have launched (= have started) an investigation into the incident.
3. He launched a massive attack on his political opponents.
4. Were you at the launch (= presentation) of the new book?

trace v, n

1. She has given up all hopes of tracing her missing dog. She failed to find any trace of him.
2. The style of these paintings can be traced back to the early medieval period.
3. You should strictly trace (= follow) my instructions.
4. The whole rumour was traced (back) to someone who had envied his success.
5. Did the police find any trace of the murderer?
6. They have vanished without (a) trace in the jungle.
7. They found traces of poison in the man's blood.

revive v, revival n

1. It's nice that these old customs are being revived.
2. Seeing him again revived her memories of their youth.
3. She starred in the revival of "West Side Story".
4. There is a revival in consumer demand after a period of slow business.

GRAMMAR

Complex Predicate (сложное сказуемое)

Внимательно прочитайте английские предложения и сравните их с русским переводом (вариантов перевода может быть несколько, если это не искажает смысла высказывания).

1. The rule seemed difficult to remember. — Правило казалось трудным для запоминания.

2. Your supposition seems to have been correct. — Ваше предположение, кажется, было правильным.

3. The team seems likely to win the next match. — Похоже на то, что команда выиграет следующий матч.

4. The situation appears (to be) changeable. — Ситуация представляется неустойчивой.

5. The jewellery turned out (to be) a fake. — Драгоценности оказались поддельными.

6. He proved (to be) a true friend. — Он оказался верным другом.

Как видно из примеров, в английских предложениях употреблено сказуемое, состоящее из двух частей: глаголов **seem, appear, turn out, prove** в активном залоге + инфинитив в различных формах. В этой структуре другие глаголы обычно употребляются в пассивном залоге. Это глаголы: **say, report** (сообщать), **know, understand, think, believe** (полагать, считать), **expect** (ожидать), **estimate** (составлять по предварительным данным) и **некоторые другие**. Формы инфинитива могут быть любыми.

1. The book is said to be in good demand. — Говорят, что книга пользуется хорошим спросом.

2. The parties are understood to have come to an agreement. — По имеющимся сведениям стороны, пришли к соглашению.

3 Translate the following sentences into Russian.

1. These goods are said to be sold everywhere.
2. Chanel can be said to have radically changed the way in which women dress.
3. She was said to have sympathized with the Nazis.
4. The police are looking for a missing boy. The boy is said to be wearing a green pullover and black jeans.
5. The firm is known to have been exporting this equipment for twenty years.
6. The company is reported to be losing a lot of money.
7. The company is reported to have lost a lot of money last year.

8. The company is expected to lose a lot of money this year.
9. The parties are understood to have come to an agreement.
10. Exports are stated to have exceeded imports last year.
11. Wild beasts are said to be prowling in those forests.
12. The city's transport system is considered to be one of the most efficient in Europe.
13. They are alleged to have made enormous profit by some adventurous methods.
14. Her comeback in 1954 was widely rumoured to be solely in order to boost the sales of her (and the world's) top selling scent, *Chanel Number 5*.



4 These words are jumbled. Put them in the correct order.

1. The / is / building / to / reported / badly / by / been / the / have / fire / damaged
2. Global / impact / believed / is / warming / have / a / disastrous / to / the / climate / world / on
3. He / to / been / exceeding / the / is / alleged / have / limit / speed
4. English / an / is / international / communication / of / considered / to / agreed / language / be
5. She / hours / sixteen / a / is / day / said / work / to



5 Translate the following sentences into English.

1. Известно, что компания экспортирует это оборудование уже 10 лет.
2. Ожидают, что климат Земли будет продолжать изменяться.
3. Сообщают, что этот товар продается везде.
4. Говорили, что Коко Шанель якобы симпатизировала нацистам.
5. Известно, что Покахонтас снабжала первых американских поселенцев едой и таким образом спасла их от голода и болезней.
6. Можно сказать, что Шанель коренным образом изменила стиль женской одежды.
7. Английский язык считается международным языком общения.

Have / get something done is used when we arrange for sb to do sth for us.

Get is more informal.



6 Rewrite the second sentence in each pair using 'have sth done'. What's the difference between the two sentences in the example?

Example: She copied her jewels into cheap fakes.
She **had her jewels copied** into cheap fakes.

1. We have repaired our roof.
2. We are painting our walls at the moment.
3. She made her wedding dress.
4. The old man delivers our newspapers every day.
5. She cut her hair yesterday.
6. I should clean my coat.
7. I'm going to repair my car.
8. He said he would fix his washing machine.
9. I think we'll install the heating as soon as possible.

7 Answer the questions using 'have sth done'.

1. Have you fixed your watch yourself? No, I...
2. Are you redecorating your flat yourself? No, we...
3. Did Mary make her dress herself? No, she...
4. Is he going to build the country house by himself? No, he...
5. Has she done her hair so beautifully by herself? No, she...

'Would' и 'Used to'

'**Would**' is used for regularly repeated actions (not states!) in the past.
'**Used to**' is used to express regularly repeated actions, situations in the past and states.

When I was a child, my father **would** read me a story before I go to sleep.

(бывало, читал)

When I was a child, my father **used to** read me a story before I go to sleep.

(обычно читал)

He **used to** be (раньше был) an army officer.

He **used to** live (раньше жил) in the USA.

She **used to** be (раньше была) a ravishing beauty.

8 Practice using 'would' to express a repeated action in the past. Use 'would' whenever possible. Otherwise use 'used to'.

1. He (be) very shy when he was a child. Whenever a stranger started talking to him, he (run) away.
2. She (be) very elegant. She (wear) elegant suits and matching shoes.
3. She (sit) on the curving stairs in the Rue Canbon like a bad-tempered tortoise.
4. He got his new bicycle when he was 7. His friends (ask) him to let them ride it. But he (never, let) anybody use it.
5. What was your daily routine when you (live) in China?
6. Trains (be) the main means of travel. Now most people travel by planes.
7. When she was a child, she (catch) colds and her grandmother (give) her a lot of hot lemon tea with honey.
8. I remember my school English teacher very well. She (be) rather strict with us. But whenever she was pleased with our answers she (smile and encourage) us.
9. I can't say he (be) a generous person. He (refuse) to lend money whenever he was asked.



9 Read, listen and discuss the text below.

Grammar and Glamour¹

It's strange, isn't it, that these two words are basically the same. Who would have thought that '**glamour**' is a corruption of 'grammar'? ('corruption' in a linguistic, not in a moral sense). It is fascinating to follow the course of this transition. How is it that 'grammar', which to many people is perhaps the duller thing on earth, has become 'glamour', which, to some people at least, suggests all the most exciting things in life? Well, it all goes back to the Middle Ages.

Grammar, of course, in those days meant Latin grammar. There was no other. The living languages, French, English, Italian, etc, were used only for conversation or for writing unimportant things such as poetry or love letters. When somebody wanted to write something important, something, which was precise and could have only one meaning — a law, for example, or a will, or a contract they wrote it in Latin. The rules of Latin grammar were therefore analysed and formulated long before people had any idea that the same process could be applied to their native tongue.

¹ Grammar and Glamour // The Merriam-Webster Book of World Histories. Pocket Book, 1978.

Grammar, then, was a specialized knowledge, a secret known only to those who had been **initiated**; and by means of grammar the people who knew it had things done; they made money and governed kingdoms. To the uneducated **peasant** this looked like magic. So grammar got its next meaning. In its **medieval** form of ‘grammartye’ it meant magic. But what it really meant was a secret knowledge by which one gets on in the world. If he knows his grammar, a peasant becomes a clerk, a clerk becomes a merchant and a merchant — if he is lucky — becomes a lord.

There you have it then. If being a lord means ‘glamour’ — and not all lords are agreed on this — then glamour comes **ultimately** from grammar, from getting your tenses right. If you can write contracts and interpret laws, you will get to the top. You will enter the world of glamour.

Where the medieval clerk found it essential to know the rules of Latin grammar, the modern secretary is finding it essential to know English. If he or she knows English, they get a better job. They are ‘getting on’ in the world. Grammar leads them to glamour.

New Words

glamour ['glæmə] *n*

обаяние, очарование, блеск, богатство

glamorous ['glæməərəs] *adj*

обаятельный, чарующий, шикарный, восхитительный

initiate [ɪ'nɪʃieɪt] *v*

зд. посвящать (в тайну, в секту)

medieval [,medi'i:v(ə)l] *adj*

средневековый

peasant ['pez(ə)nt] *n*

крестьянин

ultimately ['ʌltɪmətli] *adv*

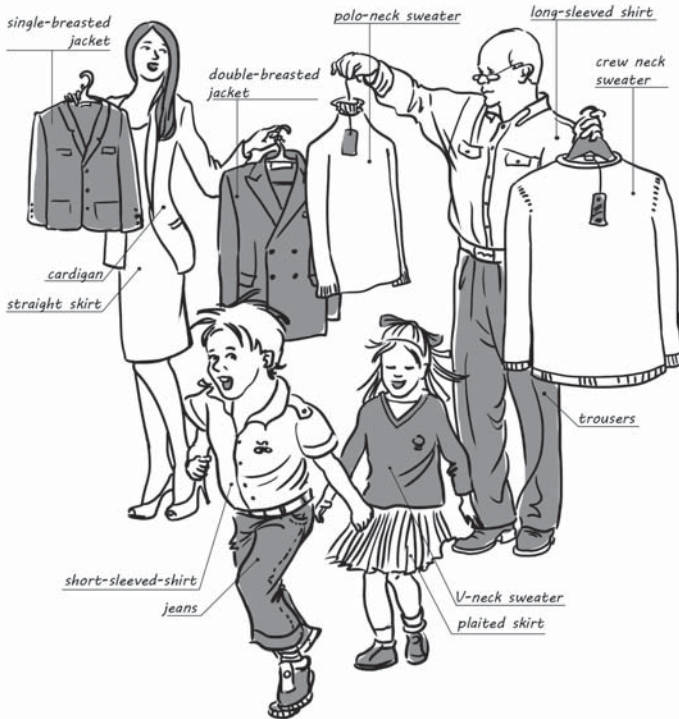
в конечном счете, в конце концов



10 These are the answers. What were the questions?

1. To many people glamour means **all the most exciting things in life**.
2. The living languages, French, English, Italian, etc, were used only **for conversation or for writing unimportant things**.
3. **No**, there wasn't any other grammar at that time.
4. To the uneducated peasant this looked like **magic**.
5. Glamour comes ultimately from **grammar**.
6. **The rules of Latin grammar** were analysed and formulated long ago.
7. The rules of Latin grammar were analysed and formulated **long before people had any idea that the same process could be applied to their native tongue**.
8. Grammar led people to **glamour**.
9. A modern secretary finds it essential to **know English**.

- 11 Do you know how to describe clothes? Here is a picture that can help you. Describe what your classmates are wearing today.



- 12 Here is a letter and an answer from an advice column in an English magazine. Read them. Do you know what kinds of clothes suit you? Do you have any questions for Jo?

Ask Jo

Question: I'm a size 10—12 and want to know if high-waisted jeans will slim me down or just make me look like a big clown. If they suit me, where can I buy a good pair?

Betty

Answer: This cut creates a great shape, and as denim is a very tough fabric, it holds you in the right places. The high waist makes your legs look longer and shows off your waist. Go to River Island for a smart pair in dark denim with a straight leg (£34.99).

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 194—195 will help you.

Haute Couture¹

Haute couture (French for ‘high sewing’ or ‘high dressmaking’) refers to the creation of exclusive **custom-fitted** fashions. It originally referred to French fashion.

French leadership in European fashion may perhaps be dated from the 18th century, when art, architecture, music, and fashions of the French court were imitated across Europe. Visitors to Paris brought back clothing that was then copied by local dressmakers. Stylish women also ordered fashion dolls dressed in the latest Parisian fashion to serve as models.

As railroads and steamships made European travel easier, it was increasingly common for wealthy women to travel to Paris to shop for clothing and accessories. French **fitters** and **seamstresses** were commonly thought to be the best in Europe, and real Parisian **garments** were considered better than local imitations.

The *couturier* Charles Frederick Worth (1825—1895) is widely considered the father of *haute couture* as it is known today. Although born in England, Worth made his mark in the French fashion industry. While he created **one-of-a-kind** designs to please some of his titled or wealthy customers, he is best known for preparing a **portfolio** of designs that were shown on live models at the House of Worth. Clients selected one model, specified colours and fabrics, and had a duplicate garment tailor-made in Worth’s workshop. Worth combined individual **tailoring** with a standardization more characteristic of the **ready-to-wear** clothing industry, which was also developing during this period.

In France *haute couture* is a protected name that can be used only by firms that meet certain well-defined standards. The law states that only “those companies mentioned on the list drawn up each year by a commission **domiciled** at the Ministry are **entitled** to **avail** themselves” of the label *haute couture*. The criteria for *haute couture* were established in 1945 and updated in 1992.

However, the term is also used **loosely** to describe all high-fashion custom-fitted clothing, whether it is produced in Paris or in other fashion capitals such as London, New York, Tokyo and Milan.

¹ Based on Wikipedia article.

Haute couture is made to order for a specific customer, and it is usually made from high-quality, expensive fabric and sewn with extreme attention to detail and finish often using time-consuming, hand-executed techniques.

The term *haute couture* can refer both to the fashion houses or fashion designers that create exclusive fashions and to the fashions created by them.

However, the term *haute couture* has been misused by successive ready-to-wear brands and high street labels since the late 1980s so that its true meaning has become **blurred** with that of **prêt-à-porter** (the French term for *ready-to-wear* fashion) in the public **perception**. Every *haute couture* house also markets *prêt-à-porter* collections, which typically deliver a higher return on investment than their custom clothing. In fact, much of the *haute couture* displayed at fashion shows today is rarely sold; it is created to **enhance** the **prestige** of the house.

Names

Parisian [pə'ri:ziən]

couturier [ku:'tʃʊəriɪ]

Charles Frederick Worth [tʃɑ:lz fredrɪk wɜ:θ]

New Words

sewing ['səʊɪŋ] *n*

to sew [səʊ] *v*

custom-fitted ['kʌstəm,fi:tɪd] *adj*

to fit *v*

fitter ['fi:tə(r)] *n*

seamstress ['semstri:s] *n*

garment ['gɑ:(r)mənt] *n*

one-of-a-kind [wʌnəvə'kaɪnd] *adj*

portfolio [pɔ:(r)'fəʊliəʊ] *n*

ready-to-wear [ˌredɪtə'weə] *adj*

syn. ready-made, prêt-à-porter

tailoring ['teɪlɪŋ] *n*

tailor *n*

domiciled ['dɒmɪsaɪld] *adj*

entitle [ɪn'taɪ(ə)l] *v*

avail [ə'veɪl] *v*

шитье

шить

изготовленный на заказ

быть впору, подходить

портной, занимающийся

подгонкой одежды; слесарь

швея

предмет одежды

единственный в своем роде

набор рисунков, чертежей,

работ

готовое

шитье одежды

портной

расположенный,

сосредоточенный

давать право

пользоваться, воспользо-
ваться

loosely ['lu:slɪ] <i>adv</i>	неточно, широко
blur [blɜ:] <i>v</i>	зд. запятнать (репутацию)
prêt-à-porter [ˌpreʌ'pɔ:teɪ]	готовое платье
perception [pə(r)'sepʃ(ə)n] <i>n</i>	восприятие, понимание
enhance [ɪn'hɑ:ns] <i>v</i>	усиливать, повышать
prestige [pre'sti:ʒ] <i>n</i>	престиж

Questions for discussion.

1. What does *haute couture* refer to?
2. Who is considered the father of *haute couture*? What is he famous for?
3. Which fashion houses or designers can be entitled to avail themselves of the label *haute couture*?
4. Explain the difference between *haute couture* and *prêt-à-porter*.
5. Why do *haute couture* houses also market *prêt-à-porter* collections?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Первоначально это связывали с французской модой.
2. По мере того как железные дороги и пароходы упрощали путешествия по Европе, для богатых дам становилось более обычным делом съездить в Париж за одеждой и аксессуарами.
3. Французские портные считались лучшими в Европе...
4. Несмотря на то, что Уорт родился в Англии, его имя вошло во французскую индустрию моды.
5. ... более всего он известен тем, что создавал коллекции моделей одежды, которые показывали манекенщицы в Доме Уорта.
6. ... имя, которое может быть использовано только теми компаниями, которые отвечают вполне определенным стандартам.
7. Критерии, определяющие понятие высокой моды, были введены в 1945 году и скорректированы в 1992.
8. ... и пошив осуществляется с чрезвычайным вниманием к деталям и отделке, часто с использованием трудоемкого ручного труда.
9. Термин «высокая мода» может использоваться как в отношении домов моды и модельеров, которые создают эксклюзивные модели одежды, так и самих моделей, созданных ими.
10. ... которые обычно приносят более высокий доход, чем одежда по индивидуальному заказу.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

sew (sewed [səʊd], sewn [səʊn]) *v*, **sewing** *n*

1. Would you sew on this button, please? Would you sew this button on (to) my shirt, please?
2. She is said to be very good with her hands — she can sew and knit beautifully.
3. When she heard the doorbell she put her sewing away and went to open the door.

fit *v, n, adj*, **fitter** *n*, **fitness** *n*, **custom-fitted** *adj*

1. “Does this jacket fit me?” “Oh, yes. It fits like a glove. (= ... very well)”
2. “They turned me down because my face doesn’t fit,” he said angrily.
3. We are having new locks fitted on all the doors at the moment.
4. This theory fits all the facts.
5. Her abilities and experience make her a good fit for the job. •
6. A ‘fitter’ is a person who puts together or repairs machines or electrical parts: a gas fitter.
7. A ‘fitter’ is also a person who cuts out clothes and / or makes them the correct size for other people.
8. They are doing exercises to improve their fitness.
9. ‘Custom-fitted’, ‘custom-made’, ‘custom-built’ clothes, shoes, etc. are made especially for one person or group of people.
10. ‘Ready-to-wear’, ‘ready-made’, ‘prêt-à-porter’ clothes are bought in shops and are able to be worn at once.
11. If you want to try on the clothes you buy in a shop you can do it in a fitting-room.

Compare

fit

These trousers don’t fit me; they are too loose. — Эти брюки не подходят мне по размеру (плохо сидят на мне), они слишком свободные.

suit

This dress suits you perfectly. — Это платье тебе очень идет.

These clothes aren’t really suited to a tropical climate. — Эта одежда не подходит для тропического климата.

match

Do you think this sweater matches my skirt? — Как ты думаешь, этот свитер подходит к моей юбке?

tailor *n, v*, **tailoring** *n*, **dressmaker** *n*

1. A 'tailor' is a person who makes clothes, especially outer garments for men such as coats and suits.
2. A 'dressmaker' is a person, usually a woman, who makes clothes according to customer's specific requests.
3. Few people now have their clothes made by tailors or dressmakers as it is much more expensive than buying them ready-made.

entitle *v*

1. This card entitles you to free visits to the museum.
2. Only the residents of the hotel are entitled to use the swimming pool.

avail *n, v*, **available** *adj*

1. The rescue team searched the whole area but all to no avail (= ... but all in vain), nobody was found.
2. 'Avail oneself of' is used in formal English and means to accept an offer or use an opportunity to do something.
e.g. The deputies availed themselves of this privilege.
3. The university is trying to make more accommodation available for students.
4. The information is available to anyone.
5. The president was not available for comment.

loose *adj*, **loosely-fitted** *adj*

ant. tight *adj*, tightly-fitted *adj*

1. 'Loose' means 'not firmly or tightly fixed'.
e.g. The piece of wooden stair has come loose.
2. 'Loose' also means 'not fitting tightly'.
e.g. She has lost some weight and her clothes are loose on her.
3. 'Loose' can also mean 'not exact or controlled'.
e.g. The experts found out that they had used loose accounting practices that had cost the firm a lot of money over the years.
4. 'Loose' can also mean 'careless or irresponsible'.
e.g. Never tell her anything! She's got a loose tongue.
5. This picture is hanging loosely; it's going to fall down.
6. She is overweight and so she prefers loosely fitted clothes.
7. My shoes were far too tight and I was in agony by the time I got home.

blur *v*

1. Tears blurred his eyes.
2. The newspaper report deliberately blurs the distinction between the union's members and its leadership.
3. The differences between two political parties have slowly blurred.

enhance *v*

1. Hopefully, the summit will enhance the prospects of world peace.
2. Your fluency in English and French will enhance your chances of getting the job.

GRAMMAR

Adjectives and Adverbs

Remember!

Слова **'well'** и **'better'** могут употребляться с прилагательными в качестве усилителей.

It's a paid job. — Это оплачиваемая работа.

He's got a well-paid job. — У него высокооплачиваемая работа.

She has a better-paid job than her husband. — У нее более высокооплачиваемая работа, чем у ее мужа. (Она зарабатывает больше мужа.)



3

Complete the sentences using 'well' + one of the following words.

dressed, known, paid, done, defined, documented, kept

1. There are a lot of documents about Chanel's life. Her life is
2. Richard's clothes are always smart. He is always
3. Congratulations on passing your driving test. ... !
4. In France *haute couture* is a protected name that can be used only by firms that meet certain ... standards.
5. Although their house is old, it looks very neat. It is very
6. Mark Twain is a ... American writer.
7. She is said to have accepted a ... job.

- 4 Make sentences of your own using 'better' + 'kept', 'paid', 'known', etc.

Remember!

Use adverbs *before* adjectives, past participles and other adverbs.

Example: terribly sorry, smartly dressed, extremely quickly.



- 5 Complete the sentences using the words in brackets. Translate the completed sentences into Russian.

Example: She created a look, which was (overwhelming) successful.
She created a look, which was overwhelmingly successful.

1. She was not (particular) loyal to her friends.
2. Chanel created fashion which was aside from the main stream and yet was always (perfect) valid. (обоснованный, имеющий силу)
3. They are said to be (happy) married.
4. Our holiday had been (bad) planned, that's why so many things went wrong.
5. It was (increasing) common for wealthy women to travel to Paris to shop for clothing and accessories.
6. He said the exam had been (surprising) easy.
7. It's a (reasonable) cheap hotel but the service is (extreme) good.
8. I'm (awful) sorry. It was my fault.
9. "Oh, why am I not a money-making grocer, instead of a (divine) gifted sculptor with nothing to eat?"
10. His prediction was (amazing) accurate.

Remember!

Use adjectives to say how sb / sth **looks, feels, sounds, tastes** or **smells**.

Example: She looks / feels / sounds tired.
It tastes / smells good



- 6 Translate these into English.

1. Ты выглядишь великолепно после своего отпуска!
2. «Что ты готовишь? Пахнет очень вкусно!» — «Надеюсь, на вкус тоже будет хорошо».
3. Он сказал, что чувствует себя очень уставшим и с нетерпением ждет отпуска.

Compare

1. It's **more expensive** now than it was last year.
Сейчас это **дороже**, чем было в прошлом году.
2. It's **twice as expensive** now **as** it was last year.
Сейчас это **в два раза дороже**, чем было в прошлом году.
3. There are **more exhibits** here now than there were last year.
Здесь сейчас **больше экспонатов**, чем было в прошлом году.
4. There are **twice as many** exhibits here **as** there were last year.
Здесь сейчас **в два раза больше экспонатов**, чем было в прошлом году.



7 Change the sentences using the words in brackets.

Example: It's more expensive now than it was last year. (twice)
It's twice as expensive now as it was last year.

1. Their garden is larger than ours. (three times)
2. It's a sale so this coat is cheaper than it was. (twice)
3. I work harder than him. (twice)
4. He must read more if he wants to make progress. (five times)
5. You may have to spend more time if you go by train. (three times)
6. I'm sure the new method is more economical than the old one. (ten times)
7. London has more banks than the rest of South-East England. (twice)
8. No doubt, he plays tennis better than me. (twice)
9. He smokes less now than he used to. (three times)

Phrasal verbs with 'get'

get ... down — depress, make unhappy (угнетать, действовать на нервы)

get down to — start doing (приступить к делу, заняться)

get on — make progress (делать успехи)

get on / along with — 1) have a good relationship with (ладить, иметь (хорошие) отношения)

2) continue doing (продолжать)

get in / out — enter / leave a car (сесть в машину / выйти из машины)

get over — recover from (an illness, surprise, shock) (поправиться, прийти в себя)

get together — meet (встретиться, собраться)



8 Translate the following into English using the phrasal verbs with 'get'.

1. Эта ужасная погода *действует на меня угнетающе*.
2. Я слышала, у тебя новый начальник. Ну и как твои отношения с ним?
3. Говорят, он *поправился после болезни* и сейчас чувствует себя хорошо.
4. Давайте *встретимся все вместе* и решим, что нам необходимо сделать.
5. Я видел, как шофер помог ему *сесть в машину*.
6. Привет! Как ты *поживаешь*?
7. Мы собираемся *продолжить нашу работу* и надеемся получить неплохие результаты в скором времени.

9 Complete the text by choosing the words from the box. Look up the words you don't know in the dictionary.

contemporaries, strangely, intentionally, predict, fashionably, assertion, emphatically, generally, casually, emerge, observations, carelessly, practically, mildly, particular, elaborate, evolve, successful, careful

Do Men Follow the Fashion?

Men are ... considered to care much less about being ... dressed than women. Is that really so?

If we have a ... look at our ..., we will see that this ... is far from being true.

Most men do try to follow the fashion in some way or another.

The rhythm of modern life dictates its laws — it most ... requires clothes that are comfortable to wear. Hence¹ the manner of being dressed ..., even, the popularity of jeans (for all seasons, ...), all kinds of sweaters, pullovers, blazers, polo-neck sweaters, T-shirts, etc.



¹ Hence adv отсюда, поэтому, следовательно.

Suits, shirts, ties and waistcoats, let alone tailcoats and tuxedos are only worn on formal occasions. ... enough, all these ... refer not only to young men, but to quite mature ones (to put it ...) as well.

But what men are most ... about is the tie. It is sometimes plain and sometimes with a most ... pattern, sometimes matching the colour of the shirt and suit and sometimes contrasting it. Another thing most men really care about is their shoes from laced leather ones and mocassins to boots, running shoes and trainers.

In what direction will men's fashion ... is hard to Perhaps, quite a new style will ... some day. Who knows?

Anyhow, one thing should be remembered by a man who wants to be ...: it is the well-dressed man who is remembered, not his clothes.



10 Listen and act out the dialogues. Make similar dialogues of your own.

a) Tom and his wife Molly are invited to a wedding and they are discussing the clothes they are going to wear.

Molly. Dear, I think I should buy myself a new dress for the wedding. The diet I'm on is miraculous. I've become twice as thin as I was three months ago, which is wonderful, of course. But my favourite red dress doesn't fit me any longer and I don't think I'll look smart in it. Will you go shopping with me on Saturday, please?

Tom. Molly, you know, my sweetheart, that I hate shopping. Why don't you ask Katie to go with you?

Molly. Alright, then. And don't forget that you must have your suit dry-cleaned.

b) Now Molly and Katie are in a shop.

Katie. So, Molly, what would you like to buy — a dress or a suit?

Molly. Oh, I haven't decided yet. Suits are usually businesslike and I think a dress is better for a wedding. Do you think a little black dress will suit the occasion?

Katie. I don't think so. In my opinion a black dress is good for a cocktail party, but not for a wedding. Look at this dark green silk dress. I think it's smart. And dark green is your colour, isn't it? It matches your eyes! And I remember your high heels are brown with gold. If you put on the matching jewellery, you'll look glamorous.

Molly. OK, I'll try it on and let's take this crème blouse and this black straight skirt. Can you imagine, I'm supposed to wear skirts, never trousers in the office!

Katie. Awful! I can wear whatever I like at my work, even casual clothes, smart casual, of course! Let's go to the fitting room and see how it all fits!

11 Here are a few proverbs, concerning clothes. Do you understand these proverbs? Are there any proverbs, which contradict each other? Can you think of any corresponding Russian proverbs?

1. Fine feathers make fine birds.
2. The tailor makes the man.
3. Clothes do not make the man.
4. Good clothes open all doors.
5. Borrowed garments never fit well.



