



БЕЗ РЕПЕТИТОРА

ПРАКТИЧЕСКАЯ ЛЕКСИКА АНГЛИЙСКОГО ЯЗЫКА



BRAINSTORM

THOUGHT

eng

THEORY

Без репетитора

Л. Романова

ПРАКТИЧЕСКАЯ ЛЕКСИКА АНГЛИЙСКОГО ЯЗЫКА

Учебное пособие

РОСТОВ-НА-ДОНУ

 ФЕНИКС

2012

УДК 811.111'373(075)

ББК 81.2Англ-92

КТК 8032

Р 69

Романова Л.

Р69 Практическая лексика английского языка : учебное пособие / Л. Романова. — Ростов н/Д : Феникс, 2012. — 345, [1] с. — (Без репетитора).

ISBN 978-5-222-19275-7

Целью пособия является систематизация знаний, приобретенных в школе, и значительное расширение лексического словаря. Пособие состоит из тематических уроков, каждый из которых содержит словарь современной лексики по данной теме, аутентичные тексты, разнообразные лексические упражнения, широкий выбор которых способствует созданию умений употреблять лексические единицы во всех свойственных им формах и функциях. Виды упражнений разнообразны: множественный выбор, создание логических цепочек, перефразирование, нахождение синонимов и антонимов, тестовые задания, словообразование, перевод с русского языка на английский и др. Особое внимание уделяется словам и выражениям, в которых часто делаются ошибки (Words Which Are Often Confused), а также фразовым глаголам и предлогам. В пособии содержатся упражнения формата ЕГЭ, а также задания, которые предлагаются на олимпиадах.

УДК 811.111'373(075)

ББК 81.2Англ-92

ISBN 978-5-222-19275-7

© Романова Л., 2012

© Оформление, ООО «Феникс», 2012

Оглавление

Предисловие	4
Unit 1. Describing People's Characters	6
Unit 2. Food and Cooking	28
Unit 3 . Clothes and Fashion	50
Unit 4. Homes, Buildings and Structures	70
Unit 5. Work and Working Conditions	96
Unit 6. Travelling	120
Unit 7. Communication	144
Unit 8. Computer and Internet	167
Unit 9. Crime and Police	190
Unit 10. Court and Punishment	207
Unit 11. Our World: War, Terrorism or Peace?	228
Unit 12. Religion	251
Unit 13. Myths, Beliefs and Superstitions	278
Unit 14. National Stereotype	301
Keys	320

Предисловие

Целью учебного пособия «Практическая лексика английского языка» является систематизация знаний английского языка, полученных в школе, устранение пробелов в знаниях учащихся, а также расширение и обогащение их словарного запаса. Этим задачам подчинена вся структура учебного пособия и работа с отобранной лексикой. Разнообразные тестовые задания, представленные в пособии, способствуют созданию умений употреблять лексические единицы во всех свойственных им формах и функциях, выбирать лексическую единицу из ряда слов, близких или противоположных по значению, и создавать лексические сочетания слов, соответствующие правильной английской речи.

Пособие состоит из 14 уроков (Units), каждый из которых посвящен определенной лексической теме: Describing People's Characters, Clothes and Fashion, Travelling, Court and Punishment, Communication, Computer and Internet, Religion, National Stereotype и др. В каждый урок включены: 1) подробный словарь современной лексики с переводом слов и словосочетаний на русский язык; 2) аутентичные тексты с рядом упражнений, способствующих развитию умения воспринимать, оценивать и детализировать информацию; 3) упражнения, направленные на отработку лексики данного урока. Упражнения представлены как в тестовой форме (определение слов по их дефинициям, заполнение пропусков в текстах, перефразирование, словесные цепочки, подстановка слов, нахождение синонимов или антонимов и др.), так и в традиционной форме — перевод предложений с русского языка на английский. Особое внимание уделяется словам, в которых учащиеся чаще всего делают ошибки или не всегда улавливают разницу в их употреблении (Words Which Are Often Confused), например, fit/match/suit, salary/wages, dessert/desert и др. В каждом уроке тщательно отрабатываются фразовые глаголы и предлоги. В пособии содержатся упражнения формата ЕГЭ, а также задания, которые предлагаются на олимпиадах.

Тексты и тесты информативны, интересны и развивают различные виды памяти: словесно-логическую, произволь-

ную и произвольную. У учащихся вырабатывается способность не только удерживать в памяти слова и словосочетания, но и запоминать их в процессе выполнения интересных и требующих мыслительной активности упражнений.

В пособии имеются ключи для проверки правильности ответов.

Пособие предназначается для широкого круга читателей. Последние результаты Единого государственного экзамена показывают, что одним из наиболее трудных разделов, в котором учащиеся делают много ошибок, является Раздел 3 «Грамматика и лексика», в частности задания, обозначенные номерами A22 — A28 и проверяющие словарный запас учащихся и умение пользоваться им. Поэтому пособие может быть рекомендовано учащимся, которые хотят сдать Единый государственный экзамен на «отлично» или пройти на очередной тур олимпиады по английскому языку. Кроме того, оно может быть использовано на занятиях в высших учебных заведениях различного профиля. Так как уроки не связаны между собой и упражнения имеют разную степень трудности, их можно использовать выборочно соответственно уровню языковой компетенции учащихся. Информативная насыщенность текстов и упражнений помогает расширить кругозор учащихся и способствует развитию навыков устной речи. Пособие предназначается как для самостоятельной работы, так и на занятиях в аудитории под руководством преподавателя.

Автор будет признателен всем, кто сочтет возможным высказать свои предложения по улучшению содержания и структуры данного пособия.

Describing People's Characters

Vocabulary

● Read and learn the following words and word expressions.

ambition *n* — цель, предмет желаний; честолюбивый замысел

ambitious *adj* — честолюбивый

anger (at smth; with smb.) *n* — гнев, раздражение (на кого-л. или что-л.)

anxiety (about) *n* — беспокойство, тревога (о ком-л. или чем-л.)

anxious (about) *adj* — озабоченный, беспокоящийся (о ком-л. или чем-л.)

apparently *adv* — вероятно, видимо

appreciate *v* — оценивать, (высоко) ценить; быть признательным, благодарным

appreciated *adj* — оцененный по достоинству; высоко ценимый

burst into laughter — залиться, разразиться смехом, расхохотаться

burst into tears — залиться слезами, расплакаться, разрыдаться

burst out *v* — начинать внезапно или бурно

burst out laughing — рассмеяться, залиться смехом

character *n* — личность, фигура

bad character — темная личность

firm, strong character — сильная личность

excellent, fine, good character — прекрасный человек

weak character — слабовольная личность

coincidence *n* — случайное стечение обстоятельств

by coincidence — случайно *Syn: by chance*

complement *v* — дополнять (друг друга)

considerate *adj* — внимательный к другим; деликатный, тактичный

despite *prep* — несмотря на, вопреки чему-л. *Syn:* **in spite of**

disgusting *adj* — отвратительный, плохой

disreputable *adj* — пользующийся дурной репутацией, имеющий дурную славу

exhausted *adj* — истощенный, изнуренный; измученный; обессиленный

expressionless *adj* — невыразительный

fascinate *v* — восхищать, приводить в восторг, очаровывать

fascinating *adj* — обворожительный, очаровательный

fear *n* — 1) боязнь, опасение, страх; испуг; смятение; ужас *Syn:* **horror, terror**

for fear — из страха, из боязни

in fear — в страхе, со страхом

2) *v* — бояться, страшиться, пугаться

fearful *adj* — испуганный

ferocious *adj* — дикий; жестокий, безжалостный

fit *n* — припадок, приступ

a fit of anger/laughter/rage — приступ гнева/смеха/гнева

fury *n* — неистовство; бешенство, ярость

furious (at smth; with smb.) *adj* — взбешенный, неистовый, яростный

gaze (at) *v* — пристально глядеть (на кого-л. или что-л.); вглядываться

get on (get, get) *v* — ладить, дружить (с кем-л.)

give in (gave, given) *v* — сдаться, уступить

glance (at) *v* — взглянуть мельком, одним глазом (на кого-л. или что-л.)

in common — совместно, сообща, вместе

introduce (to) *v* — знакомить, представлять кому-л. *Syn:* **acquaint with**

joy *n* — радость, счастье; восторг *Syn:* **delight, fun, gladness**

express joy — радоваться

feel, find, take joy (in) — радоваться (находить радость в чем-л.)

for/with joy — от радости

just *adj* — справедливый

justice *n* — справедливость

keep one's word — сдерживать обещание

lack *v* — не хватать, отсутствовать

lively *adj* — веселый, радостный, оживленный

meantime *adv* — тем временем; между тем

mind *n* — разум; умственные способности; ум, *Syn:* **intellect, intelligence**

broad-minded — с широкими взглядами; терпимый *Syn*: **tolerant**
change one's mind — передумать, изменить решение
keep/bear in mind — помнить; принимать во внимание, иметь в виду
lose one's mind — потерять голову, сойти с ума
make up one's mind — принять решение, решиться
never mind — ничего, неважно, не беда
to my mind — по моему мнению
mood *n* — настроение; расположение духа
be in the bad/good mood — быть в плохом/хорошем настроении
man of moods — человек настроения
moody *adj* — 1) легко поддающийся переменам настроения; 2) унылый, угрюмый
nature *n* — характер, нрав, природа, натура
good-natured *adj* — добродушный, добрый *Syn*: **sweet-natured**
ill-natured *adj* — злобный, недоброжелательный; грубый *Syn*: **nasty-natured**
by nature — по природе, по характеру
on the surface — на первый взгляд; внешне
persist (in) *v* — упорствовать в чем-л.; настойчиво, упорно продолжать
pursue *v* — добиваться, следовать
rage *n* — ярость, гнев, бешенство
in a rage — в гневе
reserved *adj* — замкнутый, необщительный, неразговорчивый
respect *n* — уважение; признание; почет, почтение; почтительное отношение
win smb's respect — добиться уважения, завоевать чье-л. уважение
lose smb.'s respect — потерять уважение
pay, show respect (to) — проявлять уважение, уважительно относиться
respected *adj* — уважаемый; почтенный; глубокоуважаемый
respectful *adj* — почтительный; вежливый
reveal *v* — обнаруживать, показывать
sarcastic *adj* — саркастический, язвительный
sense *n* — чувство; ощущение *Syn*: **feeling**
 Существительные **sense** и **feeling** в ряде случаев являются синонимами, например, **a sense of happiness=a feeling of happiness**. Но слово **sense** указывает на такие абстрактные чувства как **a sense of humor, a**

sense of responsibility, a sense of duty, в то время как **feeling** обозначает физические ощущения, эмоции, переживания (**a feeling of pain, a feeling of fear**, etc.).

settle v — 1) регулироваться); улаживать(ся); решать; 2) поселиться, обосноваться

settle a matter/a question — регулировать, улаживать вопрос

shelter n — приют, кров; убежище

find, take shelter — найти себе приют, убежище

seek (sought, sought) shelter (from) — искать убежище/укрытие (от чего-л.)

shy adj — застенчивый, робкий; стеснительный

shyness n — застенчивость, робость, скромность

sociable adj — коммуникабельный, общительный

sour adj — мрачный, угрюмый; недовольный

strict adj — строгий, суровый

subject to adj — подверженный (чему-л.), склонный (к чему-л.)

take after v — походить на кого-л. (*характером*) *Syn: look like v* — быть похожим на кого-л. (внешне) (*употребляется с дополнением*) **be alike v** — быть похожим (*употребляется без дополнения*)

temper n — характер, нрав

keep/control one's temper — владеть собой

be out of temper — потерять самообладание, выйти из себя

tempered adj — воздержанный, сдержанный, умеренный

even-tempered — невозмутимый, спокойный, уравновешенный

good-tempered — с хорошим характером, добродушный; с веселым нравом

short-tempered -вспыльчивый, несдержанный *Syn: hot-tempered, passionate*

tremble v — дрожать, трястись

used to — обычно, бывало (обозначает повторяемость действия в прошлом)

Text

● Read and translate the text.

Grace Goodhue was a twenty-five-year-old teacher at the Clarke School for the Deaf in Northampton, Massachusetts, when she went outside to water flowers on a warm day in the spring of 1904. She was enjoying the sun when she noticed a movement in the second-floor window of an adjoining building. There stood a young man gazing attentively into a mirror as he shaved. He was

dressed in the underwear and he was wearing a hat, apparently to hold his hair in place. He looked so funny that Grace burst out laughing loudly. The young man shaving was a lawyer and ambitious and well known politician named Calvin Coolidge.*

Soon after, Calvin asked his landlord to introduce him to his neighbor. By coincidence, they were both Vermonters. Grace was a young teacher seven years Calvin's younger who had moved to Northampton to realize her passion to help the deaf. On the surface, their Vermont origins seemed the only thing they had in common. She was lively and sociable and loved to be around people. He was shy and had difficulty making small talk and he made little effort to try. But they got on well at once. She liked his shyness and his unusual sense of humor. He was fascinated by her beauty and the warmth of personality that he lacked. They complemented each other. Calvin's landlord later said that he was happy to introduce Calvin to Grace because, «Having taught the deaf to hear, Miss Goodhue might cause the mute to speak».

Calvin Coolidge did not have the personality of a typical politician, for whom handshaking, backslapping and pretending was a requirement for success. He was reserved and uncommunicative, moody and at times sarcastic. But he was ambitious and had been succeeding in politics. But the full, almost unbelievable, realization of his ambition would be in the future. On that sunny morning when she glanced up at the window, saw this amusing man in the underwear and a hat and burst into laughter, Grace Goodhue could not imagine that she was about to begin a journey that would take her to the White House.

After meeting Calvin in 1904, the two began to correspond. His letters to her survived, and they reveal a passion and intensity of feeling that was rarely, if ever, shown in public. This man, whose public face was often expressionless or even sour, expressed a passion and love for the dark-haired beauty who lived across the street from him. He pursued her day and night, and she gave in despite her mother who did not like the strict and uncommunicative young man. Calvin and Grace were married on the cold rainy afternoon of October 4, 1905.

* Calvin Coolidge is the 30th President of the USA.

Exercise 1

- Find definitions related to either Grace's or Calvin's personalities. There are some words that cannot be referred to either of them.

1. Grace was ...

2. Calvin was ...

beautiful, strict, fascinating, handsome, deaf, sociable, mute, communicative, shy, moody, lively, reserved, ambitious, sarcastic, sour, gloomy, lovely, uncommunicative, amusing

Exercise 2

- Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.

1. Grace met Calvin under funny circumstances.

2. Calvin was a beginner in politics.

3. Grace was an amusing girl who wanted to be a teacher.

4. They were introduced to each other by the owner of their house.

5. They liked each other from the very start of their acquaintance.

6. They got interested in each other because they were Vermonters.

7. Their appearances had much in common.

8. Grace was the direct opposite of Calvin.

9. Grace and Calvin got on well because extremes meet.

10. Calvin's landlord thought him to be mute.

11. Calvin was always in bad mood.

12. Grace wanted to go to the White House.

13. Calvin was in love with Grace and it changed his personality greatly.

14. Calvin and Grace got married in spite of domestic troubles.

Text 2

- Read and translate the text.

My grandfather, Stepan Mikhailovich, bought a large estate to settle and soon won the deep respect and love of the whole district. His neighbors were good-tempered quiet people, who

highly appreciated him. Too often people start off on their difficult job without due preparation, without even providing themselves with bread and corn or the means to buy them. My grandfather's full barns were always open to such people. «Take what you want, and pay me back next harvest, if you can; and if you can't — well, never mind!» — with such words as these he used to distribute with a generous hand seed-corn and flour. And more than this: he was so sensible, so considerate towards them, and so inflexibly strict in keeping his word, that he soon became quite an oracle in that settled corner. My grandfather settled many family disputes. People traveled from every quarter to seek his advice and hear his decision; and both were strictly followed. I have often heard striking facts told about him by simple people, who shed tears and crossed themselves as they prayed for his soul's rest. Many of his younger servants spent their last days under my roof; and in their old age they liked to talk of their late master — of his strict discipline and passionate temper, and also of his goodness and justice; and they never spoke of him with dry eyes.

Yet this kind, helpful, and even considerate man was subject at times to fearful fits of anger which utterly defaced the image of humanity in him and made him capable, for the time, of disgusting and ferocious actions. I once saw him in this state when I was a child and the fear that I felt has left a lively impression on my mind to this day. He was angry with one of his daughters; I believe she had told him a lie and persisted in it. It was impossible to recognize him. He was trembling all over and supported on each side by a servant; his face was convulsed, and a fierce fire shot from his eyes which were clouded and darkened with fury. «Let me get at her!» he called out in a strangled voice. My grandmother tried to throw herself at his feet, but in an instant he was dragging his wife, though she was now old and stout, over the floor by her hair. Meantime, not only his daughter, but all her sisters, and even their brother with his young wife and little son, had run out of doors and sought shelter in the wood that grew round the house. The rest of them spent the whole night there; but the daughter-in-law, fearing that her child would catch a cold, went back and passed the night in a servant's cottage. For a long time my grandfather was

in a rage. At last, when he was tired of dragging his wife about by the hair, and tired of striking his servants, he dropped upon his bed utterly exhausted and soon fell into a deep sleep which lasted till the following morning.

(from «*A Russian Gentleman*» by S. Aksakov)

Exercise 3

● Choose statements that correspond to the text. You may have several of them.

1. Stepan Mikhailovich was considered

- a) a respectful person
- b) a respected man
- c) rich
- d) generous
- e) strict
- f) just
- g) a short-tempered person
- h) a strong character
- i) anxious

2. Stepan Mikhailovich could

- a) strike people
- b) have fearful fits of anger
- c) regain his temper
- d) pray for his soul
- e) make everybody tremble
- f) fear everybody
- g) give sound advice
- h) keep control of himself
- i) lose his head

3. Stepan Mikhailovich was

- a) hot-tempered
- b) quick-tempered
- c) even-tempered
- e) a man of moods
- f) a quiet person
- g) a bad character
- h) a firm character

Exercise 4

● Find the logical answer in the right column.

- | | |
|--|---|
| 1. Was Stepan Mikhailovich a generous person? | a. Yes, everybody was afraid of him. |
| 2. Why did simple people go to him? | b. He could beat and offend his family and servants. |
| 3. Was he a ferocious person at the fits of anger? | c. No, he wasn't. |
| 4. Why did his wife throw herself at his feet? | d. He could give sound advice and settle family disputes. |
| 5. Why was his behavior so disgusting in a rage? | e. She wanted to protect her daughter. |
| 6. Was he a disreputable character? | f. Yes, he could give everything a man needed without demanding a debt. |

Exercise 5

● Choose the variant which corresponds to the text.

1. Stepan Mikhailovich was respected by his neighbors because
- a) they were quiet people
 - b) he gave them hand in their trouble
 - c) he had a passionate temper
 - d) he was a strict master
2. Old servants loved their master because
- a) they liked a strict discipline
 - b) they liked his passionate temper
 - c) he was a national character
 - d) he was strict and just
3. How can you describe Stepan Mikhailovich in his family?
- a) He was an exhausted person
 - b) He was a person who acted ferociously
 - c) He did not love anybody
 - d) He liked to be in a rage

Exercise 6

● Find synonyms.

- | | |
|-----------------|---|
| 1. good-natured | a. feeling worried or nervous |
| 2. respectful | b. very angry |
| 3. strict | c. having a strong desire for success or achievement |
| 4. respected | d. willing to listen to other people's opinions and accept behavior that is different from your own |
| 5. considerate | e. formal in manner; restrained, silent |
| 6. furious | f. careful not to hurt or upset others |
| 7. broad-minded | g. having a feeling of admiration for a person because of his good qualities or achievements |
| 8. anxious | h. friendly or companionable |
| 9. just | i. that must be obeyed exactly |
| 10. exhausted | j. showing or feeling respect |
| 11. ambitious | k. kind, friendly and patient when dealing with other people |
| 12. reserved | l. fair and reasonable |
| 13. sociable | m. very tired |

Exercise 7

● Find the synonym in A, B, C, or D to the word in bold type in the sentences.

- I feel quite **tired** after covering such a long distance on foot.
(A) furious (C) exhausted
(B) anxious (D) fearful
- He is such a **short-tempered** man.
(A) good-natured (C) hot-tempered
(B) ill-natured (D) even-tempered
- It is so difficult to deal with **rude** people.
(A) furious (C) anxious
(B) ill-natured (D) respectful

4. He was **worrying** about his daughter.
(A) anxious (C) considerate
(B) angry (D) exhausted
5. He was highly **appreciated** by everybody.
(A) respectful (C) considerate
(B) just (D) respected
6. He is a **short**-tempered person and makes everybody feel uneasy.
(A) hot (C) calm
(B) even (D) just
7. They are quite **tolerant** people.
(A) respected (C) broad-minded
(B) furious (D) violent-tempered
8. Her **bad** behavior at dinner made everybody feel shocked.
(A) respected (C) considerate
(B) disgusting (D) broad-minded
9. He is a **brutal** man with awful habits.
(A) ferocious (C) exact
(B) respectful (D) good-natured
10. She is **not at ease** in the company of others.
(A) sour (C) just
(B) shy (D) ferocious
11. His **explosive** temper often fails him because people feel hurt.
(A) kind (C) calm
(B) respectful (D) short
12. I don't want to receive the man at home; he is a disreputable **character**.
(A) mind (C) person
(B) nature (D) temper
13. She was a very **attractive** young lady when I was a child.
(A) lively (C) moody
(B) sociable (D) fascinating

Exercise 8

● Find antonyms.

- | | |
|------------------|---------------------|
| 1. ill-natured | a. narrow-minded |
| 2. exhausted | b. reserved |
| 3. fearful | c. calm |
| 4. kind-tempered | d. delightful |
| 5. furious | e. good-natured |
| 6. sociable | f. bad-tempered |
| 7. considerate | g. full of strength |
| 8. sour | h. rude |
| 9. strict | i. easy-going |
| 10. broad-minded | j. selfish |
| 11. respectful | k. merry |

Exercise 9

● Look at the words in bold type. The meaning of four words does not correspond to the contents. Find these words and correct them by using their opposites.

1. His **fearful** family ran to the forest to find shelter. 2. He was a **considerate** man and his punishment was always so strict that nobody felt hurt. 3. Her **attractive** manner to treat me as a child makes me mad. 4. He felt **exhausted**, though he covered only a few miles on foot. 5. He is a **narrow-minded** person who does not want his daughter to study together with Africans. 6. Why do you consider him a **kind-tempered** person? I've never seen him in a bad mood.

Exercise 10

● Give the definitions to the people in the following descriptions. The first is done for you.

1. His friendly attitude to people and desire to help them makes him a very attractive person. He is **kind-hearted**.

2. Be careful with her. Any wrong remark may cause a fit of anger. She is _____.

3. He never said a kind word about other people. He is _____.

4. He often hurts his wife. He often shouts at her and once even struck her. He is _____.

5. She knows a lot and many people seek her sound advice. She is _____.

6. She always treats you kindly and speaks in a friendly way. She is _____.

7. I don't know anything about his past and his current business. He is a _____.

8. He cannot make up his mind himself and always follows other people's advice not even trying to make a decision on his own. He is a _____.

9. He has a great desire for success in his career and business life. I think he is _____.

10. I don't want to invite him, he will spoil our party. He will sit in the corner with this sour face of his, won't talk to anybody and it will be so difficult to entertain him. Everybody will feel tense. He is _____.

11. She's got so many friends and is easy to deal with. She is _____.

12. I did all I could to put him at his ease, but he turned red at my words, kept silent and was very awkward. He is not the man of the company. He is _____.

Exercise 11

● Fill in the blanks with the following words making all necessary changes.

I. mind

keep in mind

lose one's mind

broad-minded

to my mind

change one's mind

make up one's mind

never mind

1. I have a new job and so many questions to _____. 2. He is a _____ person with a wide range of interest. 3. _____, he is ferocious man with an explosive temper. 4. He _____ at hearing her words. 5. They _____ to invest their money into real estate. 6. You may lose your money. — _____, I am not afraid. 7. He _____ and decided to phone her.

II. temper

a violent temper

keep/control one's temper

be out of temper

good-tempered

ill-tempered

quick-tempered

1. He is fond of making fun at other people, gossiping and telling lies. He is a/an _____ man. 2. His heart was beating fast, but he tried to _____. 3. When I saw him, he was shouting something wildly. He _____. 4. It's so pleasant to speak to _____ people. 5. He is subject to sudden fits of anger. He is a/an _____ person. 6. Try not to hurt his feelings. His _____ is known to everybody.

Exercise 12

● *The verbs in the middle column have been jumbled. Put them in the right sentences.*

- | | | |
|-----------------------|-------------|--|
| 1. He highly | persisted | her skill to fascinate people and always be sociable and lively. |
| 2. They | lacks | each other, though they are quite different. |
| 3. On arrival she was | trembled | to the young man. |
| 4. He was | appreciated | by her bright personality. |
| 5. He | pursue | a sense of humor and sometimes is difficult to deal with. |
| 6. His behavior | fascinated | his high ambitions. |
| 7. She | used | in saying that he was moody and his face was expressionless. |
| 8. He | complement | subject to fits of anger. |
| 9. The paparazzi | was | this fascinating girl wherever she travels. |
| 10. He was | revealed | at the thought to be introduced to her. |
| 11. He | introduced | to be shy when a youngster, but now he is quite sociable. |

Exercise 13

● Fill in the blanks with the verbs from the box. You can use each verb only once.

bear, change, expressed, felt, found, kept, lost, made, seek, settled, showed, took, won

1. I won't speak to him. He _____ my respect by behaving like an ill-tempered person. 2. By hard work and a profound knowledge he _____ everybody's respect. 3. He decided to _____ his mind and left all his money to his nephew. 4. He _____ a sharp anxiety on hearing this. 5. She _____ joy in wandering in the hills. 6. We must _____ in mind that your mother might not like the idea. 7. He _____ the question easily. 8. It started raining quite unexpectedly and we ran to the forest trying to _____ shelter. 9. He _____ a deep respect to her granny. 10. He _____ rage when he heard somebody mention their names. 11. He _____ his word and came the next day. 12. She _____ up her mind to go abroad. 13. They _____ shelter from sunlight under the cliff.

Exercise 14


● Fill in the blanks with the corresponding noun from the box. You can use each noun only once.

anger, anxiety, joy, mind, question, respect, shelter, temper, word

1. She changed her _____ to go by bus and decided to stroll. 2. He felt a sharp _____ on hearing the news. 3. Is he going to keep his _____? 4. He expressed _____ on hearing of their arrival. 5. She always shows _____ when they are late. 6. The _____ was settled quickly. 7. She paid a sincere _____ to the old man. 8. He was out of _____ after looking through the figures. 9. They took _____ in a small wood near the river.

Exercise 15

Words Which Are Often Confused

 Choose the right word.

I. take after/look like/be like

1. He cannot control himself. I think he **takes after/looks like/is alike** his grandmother. She used to be a quick-tempered person. 2. He **takes after/looks like/is alike** her father, with his six-foot height and a broad smile. 3. It seems to me the brothers **take after/look like/are alike** each other. I am afraid they **take after/look like/are alike** their father. He was a weak character. 4. Though they seem to **look like/be alike** because they **take after/look like/are alike** their attractive mother, Jim **takes after/looks like/is alike** his even-tempered father. 5. It's so interesting to speak to him. He knows a lot and he is a very considerate person. — Yes, though he came here not long ago, he won everybody's respect. He **takes after/looks like/is alike** his father. He was a highly respected person. 6. It's a pity she **takes after/looks like/is alike** her ill-natured father. But when you look at her, you forget her disgusting character. She **takes after/looks like/is alike** her mother. She used to be a beauty. 7. Though they are twins, they **don't take after/look like/aren't alike** each other. Mary **takes after/looks like/is alike** her lively smart mother, while Ann is much quieter, she **takes after/looks like/is alike** their reserved father. But both of them **take after/look like/are alike** their graceful mother with this thick fair hair of hers.

II. gaze/glance

1. Not knowing what to say he sat **gazing/glancing** at the burning flame of the candle. 2. The girl **gazed/glanced** shyly at the newcomers and left. 3. **Gazing/Glancing** at the clock he saw that he was late. 4. But **gazing/glancing** up suddenly, he found her eyes fixed on him, full of love and sorrow; in silence they **gazed/glanced** at each other. 5. She **gazed/glanced** quickly around the crowded room and sat down on the only available chair. 6. By happy coincidence, they met at the door. He **gazed/glanced** at her for some moments, then took her hand and saying no words pressed it to his lips.

III. feeling/sense

1. On seeing them talking he felt a sharp **feeling/sense** of anxiety. 2. The accident awoke his **feeling/sense** of duty. 3. The **feeling/sense** of pain was so sharp that he couldn't help crying. 4. You have no **feeling/sense** of decency! 5. He was born with a good **feeling/sense** of humor. 6. The **feeling/sense** of justice forbids us to conceal or soften the faults of his earlier days. 7. The **feeling/sense** of sorrow took her when she saw him. 8. The **feeling/sense** of community and fellowship helped them in their difficult struggle. 9. In a highly moral family, the children are brought up with a strong **feeling/sense** of responsibility. 10. It's important to have an inbred **feeling/sense** of right and wrong.

Exercise 16

● Choose the right word between the two offered.

1. At the end of the conversation he expressed his deep **anger/**
anxiety at being treated in such a rude way. 2. They were **anxious/**
angry about their own safety. 3. He made up his **temper/mind** not
to pay attention to her **disgusting/exhausted** behavior. 4. What has
happened to him? He has always been so **considerable/consider-**
ate towards us. 5. He was often **subject/anxious** to sudden fits of
laughter. 6. It was not **just/respected** to treat them in such a way.
7. Don't bother him. He is in the bad **mind/mood**. 8. He is kind
by **nature/character**. 9. He kept his **mind/word** and fulfilled the
promise. 10. To my **mind/opinion**, he is a **sweet-natured/sweet-**
charactered man. 11. He has headed the list of the world's most
respected/respectful business leaders. 12. His behaviour towards
me was always **respected/respectful**. 13. He lost his **head/mind** and
rushed at me.

Exercise 17

● Choose the best variant from A, B, C, or D.

1. Happiness is a state of _____, pleasure, goodness, or satisfac-
tion.
- | | |
|-------------|-----------|
| (A) anxiety | (C) anger |
| (B) joy | (D) mind |

2. I am _____ to wake him. He was in such a bad _____ yesterday.
 (A) afraid, nature (C) anxious, mind
 (B) fearful, character (D) afraid, mood
3. Learn to control your _____.
 (A) respect (C) mind
 (B) temper (D) sense
4. He was a highly _____ person in business.
 (A) respected (C) considerate
 (B) just (D) quiet
5. I think he is too _____ to his children, he punishes them rather often.
 (A) respectful (C) strict
 (B) broad-minded (D) anxious
6. Don't pay attention to her words. She said that in a _____ of anger.
 (A) meantime (C) mind
 (B) fit (D) mood
7. _____ is a short madness.
 (A) Mind (C) Anger
 (B) Nature (D) Respect
8. He is _____ to sudden fits of _____.
 (A) used, fury (C) anxious, fear
 (B) subject, laughter (D) alike, temper
9. Have you _____ the matter properly?
 (A) settled (C) considerate
 (B) minded (D) respected
10. She _____ in telling everybody that she was the king's daughter.
 (A) respected (C) trembled
 (B) kept (D) persisted
11. Don't worry. If he promised you to do it, he would keep his _____.
 (A) mind (C) word
 (B) nature (D) character

12. Think a lot before taking this step. If you join their organization, you must comply with their _____ rules.
 (A) strict (C) considerate
 (B) just (D) respected
13. They were _____ and took _____ in helping others.
 (A) like, respect (C) alike, joy
 (B) angry, after (D) good-natured, mind
14. He made up his _____ to change his job.
 (A) decision (C) mind
 (B) matter (D) temper
15. He was out of _____ that's why he spoke to you in such a manner.
 (A) mind (C) temper
 (B) nature (D) respect

Exercise 18

● *Open the brackets and replace the nouns by corresponding adjectives.*

Example: He was (anxiety) to see it.

*He was **anxious** to see it.*

1. Anxiety is an emotional state in which people are alarmed or (**fear**). 2. He was absolutely (**fury**) at her refusal. 3. I know him as a (**justice**) person. 4. His (**respect**) tone made her control her temper. 5. He was (**anger**) with them because they came too late. 6. Nick Bartley was titled with a (**respect**) citizen of our town. 7. Her (**anxiety**) look told him about everything. 8. He was himself a kind and (**consideration**) man. 9. Ancient people were often (**fear**) of the unseen and unknown. 10. Shame on you! Your behaviour is (**disgust**)! 11. He was so (**exhaustion**) that he could not speak. 12. An (**ambition**) mind wants success.

Exercise 19

● *Fill in the blanks with the corresponding words from the box.*

anxiety, confident, danger, dangerous, fear, stress, stressful

Stress is an unpleasant state of emotional and physiological excitement that people experience in situations that they perceive as (1) _____ or threatening to their well-being. The word *stress* means different things to different people. Some people define stress as events or situations that cause them to feel tension, pressure, or negative emotions such as anger and (2) _____. Others view stress as the response to these situations.

Stress can have both positive and negative effects. Stress is a normal, adaptive reaction to threat. It signals (3) _____ and prepares us to take defensive action. (4) _____ of things that pose realistic threats motivates us to deal with them or avoid them.

The circumstances that cause stress are called stressors. Stressors vary in severity and duration. Some events, such as the death of a loved one, are (5) _____ for everyone. But in other situations, individuals may respond differently to the same event — what is a stressor for one person may not be stressful for another. For example, a student who is unprepared for a chemistry test and anticipates a bad grade may feel (6) _____, whereas a classmate who studies in advance may feel (7) _____ of a good grade.

Exercise 20

Phrasal Verbs

● Fill in the blanks with phrasal verbs.

1. She _____ into laughter when he proposed her.
a) took b) got c) burst
2. Do your children _____ on?
a) get b) make c) keep
3. Neither of us wanted to _____ in.
a) take b) give c) burst
4. She _____ out laughing when she heard these words.
a) gave b) made c) burst
5. When she saw her father angry, she _____ into tears.
a) broke b) burst c) grew
6. He _____ on well with other people.
a) takes b) makes c) gets

7. Stop crying! You know you are right. Don't give them _____ without even trying.
a) up b) in c) out
8. As soon as we met we didn't get _____.
a) along b) in c) on
9. She burst _____ crying at the sight of the wounded husband.
a) into b) out c) in
10. Why did you give _____? Now you can lose everything.
a) in b) out c) on

Exercise 21

● Choose the right preposition.

1. He did it **at/for** fear to be punished. 2. He kept **for/in** mind the dates of all his relatives' births and deaths. 3. He was out **of/in** temper and threw the book at his brother. 4. They both take **after/for** their mother. 5. The girl was jumping **with/in** joy. 6. She was angry **at/with** her son for his lie. 7. He jumped aside **in/at** fear on seeing a snake. 8. She was anxious **about/with** her elder son. 9. You are mistaken, **from/to** my mind. 10. He was subject **to/for** a quick change of mood. 11. We all are **to/of** the same mind. 12. She felt a high anxiety **on/about** her daughter being late. 13. She is kind **from/by** nature. 14. He was introduced **to/with** a pleasant young lady. 15. **By/On** coincidence, they met at a new school. 16. He glanced **at/on** her and went back. 17. Everything was all right **at/on** the surface.

Exercise 22

● Fill in the blanks with prepositions where necessary.

1. Most people feel anxious _____ a new situation, such as a first date, or when trying to do something well, such as give a public speech. 2. You must bear _____ mind that he is an ill-natured person. 3. She was furious _____ him because he again told a lie and persisted _____ it. 4. He was _____ his temper in a fit of violent rage when he heard the news about their eloping: _____ his mind, they showed no respect _____ him. 5. They had been

seeking _____ shelter _____ rain for a long time before they found a crude hut and decided to rest for a while. 6. He changed _____ his mind and refused to settle the matter quietly. 7. His anger _____ the Government's policy increased when he read a newspaper. 8. He found joy _____ buying new paintings for his collection. 9. If you make _____ your mind that you are going to stop smoking I am sure you will. 10. Despite _____ his assuring words everybody felt anxious.

Exercise 23

● *Translate into English.*

1. Мистер Смит — весьма уважаемый член нашего клуба.
2. Он похож на свою мать внешне, а характером он пошел в отца, который очень вспыльчив.
3. Почему ты в таком мрачном настроении? — Я беспокоюсь из-за новой школы Денни. У него такой мягкий и спокойный характер, а учителя и правила, на мой взгляд, слишком строгие в этой школе.
4. Она упорно стоит на своем: они скоро разведутся, т.к. у Дика отвратительные манеры и тяжелый характер. Он не умеет владеть собой, и склонен к внезапным приступам злости.
5. Она была счастлива и находила радость во всем.

Food and Cooking

Vocabulary

● Read and learn the following words and word expressions.

advanced *adj* — современный, передовой

appetizer *n* — закуска *Syn:* **hors-d'oeuvre**

bake *v* — печь, выпекать

baked *adj* — печеный, запеченный

baker *n* — булочник, пекарь

beefsteak *n* — бифштекс *Syn:* **steak**

bill *n* — счет (в ресторане, кафе)

pay a bill — оплатить счет

boil *v* — варить, кипятить

boiled *adj* — вареный, отварной; кипяченый

chop *n* — небольшой кусок мяса, отбивная

pork chop — свиная отбивная

confectioner *n* — кондитер

conventional *adj* — обычный, обыкновенный, традиционный *Syn:*

usual, traditional

cook *n* — 1) кухарка, повар; стряпуха, кок; 2) *v* готовить, стряпать

cooker *n* — кухонная плита *Syn:* **stove, range**

cooking *n* — кулинария; стряпня *Syn:* **cookery**

course *n* — блюдо (часть обеда, ужина и т.п.)

a dinner of three courses — обед из трех блюд

the main course — основное, главное блюдо

cuisine *n* — кухня (питание; поваренное искусство)

define *v* — определять

delicacy *n* — деликатес, лакомство

delicious *adj* — очень вкусный *Syn:* **tasty**

dessert *n* — десерт, сладкое (блюдо)

dish *n* — 1) блюдо (тарелка); 2) блюдо, кушанье *Syn:* **food**

do *v* — готовить, жарить, тушить; консервировать, солить, мариновать и т. п.

overdone — пережаренный

underdone — недожаренный

well-done — хорошо прожаренный, хорошо проваренный (о мясе)

drink *n* — напиток *Syn:* **beverage**

alcoholic beverage — алкогольный напиток

soft drink — безалкогольный напиток

strong drink — крепкий напиток, спиртной напиток

eat out *v* — питаться вне дома, в ресторане

egg *n* — яйцо

fried eggs — яичница-глазунья

hard-boiled egg — яйцо вкрутую

scrambled eggs — омлет

soft-boiled egg — яйцо всмятку

essential *adj* — важнейший; необходимый; основной

essential foods — основные продукты питания

flavor *n* — 1) вкус, привкус; букет (вина) *Syn:* **taste**; 2) аромат, запах

foodstuffs *n* — пищевые продукты

fried *adj* — жареный *Syn:* **roast, grilled**

fry *v* — жарить

game *n* — дичь

garnish *n* — гарнир

garnish (with) *v* — гарнировать (блюдо чем-л.)

gradually *adv* — мало-помалу, понемногу, постепенно *Syn:* **little by little**

help oneself (to) *v* — угощаться; брать что-л. за столом

helping *n* — порция

have another (a second) helping — брать добавку

hungry *adj* — голодный; проголодавшийся

introduce *v* — внедрять, учреждать, вводить

kitchen equipment — кухонное оборудование

mash *v* — давить, разминать, толочь

mashed potatoes — пюре

meal *n* — прием пищи; еда

order a meal — заказывать еду
serve a meal — подавать еду
a big, heavy meal — обильная еда
a light, small meal — легкая еда
the main meal — основной прием пищи

menu *n* — меню

on the menu — в меню

pan *n* — посуда для готовки чего-л.

frying pan — сковорода с ручкой

saucepan — кастрюля

peel *v* — снимать корку, кожицу, шелуху; очищать (фрукты, овощи и т.п.)

plate *n* — тарелка, блюдо

cake plate — пирожковая тарелка, десертная тарелка

dinner plate — мелкая тарелка

soup plate — глубокая тарелка

pour *v* — лить, наливать

pot *n* — сосуд для приготовления пищи: горшок, котелок, кастрюля

pottery *n* — гончарные изделия; керамика

raw *adj* — сырой, необработанный

recipe *n* — рецепт (кулинарный)

reflect *v* — отражать

rely (on) *v* — полагаться (на кого-л. или что-л.)

roast *n* — 1) жаркое; 2) *v* — жарить (в духовке или на огне); 3) *adj* — жареный

roast beef — ростбиф

sauce *n* — соус; подливка

saucer *n* — блюдце

scramble *v* — взбалтывать; взбивать

simultaneously *adv* — вместе, одновременно, совместно

snack *n* — легкая закуска

have a snack (bite) — перекусить, закусить

sophisticated *adj* — сложный, замысловатый

soup *n* — суп

a cup of soup — чашка супа

cabbage soup — щи

chicken soup — куриный суп

clear soup — бульон

noodle soup — суп с вермишелью

onion soup — луковый суп
tomato soup — томатный суп
vegetable soup — овощной суп
steam v — варить на пару
stew (in) v — тушить
stewed adj — тушеный
stewed fruit — компот
stove n — кухонная плита *Син: range, cooker*
stuff v — начинять, фаршировать
stuffed (with) adj — начиненный, фаршированный чем-л.
stuffed peppers — фаршированный перец
subject v — подвергать действию
table appointments — предметы сервировки стола
bread-plate — тарелка, блюдо для хлеба
mustard-pot — горчицница
napkin — салфетка
pepper-box — персчница
salt-cellar — солонка
sauce-boat — соусник
sugar-basin — сахарница
tablecloth — скатерть
taste v — иметь вкус, привкус
taste good (bad) — быть вкусным (невкусным)
thirsty adj — томимый жаждой, испытывающий жажду
tip n — чаевые
utensils n — утварь
vapor n — пар
waiter/waitress n — официант(ка)
widespread adj — широко распространенный
work surface — рабочая поверхность, рабочий стол

Text

🕒 *Read and translate the text.*

Man cannot live without food or water, this fact is known to everybody. Do you know anything about cooking or cuisines? Here is some information about this oldest and most essential of all arts and crafts.

Until people learned how to make and control fire, they ate their food raw, mostly wild fruits, nuts, insects, fish, and game.

With the introduction of pottery cooking methods gradually took five basic forms. Nowadays food may be put in liquids (water or wine) — to boil or stew; put in fat or oil — to fry; cooked in vapor — to steam; subjected to dry heat — to roast or to bake; and subjected to contact with hot fats.

Essential modern kitchen equipment includes a stove, or range; sink; work surface; such utensils as various knives, pots and pans; and many other appliances for producing pastries and other baked goods. In recent years blenders, mixers, food processors, and microwave ovens have become common.

It is a well-known fact that the three major styles of modern cookery are the Chinese, Italian, and French. Of these, the oldest, and perhaps most sophisticated is the Chinese, which is built on concepts defined by Confucius. The character of Chinese cookery has been shaped by the character of China itself. In a land chronically overpopulated and fuel-poor, a Chinese cook is used to making his dishes from various products in the shortest possible time, often simultaneously preparing a sauce in the same pan. Chinese cookery is characterized by lightness, freshness, variety, and the contrasting flavors, colors, and aromas.

Like the Chinese, Italian cookery is essentially quick cookery, with such grains as pasta (wheat), polenta (corn), and risotto (rice) dependent on sauces and garnishes for interest. Although today it sets the standard for all other Western cuisines, French cookery was heavy, monotonous, and overspiced until the arrival in France of the Italian-born queen Catherine de Medicis; with her came a small army of Florentine cooks, bakers, and confectioners, advanced kitchen equipment, and a variety of delicacies then unknown to the French. In the following century a culinary revolution occurred with the developing of the first true French sauces. Since that time the French cuisine is world famous by its lightness, goodness, and simple, delicious flavors.

Traditional American cuisine included conventional European foodstuffs such as wheat, dairy products, pork, beef, and poultry. It also joined products that were either known only in the New World or that were grown there first and then introduced to Europe. Such foods include potatoes, corn, codfish, pumpkin, sweet potatoes, and peanuts. By the late 19th century, immigrants from Europe and Asia introduced even more variations into the American diet.

American cuisine began to reflect these foreign cuisines, not only in their original forms but also in Americanized versions as well. At the end of the 20th century, American eating habits and food production increasingly take place outside the home. Many people rely on restaurants and on new types of fully prepared meals to help busy families in which both adults work full-time.

Do you know anything about the Russian cuisine? Foreign guests arriving in Russia always want to try true Russian dishes. Here is a record of an American who lived in Russia for some time and describes Russian food and traditions. Do you agree with him?

«Russians generally eat three meals a day. The morning meal, called *zavtrak*, typically includes buckwheat pancakes or *kasha*, porridge served with sour cream and cheese, although some Russians eat only bread and tea for breakfast. Dinner, or *obed*, is served in the afternoon and is the main meal of the day. It often begins with soup, such as *borshch*, which is made from beets and served with sour cream. It may also begin with *zakuski*—appetizers such as salted fish, cold meats, hard-boiled eggs, and caviar. The main course is typically made with beef, pork, or chicken. Popular dishes include *pelmeni*, a meat- or vegetable-filled pasta with sour cream, and *bifstroganov*, cubed or sliced beef in a sour cream sauce over noodles. *Uzhin* is the evening meal, which usually consists only of tea and *zakuski*, although restaurants serve larger meals. In addition to tea, coffee and seltzer are popular beverages, and vodka and beer are extremely popular alcoholic drinks. Restaurants are generally too expensive for the average Russian to eat out more than twice a year. But the rules of class and privilege in Moscow are approaching the code of the industrialized West. Money talks and nobody walks. Restaurants, which were once known for their poor service and food, have increased in number and variety. Ethnic foods from around the world are available in most large cities; Mexican and Chinese foods are especially widespread. If you have cash (or a credit card) in Moscow, you can taste it all: lobsters flown in from Maine, salmon from Scotland, caviar from Azerbaijan, lamb from Auckland, pineapple from Hawaii».

It seems to me that some foreigners still think that bears run along Moscow streets.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|---|---|
| 1. Until people learned how to make | a. are especially widespread. |
| 2. With the introduction of pottery cooking | b. introduced more variations into the American diet. |
| 3. Chinese cookery is characterized | c. heavy, monotonous, and overspiced. |
| 4. French cookery was | d. methods took five basic forms. |
| 5. The French cuisine is world famous | e. have increased in number and variety. |
| 6. Immigrants from Europe and Asia | f. you can taste all cuisines. |
| 7. American eating habits increasingly | g. by the contrasting textures, flavors, colors, and aromas. |
| 8. Restaurants in Moscow | h. by its lightness, goodness, and simple, delicious flavors. |
| 9. Mexican and Chinese foods | i. and control fire, they ate their food raw. |
| 10. If you have cash in Moscow, | j. take place outside the home. |

Exercise 2

● *Find the logical answer in the right column.*

- | | |
|---|---|
| 1. What food did ancient people eat? | a. They could boil, fry, stew, roast and bake their food. |
| 2. Why did ancient people eat their food raw? | b. They rely on restaurants and on new types of fully prepared meals to help busy families in which both adults work full-time. |
| 3. Why was the introduction of pottery so important for people? | c. They ate wild fruits, nuts, insects, fish, and game. |

- | | |
|---|--|
| 4. What does the term <i>modern kitchen equipment</i> stand for? | d. These are wheat, corn and rice with various garnishes. |
| 5. Which cuisine is considered the oldest? | e. These were potatoes, corn, codfish, pumpkin, sweet potatoes, and peanuts. |
| 6. What factors influenced the Chinese cuisine? | f. They couldn't make and control fire. |
| 7. What characterizes Chinese cookery? | g. Because of its lightness, goodness, and simple, delicious flavors. |
| 8. What do Chinese and Italian cookery have in common? | h. Overpopulation and lack of fuel. |
| 9. What grains do the Italians use to cook meals? | i. A stove, sink, working surface, utensils and various electric appliances. |
| 10. Who made great changes in the French cuisine? | j. Immigrants from various parts of Asia and Europe. |
| 11. Why is the French cuisine world famous? | k. Lightness, freshness, variety, and the contrasting textures, flavors, and colors. |
| 12. What products of the New World were quite unknown to Europeans? | l. It is the Chinese. |
| 13. Who influenced the American cuisine? | m. It was Catherine de Medici with her Florentine cooks, bakers, and confectioners. |
| 14. Why do many Americans eat out? | n. They are both essentially quick cookery. |

Exercise 3

● Read the following statements and choose those ones that correspond to the last part of the text.

1. Russians eat
 - a) three times a day
 - b) wheat pancakes and buckwheat porridge for breakfast
 - c) bread, sour cream and coffee for breakfast

2. Dinner
 - a) is the main meal of the day
 - b) consists of borshch and zakuski
 - c) includes zakuski which means appetizers
3. Appetizers are
 - a) salted fish, cold meats, and caviar
 - b) hard-boiled eggs with beef, pork, or chicken
 - c) cold meats and pelmeni
 - d) a meat- or vegetable-filled pasta with biftstroganov
 - e) courses with which dinner may start
4. If you live in Moscow, you may have
 - a) cash
 - b) a credit card
 - c) all kinds of food if you have cash or a credit card

Exercise 4

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|--------------|---|
| 1. appetizer | a. food prepared in a particular way as part of a meal |
| 2. cuisine | b. an occasion when people sit down to eat food, especially breakfast, lunch or dinner |
| 3. delicacy | c. amount of food given to somebody at a meal |
| 4. dish | d. a small amount of food that is served before the main course of a meal |
| 5. garnish | e. a tool that is used in the kitchen while cooking |
| 6. helping | f. a type of food considered to be very special in a particular place |
| 7. meal | g. a style of cooking |
| 8. sauce | h. a small amount of extra money that you give, for example, to a waiter who serves you in a restaurant |
| 9. tip | i. a thick liquid that is eaten with food to add flavour to it |
| 10. utensil | j. such food as potatoes or rice that is served with the second course |

Exercise 5

● Find the odd word in the following word chains.

- | | | | |
|-----------------|---------------|-------------|-----------------|
| 1. snack | hors d'oeuvre | sauce | appetizer |
| 2. confectioner | cooker | baker | cook |
| 3. chop | soup | beefsteak | fried meat |
| 4. napkin | pan | mustard-pot | pepper-box |
| 5. delicacy | beverage | juice | drink |
| 6. bake | boil | roast | meal |
| 7. roast | fry | grill | boil |
| 8. pan | pot | utensils | pastry |
| 9. mustard | pepper | oil | spice |
| 10. chicken | game | poultry | goose |
| 11. salt-seller | sugar-basin | sauce-boat | soft-boiled egg |
| 12. garnish | vegetables | macaroni | fried fish |
| 13. sauce | plate | saucer | dish |

Exercise 6

● Fill in the blanks with the nouns from the box.

cuisine, dish, fish, flour, fruits, meals, noodle, pineapple, pork, rice, sauce, seafoods, shrimp, spices, tomatoes, vegetables

Southeast Asian (1) _____ is greatly influenced by the ancient cultures and cookery of India and China. For instance, curry, a (2) _____ served with a complex mixture of spices and herbs that is commonly found in Southeast Asian cooking, is derived from India. The use of foods such as noodles, (3) _____, tofu, and soy sauce is Chinese in origin.

The core of Southeast Asian cuisine is (4) _____, which is typically eaten with curry or another garnish, such as pickled (5) _____ or fried (6) _____. Long-grain rice is most prevalent, except in northern regions where shorter-grain, or sticky rice is popular. Rice is also commonly milled into (7) _____ for making noodles and wrappers for spring rolls.

A prominent characteristic of Southeast Asian cuisine is the abundant use of (8) _____. Black pepper was primarily used to provide hot taste until the introduction of chili, a plant brought to the region in the 16th century by the Portuguese, along with New

World vegetables such as (9) _____ and corn. Other commonly used spices include coriander and cumin, with cardamom, and cinnamon.

A unique feature of this region's cuisine is the use of fresh (10) _____ which are typically purchased, cooked, and consumed on the same day. Varieties of fish (11) _____ (a clear liquid made by a salting process) and spicy (12) _____ paste are used as flavorings.

Southeast Asian (13) _____ typically are served with all dishes placed on the table at once, rather than sequenced in courses. While (14) _____ dishes are eaten with chopsticks and the Chinese spoon—a deep ceramic or metal spoon—most Southeast Asian food is eaten with fork and spoon, or with the right hand. Fresh (15) _____ that grow abundantly in the region, such as papaya, (16) _____, and mango, and rambutan, mangosteen, lychee, custard apple, jackfruit, and durian, typically complete the meal.

Exercise 7

● Choose the proper variant.

1. There is no salt on the table. Bring a salt-_____, please.
a) basin b) seller c) pot
2. The soup is delicious. Can you give me another_____?
a) dish b) portion c) helping
3. You can't take an alcoholic _____ if you are under 18.
a) juice b) stewed fruit c) beverage
4. A person whose job is to serve customers at their tables in a restaurant is a _____.
a) waiter b) servant c) confectioner
5. Will you pass me a slice of bread? I cannot reach the bread-_____.
a) basin b) plate c) pot
6. I am a bit hungry. Let's have a _____.
a) food b) bite c) beet
7. White flour was once considered a _____ for the upper classes.
a) food b) delicacy c) pastry

8. I think vegetable salad will be enough for me. I like the ____ course.
 a) light b) heavy c) main
9. Rice may be eaten both as a ____ and a main dish.
 a) helping b) garnish c) sauce
10. Bread is cooked by _____.
 a) confectioners b) cooks c) bakers
11. A _____ is a set of instructions that tells you how to cook something and the items of food you need for it.
 a) dish b) recipe c) delicacy
12. A _____ is a piece of paper that shows how much you have to pay for the food and drinks that you have had in a restaurant.
 a) tip b) recipe c) bill
13. Many students confuse the words a *dessert* and a *desert*. Remember that a _____ is a sweet food eaten at the end of a meal, while a _____ is a large area of land that has very little water and very few plants growing on it.
 a) desert, dessert b) dessert, desert

Exercise 8

● Fill in the blanks with the words from the box.

appliance, baker, delicious, flour, helping, oven, pan, pie, recipe, slice

If your friends phone you to say that they will drop in at your place in half an hour, and you have nothing (1) _____ at home, here is a simple (2) _____ to bake an apple (3) _____. I am neither a (4) _____ nor a confectioner but this sweet dish is always a success and so easy to make.

Take six apples, wash and (5) _____ them. Then put them into a (6) _____. Take six eggs, two glasses of sugar and two glasses of (7) _____. Scramble the eggs and mix them with sugar and flour (you'd better use your electric (8) _____, mixer, for an example). Pour this mass over the apples and put the pan into the (9) _____. You will have a tasty pie in thirty minutes. I am sure your friends will ask you for another (10) _____.

Exercise 9

● *Fill in the blanks with the corresponding words. (See your active vocabulary.)*

1. _____ is the process of preparing food.
2. A _____ is a large shallow pan with a long handle, used for frying food in.
3. A _____ is a deep round metal pot with a lid and one long handle or two short handles, used for cooking things over heat.
4. A _____ is a sweet food eaten at the end of a meal.
5. A _____ is a thick slice of meat with a bone, especially from a pig or sheep.
6. A _____ is a thick slice of good quality beef.
7. A _____ is a person or a business that makes or sells cakes and sweets.
8. A _____ is a piece of fabric or paper used at meals for protecting your clothes and cleaning your lips and fingers.
9. A _____ is a long low jug used for serving or pouring sauce at a meal.
10. A _____ is a small shallow round dish that a cup stands on.
11. A _____ is a flat, usually round, dish that you put food on.
12. _____ is a liquid food made by boiling meat, vegetables, etc. in water, often eaten as the first course of a meal.
13. A _____ is a person whose job is baking and selling bread and cakes.
14. A _____ is a cloth that you use for covering a table, especially when you have a meal.
15. A _____ is an occasion when people sit down to eat food, especially breakfast, lunch or dinner.

Exercise 10

● *Match the adjectives in the left column with their definitions on the right.*

- | | |
|-------------|---|
| 1. advanced | a. considered general, normal and ordinary |
| 2. baked | b. cooked slowly in liquid in a closed dish |

3. boiled	c. (of food, especially meat) cooked thoroughly or for a long time
4. conventional	d. having the most modern and recently developed ideas or methods
5. delicious	e. clever and complicated
6. essential	f. existing or happening over a large area or among many people
7. fried	g. not completely cooked
8. overdone	h. cooked over a fire
9. raw	i. cooked or fried something too long
10. roast	j. not cooked
11. sophisticated	k. having a very pleasant taste or smell
12. stewed	l. cooked in an oven without extra fat or liquid
13. widespread	m. completely necessary; extremely important
14. underdone	n. cooked in hot fat or oil
15. well-done	o. heated to the point where it forms bubbles and turns to steam

Exercise 11

● Choose the proper variant.

1. The **advanced/conventional** methods of cooking are boiling, frying or baking. 2. Fruits are usually eaten **raw/roasted**. 3. The meat is **overdone/underdone**. Look, there is blood on the plate. 4. The **essential/sophisticated** difference between British and Indian cuisine is the lack of spices in English food. 5. French cuisine is considered **delicious/essential**. 6. The meat is **baked/well-done**. Can you give me another helping, please? 7. **Sophisticated/Widespread** Italian dishes are pasta and pizza. 8. Is **roast/boiled** meat cooked in a frying pan or in a saucepan? — Certainly, in the pot or a saucepan. 9. I would take **fried/stewed** meat with **roast/mashed** potatoes. I like meat with a sauce and potatoes that have been boiled and crushed into a soft mass. 10. She likes pastries — all this sweet **baked/fried** things. 11. I've

eaten salty fish and now I am so **hungry/thirsty**. 12. I have a very good **receipt/recipe** for honey cake. 13. I can't **boil/cook** porridge. The milk has gone **acid/sour**. 14. She **cut/spread** a thick layer of **butter/oil** over white bread. 15. Too many **cooks/cookers** spoil the broth. 16. Peppers are very tasty **filled/stuffed**. I will ask for another **helping/meal**. 17. A light meal is called a **snack/snack**. 18. If you want a **change/an exchange** from home cooking, we can always send out for some **delicacy/tasty** food. 19. Though the restaurant seemed expensive, the **bill/account** was quite reasonable. 20. I haven't had breakfast and I **want to eat/am hungry**. I will take a **heavy/hard** meal. 21. You can cook the meat either in a microwave or in a **confectioner/conventional** oven. 22. Italian cuisine is best known for tasty **courses/dishes**. 23. She cooked the **clean/clear** soup on a slow fire. 24. Let's eat **away/out** tonight; I'm too tired to cook.

Exercise 12

Words Which Are Often Confused

● — Choose the proper variant.

1. The **cook/cooker** has arrived but it hasn't been hooked up to the gas supply yet. 2. The **cook/cooker** made a dish with the meat minced small. 3. My mother is such a good **cook/cooker**. 4. When are they coming to install the new **cook/cooker** in the kitchen? 5. She kept house well, was a good **cook/cooker** and punctual, but neither did nor said anything out of the ordinary. 6. Chill the **desert/dessert** in the fridge for about two hours. 7. What's for **desert/dessert**? 8. A surprising number of people live in the **desert/dessert**, where the hot sun glares down all day and little rain falls. 9. She helped herself to the **desert/dessert**. 10. Without endless watering, these fields will quickly return to **desert/dessert**. 11. Let's order **desert/dessert** when the waitress comes back. 12. **Deserts/Desserts** are located where vegetation cover is sparse to almost nonexistent. 13. Shall we **ask/order** the **desert/dessert**? I would like fruit salad. It smells and tastes **delicacy/delicious**. 14. Caravans must travel through the **desert/dessert** via oases where supplies of water and food can be replenished.

Exercise 13

● Choose the proper variant among A, B, C, or D.

Fans of Chicken Tikka Masala claim it is the new British national (1) _____. It can rightly claim to be a British favorite. This Chicken Tikka Masala (2) _____ is quick and easy to make.

Ingredients:

4 skinless chicken breasts, cut into 1 cm cubes

1 fresh ginger, peeled and grated

1 garlic clove

salt and pepper

small handful of fresh coriander, finely chopped, plus extra for garnish

1 lime juice

3 tbsp vegetable oil

1 tsp chilli powder

1 red onion, roughly chopped

1 tsp spices (turmeric)

Adjust the amount of chili powder to (3) _____ hot you like it. One tea spoon of chili powder will (4) _____ you a mildly spiced curry. Preparation time is 20 minutes; cook time is 45 minutes, while the total time is 1 hour and 5 minutes.

Place the chicken with the ginger, garlic, salt, pepper, chopped coriander, lime juice into a large stainless steel or glass bowl and (5) _____ with one table spoon of oil. Stir, then cover (6) _____ a clean cloth, and leave it for 30 minutes.

After 30 minutes, heat one table spoon of oil in a large frying (7) _____, add the chicken and fry for 8—10 minutes (8) _____ browned all over.

Remove the chicken from the pan and put it (9) _____. In the same pan heat the remaining oil and gently cook the onion and chili powder for 5 minutes. Add (10) _____, such as the turmeric and ground cumin, stir and cook for another minute.

Add the cream and gently boil for 5 minutes. Add the chicken and (11) _____ for another 5 minutes. Add the tomato puree, stir, and then add the lemon juice. Cook for one minute more, then serve (12) _____ with fresh coriander and boiled rice.