All the world's a stage and all the men
and women merely players.

*William Shakespeare (1564–1616),
English playwright, poet and actor*

Discuss this before you read the text.

1. How do you understand the epigraph to this unit? Do you know what Shakespeare's play it comes from?
2. How often do you go to the theatre? Can you call yourself a theatre-goer?
3. When did you last go to the theatre? What did you see? Did you enjoy the play (the show)? What did you enjoy most: the actors, the scenery, the music, the costumes, etc?
4. What theatrical genres do you prefer: comedy, tragedy, tragicomedy, drama, musical or operetta?
5. Have you seen any musicals? Can you tell the difference between a musical and an operetta?
6. Do you know any English or American playwrights? Can you remember any plays written by them?
7. Have you ever been to any English or American theatres? What did you see? What were your impressions?

PART 1



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 206—207 will help you.

Pygmalion's Fair Lady¹

It would hardly be an exaggeration to assert that *My Fair Lady* is the most popular musical created in the last century. Among those made rich and famous by the **smashing** success of *My Fair Lady* were Alan Jay Lerner, who wrote the book and lyrics, and Frederic Loewe, who did the

¹ Pygmalion's Fair Lady // English Monthly, 1964; Lerner A.J. My Fair Lady. Penguin Books, 1977.

music (both Americans); Rex Harrison and Julie Andrews (both British), who **starred**; and — to coin a phrase — last, but not least, George Bernard Shaw, the English **playwright** on whose best play *Pygmalion* the musical was based.

George Bernard Shaw (1856—1950) wrote his *Pygmalion* in 1913. The name couldn't have been chosen more correctly. Like the hero of a Greek myth — the king of Cyprus and a gifted sculptor — who once made a marble statue of a beautiful girl and fell in love with his own creation,



Henry Higgins, a famous professor of phonetics, challenged by a task that seemed impossible to **cope** with, succeeded in transforming a Cockney flower girl into a glamorous aristocrat by improving her accent, and felt he couldn't do without her.

Eliza is a Cockney, i.e. a working class Londoner born in a particular place in the East End who speaks with a specific Cockney accent, without observing grammar rules and **distorting** the words she uses. In the opening pages of *Pygmalion* Shaw tried to record her actual way of speaking, but he was able to **keep it up** for no more than a few pages, and **reverted** to normal English spelling for the Cockney flower girl, giving a special remark to the readers: “Here, with **apologies**, this **desperate** attempt to represent her dialect without a phonetic alphabet must be **abandoned** as **unintelligible** outside London.”

Bernard Shaw didn't have to **rack his brains** to create his Professor Higgins. He simply **endowed** his hero with many features of his own. Like Henry Higgins, Bernard Shaw was known to have no manners, to be domineering and merciless to people around, to possess a specific kind of **wit** that was capable of making a **laughing stock** of anyone he wanted to **ridicule**, and at the same time was lucky enough to have **irresistible** charm that attracted people to him.

The play was immediately appreciated by theatrical directors and had a long and extremely successful run both at home and abroad a long-long time before Alan Jay Lerner came across it. After seeing the play more than once and carefully reading Shaw's text, he was convinced that sooner or later he would change it into a musical.

In 1952 he sat down and began to struggle with the task he had set himself. He worked on it for four years, writing a song here and a bit of dialogue there. At one point he was **on the verge of** dropping the whole

thing. “I just couldn’t get it in focus,” he once said to a friend. But the *Lady* wouldn’t stay dropped. He went back to his work and, with Loewe, put together five songs.

Lerner was particularly impressed by Rex Harrison as Professor Higgins in *Pygmalion*. He realized that in Rex Harrison he had found a Higgins, who would act rather than sing his songs. He tailored his material to Harrison’s style, the result being, among other magnetic songs, the gentle, **reflective** *I’ve Grown Accustomed to Her Face*.

For Julie Andrews, who played Eliza Doolittle, Lerner and Loewe wrote the dreamy *I Could Have Danced All Night*, the **revengeful** *Just You Wait* and the **delightful** *Wouldn’t It Be Lovely*.

The stage version of *My Fair Lady* opened on Broadway in 1956 with Julie Andrews as Eliza and Rex Harrison as Henry Higgins and quickly won the hearts of theatre-goers.

(to be continued)

Names

Alan Jay Lerner ['ælən dʒeɪ 'lɜːnə]
 Frederic Loewe ['fredrɪk 'ləʊeɪ]
 Rex Harrison [reks 'hærɪsən]
 Julie Andrews ['dʒuːli 'ændruːz]
 George Bernard Shaw [dʒɔːdʒ 'bɜːnəd ʃɔː]
 Eliza Doolittle [ɪ'laɪzə 'duːlɪtl]

New Words

smashing ['smæʃɪŋ] <i>adj</i>	оглушительный (об успехе), сокрушительный
star [stɑː] <i>v</i>	играть главную роль
playwright ['pleɪ,raɪt] <i>n</i>	драматург
cope (with) <i>v</i>	исправиться, выдержать
distort [dɪ'stɔː(r)t] <i>v</i>	искажать
keep up (<i>phrasal verb</i>)	поддерживать (на определенном уровне)
revert (to) [rɪ'vɜː(r)t] <i>v</i>	возвращать(ся), снова прибегнуть (к)
apology [ə'pɒlədʒi] <i>n</i>	извинение
desperate ['desp(ə)rət] <i>adj</i>	безнадежный, доведенный до отчаяния
abandon [ə'bændən] <i>v</i>	зд. отказываться (от), бросить

unintelligible [ˌʌnɪn'telɪdʒəb(ə)] <i>adj</i>	непонятный, неразборчивый, невразумительный
rack one's brain(s) rack <i>v</i>	ломать себе голову напрягать, загружать
endow [ɪn'daʊ] <i>v</i>	наделять
wit <i>n</i>	остроумие, ум
laughing stock	посмешище
ridicule ['rɪdɪ,kju:l] <i>v</i>	высмеивать
irresistible [ɪrɪ'zɪstəb(ə)] <i>adj</i>	неотразимый, непреодолимый
on the verge of verge [vɜ:(r)dʒ] <i>n</i>	на грани край, грань
reflective [rɪ'flektɪv] <i>adj</i>	задумчивый
revengeful [rɪ'vendʒfəl] <i>adj</i>	мстительный
delightful [dɪ'laɪtʃ(ə)] <i>adj</i>	очаровательный, восхитительный

Questions for discussion.

1. What was the challenge Professor Higgins was faced with and accepted?
2. How long did it take Alan Jay Lerner and Frederic Loewe to change Bernard Shaw's play into a musical? Why did it take so long?
3. Why did Lerner tailor his lyrics to Harrison's style?
4. Eliza Doolittle was a Cockney flower girl. Do you know anything about Cockneys?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Можно без преувеличения утверждать, что...
2. Среди тех, кто стал богатым и знаменитым благодаря оглушительному успеху «Моей прекрасной леди», были...
3. Название было выбрано более чем правильно.
4. ... увлеченный задачей, которая казалась почти невыполнимой...
5. Пьеса была немедленно высоко оценена театральными режиссерами и долго и успешно шла на сценах Англии и за ее пределами задолго до того, как...

6. ... время от времени записывая слова песни, иногда часть диалога...
7. В какой-то момент он был готов бросить всю эту затею.
8. «У меня просто не было ясного представления»...
9. Но *Леди* никак не позволяла себя бросить.
10. ... который будет играть, а не просто петь его песни...
11. Он подгонял свой материал под стиль Харрисона, в результате среди других запоминающихся песен получились такие, как...
12. ... и очень быстро завоевала сердца театралов.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

smash *v*, **smash** *n*, **smash-up** *n*, **smashing** *adj*

1. I dropped the glass and it smashed (разбился вдребезги).
2. We heard the smash of plates in the kitchen.
3. The police claim to have smashed another criminal group.
4. Jimmy smashed up his car on the motorway.
5. He smashed his fist down on the table and demanded immediate service.
6. If a new play (book, film, etc) is a 'smash hit', it is a great success.
e.g. I predict this play will be the smash hit of the season (= ... will have a smashing success).
7. A 'smash-up' is a serious road or railway accident.
e.g. Three people were seriously injured in the smash-up.

star *v*, *n*

1. She has a starring role in a new TV show.
2. Dustin Hoffman starred in a lot of very good films.
3. She became a film star at the age of ten.

cope (with) *v*

1. I wonder how you cope with three small children on your own?
2. She couldn't cope with her feelings and burst into tears.
3. The factory coped with the sudden increase in demand without any problems.

distort *v*, **distorted** *adj*, **distortion** *n*

1. The newspaper gave a distorted account of what had happened.
2. The journalist was accused of having distorted the facts.

3. His face was distorted with anger.
4. He said it was a deliberate distortion of what he had said.

keep up (*phrasal verb*)

1. I need to buy a belt to keep my jeans up.
2. Her job is to keep up correspondence with the foreign partners.
3. Keep up the good work.
4. How do you keep up your English?
5. It's a good project. Keep it up, don't stop!
6. I can't keep up with all these changes in fashion!
7. 'Keep up appearances' means to behave in an ordinary way when one is in a difficult situation.
8. He did his best to keep up appearances and pretend that nothing terrible had happened.
9. 'To keep up with the Joneses' means to compete with one's neighbours/friends/acquaintances socially, especially by buying the same expensive new things that they buy.
e.g. Oh, she only bought those new curtains to keep up with the Joneses!

revert *v*

1. We shall not fail to revert to your enquiry.
2. After the settlers left, the land gradually reverted to (снова превратилась) desert.
3. He has changed a lot. I hope he won't revert to his old habits.
4. When the owner dies, his collection will revert to the state. (*Ам.*)

apology *n*, **apologize** *v*

1. Please, accept our apologies for any inconvenience we have caused.
2. I owe you an apology. I was rather bad-tempered yesterday.
3. The Director sends his apologies for being unable to attend the meeting.
4. I must apologize for not replying to your letter sooner.
5. She kept us waiting for more than an hour and didn't even apologize!
6. You'd better apologize to him, or he'll never talk to you again!

desperate *adj*, **desperately** *adv*, **desperation** *n*, **despair** *n*

1. Their case seemed desperate, for there was no one to help them.
2. It was the last desperate attempt to save the company.
3. He looked around desperately (in desperation), but saw nobody to help him.
4. My noisy neighbours really drive me to despair.

abandon *v*

1. He abandoned (= left) his wife and children before they officially divorced.
2. The captain is always the last to abandon the ship.
3. The rescue team abandoned all hope of finding the mountaineers.

intelligible *adj*, **unintelligible** *adj*

1. This report would only be intelligible to experts.
2. She was murmuring something unintelligible; we couldn't make anything out.

rack *v, n*

1. The verb 'to rack' means 'to torture', cause great mental or physical pain, or trouble.
2. Though the injuries were still racking his body, he remained calm and cheerful.
3. She was racked by/with doubts (guilt, fears, etc).
4. 'To rack your brain(s)' means to think very hard.
e.g. I racked my brains all day but I still can't remember his first name.
5. As a noun 'rack' means a frame or shelf, which is used to hold things: a plate rack, a luggage rack, a car-roof rack.
6. Electronic books take up less space, and one rack of discs replaces a roomful of paper books.

endow *v*

1. 'To be endowed with sth' means to naturally have a good feature or quality.
e.g. Eliza turned out to be endowed with both looks and brains.
2. 'To endow' also means 'to donate', 'to make a donation', i.e. to give money or valuable things to people or organizations such as colleges, hospitals, research centres, etc. in order to help them.

wit *n*, **wits** *n pl.*, **witty** *adj*

1. Wit is an ability to say things that are clever and amusing. He is a person of great wit and charm.
2. His sharp wit had them all smiling.
3. If he weren't such an unusually witty speaker, his lectures wouldn't collect such great audiences.
4. He was endowed with talent and wit by his famous parents.
5. His witty remarks are, no doubt, worth being put down.

6. 'Wits' means 'intelligence'.
e.g. It was a real battle of wits.
7. He didn't have enough wits to put up with his failure.
8. Mary didn't even say 'hello' when we met her at the theatre. I don't know what had happened to her. I'm at my wits end! (Ума не приложу! Я в полной растерянности! Не знаю, что и подумать!)

ridicule *n, v*, **ridiculous** *adj*

1. As a noun 'ridicule' means unkind laughter or remarks to make someone or something seem stupid. The corresponding verb is an action of similar meaning.
2. That idea, which used to be ridiculed, turned out to be extremely fruitful.
3. Your refusal to accept that offer is just ridiculous.

verge *n, v*

1. His theory was so often ridiculed that he was on the verge of giving up further work on it.
2. In spite of all the criticism and ridicule the team felt that they were on the verge of a great discovery.
3. Twice she was on the verge of a nervous breakdown.

reflect *v*, **reflection** *n*, **reflective** *adj*

1. The moon reflects the sun's rays.
2. The trees on the verge of the lake were reflected in the water.
3. The value of the national currency reflects the state of the country's economy.
4. Do you think the play reflects how the author really felt about his heroes?
5. Has it ever occurred to you that the coast line of Russia's Far East is a mirror reflection of the coast line of North America?
6. 'Reflection' also means careful thought (размышление).
e.g. A moment's reflection would have shown that the speaker's main idea was absolutely wrong.
7. The expression 'on reflection' is used when you want to say that you have thought about something carefully and changed your opinion.
e.g. At first I thought what they suggested was absolutely crazy, but on reflection, I realized that there was some truth in what they said.
8. The adjective 'reflective' means thinking quietly.
e.g. He was in a reflective mood and did not want to be disturbed.

revenge *n, v*, **get (take) revenge (on)**, **revengeful** *adj*

1. Hamlet was seeking revenge for his father's murder, so he took revenge on his uncle.
2. Eliza wasn't revengeful by nature. She was just in a revengeful mood when she was inventing a punishment for Mr Higgins for his unfair attitude to her.
3. The verb 'to revenge' means to do something in revenge for harm done to someone, especially to oneself: to revenge for a defeat / an injustice / an insult.

delight *n*, **delighted** *adj*, **delightful** *adj*

1. For the first time in my life I really appreciated all the delights of country life.
2. I read the book you gave me with great delight. (= I enjoyed reading the book.)
3. It was a great delight to spend a holiday at the seaside.
4. To my delight he agreed to sing for us.
5. (I'm) delighted to meet you. I've heard so much about you.
6. Thank you for the invitation. We shall be delighted to come.
7. It was a delightful evening.
8. The delighted audience applauded loudly.

GRAMMAR

Names of people are usually used without articles.
However **the** + plural surname can be used with the name of the whole family:

the Smiths = Mr and Mrs Smith (and the children)

To keep up with **the** Johnses.

The + singular name can be used:

a) to distinguish one person from another of the same name.

We have two Mr Bennetts. Which do you want? — I want **the** Mr Bennett who signed this letter.

b) with an adjective to describe a person.

the wonderful Rex Harrison.

A/an + singular name means:

a) belonging to this particular kind of person.

Lerner realized that he had found **a** Higgins who would act rather than sing his songs.

b) can be used before a person's name if you don't know the person yourself.

There's **a** Dr. Butler on the phone. Do you want to talk to him?

3 Put a / an, the in the spaces.

1. Are we talking about ... Tony Blair, who used to be the Prime Minister?
2. Have you heard that ... Johnsons are moving house?
3. He realized that in Rex Harrison he had found ... Higgins, who would act rather than sing his songs.
4. I found myself sitting next to ... Bill Clinton! Not ... Bill Clinton, of course, but someone with the same name.
5. That couldn't be ... Jenny Watson I went to college with. She had changed beyond recognition.

Using the Passive Voice**4 Rewrite these sentences using the correct tense of the Passive Voice. Leave the unnecessary words out.**

1. Somebody introduced me to Dr. Jones last year.
2. People are destroying large areas of forests every day.
3. Somebody has bought the house next to ours.
4. When we got to the park, they were repairing the tennis court, so we couldn't play.
5. They make these artificial flowers of silk.
6. They will not admit children under six to the figure skating school.
7. Someone has already written a special version of the book for young children.
8. People are spending far more money on food now than they used to.

Questions in Passive Voice**5 Rewrite these questions using the correct tense of the Passive Voice.**

1. When did they introduce you to Mr Smith?
2. Why didn't they mend the roof in good time?
3. What do you make these flowers of?
4. Why aren't they allow children under sixteen to see that film?
5. Who wrote the lyrics?
6. Why didn't they lock the car?
7. Does the theatre interest you?
8. Have they sent for the doctor yet?
9. Had they already signed the contract when you arrived?

Modals in Passive Voice



6 Rewrite these sentences using the correct tense of the Passive Voice.

1. We must fulfil all our obligations under the contract.
2. You should learn the dialogues by heart.
3. I have to send this message off immediately.
4. We can make all the necessary arrangements very easily.
5. They had to interrupt their discussion.
6. They may cancel all the flights because of the terrible storm.
7. They might have cancelled the flights because of the weather.
8. We'll arrange everything in good time.
9. They can't settle the matter yet.
10. They must have settled the matter yesterday.
11. They can't have settled the matter so soon.
12. They couldn't have changed the plans without letting us know.

Some verbs (**give, ask, offer, pay, show, teach, tell, etc.**) can have two objects, so two passive sentences can be made:

Active: The guests gave the boy a lot of nice presents for his birthday.

Passive: The boy was given a lot of nice presents for his birthday.
A lot of nice presents were given to the boy for his birthday.

However, most often the passive sentences begin with the **person**:
The boy was given a lot of nice presents for his birthday.



7 Rewrite these sentences using Passive Voice.

1. They asked me some very difficult questions at the interview.
2. Have they shown you all their new models?
3. Nobody told me what had happened.
4. They haven't invited Jane to the party.
5. I don't think they'll offer her the job.
6. I think they should have offered the job to Tom.
7. They are going to pay the workers \$1000 for their job.
8. They should have given the role to a younger actress.



8 Translate the following into English using Passive.

1. «Пигмалион» был написан Бернардом Шоу в 1913 году.
2. Название было выбрано удачно.

3. Пьеса была основана на известном мифе о кипрском короле Пигмалионе, который создал прекрасную статую женщины и влюбился в нее, когда работа была завершена.
4. Пьеса была сразу же высоко оценена театральными режиссерами и долго успешно шла на сценах Англии и за ее пределами.
5. Лернер был потрясен игрой Рекса Харрисона в роли профессора Хиггинса, и эта роль была предложена Харрисону в мюзикле.
6. Но кто был приглашен на роль Элизы Дулиттл?
7. Должно быть, эта роль была предложена Джулии Эндрюс.
8. Не может быть, чтобы эта роль была отдана другой актрисе.

Phrasal verbs with 'keep'

keep ... back (from) — keep secret (скрывать (от кого-то))

keep on — continue doing (продолжать) (= go on ...)

keep up — maintain, not allow to end or fall (поддерживать (в хорошем состоянии))

keep up (with) — go at the same speed (не отставать)



9

Rewrite these sentences using phrasal verbs with 'keep' instead of the words in italics.

1. I got the feeling he was trying to *keep* something *secret from me*.
2. The little boy complained that he couldn't *walk as fast as* his father.
3. A lot is being done to *maintain* the old traditions.
4. The little girl *continued* reciting the poem monotonously without paying any attention to her listeners.



10

Translate the following into English using the phrasal verbs with 'keep'.

1. Я не хочу, чтобы кто-нибудь узнал об этом происшествии. Пожалуйста, никому не говори об этом.
2. Шоу попытался воспроизвести манеру речи кокни, но смог продержаться всего несколько страниц.
3. Мода меняется так быстро, и я даже не стараюсь поспевать за ней.
4. «Не сдавайся, продолжай тренироваться, и ты добьешься успеха!» — часто говорил ему тренер.

11 Complete the text by choosing the words from the box.

valuable, wherever, antiques, generations, predominant, enough, monarchs, originally, extremely, refer, handful, variety, exist, hardly

Who Are the Cockneys?¹

A Cockney is a Londoner born within the sound of Bow Bells that ring out from a church, called St. Mary-le-Bow, in the East End of London. The East End, which lies to the north and east of the City of London, has always been the home of the native London working class.

Quite apart from their accent Cockney people have, over many ..., evolved a colourful, slangy mode of speech that is uniquely their own. How it all began and how far it goes back is ... difficult to say. But books on English slang ... to it and Bernard Shaw must have known it very well.


The slang derives from several sources. The most ... is rhyming slang: a word is replaced with a phrase of two or three words that rhymes with it. For example: ear — bottle of beer; dress — more or less; dog — London fog; mate (friend) — china plate; good — Robin Hood, etc. So ... rhyming slang might well have been a kind of code used by criminal groups to pass on secret information to each other.

Most native English speakers only know a ... of Cockney phrases and use them to add a bit of fun and ... to their speech.

You can hear a lot of Cockney spoken at London street markets, such as Portobello [ˌpɔːtbələʊ] where they sell ... and less ... things for collectors, and Petticoat Lane, situated in the City of London. If you go there on a Sunday morning, you may be lucky ... to see a Pearly King and a Pearly Queen. They are the Cockney On important days they wear special costumes, which have thousands of pearl buttons on them.

The Covent Garden fruit and vegetable market, that used to be next to the world-famous Covent Garden Opera House, and where Eliza Doolittle sold her flowers, doesn't ... any longer, so you can ... hope to hear any Cockney spoken in that place. But ... you go in Cockneyland you will be given a friendly welcome.

¹ Who Are the Cockneys? // Mozaika, 1974.

 12 Here are a few anecdotes about Bernard Shaw¹. Read them and look up the words you don't know in your dictionary. Listen and retell them using both direct and indirect speech.

* * *

A young Irish actress asked Shaw why he'd come to England instead of seeking his inspiration in Ireland, the land of his birth. "I could not stay there, dreaming my life away on the Irish hills," he explained. "England had conquered Ireland, so there was nothing for the Irish to do but come over and conquer England. Which, you will notice, I have done rather thoroughly."

* * *

"Oh, Mr Shaw, what made you ask me to dance?" a lady, who was neither young nor pretty, said to Shaw.

"This is a charity ball, isn't it?" Shaw replied.

* * *

The stout novelist G.K. Chesterton thought he had scored when he told the skinny vegetarian, "Looking at you, Shaw, one would think there was a famine in England."

"Looking at you," Shaw replied, "one would think you caused it."

To go on with the verbal duel, Shaw said to Chesterton, "If I were as fat as you I'd hang myself." Replied the corpulent Chesterton in his shrill little voice, "And if I had it in mind to hang myself, I'd use you as the rope."

* * *

One perhaps well-known story has it that Eleonora Duse wrote to Shaw telling him that every genetic principle cried that they should have a baby. "Think what a child it would be," she added, "with my body and your brain!"

Wrote Shaw in reply: "Think how unfortunate it would be if the child were to have my body and your brain."

* * *

Shaw came across a book of his in a second-hand bookshop. The volume had been inscribed to a friend, beneath whose name Shaw had written: "With the compliments of George Bernard Shaw." Shaw bought the book and sent it back to his friend, writing under the original inscriptions: "With renewed compliments, G.B.S."

¹ Hendrichson R. Book of Literary Anecdotes. Wordworth Reference, 1997.

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 219 will help you.

Pygmalion's Fair Lady

(the beginning is on p. 204)

The rest of the story is very natural — the musical became a film with practically the same **cast** except... except Julie Andrews, as everybody had expected when *Warner Brothers*, the well-known Hollywood company announced that they were going to make 'a movie' (the American word for 'film') on the basis of the musical.

The actress who was invited to play Eliza Doolittle was Audrey Hepburn, who by that time had already made a name for herself after starring in several films, among them *Roman Holiday* (1953, an *Oscar for Best Actress*), *War and Peace* and others. She also acted on Broadway and got a *Tony* award given to the best plays and theatre actors.

The world was in love with Audrey Hepburn, her clothes (both for everyday life and for her roles) were made by a top Paris couturier Hubert de Givenchy, she was rich and glamorous. Many people, however, were still all for Julie Andrews whom they had seen on the stage.

While the film was being made the whole team was interviewed several times by journalists. This is what an American interviewer wrote (note the American spelling!):

"The movie keeps the 1912 London **flavor** of the original show, with Rex Harrison repeating his stage role as Professor Higgins and Audrey Hepburn playing the Covent Garden **guttersnipe**. Rex Harrison has grown accustomed to the face of Henry Higgins, having played the **irascible** professor 1,006 times in the original New York and London productions. For his 1,007th performance, he spent 'a **grueling** six months' on the movie. Rather than use recordings of his song numbers, he did them 'live', with a microphone hidden **beneath** his necktie, to keep them **spontaneous**.

"*My Fair Lady* may be the most profitable role ever for Audrey Hepburn. Producer Jack L. Warner paid a million dollars for her work. As the 'deliciously low, horribly dirty' flower girl, she plays one of Shaw's favorite characters. 'He wrote *Pygmalion* for the woman,' says director George Cukor. 'Audrey has never had a part with this range before — from **violence** and **bawdiness** to humor and romance — and she loved it.' Audrey Hepburn sings in the film, too, but a professional singer's voice will be

dubbed in certain songs. ‘I took singing lessons from a New York vocal coach and pre-recorded all of Eliza’s songs,’ she explains, ‘but the final result will be a **blend**.’ ”

The film was released in 1964 and has been extremely popular ever since. It won eight *Oscars*, but Audrey wasn’t given one. *Hollywood* must have felt sorry for Julie Andrews and gave her the *Oscar* for her part in *Mary Poppins*.

There are rumours that someone is thinking of a **remake**, which means that the story is thought to be of interest to new generations. It isn’t clear, though, whether it is going to be a stage version or a film. Time will tell.

Names

Warner Brothers (Warner Bros.) ['wɔːnə 'brʌðəz]

Audrey Hepburn ['ɔːdri 'hepbɜːn]

Hubert de Givanchy ['hjuːbət də ʒɪˈvɑːŋʃi]

Covent Garden ['kɒvənt ɡɑːdn]

George Cukor [dʒɔːdʒ 'kjuːkə]

New Words

cast <i>n</i>	зд. состав исполнителей (в данном спектакле)
casting <i>n</i>	распределение ролей
flavour (<i>Br.</i>), flavor (<i>Am.</i>) ['fleɪvə(r)] <i>n</i>	аромат, зд. атмосфера, изысканность
guttersnipe ['ɡʌtə(r)snaɪp] <i>n</i>	беспризорный, уличный ребенок, дитя улицы
irascible [ɪ'ræsəb(ə)] <i>adj</i>	вспыльчивый, несдержанный
gruelling (<i>Br.</i>), grueling (<i>Am.</i>) ['gruːəlɪŋ] <i>adj</i>	изнурительный
beneath [bi'niːθ] <i>prep, adv</i>	под, ниже; внизу, ниже
spontaneous [spɒn'teɪniəs] <i>adj</i>	спонтанный, одновременный, неподготовленный
violence ['vaɪələns] <i>n</i>	жестокость, насилие, зд. необузданность
bawdiness ['bɔːdɪnɪs] <i>n</i>	грубость, неотесанность
dub <i>v</i>	зд. озвучивать, дублировать
blend <i>n</i>	смесь, зд. дубляж, совмещение
remake [ri:'meɪk] <i>n</i>	переделка, зд. римейк, новая постановка

Questions for discussion.

1. Why do you think the American journalist wrote: “Rex Harrison has grown accustomed to the face of Henry Higgins”?
2. Have you seen the film *My Fair Lady*? If you have, what can you say about it? If you haven't, would you like to see it? Why? Why not?
3. How do you understand Eliza's description as the “deliciously low, horribly dirty” flower girl? Why do you think these words are in quotation marks?
4. Have you seen any other films with Audrey Hepburn?
5. Have you been to any Russian productions of musicals? What do you think of them?
6. Can you find any examples of American English in the text? What are they?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Однако многие были на стороне Джулии Эндрюс, которую они видели на сцене.
2. ... сыграв вспльчивого профессора 1006 раз...
3. Вместо того чтобы использовать записи своих песен, он исполняет их с микрофоном, спрятанным под галстуком, чтобы они звучали спонтанно.
4. ... никогда не играла роли с таким разнообразием состояний — от необузданности и ругани до юмора и влюбленности.
5. ... но определенные песни будут дублированы профессиональной певицей.
6. Должно быть, Голливуд сочувствовал Джулии Эндрюс...
7. ... это означает, что история, по-видимому, может быть интересна новым поколениям.

VOCABULARY

2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

cast *v, n*, **casting** *n*

1. ‘To cast (cast, cast)’ means to direct or turn.
e.g. She cast a glance in his direction.
2. So far, the police investigation has not cast any light on the crime.

3. Would you just cast an eye over (= run through / over) this letter before I put it in the post?
4. 'To cast' also means to choose actors for a play or film.
e.g. Who is casting the play?
5. 'To cast' also means to make a vote in an election.
e.g. The TV news showed the vice-president casting his vote.
6. 'A cast' means a group of actors in a film or a play, while a group of actors working in one theatre represent a company (e.g. a theatre / dance company, The Royal Shakespeare Company).
7. The film has a strong cast that includes several famous names.
8. She was surprised to know that she had been invited to the casting (= audition).

flavour *n*, flavouring *n*

1. I love the dish! It has such a delicate flavour.
2. This bread hasn't much flavour.
3. They claim that their products are free from artificial colourings and flavourings.

beneath *prep, adv*

Compare

below, under, beneath

Below suggests only that one thing is in a lower position than the other.

There is a lake below the village.

It's cold today. The temperature is 20 degrees below zero.

Under is the most common word when one thing is directly below the other thing or covered by it.

The box is under the table.

Beneath can also be used in this way; but may suggest that the two objects are not close to each other.

We looked down from the plane at the fields spread out beneath.

1. He enjoyed feeling the warm sand beneath (under) his feet.
2. She would not speak to people she considered beneath her.
3. "Your report is beneath criticism!" the professor said to his student.

spontaneous *adj*, **spontaneously** *adv*

1. Nothing he says is spontaneous — he always thinks twice before he speaks.
2. He made a spontaneous offer of help.
3. The crowd gave a spontaneous cheer when the result was announced.
4. Don't act spontaneously, think twice before making a decision!

violence *n*, **violent** *adj*

1. There is too much sex and violence shown on television nowadays.
2. The police claim that there have been acts of violence against the new immigrants.
3. She spoke with a violence that surprised everybody who was listening to her.
4. He met a violent death at the hands of the criminal.
5. His father was a violent and dangerous man.
6. She said she couldn't put up with his behaviour and they had a violent quarrel.
7. He said she had a violent temper.
8. I don't like violent films. Do you?

dub (dubbed) *v*

1. 'To dub' means to change the original spoken language of a film into another language.
e.g. It's a Russian film dubbed into English.
2. 'To dub' means to give something or someone a humorous name that describes their character.
e.g. Mrs Thatcher was dubbed 'the Iron Lady'.

blend *v, n*

1. This soup tastes better if the vegetables have been blended.
2. These houses seem to blend well with the trees and the surrounding land.
3. Our coffee is a 100% arabica blend with a long and rich aftertaste.
4. I have to admit that we've got a wonderful team with a nice blend of experience and youthful enthusiasm.

GRAMMAR



3

Make one conditional sentence by combining these two simple sentences.

Given: Both the director and the actors were carried away by the film they were making. The result was a smashing success.

Required: If the director and the actors hadn't been carried away by the film they were making, it wouldn't have been a smashing success.

1. Alan Lerner was impressed by B. Shaw's *Pygmalion*. He decided to make a musical on the basis of the play.
2. It wasn't an easy job to do. It took Lerner and Loewe a long time to make the musical.
3. Lerner was impressed by Rex Harrison as Professor Higgins in the play. He realized that he had found the proper Henry Higgins for his future musical.
4. George Cukor was sure Audrey Hepburn would be a better Eliza than Julie Andrews. He gave the part to her.

4 Complete these sentences using your own ideas. Translate them into Russian and explain whether they refer to the present or the past.

A.

1. If I were rich...
2. If I were younger...
3. If we had more time...
4. If I knew that you needed my advice...
5. If he wanted to be an actor...

B.

1. ... I would have called you.
2. ... we would buy a better car.
3. ... she would have become a film star.
4. ... he wouldn't be so domineering.
5. ... we would have invited him to join us.

More about the Passive -ing forms

Compare

I don't like **telling** lies. — Я не люблю лгать.

I don't like **being told** lies. — Я не люблю, когда мне лгут.

5 Translate the following pairs of sentences into Russian.

1. Mr Jones doesn't like being kept waiting.
Mr Jones doesn't like keeping other people waiting.

2. I remember giving him the keys.
I don't remember being given the keys.
3. I enjoyed taking the children to the zoo.
The children enjoyed being taken to the zoo.
4. He denied paying that money.
He denied being paid any money for the job.
5. I hate advising people what to do. I think they should decide by themselves.
I hate being advised what to do.

Phrasal verbs with 'look'

look after — take care of (ухаживать за)

look for — search for (искать)

look into — investigate (исследовать, расследовать)

look through — examine, inspect (просматривать)

look up to — respect (уважать)

look ... up — search for and find in a (reference) book (смотреть в справочной литературе)

look forward to — wait impatiently (с нетерпением ждать)



6 Rewrite these sentences using phrasal verbs with 'look' instead of the words in italics.

1. The police are *investigating* this accident at the moment.
2. He said that he had always *respected* his teachers.
3. When she went on a business trip she asked her neighbour to *take care* of her two cats.
4. *Find the meaning of the* new words in the dictionary.
5. *I'm waiting* for my summer holidays *impatiently*.

Phrasal verbs with 'run'

run into — meet (встретить (случайно))

run out of — have no more (израсходовать)

run ... over — hit and knockdown (by the car) (сшибить, переехать)

run through / over — read or examine quickly (бегло, быстро просмотреть)

**7 Rewrite these sentences using phrasal verbs with 'run' instead of words in italics.**

1. Let's *read* the documents *quickly* once again before signing them.
2. They had to finish their journey and come back home when they had *had no more* food.
3. When I was taking a walk in the park I *unexpectedly met* an old friend of mine.

**8 Translate the following into English using phrasal verbs with 'look' and 'run'.**

1. Я советую тебе не просто бегло просмотреть этот договор, а посмотреть его более внимательно.
2. Я всегда с уважением относился к нему (смотрел на него снизу вверх).
3. У нас закончился бензин. Надо остановиться и заправиться.
4. Я слышал, полиция уже давно расследует это преступление, но пока безуспешно.
5. Всем нравится, когда за ними ухаживают, правда?
6. Мы с нетерпением ждем встречи с вами в Москве.
7. Поезжай помедленнее, ты можешь кого-нибудь сбить.

9 Here is a conversation between an American visitor to Moscow and his Russian colleague. You have to act as an interpreter. Translate what both speakers are saying.

- A. What can you say about theatrical life in Moscow? I wonder if many Moscow theatres have survived the hard 90s.
- R. Вы, может быть, и удивитесь, но московские театры не только живы, но и очень активны.
- A. I'm very happy to hear that. I was lucky enough to see one of your *Sovremennik* productions on Broadway. Frankly, I thought that remarkable company was a happy exception.
- R. «Современник» нельзя считать исключением. Конечно, это великолепный театр, и, кстати, один из моих самых любимых. Но вы не представляете себе, сколько новых маленьких театров появилось в Москве за последние несколько лет.
- A. Really? They must be sponsored by someone. Right?
- R. Я бы с удовольствием ответил на этот вопрос, если бы знал. Конечно, если бы их никто не поддерживал, они не могли бы существовать. Но это не самое главное.
- A. What is the most important thing then?

- R. А то, что они большие энтузиасты. И режиссеры, и актеры, как правило, очень молоды и талантливы.
- A. You think those theatres are worth going to, then? It's a pity my Russian isn't good enough to understand Russian plays.
- R. Но вы же изучаете русский, правда? Надеюсь, в следующий ваш визит в Москву мы сможем сходить в один из новых московских театров.

10 Here are the parts of the songs from *My Fair Lady*, which were mentioned in the text. What episodes in the musical are they from? Can you translate them? Do you remember the tunes? Which words are pronounced by Eliza in a Cockney way?

Wouldn't It Be Lovely¹

All I want is a room somewhere,
Far away from the cold night air
With one enormous chair...
Oh, wouldn't it be lovely?

Lots of choc'late for me to eat
Lots of coal makin' lots of heat
Warm face, warm hands, warm feet...!
Oh, wouldn't it be lovely?

Just You Wait

Just you wait, 'enry 'iggins, just you wait!
You'll be sorry but your tears'll be too late!
You'll be broke and I'll have money;
Will I help you? Don't be funny!

Just you wait, 'enry 'iggins, just you wait!
Just you wait, 'enry 'iggins, till you're sick,
And you scream to fetch a doctor double-quick,
I'll be off a second later
And go straight to the theatre!
Oh ho ho, 'enry 'iggins, just you wait!

¹Wouldn't It Be Lovely; Just You Wait; I Could Have Danced All Night; I've Grown Accustomed to Her Face // Lerner A.J. *My Fair Lady*. Penguin Books, 1977.

I Could Have Danced All Night

Bed! Bed! I couldn't go to bed!
My head's too light to try to set it down!

Sleep! Sleep! I couldn't sleep tonight!
Not for all the jewels in the crown!
I could have danced all night!
I could have danced all night!
And still have begged for more,
I could have spread my wings
And done a thousand things
I've never done before.

I'll never know
What made it so exciting;
Why all at once
My heart took flight.
I only know when he
Began to dance with me,
I could have danced, danced, danced all night!

I've Grown Accustomed to Her Face

I've grown accustomed to her face
She almost makes the day begin
I've grown accustomed to the tune
She whistles night and noon,
Her ups, her downs,
Are second nature to me now;
Like breathing out and breathing in.

I was serenely independent and content before we met
Surely I could always be that way again —
And yet
I've grown accustomed to her looks;
Accustomed to her voice;
Accustomed to her face.



- 11 Read the text carefully in class. Listen and reread it at home and write questions you would like to ask other students at the next lesson.

Spoken English and Broken English¹

(extracts)

*by George Bernard Shaw (1856—1950),
Irish dramatist, essayist and critic*

...Now, whether you are a foreigner or a native, the first thing I must impress on you is that there is no such thing as ideally correct English. No two British subjects speak exactly alike.

If you are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly, because, if you do, no one will understand you. I have already explained that though there is no such thing as perfectly correct English, there is presentable English which we call “Good English”; but in London nine hundred and ninety-nine out of every thousand people not only speak bad English but speak even that very badly.


You may say that even if they do not speak English well themselves they at least understand it when it is well spoken. They can when the speaker is English; but when the speaker is a foreigner, the better he speaks, the harder it is to understand him. No foreigner can stress the syllable and make the voice rise and fall in question and answer, assertion and denial, in refusal and consent, in enquiry or information exactly as a native does. Therefore, the first thing you have to do is to speak with a strong foreign accent, and speak broken English: that is, English without any grammar. Then every English person to whom you speak will at once know that you are a foreigner, and try to understand and be ready to help you. He will not expect you to be polite and use elaborate grammatical phrases. He will be interested in you because you are a foreigner, and pleased by his own cleverness in making out your meaning and being able to tell you what you want to know. If you say: “Will you have the goodness, sir, to direct me to this railway terminus at Charing Cross,” pronouncing all the vowels and consonants beautifully, he will not understand you and will suspect you of being a beggar. But if you shout: “Please! Charing Cross! Which way!”, you will have no difficulty. Half a dozen people will immediately overwhelm you with directions.

¹ Spoken English and Broken English // Shaw G.B. Collected Works. Clarendon Press. 1983. Vol. 1.

Even in private intercourses with cultivated people you must not speak too well... Even among English people, to speak too well is a pedantic affectation¹. In a foreigner it is something worse than affectation; it is an insult to the native who cannot understand his own language when it is spoken too well...

Useful words for theatre-goers

curtain ['kɜ:(r)t(ə)n] <i>n</i>	занавес
stage [steɪdʒ] <i>n</i>	сцена
footlights ['fʊt,lɑ:ts] <i>n</i>	рампа, огни рампы
orchestra pit ['ɔ:(r)kɪstrə pɪt] <i>n</i>	оркестровая яма
stalls [stɔ:lz] <i>n</i>	партер
row [rəʊ] <i>n</i>	ряд
aisle [aɪl] <i>n</i>	проход между рядами
balcony ['bælkəni] <i>n</i>	балкон первого яруса
circle ['sɜ:(r)k(ə)l] <i>n</i>	ярус
box <i>n</i>	ложа
gallery ['gæləri] <i>n</i>	галерка
production [prə'dʌkʃ(ə)n] <i>n</i>	постановка
premiere ['premiə(r)] <i>n</i>	премьера
matinee ['mætiːnɪ] <i>n</i>	дневной спектакль или представление

 **12** Read the dialogue and listen to it. Who, do you think, the speakers are? Where are they from? Where are they living now? Say what they are discussing at the moment. Make up a story about them using indirect speech. Make up similar dialogues of your own.

- T.* Listen Sophie, have you got any plans for the weekend?
S. No, not yet. Why?
T. I'd like to go to the theatre on Saturday evening. I think that staying in London and not visiting the so-called London Theatreland would be a great mistake, wouldn't it? I've taken the London Theatre Guide from my hotel and have already looked through it carefully.
S. Oh, have you? Anything really interesting?
T. Yes, a lot. But what I really want to see is Agatha Christie's *The Mousetrap*. They call it "the cleverest murder mystery of the British theatre". It's on in St. Martin's. Would you like to keep me company?

¹ Жеманство.

- S. Oh, I'd love to. I've been wanting to see it for ages. Do you know, by the way, that it's the world's longest running play — it's been on for 55 years!
- T. Unbelievable!
- S. Yes, that's true. OK, I'll try to call the box office and book the tickets for us. Does your guide say how much the tickets are?
- T. Yes, they are from 13 to 37 pounds.
- S. The cheapest seats must be in the gallery, I guess. I'll try to book the cheapest available in the stalls, if you don't mind.
- T. No, not at all. I'll be looking forward to your call. Anyhow, thank you ever so much.
- S. Not at all.



13 When did you last go to the theatre? Write a composition about your impressions. The following expressions can help you.

- I last went to the theatre...
- It was *The Vakhtangov Theatre (The Pushkin Theatre, etc.)*.
- It was a new production of...
- We had the seats in the stalls (gallery, balcony, etc.).
- There were some very famous actors in the cast...
- It was a drama (tragedy, comedy, musical, etc.).
- It was a premiere (first performance, matinee, evening performance).
- The play... has been running for...
- The play was directed by...
- The acting was good (brilliant, amateurish, terrible)
- ... gave a brilliant performance as...
- ... played the leading part (a supporting part).
- I liked the set for the first (second, etc.) act.
- I was impressed by the acting (music, scenery, sets, lighting, costumes, etc.).
- The play (production, performance) was well (enthusiastically, poorly) received.
- Some people in the audience...
- The play had a good (poor) reception.
- I read a review of...

Unit 9

Travel is glamorous only in retrospect.

*Paul Theroux (1941),
American writer*

Discuss this before you read the text.

1. Do you like travelling in Russia or do you prefer to travel abroad?
2. Do you often travel on business?
3. What reasons, in your opinion, may people have for travelling?
4. A lot of people claim they love travelling and only a few say they don't. What about you?
5. What is your dream holiday: a golden beach and a good book, sightseeing in a big city, mountaineering, sailing, skiing or something else? Describe your best holiday.
6. Do you agree with the epigraph to this unit? Give your reasons.

PART 1



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 233—235 will help you.



Why Do People Travel?

Им овладело беспокойство,
Охота к перемене мест
(Весьма мучительное свойство,
Немногих добровольный крест).

А. С. Пушкин. Евгений Онегин

He was the slave of a **tenacious**,
A **restless urge** for change of place
(An **attribute** that's quite **vexatious**,
Though some support it **with good grace**).

Translation by Charles H. Johnston

Before getting down to the text it would be a good idea to compare the well-known lines from *Eugene Onegin* with the English translation. It is quite successful, isn't it? Not quite close to the Russian original, though. But translating poetry is far more difficult than translating prose. To do

this the translator must be a poet himself. Does anyone have any **objections** to this assertion?

And now let's go back to the question asked in the title of the story. Why do people travel? Why, indeed? What makes them leave their homes, their comfortable sofas and armchairs in front of fantastic Japanese TV sets and go on journeys that may be **tiresome** and even risky?

Though everything on our planet seems to have been discovered, an honorary place among those who travel is well deserved by people who go on daring expeditions in order to solve scientific problems. Cosmonauts and astronauts are, no doubt, among the first on the list.

Well, it is **common knowledge** that for quite a few people travelling is one of the requirements of their occupation. They are a **motley** company: businessmen, politicians, scientists, doctors, actors, musicians and many-many others, who travel because they have to. They can hardly be called travellers in the proper sense of the word. Perhaps it would be more **appropriate** to call them commuters, i.e. people who regularly travel long distances to work. That's a joke, of course, because commuters travel to and from work every day and are not supposed to solve crucial problems, like politicians, for instance.

Another kind of travellers are those who, like Eugene Onegin, are **obsessed** with "a restless urge for change of place". They are adventurers by nature. They **seek** challenge, and it turns up. Among them you will find mountaineers struggling to reach new peaks, **divers** exploring the **seabed**, lonely sailors, who **circumnavigate** the globe to set a world record, and simply holidaymakers — tourists who are **anxious** to see the treasures of the world with their own eyes. The 21st century has **witnessed** the emergence of quite a new kind of tourist, who is prepared to pay enormous fares for a chance to have a good look at our planet from a spaceship.

Some people travel for quite different purposes. They go on long journeys to distant countries to share their knowledge, skills, kindness and **generosity** with those who need help. They are **reluctant** to speak about their experiences and their **contribution** to the **cause** of **charity**. Writers, who travel to get impressions, meet new people and get **inspiration** for their creative activities are more **outspoken**.

This is what Somerset Maugham writes on the subject in two of his charming short stories:

"I am of a **roving disposition**; but I travel not to see **imposing** monuments, which indeed somewhat bore me, nor beautiful scenery, of which I soon tire; I travel to see men. I avoid the great, I would not cross the road to meet a president or a king; I am **content** to know the writer in the pages of his book and the painter in his picture; but I have journeyed a

thousand miles to see a **missionary** of whom I had heard a strange story and I have spent a **fortnight** in a **vile** hotel in order to improve my **acquaintance** with a **billiard-marker**.”

(*In a Strange Land*¹)

“The wise traveller travels only in imagination. An old Frenchman (he was really a Savoyard) once wrote a book called *Voyage entour de ma chambre*². I have not read it and do not even know what it is about, but the title stimulates my **fancy**. In such a journey I could circumnavigate the globe. An icon by the **chimneypiece** can take me to Russia with its great forests of **birch** and its white, **domed** churches. I stand on the little hill from which Napoleon first saw Moscow and I look upon the **vastness** of the city. I will go down and see the people whom I know more **intimately** than so many of my friends, Alyosha, and Vronsky, and a dozen more. But my eyes fall on a piece of **porcelain** and I smell the **acid** odours of China. In England, in London, there are certain afternoons in winter when the clouds hang heavy and low and the light is so **bleak** that your heart sinks; but then you can look out of your window, and you see the **coconut** trees crowded upon the beach of a coral island. The **strand** is silvery and when you walk along in the sunshine it is so **dazzling** that you can hardly bear to look at it. Those are the best journeys, the journeys that you take at your own fireside, for then you lose none of your illusions.”

(*Honolulu*)

Names

Eugene Onegin [ju:'dʒi:n ɒ'njɛɡɪn]

Somerset Maugham ['sʌməsət mə:m]

Voyage entour de ma chambre [vwa:jəz ʌ,tur də ma flɔbr] (*Fr.*)

Honolulu [ˌhɒnə'lu:lʊ:]

New Words

tenacious [tə'neɪʃəs] *adj*

крепкий, цепкий

restless ['res(t)ləs] *adj*

беспокойный, неугомонный

urge [ɜ:(r)dʒ] *n*

побуждение, потребность, желание

attribute [ætrɪ,bju:t] *n*

свойство, качество, отличительная черта

¹ In a Strange Land; Honolulu // Maugham W.S. Collected Short Stories. Volumes 1—2. Penguin Books, 1982.

² (*Fr.*) *A journey within my own room.*

vexatious [vek'seɪfəs] *adj*

with good grace

objection [əb'dʒekʃ(ə)n] *n*

tiresome ['taɪə(r)s(ə)m] *adj*

it is common knowledge

motley ['mɒtli] *adj*

appropriate [ə'prəʊpriət] *adj*

obsessed [əb'sest] *adj*

obsess (with / by) *v*

seek [si:k] *v*

diver ['daɪvə(r)] *n*

seabed ['si:bed] *n*

circumnavigate

[,sɜ:(r)kəm'næɪ,geɪt] *v*

anxious ['æŋkʃəs] *adj*

witness ['wɪtnəs] *v*

generosity [,dʒenə'rɒsəti] *n*

reluctant [rɪ'lʌktənt] *adj*

contribution [,kɒntrɪ'bju:ʃ(ə)n] *n*

cause [kɔ:z] *n*

charity ['tʃærəti] *n*

inspiration [,ɪnspə'reɪʃ(ə)n] *n*

outspoken [,aʊt'spəʊkən] *adj*

roving ['rəʊvɪŋ] *adj*

disposition [,dɪspə'zɪʃ(ə)n] *n*

to be of a roving disposition

imposing [ɪm'pəʊzɪŋ] *adj*

content (with) [kən'tent] *adj*

missionary ['mɪʃ(ə)n(ə)rɪ] *n*

досадный, неприятный

зд. охотно, с достоинством

возражение

утомительный

общеизвестно

разномастный, пестрый

уместный, подходящий

одержимый, охваченный

завладевать, преследовать,

мучить, обуять (о желании, идее и т. д).

искать

ныряльщик

морское дно

плавать вокруг, совершать

кругосветное морское

путешествие

стремящийся

быть (стать) свидетелем, уви-
деть

щедрость

не желающий, делающий не-
охотно

вклад

дело

благотворительность

вдохновение

откровенный, открытый,
разговорчивый

бродячий, кочевой

зд. предрасположенность,
склонность

быть бродягой по натуре

производящий сильное
впечатление, внушительный,
импозантный

довольный, удовлетворенный

миссионер

fortnight ['fɔ:(r)tnaɪt] <i>n</i>	две недели
vile [vaɪl] <i>adj</i>	отвратительный, мерзкий, зд. с дурной репутацией
acquaintance [ə'kweɪntəns] <i>n</i>	знакомство, знакомый
billiard-marker	маркер
['bɪlɪə(r)d,mɑ:(r)kə(r)] <i>n</i>	
fancy ['fænsɪ] <i>n</i>	фантазия, воображение, прихоть, каприз, причуда
chimneypiece ['tʃɪmni:pi:s] <i>n</i>	полка над камином
birch [bɜ:(r)tʃ] <i>n</i>	береза
domed [dəʊmd] <i>adj</i>	украшенный куполом, с куполом
vastness ['vɑ:stnɪs] <i>n</i>	простор(ы)
intimately ['ɪntɪmətli] <i>adv</i>	близко, интимно
porcelain ['pɔ:(r)s(ə)lɪn] <i>n</i>	фарфор
acid ['æsɪd] <i>adj</i>	кислый, острый (о запахе)
bleak [bli:k] <i>adj</i>	зд. унылый, гнетущий
coconut ['kəʊkə,nʌt] <i>n</i>	кокос
strand [strænd] <i>n</i>	прибрежная полоса, берег
dazzling ['dæzliŋ] <i>adj</i>	ослепительный

Questions for discussion.

1. They say travel broadens the mind. Do you agree? Give your reasons.
2. Do you have to travel on business? How often do you have to travel? Where do you usually go? Describe your typical business trip.
3. Do you like travelling for pleasure? How often do you spend your holiday travelling? Do you travel in Russia or do you usually go abroad? Do you like to come back to the same place or do you prefer to go to different places? When and where did you travel last?
4. What are the inconveniences of travelling in your opinion?
5. What do you think makes people go on risky and dangerous journeys?
6. The author of the story *In a Strange Land* claims that he “travels to see men”. Do you think it’s a good reason for travelling or does it only concern writers?
7. In the story *Honolulu* Somerset Maugham says “the wise traveller travels only in imagination”. Do you agree with this assertion or do you have any objections?
8. Could you guess who Alyosha and Vronsky are?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. А теперь давайте вернемся к вопросу, поставленному в заголовке...
2. Хотя, как кажется, все на нашей планете уже открыто, достойное место среди путешественников занимают люди, которые отправляются в дерзкие экспедиции, чтобы решить научные проблемы, касающиеся...
3. Общеизвестно, что для довольно многих людей путешествия являются частью их профессиональной деятельности.
4. Другой тип путешественников — это те, которыми, подобно Евгению Онегину, «овладевает охота к перемене мест».
5. По натуре я бродяга, но я путешествую не для того, чтобы увидеть внушительный памятник, что на самом деле мне довольно скучно, и не для того, чтобы полюбоваться прекрасным видом...
6. Я избегаю великих людей, я бы и дороги не перешел, чтобы познакомиться с каким-нибудь президентом или королем...
7. ... в гостинице с дурной репутацией.
8. Я не читал ее и даже не знаю, о чем она, но название возбуждает мое воображение.
9. ... с ее березовыми рощами и куполами церквей.
10. ... людей, которых я знаю более близко, чем многих из моих друзей...
11. Но взгляд мой падает на фарфоровую безделушку, и я ощущаю кисловатый запах Китая.
12. ... свет такой унылый, что ваше сердце разрывается...
13. ... вы с трудом осмеливаетесь смотреть на него.
14. ... поскольку именно тогда вы не теряете ни одной из своих иллюзий.

VOCABULARY

2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

travel *v, n*, **traveller** *n*

1. 'To travel' means to go from one place to another, especially to a distant place.
2. They say travel broadens the mind.
3. A traveller is a person on a journey.

Compare

travel(s), journey, voyage, trip

The general activity of moving from place to place is **travel (travelling)**.

He came home after years of foreign travel.

I prefer travelling by air.

When he retired he wrote a book about his travels.

A journey is the time spent and the distance covered in going from one place to another.

It was a long journey by train from Moscow to Vladivostok.

A voyage has the same meaning, but is only by sea.

The voyage from England to Australia used to take several months.

A trip is a short journey, or one on which you spend only a short time in another place, then come back.

He often goes on business trips to France.

tour *v, n*, tourist *n*

1. 'A tour' is a journey for pleasure, during which several places of interest are visited.
2. We went on a guided tour round the castle.
3. 'A tour' is also a planned journey from place to place as made by a theatre company or a famous person.
e.g. The National Youth Orchestra is on tour in Europe now.
4. 'To tour' means to visit on a tour.
e.g. We're touring round Italy for our holiday this year.
5. 'A tourist' is a person travelling for pleasure and seeing the sights.

commute *v, n*, commuter *n*

1. 'To commute' means to travel regularly a long distance between your home and work, especially by train or car.
e.g. A lot of people in Britain now commute to work, especially to London.
2. 'A commuter' is a person who commutes to work every day.
3. In the UK the stereotype of a commuter is of a person wearing formal business clothes, who sits and reads a newspaper on the train to the office and does not talk to anyone else.

restless *adj*

1. I spent a restless night waiting for the news. I couldn't sleep at all.
2. After listening to the lecturer for three hours the audience became restless.

urge *n, v*, **urgent** *adj*, **urgency** *n*

1. He felt a sudden urge to tell his boss what he thought of him.
2. They urged us to support their idea.
3. The teacher urged on her students the importance of being well-prepared for the examination.
4. It's not urgent; it can wait until tomorrow.
5. Please, come at once. It's urgent!
6. When the rescue team found the mountaineers, they were in urgent need of medical attention
7. There is no urgency about this matter.

attribute *n*, **attribute** [ə'trɪbjʊ:t] *v*

1. Kindness is one of her best attributes.
2. What attributes (qualities) should a good manager possess?
3. The winner of the competition attributed his success to hard work of his team.
4. This painting is attributed to Rembrandt.

objection *n*, **object** *v*

1. If no one has any objections, I'll declare the meeting closed.
2. The only objection to this applicant is that he doesn't have a driving license.
3. My mother objected to every boy I brought home.
4. 'I object' is used in formal arguments.
e.g. Mr Chairman, I object! That is an unfair allegation!
5. I object to being spoken to like that.
6. I think I'll have a cigarette, if you don't mind (= if you don't have any objections).
7. I wanted to climb the hill and set up the camp there, but my friends objected, saying that they were too tired.

obsess *v*, **obsessed** *adj*, **obsessive** *adj*, **obsession** *n*

1. He was obsessed by / with the idea of discovering a new kind of energy source. The idea of becoming a great scientist obsessed him.
2. He has always been obsessed with making money.
3. She's obsessed about her health.
4. Stop obsessing about your weight. You look fine!
5. She is becoming obsessive about hygiene.
6. He is convinced he was treated unfairly, and it's become an obsession.