1 A tradition	B custom	C dish	D plate
2 A cuisine	B food	C recipe	D flavour
3 A which	B that	C this	D how
4 A provide	B supply	C obtain	D give
5 A boil	B pour	C fry	D stew
6 A with	B by	C _____	D into
7 A cellar	B pan	C pottery	D stove
8 A until	B where	C by	D with
9 A aside	B off	C apart	D away
10 A delicacy	B garnishes	C spices	D food
11 A bake	B stew	C scramble	D stuff
12 A scrambled	B baked	C stuffed	D garnished

Exercise 14

● The verbs in the middle column have been jumbled. Put them in the right sentences.

- | | | |
|----------------------|------------|---|
| 1. She always | tastes | the duck with sour cabbage. |
| 2. She | served | the potatoes before putting them into the saucepan. |
| 3. He | poured | himself to the roastbeef. |
| 4. Mary | introduced | two eggs and added some cheese. |
| 5. She | helped | a little milk into the mashed potatoes. |
| 6. Can you | reflect | on fully prepared food? |
| 7. National cuisines | define | nations' habits and tastes. |
| 8. The chef | scrambled | the new dish two weeks ago. |
| 9. The goose is | peeled | with baked apples here. |
| 10. The new dish | garnishes | nice. |
| 11. I can | rely | Indian cuisine as very spicy. |

Exercise 15

● Choose the proper variant.

1. Please bring me a ___ egg, but be careful to boil it until it is hard.
- | | |
|---------------|-----------------|
| (A) fried | (C) hard-boiled |
| (B) scrambled | (D) soft-boiled |

2. Pasta may be added to soups; _____ and served with a sauce.
(A) roasted (C) fried
(B) boiled (D) baked
3. She _____ the chicken with cheese and vegetables and then _____ it in the oven.
(A) baked, stuffed (C) tasted, fried
(B) stuffed, baked (D) boiled, subjected
4. Corn, wheat, rice, and other grains were _____ foodstuffs in early civilizations to survive.
(A) essential (C) sophisticated
(B) conventional (D) advanced
5. Many grains serve as the _____ materials for important industries since they are processed into bread, beverages, and alcohol.
(A) delicious (C) baked
(B) raw (D) stuffed
6. Many species of mammals, birds, and insects _____ on fruit as an essential component of their diet.
(A) define (C) serve
(B) introduce (D) rely
7. Many fruits _____ sweet and delicious.
(A) serve (C) introduce
(B) taste (D) rely on
8. The waiter served us well, so let's give him good _____.
(A) bill (C) tip
(B) money (D) advice
9. Fruits and vegetables are _____ in the diet to prevent certain diseases.
(A) reflect (C) essential
(B) peeled (D) stuff
10. A good cook may make several meals _____.
(A) gradually (C) simultaneously
(B) as well (D) widespread
11. Fruit growing is _____ except the Arctic and the Antarctic.
(A) advancing (C) widespread
(B) delicious (D) sophisticated

12. The great 19th-century French gastronome Anthelme Brillat-Savarin declared: «Beasts feed; man eats; only the man of intellect knows how to _____.»
 (A) bake (C) roast
 (B) fry (D) eat
13. In contemporary cookery roasting is similar to _____ — that is, cooking by dry heat in a closed oven.
 (A) baking (C) boiling
 (B) frying (D) steaming
14. At 7 o'clock the coffee was made and the _____ was on the stove hot and ready to cook the chops.
 (A) saucepan (C) pot
 (B) frying-pan (D) mustard-pot
15. Greeks invented a stone oven for _____ bread.
 (A) roasting (C) peeling
 (B) frying (D) baking
16. If you have a strong desire to drink something, for example water or juice, it means that you _____.
 (A) are an alcoholic (C) are waterless
 (B) are thirsty (D) want to drink
17. Put the pepper into the pepper- _____.
 (A) box (C) basin
 (B) cellar (D) boat

Exercise 16

● *Fill in the blanks with the words from the box.*

also, as, but, generally, however, nevertheless, so, than, thus, too, while

Kitchen forks trace their origins back to the time of the Greeks. These forks were fairly large with two tines that aided in the carving and serving of meat. The tines prevented meat from twisting or moving during carving and allowed food to slide off more easily (1) _____ it would with a knife.

By the 7th century, royal courts of the Middle East began to use forks at the table for dining. From the 10th through the 13th centuries, forks were fairly common among the wealthy in Byz-

antium, and in the 11th century a Byzantine wife of a Doge of Venice brought forks to Italy. The Italians, (2) _____, were slow to adopt their use. It was not until the 16th century that forks were widely adopted in Italy.

In 1533, forks were brought from Italy to France when Catherine de Medicis married the future King Henry II. The French, (3) _____, were slow to accept forks, because using them was thought to be a mannerism.

An Englishman named Thomas Coryate brought the first forks to England after seeing them in Italy during his travels in 1608. The English ridiculed forks (4) _____ being unmanlike and unnecessary. «Why should a person need a fork when God had given him hands?» — they asked. Slowly, (5) _____, forks came to be adopted by the wealthy. They were prized possessions made of expensive materials intended to impress guests. Small, slender-handled forks with two tines were (6) _____ used for sweet, sticky foods or for foods such as berries which were likely to stain the fingers. By the mid 1600s, eating with forks was considered fashionable among wealthy British. Forks used solely for dining were luxuries and (7) _____ markers of social status and sophistication among nobles.

Early table forks were modeled after kitchen forks; two fairly long and widely spaced tines ensured that meat would not twist (8) _____ being cut. This style of fork was soundly designed, (9) _____ small pieces of food regularly fell through the tines or slipped off easily. In late 17th century in France, larger forks with four curved tines were developed. The additional tines made diners less likely to drop food, and the curved tines served as a scoop (10) _____ people did not have to constantly switch to a spoon while eating. By the early 19th century, multi-tined forks had (11) _____ been developed in Germany and England and slowly began to spread to America.

Exercise 17

● *Fill in prepositions where necessary.*

1. There is no fish _____ the menu. Let's take meat stewed _____ sour cream. It is served _____ mashed potatoes. 2. Help yourself _____ the cake. It tastes good. Shall I give you _____

another helping? 3. He paid _____ the bill for the dinner _____ three courses. 4. The fish is garnished either _____ fried potatoes or stewed vegetables here. 5. There was a wide choice of desserts _____ the menu. 6. I am afraid to rely _____ their cooking. It is a bad restaurant.

Exercise 18

● Choose the proper meaning of the following proverbs among a, b, and c.

1. **All bread is not baked in one oven.**
 - a) There are different people.
 - b) There are different tastes.
 - c) There are various types of bread.
2. **You cannot eat your cake and have it.**
 - a) It is not possible to do mutually exclusive things.
 - b) It is not possible to have your cake eaten.
 - c) It is not possible to make a man do the opposite.
3. **Many a fine dish has nothing on it.**
 - a) Tastes differ.
 - b) The fruit must be eaten before it spoils.
 - c) Appearances are often deceptive.

Exercise 19

● Translate the following sentences into English using your active vocabulary.

1. Она взяла сковородку с плиты, налила в нее масло и положила три свиные отбивные. Гарнир — тушеные овощи — был уже готов. 2. После десерта он попросил счет и дал официанту щедрые чаевые. 3. На столе стояли мелкие тарелки с ножами и вилками, солонка и перечница. Она принесла бумажные салфетки и тарелку с хлебом. 4. Давай поменяем скатерть. Посмотри, здесь пятно от фаршированного перца. 5. Она купила новую кухонную утварь, кастрюли и сковородки. 6. В меню было много вкусных блюд: семга, осетрина, икра, ветчина и даже устрицы. Он взял чашку

бульона, а на второе заказал отварную рыбу без гарнира, так как хотел что-нибудь легкое на обед. 7. Том, перестань одновременно есть и читать! Посмотри, какой пирог я тебе приготовила. Угощайся, он очень вкусный. 8. Не могли бы вы передать мне горчицу? Мясо, мне кажется, не дожарено и совершенно не острое. 9. Я не голоден, я только очень хочу пить. Можно я налью себе сок? 10. Я возьму на закуску свежие овощи со сметаной.

Unit 3

Clothes and Fashion

Vocabulary

● Read and learn the following words and word expressions.

baggy *adj* — мешковатый (об одежде)

beads *n* — бусы; бисер

belt *n* — пояс, ремень

tighten one's belt — потуже затянуть пояс, ремень

loosen one's belt — ослабить пояс, ремень

blouse *n* — блузка

boot *n* — ботинок

high boots — сапоги

bracelet *n* — браслет

brooch *n* — брошь

button *n* — пуговица

chain *n* — цепь, цепочка

changing room *n* — комната для переодевания, примерки

checked *adj* — в клетку; клетчатый

cloth *n* — ткань

clothes *n* — одежда, платье

ready-made clothes — готовая одежда *Syn:* ready-to-wear clothes

clothing *n* — одежда, платье

an item of clothing — отдельный предмет одежды

coat *n* — пиджак, куртка (мужская одежда)

collar *n* — воротник; воротничок

cotton *adj* — хлопчатобумажный

dress *v* — 1) одевать (к.-л.); наряжать; 2) одеваться; наряжаться

dress *n* — платье; одежда

casual dress — повседневная одежда
evening dress — фрак; вечернее платье
dress *n* — пеньюар, халат
earring *n* — серьга
fabric *n* — ткань, материал, материя
fashion *n* — мода, стиль
 current fashion(s) — нынешняя мода
 the latest fashion(s) — последняя мода
 in fashion — в моде
 come into fashion — входить в моду
 go out of fashion — выходить из моды
fit *v* — быть в пору, быть в самый раз
 a dress fits (well) — платье (хорошо) сидит
flowery *adj* — украшенный цветами; имеющий цветочный орнамент
 или рисунок
footwear *n* — обувь
frock *n* — женское платье
fur coat *n* — (меховая) шуба
gloves *n* — перчатки
handkerchief *n* — носовой платок
heel *n* — каблук
jacket *n* — куртка; жакет (для женщин)
 dinner jacket — смокинг *Суп: smoking*
jewellery *n* — драгоценности; ювелирные изделия
jumper *n* — джемпер
keep up *v* — соблюдать, придерживаться
kerchief *n* — платок (головной); косынка
leather *n* — 1) кожа (выделанная); 2) *adj* — кожаный
 genuine leather — натуральная кожа
 imitation leather — искусственная кожа
lengthen *v* — удлинять, увеличивать (в размерах, объеме и т.п.)
loose *adj* — просторный, широкий (об одежде)
loosen *v* — развязывать, распускать
match *v* — подходить, соответствовать (под пару; по цвету, форме и т. п.)
mitten *n* — рукавица; варежка
necklace *n* — ожерелье
nightgown *n* — ночная рубашка
overcoat *n* — пальто
plain *adj* — одноцветный, гладкокрашенный, без узора (о материи)

pocket *n* — карман
pullover *n* — пуловер, свитер
put on *v* — надевать *Syn:* **get on**
pyjamas *n* — пижама
raincoat *n* — плащ
ring *n* — кольцо
sandals *n* — сандалии, босоножки
scarf *n* — шарф; кашне
shirt *n* — рубашка; сорочка
T-shirt *n* — тенниска, футболка, майка
shoe *n* — полуботинок; туфля
running shoes — кроссовки
shorten *v* — укорачивать, сокращать, уменьшать (в размерах, объеме и т.п.)
silk *n* — шелк
natural silk — натуральный шелк
artificial silk — искусственный шелк
size *n* — размер (одежды, обуви)
wear a (certain) size — носить одежду/обувь (определенного) размера
enormous size — очень большой размер
moderate size — средний размер
right/wrong size — нужный, подходящий размер/не тот, неподходящий размер
skirt *n* — юбка
flared skirt — юбка-клеш
sleeve *n* — рукав
slippers *n* — тапочки
spotted *adj* — крапчатый, пятнистый
stockings *n* — чулки
striped *adj* — полосатый
suede *n* — 1) замша; 2) *adj* — замшевый
suit *n* — костюм
suit *v* — соответствовать, отвечать (напр., каким-л. требованиям); подходить, идти, быть к лицу
suitable *adj* — годный, подходящий, пригодный, соответствующий
sweater *n* — свитер
take off *v* — снимать (одежду, обувь)
tie *n* — галстук

loosen one's tie — ослабить узел галстука
tight *adj* — плотно прилегающий, тесный (о платье, обуви)
tight jeans — обтягивающие джинсы
tighten *v* — натягивать, затягивать
tights *n* — колготки
try on *v* — примерять (платье, обувь)
trousers *n* — брюки, штаны *Syn:* **pants**
flared trousers — брюки-клеш
underwear *n* — нижнее белье
undress *v* — раздеваться (часто догола)
uniform *n* — форменная одежда, форма
velvet *n* — бархат
cotton velvet — вельвет
vest *n* — жилет
wear *n* — одежда, платье *Syn:* **dress**
beachwear — пляжный костюм, пляжная одежда
everyday wear — одежда на каждый день, повседневная одежда
ladies'/men's wear — женская/мужская одежда
sports wear — спортивная одежда
working wear — рабочее платье
wear (wore, worn) *v* — носить (одежду, прическу, украшения и т. п.)
wool *n* — шерсть
woollen *adj* — шерстяной

Dialogue

● *Read and translate the dialogue.*

- Mary Mom, we'll have Dad's anniversary on Saturday.
 What are you going to put on?
 Mother I haven't thought yet. Do you think I have no dress
 for the party?
 Mary Well, you see, I think your grey velvet suit is a bit old-
 fashioned. Flared trousers are out of fashion now.
 You've put on weight lately and your brown costume
 doesn't fit well. The skirt is too tight for you, to my
 mind.
 Mother Well, it means going to the department store, doesn't it?
 Mary Mom, you know I enjoy shopping for new clothes.

In the store

Mother Well, Mary, what do you think?

Mary Mom, why do you always choose such dull colors? I think brown makes you older and plain. And the dress is baggy, it's the wrong size. You look fat in it. Let's better ask an assistant. Excuse me, do you have this a size smaller? You see, it's just a bit too loose.

Shop I'm afraid, only this size is available. But I think we
assistant have a size smaller in red.

Mother Red? For me?! Oh, no! Red was never my color.

Mary Mom, see how nice it looks! And it's a remarkable brand.

Shop It's not bright red, it's nice dark red. Here it is. Why
assistant, don't you try it on? There's a changing room free over there.

Later

Mother Mmm, it's not bad. What do you think, Mary? Isn't it too bright?

Mary Oh, Mummy! It fits like a glove. You'll put on your black suede shoes with high heels and light tights. It will be splendid! No, you'll wear black leather shoes and we'll buy a black belt to match your shoes. Don't forget to put on your gold necklace and earrings and you'll be the prettiest and youngest mother. I'm sure, Dad will like it.

Mother It looks really nice. It's strange but red suits me after all. I'll take it.

Mary Mom, what about me? I saw a cool silk blouse on display. Maybe, we'll see it?

Exercise 1

● Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.

1. Mary thought her mother to be overweight.
2. Mother's brown costume was out of fashion.

3. They decided to go shopping to buy a lovely dress for mother.
4. Mary liked her mother's choice.
5. Mother doesn't like red color because it doesn't match her shoes.
6. Mary offered Mother to buy black suede shoes.
7. Mary thought her father would like Mother in the new dress.
8. Mother relied on Mary's choice.
9. Mary was eager to buy a new thing for herself.

Exercise 2

● *Divide the words listed below into 3 groups: **Clothes, Footwear, and Jewellery.***

Belt, beads, blouse, boots, bracelet, brooch, chain, coat, dress, dressing-gown, earrings, frock, gloves, jacket, jeans, jumper, mittens, necklace, night-gown, overcoat, pants, pullover, pyjamas, raincoat, ring, sandals, shirt, shoes, skirt, slippers, sock, stockings, suit, sweater, tie, tights, trousers, T-shirt, underwear.

Exercise 3

● *Finish this sentence with eleven different items of clothing, footwear or jewellery.*

I want a pair of

Exercise 4

● *Match the names of clothes on the left with their definitions on the right.*

- | | |
|-------------|---|
| 1. T-shirt | a. a piece of clothing worn on the upper part of the body, especially by men, made of light fabric, with sleeves, a collar and buttons down the front |
| 2. blouse | b. a piece of clothing for a woman or girl that hangs from the waist |
| 3. pullover | c. a long loose piece of clothing, usually with a belt, worn indoors over night clothes, for example when you first get out of bed |

- | | |
|------------------|--|
| 4. belt | d. either of a pair of thin pieces of clothing that fit closely over a woman's legs and feet |
| 5. glove | e. a covering for the hand that covers the four fingers together and the thumb separately |
| 6. mitten | f. a covering for the hand, made of wool, leather, etc. with separate parts for each finger and the thumb |
| 7. shirt | g. an informal shirt with short sleeves and no buttons, or just a few buttons at the top |
| 8. suit | h. a loose jacket and trousers/pants worn in bed |
| 9. dressing gown | i. a knitted woollen or cotton piece of clothing for the upper part of the body, with long sleeves and no buttons |
| 10. pyjamas | j. a set of clothes made of the same fabric, including a jacket and trousers/pants or a skirt |
| 11. skirt | k. a piece of women's clothing that is made in one piece and covers the body down to the legs, sometimes reaching to below the knees, or to the ankles |
| 12. tights | l. a piece of clothing that is worn over the foot, ankle and lower part of the leg, especially inside a shoe |
| 13. stocking | m. a long narrow piece of leather, fabric, etc. that you wear around the waist |
| 14. sock | n. a piece of clothing made of very thin fabric that fits closely over a woman's hips, legs and feet |
| 15. frock | o. a piece of clothing like a shirt, worn by women |

Exercise 5

● *Fill in the gaps with the proper name of clothing.*

1. _____, long or short, are worn over other clothes to keep warm or dry.
- a) Skirts b) Overcoats c) Suits

2. Chiffon, a lightweight fabric, is typically used for women's scarves, _____, and dresses.
a) gloves b) blouses c) belts
3. The national dress of men in Scotland is a kilt — a short pleated _____.
a) shirt b) trousers c) skirt
4. Foreigners observed that Englishmen usually wore plain dark _____.
a) suits b) tights c) frocks
5. A _____ was thrown down as a challenge to battle and picked up to show acceptance of the challenge.
a) stocking b) glove c) shirt
6. She went down the staircase wearing a nice silk _____.
a) tights b) pyjamas c) dressing gown
7. Kuwaiti women wear a wide variety of clothing, from jeans to loosely fitting dresses and head coverings — _____.
a) handkerchiefs * b) kerchiefs c) tights
8. Sports clothing should be lightweight and non-restricting and many people wear shorts and _____ in the gym.
a) shirts b) suits c) T-shirts
9. The _____ consisted of a short, collarless jacket and a straight skirt.
a) suit b) shirt c) frock
10. She bought a pair of fine _____.
a) skirts b) stockings c) shirts

Exercise 6

- *Match the definitions of footwear with the words from the box. Take into account that there are two odd words in the box.*

boots, heels, high boots, running shoes, sandals, shoes, slippers

1. A pair of outer coverings for your feet, usually made of leather or suede.
2. A strong shoe that covers the foot and ankle and often the lower part of the leg.

3. A type of light open shoes that are worn in warm weather.
4. Loose soft shoes that you wear in the house.
5. A type of shoes that you wear in the gym.

Exercise 7

● *Clothes and footwear may be made of various fabrics. Match the materials (the third column) with clothes and footwear (the first column).*

- | | | |
|--------------|----------------|------------------|
| 1. Shoes | | a. cotton |
| 2. Skirts | | b. cotton velvet |
| 3. Overcoats | | c. fur |
| 4. Kerchiefs | may be made of | d. leather |
| 5. Sweaters | | e. silk |
| 6. Shirts | | f. suede |
| 7. T-shirts | | g. velvet |
| | | h. wool |

Exercise 8

● *Fill in the blanks with the words from the box.*

baggy, belt, boots, clothes, hat, scarf, woolen

A gaucho is a cowboy of Argentina and Uruguay, who lived on the grass plains of southern South America from the mid-18th to the mid-19th century.

The characteristic (1) _____ of the gaucho included a flat brimmed (2) _____; (3) _____ trousers over (4) _____; a wide (5) _____ of silver or coins; a (6) _____ poncho; and a colorful (7) _____.

Exercise 9

● *Match the adjectives in the left column with their definitions on the right.*

- | | |
|------------|--|
| 1. baggy | a. that is neither very large or small |
| 2. checked | b. right or appropriate for a particular purpose or occasion |

- | | |
|---------------|---|
| 3. ready-made | c. real; exactly what it appears to be; not artificial |
| 4. casual | d. fitting loosely; not tight |
| 5. flowery | e. marked with a pattern of stripes |
| 6. genuine | f. wider at the bottom edge than at the top |
| 7. loose | g. extremely large |
| 8. plain | h. fitting closely to your body and sometimes uncomfortable |
| 9. artificial | i. not formal |
| 10. enormous | j. having a regular pattern of round dots on it |
| 11. moderate | k. having a pattern of squares, usually of two colours |
| 12. spotted | l. without marks or a pattern on it |
| 13. tight | m. made or produced to copy something natural; not real |
| 14. flared | n. not fitting closely |
| 15. striped | o. covered with flowers or decorated with pictures of flowers |
| 16. suitable | p. made in standard sizes, not to the measurements of a particular customer |

Text

● Read and translate the text.

After the Industrial Revolution it became increasingly possible to produce cloth and clothing quickly and inexpensively. Fashionable clothing styles spread rapidly from the upper classes to the middle and working classes in the West. Mass production of clothing meant that the traditional clothing styles of Africa, Asia, and the Americas were largely replaced by everyday European styles.

Fashionable clothing of the 19th century made very sharp distinctions between men's and women's clothing in color, shape, fabric, and decoration. Gradually these distinctions broke down. Trousers and tailored suits are two notable examples of men's styles now worn regularly by both men and women.

As national economies grow increasingly international, clothing styles have become correspondingly global. Young people in Johannesburg and Jakarta, Boston and Buenos Aires all tend to wear the same kind of clothing. However, different cultures have modified these originally European styles in accordance with local values and lifestyles. In particular, religious beliefs have influenced the clothing that women wear in public. Thus, a woman in Iran may wear blue jeans and a T-shirt at home, but cover them up with an enveloping robe called a chador when she goes outside. In addition, many people enjoy wearing their traditional clothing on holidays and other special occasions for reasons of national or ethnic pride.

The distinctive feature of today's standard wardrobe is a number of jeans, pants, T-shirts, jackets, and many kinds of special sports clothing that are designed for both men and women. A second continuing long-term fashion trend is the increasing importance of casual and sports clothes in the overall wardrobe of both men and women. Tailored suits as business costumes are now rapidly giving way to more casual dress.

Clothing can be an indicator of a person's role or position in society. Uniforms frequently indicate a person's profession. Professional uniforms also include those worn by nurses and doctors, by members of religious orders, and by police officers and firefighters.

Exercise 10

● Choose statements that correspond to the text. You may have several of them.

1. The Industrial Revolution influenced
 - a) fashion
 - b) the price of cloth and clothing production
 - c) the colour of clothing
 - d) clothing styles in various countries
 - e) the speed of cloth and clothing production
2. Current fashion is characterized by
 - a) similarity of clothing for men and women
 - b) trousers and tailored suits as two notable examples of merely men's styles
 - c) casual and sports clothes
 - d) indication of a person's profession
 - e) prevailing of European style in the world

Exercise 11

● Choose the proper variant.

Today's standard wardrobe includes a large number of (1) _____ that are essentially neither male nor female, including T-shirts, jeans, (2) _____, and many kinds of special sports clothing, such as running shorts and (3) _____ suits. At the same time, true unisex clothing (clothing with no distinction between genders) is very rare and is likely to remain so. Men's and women's business (4) _____, for example, can be regarded as simply two versions of the same basic clothing, but they are generally very different in shape and in details, such as on which side the (5) _____ are placed. Even such items, as jeans, are usually made in slightly different versions for men and women.

Jeans were originally invented by tailor Jacob Davis, who together with salesman Levi Strauss patented the idea in 1873 as durable (6) _____ for miners. Blue jeans spread among workers of all kinds in the late 19th and early 20th centuries, especially among cowboys, farmers, loggers, and railroad workers. During the 1950s, actors Marlon Brando and James Dean made blue jeans (7) _____ by wearing them in movies, and jeans became part of the image of not only teenagers but also people of various ages.

It is not always easy to tell the difference between (8) _____ and fashionable clothing. Especially at present, fashion designers often use (9) _____ and functional items of clothing. Yet today, even people who dress in jeans, (10) _____, and sports clothes may be influenced by fashion. One year, fashionable jeans may have narrow legs; the next year the legs may be (11) _____.

- | | | | |
|---------------|------------|---------------|---------------|
| 1. A frocks | B clothes | C shoes | D belts |
| 2. A buttons | B collars | C skirts | D jackets |
| 3. A sports | B business | C loose | D tight |
| 4. A sandals | B suits | C gloves | D vests |
| 5. A sleeves | B buttons | C collars | D pockets |
| 6. A size | B fabric | C clothing | D shirts |
| 7. A tight | B right | C suede | D fashionable |
| 8. A casual | B moderate | C suitable | D woolen |
| 9. A silk | B leather | C inexpensive | D plain |
| 10. A ties | B T-shirts | C overcoats | D raincoats |
| 11. A striped | B checked | C flowery | D baggy |

Exercise 12

● Choose the proper variant.

Jewelry has been worn on the head in the form of (1) **bracelets/crowns**, diadems, tiaras, hat ornaments, (2) **scarves/earrings**, nose rings and lip rings; on the neck in the form of (3) **collars/sleeves** and necklaces; on the breast in the form of (4) **brooches/blouses** and (5) **buttons/pockets**; on the limbs in the form of (6) **earrings/rings**, bracelets, armlets, and anklets; and at the waist in the form of (7) **belts/vests** and girdles. (8) **Beads/Rings** are small perforated objects, usually spherical, that may be strung into (9) **brooches/necklaces** and (10) **bracelets/buttons** or attached to (11) **clothing/cloth**. They are (12) **done/made** of a variety of materials: seeds, wood, ivory, bone, horn, shell, coral, pearl, jet, amber, gemstones, metals, ceramics, and plastics.

Exercise 13

● Match the verbs in the left column with their definitions on the right.

- | | |
|-------------|--|
| 1. dress | a. have something on your body as an item of clothing |
| 2. fit | b. combine well |
| 3. lengthen | c. (especially of clothes, colours, etc.) make somebody look attractive; be right or good for somebody/something |
| 4. loosen | d. be the right shape and size for somebody/something |
| 5. match | e. make something less tight or firmly fixed |
| 6. shorten | f. put on an item of clothing to see if it fits and how it looks |
| 7. suit | g. make something longer |
| 8. tighten | h. take off your clothes |
| 9. try on | i. make something shorter |
| 10. undress | j. become or make something become tight or tighter |
| 11. wear | k. put clothes on yourself or somebody |

Exercise 14

● Choose the proper variant.

1. The skirt is too short. You must _____ it.
a) tighten b) loosen c) lengthen
2. You must _____ on shoes before buying them to make sure they _____ well.
a) try, fit b) put, wear c) take, suit
3. She always _____ her skirts long.
a) puts on b) wears c) shortens
4. He _____ and took a cold shower.
a) took off b) put off c) undressed
5. I think your tie is too tight. You'd better _____ it.
a) shorten b) loosen c) tighten
6. The trousers are baggy. You should _____ them.
a) tighten b) lengthen c) loosen
7. She could not decide what to _____ and it took her long to _____.
a) dress, wear b) wear, put on c) put on, dress

Exercise 15

● Choose the proper variant.

Fashion is something we (1) _____ with everyday. Even people who say they don't (2) _____ what they wear choose clothes every morning that say a lot about them and how they feel that day. One certain thing in the fashion world is change. We are constantly being bombarded with new fashion ideas from music, videos, books, and television. Movies also have a big (3) _____ on what people wear. Ray-Ban sold more sunglasses after the movie *Men In Black*. Sometimes a trend is world-wide. Back in the 1950s, teenagers everywhere (4) _____ like Elvis Presley. Musicians and other cultural icons have always (5) _____ what we're wearing, but so have political figures and royalty. Newspapers and magazines report (6) _____ what Hillary Clinton wears. The death of Diana, the Princess of Wales, was a severe (7) _____ to the high fashion world, where her clothes were daily news.

Fashion is an endless popularity contest. High fashion is the style of a small group of men and women with a certain taste and authority in the fashion world. People of wealth and position, buyers for major department (8) _____, editors and writers for fashion magazines are all part of Haute Couture («High Fashion» in French). Some of these expensive and often artistic fashions may triumph and become the fashion for the larger majority. Most (9) _____ on the runway.

Ready-made clothes are a bridge between haute couture and mass market. They are not made for individual customers, but great (10) _____ is paid to the choice and type of the fabric. Clothes are made in small quantities to guarantee exclusivity, so they are rather expensive. Ready-to-wear collections are usually presented by fashion houses each season during a period known as Fashion Week. This takes place twice a year on a city-wide basis.

At present the fashion industry (11) _____ more on mass market sales. The mass market caters (12) _____ a wide range of customers and produces ready-made clothes in large quantities and standard sizes. Mass market producers usually copy the trends (13) _____ by the famous fashion houses and wait around the season to be sure a style is going to (14) _____ on before producing their own version. In order to save money and time, they use cheaper (15) _____ and simpler techniques which can be easily done by machine. Therefore, the end product is sold much more cheaply.

- | | | | |
|---------------|------------|--------------|-----------------|
| 1 A come | B deal | C clash | D run |
| 2 A like | B keep | C mean | D care |
| 3 A impact | B meaning | C affect | D sense |
| 4 A wore | B put on | C dressed | D got on |
| 5 A known | B imitated | C influenced | D advised |
| 6 A at | B on | C with | D of |
| 7 A trouble | B matter | C damage | D blow |
| 8 A stores | B shops | C malls | D shoppings |
| 9 A leave | B abandon | C stay | D die |
| 10 A devotion | B account | C attention | D consideration |
| 11 A depends | B relies | C makes | D takes |
| 12 A for | B at | C to | D on |
| 13 A kept | B held | C put | D set |
| 14 A adopt | B react | C catch | D bring |
| 15 A clothes | B styles | C fabrics | D customers |

Exercise 16

● Fill in the blanks with the words from the box.

clothes, cover, create, dresses, groups, ideas, involved, means, military, reasons, T-shirts, uniform, wear

Fashion is revealing. Clothes reveal what (1) _____ people are in. Styles show who you are, but they also (2) _____ stereotypes and distance between groups. For instance, a businessman might look at a boy with green hair and multiple piercings as a freak and outsider. But to another person, the boy is a strict conformist. He (3) _____ a certain way to deliver the message of rebellion and separation, but within that group, the look is (4) _____. Acceptance or rejection of a style is a reaction to the society we live in. Fashion is a language which tells a story about the person who wears it. «Clothes create a wordless (5) _____ of communication that we all understand», according to Katherine Hamnett, a top British fashion designer. Hamnett became popular when her (6) _____ with large messages like «Choose Life» were worn by several rock bands. There are many (7) _____ we wear what we wear. Protection from cold, rain and snow: mountain climbers (8) _____ high-tech outerwear to avoid frostbite and over-exposure. Emotions: we dress «up» when we're happy and «down» when we're upset. Religious expression: Orthodox Jewish men wear long black suits and Islamic women (9) _____ every part of their body except their eyes. Identification and tradition: judges wear robes, people in the (10) _____ wear uniforms, brides wear long white dresses.