Don't mix up!**witness** — свидетель, очевидец**evidence** — свидетельское показание, улика**witness** *n, v*

1. 'A witness' (also 'an eyewitness') is someone, who is present when something happens, especially a crime or an accident.
2. The policemen have appealed for witnesses to call the police as soon as possible and give evidence.
3. He was the chief witness for the prosecution and was under police protection.
4. Did anyone witness the accident?
5. She witnessed to having seen the man enter the bank.
6. The 1980s have witnessed (have been the time of) increasing unemployment.

contribute [kən'trɪbjʊ:t] *v*, **contribution** *n*, **contributor** *n*

1. Fresh air and exercise contribute to good health.
2. Public opinion can contribute to government decisions.
3. He contributed (donated) 1000 dollars to the Red Cross.
4. All contributions, however small, will be greatly appreciated.
5. She is a well-known critic and a regular contributor (зд. автор) to our magazine.

cause *n, v*

1. Ice on the road was the cause of the accident.
2. The patient's condition is giving cause for concern.
3. She was known for her lifelong devotion to the cause of women's rights.
4. In our opinion, the root / underlying cause of the crime problem is poverty and unemployment.
5. Why do you always cause so much trouble? You are a real troublemaker.

charity *n*

1. He's a regular contributor to charities.
2. He never does anything out of charity.
3. The flood victims received money and clothes from several charities (благотворительных организаций).

4. *The Red Cross* is an international charity.
5. “Charity begins at home” is a saying which means that you must give help to your own family, people of your own country etc. before other people.

inspire v, inspiration n

1. Money doesn't necessarily inspire people to work.
2. I hope this success will inspire you to greater efforts.
3. We need a new coach — someone who can inspire the team.
4. He said that he hadn't started writing the story yet; he was waiting for inspiration.
5. Seasons of Russian ballet in Paris gave Coco Chanel inspiration for some of her collections.

content adj, n, v

1. She is content (pleased, satisfied) with her job at the moment.
2. Not content with having overthrown the government, the military dictator arrested all his opponents.
3. Mr Wallace praised the garden to the heart's content of its owner.
4. There was something in the tone of her voice that contented him.

acquaint v, acquaintance n

1. The speaker acquainted them with the facts.
2. He got / became acquainted with the situation.
3. On closer acquaintance he proved to be a nice person.
4. ‘An acquaintance’ is a person whom one knows, especially through work or business, but who is not a close friend.

fancy v, n, adj

1. I don't fancy (= feel like) going out in such bad weather.
2. I don't fancy our chances of getting the tickets so late. (I don't think it's possible.)
3. “The Browns are getting divorced.” “Fancy that!”
4. ‘To fancy yourself’ means to behave in a way that shows you think you are very attractive or clever (= to show off).
e.g. Look! That boy who is dancing there really fancies himself!
5. Mr Johnson took a fancy to his secretary.
6. The idea to go to India was just a passing fancy.
7. Fancy hotels, restaurants, cars etc. are expensive and fashionable.
8. ‘Fancy dress’ means unusual or amusing clothes worn for a special occasion or party.
e.g. He went to the fancy-dress party dressed as a pirate.

vast *adj*, **vastness** *n*, **vastnesses** *n pl*.

1. The vast plains (равнины) stretch for hundreds of miles.
2. The vast majority of young people have good computer skills now.
3. Having returned from his journey to Russia he said he had been impressed by its vastness and kindness of its people.
4. His dream has always been to circumnavigate the vastnesses of space.

intimate *adj*, **intimately** *adv*, **intimacy** *n*

1. They are intimate friends.
2. We are sure you will enjoy a pleasant intimate atmosphere of our restaurant.
3. I used to know him intimately when we were young.
4. His claims to (an) intimacy (дружеские отношения) with (to be on terms of intimacy) with the president of the company are exaggerated.

GRAMMAR

Gerunds and Infinitives

Герундий — это название действия, в котором именно в силу этого его значения сочетаются свойства как глагола, так и существительного. В английском языке герундий можно образовать от любого глагола. В русском языке близкое герундию по значению отглагольное существительное может быть образовано далеко не от всякого глагола (петь — пение, но танцевать — танец), отсюда разнообразие перевода герундия на русский язык.

3 Translate the following sentences into Russian paying special attention to the translation of Gerunds.

1. **Choosing** the right profession is very important.
2. **Travelling** is my hobby.
3. **Seeing** is **believing**. (*proverb*)
4. **Going** to the dentist's always makes me nervous.
5. What's your idea of relaxation? — **Having** a long bath and **reading** my book.
6. **Reading** English books regularly will improve your knowledge of the language.
7. He left the room without **saying** good-bye to anybody.

8. **Smoking** isn't allowed here.
9. Thank you for **doing** this work for me.
10. This is a good place for **fishing**.
11. What about **going** out tonight?
12. **Translating** poetry is far more difficult than **translating** prose.

4 Complete the sentences using Gerunds after prepositions.

1. He started work after...
2. What about...?
3. Thank you for...
4. You can't use this equipment without...
5. You need a special tool for...
6. He hasn't found a job since...
7. Can't you help instead of...?
8. This is the only way of...
9. Don't leave without...
10. Excuse me for...
11. We are thinking of...
12. He couldn't write a sentence without...
13. Could you call me before...?

Обратите внимание на глаголы и выражения, после которых употребляется герундий:

admit, appreciate, avoid, consider, finish, deny, enjoy, imagine, mind, miss, practise, risk, suggest
go on, keep on, insist on, look forward to, give up, put off, object to, succeed in
can't stand, can't help, be no good / fun / use, be worth, be / get used to

5 Make sentences of your own using verbs and expressions followed by Gerunds.

Example: We consider buying a new house. We look forward to hearing from you. I think this book is worth reading.

Обратите внимание на глаголы, после которых употребляется инфинитив с частицей **to**:

afford, agree, arrange, choose, decide, fail, expect, happen, hope, intend, learn, manage, offer, plan, prepare, pretend, promise, refuse

6 Make sentences of your own using verbs followed by the Infinitives with 'to'.

Example: I can't afford to buy this expensive car.
He promised to come at five.



7 Put the verb in brackets in the correct form (Gerund or Infinitive with 'to').

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. They decided ... married. (get)
3. He is such a violent man! Can you imagine ... married to him? (be)
4. I couldn't help ... when I heard his story. (laugh)
5. He admitted ... several mistakes. (make)
6. I'm not in a hurry. I don't mind ... for you. (wait)
7. We were hungry, so I suggested ... dinner early. (have)
8. He offered ... us a lift to the airport. (give)
9. Do you know whether they have agreed ... part in the project? (take)
10. She avoids ... to strangers in the street. (talk)
11. They arranged ... at 8 o'clock outside the cinema. (meet)
12. He practices ... the piano every day. (play)
13. I'll do the shopping after I've finished ... the flat. (clean)
14. He had expected ... work early but he had to stay at work till 10.
(finish)
15. I can't stand ... in queues. (wait)

После глаголов **like, love, hate, begin, start** может употребляться как герундий, так и инфинитив с частицей **to** примерно с одинаковым значением.

I don't like travelling in the rush hour. = I don't like to travel in the rush hour.

Remember!

После глаголов **stop, remember, forget, regret** может употребляться как герундий, так и инфинитив с частицей **to**, при этом смысл высказывания меняется.

I remember posting the letter. — Я помню, что отправил это письмо.

Remember to post this letter! (Don't forget to post the letter.) — Помни, что надо отправить это письмо. (Не забудь отправить это письмо.)

I regret saying that. — Я сожалею, что сказал это.

We regret to say / to tell you / to inform you... — К сожалению, мы должны сказать (сообщить) вам...



8 Translate the following sentences into English.

1. Не забудь выключить свет перед выходом из дома.
2. Я сожалею, что сказал ему об этом. Мне не следовало этого делать.
3. Пожалуйста, перестаньте разговаривать и давайте начнем наш урок!
4. Я помню, что закрыла машину, но куда я положила ключ?
5. Мы с сожалением сообщаем Вам, что не сможем выполнить Ваш заказ.
6. Мы случайно встретили его на улице и остановились, чтобы поговорить.
7. Извини, я забыл поздравить тебя с днем рождения.

Revision of Tenses



9 Complete the story by putting the verbs in brackets in the correct tense.

It (happen) a few years ago. We (arrange) to go to Paris from London for a short holiday. But it (turn out) to be a bad experience. When we (get) to the airport in London we (hear) that our flight (be) delayed. We (have) to wait in the airport for 3 hours, and when, at last, the flight (be) announced, we (feel) extremely exhausted. Our travel agent (book) a guided tour of Paris at night, but we (realize) that we (go) to miss it because of our flight's delay. So we (check in) at the hotel, which, by the way, (not seem) very nice at all and (go) to bed.

The next day we (decide) to go sightseeing by ourselves. When we (leave) the hotel, the sun (shine) and it (be) very warm, so we (leave) our coats and umbrellas at the hotel, because we (not want) to carry heavy bags with us. While we (stand) in the queue to go up the Eiffel Tower it (start) raining and it (not stop) till late in the evening. Of course, we could do nothing but go to the restaurant. We (sit) there eating delicious French food and drinking marvellous French wine and (wait) for the rain to stop. Then we (catch) a taxi back to our hotel. The next day we (remember) to take our umbrellas and coats, but the day (be) warm and sunny.

You may ask me what places of interest in Paris I remember — not many, I'm afraid. Travelling can be tiring but not memorable sometimes!



10 Here is the advertisement of two journeys. Which of them would you prefer to go on? Write a composition explaining your choice.

Note the difference!

hike *v, n*, hiker *n*

1. 'A hike' is a long walk in the country, especially over rough ground, usually taken for pleasure.
e.g. They went on a hike (went hiking) in Lake District.
2. 'A hiker' is a person who goes hiking.
3. 'A hitchhiker' means someone who travels by getting free rides from drivers of passing cars.

trek *v, n*, trekker *n*

1. 'To trek' means to make a long difficult journey, especially on foot.
e.g. We went trekking in the mountains for our holidays.
2. 'A trekker' is a person who goes on / for a trek.

stroll *v, n*, stroller *n*

1. 'To stroll' means to walk a short distance slowly or lazily, especially for pleasure.
e.g. We strolled in / around the park for an hour or so.
2. Let's go for a stroll.
3. 'A stroller' is a person, who strolls.
4. 'Strolling musicians or players' are people travelling around the country giving informal performances on the way.

On foot (Mount Pico¹, the Azores²)

Whether you're a seasoned trekker (закаленный) or a relaxed stroller, Pico is perfect walking country, says John Brunton in the *Observer*. The island, part of the Azores (which belong to Portugal), has 148 volcanic craters, from gentle slopes to hard **scrambles**. Mount Pico (2,351 metres) is the highest mountain in Portugal and it takes about six hours to climb its steep lava slopes. At the top you're rewarded with views of all the islands. It would be impossible to tire of this extraordinary landscape, but one of the most wonderful attractions on Pico is located underground at Gruta das Torres, a deep 5 km-long lava tube, created more than 1,000 years ago. It takes a brave heart — and sturdy boots — to venture into its echoey darkness.

¹ ['pi:kəʊ]

² ['əzɔ:z / ə'zəʊz]

By horse (Andalusia)

Spanish saddles are much bigger and more comfortable, than their English counterparts, says Clover Stround in *The Sunday Telegraph*, which makes Spain the ideal country to explore on horseback. There is a farm in the Sierra de Aracena, run by a British couple, who breed their own horses. Here you can awaken your inner cowboy / cowgirl, while exploring some of the most glorious and unspoilt countryside in Europe. Once in the saddle, you can get right into the heart of the landscape following the mule paths that have linked Spanish villages since Roman times.

Stop for a picnic in a sunlit field of wildflowers and feel those metropolitan anxieties melt away!

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 248—250 will help you.

Skyscrapers: The History¹

The desire to build big is nothing new. Big buildings have been used to **show off** power and wealth; to honour leaders or religious beliefs; to stretch the limits of what's possible; and even as simple competition among owners, families, architects, and builders. Some of the most dramatic buildings of the past include the pyramids in Egypt, the skinny towers stretching towards the sky in Italian hill towns, and the gothic cathedrals of France. While these types of buildings may look very different from each other, they all have one thing in common. They were built with **masonry** or stone walls supporting most of the weight. Because of this, the height of these buildings was limited by how massive and heavy they had to be at the base.

Two **developments** in the 19th century **paved the way** for a whole new type of building: the skyscraper. The first was the development of a safe **elevator**. Primitive elevators of various designs had been used for centuries, and starting in the mid 19th century, **steam-operated** elevators were used to move materials in factories, mines, and **warehouses**. But these elevators were not considered safe for people; if the cable broke, they would **plummet** to the bottom of the elevator **shaft**. Then in 1853, an American inventor

¹ Based on Wikipedia article.

developed a safety **device** that kept elevators from falling if a **cable** should break. This new development had an enormous impact on public **confidence**. And later in the century, the **switch** to an electric motor made the elevator a practical **solution** to the problem of getting up and down tall buildings.

The second development took place in Chicago. In 1871 Chicago suffered a **devastating** fire. In the years that followed, however, instead of recovering slowly, the city experienced **explosive** growth, and it quickly began to **strain** against its natural **boundaries**. By the 1880s, the **available** land for new buildings in this area could not **keep up** with demand; the only alternative



was to build up. But in order to **achieve** the desired height, construction **techniques** had to change. A new method of building was developed that used a **grid** of steel **beams** and columns that were strong enough to support any stresses or forces a building might experience. And with this new building method, the skyscraper was born and the **race** for the tallest buildings began.

The **Home Insurance Building** is called “the father of the skyscraper”. It was constructed in Chicago in 1885 and **demolished** in 1931. It had 10 stories at 138 feet and was the first building to effectively employ a supporting skeleton of steel beams and columns, allowing it to have many more windows than traditional masonry structures.

Since the birth of the skyscraper, builders and engineers have continuously looked for ways to improve building methods and materials in order to make structures stronger, taller, and lighter. Skyscrapers are built to last, so they must be made of materials that are strong, **durable**, resistant to the sun, wind, rain, frost, and snow. **Concrete** is one of the most common materials, beyond the steel supports, because it is enormously **versatile**. Its **composition** can be changed depending on the needs of the building.

Another very important material is glass. Because the steel skeleton now supports the main loads of the building, the **outer** skin only serves to keep the weather out and let light in, the more light the better. So glass walls became very popular, because they are weatherproof while providing

natural light, and also because they are so much lighter and cheaper than masonry or concrete.

In the early 20th century, corporations built skyscrapers for the **promotional** value to increase name **recognition**. Among the early skyscrapers in Manhattan was a very famous art deco¹ Chrysler Building which was built in 1926—30. For about a year, until the **completion** of the Empire State Building (1931), Chrysler was the world's tallest building. The Empire State Building would **reign** supreme among skyscrapers for 41 years until 1972, when it was **surpassed** by the World Trade Center.

The twin towers of the World Trade Center were more than just buildings. They were proof of New York's belief in itself. Built at a time when New York's future seemed uncertain, the towers restored confidence and helped bring a **halt** to the **decline** of lower Manhattan. Bright and grand, they quickly became symbols of New York. However, the towers were ranked as the fifth and sixth tallest buildings in the world at the time of their destruction on September 11, 2001.

The world's tallest man-made structure so far is the 829.8 m tall Burj Khalifa in Dubai, United Arab Emirates. The building gained the official title of “The Tallest Building in the World” at its opening on January 4, 2010.

But the race to the sky goes on and soon we will witness the emergence of taller and taller skyscrapers. Rich countries and corporations compete in building skyscrapers that will “stimulate our fancy”.

Name

Chicago [ʃɪˈkɑːɡəʊ]

The Chrysler Building [ˈkraɪzlə ˈbɪldɪŋ]

Home Insurance Building [həʊm ɪnˈʃʊərəns ˈbɪldɪŋ]

The Empire State Building [ˈempraɪə steɪt ˈbɪldɪŋ]

New Words

show off (*phrasal verb*)

пускать пыль в глаза,
хвастаться

masonry [ˈmeɪsənri] *n*

каменная кладка

development [dɪˈveləpmənt] *n*

развитие, зд. разработ-
ка, создание

pave the way

прокладывать путь,
класть тротуар

elevator (*Am.*) [ˈeləveɪtə(r)] *n*

грузоподъемник, лифт

¹ **Art deco** — архитектурный и художественный стиль начала XX века.

steam-operated [sti:m 'ɒpəreɪtɪd] <i>adj</i>	приводимый в движение паром
warehouse ['weə(r),haʊs] <i>n</i>	склад, пакгауз
plummet ['plʌmɪt] <i>v</i>	быстро и отвесно падать, проваливаться
shaft [ʃɑ:ft] <i>n</i>	зд. шахта, шахтный ствол
device [dɪ'vaɪs] <i>n</i>	устройство, прибор
cable ['keɪb(ə)] <i>n</i>	кабель, канат; телеграмма
confidence ['kɒnfɪd(ə)ns] <i>n</i>	уверенность
switch (to) [swɪtʃ] <i>n</i>	переход (на)
solution [sə'lʊ:ʃ(ə)n] <i>n</i>	решение
devastating ['devə,steɪtɪŋ] <i>adj</i>	разрушительный
strain [streɪn] <i>v</i>	тянуться, растягиваться
explosive [ɪk'spləʊsɪv] <i>adj</i>	взрывной
boundary ['baʊnd(ə)rɪ] <i>n</i>	граница
<i>syn. frontier</i>	государственная граница
available [ə'veɪləb(ə)] <i>adj</i>	доступный, свободный, имеющийся
keep up (<i>phrasal verb</i>)	соответствовать, держаться наравне
achieve [ə'tʃi:v] <i>v</i>	достигать, добиваться
technique [tek'ni:k] <i>n</i>	техника, технические приемы
grid [grɪd] <i>n</i>	решетка
beam [bi:m] <i>n</i>	балка
race [reɪs] <i>n</i>	гонка
demolish [dɪ'mɒlɪʃ] <i>v</i>	разрушать, стирать с лица земли
durable ['djʊərəb(ə)] <i>adj</i>	прочный, стойкий, долговременный
concrete ['kɒŋkri:t] <i>n</i>	бетон
versatile ['vɜ:(r)sətəɪl] <i>adj</i>	универсальный
composition [,kɒmpə'zɪʃ(ə)n] <i>n</i>	устройство, конструкция
outer ['aʊtə(r)] <i>adj</i>	внешний
promotional [prə'məʊʃ(ə)nəl] <i>adj</i>	рекламный, содействующий, способствующий

promote [prə'məʊt] <i>v</i>	продвигать
promotion [prə'məʊʃ(ə)n] <i>n</i>	продвижение
recognition [,rekəg'nɪʃ(ə)n] <i>n</i>	зд. признание, одобрение
completion [kəm'pli:ʃ(ə)n] <i>n</i>	завершение
reign [reɪn] <i>v</i>	править
surpass [sə(r)'pɑ:s] <i>v</i>	превосходить, перегонять
halt [hɔ:lt] <i>n</i>	прекращение
decline [dɪ'klaɪn] <i>n</i>	спад, упадок

Questions for discussion.

1. What are the examples of tall buildings built in the past? What were these buildings built of?
2. What were the most important inventions of the 19th century that paved the way to the appearance of skyscrapers?
3. What building is considered “the father of the skyscraper”? When was it built?
4. Why do you think taller and taller skyscrapers are built nowadays? Do they beautify cities, in your opinion?
5. Some people say that skyscrapers are ugly and even dangerous for people. Do you agree? Give your reasons.
6. Have you ever been to New York? If you have, what were your impressions of the skyscrapers in Manhattan?
7. Do you like Moscow skyscrapers? Have you been inside any of them? What were your impressions?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Желание строить большие здания не ново.
2. Хотя, возможно, эти здания выглядят очень по-разному, все они имеют одну общую черту.
3. Два изобретения XIX века проложили путь для создания совершенно нового типа зданий...
4. ... если кабель рвался, они стремительно падали на дно...
5. Это новое изобретение оказало огромное влияние на рост общественного доверия...

6. ... город бурно развивался и начал быстро застраиваться за пределами своих естественных границ.
7. ... было первым зданием, в котором был эффективно применен несущий каркас из стальных балок и колонн, что позволяло зданию иметь больше окон, чем традиционные кирпичные здания.
8. Небоскребы строятся на долгие годы, поэтому они должны быть построены из прочных, долговечных материалов, устойчивых к солнечному воздействию, ветру, дождю, морозу и снегу.
9. ... внешняя оболочка служит только для защиты от погодных условий и для пропускания дневного света, при этом, чем больше света, тем лучше.
10. ... корпорации строили небоскребы в целях рекламы для достижения популярности своего имени.
11. ... было знаменитое здание корпорации Крайслер, построенное в стиле арт-деко.
12. Башни-близнецы Всемирного торгового центра были не просто зданиями.
13. Яркие и величественные, они быстро стали символами Нью-Йорка.

VOCABULARY

- 2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

show off (*phrasal verb*), **show-off** *n*

1. 'To show off' means to behave so as to try to get attention and admiration for oneself.
e.g. I wish you'd stop showing off — I know you are the cleverest man in the world!
2. He couldn't wait to show off his new car.
3. He is such a show-off!

masonry *n*, **mason** *n*, **Freemason (Mason)** *n*

1. She was injured by a piece of falling masonry.
2. His grandfather used to work as a mason (stonemason) and was famous for his skills.
3. A Freemason (Mason) is a member of an international secret society. Freemasons have secret ceremonies and use special signs and words to recognize each other.

confidence *n*, **confident** *adj*, **self-confident** *adj*, **confidently** *adv*,
confidential *adj*

Don't mix up!

confident (sure) — уверенный

confidential (secret) — конфиденциальный, секретный

1. She is a good student, but she lacks confidence.
2. "Our company looks forward with confidence to the next year," said the manager.
3. The government failed to win public confidence in its plan for economic stabilization.
4. Their little daughter used to be very shy with adults, but I have won her confidence now.
5. I'm telling you this in confidence!
6. The girls exchanged confidences about their boyfriends.
7. We are confident that next year's profits will be much higher. We are confident of success.
8. He confidently predicted that the business would improve.
9. You couldn't help admiring the self-confident way she spoke to the crowds of her supporters.
10. This information is strictly confidential.
11. Please, keep what I am going to tell you confidential.

devastate *v*, **devastating** *adj*

1. The fire devastated the city.
2. We were devastated (повергнуты в отчаяние) by the awful news.
3. It was a devastating storm — a lot of houses were ruined, others were badly damaged.
4. 'Devastating' can also mean very attractive, irresistible.
e.g. You look glamorous, just devastating in this new dress!
5. He is said to have a devastating charm.

strain *v, n*, **strained** *adj*

1. He strained his muscle while trying to lift the heavy piece of furniture.
2. Don't strain your eyes reading in this dim light!
3. The singer had to strain to reach the high notes.
4. My patience has been strained to the limits.
5. He strained every nerve (tried as hard as possible) to achieve his goal.

6. The rope broke under the strain.
7. She says she is under a lot of strain at the moment.
8. You are looking a bit strained. What has happened?
9. Relations between them are rather strained.

technique *n*, **technical** *adj*, **technology** *n*, **technological** *adj*

1. 'Technique' is a method of doing something that needs skill, especially in art, music, literature etc.
e.g. new techniques for producing specific effects in film / sophisticated modern printing techniques, etc.
2. 'Technical' means having or giving special practical knowledge, especially of an industrial or scientific subject.
e.g. technical experts / technical training / technical college
3. The flight was delayed owing to technical reasons.
4. 'Technology' means knowledge dealing with scientific and industrial methods and their practical use in industry.
e.g. a high level of technology / nuclear technology, etc.
5. We already have the technology to do this.
6. The development of the steam engine was the greatest technological achievement of the 19th century.

promote *v*, **promotion** *n*, **promoter** *n*, **promotional** *adj*

1. You've been promoted. My congratulations! (My congratulations on your promotion.)
2. He was promoted to (the rank of) captain.
3. It was a big advertising campaign to promote their new product. = It was a big promotional campaign.
4. One of our latest promotions is this wonderful washing powder.
5. The famous advertising agency acted as a promoter of his concerts in Europe.

recognise (recognize *Am.*) *v*, **recognition** *n*

1. I recognised Mary in the photo.
2. Dogs can recognise people by their smell.
3. His work was recognised as a work of genius.
4. The government recognised his services by giving him a medal.
5. The actress wanted to avoid recognition and was wearing dark glasses and a hat.
6. She has changed beyond recognition.
7. After his death the work of his lifetime received recognition from the public.

decline *v, n*

1. Do you think living standards in this country have declined in recent years?
2. The birthrate is on the decline (getting lower).
3. The government took urgent measures designed to halt (stop) the decline in the car industry.

GRAMMAR

Compare

It's (high) time (for sb) to do sth

It's time to go home. — Пора идти домой.

It's time for us to go home. — Нам пора идти домой.

It's time sb did sth

It's time we went home. — Нам давно пора идти домой.



3 Here are a few situations. Read them and write sentences using 'It's time (sb) did sth'.

1. You haven't had a holiday for a long time. You say: It's time I...
2. It's 10 o'clock in the evening. Your children are not in bed yet. You say: It's time the children...
3. You have ordered the taxi. You are waiting for it. It is late. You say: It's time it...
4. John is going on holiday tomorrow. He hasn't packed his suitcase yet. You say: It's time John...

Compare

Use '**had better**' only for a particular situation (not for things in general). The negative form is '**had better not**'.

You can use '**should (not)**' or '**ought (not) to**' for all types of situations to give an opinion or to give advice.

It's very cold today. **You'd better** (should) put on a warm coat.

We'd better not go out today.

I think you **should** consult a lawyer.

You **should not** waste so much money.

4 What will you say in these situations? Use 'had better (not)' or 'should (not)'. Sometimes either is possible.

1. It's going to rain. I ... take an umbrella.
2. You look ill. You ... go to work. You ... stay at home.
3. You may be late. You ... hurry up.
4. If you are not sure you are right, you ... insist on it.
5. The problem is very important. We ... consult a specialist.
6. I think everybody ... learn foreign languages at school.
7. I don't want to upset her with this bad news. I ... tell her anything.
8. It's a very beautiful little town. I think you ... visit it.
9. We've almost run out of petrol. We ... stop somewhere to fill up.
10. We have plenty of time. We ... be in a hurry.
11. I'm having an exam the day after tomorrow. I ... go out tonight. I ... study for the exam.
12. If you don't know how to spell a word, you ... look it up in the dictionary.



5 Complete the following sentences using 'should (not) do', 'should (not) be doing', 'should (not) have done'.

1. It was a very good party. Why didn't you come? You ... (come).
2. The boys are playing football in the garden. It's late. They ... in bed. (be)
3. Do you think I ... for this job? (apply)
4. I ate too much at the party. I really feel sick. I ... so much. (eat)
5. I wonder why they're so late. They ... here an hour ago. (be)
6. What a beautiful view! You ... some pictures. (take)
7. I'm sorry I didn't follow your advice. I ... what you said. (do)
8. You smoke too much. You ... so much. (smoke)
9. You ... everything you read in the newspapers. (believe)
10. I think you were very rude with her yesterday. You ... to her. (apologise)
11. You are driving too fast. The speed limit is 60 miles an hour. You ... so fast. (drive)
12. You look tired. You ... to bed now. (go)
13. You went to bed very late last night. You ... to bed earlier. (go)

6 Your friend is going on holiday. Give him / her some advice. Use 'It's time you did...!', 'If I were you, I'd...!', 'You should (not) ...!', 'You'd better (not) ...!'



7 Rewrite the following questions beginning with 'I wonder'.

Example: Why is he late?

I wonder why he is late.

1. How long does this journey take?
2. When was this monument set up?
3. What materials is this skyscraper built of?
4. How tall was the first skyscraper?
5. Will we witness the emergence of even taller buildings?
6. Why did people build big towers and houses in the past?
7. When was the Home Insurance Building constructed?
8. Why was the Home Insurance Building demolished?
9. How did it happen?
10. Does the time suit everybody?
11. Are glass walls cheaper than masonry or concrete ones?
12. Who wrote this article?



8 Put in the correct article *a / an* or *the*.

Warwick ['wɒrɪk] Castle¹

This is, quite simply, ... greatest medieval castle in Britain. With ... history that dates back over 1,000 years, Warwick Castle will take you back in time — to ... world of splendid banquets, bloody battles and royal luxury. ... castle really brings history to life. Visit the waxworks displays of Madame Tussauds, where you can watch and hear ... Earl of Warwick's preparations for battle. Feeling brave? Then take ... look at... ghostly **dungeons** where prisoners were tortured. Alternatively, relax with ... stroll through ... castle's beautiful gardens

New Word

dungeon ['dʌŋdʒ(ə)n] *n*

темница

Shakespeare's Stratford

... birthplace of William Shakespeare, ... greatest writer in ... English language, and home to ... theatres of ... world-known Royal Shakespeare Company, Stratford is ... charming market city. Our tour includes ... visit to Shakespeare's birthplace. Then we enjoy lunch in ... 15th century inn before heading towards Oxford.

¹ Тексты "Warwick Castle", "Shakespeare's Stratford", "Oxford" взяты из рекламных листовок британских туристических агентств.

Oxford

... grandest of all ... colleges is Christ Church, home to Oxford's cathedral and ... university's largest court. We enjoy ... private tour through ... *Alice in Wonderland* gardens where ... real Alice chased her Cheshire cat. Then we head to ... college's spectacular dining hall, chosen as ... key location in ... Harry Potter film. We offer ... special champagne reception in either ... gardens or ... hall so you can feel ... magic of ... film and ... book and learn about ... traditions of college life.

Phrasal verbs with 'off'

show off — boast about (хвастаться, пускать пыль в глаза)

doze off — fall into a light sleep (задремать)

put off — delay (отложить)

send off — post (отправить, отослать)

rope off — separate the area with ropes (отгородить веревкой, канатом)

see off — say goodbye to (проводить)

Remember!

He **saw us off**. — Он проводил нас.

He **saw** us to the bus stop. — Он проводил нас до автобусной остановки.



9 Complete the sentences with the verbs from the box in the correct form.

show, doze, put, see, rope, send

- The film was so boring that I ... off in the middle of it.
- Bernard Shaw said his hobbies were cycling and ... off.
- I'm sorry I can't come to your party tomorrow. I'm ... off my sister. She is leaving for London.
- Look, we can't drive there! They've ... off the road. I wonder what has happened.
- Don't ... off till tomorrow what you can do today.
- They wrote to us that they had ... off all the documents a few weeks before.



10 Read and listen to the dialogue and say whose side in the argument you take — Freddy's or Dave's.

Two young tourists from Australia have just visited Washington. They were both greatly impressed by the capital of the United States and now a tourist bus is taking them to New York. One of the friends called Freddy is so tired that he dozed off in his seat. But as the bus emerges from the tunnel, the other boy — Dave, is so amazed at the panorama of Manhattan that he can't help trying to wake up his friend.

- D. Wake up, you are missing a lot! What a magnificent sight! The skyscrapers are just breathtaking!
- F. Oh, do you really like them? I don't. I think it's just unnatural for a house to be so tall! Rectangular boxes! A jungle made of stones! Who would like to live or work in one? Looking at the clouds and the walls of another monster opposite yours?
- D. You're absolutely wrong! Not all of them are rectangular. Look at that one over there. I even know its name. It's the famous Chrysler Building. Isn't it marvellous! They are all great achievement of architects and engineers. You can't object to that.
- F. Yes, I can. They are a great achievement. Only not of architects but of property developers.



11 Read the text and listen to it. Try to guess the meaning of the words you don't know.

Skyscrapers: Problems and Solutions

Of course, with new technological **developments**, problems inevitably occur. As skyscrapers became taller and lighter they began having trouble with the wind. When the wind was strong they began to sway, in some cases more than two feet in any direction! A solution to the problem had to be found urgently. The best specialists among architects and especially engineers put in a lot of effort to solve it and eventually they succeeded.

Another dramatic and very visible example of a typical problem caused by the height of skyscrapers was the John Hancock Tower in Boston, now considered the city's most spectacular building. The structure is a tower of mirrored glass. The problem started during a winter storm in January 1973 while the tower was still under construction, when huge panels of glass, each weighing 500 pounds, shattered and fell to the street below. The streets and sidewalks were roped off as engineers tried to figure out what was going wrong. By April at least 65 panels had fallen and been replaced by **plywood**. Theories and rumours persisted, including suppositions that the tower was swaying too much, causing the windows to **pop out**, or that the

tower's foundation was settling so significantly that it broke the windows. The truth was that the glass itself failed. Ultimately, all 10,344 windows had to be replaced and the building has been safe ever since.

New Words

development [dr'veləpmənt] <i>n</i>	развитие, улучшение
plywood ['plai,wʊd] <i>n</i>	фанера
pop out [pɒp aʊt] <i>v</i>	торчать, выступать

12 Comprehension check. Choose the right answer.

What caused the swaying of skyscrapers?

- a) the poor quality of materials
- b) the wind
- c) the frost

The problem with the John Hancock Tower started when

- a) the building had already been finished.
- b) they were still building the tower.
- c) the construction wasn't even started yet.

When huge panels of glass started falling down

- a) the construction was put off.
- b) passers-by were not allowed to approach the area.
- c) engineers gave up the project.



13 Read the poem below and listen to it. What is the author's attitude to skyscrapers, in your opinion? Learn the poem by heart, if you like it.

Skyscrapers¹

*by Rachel Field (1894—1942),
novelist, poet and author of children's fiction*

Do skyscrapers ever grow tired
Of holding themselves up high?
Do they ever shiver on frosty nights
With their tops against the sky?
Do they feel lonely sometimes
Because they have grown so tall?
Do they ever wish they could lie right down
And never get up at all?

¹ Текст стихотворения, опубликованный в издании Б.Я. Лебединской «Английская грамматика в стихах». М.: «Астрель», «АСТ», 2006.



14 You are working as a guide with a group of tourists. You have some interesting information about the town you're going to take the group to. The text is in Russian. Translate it into English.

Всемирно знаменитый Микки-Маус никогда и не подозревал, что у него в России есть кузены, происходящие от маленькой мышки, в честь которой называется целый город на Волге.

В легенде говорится (согласно легенде), что приблизительно в то время, когда Вильгельм Завоеватель стал королем Англии (т. е. в 1066 г. н. э.), молодой русский князь однажды охотился в глухом лесу на берегу Волги. Он устал и прилег отдохнуть под деревом на крутом берегу реки. Он крепко спал, когда его разбудила мышка, пробежавшая по его лицу. Он хотел спать, поэтому, увидев мышку, убегающую в лес, очень рассердился. Но когда он уже собирался бросить в мышку камень, он заметил, что к нему подползает гадюка. Если бы мышка не разбудила его, гадюка бы его ужалила и он бы умер. Мышка спасла ему жизнь! Благодарный князь приказал оградить это место канатами и построить там часовню. Постепенно люди стали селиться вокруг часовни, и по приказу князя поселок был назван Мышкин, что можно понимать либо как «принадлежащий мышке», либо «в честь мышки».

Такова легенда. Как и любую другую легенду ее нельзя ни доказать, ни опровергнуть. Во всяком случае, крутой холм на берегу Волги оказался идеальным местом для строительства поселения, которое потом стало городом.

В его истории были драматические периоды, но какими бы трудными ни были времена, мышка всегда была его верным покровителем. В царствование Екатерины II городу было позволено иметь собственный герб с изображением медведя и мыши.

Сейчас это процветающий город и туристический центр с несколькими интересными музеями, в том числе Музеем мыши, единственным в мире музеем такого рода. И, конечно, везде в городе вы можете купить сувениры, изображающие мышку в различных причудливых нарядах.

Unit 10

England and America are two countries separated by a common language.

*George Bernard Shaw (1856–1950),
Irish dramatist, essayist and critic*

Discuss this before you read the text.

1. How do you understand the epigraph to this unit? Is it just another one of George Bernard Shaw's jokes or do you think that 'many a true word is spoken in jest'?
2. Do you think British and American English differ greatly? Which variant, do you think, should foreign learners of English be taught? Give your reasons.
3. When you are reading a book in English and you do not know exactly whether the author is British or American can you guess the origin of the writer? What helps you do that (lexis, grammar or spelling)?

PART 1



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 263–264 will help you.

Transatlantic Connections¹

Do the Americans and the British really speak the same language? The question is only seemingly easy to answer. The birthplace of the English language is most certainly not North America, but England. The language was exported to the New World by the first British settlers. This is what Bill Bryson, the **renowned** American author, writes in his book *The Mother Tongue*, the subtitle of which is *English and How It Got That Way*.

“The first American pilgrims happened to live in the midst of perhaps the most exciting period in the history of the English language — a time when 12,000 words were being added to the language, and revolutionary activities were taking place in almost every **realm** of human **endeavor**. It was also a time of considerable change in the structure of the language.

¹ Based on “The Mother Tongue” by Bill Bryson. Bard, 1990.

The 104 pilgrims, who sailed from Plymouth in 1620, were among the first generation of people to use the 's' form on verbs, saying 'has' rather than **'hath'**, 'runs' rather than **'runneth'**. Similarly, **'thee'** and **'thou'** pronoun forms were dying out. Had the pilgrims come a quarter of a century earlier, we might well have **preserved** those forms, as we preserved other **archaisms** such as **'gotten'**.

The new settlers in America **obviously** had to **come up with** new words to describe their New World, and this necessity naturally increased as they moved inland. Partly this was achieved by **borrowing** from others who inhabited or explored the **untamed** continent. From the Dutch we took **'landscape'**, **'cookie'** and **quite a few** other words. Often the new immigrants borrowed Indian terms. Despite the difficulties of **rendering** them into English, Indian names were borrowed for the names of more than half our states and for countless thousands of rivers, lakes, and towns. Yet we borrowed no more than three or four dozen Indian words for everyday objects — among them **'canoe'**, **'raccoon'**, **'hammock'** and **'tobacco'**.

From the early Spanish settlers, by contrast, we took more than 500 words — though many of these, it must be said, were Indian terms **adopted** by the Spaniards. Among them: **'rodeo'**, **'buffalo'**, **'avocado'**, **'mustang'** and **'canyon'**. Many borrowings are more accurately described as Mexican than Spanish since they did not exist in Spain, among them **'stampede'** and **'cafeteria'**.

From the French, too, we borrowed **liberally**, taking the names for Indian **tribes**, territories, rivers and other geographical **features**, sometimes preserving the pronunciation and sometimes not. We took other words from the French, but often **knocked** them **about** in a way that made them look **distinctively** American.

Sometimes words reach us by the most improbable routes. The word for the American currency, 'dollar', is a **corruption** of 'Joachimsthaler', named for a sixteenth-century silver mine in Joachimsthal, Germany. The first recorded use of the word in English was in 1553, spelt 'daler', and for the next two centuries it was applied by the English to various continental currencies. Its first use in America was not recorded until 1782, when Thomas Jefferson, the third President of the US, in *Notes on a Money Unit for the United States*, chose dollar as the name of the national currency on the ground that "the [Spanish] dollar is a known coin and the most familiar of all to the mind of the people." That may be its first appearance, but clearly if it was known to the people, the term had already been in use for some time. At all events¹, Jefferson **had his way**: in 1785 the dollar was

¹ **At all events** — во всяком случае.

adopted as America's currency, though it was not until 1794 that the first dollars rolled off the presses¹.

That much we know, but what we don't know is where the dollar sign (\$) comes from.

(to be continued)

Names

Joachimsthaler ['jəʊəkɪmstələ]

Joachimsthal ['jəʊəkɪmstəl]

Thomas Jefferson ['tɒməs 'dʒefəsn]

New Words

renowned [rɪ'naʊnd] <i>adj</i>	известный, знаменитый
<i>syn.</i> famous, well-known	
realm [reɪlm] <i>n</i>	зд. сфера, область
endeavor (<i>Am.</i>), endeavour (<i>Br.</i>)	зд. деятельность
[ɪn'devə(r)] <i>n</i>	
<i>syn.</i> effort, activities	
hath [hæθ] <i>устар.</i> форма 3-го лица ед. числа (совр. — has)	
runneth ['rʊneθ] <i>устар.</i> форма 3-го лица ед. числа (совр. — runs)	
thee [ði:] <i>устар., поэт</i>	ты
thou [ðaʊ] <i>устар., поэт,</i>	тебя, тебе и т. д.
preserve [prɪ'zɜ:(r)v] <i>v</i>	сохранять
archaism ['ɑ:(r)keɪ,z(ə)m] <i>n</i>	архаизм, архаичное слово или выражение
gotten ['gɒt(ə)n] архаичная 3-я форма глагола get	
obviously ['ɒbvɪəsli] <i>adv</i>	очевидно, ясно, явно
come up with (<i>phrasal verb</i>)	придумать, изобрести
borrow ['bɒrəʊ] <i>v</i>	занимать, заимствовать
untamed [ʌn'teɪmd] <i>adj</i>	неприрученный, дикий
tame [teɪm] <i>v</i>	приручать
landscape ['lænd(d),skeɪp] <i>n</i>	ландшафт, пейзаж
cookie ['kʊki] <i>n</i>	печенье
quite a few	немало
render ['rendə] <i>v</i>	передать смысл, зд. перевести

¹ Rolled off the presses — был напечатан.

canoe [kə'nu:] <i>n</i> <i>syn.</i> boat	каное
raccoon [rə'ku:n] <i>n</i>	енот
hammock ['hæmək] <i>n</i>	гамак
adopt [ə'dɒpt] <i>v</i>	принимать, перенимать, усыновить, удочерить, зд. заимствовать
rodeo ['rəʊdiəʊ] <i>n</i>	загон для клеймения скота, родео
buffalo ['bʌfələʊ] <i>n</i>	буйвол
avocado [ˌævə'kɑ:dəʊ] <i>n</i>	авокадо
mustang ['mʌstæŋ] <i>n</i>	мустанг
canyon ['kænjən] <i>n</i>	каньон
stampede [stæm'pi:d] <i>n</i>	паническое стадное бегство животных
cafeteria [ˌkæfə'tiəriə] <i>n</i>	кафе-закусочная, кафетерий
liberally ['li:b(ə)rəli] <i>adv</i>	зд. обильно, свободно, неограниченно
tribe [traɪb] <i>n</i>	племя
feature ['fi:tʃə(r)] <i>n</i>	зд. особенность, характер- ная черта
knock smth/smb about (<i>phrasal verb</i>)	зд. гонять, крутить
distinctively [dɪ'stɪŋktɪvli] <i>adv</i>	зд. определенно, несомненно
corruption [kə'rʌpʃ(ə)n] <i>n</i>	зд. изменение, искажение
have one's way	делать по-своему

Questions for discussion.

1. Why does Bill Bryson say “the first American pilgrims happened to live in the midst of perhaps the most exciting period in the history of the English language”? What was happening to the English language at that time?
2. Why did the first settlers have to “come up with new words”?
3. What languages did the settlers borrow from? Give some examples.
4. What is the origin of the word ‘dollar’? Who was the first to introduce dollar as the name of the American currency? How did he explain his choice?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Этот вопрос только кажется легким.
2. Новым поселенцам, безусловно, пришлось придумывать новые слова, чтобы описать свой Новый Свет, и эта необходимость, естественно, возрастала по мере того, как они продвигались в глубь страны.
3. Многие заимствования точнее назвать мексиканскими, чем испанскими.
4. У французов мы также заимствовали (слова) обильно, взяв французские названия индейских племен, иногда сохраняя (французское) произношение, а иногда и нет.
5. Мы взяли у французов и другие слова, но часто крутили и вертели их так, что они стали выглядеть определенно американскими.
6. Порою слова приходят к нам совершенно невероятными путями.
7. ...«доллар» — это искажение слова (денежной единицы) «иоахимталер», названной так по имени места, где в Германии добывали серебро. Впервые употребление этого слова в английском языке было отмечено в 1553 году. Оно писалось 'daler' и в течение последующих двух столетий употреблялось англичанами как название различных европейских валют.
8. Его первое использование в Америке было отмечено только в 1782 году...
9. ... на том основании, что...
10. Во всяком случае, Джефферсон добился своего...
11. Это все, что нам доподлинно известно...

VOCABULARY

2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

preserve *v*, **preservation** *n*

1. Egyptians knew ways to preserve dead bodies from decay.
2. I think these old customs and folk songs should be preserved.
3. All his paintings have been preserved.
4. The police are responsible for the preservation of law and order.
5. This old building is in a good state of preservation.

obvious *adj*, **obviously** *adv*

1. There are obvious disadvantages in this plan.
2. It was obvious to everyone that he was not telling the truth.
3. To say we are disappointed would be stating the obvious.
4. The ending of the book was pretty obvious (довольно банальным).
5. This key is obviously the wrong one. Try the other!

render *v*

1. Certain expressions in other languages cannot be properly rendered into English.
2. The villagers were expected to render part of their crops to the lord.
3. He renders Mozart in a very original manner.
4. You will be expected to render an account of money that is owed.
5. 'To render an apology / an explanation / a service etc.' (formal) means to say sorry to someone / give someone an explanation / a service etc.

adopt *v*, **adoption** *n*

1. His mother was adopted when she was four.
2. A tough approach to the terrorists has been recently adopted by the government.
3. The committee adopted his suggestion.
4. He was not born here, but this is his country of adoption.
5. An adoption agency is an organization whose purpose is to connect people wishing to adopt children.

liberal *adj*, **liberally** *adv*, **liberal** *n*

1. 'Liberal' means encouraging or leading to a wide general knowledge, wide possibilities for self-expression, and respect for other people's opinions.
2. He is known as a liberal-minded person.
3. The Church has become more liberal in this century.
4. 'Liberally' also means giving freely and generously.
e.g. He invested liberally into the construction of a new hospital.
5. 'A liberal' is a person with liberal opinions or principles.
6. A 'Liberal' is a member or supporter of the former Liberal Party or the Liberal Democrats in the UK.

feature *n*, **feature** *v*, **features** *n*, **feature** *film*

1. It was an essential feature of the plan.
2. He was a handsome man; he had nice, regular features.

3. This film features (с участием) Dustin Hoffman as a divorced father.
4. Fish features (присутствует) very largely in the diet of these islanders.
5. The report of the match featured (появился) in all the papers.
6. 'A feature film' is a full-length cinema film with an invented story and professional actors.

distinct *adj*, **distinctly** *adv*, **distinctive** *adj*, **distinctively** *adv*,
distinction *n*

1. Anything clearly noticed is distinct: There is a distinct smell of burning in this room.
2. A thing or quality that is clearly different from others of its kind is 'distinctive' or 'distinct from' them.
 e.g. Beer has a very distinctive smell. It's quite distinct from the smell of wine.
3. Those two ideas are quite distinct from each other.
4. There is a distinct possibility that she'll be appointed as Director.
5. I distinctly remember telling you to come at 5 o'clock.
6. I can't see any distinction between these two cases.
7. It's important to draw a distinction between a politician's words and his deeds.
8. He is a writer of real distinction.
9. He got his Master's degree with distinction to the great delight of his mother.

corrupt *v*, **corrupt** *adj*, **corruption** *n*

1. Do you think people become corrupted by power?
2. Is Russian being corrupted by the liberal adoption of foreign words?
3. Corrupt bureaucrats have taken millions of dollars in bribes.
4. The leaders of the opposition claim that the government was riddled with (= full of) corruption.
5. The word Thursday is a corruption of Thor's Day. Thor is the god of thunder and the strongest of the gods in Norse (ancient Scandinavian) mythology.
6. "Power tends to corrupt and absolute power corrupts absolutely" (quotation from the English historian Lord Acton (1834—1902)).

GRAMMAR

Compare

There..., It...

There is a computer on his desk. — На его столе стоит компьютер

It's a new computer. — Это новый компьютер.

3 Translate the following into Russian, paying attention to the use of 'There...' and 'It...'.

1. There are some differences between American and British English.
2. If people drove more carefully, there would be fewer accidents on the roads.
3. They live in a busy street. There must be a lot of noise from the traffic.
4. They live in a busy road. It must be very noisy there.
5. Is there a cinema near here? — No. But there used to be one.
6. It was a beautiful day yesterday and we went for a walk in the park.
7. There was nothing interesting on television so I switched it off.
8. Will there be many people at the party? Do you think it will be a nice party?
9. We could see that there was a light on. There must have been somebody in the house.
10. It was windy. There was a cold wind blowing from the sea.
11. I couldn't see anything. It was completely dark.
12. Why did she have an argument with him? There must have been a reason.
13. He said that after the lecture there would be an opportunity to ask questions.
14. He said that after the lecture it would be possible to ask questions.
15. I think everything will be OK. I don't think there will be any problems.
16. There is a key here. Is it your car key?
17. Look at the sky. There is going to be a storm.
18. Look at the sky. It's going to rain.
19. There was something strange about the way he smiled.
20. Is it far from your house to the nearest underground station?
21. There was an accident in Green Street, but it wasn't very serious.

22. There was a lot of snow last winter. It snowed a lot and it was rather cold.
23. There is every reason to believe that the second round of the talks will be more successful.

Use a **singular** verb if the first noun is **singular or uncountable**:

There **is** only a bottle of milk, some eggs and some butter in the fridge.

Use a **plural** verb if the first noun is **plural**:

There **are** some eggs and a bottle of milk in the fridge.



4

Put in 'is' or 'are' in the gaps.

1. ... there anybody here?
2. There ... a few houses, a shop and a church in the village.
3. ... there any money left?
4. There ... a very good reason for my decision.
5. There ... fewer people here today.
6. There ... some apples and oranges in the bowl.
7. There ... some fruit and vegetables on the table.
8. There... a necklace, two rings and a bracelet in her jewellery box.
9. There ... a woman outside to see you.
10. There ... some people outside to see you.



5

Translate the following sentences into English using 'there is / are (was / were...)'.

1. Осталось пять минут. Пора заканчивать нашу дискуссию.
2. Мне сказали, что в аэропорту кто-то будет меня встречать, но, к сожалению, там никого не было.
3. Посмотри, на остановке женщина ждет автобус. Тебе не кажется, что это Анна?
4. Не могли бы вы мне сказать, есть ли вечерние рейсы в Лондон по субботам?
5. Было очень ветрено. С моря дул холодный ветер.
6. Я помню, что раньше здесь был кинотеатр. Сейчас здесь большой супермаркет.
7. Есть все основания полагать, что экономическая ситуация в стране будет улучшаться.



6 Fill in the gaps with the correct word from the box.

other, another, the other, others, the others

1. I don't like this café. Let's go to ... one.
2. They have two children. One goes to school, ... is already at college.
3. It was a long journey. They visited Italy, Germany, France and some ... European countries.
4. Have you got any ... questions to ask me?
5. We often write to each
6. I know that they used to write to one
7. There was only one question I couldn't answer. ... were simple.
8. This is just ... of his crazy ideas. Ignore it.
9. Let's meet some ... time and discuss all ... questions.
10. I don't like these hats. Have you got any ...?
11. What ... things do they sell there?
12. It's time to begin. Where are all ...?
13. When you're overtaking, make sure there's nothing coming ... way.
14. Would you like ... drink?

7 Fill in the gaps with the correct word from the box.

who, which, whose

Noah Webster¹
(1758—1843)

The first man ... described and systemized the American variant of the English language was a professional teacher ... name was Noah Webster. In 1828 he published *An American Dictionary of the English Language* in two volumes — ... in later revisions has come to be known simply as *Webster's*. His aim was to show that the English language was developing independently in America. He introduced several spelling reforms — one of the few people ever to have 'done so successfully — ... resulted in such spellings as 'color', 'center', 'defense' and 'traveler'. He was, no doubt, a great patriot of his newly independent country, his patriotism acquiring a clearly nationalistic expression at times. "Our honor," he wrote, "requires having a system of our own, in languages as well as in government. Great Britain, ... children we are, should no longer be our standard: for the taste of her writers is already corrupted, and her language on the decline." This,

¹ Based on Wikipedia article.

however, does not affect his role as a great lexicographer. All the best-known dictionaries of American English have been bearing his name since the first publication.



8 Here are the questions to this text but the words are jumbled. Put the words in the correct order.

1. American / first / the / Who / man / the / was / systemized / of / who / the / variant / language / English?
2. Noah Webster's / was / What / aim / main?
3. American / first / the / When / was / dictionary / published?
4. bear / best-known / do / American / English / name / Whose / the / of / dictionaries?



9 Read the dialogue and listen to it. Make up similar dialogues of your own.

Olga. Excuse me. Can you help me, please? I'm an English teacher from Russia and I'm looking for some books by modern British or American authors, which can be interesting for both my students and me. I mean the kind of books we can read and discuss in class. Could you recommend some suitable books?

Shop assistant. Oh, madam! That's not an easy task, is it? Let's see what we've got here. Have you read any books by Bill Bryson?

Olga. No, I haven't. But I've heard something about him. The name rings a bell!

Shop assistant. No wonder! He's the best-selling author and his books are very popular. He was born in America in 1951, but lived in England for many years with his English wife and children. Then he moved to America and lived there for several years. They say that now he has returned to the UK.

He is the author of the famous books *Mother Tongue*, *Neither Here Nor There*, *Made in America* and many others. Some critics consider his book *A Short History of Nearly Everything* the best guide to science. In it he writes about the most complicated scientific problems and inventions in Physics, Chemistry, Biology, and so on with humour and wit.

My children have read the book with great interest. My elder son told me that he wished his science teacher at school had read the book and made her

lessons more fun! I'm a great fan of him myself. I think every kind of person would find this book enjoyable and stimulating!

Olga. Oh, that's all very interesting. Thank you for your short lecture. I think I'll take this book and I'd like to have *Mother Tongue* as well. Do you have it in stock?

Shop assistant. I'm afraid not. I would advise you to order it on the Internet. And you can search there for his other books.

Olga. Thank you so much for your help! It was so kind of you.

Shop assistant. You're welcome. Have a nice day! And come again.

10 Write down what Olga told her students. Begin your story with:

As you know I always go to bookshops when I'm in London. Last time wasn't an exception. I went to a big shop and spoke to a shop assistant. I asked him...

PART 2



Read the text and listen to it. Make sure that you understand it. The list of new words on p. 274 will help you.

Transatlantic Connections

(the beginning of the story is on p. 261)

Well, what can we say about the present situation?

There is, no doubt, a difference between British and American English in accents, spelling and vocabulary and even in grammar. Numerous territorial accents that vary greatly within the boundaries of both countries have been the subject of extensive research and analysis by **phoneticians**.

Americans have made some attempts to simplify the spelling, but for foreign learners of English it would take some time to make sure whether the author of the written text is British or American unless they are lucky enough to come across 'center', 'catalog', 'color' or 'traveler', spelt American way, on one of the first pages of the text they are reading.

The difference between spoken British English and spoken American English is more obvious. Some of the differences in everyday vocabulary could even lead to amusing situations. Did you know that American buildings have no ground floor? This doesn't mean you have to jump up

ten feet to get into them, simply that what the British call the ‘ground floor’ is what Americans call the ‘first floor’ — useful to remember in a department store (which, by the way, is an American **innovation** and **hence** an American word).