Fashion is big business. More people are (11) _____ in the buying, selling and production of clothing than any other business in the world. Everyday, millions of workers design, sew, glue, dye, and transport clothing to stores. Ads on buses, billboards and magazines give us (12) _____ about what to wear, consciously, or subconsciously. Clothing can be used as a political weapon. In nineteenth century England, laws prohibited people from wearing (13) _____ produced in France.

Exercise 17

Words Which Are Often Confused

● Choose the right word.

A. fit/match/suit

1. I think the frock is of the right size; it **fits/matches/suits** you perfectly. 2. The grey blouse **fits/matches/suits** you well. It **fits/matches/suits** your silver hair. 3. The overcoat **fits/matches/suits** you at the shoulders. 4. The suede bag **fits/matches/suits** your new high boots. 5. Your pink blouse does not **fit/match/suit** the red jacket. 6. The black velvet dress **fits/matches/suits** for the party. 7. Light colours do not **fit/match/suit** her. 8. I want to buy leather gloves to **fit/match/suit** my shoes. 9. The costume doesn't **fit/match/suit** well; the trousers are too baggy, and the coat is tight. 10. Mom, my shoes don't **fit/match/suit** me any longer; I have grown out of them. 11. The red colour does not **fit/match/suit** red-haired people. 12. I've lost weight and my favourite green frock does not **fit/match/suit** me well. 13. The black **fits/matches/suits** most people, especially with blond hair. 14. Don't you realize that wearing jeans does not **fit/match/suit** the image of a prosperous company? 15. According to fashion; long skirts **fit/match/suit** short jackets. 16. If two things **fit/match/suit**, they have the same colour, pattern, or style and therefore look attractive together.

B. dress/put on/wear

1. She decided to **dress/put on/wear** a yellow dress to match her light-brown suit. 2. Can you **dress/put on/wear** jeans in your office? 3. She took off her dressing gown and **dressed/put on/wore** a skirt and a woolen jumper. 4. It usually takes me five minutes to **dress/put on/wear**. 5. It is always expensive to **dress/put on/wear** according to the latest fashion. 6. Do you **dress/put on/wear** clothes made of artificial silk? 7. He **dressed/put on/wore** his pyjamas and got into the bed. 8. Are you going to **dress/put on/wear** a checked skirt today? 9. He **dresses/puts on/wears** the same socks for weeks. 10. **Dress/Put on/Wear** my favourite pink suit, please.

C. take off/undress

1. He **took off/undressed** my wet boots and made me sit by the fire. 2. She quickly **took off/undressed** and got into the bed. 3. He

took off/undressed in a small room next to the pool. 4. She **took off/undressed** her raincoat and hung it on the hook. 5. He **took off/undressed** and got into the bath. 6. She **took off/undressed** her dress and put on her nightgown. 7. **Take off/Undress** your coat, please.

Exercise 18

● *Fill in the words from the box.*

also, and, anyway, either, for example, for some reasons, if, just, nowadays, than, unfortunately, when, whether, which, while

Why is it that (1) _____ you look around the streets, all the young people seem to be wearing the same clothes? Why does every single one of them appear to have had their hair cut — or not cut — at the same hairdresser's? (2) _____ watch a few music videos and you will begin to understand how it all works. Popular music seems to have become the most important means of self-definition for young people. (3) _____ they prefer heavy metal, grunge or pop, the musicians they see on TV soon become their role models. They not only want to hear the sound, they want to copy the musician's style. The result is long, straggly hair, (4) _____ is shaved at the sides, multiple earrings, baggy shirts and trousers and trainers as big as shoe boxes.

Comfort is not essential (5) _____. Big shoes may be easier to slip out of than to actually walk in, but if you want to keep up with the trends, you wear them (6) _____.

Peer pressure is another influence. To most young people dressing to look like their friends seems to be the surest way to be accepted. (7) _____, the first victim of «fashion victimization» is individuality. (8) _____ style should ideally be a way of showing people who you really are, following the trends means that you end up being — or seeming to be — exactly like everyone else.

Teenagers would rather not go out at all (9) _____ go out wearing the «wrong» clothes or footwear. Even in cold weather they prefer to go out without wearing a jacket (10) _____ it means avoiding wearing something which does not make them look cool. The problem is the clothes that teenagers think are cool, tend to be more expensive than those which are not. (11) _____, the

«uncool» clothes are often much warmer than the trendy ones, but unfortunately kids can't stand wearing them. Certain brand names are not as popular, (12) _____, as others.

Take boots, (13) _____. Many teenagers like wearing Nike's shoes. Nike is an American manufacturer of sports clothes and shoes. He has become very fashionable with young people. Nike is pronounced «nickey» (14) _____ is the goddess in Greek mythology. Nike, who sat at the side of Zeus, was usually represented as a winged figure. And (15) _____ the Nike «swoosh» logo appears on every pair of Nike shoes.

Exercise 19

● Fill in prepositions.

In 1853, the California gold rush was (1) _____ full swing, and everyday items were (2) _____ short supply. Levi Strauss, a 24-year-old German immigrant, left New York (3) _____ San Francisco with a small supply of dry goods (4) _____ the intention of opening a branch of his brother's New York dry goods business. Shortly (5) _____ his arrival, a gold miner wanted to know what Mr. Strauss was selling. When Strauss told him he had rough canvas to use (6) _____ tents, the prospector said, «You should have brought pants!» saying he couldn't find a pair of pants strong enough to wear and work.

Levi Strauss had the canvas made (7) _____ pants. Miners liked them, but complained that they were too rough and rigid. Levi Strauss bought cotton cloth from France called «serge de Nimes». The fabric later became known (8) _____ denim and the pants were nicknamed blue jeans. In 1873, Levi Strauss & Company began using the pocket stitch design. Levi Strauss and Nevada tailor David Jacobs co-patented the process of putting rivets in pants (9) _____ strength. On May 20, 1873, they received U.S. Patent No. 139,121. This date is now considered the official birthday of «blue jeans».

The two-horse brand design was first used in 1886. The red tab attached (10) _____ the left rear pocket was created in 1936 as a means of identifying Levi's jeans (11) _____ a distance. All are registered trademarks that are still (12) _____ use.

Exercise 20

● *Translate the following sentences into English using your active vocabulary.*

1. Это платье сделано из хлопка? — Нет, это искусственный шелк. Одежда из натурального шелка и хлопка налево. 2. Она сняла шубу и сапоги и вошла в комнату. На ней было серое плотно прилегающее шерстяное платье с золотой брошкой и черные замшевые туфли на высоком каблуке; в руке она держала маленькую сумочку в тон ее обуви. 3. Я хочу широкий плащ из натуральной кожи с большими карманами. Как ты думаешь, он мне подойдет? 4. Эти туфли не моего размера, они мне не подходят, они жмут. Дайте мне пару на размер больше. 5. Она надела светлые колготки, однотонную юбку-клеш и полосатую блузку.

Homes, Buildings and Structures

Vocabulary

● *Read and learn the following words and word expressions.*

account *n* — мнение, оценка

take into account — принимать во внимание, в расчет

adjoin *v* — прилегать, примыкать

ancient *adj* — древний; старинный, старый

attic *n* — мансарда; чердак

apartment *n* — квартира; апартаменты *Syn:* **flat**

basement *n* — 1) фундамент, цоколь *Syn:* **foundation, base**; 2) подвал; цокольный этаж

BBQ (barbecue) *n* — барбекю

be made of — быть изготовленным из (материала); состоять из (чего-л.)

houses made of stone — дома из камня

bench *n* — скамья

block of flats *n* — многоквартирный дом

brick *n* — кирпич

cabinet *n* — шкаф с выдвижными ящиками

built-in cabinet — встроенный шкаф

castle *n* — замок

chest *n* — сундук; ящик; коробка

chimney *n* — труба; дымоход

closet *n* — гардеробная; встроенный шкаф для одежды

- walk-in closet** — встроенный стенной шкаф для одежды, в который можно войти
- concrete** *n* — бетон
- conical** *adj* — конический, конусообразный
- construct (from)** *v* — строить, сооружать; воздвигать; конструировать
- conveniences** *n* — удобства, комфорт
- modern conveniences** — современные удобства
- convenient** *adj* — удобный, подходящий; пригодный
- cooker** *n* — кухонная плита
- cozy** *adj* — уютный; удобный
- create** *v* — производить, создавать, творить
- curtain** *n* — занавеска, шторы
- deal (dealt, dealt) with** *v* — работать, иметь дело (с кем- или чем-л.)
- decoration** *n* — украшение; убранство
- design** *v* — проектировать; конструировать
- dishwasher** *n* — посудомоечная машина
- dwelling** *n* — жилище, (жилой) дом, жилье
- detached dwelling** — отдельно стоящий дом
- semi-detached dwelling** — дом, имеющий общую стену с соседним домом
- elevator** *n* — лифт *Syn*: **lift**
- fabric** *n* — ткань, материал, материя
- fence** *n* — забор, изгородь, ограждение
- fireplace** *n* — камин
- floor** *n* — этаж *Syn*: **story, storey, level**
- ground floor** — первый этаж
- formal** *adj* — 1) правильный, симметричный; 2) строгий, формальный
- formally** *adv* — официально, формально
- formerly** *adv* — когда-то, прежде, раньше
- fortified** *adj* — усиленный, укрепленный
- furniture** *n* — мебель, обстановка
- article of furniture** — предмет мебели
- gate** *n* — ворота, дверь, калитка
- general** *adj* — наиболее широко распространенный
- heating** *n* — отопление
- central heating** — центральное отопление
- heavily** *adv* — весьма, очень, в большой степени
- hut** *n* — лачуга, хибар(к)а, хижина

initially *adv* — в начальной стадии, в начале
include in *v* — заключать, включать в себя, содержать в себе
laundry *n* — прачечная
lead (led, led) to *v* — приводить (к чему-л.)
lighthouse *n* — маяк
lighting *n* — освещение, свет
 artificial lighting — искусственное освещение
 natural lighting — естественное освещение
look out (on) — иметь вид, выходить (на что-л.)
magnificence *n* — великолепие, роскошь, пышность
magnificent *adj* — величественный; производящий впечатление
mansion *n* — большой особняк, большой дом
mantelpiece *n* — каминная полка
medieval *adj* — средневековый
nursery *n* — детская (комната)
oak *n* — дуб, древесина дуба
oven *n* — духовой шкаф, духовка
 microwave oven — микроволновая печь
palace *n* — дворец
pantry *n* — кладовая для продуктов
picturesque *adj* — живописный; колоритный
porch *n* — крыльцо
principal *adj* — главный, основной
pyramid *n* — пирамида
rectangular *adj* — прямоугольный
remind (of) *v* — 1) напоминать; быть похожим на кого-л./что-л. *Syn:*
resemble
remind (about smth.) *v* — напоминать, делать напоминание о ком-л./чем-л.
replace (by, with) *v* — заменять, замещать (чем/кем-л.)
resemble *v* — походить, иметь сходство *Syn:* **remind of**
residence *n* — жилье; дом, квартира; резиденция
roof *n* — крыша, кровля
rug *n* — ковер *Syn:* **carpet**
running water *n* — водопровод
sewer service *n* — канализационная система
shape *n* — форма, очертание
shutter *n* — ставень
sideboard *n* — буфет; сервант
sink *n* — раковина

size *n* — размер, величина
skyscraper *n* — небоскреб, высотное здание
splendid *adj* — роскошный, пышный, великолепный
spiral *adj* — винтовой, винтообразный, спиральный
square *adj* — квадратный (по форме)
stair *n* — ступенька лестницы (внутри здания)
staircase *n* — лестница (внутри здания) *Syn:* stairs
 (**stair**) **landing** — лестничная площадка
stool *n* — табурет, табуретка
storey (story) *n* — этаж *Syn:* floor
 single-story house — одноэтажный дом
sufficient *adj* — достаточный; обоснованный *Ant:* insufficient
suit *v* — подходить, соответствовать, удовлетворять требованиям
suited *adj* — годный, подходящий, пригодный
take pride (in) — гордиться (чем/кем-л.)
temple *n* — храм
tile *n* — черепица; изразец, кафель, плитка
timber *n* — лесоматериалы; деревянный брус, бревно
triangular *adj* — треугольный
tower *n* — башня
townhouse *n* — дом, соединенный с несколькими домами в один ряд
tumble dryer *n* — сушильная машина
use *n* — употребление, применение, использование
 be out of use — выйти из употребления
 come into use — входить в употребление, начинать использование
 make use of — извлекать пользу из чего-л.
 put smth. to good use — найти применение чему-л.
washing machine *n* — стиральная машина

Text 1

● Read and translate the text.

Soon after my husband and I were married, we knew we were going to need a bigger house. It was important for us that we had a home that would accommodate a growing family. We had 4 year old twins, and wanted them to be able to have their own rooms when they got older, and have another bedroom as a nursery for a future child. We also wanted to have a bonus room for guests

since our relatives all live far away. One thing that was important for both of us was to build a house that would be a home for our family for many generations. My grandparents lived on a beautiful hillside farm where I had grown up for twenty-five years. It was a dream for me to see my children play in the same woods I played in as a child. My husband shared my dream.

I began looking at house plans on the Internet and must have looked at hundreds over 6 months or more. We finally found the design which suited our family best and the place it would be sitting on.

Our house sits on the former land of my parents' located in a rural area. The front and back porches remind me of my grandparents' home which was only a few miles from ours.

I wanted our house to look like a modern country home. We chose to build it with brick and we used stone, brick, and siding in the house. The roof and the basement are dark grey, while the walls are white. The fence is wooden.

The inside is lovely in shades of green, tan and brown. The spiral staircase brings light into the house with a large window on both landings. The interior of our home has changed our lives because it provides both parents and children their privacy by separating the bedrooms on either end of the house. In our previous house, the bedrooms were so close together that we could hear everything from room to room as if the doors were open. We like our bedroom with the walk-in closet and large bath adjoining it. The twins share the room currently, and we use one bedroom as a play room, and the other is an extra guest room that will eventually be turned into a nursery for another child. The room is complete with a bathroom and shower and is perfect when guests come to visit, which they do frequently.

There are so many features we love that it's hard to name just a few. The kitchen and living room of our old house were separated and left me feeling isolated. Now the only thing separating the areas is two 2-foot partial walls. I take pride in the large dining area and a big kitchen with light walls. The kitchen has plenty of cabinets and I have all modern conveniences and kitchen equipment: a cooker and a microwave oven, and a dishwasher. The washing machine and the tumble dryer are in the laundry. The pantry area is a favorite of mine. No more storing food and pans

in the basement! The open kitchen and living room design keeps the family together during the day.

The large great room includes a beautiful triangular ceiling and built-in cabinets and a gas fireplace which makes the space cozy and warm. It provides a perfect place to entertain guests. We are able to put our twins upstairs with their ever growing toy collection and still invite guests to stay with us on occasion.

The large attic space will allow us to organize and store our things for many years to come.

The two-car garage is very big and we have so much potential storage area that we will never need it all. We are using it as a home gym and game room which my husband and kids absolutely love.

We love the front and back porches. We recently had a patio put in off the back porch that looks out on our pond and we love it. The nice outdoor furniture and BBQ make us feel comfortable in the evening when we all gather in the garden.

The best thing about my house is that people drive by all the time and they cry out to me, «I love your house!» and I cry back, «so do I».

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|---|--|
| 1. It was important for us that we had a home | a. of my grandparents' home. |
| 2. We wanted our twins to be able to have | b. keeps the family together during the day. |
| 3. Both of us were eager to build a house that | c. cry out to me, «I love your house!» |
| 4. The front and back porches remind me | d. and a big kitchen with light walls. |
| 5. The interior of our home has changed our lives because | e. that we will never need it all. |
| 6. The room is complete | f. that would accommodate a growing family. |

- | | |
|--|---|
| 7. I take pride in the large dining area | g. it provides both parents and children their privacy. |
| 8. The open kitchen and living room design | h. the back porch that looks out on our pond. |
| 9. The large great room provides | i. would be a home for our family for many generations. |
| 10. We have so much potential storage area | j. a perfect place to entertain guests. |
| 11. We recently had a patio put in off | k. with a bathroom and shower. |
| 12. People drive by all the time | l. their own rooms when they got older. |

Exercise 2

● Find the logical answer in the right column.

- | | |
|---|---|
| 1. Why did the married couple need a bigger house? | a. They are going to turn it into a nursery for another child. |
| 2. What was their ultimate goal? | b. They have a large attic space. |
| 3. What was the woman's dream? | c. There are a lot of cabinets and all modern conveniences and kitchen equipment. |
| 4. Their house is located in a farming area, isn't it? | d. They have it in a big storage area. |
| 5. Why did the new interior change their lives? | e. It's a fireplace. |
| 6. What are their plans about an extra guest room? | f. They wanted to have enough place for their growing family. |
| 7. The guest room is complete with a fireplace, isn't it? | g. Yes, it is. |
| 8. Why is the woman proud of her kitchen? | h. She wanted her children live in the same place where she was brought up. |

- | | |
|---|--|
| 9. What makes the great room cozy and warm? | i. In the patio which was put in off the back porch. |
| 10. Where do they keep many of their things? | j. They wanted to have a home for their family for many generations. |
| 11. Where do they have their gym? | k. No, it isn't. |
| 12. Where do they often spend their evenings? | l. The children's and parents' bedrooms on either sides of the house contributed to their privacy. |

Exercise 3

● Choose those statements that correspond to the text.

1. Why did the couple want to have a bigger house?
 - a) They wanted to change their location.
 - b) They wanted to make their life more comfortable.
 - c) They wanted to live with the woman's grandparents.
 - d) They wanted their children to live in the country.
 - e) They wanted the twins to share a new room.
 - f) They wanted the new place to be a home for future generations.

2. What changes in the new house make the woman proud and happy?
 - a) They have separate bedrooms with their children.
 - b) All of them got privacy.
 - c) The house is large and there is enough place for everybody and everything.
 - d) The large attic space allows them to have a gym and a game room.
 - e) Passersby like her house.

Exercise 4

● *Match the correct part of a house with their definitions.*

- | | |
|--------------|--|
| 1. attic | a. an area covered by a roof at the entrance to a house |
| 2. basement | b. a child's room |
| 3. landing | c. a set of stairs |
| 4. laundry | d. the top outer part of a building |
| 5. nursery | e. a part of the building below the ground |
| 6. patio | f. a room where clothes are washed |
| 7. porch | g. a room below the roof of the house |
| 8. roof | h. a flat area covered with stone, brick etc. at the back of a house, where people can sit outside |
| 9. staircase | i. the area at the top of stairs or between the sections of stairs |

Exercise 5

● *Put the stages of building the house in the right order and then match them with the expressions on the left.*

- | | |
|------------------|---|
| 1. First, | a. the materials are bought. |
| 2. Then, | b. the house is painted. |
| 3. Subsequently, | c. the walls are built. |
| 4. Next, | d. the land is purchased. |
| 5. Afterwards, | e. the basement is laid |
| 6. Then, | f. the house is ready to live in. |
| 7. Later, | g. the roof is put on. |
| 8. Eventually, | h. the doors and windows are put in. |
| 9. Finally, | i. the electricity and water systems are installed. |

Text 2

● Read and translate the text.

I am an interior designer. I graduated three years ago and since then I have been working at different projects. During the course of study I learnt a lot of architectural styles and various kinds of buildings such as magnificent pyramids and temples of ancient Egypt, heavily fortified castles of medieval Europe, picturesque English mansions, splendid Italian palaces, rectangular skyscrapers of America and many others. My favourite course was history of design of the Middle Ages.

In the Middle Ages the castle provided sufficient protection for his inhabitants. The principal room was the great hall, which served for cooking, dining, and sleeping. The great hall might be as long as 18 m and as wide as 6 m. The ground floor was made of stone, earth, brick, or tile. In the 12th century the use of Asian rugs brought from the Middle East came into fashion. The principal objects of furniture included tables, benches, stools, and large storage chests, usually made of oak.

The rise of a merchant middle class led to a demand for homes more comfortable than the castle and more suited to the needs of daily life. Two- and three-story town and country houses were built, with living rooms, kitchens, and bedrooms. Such houses appeared in Italy, England, and France by the 13th century. Wood shutters, formerly used on windows, began to be replaced by curtains.

The houses of rich people in the Renaissance had large rooms and high ceilings with painted decorations, though little furniture was used such as sideboards, chests, and chairs. Both the decorations and the furniture of the rooms were made to create an effect of richness and magnificence.

In England during the early Renaissance, houses were typically constructed half-timber and half-brick and stone. Great attention was devoted to such features as chimneys, fireplaces, and mantelpieces. Rooms were simple, with few articles of furniture or decorations.

At present houses have become for many people symbols of status. I design neither castles nor palaces, but deal with townhouses, cottages, semi-detached or detached dwellings with gardens

and yards, or blocks of flats. All dwellings must have all modern conveniences such as running water and sewer service, central heating or fireplaces, cooling, elevators and telephone service. My task is to create effects with a wide variety of design components, including natural or artificial lighting, colours, fabrics, and furniture. The designer should take into account the client's tastes and budget, as well as the function of a given room.

Exercise 6

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|---|--|
| 1. The principal room in the castle | a. were made to create an effect of richness and magnificence. |
| 2. The use of Asian rugs | b. by the client's tastes and budget. |
| 3. Two- and three-story town and country houses | c. in England during the early Renaissance. |
| 4. The houses of rich people in the Renaissance | d. served for cooking, dining, and sleeping. |
| 5. Houses were constructed half-timber and half-brick and stone | e. appeared in Italy, England, and France by the 13th century. |
| 6. In English homes of the early Renaissance | f. all modern conveniences. |
| 7. At present dwellings must have | g. elaborate chimneys, fireplaces, and mantels were in great demand. |
| 8. The designer's work is guided | h. brought from the Middle East came into fashion. |

Exercise 7

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. Life in the castle was relatively safe in the Middle Ages.
2. The principal room was made of stone, earth, brick, or tile.
3. In the 12th century rugs were brought from India.
4. Merchants demanded comfortable homes.
5. In a two-storey house one could see different kinds of rooms.
6. Two- and three-story town and country houses appeared in Europe.
7. Curtains replaced shutters.
8. Little furniture was made to create an effect of richness and magnificence.
9. In England during the early Renaissance people did not often use decorations.
10. The designer should take into account a lot of details.

Exercise 8

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|------------------------|---|
| 1. temple | a. a large building with many units |
| 2. block of flats | b. a large magnificent building, sometimes a residence of kings |
| 3. apartment | c. a house that is one of a row of houses that are joined together on each side |
| 4. skyscraper | d. a large imposing house |
| 5. castle | e. a tower or other building that contains a strong light to warn and guide ships near the coast |
| 6. cottage | f. a large house in the country, especially one that belongs or used to belong to a rich important family |
| 7. detached house | g. a building used for the worship of a god or gods |
| 8. townhouse | h. a set of rooms to live in |
| 9. semi-detached house | i. a separate, non-connected house |

- | | |
|-------------------|--|
| 10. pyramid | j. a large building fortified with thick walls and a moat |
| 11. mansion | k. a large building with a square or triangular base and sloping sides that meet in a point at the top |
| 12. palace | l. a small, usually one-storied dwelling of a peasant or a farmer |
| 13. country house | m. a house joined to another house by a wall on one side that is shared |
| 14. lighthouse | n. a very tall building in a city |

Exercise 9

● Fill in the blanks with the words from the box.

concrete, dwelling, lighthouse, rectangular, shape, structure

A lighthouse is a (1) _____ from which light is projected at night, or which serves as a marker by day, to guide ships sailing in coastal waters. Lighthouses are constructed at important points on a coastline, at entrances to harbours and estuaries, on rocky reefs, on islands, and even in the water. Lighthouses help identify a ship's location, warn ships of potential hazards, and notify them that land is near. Lighthouses differ from smaller beacons in that a lighthouse includes a (2) _____ for a lighthouse keeper. Today, however, most lighthouses use automatic electric lights that do not require a full-time resident operator.

Many lighthouses are equipped with a horn to help guide ships sailing in foggy weather. These foghorns can be heard for distances of up to 13 km. Ship captains can determine their position by identifying distinctive combinations of long and short horn sounds specific to each (3) _____. Some lighthouses are also equipped with radio beacons that transmit Morse-code radio signals. These radio signals, which are distinguished by short (dot) and long (dash) combinations, have a range of up to 320 km. By day, lighthouses often serve as landmarks for ship captains seeking to identify their position along a coastline. Thus, lighthouses vary in (4) _____, size, and colour. Lighthouses can be square, round,

conical, (5) _____, and even octagonal (eight-sided). Some are painted with identifying stripes or spirals. Some have twin towers. Most lighthouses range in height from 10 m to 63 m.

Lighthouses are built from wood, stone, brick, reinforced (6) _____, iron, steel, or aluminum. They are designed to withstand local environmental conditions. Lighthouse designs often reflect architectural styles of the time the lighthouses were built.

Exercise 10

● Look at the sentences. Compare them with Exercise 9. Write **T** (True) if the sentences say the same as the text and **F** (False) if they do not correspond to the text.

1. A lighthouse helps ships to sail in coastal waters.
2. Lighthouses are built at outstanding points on a coastline.
3. Lighthouses are different because of dwellings of lighthouse keepers.
4. In foggy weather ships are guided by the horn of the lighthouse.
5. Each lighthouse has a specific combination of different sounds.
6. Lighthouses have different shapes and colours.
7. Every lighthouse has a square.
8. The shape of a lighthouse may be spiral.
9. Many lighthouses have several towers.
10. The height of a lighthouse must be considerable for the ships to see it.
11. Lighthouses are built from solid materials to withstand unfavorable weather conditions.

Exercise 11

● Complete each of the following short texts with an appropriate word from the box to fit a type of building. There is one odd text that does not correspond to the definitions in the box. Try to guess what building it is.

hut, lighthouse, pyramid, skyscraper, temple, tower

1. A _____ is a building, usually of large size, dedicated to one or more divinities. A _____ almost always stands out clearly from its

surroundings and has a pronounced architectural character. The type is common to most societies, being thought of as the dwelling place of the divine. The broad concept includes the mosque, the synagogue, and the church, and the word is also used to refer to buildings for fraternal orders and religious organizations.

2. Probably the world's most famous campanile is the Leaning _____ of Pisa. The cylindrical eight-story, 56-m building began to tilt during its construction because of weak foundations, for which the builders tried to compensate by stacking the upper stories in a curve against the tilt.

3. A _____, a two-storey dwelling that is one of a planned complex of such, often adjacent, dwellings is widely spread in small American cities.

4. Empire State Building is a _____ located on 5th Avenue between 33rd and 34th Streets, which, when it was completed in 1931, was the tallest building in the world. Because of its elegant stepped design it is often still regarded as the ultimate American _____.

5. During medieval times most people lived in hovels or _____ that provided little but shelter.

6. _____ are large structures with four triangular sides that meet in a point at the top, directly over the centre of the square base. Ancient peoples in several parts of the world built _____, but the Egyptians constructed the biggest and most famous ones.

7. Until the 17th century most _____ were harbor lights serving as homing beacons for boats to safely find their way into port. Beginning in the 17th century, however, as travel in the seas increased, major coastal _____ were constructed to warn mariners of dangerous rocks, reefs, and currents.

Exercise 12

● Choose the right variant.

1. Our house isn't joined to the other houses in the street; it is _____.

(A) disconnected

(C) attached

(B) detached

(D) semi-detached

2. The nobility and their servants lived in structures built mainly for defense, namely in _____.
 (A) mansions (C) castles
 (B) palaces (D) cottages
3. Residential buildings are called houses, though buildings containing large numbers of separate _____ are often called blocks of flats.
 (A) dwellings (C) cabinets
 (B) rooms (D) conveniences
4. This park began as the gardens around a royal _____ and in the 1770s it became a public park.
 (A) lighthouse (C) mansion
 (B) dwelling (D) palace
5. The unique building type developed in America was the single-family suburban house—a _____ or stand-alone building.
 (A) mansion (C) block of flats
 (B) detached house (D) castle
6. The farmer, Mr. Gray, had a picturesque _____ with a pleasing view, decorative windows, and verandas.
 (A) apartment (C) cottage
 (B) mansion (D) palace
7. The Washington _____, beautifully situated on a hill, is a three-story building of wood.
 (A) castle (C) mansion
 (B) cottage (D) detached house
8. We love to sit on the wide _____ and just enjoy the serenity.
 (A) attic (C) porch
 (B) patio (D) basement
9. Beginning about the 7th century BC, the Greeks created the _____ with columns around all sides that supported a plain, pitched roof.
 (A) mansion (C) pyramid
 (B) temple (D) castle
10. The _____ has plenty of room for the workout equipment that we had no space for in our first home.
 (A) porch (C) basement
 (B) laundry (D) closet

Exercise 13

● *Fill in the blanks with the words from the box.*

dwellings, electricity, laundries, private, running, sewer, showers, sinks

In the late 19th century, (1) _____ houses of the upper classes were built with separate bathrooms supplied with (2) _____ water. By the late 20th century, cleanliness was generally recognized as desirable, and as a result of mass production, most city (3) _____ had their own indoor baths. New lodging was usually provided with one or more bathrooms, equipped with hot and cold running water and (4) _____ systems. (5) _____ became commonplace. Basic modern plumbing fixtures include toilets, (6) _____, bathtubs, showers, laundry tubs, and drinking fountains. In addition, hospitals, laboratories, and industrial buildings need many specialized types of fixtures. Appliances that are connected to a plumbing system are dishwashers and (7) _____. Most of these fixtures and appliances require both hot and cold water. Hot water is generated by heaters using gas, (8) _____, oil, steam, or solar energy.

Exercise 14

● *Choose the proper variant between the two given.*

The lighting, whether natural, artificial, or a combination of the two, has a profound (1) **affect/effect** on the atmosphere of the room. Lighting is taken into (2) **account/decision** when a colour scheme is being determined. The cool colours (blue, green, grey) and the warm colours (red, yellow, orange, brown), the strong dramatic colours (red, brown, purple, black), and the less prominent colours (beige, pink) can (3) **contribute/make** a great deal to the (4) **feeling/sense** created by a room. Certain colours have the (5) **affect/effect** of enlarging a space (white and the cool, light colours); others, of (6) **reducing/reducting** it (black and the warm, dark colours). Certain colours blend with other colours; the same colours in differing intensity or (7) **shades/shadows** can become strikingly emphasized. Small objects in a room can become large if their colours contrast with the background colours of the room.