If an American says he is wearing his new ‘**pants**’ and ‘**vest**’ to a party — do not be alarmed. He is not going in his **underwear**, but ‘pants’ and ‘vest’ are the American words for ‘trousers’ and ‘**waistcoat**’. On the other hand, if a British person wears his ‘**mackintosh**’ and ‘**wellingtons**’ on a rainy day, he will have to explain to his American cousin that these are his ‘raincoat’ and ‘rubbers’.

When an Englishman goes on his ‘holidays’, an American will go on ‘vacation’. And whereas an Englishman will be ‘ill in hospital’, an American will be ‘sick in the hospital’.

Perhaps it is because of the fast-moving American lifestyle and the slower English way of life that a candidate in Britain ‘stands’ for office, while in the USA he ‘runs’. Americans are more ready to accept new ideas and new customs than their British cousins, and the same goes for new words. Many of these words belong to a **short-lived** fashion, but others are here to stay.

In some cases the British seem more modern in their use of English than Americans. The word ‘fall’ is considered **archaic** in Britain, where the word ‘autumn’ is used instead. In the USA people use the old-fashioned past participle of ‘get’ and say ‘He has gotten thin’ or ‘I could have gotten here sooner’ when in Britain people always use ‘got’.

Two important features of the present state of affairs can be asserted without any exaggeration:

Firstly, there are more than two variants of the English language (Canadian, Australian, South African, etc.), but the main competitors are the British and the American variants.

Secondly, the tendency to eliminate the differences between these two variants of English is more likely to increase than to decrease.

Furthermore, if we can speak about the existence of one English language that has acquired the status of the world language, we can’t ignore the fact that along with the great English literature a much younger country has succeeded in creating the great American literature of its own.

What else could be said in conclusion? It would be **naïve** to assert that in our age of global communication and the Internet the differences would not get fewer and fewer. Whether a person speaks British or American English is far less important than the correct or incorrect manner in which either of the versions is used. **Therefore**, in matters concerning the use of a common language education will be far more important than the place where one was born.

New Words

phonetician [ˌfəʊnɪˈtɪʃən] <i>n</i>	фонетист, специалист по фонетике
innovation [ˌɪnəʊˈveɪʃ(ə)n] <i>n</i>	нововведение
hence [hens] <i>adv</i>	следовательно, отсюда
underwear [ˈʌndə(r),weə(r)] <i>n</i>	нижнее белье
pants (<i>Br.</i>)	трусы; (<i>Am.</i>) брюки
vest (<i>Br.</i>)	нижняя рубашка; (<i>Am.</i>) жилет
waistcoat [ˈweɪs(t),kəʊt] <i>n</i>	жилет
mackintosh [ˈmækɪntɒʃ] <i>n</i>	плащ, непромокаемое пальто
wellingtons [ˈwelɪŋtənz] <i>n</i>	резиновые сапоги
short-lived [ʃɔː(r)t ˈlɪvd] <i>adj</i>	недолговечный
archaic [ɑː(r)ˈkeɪɪk] <i>adj</i>	архаический, устаревший
furthermore [ˈfɜː(r)ðə(r),mɔː(r)] <i>adv</i>	кроме того, более того
naïve [naɪˈiːv] <i>adj</i>	наивный
therefore [ˈðeə(r)fɔː(r)] <i>adv</i>	поэтому, следовательно

Questions for discussion.

1. What are the examples of American simplification of British spelling given in the text? Can you give some other examples of your own?
2. What American word (from the text) is considered archaic in British English?
3. Do you think American English and British English will drift further apart in future?
4. Can you give any examples in the grammar rules of British and American English?
5. Do you agree that “the tendency to eliminate the differences between British English and American English is more likely to increase than to decrease?” Give your reasons.
6. Do you think that a foreign learner of English should keep to one variant of English either British or American? Give your reasons.
7. Do you agree that ‘in matters concerning the use of a common language education will be far more important than the place where one was born’?

EXERCISES

1 Find English equivalents in the text for the following (you may think of better Russian translations).

1. Многочисленные местные акценты, которые значительно отличаются друг от друга даже в пределах каждой из этих стран, давно являются предметом обширной исследовательской работы и анализа, ведущихся фонетистами.
2. ... если только им не посчастливится на одной из первых страниц книги, которую они читают, увидеть такие слова, как..., написанные по американским правилам.
3. Разница между устной британской и американской речью более очевидна.
4. Некоторые различия в словаре повседневного общения могут даже привести к возникновению забавных ситуаций.
5. Возможно, из-за стремительного американского стиля жизни и более спокойного английского образа жизни, в Британии кандидат на (высокий) пост «стоит» (во время избирательной кампании), в то время как в Соединенных Штатах Америки он «бежит».
6. ... то же самое относится к новым словам.
7. Во-первых... во-вторых... кроме того... в заключение... поэтому...
8. Говорит ли человек на британском варианте английского языка или на американском, гораздо менее важно, чем...

VOCABULARY

2 Read and translate these sentences into Russian so as to have a better idea of how these words can be used.

phonetics [fə'netiks] *n*, **phonetic** *adj*, **phonetician** *n*

1. 'Phonetics' is the study and science of speech sounds and intonation.
2. Phonetic symbols are often different from ordinary letters, representing the actual sounds of speech.
3. These are some of phonetic symbols/characters: æ, θ, η...
4. 'Phonetician' is a person who has a special knowledge of phonetics.
5. Professor Higgins in *Pygmalion* by Bernard Shaw was a famous phonetician who accepted the challenge of correcting the pronunciation of a poor Cockney flower girl.

innovate *v*, **innovation** *n*, **innovative** *adj*

1. 'To innovate' means to make changes, introduce new ideas, inventions etc.

2. His new method is obviously an innovation, and the company is going to introduce it soon.
3. Unfortunately, his innovative techniques were never carried out.

hence *adv*, **henceforth** *adv*, **henceforward** *adv*, **therefore** *adv*

1. 'Hence' is often used in a phrase without a verb meaning 'for this reason or from this origin'.
2. The town was built near a bridge on the River Cam: hence (отсюда) the name Cambridge.
3. 'Hence' also means 'from here or from now'.
e.g. 2 miles hence, 3 days hence
4. 'Henceforth' or 'henceforward' (formal) both mean 'from this time on (from now on)'.
e.g. Following our merger with Brown and Co., the company will henceforth (отныне и впредь) be named Johnson and Brown Inc.
5. 'Therefore' means 'as a result', 'for this reason', 'so'.
e.g. These birds are very rare and therefore (поэтому) are protected by law.
6. I think, therefore (следовательно) I exist.

furthermore *adv*, **furthermost** *adj*

1. 'Furthermore' means 'in addition to what has been said'.
e.g. The house is too small for the family of four, and furthermore it is in a bad location.
2. 'Furthermost' means 'most distant', 'farthest away'.
e.g. I saw her sitting in the furthermost corner of the room.

naïve *adj*, **naïvely** *adv*

1. The youngest girl was laughed at for her naïve remarks.
2. He told her he was a close friend of a royal family and she was naïve enough to believe him.
3. She naïvely believes everything he says.

- 3** Here are some other examples of differences in American and British vocabulary. Translate the words into Russian. You can add to the table your own examples.

American English	British English
apartment	flat
sneakers	trainers
can	tin
candies	sweets
cookie	biscuit
first floor	ground floor

drugstore	chemist('s)
elevator	lift
gas	petrol
fall	autumn
highway	main road
schedule	timetable
movies	cinema
pants	trousers
sick	ill
subway	tube, underground
truck	van, lorry
vacation	holiday
stove	cooker
rental car	hire car
cell phone	mobile phone
stand in line	queue
sidewalk	pavement
elementary school	primary school

GRAMMAR

Note!

American English often uses Past Simple where British English uses Present Perfect.

American. Did you have lunch yet?

British. Have you had lunch yet?

- 4 Here is a table illustrating some of the most common ways in which American spelling differs from British spelling. Give more examples of your own.

	American	British
-or instead of -our	color, behavior	colour, behaviour
-er instead of -re	theater, center	theatre, centre
-s instead of -c	defense, offense	defence, offence
-z instead of -s	realize	realise
no ending after g-	dialog, catalog	dialogue, catalogue
one consonant instead of two	traveling, canceled	travelling, cancelled



5 Roy is an American and he has written this letter to his Mum. Can you rewrite the letter in British English?

Dear Mom,

I know you're worrying about me, so I decided to write to you and say that I'm fine and enjoying my vacation in Europe.

We already traveled in the south of France and now we are in Paris. I'm living in a big apartment building in an apartment on the first floor with John and another pal. It looks like the beginning of fall here, though it's only the end of August. The weather is not very pleasant, I'm afraid, so we spend a lot of time in museums — you must be proud of me! Our schedule is rather tough — tomorrow we are going to Brussels by automobile, which we are going to rent in the morning. We'll have to start our journey early in the morning. Though the motorways in Europe are not bad, they are not as wide as in America and we don't want to get into the traffic jams.

I miss you, Dad and my little sister. Hope you're all feeling well.

See you soon.

Love, Roy.

6 Read the story. Fill in the gaps with articles (*a / an or the*) and make up a list of Americanisms and their British equivalents.

A Canadian's Language Problems¹

As we know two main variants of ... English language are British and American English. So there are British English speakers and American ones. ... Canadian is neither one thing nor ... other. ... British think he is ... American, while ... Americans think he is British. He himself is confused and uncertain, and nowhere is this more evident than in his speech. He has been brought up to speak English with ... American accent, but at ... same time, he has been taught to admire ... way English is spoken in Britain. In other words, he is torn between ... way he speaks English and ... way he thinks English should be spoken. And this conflict makes him wonder who and what he is. While he fears that his native accent is inferior, he feels that for him ... English pronunciation is unnatural. He always falls between two stools.

It is, moreover, confusing to be repeatedly mistaken for ... American. Is there anything more unpleasant for ... Canadian than to be introduced as 'from America' at ... English party, or to be asked "What part of ... States do you come from?"

¹ Delaney P.A. Canadian's Language Problems // Modern English, 1976.

... problem is more acute for ... Canadian living in Britain. Daily he is faced with decisions that call his speech and his identity into question. Do I buy my groceries in ... 'store' as I would at home or in ... 'shop' as ... English do? Do I ask for ... 'package of cookies' or ... 'packet of biscuits'? Do I eat 'candies' or 'sweets' when I'm hungry? Even ... simplest act requires ... soul-searching decision. And sometimes he asks himself: "What's ... English for?" and he just can't think of it. It's like trying to speak another language. Of course, ... British often help him out, so that when he asks for ... 'can of corn', they reply: "Oh, you mean ... 'tin of sweet-corn'". "Yes, of course," he says, eyes lowered in embarrassment.

Well, you might say, whether you take ... 'elevator' in New York or ... 'lift' in London, or vice versa¹, you can still get to ... top floor of ... building. Whether you fill your car with 'gas' or 'petrol' it runs just ... same. What does it matter which word you use as long as your meaning is clear? Didn't Shakespeare himself say (even though he was English) ... *rose by any other name would smell as sweet*? I reply that it does matter, that, if you are in London, you have to decide whether you're walking on ... 'sidewalk' on your own or on ... 'pavement' like everybody else.

Such decisions have far-reaching consequences. You have to decide whether to maintain your own accent and vocabulary in ... face of ... way ... British speak, or to abandon your own language, ... words you learned at your mother's knees.

Some Canadians completely collapse under ... strain. ... Canadian friend of mine, who became fed up with being mistaken for ... American, feeling inferior to ... British, and weighing up every word he spoke, decided to learn to speak with ... British accent. He hoped that this would put ... end to his confusion. With fanatical application, he excluded Americanisms from his speech and adopted ... British accent and words. He learned to say "Sorry" for everything and to call ... 'cookie' ... 'biscuit'. But even he was defeated in ... end. Once, when ... old lady asked him to help her across ... street, he uttered ... word "Sure". "Oh," said ... lady, "surely you're from America."



¹ **Vice versa** [iˌvaɪs 'vɜː(r)sə] *лат.* наоборот.



7

Complete the sentences choosing the right word from the box.

one, ones, it, he / she, they, (them), some, any

1. There were both British English speakers and American ... in the delegation.
2. The government has produced a number of reports on violence on television, the most recent ... only six months ago.
3. Help yourself to ... apples.
4. Is this your umbrella? — No, mine's the big black
5. I want a stamp for my letter. I must go and buy
6. If you haven't got enough money, I can lend you
7. They say his recent films are very successful, but I haven't seen ... yet.
8. You've got an excellent secretary in your office. We've got ... too, but ... doesn't speak any foreign languages.
9. Your garden is so nice! We've got ... too, but ... is very small.
10. If you are making a cup of coffee, could you make ... for me?
11. "Look! Isn't that house beautiful?" "Which ...? The tall ...?" "No, the ... next to the tall"
12. "Let's have a snack in a café today!" "Good idea! I know ... round the corner. ... is very nice."
13. "We haven't got any milk." "OK! I'll buy ... on the way home."
14. Have you read all the articles in today's paper? There're a few very interesting
15. My friend isn't a lawyer. He is a businessman and a very successful
16. Have you read his recent publications yet? ... are very interesting.

Use **either / neither / both** for **two** things or people.

There **are** two cinemas nearby. This film is on in both of them. You can go to **either** cinema.

Neither of the cinemas is too expensive.

Use **any / none / all** for **more than two** things or people.

There are **a few** cinemas nearby. This film is on in **all** of them. You can go to **any** of the cinemas. **None** of them is too expensive.



8

Complete the sentences with 'neither' / 'either' / 'none' / 'any'.

1. He was invited to a few parties last month, but he didn't go to ... of them.

2. He was invited to two parties last week, but he didn't go to ... of them.
3. There were a lot of e-mails this morning but ... of them were (was) important.
4. I asked two people the way to the station but ... of them could help me.
5. ... of her parents is English. Her mother is Welsh and her father is Scottish.
6. We tried to book a room in a few hotels but ... of them had any rooms available.
7. We can meet on Tuesday or Thursday. Would ... of these days be convenient for you?
8. I couldn't answer ... of the questions they asked me.
9. We took a few photos but ... of them were (was) any good.
10. He showed me two photos, but ... of them was very good.



9

Rewrite these sentences using 'both ... and', 'either ... or', 'neither ... nor'.

1. A Canadian is not a British English speaker. He is not an American English speaker either.
2. The library doesn't have the book I need. And the bookshop doesn't have the book I need.
3. A foreign learner of English should keep to British English. Or he should keep to American English.
4. Her husband doesn't speak English. Her children don't speak English either.
5. The word 'fall' is considered archaic in Britain. The past participle of 'get' — 'gotten' is considered archaic in Britain too.
6. Is that girl's name Sally? Or is it Sophie? It's one of the two. That girl's name is
7. I haven't got the money to go on holiday. And I haven't got the time.
8. My daughter could read when she went to school. And she could write too.



10

Complete the text by choosing the correct words from the box.

common, tolerance, originating, influenced, outsiders, referred to, ancient, frequently, evolved, features, mixture

The most ... form of English used by the British ruling class is that ... from southeast England (the area around the capital, London, and the ... English university towns of Oxford and Cambridge). This form of

the language is known as 'Received Standard', and its accent is called Received Pronunciation (RP), which is improperly regarded by many people outside the UK as 'the British accent'. Earlier it was held as better than other accents and ... as the King's (or Queen's) English, and then 'BBC English'. Originally, this was the form of English used by radio and television. However, there is now much more ... of variation than there was in the past; for several decades other accents have been accepted and are ... heard, although stereotypes about the BBC persist. English spoken with a mild Scottish accent has a reputation for being especially easy to understand. Moreover, only approximately two percent of Britons speak RP and it has ... quite markedly over the last 40 years.

Even in the south east there are significantly different accents; the local inner east London accent called Cockney is strikingly different from RP and can be difficult for ... to understand.

There is a new form of accent called Estuary¹ English that has been gaining prominence in recent decades: it has some ... of Received Pronunciation and some of Cockney. In London itself, the broad local accent is still changing, partly ... by Caribbean speech. Londoners speak with a ... of these accents, depending on class, age, upbringing, education and so on.



- 11** Write down as many questions to the text as you can, beginning with 'What...?', 'What kind of...?', 'When...?', 'Where...?', 'How many...?', 'Why...?'

Example: What is the most common form of English?



- 12** Put the verbs in brackets in the correct tense (Present Simple, Present Continuous, Present Perfect, Past Simple or be going to). Read the text and discuss it in class.

Internet — a New Medium²

Do you know that although the basic applications and guidelines that make the Internet possible had existed for almost a decade, the network did not gain a public face until the 1990s?

Since then the world ... (change) immensely because of the Internet. And its arrival already ... (give) some clear indications about the way in which languages ... (be going) to be affected. The signs are that we ... (face)

¹ Estuary ['estʃʊəri] the wide lower part of the river Thames.

² Internet — A New Medium // Crystal D. The English Language. Penguin Books, 2002.

a development whose consequences for English (and indeed for languages in general) ... (be) profound.

The Internet is a genuine new medium of linguistic communication, taking some of the properties of the two traditional mediums, speech and writing, synthesizing them in a new way, and adding further properties which ... (be) unavailable to either in the past. Because people ... (type) their messages on a screen, there ... (be) obvious similarities with written language; but there ... (be) some important differences. To begin with, most of the interactions ... (be) in the form of a dialogue — doing the job of speech, only in written forms. Moreover, it ... (be) a fast-moving dialogue, especially in chatgroups and virtual worlds, where people ... (exchange) messages as fast as they can type.

E-mails ... (be) also dialogic in character. Although there can be quite a lag before a reply ... (be received), the language in which the reply often ... (be written) is that of a face-to-face conversation. It ... (be) this dialogic character which ... (lead) some commentators to describe Internet communication as ‘written speech’.

But in our real conversations we not only ... (pronounce) words. We ... (pronounce) them with a definite intonation, stress, speed, rhythm and tone of voice. The limitations of the keyboard ... (enable) only some of the properties of spoken language to be expressed on the screen (punctuation marks, repeating letters, spacing or capitalization of letters, for example, can be used to stress the meaning of the word).

But it ... (be) impossible to communicate the other properties which ... (add) so much meaning to face-to-face conversation — facial expressions and gestures. Remember the saying “It ain’t¹ what you say, nor the way that you say it, but the way that you look when you say it?” ... anything (be done) to compensate for this obvious defect of the Internet communication? Yes, here they are — ‘smileys’!



¹ **Ain't** употребляется в просторечии, в речи Соккнеу в значениях: ‘am not’, ‘is not’, ‘are not’, ‘has not’, ‘have not’. Образованные люди употребляют эту форму, когда хотят придать высказываниям юмористический характер.



- 13** Write a composition answering the question “Will the Internet ever replace face-to-face communication?” Begin your composition with an introduction and finish it with a conclusion. Use the following words and expressions:

to begin with / firstly / first of all
secondly / hence / furthermore / moreover / in addition
so / therefore / as a result
in conclusion / on the whole / to sum up



- 14** Here is the speech Prof. Petrov gave at the graduation ceremony at the pedagogical college. Translate his speech into English for the ELT (English Language Teaching) journal. It's a paid job!

Дорогие коллеги!

Да, коллеги. Я имел в виду то, что сказал. Пять лет назад я стал вашим преподавателем, а вы были моими первокурсниками. Все эти пять лет я старался научить вас всему, что я знаю сам об искусстве преподавать иностранные языки.

Язык — одно из самых замечательных средств общения, которым располагает человечество. Маленькие дети учатся пользоваться своим родным языком сами, но по мере того, как они взрослеют, им становятся необходимы языки других народов, и вы научились обучать этим языкам. Во всяком случае, как я уже сказал, я старался рассказать вам о правилах, радостях и трудностях нашей профессии.

Сегодня мне бы хотелось только напомнить вам кое о чем, что вы можете посчитать не заслуживающим разговора, потому что это само собой разумеется. Поэтому разрешите мне извиниться за то, что я попрошу вас внимательно выслушать.

Во-первых, как бы хорошо вы ни знали язык, который собираетесь преподавать, вы не сможете сохранить этот уровень без дальнейших усилий его поддерживать. Либо вы продолжите приобретать знания, совершенствовать ваши навыки и делать успехи, либо вы начнете забывать то, чему научились, и терять навыки, которыми владеете, к тому же очень быстро!

Я понимаю, что могу показаться старомодным, но позвольте мне заверить вас, что самым надежным способом сохранения вашего уровня является чтение. Ну, конечно же, нельзя отрицать того, что в наше время мы имеем массу других возможностей. Например, слушать радио или смотреть телевизор и учиться понимать любые варианты разговорного английского языка, особенно основные — британский и американский.

И наконец, как бы хорошо вы ни знали учебники, которыми вы будете пользоваться в классе, никогда не идите на урок неподго-

товленными. Разрешите процитировать выдающегося российского преподавателя иностранных языков: «Урок — это тщательно подготовленная импровизация».

В вашей преподавательской деятельности будут взлеты и падения. Не падайте духом в любой ситуации. Профессия, которую вы избрали, и творческая, и благодарная. Я желаю вам в ней всяческих успехов!

Vocabulary

A

abandon	206	apology	206
absolutely	34	appeal	179
abundance	155	appreciate	35
acid	235	approach	95
acquaintance	235	appropriate	234
acquire	155	approval	51
admiration	34	archaic	274
admire	34	archaism	263
adopt	138	argue	109
advantage	12	arise	50
adventure	68	as follows	168
adventurer	68	assert	12
adventurous	68	assertion	12
affairs	109	assess	168
aisle	229	at a moment's notice	51
alien	12	attempt	68
allege	69	attribute	233
allegedly	69	avail	194
amateurish	110	avocado	264
amazing	125	avoid	12
antiquary	168		

B

bachelor	33	battered	156
baffle	12	bawdiness	219
balcony	229	be at war	82

be determined	82	bluntness	180
be knighted	109	blur	195
be the brains behind	96	board	155
beam	249	boast	168
bear	11	booby-trap	12
beard	30	boost	180
behaviour	50	bough	30
belong	33	boundary	249
beneath	219	box	229
bet	34	braid	179
beyond	125	brain	96
beware	30	bristle	35
billiard-marker	235	brooch	180
birch	235	buffalo	264
bleak	235	bull	34
blend	219	bush	51
blessed	168	but	34
bliss	168		

C

cafeteria	264	challenger	35
calf	34	challenging	35
can't help	11, 17	chamber	109
canoe	264	charity	234
canyon	264	chart	180
carbon dioxide	139	chimneypiece	235
cast	219	circle	229
casting	219	circumnavigate	234
cause	234	click	50
cavern	96	coconut	235
celebrity	109	coin	109
cello	96	colony	69
challenge	35	come true	51

comment	35	cookie.	263
common knowledge	234	cope	206
comprise	11	corn	82
concern	138	correspond.	33
concrete	249	correspondingly.	33
conduct	51	corruption	264
confidence	249	cough	30
confine	108	countenance	155
consequence	139	courage	34
consistent.	12	coward	155
contain.	11	crucial	138
contemporary	69	curtain	229
content.	234	curve.	180
contribution.	234	curving	180
controlling interest	11	custom-fitted	194
conviction	34		

D

dare	156	desperate	206
dart.	180	despite	81
dash	51	destruction.	138
dazzling	235	devastating.	249
debt	30	development	248
declension	13	device	249
decline	250	devour	51
delightful	51	disease	82
demand	35	disposition	234
demented.	109	distinctively	264
demolish	249	distort.	206
deny	155	diver	234
depart.	156	diversion	34
depletion	138	divinely-gifted	155
deserted	69	dizzy.	156

domed	235	dreamy	34
domiciled	194	drift apart	12
dominance	11	dub	219
dough	30	due to	138
drag	51	dungeon	256
dramatically	110	durable	249

E

edge	179	entertain	11
efficient	139	entertainment	11
elaborate	179	entirely	156
elevator	248	entitle	194
eliminate	138	escape	51
emerge	11	evidence	69
emergence	11	exaggerate	109
emission	125	exaggeration	109
emit	125	exceed	108
emphasise	33	exhaust	96
emphatically	33	exhausted	96
enable	82	expand	11
encore	180	expansion	11
endeavour	263	expenditure	139
endow	207	explore	82
enhance	195	explorer	81
enigma	109	exquisite	168
enigmatic	109	extraordinarily	50
ensure	139	extraordinary	50

F

fabric	179	failure	69
fabulous	179	fake	179
fail	69	fancy	235

fascinate	108	floppy	179
fascination	108	folly	155
fastening	179	footlights	229
fault	155	fortnight	235
faultless	155	fossil	139
feature	264	frenzy	108
ferocity	51	friendly	68
fit	194	fuel	139
fitter	194	furthermore	274
flavour	219	fuss	96

G

galaxy	125	go down in history as	69
gallery	229	godsend	12
garment	194	goodness	34
gasp	51	grease	96
gaze	156	greenhouse	125
gender	13	greenhouse effect	125
generation	139	grid	249
generous	11	grief	109
genre	110	grin	51
give in	82	grocer	155
glamour	191	groceries	155
glamorous	191	gruelling	219
gleam	51	guttersnipe	219

H

habitability	125	haunt	156
halt	250	hence	274
hammock	264	hiccough	30
handful	179	holy	68
hash	155	hum	51

I

illustrious	168	inflection	13
immense	34	ingenious	168
impact	126	inhabit	125
imply	11	inherit	110
imposing	234	initiate	191
improper	51	innovation	274
in accordance with	168	insane	155
in charge of	96	inspiration	234
in favour	50	integral	12
in remembrance	82	intimately	235
in spite of	81	intrude	156
incidentally	96	intrusion	156
incomparable	11	irascible	219
inconsistency	12	irresistible	207
ineradicable	180		
inevitable	34		

J

jersey	179
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K

keep up	206
knight	109
knock about	264

L

landscape	263	layer	138
latter	11	leaps and bounds	51
laughing stock	207	leather	96
launch	180	leave sb alone	52

legitimate	12	liquidate	82
liberally	264	longevity	179
line-up	95	loosely	195
lingua franca	12		

M

mackintosh	274	missionary	234
mainland	68	monk	82
maize	82	monotonous	33
major	125	morsel	51
make for	126	moth	30
mangle	156	motley	234
mar	168	mould	168
marble	155	mud	51
masonry	248	murder	109
matinee	229	mustang	264
meddle	155	myrtle	51
medieval	191	mysterious	95
melt	126	mystery	95
mercifully	12		
misleading	12		

N

naïve	274	novelty	50
namely	138	numerical	11
nightmare	156		

O

obdurate	155	oboe	96
obedience	50	observe	52
objection	234	obsess	234

obsessed	234	original	95
obviously	263	otherwise	155
on the verge of	207	out loud	34
one-of-a-kind	194	outpouring	109
opulence	179	outspoken	234
orchestra pit	229	overwhelmingly	180
origin	95		

P

pants	274	porcelain	235
paradise	125	portfolio	194
party	33	possess	96
pass	156	predecessor	82
patch	51	predict	125
pave the way	248	prejudice	155
peak	11	premiere	229
pear	30	preserve	263
peasant	191	prestige	195
percent	127	prêt-à-porter	195
perception	195	prevent	125
permanent	82	previous	69
permanently	82	priest	82
permit	50	production	229
persecute	82	profit	81
persist	34	profound	168
phenomenon	109	promotional	249
phonetician	274	prompt	109
pictorially	180	promptly	51
pin	50	proper	51
pinafore	51	property	125
playwright	206	protest	82
pleated	179	proverb	12
plummet	249	proverbial	12

prowl	51	punctuality	50
pseudonym	33	purchase	168
public relations (PR)	12	put up with	95
publicity	179		

Q

quilted	179	quote	50
quit	180		

R

raccoon	264	release	109
rack	207	reluctant	34
rack one's brain (s)	207	reluctantly	34
raise	155	rely	12
range	11	remake	219
rapid	12	remuneration	168
rapidly	12	render	263
rate	12	renewable	138
ravishing	168	renowned	263
ready-made	194	rescue	34
ready-to-wear	194	rescuer	34
realm	263	resident	168
recite	34	resolute	34
recognition	250	responsibly	139
recommence	35	restless	233
recruit	81	restore	156
reduce	125	restored	156
refer	138	restrict	125
refine	96	retort	11
refined	96	revengeful	207
reflective	207	revert	206
reign	69, 250	revive	180

ridicule	207	row	229
rodeo	264	rule	69
roving	234	rumour	180

S

satisfaction	156	smart	179
satisfactorily	156	smash	156
satisfy	156	smashing	206
save	68	soil	168
Saviour, The	68	sophisticated	109
scarecrow	155	specific	68
scent	180	spontaneous	219
scope	110	stabilize	125
seabed	234	stage	229
seamstress	194	stain	180
seed corn	82	stalls	229
seek	234	stampede	264
seize	139	star	206
separate	138	starvation	82
severe	126	starve	82
sew	194	steal	51
sewing	194	steam-operated	249
shaft	249	stiff	12
sheep	34	stir	12
shelled	180	strain	249
short-lived	274	strand	235
show off	248	stratosphere	138
shrubbery	51	stuff	33
simplify	125	sublimely	168
sink	51	submit	155
slave	82	subsidiary	96
slavery	82	subtle	109
smack	34	succeed	81

suite	30	suppress	51
suite of rooms	156	surpass	250
supervise	109	survive	81
supplies	69	swear	155

T

tailor	194	tortoise	180
tailoring	194	tough	30
technique	249	trace	180
tenacious	233	tranquilly	156
tenant	109	transfer	168
tenderly	156	treasure	168
therefore	274	tremble	51
thorough	30	trifle	168
threat	30, 126	trimmed	179
throughout	108	triumph	51
tight	96	troposphere	138
tiresome	234	turn out	69
toe	156	tweed	179

U

ultimately	191	uninflected	13
unanimously	168	unintelligible	207
unbearable	11	universe	125
undermine	52	untamed	263
underwear	274	urge	233
unequaled	11	utterly	34

V

vanish	50, 155	verge	207
varied	109	versatile	249
vastness	235	vest	274

vexatious	234	violence	219
Viking.	69	virgin	69
vile	235	vivid	180
villain	156		

W

waistcoat	274	wit	207
warehouse	249	with good grace	234
wealth.	82	witness	234
Wellingtons	274	wretch	155
widespread	108		

Y

youngsters	110
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Keys

UNIT 1

Упр. 3, с. 21

Dear John,

I **am having** a great time here in London. I **haven't been** to London before and I **like** it here very much.