Exercise 15

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|-------------------|---|
| 1. chimney | a. one of a pair of wooden or metal covers that can be closed over the outside of a window to keep out light or protect the windows from damage |
| 2. fireplace | b. a piece of thick material like a small carpet that is used for covering or decorating part of a floor |
| 3. mantelpiece | c. a piece of furniture in a dining room |
| 4. furniture | d. a piece of fabric that is hung to cover a window |
| 5. shutter | e. a structure through which smoke or steam is carried up away from a fire, etc. and through the roof of a building |
| 6. tumble dryer • | f. a large strong box, usually made of wood, used for storing things |
| 7. rug | g. an open space for a fire in the wall of a room |
| 8. curtain | h. objects that are put into a house or an office to make it suitable for living or working in |
| 9. sideboard | i. a shelf above a fireplace |
| 10. chest | j. a machine that dries wet laundry by rotating it in warmed air inside a metal drum |

Exercise 16

● *Fill in the blanks with the corresponding words from Exercise 15.*

1. She came up to the fireplace and put a blue glass vase on the _____ beside a row of marble elephants. 2. Santa Claus is said to visit on Christmas Eve, entering houses through the _____ to leave presents under the Christmas tree and in the stockings of all good children. 3. A few hundred yards down the road stood a stone cottage with carved _____ half hidden in the field of flowering

cherry trees. 4. A _____ differs from a carpet in that it is usually woven in one piece and can be of any size but usually does not cover an entire floor. 5. This antique wooden _____ in the dining room is decorated with flowers and all covered with bunches of grapes and leaves. 6. Look, what pretty _____ are on Mrs. Brake's windows! She has made them by herself. 7. Imported Chinese and Japanese lacquer _____ were widely used extensively in Western homes, beginning since the 17th century. 8. He put some more logs in the _____ to get warmer. 9. The most common articles of _____ are beds, chairs, tables, and chests. 10. There is no place for our _____ either in the laundry or in the kitchen.

Exercise 17

● Choose the right variant.

- Look at the _____ on the floor. It is made by hand by an unknown French weaver according to the drawing of Michelangelo.
(A) chest (C) shutter
(B) palace (D) rug
- In medieval China, brilliantly glazed yellow roof _____ were used for temples and emperor palaces.
(A) rugs (C) fixtures
(B) beams (D) tiles
- The Great Wall of China consists of a network of walls and _____.
(A) brick (C) towers
(B) pyramids (D) dwellings
- _____, especially high-speed, automatically controlled, are the major form of vertical transportation in high-rise structures.
(A) Stairs (C) Elevators
(B) Fixtures (D) Skyscrapers
- Residential design concerns the interiors of apartments and houses—that is, _____.
(A) castles (C) shutters
(B) dwellings (D) towers

6. The floors were sometimes painted or covered with picturesque woolen _____.
 (A) designed (C) derived
 (B) carved (D) rugs
7. Even American architectural _____ often have foreign origins—chalets from Switzerland, log cabins from northern Europe, and bungalows from India are just a few examples.
 (A) styles (C) huts
 (B) conveniences (D) apartments
8. Most dwellings are _____ with central heating.
 (A) dealt (C) complemented
 (B) provided (D) suited
9. Wigwam is a dome-shaped _____ that was used by Native Americans.
 (A) room (C) chest
 (B) dwelling (D) beam
10. The _____ of Italian cathedrals and palaces makes a great influence on everybody.
 (A) magnificence (C) designer
 (B) conveniences (D) use

Exercise 18

● *Match the adjectives in the left column with their definitions on the right.*

- | | |
|----------------|--|
| 1. comfortable | a. extremely attractive and impressive; deserving praise |
| 2. convenient | b. enough for a particular purpose; as much as you need |
| 3. formal | c. very correct and suitable for official or important occasions |
| 4. general | d. useful, easy or quick to do; not causing problems |
| 5. conical | e. having four sides and four right angles |
| 6. magnificent | f. three-cornered |
| 7. medieval | g. created by people; not happening naturally |
| 8. picturesque | h. making you feel physically relaxed |

- | | |
|-----------------|---|
| 9. principal | i. having four straight equal sides and four angles of 90 degree |
| 10. rectangular | j. shaped like a cone |
| 11. artificial | k. right or appropriate for somebody/something |
| 12. spiral | l. pretty |
| 13. square | m. connected with the Middle Ages |
| 14. sufficient | n. the most important; main |
| 15. suited | o. affecting all or most people, places or things |
| 16. triangular | p. moving in a continuous curve that winds around a central point |
| 17. splendid | q. very old |
| 18. ancient | r. strengthened against attack, especially by building high walls |
| 19. fortified | s. excellent, very beautiful |

Exercise 19

● Choose the proper variant.

- They lived in a _____ cottage surrounded by blooming bushes of roses.
(A) sufficient (C) picturesque
(B) fortified (D) medieval
- The balalaika is a Russian stringed instrument with a _____ body.
(A) square (C) triangular
(B) rectangular (D) conical
- _____ cities were small compared to modern cities.
(A) Comfortable (C) Formal
(B) Convenient (D) Medieval
- Their family, rich enough to buy land and to build home, was eager to live in a _____ large house.
(A) formal (C) general
(B) comfortable (D) ancient

5. Once everyone is seated at the table, no one can get up because there's not enough room to walk around the table! So the kitchen is not _____.
(A) convenient (C) spiral
(B) square (D) principal
6. I never liked visiting her house, I was never at ease there in those gloomy large _____ rooms.
(A) sufficient (C) formal
(B) principal (D) general
7. We can probably find an apartment more _____ to our needs.
(A) general (C) sufficient
(B) splendid (D) suited
8. The interior of the Leaning Tower is occupied by a 294-step _____ staircase that leads to the bell chamber.
(A) triangular (C) rectangular
(B) square (D) spiral
9. The _____ room in the house was a sitting room, a large square room with ancient furniture and a large fireplace.
(A) principal (C) general
(B) sufficient (D) suited
10. There was no _____ place for the furniture in such a small room.
(A) comfortable (C) formal
(B) sufficient (D) square
11. A castle was a _____ residence of a feudal lord or monarch.
(A) splendid (C) general
(B) fortified (D) ancient
12. The larger tower affords a _____ view of the surrounding countryside.
(A) comfortable (C) suited
(B) triangular (D) splendid
13. The form of the _____ mansion may still be traced.
(A) formal (C) triangular
(B) principal (D) ancient
14. _____ materials of great strength were used while building the skyscraper.

(A) Conical (C) Artificial

(B) Picturesque (D) General

15. In the middle of the room there was a _____ table with four legs covered with a tablecloth.

(A) square (C) conical

(B) triangle (D) spiral

Exercise 20

● *The verbs in the middle column have been jumbled. Put them in the right sentences.*

- | | | |
|--------------------------------------|------------------|---|
| 1. The construction of a factory | dealt | to industrial pollution of Lake Baikal. |
| 2. This small cottage | con-
structed | my old house in England. |
| 3. There are many difficulties to be | include | with when building a new house. |
| 4. I would advise you to | designs | the rectangular window on the top floor by an oval one. |
| 5. The design of my future cottage | creates | me perfectly. |
| 6. The interior of the house | replace | an effect of lightness and freedom. |
| 7. Building materials | led | brick, timber, concrete and tile. |
| 8. This architect | suits | buildings for the rich. |
| 9. Robinson Crusoe | resembles | his hut from trees that grew in the nearby forest. |

Exercise 21

Phrasal Verbs and Expressions

● *Fill in the blanks with phrasal verbs and expressions.*

1. The designer _____ use of both artificial and natural lighting.
a) put b) made c) took

2. They _____ pride in their new mansion.
a) made b) put c) took
3. Elevators _____ into use with the introduction of multistoried buildings.
a) were b) came c) put
4. The windows _____ out on the wood.
a) put b) looked c) took
5. She _____ the woolen floor covering to good use. You will hardly recognize the hall.
a) put b) took c) made
6. You should _____ into account all the expenses while building a cottage.
a) put b) come c) take
7. Gas lighting _____ out of use now.
a) took b) is c) made
8. My hotel room looks _____ the lake.
a) on to b) out on c) on
9. But there is the other aspect of the matter to take _____ account.
a) into b) in c) of
10. Artificial materials came _____ use in the 20th century.
a) out of b) into c) in

Exercise 22

Words Which Are Often Confused

● Choose the right word.

1. Though the anniversary was celebrated **formally/formerly** with official speeches, he felt satisfied. 2. Belgrade was **formally/formerly** the barrier of Hungary. 3. Many **formally/formerly** indecent activities have gradually become accepted forms of behaviour. 4. The politician **formally/formerly** opened the new theatre building. 5. There was a school here **formally/formerly**. 6. This part of the country **reminds/resembles** England. 7. Take the money and buy yourself a keepsake to **remind/resemble** you of me. 8. Mary **reminds/resembles** her mother in looks. 9. More and more you

remind/resemble me of your father! He was out all hours without explanation! 10. She sometimes **reminds/resembles** a wild cat. 11. Supper was ready for us; French fries and salmon **reminded/resembled** me of home. 12. It is exaggeration to say that now the everyday cultural life of Canada **reminds/resembles** that of the United States. 13. The man who just came in **reminds/resembles** me of somebody I once knew. 14. All the daughters look much like their father. But Ann **reminds/resembles** her father the most. 15. I hate to **remind/resemble** you but you owe me fifty pounds. 16. Our document contains six **principal/principle** divisions. 17. Lying is against my **principal/principle**. 18. It's a matter of **principal/principle**. We'll fight to the last ditch. 19. He was a man of **principal/principle** and risked everything. 20. Flowers, candy, jewelry seemed the **principal/principle** things in which she was interested. 21. Market Street, the **principal/principle** business street, is more than 3 km long and 120 ft. broad. 22. That the king can do no wrong is a necessary and fundamental **principal/principle** of the English Constitution. 23. He may subordinate to one superior **principal/principle**.

Exercise 23

● *Fill in prepositions where necessary.*

1. You know you remind me _____ a chap I bumped into once. 2. My window looks _____ the rose garden 3. He included concrete and timber _____ the list of necessary building materials. 4. They make use _____ both stairs and elevators. 5. The Eiffel tower is constructed _____ about 7000 tons of iron. 6. Nowadays, in city dwellings, wood is mostly replaced _____ concrete and steel. 7. Every detail must be taken _____ account when projecting a building. A mistake in a dwelling project may lead _____ property damage and loss of life. 8. At the beginning of the 20th century concrete and steel came _____ use as principal building materials. 9. The shape of this building resembles _____ a pyramid. 10. The plot of land adjoining _____ our house was put on sale. 11. He took pride _____ his new design. 12. If you want something special, speak to Mr. Grover. Their company deals _____ various building projects. 13. Is this chair made _____ oak?

Exercise 24

● Translate the following sentences into English using your active vocabulary.

1. Основными строительными материалами являются камень, кирпич, бетон и дерево. 2. Ацтеки (the Aztecs) возводили прямоугольные пирамиды, в то время как в древнем Египте пирамиды имели треугольную форму. 3. Средневековые замки были укреплены высокими стенами с башнями. 4. Современные удобства в жилом доме включают в себя газ, электричество, центральное отопление, водопровод с ванной или душем, канализацию, лифт, телефон и систему охлаждения. 5. Строительство домов, имеющих общую стену с соседним домом, стало широко использоваться в средние века. 6. Посмотри, какой живописный дом! Крыша покрыта красной черепицей, стены покрашены белой краской, ставни сделаны из дуба, а по форме он напоминает швейцарское шале (chalet). 7. Посмотри, какой старинный дом. Он напоминает мне дом моего деда. 8. В комнате мало мебели: только квадратный стол с тремя табуретками, старый буфет, а у стены большой сундук.

Work and Working Conditions

Vocabulary

● *Read and learn the following words and word expressions.*

accept *v* — принимать, брать; соглашаться

accept an offer, a proposal, a suggestion — принять предложение

accept a post — дать согласие занять должность

accept the responsibility — взять/принять на себя ответственность

agreement (about, on; between; with) *n* — договор, соглашение

reach an agreement — заключить договор

aim *n* — намерение, цель *Syn:* **purpose**

aim (at) *v* — стремиться (к чему-л.)

apply (for smth. to smb.) *v* — обращаться с просьбой или заявлением (за чем-л.; к кому-л.)

apply for a job — подавать заявление о приеме на работу

application *n* — просьба; заявление; форма заявления

submit an application — подавать заявление

apprentice *n* — подмастерье, ученик

apprenticeship *n* — обученис, учение, ученичество

be in charge of *v* — быть ответственным за что-л. *Syn:* **be responsible for**

blue collar *n* — «синий воротничок», рабочий

brain drain *n* — «утечка мозгов» (массовая эмиграция образованных людей)

compensation *n* — возмещение, компенсирование

conditions *n* — условия, обстоятельства, обстановка, положение
fulfill, meet, satisfy conditions — удовлетворять условиям, соответствовать условиям
on/upon condition — при условии
under such conditions — с такими условиями, в таких обстоятельствах
favorable conditions — хорошие условия, благоприятные обстоятельства
unfavorable conditions — неблагоприятные обстоятельства
working conditions — условия труда

demand (for) *n* — спрос (на что-л.)
meet, satisfy a demand — удовлетворять спрос
enormous, great, strong demand — большой спрос
be in great demand — пользоваться большим спросом

earn *v* — зарабатывать
earn one's living — зарабатывать на жизнь
earnings *n* — заработанные деньги, заработок
employee *n* — служащий; работающий по найму
employer *n* — наниматель, работодатель
employment *n* — занятость
full-time employment — полная занятость, работа на полную ставку
part-time employment — работа неполный рабочий день, не на полную ставку

equipment *n* — оборудование; оснащение
fee *n* — вознаграждение, гонорар (за какие-л. услуги)
fire *v* — увольнять *Syn:* **dismiss**
fit *v* — подходить, соответствовать (чему-л.)
grievance (against) *n* — недовольство, жалоба (на кого-л./что-л.)
hire *v* — нанимать, предоставлять работу *Syn:* **employ, recruit**
hired *adj* — наемный, нанятый
in order to prep — для того, чтобы
income *n* — доход, заработок
earn an income — зарабатывать
annual income — годовой заработок
fixed income — фиксированный заработок
monthly income — месячный заработок
weekly income — недельный доход
issue *v* — исходить, издавать (приказ)
job security *n* — гарантия занятости; обеспеченность работой

labour relations *n* — производственные отношения

lay off — *v* 1) увольнять (временно из-за остановки производства)
 n 2) временное увольнение

leave *n* — отпуск

go on leave — уходить в отпуск

annual leave — ежегодный отпуск

sick leave — отпуск по болезни, бюллетень

be on sick leave — быть на бюллетене

machinery *n* — машинное оборудование; машины

run machinery — управлять оборудованием

negotiate (with) *v* — вести переговоры; обсуждать условия

negotiations (for) *n* — переговоры (о чем-л.)

break off negotiations — прекращать переговоры

conduct negotiations — вести переговоры

payment *n* — уплата, платеж, плата; взнос, оплата

make payment — производить платеж

premium *n* — награда; вознаграждение, премия

profit *n* — прибыль, доход

promote *v* — выдвигать; продвигать; повышать в чине/звании

promotion *n* — продвижение по службе; повышение в звании

punctuality *n* — пунктуальность, точность

rate *n* — коэффициент; степень; процент, доля

fix, set a rate — устанавливать процент

hourly rate — почасовая ставка (заработной платы)

recruit *v* — нанимать *Syn:* **employ, hire**

recruitment *n* — набор (кадров), наем (сотрудников)

reduce (by) *v* — ослаблять, понижать, сокращать, уменьшать (на какую-л. величину)

reduce staff — сокращать штат

reduction *n* — сокращение, уменьшение, снижение, спад

regulate *v* — регулировать, управлять; приводить в порядок

regulations *n* — правила, положения

responsible *adj* — ответственный, отвечающий

be responsible for — быть ответственным за что-л. *Syn:* **be in charge of**

be responsible to — быть ответственным, подотчетным (перед кем-л.)

responsibility *n* — 1) ответственность, подотчетность; 2) обязанность

retire *v* — увольняться; уходить в отставку, на пенсию

retired *adj* — вышедший на пенсию; отставной, в отставке
retirement *n* — выход в отставку; уход на пенсию
run *v* — руководить, управлять; вести (дело, предприятие и т. п.)

run a company — управлять компанией

salary *n* — жалованье, заработная плата; оклад (у служащих)

raise a salary — поднимать зарплату

reduce a salary — урезать зарплату

negotiate a salary — договариваться о зарплате

annual salary — годовая зарплата

handsome salary — хорошая зарплата

modest salary — скромное, скудное жалованье

fixed salary — твердый оклад, фиксированная зарплата

schedule *n* — график, программа, план (работы)

fixed schedule — четкий, установленный, заданный, фиксированный график

flexible schedule — гибкий, скользящий график *Syn:* **flexi time**

be on flexi time — работать по гибкому графику

rigid schedule — жесткий график

according to schedule — по графику

make up a schedule — составить график, расписание

schedule (for) *v* — назначать; намечать (на какое-л. определенное время)

shift *n* — (рабочая) смена; рабочие одной смены

day shift — дневная смена

eight-hour shift — восьмичасовой рабочий день

night shift — ночная смена

shift work — сменная работа

staff *n* — штат служащих; служебный персонал; кадры; штаты

state *v* — устанавливать, точно определять

strike *n* — забастовка, стачка

be on strike — бастовать

go on strike — объявлять забастовку

general strike — всеобщая забастовка

hunger strike — голодная забастовка

sit-down strike — сидячая забастовка

strike (struck, struck) *v* — бастовать; объявлять забастовку

take place *v* — случаться, происходить, иметь место

terms and conditions *n* — постановления и условия (договора)

trade union *n* — профсоюз

unemployment *n* — безработица *Ant.* **employment**

cause unemployment — вызвать безработицу
eliminate unemployment — ликвидировать безработицу
reduce unemployment — сократить, понизить уровень безработицы
high/low unemployment — высокий/низкий уровень безработицы
seasonal unemployment — сезонная безработица
unemployment benefit — пособие по безработице
unemployment rate — уровень безработицы

vacation *n* — отпуск

be on vacation — быть, находиться в отпуске

take vacation — брать отпуск, уходить в очередной отпуск

paid vacation — оплачиваемый отпуск

wages *n* — заработок, жалованье, (еженедельная или почасовая) заработная плата

white collar *n* — «белый воротничок», служащий

work *n* — работа; труд; занятие; дело

work nine-to-five — работать в обычные рабочие часы (с 9 до 5)

workday — рабочий день

workplace — рабочее место

workweek — рабочая неделя

Text

● Read and translate the text.

The most important function of trade unions in industrialized countries is negotiation of collective agreements with employers. Unions help workers negotiate the terms and conditions of their work with their employers. Before unions existed, workers often worked for low wages and long hours in unsafe or unhealthy workplaces. They could be fired without cause by an employer and thus had no job security.

Nowadays when the employees in a plant are not represented by a trade union, the terms and conditions of employment are usually determined by Conditions of Service, regulations that determine the rights and responsibilities of employees. Conditions of Service are issued by employers and have to be accepted by employees. Conditions of Service may state the rate of payment, how often the worker will be paid, and vacation duration. They may also state the scope and hours of work, schedules of work, layoffs, promotions, discipline

grievances, appropriate dress, and a requirement for punctuality. When agreement between an employer and employees cannot be reached, workers may go on strike against the employer. Strikes are conducted most frequently by workers organized into trade unions. The «general» strike, when all workers in a city, country, or other geographical area strike simultaneously may be aimed at achieving economic or political purposes. General strikes have taken place in many countries at various periods. One of the greatest general strikes was that called by the British Trades Union Congress in 1926. Its purpose was to support the strike of the British coal miners on May 1 of that year. The general strike lasted nine days, during which the British economy was almost totally paralyzed.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|--|---|
| 1. Trade unions help workers | a. Conditions of Service issued by employers. |
| 2. Conditions of Service are regulations | b. various aspects of working conditions. |
| 3. Employees have to accept | c. when agreement cannot be reached. |
| 4. Conditions of Service state | d. negotiate the terms and conditions of their work with their employers. |
| 5. Workers may go on strike | e. that determine the rights and responsibilities of employees. |

Exercise 2

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. Trade unions negotiate with industrialized countries.
2. Trade unions conduct negotiations for collective agreements with employers.

3. In the past workers often worked for low wages and long hours under unfavorable conditions.

4. Conditions of Service regulate the rights and responsibilities of employers.

5. In Conditions of Service an employer states his requirements for employees.

6. Trade unions may organize a strike if workers' requirements are not met.

7. General strikes may take place simultaneously in one region or one industry.

8. Strikes are aimed at achieving economic or political purposes.

9. In 1926 the British coal miners supported the general strike called by the British Trades Union Congress.

10. The strike usually lasts nine days.

Exercise 3

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|----------------|--|
| 1. agreement | a. a period of time when an organized group of employees of a company stops working because of a disagreement over pay or conditions |
| 2. employment | b. something that you need or want |
| 3. grievance | c. the intention, aim or the thing that something is supposed to achieve |
| 4. layoff | d. regular amount of money that you earn, usually every week, for work or services |
| 5. negotiation | e. a plan that lists all the work that you have to do and when you must do each thing |
| 6. promotion | f. the situation in which people have work |
| 7. punctuality | g. a fixed amount of money that is charged or paid for something |
| 8. purpose | h. formal discussion between people who are trying to reach an agreement |
| 9. rate | i. keeping to the appointment time |

- | | |
|-----------------|---|
| 10. requirement | j. stoppage of employing somebody because there is not enough work for them to do |
| 11. schedule | k. something that you think is unfair and that you complain or protest about |
| 12. strike | l. an arrangement, a promise or a contract made with somebody |
| 13. wages | m. a move to a more important job or rank in a company or an organization |

Exercise 4

- *Paraphrase the words in bold type by using the words from the box.*

a premium, be hired, go on strike, hire, layoffs, reduce, retire, was fired, was promoted

1. Unfortunately he did not meet the demands of the company and finally he **was told to leave the company**. 2. After two years of work she got more money and **was given a higher position with more money and responsibility**. 3. He was given **extra money** as a compensation for his contribution to the work. 4. She wanted to **receive a job** in the company. 5. Boeing planned to **decrease** its workforce by 48,000 jobs through layoffs. 6. Employers can use the threat of **firing employees**, while workers can **stop their work** if their demands are not met. 7. He earned enough money to have a quiet life and decided to **give up working**. 8. The company wanted to **recruit** new specialists in computer design.

Exercise 5

- *Find the odd word in a logical chain.*

1. dismiss, promote, fire, layoff
2. grievance, premium, compensation
3. hire, employ, retire, recruit
4. work-nine-to-five, full-time employment, part-time employment, eight-hour shift
5. blue collars, offices, workers, apprentices
6. earnings, salary, payment, wages, income

7. employees, employment, staff, workers
8. labour, work, unemployment, production
9. equipment, office, machinery, factory
10. fixed income, vacation, layoff, job security, promotion

Exercise 6

● Read the sentences and choose the proper variant between the two.

1. Workers' compensation is payment made to **employers/employees** by **employers/employees** for injuries and disabilities in the course of employment. 2. A **blow/strike** in labour relations is an organized work stoppage carried out by a group of **employers/employees**. 3. If workers are not satisfied with their working conditions they may **go on/announce** strike. 4. Workers seeking higher wages often learn **knowledge/skills** that will increase the likelihood of finding a higher-paying job. 5. To most Japanese the ideal social status was that of the «salary man» — the **blue-collar/white-collar** middle-class employee of a large corporation. 6. The **skill/shift** is acquired through education and training. 7. **Education/Apprenticeship** is a system of learning the skills of a craft or trade from experts in the field by working with them for a set period of time. 8. Some schools provide opportunity for students to gain actual work **experience/experiment** as part of their educational preparation. 9. His **apply/application** will be considered in the near future. 10. Most workers in Canada have the right to **strike/work**, except fire fighters, police, some hospital workers, and others who perform essential services.

Exercise 7

● Choose the right variant.

1. The total amount of money one receives within a year is known as a _____.
 a) salary b) income c) wages
2. Money earned for manual work and paid daily or weekly is called a/an _____.
 a) income b) profit c) wages

3. The movement of highly skilled and qualified people to a country where they can work in better conditions and earn more money is called _____.
a) job security b) brain drain c) promotion
4. Money that employees receive for doing their job, especially professional employees or people working in an office, usually paid every month is called a _____.
a) salary b) profit c) wages
5. A period of time worked by a group of workers who start work as another group finishes it is known as a _____.
a) shift b) vacation c) workweek
6. A sum of money paid or expected to be paid is a/an _____.
a) income b) payment c) premium
7. A plan that lists all the work that one has to do and when he must do each thing is a _____.
a) condition b) regulations c) schedule
8. An extra payment added to the basic salary or wages is a/an _____.
a) premium b) income c) rate
9. The fact of stopping work because you have reached a particular age is called a/an _____.
a) leave b) agreement c) retirement
10. A guarantee of employment is _____.
a) an application b) job security c) working conditions
11. Money paid by the government to a person who is unemployed is known as unemployment _____.
a) money b) wages c) benefit
12. A person working in an office, rather than in a factory, and connected with work in offices is called a _____.
a) blue-collar b) clean-collar c) white-collar

Exercise 8

● Fill in the blanks with the words and word expressions. Make changes in tenses and voice if it is necessary.

A. condition

1. Injury at the factory can result from poor _____ conditions. 2. Children between 14 and 16 years of age can work _____ such conditions that do not interfere with their schooling, health, or well-being. 3. _____ conditions enabled him to do most of his work. 4. The workers agree to end the strike _____ condition that the employer meets all their requirements 5. The flexi-time schedule and handsome salary _____ all my conditions. 6. Low wages, long hours and unsafe or unhealthy workplaces may be referred to as _____ conditions.

B. salary

1. The employer _____ salaries, so the employees went on strike. 2. We can offer you a _____ salary of \$1100 per month plus premiums plus paid vacation. 3. If you want to have a _____ salary, you must have a first-class education and work experience. 4. I would like to _____ my salary. You _____ me a salary of \$200. Is it possible to live on this money? I think this salary is too _____ and you should _____ it. What about \$400? 5. His _____ salary is \$24 000, \$2000 a month.

C. unemployment

1. Such jobs as seaside holiday trade and agriculture are subject to _____ unemployment. 2. Crises and economic instability _____ unemployment. 3. Measures are being taken in European countries to _____ unemployment by spreading work over the year. 4. _____ unemployment means fewer jobless people. 5. Unemployment remained _____ in spite the measures taken by the Government. 6. If you are out of work and cannot find a job, the government should pay unemployment _____ to you. 7. The prime minister in his speech promised to _____ unemployment. It's nonsense. Unemployment _____ vary regionally and from season to season in every country.

D. schedule

1. _____ schedule the work must be finished by the end of the month. 2. To work _____ does not mean to work fewer hours. A person may begin work later or earlier a _____ schedule, but he must work an eight-hour shift. A _____ schedule enables people to manage their workday more efficiently. 3. The schedule they have _____ is too _____. The workers won't be able to fulfill it.

Exercise 9

● *Match the words on the left with their definitions on the right.*

- | | |
|-----------------------|---|
| 1. be responsible for | a. be ill |
| 2. responsibilities | b. earnings received by an employee for a specific period for labor, property or services |
| 3. run a company | c. all the workers employed in an organization considered as a group |
| 4. full time employee | d. use a system allowing an employee to choose the time, but not the number, of his working hours |
| 5. part-time employee | e. the state of not having a job |
| 6. be on flexi time | f. an employee working according to regular schedule or working hours |
| 7. staff | g. submit an application to be hired |
| 8. be on sick leave | h. be in charge of |
| 9. apply for a job | i. manage a business |
| 10. income | j. any skill, knowledge or experience that fits a person for a position or profession |
| 11. unemployment | k. an employee working less time than a regular or specific period of work requires |
| 12. qualifications | l. duties |

Exercise 10

● Fill in the blanks with the corresponding words from Exercise 9.

1. Can I see Mr. Black? — Sorry, he is _____, he's got flu.
2. I am _____, I work eleven to seven.
3. As she has got three children she decided to work _____ from 9 to 1 o'clock.
4. The _____ decided to go on strike.
5. If you have chosen the company and found out your _____ well, then you can _____ a job. Any company would hire a person with such excellent _____.
6. His _____ is rather high. He is _____ for _____ a large company.
7. _____ has been a problem in industrialized countries during crises over the last 200 years.
8. To work _____ is rather difficult for a woman with a family.

Exercise 11

● The verbs in the middle column have been jumbled. Put them in their right sentences.

- | | | |
|----------------------------------|------------|--|
| 1. They | accepted | off the negotiations because of disagreement over the rate of payment. |
| 2. His training | submitted | him for a job. |
| 3. After a long consideration he | broke | the post of the general manager. |
| 4. The management decided to | hire | the staff of the plant due to modernization of production. |
| 5. He's | promoted | payment by a credit card. |
| 6. She | issued | vacation and went to the Canaries. |
| 7. He has been | conducting | a company for twelve years. |
| 8. She | fits | an application and was recruited. |
| 9. They have been | running | negotiations for two days already. |

- | | | |
|---|--------|---|
| 10. The manage-
ment | took | regulations on wearing appro-
priate dress at workplace. |
| 11. After complet-
ing the course of
study he was | made | from a supervisor to a manager. |
| 12. We | reduce | only first-class specialists. |

Exercise 12

● *Fill in the blanks with the corresponding words.*

Unemployment is enforced idleness of workers who are (1) _____ and willing to work but cannot find jobs. In societies in which most people can earn a (2) _____ only by working for others, being unable to find a (3) _____ is a serious problem. Workers with inadequate education or (4) _____ and young workers with little or no (5) _____ may be unable to get jobs because (6) _____ believe that these (7) _____ would not produce enough to pay them the legal minimum (8) _____ or the (9) _____ agreed on with the (10) _____. The state usually provides unemployment (11) _____ to persons who have lost their jobs but they are paid for a certain period of time.

Unemployment (12) _____ varies, as technology and desirable job (13) _____ change, and labour force grows or decreases. In developed countries it may be rather (14) _____, such as 3.1 percent in Japan in 1999, or quite (15) _____ —around 12 percent in France and Italy in 1999.

- | | | | | |
|---|-------------------|-------------------|-------------|--------------|
| 1 | A wanting | B able | C can | D young |
| 2 | A living | B money | C income | D wages |
| 3 | A work | B job | C seat | D shift |
| 4 | A learning | B studying | C teaching | D training |
| 5 | A employ-
ment | B equipment | C agreement | D experience |
| 6 | A employees | B employ-
ment | C employers | D employs |

- | | | | |
|---------------------|-----------------------|---------------|---------------|
| 7 A employ-
ment | B employees | C employs | D employers |
| 8 A wages | B income | C profit | D prices |
| 9 A rate | B profit | C price | D income |
| 10 A schedule | B responsi-
bility | C trade union | D application |
| 11 A conditions | B premiums | C benefits | D regulations |
| 12 A benefits | B people | C rate | D conditions |
| 13 A days | B weeks | C apprentices | D skills |
| 14 A short | B little | C low | D minimum |
| 15 A wide | B broad | C high | D large |

Exercise 13

● Fill in the blanks with the corresponding words from the box.