Now I **am staying** with my friends who **have been living** here for about ten years. So they **know** the city pretty well. The only problem is they always **quarrel (are always quarrelling)** over silly things so I **prefer** to walk around London on my own.

I **arrived** three days ago and **have** already **seen** some places of interest: the Tower, Big Ben, Trafalgar Square and some others. And I **have visited** the National Gallery and the British Museum.

I **am thinking** of attending a language school here. I **have not made** any enquiries about such schools yet, but I **don't think** I should miss this opportunity to improve my English while I **am** here. People here **seem** to be friendly and helpful. I **am trying** to speak English as much as possible. People **understand** me! It's wonderful because I **have been learning** English for only two years.

It's a pity you **aren't** here with me. I can't help thinking about you.

Are you missing me? (**Do you miss** me?)

Love,
Natasha

Упр. 4, с. 22

Dear Jan,

I'm having a nice time here in St. Petersburg. I have not been here before and so every day brings something interesting and unexpected.

Now I'm staying with my friend. She rents a flat not far from the city centre. We have known each other since school. After finishing school she went to St. Petersburg to study at the university, where she has already been studying for two years. Of course my friend knows what is worth seeing in the city.

I have already been to the Hermitage and I'm going to visit the Russian Museum one of these days. The city itself is an enormous museum. The other day my friend and I took a long walk around the city and I took

photos of the buildings and monuments I liked best. I'm sending you a few photos with this letter. In the city there are a lot of tourists from all over the world. It's a pity you are not here with me. I can't help thinking (about) how much you'd like it here.

Looking forward to hearing from you.

Love,
Katya.

Упр. 6, с. 23

A.

1. He's got **quite a few** friends; he's very popular at his college.
2. He's got too **few** friends and he often feels lonely.
3. Very **few** German engineers could speak Chinese when Volkswagen set up a factory in Shanghai.
4. A **few** German engineers and Chinese managers could speak English, so they were able to communicate in English.
5. There are very **few** people who will agree to low-paid jobs.
6. There are **quite a few** people who may apply for this job. It's prestigious and well paid.
7. The meals are awful, but strangely enough, very **few** people complain.
8. The meals are awful. No wonder **quite a few** people complain.
9. The text was easy to translate. There were very **few** words I had to look up in the dictionary.
10. The text only seems easy to translate. There are **quite a few** boobytraps in it!
11. Ladies and Gentlemen! Let me say a **few** words about the main advantages of the new method.

B.

1. **Little** is known about that old civilization!
2. Wait **a little**!
3. I'm afraid, too **little** time is left to discuss everything in detail.
4. I'm sorry, you can't stay **a little** longer.
5. **Little** was left of that lovely place after the earthquake.

Упр. 7, с. 24

Before you begin reading **the** story learn a few words you might not know. Without it **the** humour of **the** story is likely to be lost on you.

The story is about **the** importance of punctuation. You must have guessed **the** meaning of **the** word. **The** corresponding verb is ‘to punctuate’. *A wildlife manual* is a reference book about animals. *To toss* means to throw. *A mammal* is **an** animal that feeds its babies with its own milk. Now you can begin reading **the** story.

Eats, Shoots & Leaves

A panda walks into a café. He orders **a** sandwich, eats it, then draws **a** gun and fires two shots in **the** air.

“Why?” asks **the** confused waiter, as **the** panda makes towards **the** exit. **The** panda produces **a** badly punctuated wildlife manual and tosses it over his shoulder.

“I’m **a** panda,” he says, at **the** door. “Look it up.”

The waiter turns to **the** relevant entry and, sure enough, finds **the** explanation:

“Panda. Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves.”

Can you explain why **the** panda took **a** gun and fired two shots in **the** air?

Do you understand what makes **the** story funny? If you don’t, you won’t even smile after reading it. Well, look at **the** last sentence carefully. There is **a** comma in it, isn’t there? **The** comma makes **the** word *shoots* a verb, meaning «стреляет» in Russian. Then **the** Russian translation of *leaves* would be «уходит». You certainly know **the** Russian for *leaves* as a noun, don’t you? It’s «листья». But you may not know **the** meaning of *shoots* as a noun. It’s **a** rare word and you are unlikely to find it in **a** small dictionary. So look it up in **a** big one. *Shoots* as **a** noun in **the** plural means «ростки», «побеги», «веточки». Then **the** story will become funny, won’t it?

Упр. 8, с. 25

1. Why does every pilot and ship’s captain have to speak English?
2. What language do many European multi-national companies use as a common language?
3. What has become an integral part of modern life?
4. How long has English been the language of rock and pop music?

Упр. 12, с. 27

A.

1. Children under 14 must be accompanied **by** an adult.
2. He is very interested in modern art. He's got a lot of books **on** art at home.
3. The heroine of the book was forced to choose **between** happiness and duty.
4. Do you agree that wood has advantages **over** plastic?
5. Children learn **at** different rate.
6. We can rely **on** him. He always keeps his promise.
7. That happened **on** my first day at school.
8. He said that on hearing that, he felt free **of** any obligations.

B.

If you have decided, **for** some reason or another, to learn a foreign language, you must first **of** all have a very clear idea **of** what you need it **for**. If it is a matter **of** a two-week tourist trip, then it isn't worth spending your time and effort trying to learn grammar and looking **up** the words you want to know **in** the dictionary. All you need is a reliable phrase-book (Italian-Russian, French-Russian, etc.), depending **on** the country you are going to visit. Choose the situations you are most likely to find yourself **in**, and learn the necessary phrases, practising **out** loud, of course. Ideally, your phrase-book should be accompanied **by** a disc **on** which these phrases are recorded **by** a native speaker **of** the language you are interested **in**. The disc will help you to avoid mispronunciation and not to be baffled **by** the spelling. Believe it or not, you are most unlikely to forget the phrases you have learnt **in** this way. They will remain in your long-term memory **for** a long time.

A much more difficult thing is learning to understand the people you might want to talk **to**. In all probability, you won't be able to learn that before your tourist trip.

An absolutely different method is unavoidable if you need a foreign language **for** your profession. **In** this case you should be prepared **for** a course that will, probably, take not less than a year, or even longer. A modern course **of** this type usually comprises course books, workbooks and is accompanied **by** a lot **of** taped material. It would be most misleading to assert that it will be easy, but it's very interesting, indeed, and is, no doubt, worth trying.

Упр. 13, с. 28

A.

1. That country's economy has been expanding very rapidly in the last few years.
2. The meeting was followed by some entertainment.
3. The numerical dominance of those, who actually took part in the voting, gave an advantage to the ruling party over the opposition.
4. Proverbs are not often used in ordinary speech or writing.
5. The Director General was the first to emerge from his limousine.

B.

1. The numerical dominance of those, who actually took part in the voting, gave an advantage to the ruling party over the opposition.
2. The Director General was the first to emerge from his limousine.
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Упр. 14, с. 29

2. ... And still I think that English is most likely to preserve its status of an international language for the next hundred years, or so. Now I would like to say a few words about one of its features which hasn't been mentioned yet (so far). It is laconic. For one thing (first/first of all) there are lots of short words in it. There are some long ones, of course, such as 'consistency', 'legislation', 'financial', 'unequal', 'misinterpretation' and many others, but in ordinary situations a numerical dominance of short words over long ones is absolutely clear. This is a great advantage in everyday conversations when you must (have to) say a lot, clearly and exactly at that, but you don't have much time. For example, in conversations between the pilots of two planes in the air, or the captains of two ships at sea. That is why English has become an agreed language of communication for most international airlines and emergency services.

With all its unpleasant booby-traps, English syntax allows you to do with one or two words, where in other languages you will need several (words), perhaps even a whole sentence.

Try to translate 'fitness' or 'PR officer' into Russian, and you will get something like «хорошая физическая форма» or «сотрудник, отвечающий за связи с общественностью». What is the translation of

‘talk-show’? A way out has already been found — the word has simply been borrowed.

If you compare an English book (a really good one, of course) with its Russian translation (a really good one, too), you will see that the latter is much thicker. The book is thicker! Why? Just think about it. It’s interesting.

All this does not mean, however, that the English language is superior to all the others, or that its literature is unequalled anywhere else in the world. And still we have to admit that for better or worse, English has become the most global language of today. Will it preserve this status in the future? Predictions (forecasts) are difficult to make!

UNIT 2

PART 2

Упр. 3, с. 62

1. I wish I had a car.
2. I wish I hadn’t accepted the challenge.
3. I wish I were a good story-teller.
4. I wish the aunt would learn to tell good stories.
5. I wish the children had admired my story.
6. I wish the children would behave well.
7. I wish I could speak English fluently.
8. I wish I lived near my work.
9. I wish we had booked the restaurant.
10. I wish Tom would drive more carefully.
11. I wish I hadn’t left my last job.
12. I wish he would have his hair cut more often.
13. I wish you had asked him how to get there.
14. I wish I knew the answer.
15. I wish they had come to his rescue.
16. I wish her dreams would come true.

Упр. 4, с. 63

1. His brother is taller than him.
2. He doesn’t look as old as he really is.
3. You haven’t known them as long as I have.
4. Last year the winter was colder than this winter, wasn’t it?

5. We used to go out more often than now.
6. I don't live as far from the school as them.
7. The performance wasn't as enjoyable as we had expected.
8. He should read more.
9. She had more medals than anybody else.
10. These rhythms and tunes aren't as popular as they used to be in my childhood.
11. Is anybody here more bored with this exercise than me?

Упр. 5, с. 64

1. Who wasn't allowed in the park?
2. What kind of things were there in the park?
3. Who talked about her goodness?
4. What didn't the Prince keep?
5. What did he decide to have?
6. What colour was the wolf?
7. What was the wolf doing when he heard the sound of the medals clinking?
8. Why did the story-teller pause?
9. Where did she hide herself?
10. How well did the story begin?
11. What kind of ending did it have?

UNIT 3

PART 1

Упр. 3, с. 74

a) Past Simple, Past Continuous, Past Perfect, used to do

1. I **had hoped** to visit the Tower of London before I **left** London, but it **turned out** to be closed.
2. The sun **had risen** and they could see the mountain peaks.
3. Whoever it was who **made** the bet was likely to lose it.
4. It was exactly the question that I **wanted** to ask.
5. The police **were looking for** him everywhere but he **had vanished** in the crowd.
6. When the novelty **had worn off**, fewer and fewer people **watched** the talk-show, and its rating **fell**.

7. At the time of Columbus's arrival about one million native people **were living** in America.
8. Columbus **called** these people "Indians" because he **thought** that he **had reached** the coast of India.
9. My friend **gave** the book back to me, **thanked** me and **said** that he **had enjoyed** it very much.
10. I **thought** my train was due to leave at 9.00 and I **was** baffled when I **arrived** at the station at 8.50 and **found** out that it **had already left**.
11. I **kept** looking at him wondering where I **had seen** him.
12. As he **was talking** about his school days, it suddenly **clicked** where I **had met** him before.
13. My sister **used to be** very slim when she was younger, now she's put on a lot of weight.
14. The economy of those countries **was improving** by leaps and bounds during the late 1990s.
15. People **dashed out** into the street to see what **had happened**.
16. When the police **arrived** they **found out** that the criminal **had escaped**.
17. When she was young, she **used to be** a woman of extraordinary beauty.
18. He **gave** a gasp of amazement, as if he **had never seen** anything like that before.
19. He **found** the place where he **had left** the colonists completely deserted.
20. While you **were travelling** around the world, I **was studying** twelve hours a day for my exams.

b) Past Perfect, Past Perfect Continuous

1. Yesterday Peter went to the station to meet his girlfriend. When he got there, she **had already been waiting** for him for ten minutes because her train **had arrived** earlier.
2. I wasn't hungry and didn't eat anything at lunch because I **had had** an enormous breakfast.
3. When I met him in the street, he looked very tired. He **had been working** very hard for a few days trying to finish an urgent job.
4. My husband gave up smoking two years ago. He **had smoked** for twenty years.
5. They were very good friends. They **had known** each other for twenty years.
6. When Paul arrived at the party, most of the guests **had already gone** home.

7. When Paul arrived at the party, the guests **had been sitting** at the table for two hours and **had eaten** almost all the delicious things the hostess **had cooked**.
8. It wasn't snowing when we went out. The sun was shining and there was a lot of snow. It **had been snowing** the whole night.

c) Past Perfect Continuous, Past Continuous

1. They were very tired when they reached the peak of the mountain. They **had been climbing** for five hours.
2. When he came in, everybody **was sitting** at the table and **talking**.
3. I met Paul and Linda in the park yesterday while **I was walking** there. They had been to the tennis court where they **had been playing** tennis for two hours.
4. While he **was working** in the garden, the telephone kept ringing, but he couldn't hear it.
5. How fast **were** you **driving** when the accident happened?
6. How long **had** you **been driving** when the accident happened?
7. How long **had** he **been trying** to find a new job before he found the job in this firm?
8. I heard the footsteps behind me and understood that I **was being followed**.

Упр. 4, с. 76

English Phrasal Verbs...

a, the, the, a, a, a,
The, an, a, a, a, a,
a, the,
an,
an,
The, a, the,
the, a,
The, a, A, a, a

Упр. 5, с. 77

1. All his attempts to start a business *turned out to be* a failure.
2. The parents asked the children *to turn down* the TV but the children didn't obey them and *turned it up*.
3. She had applied to a well-known firm for the job, but unfortunately she was *turned down*.

4. Don't forget *to turn* the light *off*, when you leave the house! (= to turn off the light)
5. When, at last, we got to the hotel we had booked on the Internet, *it turned out* that there were no rooms available and we had to look for another hotel.
6. As soon as he gets home, he *turns on* the TV in the living room and the radio in the kitchen. It's unbearable!
7. He was very surprised when having come back after his long journey, he found out that she *had turned* from a teenager into a pretty young woman.

Упр. 6, с. 78

1. When I was young I used to *go in for* sport, but now I haven't got enough time to do it, I'm afraid.
2. Do you know that John *is going out* with Ann?
3. He noticed that *somebody was going after him* and started to run.
4. The colony was lost and *went down* in history as 'the lost colony'.
5. Do you think the red handbag *goes with* my blue dress?
6. He called half an hour ago and said that *he had gone down with* the flu and couldn't come to work.
7. As the experts say, the price of this old painting is likely *to go up*.

PART 2

Упр. 7, с. 89

1. I wonder why you **avoid** speaking to them about your problems.
2. I **rely** on your word.
3. The security system will not **permit** you to enter without the correct password.
4. He used to **entertain** us for hours with his stories.
5. I **demand** to see the manager.
6. Who does this file **belong** to?
7. "You are supposed to **obey** my orders," the commander said to the soldiers.
8. What do you **imply** by that?
9. Young specialists **comprise** about 50 per cent of the whole staff.
10. Few people can **bear** rudeness.
11. The boss refused to **comment** on the matter.
12. You can't **appreciate** English poetry unless you understand its rhythm.

Упр. 8, с. 90

1. He often quoted Mark Twain who said: "It's not difficult *to give up* smoking. I've done it many times!"
2. The teacher asked him *to give* the tests *out* to the students.
3. His father taught him never to *give in*.

Упр. 9, с. 90

- 1) give in; 2) went on; 3) turned out; 4) went down in history as; 5) went back

UNIT 4

PART 1

Упр. 4, с. 101

1. He must give up smoking though I understand it isn't easy.
2. He has to get up early because he lives very far away.
3. "Must I find it out today?" "I'm afraid, you must. It's very important."
4. "Must I see them off?" "No, you needn't. They can take a taxi."
5. "Do you have to go to work in the rush hour?" "No, I can come in a little later. My boss doesn't mind if I come by 11 o'clock."
6. Which of your family has to do the shopping?
7. You've had to work hard this month, haven't you?
8. His plane was two hours late and I had to wait at the airport.
9. I won't be able to see you at the weekend, because I'll have to prepare for my exam.
10. He'll have to go on business next week.
11. I don't like to put off things till some other time, but sometimes I have to.
12. We must thank them for their hospitality.

Упр. 5, с. 102

1. The children mustn't play computer games for so long!
2. You don't have to come again. You may just call.
3. He mustn't go out today. He is still ill.

4. You mustn't tell anybody about it!
5. He doesn't have to wear a suit at work, but he usually wears a suit and a tie.
6. I've promised to be on time. I mustn't be late!
7. I'm not working tomorrow, so I won't have to get up early.
8. I must remember to call him tomorrow. It's his birthday.

Упр. 7, с. 104

Elvis Presley

Elvis Presley was born **on** January 8th, 1935 **in** Tupelo, Mississippi. His first musical experience was singing gospel songs in church. He was the first white singer to sing 'black' songs, with their origins and rhythm **in** gospel music and blues.

His career consists **of** three clear parts. **In** the 1950s, he was a wild performer, producing a combination **of** rhythm and blues and rock and roll, **which** delighted American teenagers and shocked their parents. **In** 1958, Presley was called up for military service. He spent two years **in** Germany and was 'the perfect soldier'. American parents decided that perhaps he wasn't so dangerous **after** all!

In the 1960s, he rarely appeared **in** public, but made about 25 almost identical films, each one worse **than** the one before. **From** 1968 until his death in 1977, he returned **to** public performing, but more and more **as** a cabaret singer to older audience.

Elvis died **on** August 16th, 1977. He had recorded more than 400 songs, and sold (before his death) **more** than two hundred million records.

PART 2

Упр. 5, с. 119

1. It's cold outside. *Put on* your hat and scarf so as not to catch cold.
2. *Don't put off* till tomorrow what you can do today.
3. It must be difficult for his wife *to put up with* his manners, but she has to.
4. "Can I speak to Mrs. Jones?" "Certainly. Just a moment! *I'm putting you through.*"
5. Hold on a moment, please. Let me take a pen and *put down* your name and phone number.

Упр. 6, с. 120

1. After his father's death he *took over* the company and now he is the brains behind all the new projects.
2. They watched with delight the huge plane *taking off*.
3. — His cello *takes up* too much space in our room!
— Leave him alone and *take* your words *back*. Your brother is going to be a great musician!
4. Mother asked the children to *take* the toys *away* before they go for a walk.
5. They say she *took after* her father.
6. In London there are a lot of restaurants where you can order a *take-away*.
7. He is a professional musician and everybody was surprised when he *took up* painting.
8. "Please, *take off* your coats, come into the room and make yourselves comfortable!" said the hostess to her guests.

UNIT 5

PART 1

Упр. 3, с. 131

be going to, Present Continuous, Future Simple

1. Look at the clouds. It **is going to rain**.
2. **We are having** some friends to lunch on Saturday. Can you come too?
3. I hope **he'll lend** me some money.
4. **We are going to take** our children to the seaside next summer.
5. I'm sure **you'll like** him.
6. "I can't understand this letter. It's in Spanish." "**I'll call** my son and **he'll help** you."
7. "That tree makes the house very dark." "I quite agree with you. **I'm going to cut** it down. (**I'll cut** it down.)"
8. **I'm seeing** him tomorrow. **We're meeting** in the afternoon.
9. "What **are you going to tell** the police?" "**I'm going to tell** them the truth."
10. **They're getting** married next week.
11. I hope **he'll remember** to buy some wine.
12. "**I'm going** by the 6.30 train." "So am I. **I'll give** you a lift to the station."

13. You look frozen. Sit by the fire and **I'll make** you some hot tea.
14. "I'm not quite ready, I'm afraid." "That's OK. **I'll wait.**"
15. Shop assistant: "We have some very nice strawberries." Customer: "All right! **I'll have** a kilo."
16. Scientists predict that global warming **will result** in a severe impact on many natural ecosystems.
17. As a result of global warming the ice at the North and South Poles **will melt** and sea levels and sea temperatures **will rise**.

Упр. 7, с. 133

Future Continuous or Future Perfect

1. **I'll be cleaning** my flat tomorrow morning from 9 to 12, but I think I'll be free in the afternoon. **I'll have finished** cleaning by 12.
2. This traffic is terrible! We're going to be late. By the time we get to the airport, Bob's plane **will have arrived**.
3. This time next year **I'll be doing** exactly what I am doing now. **I'll be studying** hard for the exams.
4. Next year my friends **will have been** married for 25 years.
5. Can I call you on Sunday at 11? Do you know what **you'll be doing**?
6. I'm so happy! I'm going on holiday the day after tomorrow. In two days **I'll be lying** on the beach in the sun.
7. By the end of June **he'll have graduated** from the university and in July **he'll be looking** for a job.
8. Please, call me soon. **I'll be waiting** for your call.

Упр. 9, с. 133

Sherlock Holmes and Dr. Watson go **on** a camping trip. After a good dinner and a bottle of wine they retire **for** the night and go **to** sleep. Some hours **later** Holmes wakes **up** and wakes **up** his faithful friend. "Watson, look **up** at the sky and tell me **what** you can see." "I can see millions and millions **of** stars, Holmes," replies Watson. "And what do you deduce **from** that?" Watson ponders **for** a minute. "Well, astronomically, it tells me that there are millions **of** galaxies and potentially, billions **of** planets. Meteorologically, I suspect that we **will** have a beautiful day tomorrow. Theologically, I can see that God is all-powerful and that we are a small and insignificant part **of** the universe. What does it tell you, Holmes?" Holmes is silent **for** a moment. "Watson, you're an idiot!" he says. "Someone has stolen our tent!"

Упр. 15, с. 136

1. An increase of a few degrees *won't* simply *make for* pleasantly warmer temperatures around the globe. Unfortunately it can have unpleasant effects.
2. She has a nice temper. She doesn't like to quarrel. And if it happens she always tries *to make up* soon and forget about the quarrel.
3. I don't believe you! You've *made* it all *up*.
4. I think we'll *make for* the lake as soon as we get up tomorrow morning.
5. She says she doesn't like *to put on make-up* because she is too lazy to remove it before going to bed.

PART 2

Упр. 3, с. 143

Little Ice Age

We have every reason to expect the most dramatic **consequences** of global warming, both predictable and **unpredictable**. Doing all in our power, putting in every **effort** to decrease the speed of global warming is, no doubt, the most **crucial** problem, mankind is faced with today.

It should not be forgotten, however, that the Earth has already **survived** climate changes that were not less dramatic for its **inhabitants**. The nature of the other well-known climate change was diametrically opposed to global *warming*. It was global *cooling*. The most recent period of this kind is called the Little Ice Age. **Although** there is no scientifically **agreed** opinion concerning the beginning of the Little Ice Age, there is a consensus that it only ended in the mid-19th century.

The Little Ice Age brought bitterly cold winters to many parts of the world. Rivers and lakes were frozen, fields were covered with a thick **layer** of snow, which **inevitably** affected the crops. The most **severely** affected social group of people was the peasants. Some historians **assert** that famine, diseases and massive deaths resulted in important political events, such as the French Revolution of 1789.

Beginning with 1850, the world's climate began warming again and the Little Ice Age may be said to have come to an **end** at that time. Some global warming critics believe that the Earth's climate is still recovering from the Little Ice Age and that human activity is not the **decisive** factor in present temperature trends.

However, the prevailing scientific **opinion** on climate change is that warming over the last 60 years is caused primarily by the increased proportion of CO₂ in the atmosphere **due** to human activity. History shows that we have a good chance to survive global warming. A lot depends on ourselves.

Упр. 6, с. 145

* * *

- A. It's very cold outside, isn't it?
 B. Yes. But the forecast says it'll get warmer towards the end of the week.
 A. Oh, will it? If it gets warmer and it doesn't rain, we will go to the country.

* * *

- A. What was the weather like in London?
 B. I was lucky. It was very warm and dry. And what was it like here?
 A. It was terrible here. It even snowed sometimes.
 B. What's the forecast for the next week?
 A. It will keep cold for the whole week.

* * *

- A. Look at these black clouds! It's going to rain hard.
 B. Oh, yes. And I've left my umbrella at home. How will I get home in such awful rain without an umbrella?
 A. Don't worry; I'll give you a lift.

Упр. 7, с. 146

1. She'll be delighted when she **hears** this.
2. He'll **be** here before you go.
3. **Will he ring** up when he arrives in England?
4. Stay here till the lights **turn** green.
5. As soon as she **learns** to type on the computer, I'll give her the job.
6. When the Queen **arrives** the audience will stand up.
7. When you look at yourself in the mirror you'll **see** what I mean!
8. As soon as the holidays begin this beach **will become** very crowded.
9. Don't forget to turn off the lights before you **leave** the house.
10. When it **gets** warm enough I'll turn off the heating.
11. The computer **won't start** until you press this button.
12. Don't count on a salary increase before you actually **get** it.

Упр. 13, с. 150

If anyone had a bet that there is no life on any other planet except for the Earth, he would be most likely to lose it because astronomers have recently discovered a planet that actually has all the necessary properties for life to exist on it.

The planet is five times as heavy as the Earth, and orbits a Red Dwarf (a little sun). In spite of its small size, it emits enough heat to keep the temperature of the planet's surface similar to that of the Earth's.

There is water on the planet, and correspondingly some kind of atmosphere. That is why the scientists do not exclude the possibility of some forms of life on it. It would be extremely difficult, however, to find out whether it is really so.

The planet is far beyond the scope of the solar system at a distance of about 200 trillion kilometers from the Earth!

UNIT 6

PART 1

Упр. 5, с. 162

The Capitol

It is one of the most interesting architectural areas in Rome. The whole complex (square and buildings) was built in the sixteenth century according to Michelangelo's designs.

Today the Capitol is the Town Hall. Placed on the Capitoline Hill, it had suffered during the centuries various remaking until it assumed the present shape. Since the ancient times it has been a very important place for the life of Rome, being first, a religious centre, and then, the seat for Roman Senate.