The 5-Day Week

contracts, employees, labour, vacation, work, working day, workweek

During the economic depression of the 1930s, the campaign for a 5-day workweek was widespread, particularly in the U.S., where (1) _____ leaders demanded that unemployment be reduced by spreading available work to more (2) _____. In 1933 the hours of (3) _____ in many industries were reduced to 40 per week; the (4) _____ was established at 8 hours.

By the middle of the 20th century most of the countries of the world had legislation limiting the basic (5) _____ in non-agricultural industries to 40 or 48 hours. In the U.S., the standard workweek is generally 40 hours, but many industries have shifted to a 35-hour week. Standard workweeks of even fewer hours have been granted to some workers under the provisions of union (6) _____. Surveys indicate, however, that most workers prefer longer (7) _____ and more legal holidays as an alternative to a shorter workweek.

Exercise 14

● Read the text and fill in the blanks with the corresponding variants from A, B, C, or D.

Shift Work

Shift work is a method of organizing work so that the same machinery or (1) _____ is used at least twice during a 24-hour period by different groups, or shifts, of workers. For example, a factory may have two shifts a day, with one group of workers working the (2) _____ shift from 9 am to 5 pm and another group working the (3) _____ shift from 5 pm to 1 am. Bus and train (4) _____ often work shifts in order to provide continuous (5) _____ throughout the day. Also, workers, such as steelworkers, in plants where the machinery cannot be shut down without causing (6) _____ to the plant often work shifts. Shift work is often paid at a (7) _____ rate because of the (8) _____ hours involved.

- | | | | | |
|---|-------------|---------------|-------------|---------------|
| 1 | A machines. | B equipment | C tools | D instruments |
| 2 | A day | B morning | C afternoon | D evening |
| 3 | A morning | B afternoon | C day | D night |
| 4 | A riders | B controllers | C plumbers | D drivers |
| 5 | A life | B serve | C service | D lives |
| 6 | A damage | B injuries | C breakage | D leakage |
| 7 | A lower | B higher | C much | D more |
| 8 | A wrong | B much | C a lot | D irregular |

Exercise 15

● Choose the proper variant from A, B, C, or D.

1. An employer is a person or a company who cannot _____.
(A) fire people (C) pay wages and salaries
(B) retire people (D) hire people to work
2. A salary is the money which is paid _____.
(A) weekly (C) as a premium
(B) monthly (D) as a bonus

3. An employee is a person who _____.
(A) works for another person (C) hires people to work
(B) works for himself (D) pays injuries received
at work
4. Working _____ is the safety and healthfulness of the work-
place.
(A) atmosphere (C) relations
(B) conditions (D) week
5. _____ are the earnings, computed generally on an hourly,
daily, or weekly basis.
(A) Salaries (C) Payment
(B) Wages (D) Money
6. Architects, writers or doctors get _____ for their professional
services.
(A) fees (C) dividend
(B) income (D) wages
7. If you have extra work, for example at night or on holiday, you
may get a _____.
(A) salary (C) premium
(B) wages (D) award
8. If the worker does not fulfill his work or duties, he may be
_____.
(A) rewarded (C) spoken
(B) applied (D) fired
9. Most people can earn a _____ only by working for others.
(A) money (C) life
(B) living (D) wages
10. The migration of highly educated professionals to industrial-
ized countries to _____ higher salaries is known as the brain
drain.
(A) do (C) earn
(B) pay (D) be received
11. If you get a higher rank, or position with a higher salary you
are said to get _____.
(A) promotion (C) earnings
(B) pension (D) riches

12. After completing an additional training course he was _____ and got the position of a foreman.
(A) graduated (C) promoted
(B) left (D) paid
13. Blacksmiths were once among the most _____ workers in the United States; today, computer programmers and software developers are in great demand.
(A) rare (C) skilled
(B) rich (D) poor
14. A _____ collar relates to workers whose job usually does not involve manual labour.
(A) white (C) tight
(B) broad (D) red
15. A relatively small number of women are _____ managers and hold high-paying jobs.
(A) high (C) top
(B) main (D) lead
16. A blue collar relates to industrial workers especially with little knowledge and _____.
(A) trained (C) experienced
(B) unskilled (D) qualified
17. It is their _____ to provide that the rules are followed.
(A) recruitment (C) negotiations
(B) punctuality (D) responsibility
18. If you earn little money you are said to have a/an _____ salary.
(A) fixed (C) handsome
(B) modest (D) annual
19. If you want to be recruited, you should _____ an application.
(A) fulfill (C) accept
(B) submit (D) state
20. Money, that somebody gives you because they have hurt you, or damaged something that you own is called _____.
(A) income (C) wages
(B) salary (D) compensation

Exercise 16

● Read the text and find equivalents to the words in bold type.

Some people work for love; others work for personal **fulfillment**. Others like to **accomplish** goals and feel as if they are contributing to something larger than themselves, something important. Some people have personal missions they accomplish through meaningful work. Others truly love what they do or the clients they serve. Some like the spirit of familiarity and trust existing between friends and interaction with customers and coworkers. Other people like to fill their time with activity. Some workers like change, **challenge**, and diverse problems to solve. **Motivation** is individual and diverse.

Whatever your personal reasons for working, the **bottom line**, however, is that almost everyone works for money. Whatever you call it: compensation, salary, bonuses, benefits or **remuneration**, money pays the bills. Money provides housing, gives children clothing and food, sends teens to college, and allows leisure activities, and eventually, retirement. To **underestimate** the importance of money and benefits as motivation for people who work is a mistake.

Fair benefits and pay are the **cornerstone** of a successful company that recruits and retains **committed** workers. If you provide a living wage for your employees, you can then work on additional motivation issues. Without the **fair**, living wage, however, you risk losing your best people to a better-paying employer.

In fact, recent research recommends, that to attract the best employees, you need to pay more than your average-paying **counterparts** in the marketplace. Money provides basic motivation.

- | | |
|------------------|--|
| 1. fulfillment | a. the most important or fundamental aspect of a situation |
| 2. accomplish | b. an incentive or inducement |
| 3. challenge | c. loyal |
| 4. motivation | d. a feeling of satisfaction |
| 5. bottom line | e. a colleague, fellow worker |
| 6. remuneration | f. correct, right |
| 7. underestimate | g. a thing of prime importance; basis |
| 8. cornerstone | h. conclude successfully |

- | | |
|-----------------|---|
| 9. committed | i. a pay; recompense |
| 10. fair | j. think insufficiently highly of a situation, people, etc. |
| 11. counterpart | k. a demanding or stimulating situation, career, object, etc. |

Exercise 17

Words Which Are Often Confused

● *Choose the right word.*

1. The meeting took **part/place** in the conference room. 2. All the employees decided to take **part/place** in the strike. 3. A lot of people take **part/place** in the foot race up 86 flights of stairs in the Empire State Building. The race takes **part/place** annually. 4. Why do you always try to take **part/place** in their negotiations? It is not your business. 5. A teacher's **salary/wages** might reach \$15,000 per year. 6. In the USA Congress establishes presidential **salaries/wages**. 7. This employer tends to pay the majority of workers low **salaries/wages**. 8. The composer Bruckner was greatly honored in Austria, receiving a **salary/wages** and pension from the government. 9. Working class may be described as part of society consisting of those who work for **salaries/wages**, often characterized by manual or industrial laborers. 10. In general anyone who does not play hockey for a **salary/wages** is considered an amateur. 11. **Salaries/Wages** are paid to workers; **salaries/wages** are paid to managers; rent is paid for the use of land; and **profit/salary/wages** is realized by the owners of businesses as a reward for risk taking. 12. Since 1992 Queen Elizabeth II, one of the richest persons in the world, has been paying taxes on her personal **income/salary/wages**.

Exercise 18

● *Fill in the blanks with the words from the box.*

award, contribution, developed, employed, equipment, founded, income, introduced, made, promoted, retirement, scholarships, work

Andrew Carnegie who was born in Dunfermline, Scotland, was taken by his parents to the USA in 1848. He went to (1) _____ at 14, in Pittsburgh. He was (2) _____ by the Pennsylvania Railroad, initially as a telegraph operator, but was (3) _____ to superintendent. He saved some capital and bought railway shares, and (4) _____ a fortune in oil. On business trips to Europe, he became acquainted with the Bessemer process of steel making, which he (5) _____ to the USA. From 1873 he was engaged in steel making, adopting new techniques. He (6) _____ the Pittsburgh iron and steel industries, making the USA the world's leading producer. After his (7) _____ he moved to Skibo Castle in Scotland, and used his wealth to donate money to libraries and universities, the Carnegie Endowment for International Peace, and other good causes. He spent over 10 million pounds for the provision and (8) _____ of libraries in the USA and other English-speaking countries. In 1901 he gave 2 million pounds to provide class (9) _____ for Scottish students. In 1903 Carnegie (10) _____ the Dunfermline Trust with an (11) _____ of 25,000 pounds for the improvement of his home town. He died at Lenox, Massachusetts. The Carnegie Medal, an annual (12) _____ for a children's book, was created in 1936 by the UK Library Association in his honour.

After his death the Carnegie trusts continued his philanthropic activities. Carnegie Hall in New York, opened in 1891 as the Music Hall, was renamed in 1898 because of his large (13) _____ to its construction.

Exercise 19

● *Fill in prepositions where necessary.*

1. A rise _____ income sometimes leads _____ an increase _____ demand _____ cars and compact discs (CDs). 2. He is responsible _____ running a company. 3. The agreement _____ these two companies was reached two days ago. 4. The production was reduced _____ twenty per cent. 5. According _____ schedule all the payments were made a month ago. 6. The negotiations _____ the purchase of new equipment with Black and Co are being held at present. I hope they will reach _____ the agreement this week. 7. He is responsible only _____ the general director of the company. 8. They are _____ charge _____ the

production process. 9. They have made _____ a schedule and now are negotiating _____ the managers of all the departments. 10. They broke _____ the negotiations and decided to go _____ strike because they could not work _____ such unfavourable conditions. 11. She is ill; she is _____ sick leave now. 12. The number of grievances _____ working conditions is high. The management is responsible _____ this. 13. As he was dismissed, he applied _____ a job in a new company. 14. Employees with a good training and work experience are always _____ great demand. 15. The schedule _____ the delivery of new machinery is being made _____ at the moment. 16. The demand _____ ice cream in summer is strong. 17. They've set _____ an hourly rate and laid _____ a number of workers. 18. The opening of the new plant was scheduled _____ December. 19. They aim _____ hiring skilled workers _____ order to increase production. 20. She will come at eleven. Don't you know that she is _____ flexi-time?

Exercise 20

● Read the text and choose one answer, A, B, C, or D to each question.

Henry Ford was born on a farm near Dearborn, Michigan, on July 30, 1863, and educated in district schools. He became a machinist's apprentice in Detroit at the age of 16. From 1888 to 1899 he was a mechanical engineer, and later chief engineer, with the Edison Illuminating Company. In 1896, after experimenting for years in his leisure hours, he completed the construction of his first automobile. In 1903 he founded the Ford Motor Company.

In 1913 Ford began using standardized parts and assembly-line techniques in his plant. By early 1914 this innovation, although greatly increasing productivity, had resulted in workers' leaving his factory because of monotonous work and low wages. Ford met this difficulty by doubling the daily wages, raising them from about \$2.50 to \$5, which led to an increase in company profits from \$30 million in 1914 to \$60 million in 1916. In the period from 1937 to 1941, the Ford Company became the only major producer of automobiles in the Detroit area; it did not recognize

any labour union. Ford was forced to negotiate a standard labour contract after a successful strike by the workers at his main plant in April 1941.

Early in 1941 Ford was granted government contracts whereby he was, at first, to produce parts for bombers and, later, the entire airplane. Despite certain technical difficulties, by the end of World War II his plant had produced more than 8000 planes. Ford was active in several other fields besides those of automobile and airplane manufacturing. He was nominated for the office of U.S. senator from Michigan in 1918 but was defeated in the election. In the following year he built the Henry Ford Hospital in Detroit at a cost of \$7.5 million. In 1919 he became the publisher of the Dearborn Independent, a weekly journal.

Advancing age obliged Ford to retire from the active direction of his gigantic enterprises in 1945. He died on April 7 in 1947. Ford left a personal fortune estimated at \$500 to \$700 million, bequeathing the largest share of his holdings in the Ford Motor Company to the Ford Foundation, a non-profit organization.

1. Among the jobs Ford tried in his life the text lacks the profession of

- (A) an engineer
- (B) an automobile driver
- (C) an airplane manufacturer
- (D) a journal publisher

2. The statement which contradicts the text is

- (A) Ford introduced an assembly line in his plant.
- (B) Ford increased the workers' wages.
- (C) Before World War II Ford was the only manufacturer of automobiles in Detroit area.
- (D) A lot of workers were fired because of hard labour conditions.

3. Ford succeeded in various spheres of life except

- (A) politics
- (B) aircraft
- (C) automobile construction
- (D) charity

Exercise 21

● Translate the following sentences into English using your active vocabulary.

Если предприниматель хочет, чтобы его продукция или услуги пользовались спросом и стремится к уменьшению «утечки мозгов» в своей компании или на заводе, он должен предоставлять своим служащим благоприятные рабочие условия. Его служащие должны получать хорошую зарплату и премии, их нельзя увольнять или сокращать без каких-либо причин (reason), т.к. они имеют гарантию занятости у данного предпринимателя. Каждый год им предоставляется оплачиваемый отпуск, о продолжительности которого они договариваются с предпринимателем. Если работник заболел, он получает бюллетень, который будет оплачен. Служащие имеют право на продвижение по службе. Их жалобы внимательно рассматриваются. При таких условиях служащие не будут бастовать и обязаны выполнять требования предпринимателя: пунктуальность, дисциплина, ответственность за выполнение работы в соответствии с графиком. Такие производственные отношения подходят как предпринимателю, так и служащим.

Travelling

Vocabulary

● Read and learn the following words and word expressions.

accident *n* — несчастный случай; авария

meet with an accident — потерпеть аварию; попасть в катастрофу

be seasick — страдать морской болезнью

bend *n* — изгиб дороги

berth *n* — спальное место, полка

lower/upper berth — нижняя/верхняя полка

board (the plane, the train, the ship) *v* — садиться в самолет, поезд, на корабль

boarding *n* — посадка пассажиров

book *v* — заказывать, резервировать, бронировать

break (broke, broken) *v* — нарушать (правила, законы, т.п.)

break traffic regulations — нарушать правила дорожного движения

car *n* — вагон (железнодорожный) *Syn:* carriage

dining car/diner — вагон-ресторан

sleeping car — спальный вагон

challenging *adj* — требующий напряжения сил

channel *n* — коридор

green channel — «зеленый» коридор (без декларирования предметов)

red channel — «красный» коридор (с декларированием предметов)

check in *v* — регистрироваться

collide (with) *v* — сталкиваться (с чем-л.) *Syn:* run into

collision *n* — столкновение

combine (with) *v* — соединяться, объединяться) с (ксм-л., чем-л.)

compartment *n* — купе

connect (with) *v* — соединять(ся); сочетать(ся) с чем-л.

cozy *adj* — уютный; удобный

crossroads *n* — перекресток *Syn:* **intersection**

cruise *n* — круиз, морское путешествие, плавание

customs *n* — таможня

customs declaration — таможенная декларация

pass (to get) through the customs — пройти таможенно

deck *n* — палуба

on deck — на палубе

upper/lower deck — верхняя/нижняя палуба

delay *n* — 1) задержка; 2) *v* задерживать

departure *n* — отправление, отбытие

destination *n* — место назначения, пункт назначения

diner *n* — вагон-ресторан

divide (into) *v* — делить целое на части, рассекал

drive (drove, driven) *v* — ездить; управлять (автомобилем) *Syn:* **go by car**

driving license — водительские права

efficient (in) *adj* — действенный, результативный, эффективный (в чем-л.)

facilities *n* — удобства

fare *n* — стоимость проезда, тариф, плата за проезд

fill in *v* — заполнять

fill in a form — заполнить бланк

fill up — заливать бензин, заправляться бензином

fine (for) *n* — штраф; наказание (за что-л.) *Syn:* **penalty**

heavy fine — большой штраф

a fine for illegal parking — штраф за парковку в запрещенном месте

impose a fine (on) — налагать штраф (на кого-л.)

flight *n* — 1) полет; 2) рейс

gate *n* — гейт, выход (в аэропорту)

get into *v* — входить, садиться (в автомобиль) *Ant:* **get out of**

get on *v* — входить, садиться (в автобус, троллейбус, трамвай, поезд, самолёт) *Ant:* **get off**

go by bus (tram, train, etc.) *v* — ехать на автобусе (трамвае, поезде и т.п.)

go on a bus (a tram, a train, etc.) *v* — ехать на автобусе (на трамвае, поезде и т.п.)

go on foot *v* — идти пешком

highway *n* — шоссе, магистраль

hire *v* — нанимать

inexpensive *adj* — дешевый, недорогой *Syn:* **cheap, low-priced**

journey *n* — путешествие (обычно сухопутное)

landing *n* — посадка, приземление

luggage *n* — багаж *Syn:* **baggage**

luggage rack — полка для багажа

park *v* — парковать, ставить автомобиль на стоянку

parking *n* — место стоянки автомобилей

parking meter — счетчик оплачиваемого времени стоянки автомобилей

parking space — место стоянки автомобилей, площадь паркования

pavement *n* — 1) *брит.* тротуар; 2) *амер.* мостовая

pedestrian *n* — пешеход

pedestrian crossing — место перехода пешеходов через улицу
Syn: **zebra**

petrol station — автозаправочная станция, бензоколонка *Syn:* **filling station**

queue *n* — очередь; хвост *Syn:* **line**

stand in a queue — стоять в очереди

ride (rode, ridden) *v* — ехать верхом (на велосипеде, мотоцикле, на лошади)

roundabout *n* — круговое движение транспорта

route *n* — маршрут, путь следования, трасса

run (ran, ran) *v* — двигаться, ехать (о транспорте)

run into — наталкиваться, сталкиваться (с чем-л.) *Syn:* **bump, collide**

rush hour *n* — час пик

safety *n* — безопасность

safety belt — ремень безопасности

fasten safety belts — пристегнуть ремни безопасности

speed *n* — скорость

at a speed — на скорости

speed limit — предельная скорость

stick (stuck, stuck) *v* — завязнуть, застрять

be stuck in a traffic jam — застрять в автомобильной пробке

street *n* — улица

at the corner of a street — на углу улицы

busy street — оживленная улица, улица с большим движением

(over)crowded street — многолюдная, шумная улица

deserted/lonely street — пустынная улица

take off *v* — взлететь

taking off *n* — взлет (самолета)

ticket *n* — билет

single/return ticket — билет в один конец/билет «туда и обратно»

traffic *n* — движение; транспорт

heavy traffic — интенсивное движение *Ant: light traffic*

traffic jam — пробка на дороге *Syn: traffic congestion*

traffic lights — светофор

traffic sign — дорожный знак

traffic regulations — правила дорожного движения

train *n* — поезд

change the train — делать пересадку

miss the train — опоздать на поезд

through train — прямой поезд

travelling *n* — путешествие

trip *n* — поездка (обычно короткая)

valid *adj* — действительный, имеющий силу

vast *adj* — обладающий протяженностью, громадный *Syn: extensive*

vehicle *n* — транспортное средство

via *prep* — посредством (чего-л.), с помощью (чего-л.) *Syn: by means of, with the aid of*

voyage *n* — плавание, морское путешествие

winding *adj* — извилистый

Dialogue

● *Read and translate the following dialogue.*

— Well, Pete, what about our holiday? We're sure to go to Switzerland, aren't we?

— Yes, I've never been there and to see the Alps has been my dream since childhood. The trip by car will take us about three days.

— Oh, are we going by car?

— Certainly. I think it will be nice to see half of Europe. The territory is vast, but I've already found the shortest route. We will pass through Byelorussia, Poland, Czech and Austria. How about seeing all these countries?

— Pete, I don't think it's a good idea. Travelling by car at such a long distance is a dangerous thing, to my mind. Are you sure you know all traffic signs and your driving license is valid there? Traffic regulations are different if we go through several countries. You may be imposed a heavy fine for illegal parking or exceeding the speed. We may be stuck in traffic jams, I am sure the traffic is heavy there. We may stand in a long queue of cars for hours. And you'll be worn out driving a car for such a long time. Such a trip is a challenging one, you know. Finally, we may meet with the accident! What if you run into another car or several cars will collide if they exceed speed limit? Of course you are a good driver, but...

— Ann, why do you always imagine such dreadful things? Firstly, the car is a convenient means of transport; secondly, I'm not going to break traffic regulations and, lastly, we need a car if we are going to see the sights of the country.

— But we may hire a car there.

— Yes, certainly if you are not afraid to go through densely populated Switzerland with its numerous bends and winding roads in the mountains.

— But besides it there are excellent highways and streets in towns are equipped with traffic lights and pedestrian crossings, I am sure. As for petrol stations, there should be a lot of them.

— All right, then let's rent a car there. But how will we get there? Well, I've never had a voyage. Let's make a cruise. We board the ship and have a comfortable cabin. Imagine your staying on the upper deck. I hope you aren't seasick.

— Don't say nonsense, Pete. We can't go to Switzerland by sea.

— Then the airplane? But I hate sitting at the airport if the flight is delayed. There are so many formalities: you should take care of your baggage, check in, and pass through the customs. I never know if I should fill in the customs declaration or I may go through the green channel at once. My gate always happens to

be in the far corner of the airport and after boarding I don't feel safe. My heart begins beating fast when I hear the words «Fasten your belts». More than that, I feel awful while landing and taking off. Do you think the airplane is safer than the car?

— Let's go by train. We may book a cozy compartment for two in the first class sleeping car. There are two berths in such compartments, and you may sleep on the upper one. Maybe, there are two lower berths. Our luggage will be put on the luggage rack and we will have meals in the diner. Isn't it wonderful? It is a through air-conditioned train with all facilities, so we shouldn't change trains and we'll come to our destination on time. On our way we may see the views out of the window. As far as the fare is concerned, I don't think it is high. It is cheaper than going by air.

— I think it's not a bad idea. We'll combine the journey by train with the trip by car. Yes, we should take the return tickets. Ann, be sure not to miss the train. You are always late.

.

Exercise 1

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. Pete and Ann are going on holiday to Switzerland.
2. Ann has dreamt to see the Alps all her life.
3. Pete has been eager to see half of Europe since childhood.
4. Pete has worked out the shortest way to Switzerland.
5. Ann is afraid to go by car because she doesn't know traffic regulations and roads.
6. Ann objects to their going by car.
7. Ann offers to rent a car in Switzerland.
8. Pete hopes he is not seasick to go by ship.
9. Pete offers to go by plane.
10. Pete is afraid to go by plane.
11. Ann thinks that going by train is the safest option.
12. They argue on going by train and by car.

Exercise 2

● Choose statements that correspond to the text. You may have several of them.

1. Pete wants to go by car because
 - a) he has been looking forward to seeing the mountains
 - b) Switzerland is a vast territory
 - c) he wants to see half of Europe
 - d) he thinks the car is the most convenient means of transport for travelling about Switzerland
2. Ann doesn't want to go by car because
 - a) she is not certain of traffic regulations
 - b) Pete's driving license may be not valid in Switzerland
 - c) she is afraid of meeting with an accident
 - d) she is sure Pete will get tired
 - e) she doesn't know anything about Swiss roads and highways
3. They can't make a cruise to Switzerland because
 - a) Switzerland is a small country
 - b) they feel seasick
 - c) there is no sea in Switzerland
4. Pete doesn't want to fly because
 - a) he hates flight formalities
 - b) he doesn't know how to check in
 - c) there may be flight delays
 - d) he dreads to think of going through the green channel
 - e) he can never find his gate
 - f) he is afraid of fastening his seat belt
 - g) he thinks that the car is safer than the plane
5. They come to the conclusion that the train is the best variant because
 - a) they may have a separate compartment
 - b) the train is equipped with all modern facilities
 - c) they may sleep comfortably during their journey
 - d) there are no delays with the departure and arrival
 - e) the fare is not so expensive
 - f) they may have meals on board the train
 - g) they may have return tickets

Exercise 3

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|-----------------|---|
| 1. fare | a. a sum of money that must be paid as punishment for breaking a law or rule |
| 2. fine | b. the money that you pay to travel by bus, plane, taxi, etc. |
| 3. berth | c. a line of people, cars, etc. waiting for smth. or to do smth. |
| 4. parking | d. the vehicles that are on a road at a particular time |
| 5. queue | e. a bed in a train |
| 6. route | f. the rate at which smb/smith moves or travels |
| 7. pedestrian | g. the ultimate end of a journey or voyage |
| 8. speed | h. a fixed way along which a bus, train, etc. regularly travels |
| 9. compartment | i. a road that crosses another road |
| 10. customs | j. a compartment used for living quarters in a boat or ship |
| 11. traffic | k. the act of stopping a vehicle at a place and leaving it there for a period of time |
| 12. crossroads | l. one of the sections into which a carriage is divided |
| 13. destination | m. a person walking in the street and not traveling in a vehicle |
| 14. cabin | n. the part of an airport where baggage is examined for dutiable goods and contraband |

Exercise 4

● **NOUN+NOUN.** *Match the nouns in the left column with the nouns on the right to make set expressions. Some nouns may be used several times. You must get 11 expressions used in the text or in your vocabulary. The first is done for you.*

Example: automobile accident

driving	belt
parking	crossing
pedestrian	hour
petrol	jam
rush	license
safety	lights
speed	limit
traffic	meter
regulations	
space	
station	

Exercise 5

● *Match the definitions with the word combinations from Exercise 4.*

1. A part of a road where vehicles must stop to allow people to cross.

2. The highest speed at which you can legally drive on a particular road.

3. A machine beside the road that you put money into when you park your car next to it.

4. A long line of vehicles on a road that cannot move or that can only move very slowly.

5. The time, usually twice a day, when the roads are full of traffic and trains are crowded because people are traveling to or from work.

6. A signal that controls the traffic on a road, by means of red orange and green lights that show when you must stop and when you can go.

7. A place at the side of a road where you take your car to buy petrol, or oil products.

8. An area for leaving automobiles.

9. A belt that is attached to the seat in a car and that you fasten around yourself so that you are not thrown out of the seat if there is an accident.

10. An official document that shows that you are qualified to drive.

11. Controlling traffic by means of rules.

Exercise 6

● Fill in the blanks with the proper words from the box.

call, destination, driving, fill, highway, petrol, license, petrol station, safety, speed

If you are going to take long travelling by car, a few days before this it is good to have your car checked up. The reason is if your car gets problems, the mechanic may be hundreds of kilometers away. The other reason is (1) _____ a long journey is stressing your car. Imagine running at the speed of 100–110 km per hour. If your car got problems or breakdowns often, it is better not to use that car for a long journey.

Make sure your car has enough petrol. The next (2) _____ may be many kilometers away in the highway. Trust me. I faced this problem myself. That time, I still got one level of petrol. So, I thought I could (3) _____ up during the journey. And that mistake cost me dearly. As I drove, I couldn't see any sign of the next petrol station and the level of petrol kept dropping. When the level dropped to the most critical level, I started to get panic and got extremely nervous. It was a night journey, and it was completely dark everywhere. The person next to me fell asleep. Thank God, I saw the petrol station at the end. From now, I will always remember this hard lesson.

If it is possible, find a good assistant driver. Good one means he can be your backup driver with a valid driving (4) _____. And he will be your third eye in case your eyes get sleepy.

Get a good cup of coffee right when you are about to start it. Yes, coffee is not the healthiest drink but in comparison to (5) _____, it is worth it.

Get some fast beat type of music, but don't bring those light and easy types, which will create the reverse effect!

Take extra money to buy some (6) _____. Sometimes petrol stations won't accept credit cards.

Make sure your phone gets extra credit and batteries are fully charged, so that you can make an emergency (7) _____.

Take more breaks. During the break, you can get another cup of coffee or take a short 20 minutes nap if needed.

It is always important to focus on safety especially at night or heavy rain and not to concentrate on reaching the (8) _____ fast. Accident happens so easily on the (9) _____ and once there is an accident, it may be a big one because of the (10) _____. The faster we drive, the more awful the consequences may be. Remember, life is more important than anything else.

Exercise 7

● *Paraphrase the words in bold type by using the words from the box.*

collision, crossroads, driver, fare, fine, jam,
motor vehicles, pedestrians, pedestrian crossing, petrol station,
point of destination, regulations, routes, queue, was stuck

1. A **zebra** is an area of road marked with broad black and white lines where vehicles must stop for **walkers** to go across.

2. There was a long **line** of **automobiles** on the road that could move very slowly. He understood that he **came to a standstill** in the traffic **congestion**.

3. Traffic lights have been placed at all major **intersections**.

4. The **motorist** exceeded the speed limit and had to pay a **penalty** for breaking the traffic **rules**.

5. Where is the nearest **filling station**? We are short of petrol.

6. The boat **ran into** a steamer.

7. The train reached the **end of the journey** in time.

8. Transportation service that is available to the general public and that carries passengers to destinations for a **fee** is called public transportation.

9. Buses, trolleys, and streetcars generally run along established **ways** within a city.

Exercise 8

● *Choose the proper variant.*

1. Lines of vehicles were **struck/stuck** in a traffic jam for several kilometres because of the accident. 2. Our **boarding/landing** is through Gate Five. 3. They heard the warning on the

radio of the accident and therefore took another **root/route**. 4. The great majority of **collides/collisions** happen through bad lookout. 5. Customs examination was long and **thorough/through**. 6. The booking office is open 15 minutes before the **departure/destination** of each train. 7. A parking **meter/space** is a timing device, usually coin-operated, that indicates how long a vehicle may be left parked. 8. The **facilities/traffic** have been adapted to give access to wheelchair users. 9. I was startled when I saw the **fare/fine**, for the prices were a great deal higher than I had thought. The flight turned out impossible. 10. They imposed a heavy **fare/fine** on him for breaking traffic regulations. 11. Because of bad weather the plane had to make a forced **landing/roundabout**. 12. The regulations imposed a duty on **drivers/pedestrians** to give precedence to **drivers/pedestrians** on zebra crossings. 13. Where is the nearest petrol station? I need to **fill in/fill up** the tank. 14. **Fares/Fairs** on all **roots/routes** will **raise/rise** as from January 11.

Exercise 9

● Choose the proper variant from A, B, C, or D.

Traffic signs are the most extensively used form of traffic control. More than 55 million traffic signs line roadsides. They provide information about (1) _____ and road conditions. They direct (2) _____ along certain (3) _____ and to specific (4) _____. By using signs, traffic control planners tell (5) _____ what to do, what to watch for, and where to (6) _____.

Uniform pictorial signs were adopted first in Europe so that drivers could understand road regulations even if they did not understand the local language. Pavement marking separate opposing streams of traffic and direct (7) _____ into proper positions on the roadway. For example, pavement markings show turnings at (8) _____ and establish no-passing zones. White and yellow paint is customarily used for (9) _____ markings. Reflective devices are more visible at night and are used to mark significant places on the (10) _____.