Упр. 10, с. 164

1. Haven't they promised to *come round* tonight?
2. While I was looking through the old newspapers I *came across* some useful information, which I decided to use in my report.
3. One of the partners *came up with* the idea of setting up a joint venture.
4. Prices seem to go up all the time and never *come down*.

Упр. 12, с. 165

Mark Twain

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PART 2

Упр. 4, с. 173

1. He could do nothing but obey the rules.
2. The children had nothing to do and they behaved badly.
3. The children could do nothing but promise to behave well.
4. I could do nothing but apologize for my intrusion.
5. He said that he had nothing to do there and he was going to leave.
6. I can do nothing but admit that it was my fault.

Упр. 9, с. 176

1. Where did you come **across** this information?
2. I wonder how many times you have already tried to give **up** smoking?
3. It turned **out** to be a difficult job.
4. Prices hardly ever come **down** they always seem to go **up**.
5. Don't forget to put **on** your hat. It's cold outside.
6. Nobody believed his story. It was obvious that he had made it **up**.
7. When his father had died he took **over** the company.
8. I wonder why he has turned **down** their offer.
9. This table takes **up** too much space. We need something smaller.
10. She said that she could no longer put **up with** his rudeness.
11. When will you come **round**? We are always so happy to see you at our place.
12. Don't put **off** till tomorrow what you can do today.
13. He used to be a famous athlete but doesn't go **in for** any competitions now.

UNIT 7

PART 1

Упр. 4, с. 188

1. The building is reported to have been badly damaged by the fire.
2. Global warming is believed to have a disastrous impact on the world climate.
3. He is alleged to have been exceeding the speed limit.
4. English is considered to be an agreed language of international communication.
5. She is said to work sixteen hours a day.

Упр. 5, с. 188

1. The company is known to have been exporting this equipment for ten years.
2. The Earth's climate is expected to continue changing.
3. This product is reported to be on sale everywhere.
4. Coco Chanel was alleged to have sympathised with the Nazis.
5. Pocahontas is known to have supplied the first American settlers with food and thus to have saved them from starvation and diseases.
6. Chanel can be said to have radically changed the way in which women dress.
7. English is considered to be an international language of communication.

PART 2

Упр. 6, с. 199

1. You look marvellous after your holiday.
2. "What are you cooking? It smells delicious!" "Hope, it'll taste nice, too."
3. He said he was feeling very tired and was looking forward to his holiday.

Упр. 7, с. 200

1. Their garden is three times as large as ours.
2. It's a sale so this coat is twice as cheap as it was.
3. I work twice as hard as him.
4. He must read five times as much if he wants to make progress.
5. You may have to spend three times as much time if you go by train.
6. I'm sure the new method is ten times as economical as the old one.
7. London has twice as many banks as the rest of South-East England.
8. No doubt, he plays tennis twice as well as me.
9. He smokes three times as little as he used to.

Упр. 8, с. 201

1. This awful weather is really *getting me down*.
2. I hear you've got a new boss. *How are you getting on with him?*
3. He is said *to have got over* and to feel well now.
4. It was a secret knowledge by which people *got on* in the world.
5. Let's *get together* and decide what we have to do.
6. I saw his driver help him *get in the car*.
7. Hello! How are you *getting on?*
8. We are going *to get on/along with our work* and hope to achieve good results in the near future.

Упр. 9, с. 201

Do Men Follow the Fashion?

Men are **generally** considered to care much less about being **fashionably** dressed than women. Is that really so?

If we have a **careful** look at our **contemporaries**, we will see that this **assertion** is far from being true.

Most men do try to follow the fashion in some way or another.

The rhythm of modern life dictates its laws — it most **emphatically** requires clothes that are comfortable to wear. Hence the manner of being dressed **casually**, even **intentionally carelessly**, the popularity of jeans (for all seasons, **practically**), all kinds of sweaters, pullovers, blazers, polo-neck sweaters, T-shirts, etc.

Suits, shirts, ties and waistcoats, let alone tailcoats and tuxedos are only worn on formal occasions. **Strangely** enough, all these **observations** refer not only to young men, but to quite mature ones (to put it **mildly**) as well.

But what men are most **particular** about is the tie. It is sometimes plain and sometimes with a most **elaborate** pattern, sometimes matching the colour of the shirt and suit and sometimes contrasting it. Another thing most men really care about is their shoes from laced leather ones and mocassins to boots, running shoes and trainers.

In what direction will men's fashion **evolve** is hard to **predict**. Perhaps, quite a new style will **emerge** some day. Who knows?

Anyhow, one thing should be remembered by a man who wants to be **successful**: it is the well-dressed man who is remembered, not his clothes.

UNIT 8

PART 1

Упр. 4, с. 213

1. I was introduced to Dr. Jones last year.
2. Large areas of forests are being destroyed every day.
3. The house next to ours has been bought.
4. When we got to the park, the tennis court was being repaired, so we couldn't play.
5. These artificial flowers are made of silk.
6. Children under six won't be admitted to the figure skating school.
7. A special version of the book for young children has already been written.
8. Far more money is now being spent on food than before.

Упр. 8, с. 214

1. *Pygmalion* was written by Bernard Shaw in 1913.
2. The name was chosen well.
3. The play was based on the well-known myth about the king of Cyprus, who made a beautiful statue of a girl and fell in love with his own creation, when his work had been completed.
4. The play was immediately appreciated by theatrical directors and had a long and extremely successful run both at home and abroad.
5. Lerner was impressed by Rex Harrison as Professor Higgins and he was offered the role in the musical.
6. And who was invited to play Eliza Doolittle?
7. Julie Andrews must have been offered this role.
8. This role can't have been offered to any other actress.

Упр. 10, с. 215

1. I don't want anybody to know about this incident. Please, keep it back.
2. Shaw tried to record Cockney's actual way of speaking, but he was able to keep it up for no more than a few pages.
3. Fashion is changing so quickly; I don't even try to keep up with it.
4. "Don't give in, keep on training and you'll be a success!" his coach often said to him.

Упр. 11, с. 216

Who Are the Cockneys?

A Cockney is a Londoner born within the sound of Bow Bells that ring out from a church, called St. Mary-le-Bow, in the East End of London. The East End, which lies to the north and east of the City of London, has always been the home of the native London working class.

Quite apart from their accent Cockney people have, over many **generations**, evolved a colourful, slangy mode of speech that is uniquely their own. How it all began and how far it goes back is **extremely** difficult to say. But books on English slang **refer** to it and Bernard Shaw must have known it very well.

The slang derives from several sources. The most **predominant** is rhyming slang: a word is replaced with a phrase of two or three words that rhymes with it. For example:

ear — bottle of beer; dress — more or less; dog — London fog; mate (friend) — china plate; good — Robin Hood, etc. So **originally** rhyming slang might well have been a kind of code used by criminal groups to pass on secret information to each other.

Most native English speakers only know a **handful** of Cockney phrases and use them to add a bit of fun and **variety** to their speech.

You can hear a lot of Cockney spoken at London street markets, such as Portobello where they sell **antiques** and less **valuable** things for collectors, and Petticoat Lane, situated in the City of London. If you go there on a Sunday morning, you may be lucky **enough** to see a Pearly King and a Pearly Queen. They are the Cockney **monarchs**. On important days they wear special costumes, which have thousands of pearl buttons on them.

The Covent Garden fruit and vegetable market that used to be next to the world-famous Covent Garden Opera House and where Eliza Doolittle sold her flowers, doesn't **exist** any longer, so you can **hardly** hope to hear any Cockney spoken in that place. But **wherever** you go in Cockneyland you will be given a friendly welcome.

PART 2

Упр. 8, с. 225

1. I advise you not to run through this contract quickly but to look it through more carefully.
2. I always looked up to him.
3. We've run out of petrol. We have to stop and fill up.
4. I hear the police have been looking into this crime for a long time but without success.
5. All people like being looked after, don't they?
6. We're looking forward to seeing you in Moscow.
7. Drive more slowly or you can run somebody over.

UNIT 9

PART 1

Упр. 7, с. 243

1. When I'm tired, I enjoy **watching** television. It's relaxing.
2. They decided **to get** married.
3. He is such a violent man! Can you imagine **being** married to him?
4. I couldn't help **laughing** when I heard his story.
5. He admitted **making** several mistakes.
6. I'm not in a hurry. I don't mind **waiting** for you.
7. We were hungry, so I suggested **having** dinner early.
8. He offered **to give** us a lift to the airport.
9. Do you know whether they have agreed **to take** part in the project?
10. She avoids **talking** to strangers in the street.
11. They arranged **to meet** at 8 o'clock outside the cinema.
12. He practices **playing** the piano every day.
13. I'll do the shopping after I've finished **cleaning** the flat.
14. He had expected **to finish** work early but he had to stay at work till 10.
15. I can't stand **waiting** in queues.

Упр. 8, с. 244

1. Don't forget to turn off the light before leaving the house.
2. I regret saying it to him. I shouldn't have done it.
3. Please, stop talking and let's begin our lesson.
4. I remember locking the car but where have I put the key?
5. We regret to say that we won't be able to fulfil your order.
6. We came across him in the street and stopped to have a chat.
7. I'm sorry; I forgot to congratulate you on your birthday.

Упр. 9, с. 244

It **happened** a few years ago. We **arranged** to go to Paris from London for a short holiday. But it **turned out** to be a bad experience. When we **got** to the airport in London we **heard** that our flight **had been** delayed. We **had** to wait in the airport for 3 hours, and when, at last, the flight **was** announced, we **felt** extremely exhausted. Our travel agent **had booked** a guided tour of Paris at night, but we **realized** that we **were going** to miss it because of our flight's delay. So we **checked in** at the hotel, which, by the way, **didn't seem** very nice at all and **went** to bed.

The next day we **decided** to go sightseeing by ourselves. When we **left** the hotel, the sun **was shining** and it **was** very warm, so we **left** our coats and umbrellas at the hotel, because we **didn't want** to carry heavy bags with us. While we **were standing** in the queue to go up the Eiffel Tower it **started** raining and it **didn't stop** till late in the evening. Of course, we could do nothing but go to the restaurant. We **were sitting** there eating delicious French food, drinking marvellous French wine and **waiting** for the rain to stop. Then we **caught** a taxi back to our hotel. The next day we **remembered** to take our umbrellas and coats, but the day **was** warm and sunny.

You may ask me what places of interest in Paris I remember — not many, I'm afraid. Travelling can be tiring but not memorable sometimes!

PART 2

Упр. 8, с. 256

Warwick Castle

This is, quite simply, **the** greatest medieval castle in Britain. With a history that dates back over 1,000 years, Warwick Castle will take you back in time — to a world of splendid banquets, bloody battles and royal luxury. **The** castle really brings history to life. Visit the waxworks displays of

Madame Tussauds, where you can watch and hear **the** Earl of Warwick's preparations for battle. Feeling brave? Then take **a** look at **the** ghostly dungeons where prisoners were tortured. Alternatively, relax with **a** stroll through **the** castle's beautiful gardens.

Shakespeare's Stratford

The birthplace of William Shakespeare, **the** greatest writer in **the** English language, and home to **the** theatres of **the** world-known Royal Shakespeare Company, Stratford is **a** charming market city. Our tour includes **a** visit to Shakespeare's birthplace. Then we enjoy lunch in **a** 15th century inn before heading towards Oxford.

Oxford

The grandest of all **the** colleges is Christ Church, home to Oxford's cathedral and **the** university's largest court. We enjoy **a** private tour through **the** *Alice in Wonderland* gardens where **the** real Alice chased her Cheshire cat. Then we head to **the** college's spectacular dining hall, chosen as **a** key location in **the** Harry Potter film. We offer **a** special champagne reception in either **the** gardens or **the** hall so you can feel **the** magic of **the** film and **the** book and learn about **the** traditions of college life.

Упр. 9, с. 257

1. The film was so boring that I **dozed** off in the middle of it.
2. Bernard Shaw said his hobbies were cycling and **showing** off.
3. I'm sorry I can't come to your party tomorrow. I'm **seeing** off my sister. She is leaving for London.
4. "Look, we can't drive there! They've **roped** off the road. I wonder what has happened."
5. Don't **put** off till tomorrow what you can do today.
6. They wrote to us that they had **sent** off all the documents a few weeks before.

Упр. 14, с. 260

The world famous Micky Mouse has never suspected that in Russia he has cousins descending from a little mouse in whose honour a whole city on the Volga is named.

The legend has it (according to the legend) that approximately (about) the time when William the Conqueror became the King of England (that is in 1066 A.D.) a young Russian prince was once hunting in a thick forest

on the bank of the Volga. He got tired and lay down to have a rest under a tree on the steep bank of the river. He was fast asleep when he was woken up by a little mouse that had run across his face. He was still sleepy, so seeing the mouse running away to the forest, he got very angry and was about to throw a stone at it when he noticed a viper creeping towards him. If the mouse hadn't woken him up, the viper would have stung him and he would have died. The mouse had saved his life! The grateful prince ordered the area to be roped off and that a shrine should be built there. Gradually people began to settle round the shrine and at the prince's order the settlement was named Myshkin, which can be understood either 'belonging to the mouse' or as 'in honour of the mouse'.

That is the legend. Like any other legend it can be neither proved nor disproved. Anyhow, the steep hill on the bank of the Volga turned out to be an ideal place for building a settlement that later became a town.

There were dramatic periods in its history, but no matter how hard were the times, the mouse has always been its faithful patron. In the reign of Katherine II the town was allowed to have its own coat-of-arms with pictures of a bear and a mouse.

Now it is a flourishing city and a tourist attraction with several interesting museums, among them the Museum of the Mouse, the only museum in the world of that kind. And, of course, everywhere in the city you can buy souvenirs with the mouse in different fancy dress.

UNIT 10

PART 1

Упр. 4, с. 269

1. **Is** there anybody here?
2. There **are** a few houses, a shop and a church in the village.
3. **Is** there any money left?
4. There **is** a very good reason for my decision.
5. There **are** fewer people here today.
6. There **are** some apples and oranges in the bowl.
7. There **is** some fruit and vegetables on the table.
8. There **is** a necklace, two rings and a bracelet in her jewellery box.
9. There **is** a woman outside to see you.
10. There **are** some people outside to see you.

Упр. 5, с. 269

1. There are five minutes left. It's time to finish our discussion.
2. I was told that there would be somebody meeting me at the airport, but unfortunately there was nobody there.
3. Look! There is a woman waiting for a bus at the bus stop. Don't you think it's Anna?
4. Could you tell me whether there are any night flights to London on Saturdays?
5. It was very windy. There was a cold wind blowing in from the sea.
6. I remember that there used to be a cinema here. Now there is a big supermarket.
7. There is every reason to believe that the economic situation in the country will improve.

Упр. 6, с. 270

1. I don't like this café. Let's go to **another** one.
2. They have two children. One goes to school, **the other** is already at college.
3. It was a long journey. They visited Italy, Germany, France and some **other** European countries.
4. Have you got any **other** questions to ask me?
5. We often write to each **other**.
6. I know that they used to write to one **another**.
7. There was only one question I couldn't answer. **The others** were simple.
8. This is just **another** of his crazy ideas. Ignore it.
9. Let's meet some **other** time and discuss all **the other** questions.
10. I don't like these hats. Have you got any **others**?
11. What **other** things do they sell there?
12. It's time to begin. Where are all **the others**?
13. When you're overtaking, make sure there's nothing coming **the other** way.
14. Would you like **another** drink?

Упр. 8, с. 271

1. Who was the first man who systemized the American variant of the English language?
2. What was Noah Webster's main aim?

3. When was the first American dictionary published?
4. Whose name do the best-known dictionaries of American English bear?

PART 2

Упр. 5, с. 278

Dear Mum,

I know you're worrying about me, so I decided to write to you and say that I'm fine and enjoying my holiday in Europe.

We have already travelled in the south of France and now we are in Paris. I'm living in a flat on the ground floor with John and another friend. It looks like the beginning of autumn here, though it's only the end of August. The weather is not very pleasant, I'm afraid, so we spend a lot of time in museums — you must be proud of me! Our timetable is rather tough — tomorrow we are going to Brussels by car, which we are going to hire in the morning. We'll have to start our journey early in the morning. Though the roads in Europe are not bad, they are not as wide as in America and we don't want to get into the traffic jams.

I miss you, Dad and my little sister. Hope you're all feeling well.
See you soon.

Love, Roy.

Упр. 6, с. 278

A Canadian's Language Problems

the, A, the, The, an, the, an, the, the, the, the, the,
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The, a, a, a, the, a, a, the, a, the, the, a, a,
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Упр. 7, с. 280

1. There were both British English speakers and American **ones** in the delegation.
2. The government has produced a number of reports on violence on television, the most recent **one** only six months ago.

3. Help yourself to **some** apples.
4. "Is this your umbrella?" "No, mine's the big black **one**."
5. I want a stamp for my letter. I must go and buy **one**.
6. If you haven't got enough money, I can lend you **some**.
7. They say his recent films are very successful, but I haven't seen **them** yet.
8. You've got an excellent secretary in your office. We've got **one** too, but **she** doesn't speak any foreign languages.
9. Your garden is so nice. We've got **one** too, but **it** is very small.
10. If you are making a cup of coffee, could you make **one** for me?
11. "Look! Isn't that house beautiful?" "Which **one**? The tall **one**?" "No, the **one** next to the tall **one**".
12. "Let's have a snack in a café today!" "Good idea! I know **one** round the corner. It is very nice."
13. "We haven't got any milk." "OK! I'll buy **some** on the way home."
14. Have you read all the articles in today's paper? There are a few very interesting **ones**.
15. My friend isn't a lawyer. He is a businessman and a very successful **one**.
16. Have you read his recent publications yet? **They** are very interesting.

Упр. 8, с. 280

1. He was invited to a few parties last month, but he didn't go to **any** of them.
2. He was invited to two parties last week, but he didn't go to **either** of them.
3. There were a lot of e-mails this morning but **none** of them were (was) important.
4. I asked two people the way to the station but **neither** of them could help me.
5. **Neither** of her parents is English. Her mother is Welsh and her father is Scottish.
6. We tried to book a room in a few hotels but **none** of them had any rooms available.
7. We can meet on Tuesday or Thursday. Would **either** of these days be convenient for you?
8. I couldn't answer **any** of the questions they asked me.
9. We took a few photos but **none** of them were (was) any good.
10. He showed me two photos, but **neither** of them was very good.

Упр. 10, с. 281

The most **common** form of English used by the British ruling class is that **originating** from southeast England (the area around the capital, London, and the **ancient** English university towns of Oxford and Cambridge). This form of the language is known as “Received Standard”, and its accent is called Received Pronunciation (RP), which is improperly regarded by many people outside the UK as ‘the British accent’. Earlier it was held as better than other accents and **referred to** as the King’s (or Queen’s) English, and then “BBC English”. Originally, this was the form of English used by radio and television. However, there is now much more **tolerance** of variation than there was in the past; for several decades other accents have been accepted and are **frequently** heard, although stereotypes about the BBC persist. English spoken with a mild Scottish accent has a reputation for being especially easy to understand. Moreover, only approximately two percent of Britons speak RP, and it has **evolved** quite markedly over the last 40 years.

Even in the south east there are significantly different accents; the local inner east London accent called Cockney is strikingly different from RP and can be difficult for **outsiders** to understand.

There is a new form of accent called Estuary English that has been gaining prominence in recent decades: it has some **features** of Received Pronunciation and some of Cockney. In London itself, the broad local accent is still changing, partly **influenced** by Caribbean speech. Londoners speak with a **mixture** of these accents, depending on class, age, upbringing, education and so on.

Упр. 12, с. 282

Internet — a New Medium

Do you know that although the basic applications and guidelines that make the Internet possible had existed for almost a decade, the network did not gain a public face until the 1990s?

Since then the world **has changed** immensely because of the Internet. And its arrival **has** already **given** some clear indications about the way in which languages **are going** to be affected. The signs are that we **are facing** a **development** whose **consequences** for English (and indeed for languages in general) **are** profound.

The Internet is a genuine new medium of linguistic communication, taking some of the properties of the two traditional mediums, speech and writing, synthesizing them in a new way, and adding further properties

which **were** unavailable to either in the past. Because people **are typing** their messages on a screen, there **are** obvious similarities with written language; but there **are** some important differences. **To begin with**, most of the interactions **are** in the form of a dialogue — doing the job of speech, only in written forms. Moreover, it **is** a fast-moving dialogue, especially in chatgroups and **virtual** worlds, where people **are exchanging** messages as fast as they can type.

E-mails **are** also dialogic in character. Although there can be quite a lag before a reply **is received**, the language in which the reply **is** often **written** is that of a face-to-face conversation. It **is** this dialogic character which **has led** some commentators to describe Internet communication as ‘written speech’.

But in our real conversations we do not only **pronounce** words. We **pronounce** them with a definite intonation, stress, speed, rhythm and tone of voice. The limitations of the keyboard **enable** only some of the properties of spoken language to be expressed on the screen (punctuation marks, repeating letters, spacing or capitalization of letters, for example, can be used to stress the meaning of the word.).

But it **is** impossible to communicate the other properties which **add** so much meaning to face-to-face conversation — facial expressions and gestures. Remember the saying ‘It ain’t what you say, nor the way that you say it, but the way that you look when you say it’? **Has** anything **been done** to compensate for this obvious defect of the Internet communication? Yes, here they are — ‘smileys’!

Упр. 14, с. 284

My dear colleagues,

Yes, colleagues. I meant what I said. Five years ago I became one of your teachers and you were my first-year students at this college. I have been trying to teach you all I know myself about the art of teaching foreign languages.

Language is one of the most wonderful media of communication mankind possesses. Young children learn to use their mother tongue by themselves, but as they grow up they need the languages of other peoples and you have learned how to teach them. Anyhow, I did my best to tell you all I know about the rules, the joys and pitfalls of our profession.

Today I would just like to remind you about something you might not consider worth speaking about because it is self-understood. So I apologize for asking you to listen carefully.

Firstly, no matter how well you know the language you are going to teach, you cannot preserve this level without further efforts to keep it up. You either go on acquiring knowledge, improving your skills and making progress or you begin to forget what you have learnt and lose the skills you possess, and very quickly at that.

I realise that I might seem old-fashioned, but let me assure you that the most reliable way of keeping up your standards is reading. And, of course, there is no denying the fact that nowadays we have a lot of other possibilities. For example, we can listen to the radio and watch television and learn to understand different varieties of spoken English, especially the two main ones — British and American.

And last but not least, no matter how well you know the course-books you are using in class, never go to the lesson unprepared. Let me quote an outstanding Russian teacher of foreign languages: “A lesson is a carefully prepared improvisation”.

There will be ups and downs in your activities as teachers. Do not be discouraged in any situation. The profession you have chosen is both creative and rewarding and I wish you every success in it.

ТАБЛИЦЫ ВРЕМЕННЫХ ФОРМ

ТАБЛИЦА ВРЕМЕННЫХ ФОРМ

	PRESENT	PAST
SIMPLE to write to translate	<ol style="list-style-type: none"> 1. I hardly ever write letters. 2. Alex often writes letters. 3. He usually translates business letters. 4. Do you translate letters? 5. Does he translate letters? 6. Don't you write letters occasionally? 	<ol style="list-style-type: none"> 1. I wrote a letter to a friend yesterday. 2. When did you write to him? 3. When did he last write to you? 4. Why didn't you write to him?
CONTINUOUS to be writing to be translating	<ol style="list-style-type: none"> 1. "What are you doing?" "I'm writing a letter." 2. Alex is translating a letter, so he can't talk to you just now. 3. Для выражения будущего действия. "What are you doing tonight?" "I'm going to the cinema." 	<ol style="list-style-type: none"> 1. I was writing a letter when you came. 2. What were you doing when I came? 3. I wasn't making any calls at five o'clock.
PERFECT to have written to have translated	<ol style="list-style-type: none"> 1. I've just written a letter to a friend. 2. Has he answered your letter yet? 3. I haven't seen him lately. 4. I haven't seen him for a long time. 5. I haven't seen him since we went to college. 	<ol style="list-style-type: none"> 1. I'd written all the letters when you came. 2. He said he'd already translated all the letters. 3. How many letters had you translated by the time the manager came?
PERFECT CONTINUOUS to have been writing to have been translating	<ol style="list-style-type: none"> 1. I've been writing letters since morning. 2. What have you been writing all this time? 3. He's been translating books all his life. 4. How long have you been translating this article? 	<ol style="list-style-type: none"> 1. He said he'd been looking through the mail since morning. 2. We'd been walking through the forest for three hours when we realized that we'd lost our way.

АКТИВНОГО ЗАЛОГА

FUTURE	FUTURE IN THE PAST
<ol style="list-style-type: none"> 1. I think I'll write to him one of these days. 2. He'll probably write to me soon. 3. I'll send you a fax as soon as I make all the necessary arrangements. 4. I'll call you after I've seen everybody about it. 	<ol style="list-style-type: none"> 1. He said he'd write to us as soon as he got to London (... he would write to us...).
<ol style="list-style-type: none"> 1. I'll be waiting for you at exactly ten. 2. Will you be using your computer this afternoon? 3. Tomorrow we'll be looking at the situation in Panama. 	<ol style="list-style-type: none"> 1. He said he'd be waiting for you at exactly ten (... he would be waiting ...). 2. They said (on TV) they would be looking at the situation in Panama tomorrow.
<p><i>(Употребляется сравнительно редко)</i></p> <ol style="list-style-type: none"> 1. We'll have written all the most important letters by one o'clock. 2. You'll understand the problem better after you've studied it more carefully. 	<ol style="list-style-type: none"> 1. They said they would have written all the documents by the time you needed them next week. 2. He said you'd (you would) understand the problem better after you'd (you had) studied it more carefully.
<p><i>(Употребляется сравнительно редко)</i></p> <p>He'll have been working for an hour by the time we come to help him.</p>	<p><i>(Употребляется сравнительно редко)</i></p> <p>He said he would have been working for an hour by the time we came to help him.</p>

ТАБЛИЦА ВРЕМЕННЫХ ФОРМ

	PRESENT	PAST
SIMPLE to be written to be translated	<ol style="list-style-type: none"> 1. The mail is always received after 10 o'clock. 2. New houses are usually built on the outskirts. 3. All the contracts are signed by Director General. 4. This work is done with a very thin needle. 5. What is it made of? 6. He's often invited to parties. 7. The boy isn't often given new toys. 	<ol style="list-style-type: none"> 1. America was discovered by Columbus. 2. I was asked to wait another week. 3. When were those houses built? 4. Who was the palace designed by? 5. We weren't told about it in time.
CONTINUOUS to be being written to be being translated	<ol style="list-style-type: none"> 1. The event's being discussed everywhere. 2. Are those houses still being built? 3. Is everybody being served? 4. Why isn't that lady being served? 	<ol style="list-style-type: none"> 1. The problem was still being discussed when the telephone rang. 2. Were those houses still being built when you visited the town last year?
PERFECT to have been written to have been translated	<ol style="list-style-type: none"> 1. The contract has just been signed. 2. Has the doctor been sent for? 3. The problem hasn't been solved yet. 	<ol style="list-style-type: none"> 1. All the necessary documents had been prepared before the discussion started. 2. Had all the tickets been sold out when you came to the booking office?

Внимание!

Группа PERFECT CONTINUOUS в пассивном залоге отсутствует.

ПАССИВНОГО ЗАЛОГА

FUTURE	FUTURE IN THE PAST
<ol style="list-style-type: none"> 1. I think the answer will be received one of these days. 2. When will the work be finished? 3. How many people will be invited? 4. The problem won't be solved soon. 	<ol style="list-style-type: none"> 1. I thought the answer would be received last week. 2. I knew the problem wouldn't be solved soon.
<i>Не употребляется</i>	<i>Не употребляется</i>
<ol style="list-style-type: none"> 1. The construction of the factory will have been completed by the time you arrive. 2. All the machines will have been installed by the 5th of April. 	<ol style="list-style-type: none"> 1. They wrote the equipment would have been installed by the 5th of April.

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