- | | | | |
|------------------|---------------|-----------------|----------------|
| 1 A departures | B fares | C speed banning | D speed limits |
| 2 A people | B pedestrians | C riders | D traffic |
| 3 A pavements | B routes | C paths | D ways |
| 4 A destinations | B safety | C parking | D district |
| 5 A street | B trucks | C drivers | D vehicles |
| 6 A ride | B hire | C block | D drive |
| 7 A vehicles | B cars | C vans | D lorries |
| 8 A crossroads | B lanes | C bends | D bridges |
| 9 A way | B route | C path | D pavement |
| 10 A street | B way | C route | D road |

Exercise 10

● Fill in the blanks with the proper words.

board, boarding, booked, channel, checked, delay, departure, destination, flight, gate, got, passed, queue, taking

Two months ago I flew to Paris. I searched the airline's website to find a flight on the dates I wanted to fly and return, and (1) _____ my flight on line. After I did it, I received an email with my route, (2) _____ and confirmation number. I (3) _____ in for a flight, as my airline allows their passengers to do it 24 hours before (4) _____ online and was given the option of printing my (5) _____ pass, so I did not have to worry about it at the airport. This was particularly convenient because I saw a long (6) _____ of people at check-in stand when I came to the airport. As I was told, I came to the airport three hours before the (7) _____ departure. I (8) _____ through the customs (I chose the green (9) _____ because there was nothing to declare), the passport control and security zone. I found my (10) _____, but as there was plenty of time before (11) _____ off, I had a cup of coffee, made some purchases at the duty-free shop and bought some magazines to read on (12) _____ the plane. There was no flight (13) _____ and the boarding began 40 minutes before the plane took off. Three hours later I (14) _____ off the plane in Paris.

Exercise 11

● Choose the proper variant.

Visiting Paris from London requires you to take London Paris Train. You have other possible options to (1) _____ Paris from London other than taking train to Paris, such as London Paris flights, London Paris by bus or take London to France ferries. Of all these options, people prefer their choices based on their requirements but it is a great (2) _____ for them to take Eurostar train from London to Paris.

Eurostar provides high speed services to travel between London to Paris and Brussels (3) _____ the Channel Tunnel. Eurostar train takes 2 hours and 15 minutes to complete the (4) _____ of 307 miles between London and Paris which is much less than the time taken by other travel options. Eurostar services are available on a gap of 1 hour every day and throughout the year. So take Eurostar London Paris train from London's St. Pancras International Station and you will be in Paris Gare du Nord all relaxed and fresh. Journeys turn (5) _____ to be excellent sightseeing tours as trains pass (6) _____ the beautiful countryside of Kent and Northern France. You can enjoy beautiful sites while traveling in air conditioned Eurostar train from London to Paris. Train (7) _____ for London Paris trains are a little more expensive than other options such as flights or ferries, but with excellent time record, super fast journeys, easier ticket booking facilities and faster check-in process, Eurostar gains (8) _____ over flights or cheap ferries. Due to its excellent services Eurostar has captured 70% of total London to Paris travel market.

(9) _____ on Eurostar London to Paris train consist of 3-course meal, alcoholic and non alcoholic drinks and access to two bar cars that serve tea, coffee, hot chocolate, different types of drinks, and snacks, etc. Please note that first two are for Business Premier and Leisure Select passengers only and will be provided at your seat. One more thing to note is that you can take your own meal and drink (10) _____ to your comfort. There are many other recourses such as power outlets for laptops and mobile, no maximum luggage weight limit, no (11) _____ charges for children under 4 years and special facilities for disabled.

Taking a flight from London to Paris may appear to be a cheaper option but London to Paris by Eurostar train is still economical when you consider various other options. As the Eurostar (12) _____ are centrally located, so no need to spend extra money in reaching these stations. Whereas you have to spend some extra money on car or bus for reaching the airports which are generally located at the outskirts of the main city. Secondly, there are no time consuming (13) _____ processes involved if you travel by London to Paris train. So you have to reach the station just 30 minutes (14) _____ to the departure time of your train.

Eurostar is known for their punctuality and with a track record of more than 95% trains on (15) _____, it is the best option for traveling from London to Paris.

- | | | | |
|-----------------|-----------------|-----------------|----------------|
| 1 A reach | B get | C approach | D come |
| 2 A surprise | B effort | C experience | D joy |
| 3 A across | B via | C in | D under |
| 4 A excursion | B outing | C voyage | D journey |
| 5 A down | B in | C out | D on |
| 6 A in | B through | C via | D about |
| 7 A fares | B fairs | C flares | D fears |
| 8 A confidence | B hit | C control | D advantage |
| 9 A Options | B Possibilities | C Opportunities | D Facilities |
| 10 A prior | B consequently | C according | D despite |
| 11 A age | B ticket | C baggage | D seat |
| 12 A departures | B stations | C stops | D destinations |
| 13 A check-in | B check-out | C check-on | D check-off |
| 14 A according | B due | C prior | D before |
| 15 A line | B end | C time | D schedule |

Exercise 12

● *Match the adjectives in the left column with their definitions on the right.*

- | | |
|----------------|---------------------------------------|
| 1. challenging | a. full of people, activity, vehicles |
| 2. efficient | b. convenient |

- | | |
|----------------|--|
| 3. vast | c. having a curving and twisting shape |
| 4. deserted | d. not costing a lot of money |
| 5. heavy | e. measuring a short distance from one side to the other, especially in relation to length |
| 6. busy | f. demanding or requiring great patience, skill, or strength |
| 7. cozy | g. with no people in it |
| 8. inexpensive | h. doing something well and thoroughly with no waste of time, money, or energy |
| 9. narrow | i. very strict |
| 10. winding | j. covering a large area; great in amount |

Exercise 13

● Choose the proper variant.

- There is a half fare for us on the bus, so the trip will be rather _____.
a) low b) inexpensive c) extensive
- The motorist paid a/an _____ fine for dangerous driving.
a) extensive b) heavy c) hard
- There were a lot of vehicles and people in the street; it was a/an _____ street.
a) busy b) active c) heavy
- A highway is usually a wide two-way road with _____ traffic.
a) lonely b) many c) heavy
- The street was narrow and _____ with no traffic lights and _____ traffic.
a) winding, light b) deserted, c) extensive, vast
efficient
- It was a _____ street with many shops and a lot of people.
a) lonely b) crowded c) valid
- There was _____ traffic on the road because it was early morning and most drivers had not gone to work yet.
a) light b) heavy c) much

8. It was quite dark and it was raining heavily. To drive at such a speed was a _____ job.
a) efficient b) challenging c) common
9. Most large cities have _____ public transportation networks.
a) heavy b) valid c) extensive
10. The _____ work of public transportation depends on many factors.
a) vast b) efficient c) extensive
11. If we buy tickets for this tour bus, they will be _____ for two days.
a) vast b) extensive c) valid
12. It's more convenient to buy a _____ ticket; then we won't have to stand in a queue tomorrow when we come back.
a) single b) double c) return
13. New York City has the most _____ subway system in the world, with 385 km of track.
a) challenging b) extensive c) winding
14. Public transportation provides a/an _____ and _____ means of transportation for millions of people.
a) efficient, b) busy, vast c) crowded,
inexpensive expensive

Exercise 14

● *The verbs in the middle column have been jumbled. Put them in their right sentences.*

- | | | |
|------------------------------|---------|---|
| 1. It is always advisable to | drive | in early to get a good seat on your flight. |
| 2. The car | delayed | with a bus as it was slippery on the road. |
| 3. When the rising fare is | imposed | with a lack of facilities, passengers suffer. |
| 4. The policeman | missed | a heavy fine for illegal parking. |

- | | | |
|------------------------|----------|--|
| 5. They | collided | the plane with a two-hour delay. |
| 6. Motor vehicles were | passed | along the highway at a high speed. |
| 7. They | hiring | the train because their taxi was stuck in a traffic jam. |
| 8. Who should | check | the bicycle was a painful question for the brothers. |
| 9. Our flight was | combined | due to a strike by air-traffic controllers. |
| 10. At last we | ride | through the customs. |
| 11. I'm thinking of | running | a boat for the summer. |
| 12. Shall we | boarded | or go by train? |

Exercise 15

Words Which Are Often Confused

● Choose the right word.

A. journey/travelling/trip/voyage

1. The general idea of going from one place to another means **trip/travelling**. 2. If you are going somewhere by ship it means that you are making a **journey/voyage**. 3. Going a long distance by land or by air is a **journey/trip**. 4. If you are going somewhere for a short period of time or for shopping or business it means you are making a **journey/trip**. 5. We decided to go on a two-day **travelling/trip** to the country. 6. It was good to get off the ship after such a long **journey/voyage**. 7. The length of the **journey/trip** was the chief objection to it as the flight took 11 hours. 8. Don't load the car up too much when you are going on a long **journey/travelling**. 9. The outward flight took eight hours, but the return **journey/voyage** took only six hours. 10. The firm will recompense you for any **travelling/trip** costs. 11. Would you like to go on a long ocean **journey/voyage**? — No, I am seasick on board the ship, so I prefer **journeys/voyages** by train. 12. He's going away tomorrow on a business **travelling/trip**.

B. drive/ride

1. His car has broken down and I **drove/rode** him to the station on my motorbike. 2. Can you **drive/ride** a car? Can you **drive/ride** a bike, too? 3. **Driving/Riding** without seat belts is against the law. 4. He enjoyed seeing his little son **driving/riding** a pony. 5. His car ran into the bus; he was found guilty for the accident and was disqualified from **driving/riding** for 12 months. 6. Jim took a taxi and **drove/rode** to the railway station. 7. The huntsmen **drove/rode** fast, chasing after the fox. 8. Sitting on my bicycle, I **drove/rode** at full speed down the street. 9. Don't **drive/ride** the new car too fast, I'm still breaking it in. 10. Would you like to **drive/ride** on my motor cycle?

C. path/pavement/road/route/way

1. As the **routes/roads** were so icy, the cars were going along very slowly and carefully. 2. Take the little **path/way** which branches off to the left. 3. The workers were digging something and I had to walk on the **pavement/way**. 4. The British drive on the left-hand side of the **road/way**. 5. We lost our **path/way** in the maze of narrow streets. 6. The **road/way** is full of abrupt bends. 7. The **road/route** finished in a narrow **path/way**. 8. It is a long **road/way** to go there. 9. The house is set back from the **pavement/road**. 10. The entire length of our **road/route** is assumed to be about thirty-two miles. 11. The port stands on the **path/way** to the international **road/route**. 12. I was walking up the garden **path/way** when one of the children jumped out of the bushes and frightened me. 13. He turned left at the main **path/road**. 14. The steamer calls at several ports along the **road/way**. 15. The **path/pavement** broadened out as it left the forest.

Exercise 16

● Choose the proper variant between the two given.

Venice is a city and seaport in northeastern Italy. Venice is situated on 120 islands formed by 177 (1) **canals/channels**. Because of its historic role as a naval power and commercial center, the city is known as the «Queen of the Adriatic». A railroad and (2) **highway/crossroads** connect Venice with the mainland. The islands on which the city is built are (3) **connected/divided** by about 400 bridges. The Grand Canal, about 3 km long, winds through

Venice from northwest to southeast (4) **connecting/dividing** the city into two nearly equal portions. No (5) **motor vehicles/traffic** are permitted on the narrow, winding lanes and streets that penetrate the old city, and the bridges are for (6) **drivers/pedestrians** only. For centuries the most (7) **cozy/efficient** method of (8) **transportation/vehicle** was by gondola, a flat-bottomed boat propelled by a single oar. Today, the gondolas are used mainly by tourists; motor boats (9) **carry/ride** almost all the freight and passenger (10) **parking/traffic** in Venice.

Exercise 17

● Choose the proper variant.

- If you are going to drive at such a speed, you may _____ with an accident.
a) collide b) connect c) meet
- A highway is usually _____ into several lanes.
a) formed b) divided c) run
- They were about to _____ the train.
a) be late b) miss c) delay
- There was a large traffic jam, and the cars _____ a long queue.
a) formed b) stood c) had
- Our flight was _____ because of heavy snow.
a) boarded b) booked c) delayed
- This lamppost looks as if a bus had _____ into it.
a) jumped b) ridden c) run
- They _____ a cozy compartment for two.
a) checked in b) hired c) booked
- Look, what an awful accident. Two automobiles have _____ with each other.
a) met b) collided c) driven
- You must _____ a street at the traffic lights or at the zebra.
a) divide b) cross c) combine
- They had to _____ the train at Liverpool.
a) change b) combine c) collide

11. Heavy traffic _____ with smog and narrow winding streets made life in the centre hard.
a) connected b) combined c) collided
12. She had to _____ a heavy fine for exceeding speed limit.
a) pay b) impose c) get
13. It is not fair to get a ticket _____ a queue.
a) standing b) jumping c) running
14. She _____ traffic regulations and her driving license was disqualified.
a) met b) broke c) left
15. We couldn't come in time because we had been _____ in a traffic jam.
a) sat b) stood c) stuck
16. Have you _____ safety belts?
a) made b) fastened c) took

Exercise 18

● Choose the right word.

Rand McNally & Company, a leading U.S. publisher of (1) **journey/travel** books and electronic media for the (2) **travel/travelling** industry, is perhaps best known for its maps and atlases, including the top-selling *Rand McNally Road Atlas*, a (3) **travel/trip** atlas which is updated every year. The company also creates GPS devices and (4) **roading/routing** navigation software for the commercial transportation industry, and sells maps and globes for use in U.S. classrooms.

Rand McNally company was (5) **found/founded** in 1856 when William Rand and Andrew McNally started a print shop in Chicago. Chicago was a major railroad hub, and the company's first business was printing railroad (6) **facilities/tickets**, train timetables, and other items for train passengers. Rand McNally began publishing (7) **road/way** maps and atlases in 1907 with the first photo-auto guide, which detailed the (8) **bend/route** of an automobile (9) **travelling/trip** from Chicago to New York. The photo-auto guide consisted of directions for automobile (10) **drivers/riders**, along with accompanying photos to aid the traveler. The company came

up with the idea after McNally's grandson became lost (11) **driving/riding** from Chicago to Milwaukee in his luxurious automobile on his honeymoon. To create the maps, company employees took photographs of every turning along the (12) **pavement/route**. Later, as part of its mapmaking efforts around the country, the company erected (13) **signs/vehicles** that assigned numbers to unnumbered (14) **highways/routes**. In 1917 Rand McNally published the first map to feature numbered (15) **highways/ways**.

Exercise 19

Phrasal Verbs

● *Fill in the blanks.*

- Are you going to get _____ at the next stop?
a) in b) off c) out
- She filled _____ a customs declaration and passed to the official.
a) up b) through c) in
- Have you already checked _____?
a) up b) in c) on
- She got _____ the automobile and the car started.
a) into b) in c) off
- The plane took _____ without any delays.
a) up b) off c) on
- You must never fill _____ when your engine is on.
a) in b) on c) up
- He was a beginner driver and ran _____ the lamp post.
a) with b) into c) up
- I've never seen a plane taking _____ from the deck.
a) in b) up c) off
- She quickly filled _____ a form.
a) in b) with c) into
- We registered our luggage while checking _____.
a) on b) up c) in

Exercise 20

● *Fill in prepositions where necessary.*

1. _____ the crossroads the highway is divided _____ three local roads. 2. He jumped _____ the queue and was the first to get _____ the train. 3. Public transportation is efficient _____ reaching destinations _____ established routes. 4. The traffic warden imposed a fine _____ Nick _____ driving _____ the speed of 70 mph. 5. Let's go _____ a drive in the mountains. 6. She was standing _____ a queue _____ the petrol station. 7. The van ran _____ the car that suddenly turned _____ left _____ the high speed. 8. A lot of people stood _____ the corner of the street looking _____ two cars that collided _____ each other. 9. Venice is connected _____ the mainland _____ a railroad and a highway. 10. Will you go there _____ bus or _____ foot? 11. They met _____ an accident _____ a narrow mountainous road. 12. He went _____ the car, but then went _____ it and came up to the parking meter. 13. There were a lot of people _____ the bus stop, but she managed to get _____ the bus jumping _____ the queue. 14. Both public and private vehicles serve their passengers _____ a fee. 15. I went there _____ train, then _____ car and _____ foot. It was a long journey. 16. Her car ran _____ a tree. 17. His motorbike collided _____ a car. 18. All passengers boarded _____ the plane in time.

Exercise 21

● *Translate the following sentences into English using your active vocabulary.*

1. Такая погода вызовет длительные задержки рейсов. 2. Ты поедешь ее встречать на машине? — Нет, я пойду пешком. 3. Скорость движения транспорта в городе ограничена, т.к. движение обычно интенсивное. Полицейский может наложить штраф, если скорость автомобиля слишком высокая или водитель припарковался в запрещенном месте. 4. Давайте поедem купаться на озеро на велосипедах. 5. Ты едешь очень быстро, мы можем попасть в аварию. 6. Он быстро зарегистрировался, прошел таможенную и паспортный

контроль, но до вылета самолета оставалось еще 50 минут. 7. Она вышла из автобуса и направилась к пешеходному переходу. 8. Водители стояли на перекрестке, ожидая сигнала зеленого светофора. 9. Из-за столкновения двух машин образовалась большая пробка. 10. Общественный транспорт дешевле частных перевозчиков. 11. Полицейский попросил меня показать водительские права. 12. Ты ляжешь на верхней полке, а я на нижней.

Communication

Vocabulary

● Read and learn the following words and word expressions.

access (to) *v* — иметь доступ, получить доступ (к чему-л.)

accessible *adj* — доступный

accessibility *n* — доступность

adapt *v* — приспособлять; пригонять, прилаживать

adopt *v* — принимать (теорию, резолюцию и т.д.)

answering machine (answerphone) *n* — автоответчик

leave a message on one's answerphone — оставить сообщение на автоответчике

apart from *prep* — не говоря (уже) о; кроме; не считая *Syn:* **except for**

avatar *n* — трехмерное изображение

be available *v* — быть на месте, быть доступным

be engaged *v* — быть занятым *Syn:* **be busy**

benefits *n* — суммарные выгоды, общий полезный результат, экономический эффект

branch *n* — филиал

buddy list *n* — список контактов (контактных лиц) например, в системах IM

buzz *n* — телефонный звонок (как звук звонящего телефона)

call *n* — телефонный вызов, телефонный звонок

emergency call — экстренный вызов

make a call to smb. — сделать телефонный звонок кому-л.

answer, take a call — ответить на телефонный звонок

- call** *v* — звонить или говорить по телефону
- call back** — позвонить по телефону (в ответ на звонок), перезвонить
- call smb. to the telephone** — позвать кого-л. к телефону
- call by mistake** — неправильно набрать номер
- call forwarding** *n* — переадресовка звонка
- caller** *n* — тот, кто звонит по телефону; абонент
- carrier pigeon** *n* — почтовый голубь
- chat** *v* — 1) вести чат, общаться в режиме реального времени (по интернету); 2) *n* — чат (текстовый диалог в сети интернет, в режиме реального времени)
- charge** *v* — назначать, запрашивать цену
- circumstances** *n* — обстоятельства, условия
- whatever the circumstances** — независимо от обстоятельств
- coach station** *n* — почтовая станция
- communicate (with)** *v* — общаться (с кем-л.)
- communication** *n* — 1) коммуникация; связь; 2) общение; контакты, связи
- cut off (cut, cut)** *v* — обрывать; прерывать (связь, телефонный разговор)
- deliver** *v* — доставлять, разносить (почту и т. п.)
- delivery** *n* — доставка (почты)
- special delivery** — срочная доставка
- device** *n* — устройство, приспособление; механизм; аппарат, машина, прибор
- dial** *n* — наборный диск (телефона)
- push-button dial** — кнопочный номеронабиратель
- rotary dial** — дисковый номеронабиратель
- dial (a number)** *v* — набирать номер, звонить
- redial** *v* — повторно набирать номер
- extension** *n* — добавочный номер
- free** *adj* — бесплатный
- get in touch with** *v* — связаться (с кем-л.)
- get through (to)** *v* — дозвониться (до кого-л.)
- greeting card** *n* — поздравительная открытка
- grow up (grew, grown)** *v* — создаваться, возникать
- hand over** *v* — передавать, вручать
- handle** *v* — обращаться (с чем-л.); управлять (чем-л.)
- handle with care!** — осторожно! (надпись на упаковочных коробках)

handling *n* — обращение (с чем-л.); управление, оперирование (чем-л.)

hang up (**hung, hung**) *v* — повесить телефонную трубку, дать отбой

hardware *n* — хардвер, «железо» (детали компьютера)

hold on (**held, held**) *v* — ждать у телефона, не вешать трубку

in every respect — во всех отношениях

in this regard — в этом отношении, в этом смысле

instant 1) *adj* — немедленный, мгновенный; 2) *n* — мгновение, миг, момент

instant messaging (IM) *n* — мгновенный обмен сообщениями, средства оперативной пересылки сообщений в Сети, системы типа ICQ для формирования виртуальных сообществ для общения в реальном времени

instantly *adv* — немедленно, тотчас *Syn:* **immediately, at once**

ICQ (от **I seek you**; «я ищу тебя») ай-си-кью, «аська» (система интерактивного общения в интернете)

landline *n* — наземная линия связи

line *n* — линия связи

be on the other line — говорить по другому телефону

The line is bad. — Плохо слышно.

Hold the line! — Не вешайте трубку!

The line is engaged/busy. — Линия занята.

mail *n* — почта, почтовая корреспонденция

mailbag *n* — корреспонденция, почта

medium (мн. ч. **media**) *n* — способ, средство

message *n* — сообщение, письмо, послание

leave a message — оставить сообщение

take a message — принять сообщение

messenger *n* — посыльный, курьер *Syn:* **courier**

money order *n* — денежный почтовый перевод

make/send out a money order — перевести деньги почтой

multiplayer game *n* — игра со многими людьми в одно и то же время

newsletter *n* — информационный бюллетень (часто в виде электронного письма, периодически поступающего по рассылке)

parcel *n* — посылка, бандероль (почтовая)

performance *n* — характеристика (работы машины)

pick up (**a receiver**) *v* — поднять трубку

post *n* — 1) почта; 2) *v* — посылать, отправлять по почте

post office *n* — почта, почтовое отделение *Syn:* **post**

postage *n* — почтовая оплата, почтовые расходы

postage stamp — почтовая марка
postal service *n* — почтовая служба, почтовая связь
postcard *n* — почтовая открытка
put through *v* — соединять (по телефону)
receiver *n* — 1) телефонная трубка; 2) приемник, получатель
record *v* — записывать звук, изображение или информацию
remote *adj* — дальний, далский, отдаленный
ring (rang, rung) up *v* — звонить, вызывать по телефону
ringtone *n* — рингтон; мелодия для звонка (мобильного телефона)
route *n* — маршрут, путь следования
software *n* — программное обеспечение (ПО), компьютерные программы, «софт»
sophisticated *adj* — сложный, усовершенствованный
speak over/on the telephone *v* — говорить/разговаривать по телефону
surpass *v* — превосходить, превышать
switch over *v* — переключаться; переходить на (что-л. другое)
switchboard *n* — телефонный коммутатор
switchboard operator — телефонистка *Суп:* **operator**
targeted audience *n* — целевая аудитория
telephone (phone) *n* — телефон
cordless telephone — беспроводный телефон; радиотелефон
mobile telephone — сотовый, мобильный телефон *Суп:* **cellular phone, cell phone**
telephone directory — телефонная книга, телефонный справочник
telephone subscriber — абонент, владелец телефона
answer the phone — подойти к телефону
be on the telephone — 1) говорить, «сидеть» на телефоне 2) иметь телефон
get on the phone — дозвониться (к кому-л.) по телефону
He is wanted on the telephone. — Его зовут к телефону.
tone *n* — гудок, тональный сигнал
busy/engaged tone — короткий гудок
dialing tone — длинный гудок
ringing tone — сигнал вызова
transfer *n* — перенос; перемещение
wireless *adj* — беспроводный, беспроводной
wireless communication — беспроводная, беспроводная связь
Go ahead. — Говорите.
Speaking. — Слушаю.

Brown speaking. — Браун слушает. (Браун у телефона.)

Wrong number. — неправильно набранный номер

You've got the wrong number. — Вы ошиблись номером.

Are you here? — Вы меня слышите?

There is no reply at his number. — Его номер не отвечает.

Text

Read and translate the text.

People have had need for communication since the earliest times. Early societies developed systems for sending simple messages or signals that could be seen or heard over a short distance, such as drumbeats, fire and smoke signals. With the introduction of writing, systems for transporting messages from place to place and from person to person were devised in different societies. The earliest were messages sent with the help of carrier pigeons that were to fly home. Later special couriers, or messengers, carried memorized or written messages from one person to another, and returned with the reply. This service led to the establishment of regular postal service, which is financed by charging users a tax or fee for postage. Nowadays mail includes letters, postcards, parcels, newspapers and periodical publications. Letters, postcards and parcels can be sent by airmail in case it should be delivered faster. Additional fees are charged for special delivery or special handling. In addition to these services, a person may send and cash a money order at any branch of the post office.

The invention of the telegraph let people exchange the information much quicker. The telegraph made it possible for many companies to conduct their business globally for the first time. But only the telephone provided the people around the world with the possibility to contact one another, to access information instantly, and to communicate from remote areas. It is impossible to imagine the modern world without a telephone communication. If you want to ring up your friend you should simply pick up a receiver and dial the number using either a rotary or a push-button dial. In a few moments, if the line is not engaged, you are put through to your friend. Sometimes the line may be

bad and you may be cut off. You may redial the number as most telephones nowadays can remember several stored numbers. If your friend is not available, you may leave him a message or ask him to call back via the answering machine. The answerphone will take your message by recording it. If you want to make an international call, then first you should dial the international code, then the country code, finally the number you require. More sophisticated telephones may have a speakerphone which allows callers' hands to be free, and permits more than two people to listen and speak during a call.

The introduction of radio into the telephone set has been the most important recent development in telephone technology, permitting first the cordless phone and now the cellular, or mobile, phone. A mobile telephone is designed to give the user maximum freedom of movement while using a telephone. In addition to regular telephone service, modern mobile phones also provide wireless Internet connections, enabling users to send and receive electronic mail and search the World Wide Web.

With the help of the telephone it is possible to send a fax. Faxing allows copying, sending and receiving important papers. A telephone subscriber may also use a pager — a device that indicates to its user that a message is waiting or someone is trying to get in touch.

Nowadays internet communication has surpassed other forms of communication methods. You can communicate in the Internet faster than any other medium and the cost of communication is very nominal in majority of cases. In fact, the online services like emailing, live chats, newsletter and other methods have attained impressive success in recent times.

The Internet is a better medium of communication as compared to postal systems, telephones, radios and televisions in every respect. This is because all other media follow their own pace to make; you reach audiences you want to communicate with at an instant. However, the availability of the Internet has added new dimensions to communication. All you require is the access and knowledge of a computer and internet connection and you become a member of the most useful communication systems.

Exercise 1

● Choose those statements that correspond to the text.

1. At the post office you can
 - a) make out a money order
 - b) send a postcard
 - c) deliver a parcel
 - d) post a letter
 - e) handle a money order
2. The telegraph enabled people
 - a) send messages
 - b) receive parcels
 - c) speak to each other
 - d) exchange information
3. The telephone makes it possible
 - a) to speak with people from various places
 - b) to send e-mail messages
 - c) to receive important documents
 - d) to conduct business
4. The Internet gives people the possibility of
 - a) communicating within a second
 - b) working at a rather high speed and cost
 - c) communicating with people all over the world
 - d) using a wide range of services
 - e) doing everything

Exercise 2

● The names of communication media are jumbled in the exercise. Put them in their right places.

1. A **telephone** is a small electronic device that you carry around with you and that shows a message or lets you know when somebody is trying to contact you.

2. **E-mail** is a machine that sends and receives documents in an electronic form along telephone wires and then prints them.

3. **Postal service** is a method of sending messages over long distances, using wires that carry electrical signals.

4. A **pager** is a way of sending messages and data to other people by means of computers connected together in a network.

5. A **messenger** is a system of collecting and delivering letters, etc.

6. A **fax** is a device for talking to somebody else over long distances, using wires or radio.

7. A **telegraph** is a person who gives a message to somebody or who delivers messages to people as a job.

Exercise 3

● *Fill in the blanks with the words from the box.*

accessibility, adopted, apart, benefits, branches, chats, improvement, newsletters, online, performances, regard, switching

Latest Means of Communication

There are many popular chat systems, which have made it easy to interact with others not only through texts, but also using voice (1) _____ and web cameras. All these have made it easy to view people living across the globe at your desktop, as you communicate in the Internet. These servers are easy to use and demand small resources for huge communicational benefits.

Online marketing is the pampered child of Internet communication. Once you are ready to establish your business online, you are required to reach your targeted audience and communicate with them to make them familiar about your products and services. In this (2) _____, emails and (3) _____ play vital roles in guaranteeing success for your businesses.

(4) _____ from business communication, emails have made it possible to reach your friends and relatives with the click of a mouse. Isn't it a significant (5) _____ over postal systems and telephone cables?

Imagine the view of an online meeting, where managers and company-representatives are able to participate in group interaction, while others are at their respective office (6) _____. This has been made possible by the popular concept of audio and video conferencing. This communication concept has been (7) _____.

by small and big business houses, who are more than interested in establishing fastest means of communications.

Except for these prominent communication modes available (8) _____, you can consider blogs, forums and other discussion boards as appropriate means of communication. Keeping in mind that more and more people across the world are (9) _____ over to the Internet, the significance of all these communication systems has gained desirable success.

Once you are ready to communicate in the Internet, you will get the following advantages:

- a) time efficient communication,
- b) cost effective communication solutions,
- c) participation of unlimited number of individuals,
- d) secure and safe communication techniques,
- e) high (10) _____ from all parts of the world.

With such impressive (11) _____ of online communication systems, there should be no second thought in accepting Internet communication as undisputed ruler of modern times. And till we have another efficient means of communication, we can extract maximum (12) _____ out of these systems.

Exercise 4

● Choose the proper variant.

Skype is the global Internet communications company, allowing unlimited free (1) **sound/voice**, video and (2) **instant/quick** messaging communication for users of Skype Software. With over 136 million registered users, Skype is (3) **available/suitable** in 28 languages and is used in almost every country around the world. Skype wins (4) **among/between** other companies through its premium offerings such as making and receiving calls to and from landline and mobile phones, voicemail, (5) **call/hardware** forwarding and personalization (6) **consisting/including** ringtones and avatars. Today Skype users around the world can make (7) **free/sophisticated** voice and video calls to any other registered Skype users (8) **as though/as well as** send instant messages, transfer files and participate in Skype casts which are (9) **alive/live** moderated conversations with up to 100 people.

Skype also has relationships with a growing (10) **company/network** of hardware and software providers.

As the world's largest Internet communications community, Skype is aimed at giving its users the (11) **ability/skill** to set their conversations free at home, at work and on the move. It is focused on (12) **farther/further** developing its ecosystem of more than 50 hardware partners and more than 150 Skype-certified devices to broaden the appeal of Skype to a wider base of users who want to use Skype away from the PC, no matter where they (13) **happen/wish** to be. This is especially true for Skype users who want to (14) **make/take** advantage of the mobile Skype experience, which is already (15) **accessible/possible** to millions of Skype users on over 120 different Windows Mobile Smartphones and pocket PC devices.

Skype is not a (16) **change/replacement** for your traditional telephone service and cannot be used for emergency calling.

Exercise 5

● *Fill in the blanks with the words from the box.*

adaptation, combines, instant, message, mobile, multiplayer, transfers

ICQ is an (1) _____ messaging computer program, which was first developed and popularized by the Israeli company Mirabilis, then bought by America Online, and since April 2010 owned by Mail.ru.Group. The name ICQ may be interpreted as the phrase «I seek you». This is an (2) _____ of the Morse code callout «CQ», which means «calling any station».

ICQ performances include sending text messages, offline support, multi-user chats, free daily-limited SMS sending, resumable file (3) _____, greeting cards, (4) _____ games, and a searchable user directory.

ICQ6 was launched on April 17, 2007, and offered a single communication platform that (5) _____ the various user options: instant messaging services, free SMS from ICQ to mobile, voice and video communication. Among the additional features in ICQ6 are Quick IM, which allows users to send a short (6)

_____ without opening a conversation window, a «follow me» service directly to the user's (7) _____, a multi-chat service, the animated icons language.

Exercise 6

● *Match the words on the left with their definitions on the right.*

- | | |
|----------------------|---|
| 1. branch | a. something that is wrapped in paper or put into a thick envelope so that it can be sent by mail |
| 2. caller | b. a person who pays to receive a service |
| 3. delivery | c. the cost of sending a letter, etc. by post |
| 4. instant messaging | d. an official document that you can buy at a post office and send to somebody so that they can exchange it for money |
| 5. handling | e. a card used for sending messages by post without an envelope, especially one that has a picture on one side |
| 6. mail | f. a local office belonging to a large company or organization |
| 7. message | g. the way that somebody deals with or treats a thing |
| 8. money order | h. a written or spoken piece of information that you send to somebody |
| 9. parcel | i. the act of taking goods, letters, etc. to the people they have been sent to |
| 10. performance | j. letters, packages, etc. that are sent and delivered |
| 11. postage | k. a person who is making a telephone call |
| 12. postcard | l. the online facility that allows the instant exchange of written messages between two or more people using different computers or mobile phones |
| 13. subscriber | m. a manner or quality of functioning |

Exercise 7

● Choose the proper variant.

Pony Express

The story of this famous American enterprise is one of the most romantic episodes in the history of the postal service. The company's name has its (1) _____ in the mid-19th century.

In the early 1860s, the railways that were later to unite America's west and east coasts had not yet been built. Mustangs and Indian ponies were used to (2) _____ mail between the cities of Missouri, and Sacramento, California. The fine mustangs of the Pony Express always attracted particular attention, while the light and sturdy Indian pony was common throughout the American continent.

In March 1860, posters appeared in newspapers and on post office and saloon walls throughout the West: «Wanted — young, skinny, wiry fellows, weight less than 57 kg, not over 20. Must be expert riders, and are willing to risk their lives for the job. Orphans preferred. Wages twenty five dollars a week».

In 1861, the firm «Wells Fargo & Co.» became the operator of the Pony Express (3) _____, issuing America's first stamps to denote postage paid. The stamps were issued in 2- and 4-dollar denominations, which in 1861 represented rather large sums. But this was a price worth paying for quick delivery. The Pony Express operated under the slogan «The mail must go through». And it truly did. The service's riders had to carry the post over distances of over 3 thousand kilometres within 8–10 days, (4) _____ the circumstances. They were at constant risk of attack, and in several cases horses would arrive at the next staging post with their (5) _____ but without their riders, whose fate was to remain a mystery.

Within 2 months the company had purchased 150 half-wild mustangs — the fastest horses available — which were placed at intervals along the 2000-mile route, and hired eight dozen skilled riders, each able to «put a saddle on the devil himself». Distinctive coach stations (6) _____ up along the tract, at which the rider would dismount from his horse, transfer his mailbag to a rested and saddled horse, and gallop on. Riders would cover 75 to 100

miles in 24 hours, after which they would hand (7) _____ their cargo to a colleague and take a rest.

It once fell to Bill Tate, one of the riders, aged only 14, to deliver the mail at the height of a war with the local Indian tribes. He was often pursued, but was able to escape every time thanks to his mustangs. However, one day the Indians surrounded him. Tate fought to the death, and finally falling from his horse, grabbed the mailbag and hid it with his body. As a mark of respect for the young man's courage, the Indians attached his mailbag to the saddle and let the mustang go. Several hours later, the horse arrived at the nearest settlement alone, bringing the post but not its rider.

Even today, Americans take great (8) _____ in the story of the Pony Express. OJSC 'FREIGHT LINK' (PONY EXPRESS trademark) arrived on the Russian market in 1992 to become the leading national operator on the express-delivery market, offering the full range of services in relation to delivery of documents, (9) _____ and freight based on the 'door-to-door' principle. After starting out serving just three cities, OJSC Freight Link now serves over 9,000 cities and settlements throughout Russia.

- | | | | |
|----------------|----------------|-----------|--------------|
| 1 A roads | B roots | C routes | D trace |
| 2 A exchange | B receive | C deliver | D obtain |
| 3 A route | B root | C post | D mail |
| 4 A when | B on condition | C unless | D whatever |
| 5 A saddles | B mailbags | C postage | D messengers |
| 6 A appeared | B set | C put | D grew |
| 7 A over | B in | C on | D about |
| 8 A surprise | B advantage | C pride | D compliment |
| 9 A messengers | B parcels | C pockets | D postage |

Exercise 8

● Fill in the blanks with the words from the box.

cell phones, communications, delivered, device, messages receiver, replaced, use, users

The name pager was first used in 1959 when Motorola made a personal radio (1) _____ product they called a pager. The Motorola pager was a small (2) _____ that (3) _____ a radio message individually to those carrying the (4) _____. The first successful consumer pager was Motorola's Pageboy I introduced in 1974. It had no display and could not store (5) _____; however, it was portable and notified the wearer that a message had been sent.

By 1980, there were 3.2 million pager (6) _____ worldwide. At that time pagers had a limited range and were used mostly in on-site situations, for example when medical workers communicated with each other within a hospital.

By 1990, wide-area paging had been invented and over 22 million pagers were in (7) _____. By 1994, there were over 61 million pagers and they became popular for personal use.

However, with today's (8) _____ pagers are becoming an endangered species. Pagers sales are down and few companies still make pagers. Older one-way pagers are being (9) _____ by more sophisticated messaging tools, such as two-way pagers.

Exercise 9

● Choose the proper variant.

- He received a _____ on his pager that he should phone Mr. Green.
a) mail b) message c) delivery
- On holiday I'll send you a _____ with the sights of towns I will visit.
a) parcel b) postage c) postcard
- The US Postal Service handles more than 160 billion pieces of _____ a year.
a) delivery b) mail c) postage
- Handle this _____ with care.
a) parcel b) postcard c) money order
- Where can I make out a _____?
a) delivery b) handling c) money order
- _____ the mail takes a lot of time.
a) Postage b) Branch c) Handling

7. I am sorry, _____, but the line is engaged.
a) message b) caller c) subscriber
8. If you want to send a piece of mail, you should pay a _____ fee.
a) postage b) mail c) subscriber
9. Your charge for the special _____ is rather high.
a) handling b) branch c) postage
10. If you want your parcel to be delivered as fast as possible, use special _____.
a) handling b) delivery c) caller
11. Before the Pony Express start there were no mail _____ between the eastern and western coasts of the USA.
a) roots b) routes c) postage

Exercise 10

● Fill in the blanks with the words from the box.

**answerphone, cellular telephone, cordless phone,
push-button dial, receiver, rotary dial, speakerphone**

1. A/An _____ is the part of a telephone that you hold close to your mouth and ear.
2. A/An _____ is the round part on some older telephones, with holes for the fingers, that you move around to call a particular number.
3. A/An _____ is a machine which you connect to your telephone to answer your calls and record any message left by the person calling.
4. A/An _____ is the part on telephones which is operated by pressing buttons with fingers.
5. A/An _____ is a telephone not connected to its power supply by wires.
6. A/An _____ is a telephone that can be used without being held, because it contains a microphone and a loudspeaker.
7. A/An _____ is a telephone that does not have wires and works by radio, that you can carry with you and use anywhere.

Dialogue

● *Read the following dialogue paying attention to the terms in bold type.*

- Ann Green: Well, come on, Nick! Why are you hesitating? **Pick up the receiver, dial the number** and the secretary will **put you through** to Pete. Don't forget to introduce yourself.
- Switchboard: Hello, Ribbon Sports. Can I help you?
- Nick Green: Hello. Could I speak to Peter Knight, please?
- Switchboard: I am sorry, **the line is engaged**. Will you **hold the line**?
- Nick Green: Yes, I will **hold on**.
- Switchboard: Well, **caller**, are you here? **Go ahead**.
- Nick Green: Thank you.
- Ruth Iceberg: Ruth Iceberg **speaking**.
- Nick Green: Hello, this is Nick Green. Could I speak to Peter, please?
- Ruth Iceberg: He is out at the moment. Shall I **take a message**?
- Nick Green: No, thank you, I'll **call back**. Good-bye.
- Ruth Iceberg: Good-bye.
- Ann Green: Nick, why haven't you **left a message**? It's Friday today. We are to leave now. You'll be able to **get hold of** him only on Monday!

Exercise 11

● *Fill in the blanks with the words from the box.*

be not available, be on the telephone, call back, dial,
hold on, leave a message, pick up the receiver,
put smb. through, take a message, the number is engaged

1. To use a telephone by turning the dial or pushing buttons to call a number means to _____.

2. To _____ is to connect someone by telephone with someone else.
3. To _____ means to telephone again or in return.
4. To entrust information in one's absence means to _____.
5. To be absent at the moment means _____.
6. Wait a moment is _____.
7. To _____ means to raise a receiver.
8. The line or number is busy means _____.
9. To _____ is to pass the information entrusted.
10. To _____ means to have a telephone at home.

Exercise 12

● Choose the proper variant.

1. I'm afraid he isn't available at the moment. Can you _____ later?
a) get through b) hang up c) call back
2. The _____ is bad, I don't hear you properly.
a) telephone b) switchboard c) line
3. The phone is buzzing. Why don't you _____ the receiver?
a) hang up b) pick up c) cut off
4. If the other telephone is being used you'll hear the _____ tone.
a) dialing b) ringing c) busy
5. Where is Ann? I have been trying to _____ to her all day.
a) put through b) get through c) hold on
6. Pete, are you here? I think we've been _____ for several moments.
a) over b) cut off c) put through
7. Jane, can you _____ the number of Browns and Co. in the directory?
a) look up b) look through c) look at
8. Mr. Smith is speaking on the other line. Can you _____?
a) hold on b) pick up c) cut off
9. Where is Kate? She is _____ on the phone.
a) picking up b) wanted c) got through

10. You may find the telephone number of their office in the _____.
 a) dial b) directory c) line
11. I am afraid, Miss Thorne is out at the moment. Shall I _____ a message?
 a) leave b) take c) deliver
12. Operator, could you _____ me _____ to Mr. Even?
 a) call back b) pick up c) put through
13. Could I _____ a message for Ann Dole? It is very urgent.
 a) take b) leave c) give
14. Could you _____ him a call tomorrow afternoon?
 a) ring up b) take c) make
15. Robinson _____. — Can I speak to Miss Grey?
 a) speaks b) is listening c) speaking

Exercise 13

● Choose the proper variant between the two given.

1. If you want to **do/make** a call, you should **hold on/pick up** the receiver. After hearing the **busy/dialing** tone, you should **dial/connect** the telephone number. If the **communication/line** is busy, you'll hear the **engaged/ringing** tone; if you are lucky, you'll be **connected/put through** to the number immediately. After finishing the conversation, you should **get through/hang up** the receiver.

2. I can never **get through/put through** to Nick in the evening. His daughter is always on the **chat/telephone**.

3. Mr. Black is **not available/out** at the moment. Will you **leave/take** a message?

4. **Caller/Operator**, what's going on? I've been **cut off/get through** for the second time. — Sorry, the **connection/line** is bad.

5. Could I speak to Mr. Dallas, please? — What **dial/extension**, please? — It is 303.

6. Can I speak to Mr. Klein? — Sorry, he is speaking on the other **line/number**.

7. Jessie is on the **phone/tone** now. Her number is 1349524. You may **call/dial** her in the evening. I **picked up/rang up** Jessie several times two or three days ago, but there is no **line/reply** at her number.

8. Can I speak to Alice? — You've got the wrong **digits/number**.

9. You are **answered/wanted** on the phone.

10. Since innovators are the first to **adapt/adopt** new in all

fields of our life, they are going to be quite different from the rest of the population. 11. The ability of the device to **adapt/adopt** to various stress and strain is unique.

Exercise 14

Phrasal Verbs

● *Fill in the blanks with the proper word.*

1. I said my name, my company and asked them to call me _____.
a) up b) through c) back
2. Let's try to get him _____ on the phone, he is sure at home.
a) on b) off c) through
3. He switched _____ voice mail.
a) up b) over c) through
4. Putting the document aside, she picked _____ the telephone.
a) through b) up c) on
5. He held _____ for some moments, and then slowly put _____ the receiver.
a) off, on b) on, down c) through, up
6. Hand your cases _____ to the doorman, he will see that they are delivered to your room.
a) up b) off c) over
7. Will you put me _____ to Mr. Clare, please?
a) through b) up c) on
8. I had to redial because we were cut _____.
a) through b) off c) over
9. I'm calling him, but he just isn't _____ up!
a) ringing b) picking c) putting
10. She's having lunch. Can you _____ back later?
a) hold b) pick c) call
11. If you speak to me in such a tone I will _____ up.
a) hang b) hold c) put

12. I wonder why my telephone conversations with Mary are always _____ off?
 a) held b) picked c) cut
13. The secretary _____ me through to his boss and began typing.
 a) put b) got c) held
14. They _____ over a new means of communication.
 a) held b) put c) switched

Exercise 15

● Fill in the blanks with the words from the box.

brighter, calculators, deal, instantly, losing, obvious, online, popular, search, turned

Teens and Technology

The number of teenagers using the Internet is growing around the world. According to a recent study, teens are much (1) _____ with computers than adults and use the Internet more often and for more varied reasons — to communicate with friends, make new friends, play games, download music, get news, shop, and research homework.

«I have 102 buddies on my Buddy List and can click on my buddy if they're online. At the most I'll talk to 7 or 8 people at one time, usually 3 or 4». Email is (2) _____ its privileged place among teens. It's only used to communicate with «adults», such as teachers. Young people prefer instant messaging (IM) and text messaging as ways to connect with their friends. IM advantages are (3) _____. When you send someone an email, you don't know when you get a reply. Your friend might not check his or her messages, or might not use that email address any more. With IM, however, a program on your computer tells you when a friend is online. You can then send a message to your friend, who can type a reply (4) _____.

The new technology (5) _____ with teens is podcasting — both receiving and creating them. The term *podcast* is a blend of the words «iPod» (a portable media player) and «broadcasting». But

not only teens are crazy about podcasting. Some grandmothers like it too! Queen Elizabeth II has taken up this way of listening to music, according to newspaper reports. She is the proud owner of a silver iPod which can hold up to 100,000 songs.

In the USA, young people spend five times more (6) _____ than in Europe. Their most popular site is *Facebook* — a place where everybody knows everything about everybody else. *Facebook* offers an adult-free world where teens can do and say what they want. They publish intimate personal details, post photos and bare their souls. *Facebook* wasn't created for teenagers. Former Harvard student Mark Zuckerberg started the site in 2004 as an online university directory. It quickly (7) _____ into a social-networking tool for colleges and then opened to high-schoolers.

It's not just computers teens are hooked on*, they are also attracted to their mobile phones. Mobile phones are used as a tool of text messaging, as alarm clocks, (8) _____, to send photos, play games and to help with exam revision. Some teens have admitted to cheating on tests using their phones. No wonder mobile phones are banned in many schools and universities.

Before the mobile phone revolution the word *text* was used only as a noun. Now it's used as a verb: «We text to each other every day». Google — a popular Internet (9) _____ system — is now used as a verb: «I'm googling my other sock». A person who spends a great (10) _____ of time using a computer is called a *mouse potato*.

Exercise 16

● Fill in prepositions where necessary.

1. The line is engaged. Can you hold _____?
2. Caller, are you here? I am putting you _____. Go _____.
3. May I have a word with Mr. Dallas, please? Who is calling _____, please?
4. I will call _____ in some days.
5. You can speak to her _____ the phone or send a postcard.
6. Are you _____ the phone?
7. We couldn't finish the conversation because we were cut _____.
8. I have got _____ to you at last! I have been trying to get _____ touch _____ you since Thursday.
9. The telephone is ringing

* to be hooked on — увлекаться, «зацикливаться»

_____. Why is neither of you picking _____ the receiver? Shall I answer _____ the phone? 10. Don't hang _____, I haven't finished talking to you! 11. There was no reply _____ his number and I left a message _____ his answerphone. 12. Ann, call Nick _____ the telephone. 13. Hold _____ the line; I will see where Mr. Smith is. 14. Everything is OK. I've got him _____ the phone. 15. Sorry, I called _____ mistake. 16. She made _____ a money order and left the post office. 17. I made a call _____ him, but he was _____. 18. Don't you see these words 'Handle _____ care'? 19. It is no use ringing him _____. Somebody has been _____ the phone for an hour already. 20. You must be connected to the Internet. _____ every respect, it is the most convenient means of communication. 21. The Internet is interesting apart _____ benefits it provides. 22. Instant messaging enables people to communicate within a second. _____ this regard it is one of the quickest means of communication. 23. I'm afraid this detail complicated access _____ the Internet.

Exercise 17 •

● Fill in the blanks with the words from the box.

also, especially, ever, from, in addition, on, particularly, possibly, together, which

The National Postal Museum in Washington, surprisingly entertaining, family-oriented, is dedicated to the history of postal service and stamps in this country. And you don't have to be a philatelist to love it. The exhibits on the Pony Express and airmail are (1) _____ interesting, (2) _____ to children, but there is truly something here for everyone. Visitors get a chance to sort the mail, create their own mail routes over land and sea, ride a coach, land an airmail biplane via a computer game, and create their own postal imprint on a postcard, (3) _____ they can mail to friends and family, and it's all for free.

(4) _____ there are extensive exhibits on the printing and history of stamps, rotating displays of the world's great collections, and the role the mail and its transportation had in binding the nation (5) _____. The museum (6) _____ features an exhibit, «War Letters: Lost and Found», which show letters thrown away

and later found by strangers written to and from American troops from the Civil War through Vietnam. Art lovers will appreciate the exhibition of the history of migratory hunting stamps, (7) _____ the most beautiful nonpostage stamps (8) _____ produced. Also (9) _____ view are a number of vehicles used to deliver the mail, (10) _____ 1911 biplanes based on the designs of the Wright Brothers to a 1931 Ford Model A mail truck.

Exercise 18

● *Translate the following sentences into English.*

1. Вы не могли бы соединить меня с господином Смитом? — Простите, он разговаривает по другому телефону. Вы не могли бы подождать? 2. Номер занят, я не могу ему позвонить. 3. Ты уже отправил посылку? — Нет, я отправляю денежный перевод. 4. Мобильные телефоны очень удобны, не так ли? 5. Связь была очень плохая, мы почти не слышали друг друга. А потом нас разъединили. 6. Yahoo! Messenger — программа для обмена мгновенными текстовыми сообщениями, проведения аудио- и видеосвязи между собеседниками, а также передачи друг другу файлов. 7. Многие из таких программ могут применяться для организации групповых текстовых чатов или видеоконференций.

Computer and Internet

Vocabulary

● *Read and learn the following words and word expressions.*

access to *n* — 1) доступ к чему-л.; 2) *v* — иметь доступ, получить доступ к чему-л.

gain, get access to — получить доступ к чему-л.

provide access to — предоставлять доступ к чему-л.

breakdown *n* — поломка механизма, машины; авария

bus *n* — шина

carry around *v* — иметь при себе, носить с собой

carry on *v* — продолжать; вести

carry out *v* — выполнять, совершать; осуществлять

CD-ROM (Compact Disk Read Only Memory) — компакт-дисковое запоминающее устройство

central processing unit (CPU) — центральный процессор *Syn:* **micro-processor**

chat *n* — разговор; беседа; болтовня

chip *n* — микросхема, чип

click on *v* — щелкать (по клавише)

communicate *v* — общаться, соединяться

communication *n* — информация; сообщение; коммуникация; связь

computer literacy — компьютерная грамотность

connect *v* — соединять(ся); объединять

control *v* — управлять, контролировать

under the control — под контролем

copy *v* — копировать (данные)

data (on smth.) *n* — данные, факты, сведения; информация
data processing — обработка данных
database *n* — база данных
delete *v* — стирать *Syn*: **erase**
delete a record, a line — удалить запись, строку
design *v* — задумывать, придумывать, разрабатывать
device *n* — устройство, машина, прибор
input device — устройство ввода (данных)
output device — устройство вывода (данных)
pointing device — указательное устройство
storage device — запоминающее устройство
display *n* — 1) дисплей, монитор; 2) *v* — показывать
graphic display — графический дисплей
liquid crystal display (LCD) — жидкокристаллический дисплей
video display unit (VDU) — дисплей; видеомонитор
digit *n* — цифра; однозначное число
digital *adj* — цифровой
digital computer — цифровой компьютер
DVD (digital video disk) — универсальный цифровой диск
download *v* — загружать (данные)
e-commerce (electronic commerce) *n* — коммерческая деятельность, осуществляемая через Интернет
employ *v* — употреблять, применять, использовать
enable *v* — давать возможность что-л. сделать
enter *v* — вводить (данные) *Syn*: **put, input**
execute *v* — осуществлять, выполнять, делать *Syn*: **perform**
external *adj* — внешний, наружный
floppy disk (floppy) *n* — гибкий диск
graph *n* — график, диаграмма
graphics *n* — графика
graphics program — графическая программа
graphical user interface (GUI) — графический интерфейс пользователя
hard disk *n* — жесткий диск
hardware *n* — «железо», детали компьютера
icon *n* — «иконка» (графическое изображение)
illegally *adv* — незаконно
insert *v* — вставлять
install *v* — устанавливать; монтировать
interact (with) *v* — взаимодействовать (с чем-л.)

key *n* — клавиша
keyboard *n* — клавиатура
link *v* — соединять, связывать
mainframe computer *n* — универсальная ЭВМ
memory *n* — память, запоминающее устройство
misuse *v* — неправильное использование; злоупотребление
mouse *n* — мышь
operate *v* — работать; действовать; функционировать
operating system (OS) — операционная система
portable *adj* — 1) портативный, переносный; 2) *n* — что-л. портативное
press *v* — нажимать
privacy *n* — секретность, тайна
process *v* — обрабатывать
record *n* — 1) запись; 2) *v* — записывать звук, изображение или информацию
reliability *n* — надежность
replace *v* — заменять, замещать
replicate *v* — точно копировать, воспроизводить
run (ran, run) *v* — запускать
run a program — запускать программу
save *v* — сохранять (данные)
search for *v* — искать; вести поиски, разыскивать
simplify *v* — упрощать(ся), делать более простым
software *n* — программное обеспечение
sophisticated *adj* — сложный
speaker *n* — колонка
storage *n* — сохранение, хранение
store *v* — запоминать; хранить
task *n* — задача; задание
tiny *adj* — очень маленький, крошечный
tool *n* — орудие, средство
user *n* — пользователь
violate *v* — нарушать
word processor *n* — система обработки текстов; текстовый редактор
word processing *n* — электронная обработка текста
word-processing program — программа подготовки текстов
worm *n* — «червяк» (вирус)

Text

Computer

● *Read and translate the following text.*

The computer is a machine that performs tasks, such as mathematical calculations or electronic communication, under the control of a set of instructions called a program.

Computers are used to perform a wide variety of activities with reliability, accuracy, and speed. They have many uses for individuals. In schools, colleges and universities students use word-processing programs to write essays and projects, and use databases to find books and information. They employ the Internet to find information on an enormous variety of subjects, order CDs and books online. In the world of leisure, computer games are popular, and multimedia CD-ROMs are used both for leisure and education.

E-commerce is becoming more widespread. Through the website, a company can offer computer users the opportunity to order and pay for goods and services using their credit cards on the Internet.

Computers and graphics programs are extremely important in professions such as publishing and advertising. Computers in security systems ensure safer environments; sophisticated computer systems are employed in telephone communication; computers are used in medical equipment, home appliances, cars and toys. Companies can also use computers to compile databases of their clients, and word processing has replaced the use of traditional typewriters in many offices. Computers have allowed companies to reduce the amount of paper they use, to deal with information more efficiently and to exchange and publish data more easily.

The physical computer and its components are known as hardware. Computer hardware includes the memory that stores data and instructions; the central processing unit (CPU) that carries out instructions; the bus that connects the various computer components; the input devices, such as a keyboard or mouse, that allow the user to communicate with the computer; and the output devices, such as printers and video display monitors or a flat liquid crystal display, with the help of which we can see the result on the screen or in printed form. Other output devices are videocassette

recorders (VCRs) and speakers. One way to store memory is inside the computer on a hard disk, usually in tiny computer chips that hold millions of bytes of information. Memory also can be stored outside the computer on external storage devices, such as magnetic floppy disks, hard drives, CD-ROMs (compact discs), and DVDs (digital video discs), which can store 8.5 gigabytes of information.

The programs that run the computer are called software. When a computer is turned on, it searches for instructions in its memory. Usually, the first set of these instructions is a special program called the operating system. Popular operating systems, such as Microsoft Windows and the Macintosh system (Mac OS), have a graphical user interface (GUI)—that is, a display that uses tiny pictures, or icons, to represent various commands. To execute these commands, the user clicks the mouse on the icon or presses a combination of keys on the keyboard. Software generally is designed to perform a particular type of task—for example, to write a letter, to draw a graph, or to direct the general operation of the computer.

With their increasing power, computers simplify day-to-day life. Unfortunately, as computer use becomes more widespread, so do the opportunities for misuse. Computer hackers—people who illegally gain access to computer systems—often violate privacy and can destroy records. Programs called viruses or worms can replicate and spread from computer to computer, erasing information or causing computer breakdown. Individuals, companies, and governments are working to solve these problems by developing better computer security and enacting regulatory legislation.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|--|--|
| 1. The computer is a machine that performs tasks | a. to computer, erasing information or causing computer breakdown. |
| 2. Computers are used to perform | b. to perform a particular type of task. |

- | | |
|--|--|
| 3. The physical computer and | c. computers simplify day-to-day life. |
| 4. The programs that run the computer | d. often violate privacy and can destroy records. |
| 5. Software generally is designed | e. a wide variety of activities with reliability, accuracy, and speed. |
| 6. With their increasing power, | f. its components are known as hardware. |
| 7. People who illegally gain access to computer systems | g. are called software. |
| 8. Programs called viruses or worms can replicate and spread from computer | h. under the control of a set of instructions called a program. |

Exercise 2

● Find the logical answer in the right column.

- | | |
|--|---|
| 1. Why do so many people use computers? | a. Computers reduce the amount of paper they use, deal with information more efficiently and exchange and publish data more easily. |
| 2. How are computers used in educational establishments? | b. Hackers violate privacy and can launch viruses or worms that can erase information and cause computer breakdown. |
| 3. How are computers used in the field of business? | c. Computers are employed in different spheres of life: in medicine, education, industry, environmental protection, business, leisure, etc. |
| 4. What is the advantage of using a computer over working on a typewriter? | d. They perform a wide variety of activities with reliability, accuracy, and speed. |

5. What shows that using a computer is a widespread phenomenon?
6. Why are better computer security and regulatory legislation necessary?
- e. Companies can use computers to compile databases of their clients, and offer computer users the opportunity to order and pay for goods and services on the Internet.
- f. Students use word-processing programs to write essays and projects, use the Internet and databases to find books and information on various subjects, order CDs and books online.

Exercise 3

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. The computer's hardware consists of the central processing unit, memory, input, and output.
2. The CPU carries out the operation of the computer by performing the user's instructions.
3. Memory can be stored inside and outside the computer.
4. A keyboard, a mouse and a printer are output devices.
5. The input and output sections allow the computer to receive and send data.
6. Operating systems refer to software.
7. A display that uses tiny pictures, or icons, to represent various commands is called CPU.

Exercise 4

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|----------------------------|--|
| 1. central processing unit | a. the programs, etc. used to operate a computer |
|----------------------------|--|

- | | |
|---------------------|---|
| 2. data | b. a piece of computing equipment the sound comes out of |
| 3. database | c. a small symbol on a computer screen that represents a program or a file |
| 4. display | d. a device that puts information into a computer |
| 5. floppy disk | e. instructions that are hidden within a computer program and are designed to cause faults or destroy data |
| 6. hard disk | f. the part of a computer that controls all the other parts of the system |
| 7. hardware | g. a device that displays the information, results, etc. produced by a computer |
| 8. icon | h. an organized set of data that is stored in a computer and can be looked at and used in various ways |
| 9. input device | i. the words, pictures, etc. shown on a computer screen |
| 10. key | j. the use of a computer to create, store and print a piece of text, usually typed in from a keyboard |
| 11. mouse | k. the process of keeping information, etc. on a computer |
| 12. output device | l. the machinery and electronic parts of a computer system |
| 13. software | m. a disk inside a computer that stores data and programs |
| 14. speaker | n. information that is stored by a computer |
| 15. storage | o. a small device that is moved by hand across a surface to control the movement of the cursor on a computer screen |
| 16. word processing | p. any of the buttons that you press to operate a computer |
| 17. worm | q. a flat disk inside a plastic cover, that is used to store data in the form that a computer can read, and that can be removed from the computer |

Exercise 5

● *Fill in the blanks with the words from the box.*

computer program, hardware, hard disk, input devices, memory, mouse, operating system, printer, scanner, software

1. _____ refers to the programs which are used on a computer system.
2. A _____ is a set of commands which the computer understands and follows.
3. An _____ is a piece of software which provides the user with a means of interacting with a computer, and coordinates the operations carried out by programs.
4. _____ refers to the mechanical and electronic parts of a computer system.
5. _____ is the part of the computer that stores data and commands.
6. A _____ is a magnetic device inside the computer, designed to store data.
7. _____ are used to put, or enter, data.
8. A _____ is used to input data.
9. A _____ is a small electronic device that is usually attached to the computer by a thin cable.
10. A _____ is an output device.

Exercise 6

● *Choose the proper variant.*

1. The most essential part of a computer is a _____, which is a very small piece of silicon.
a) floppy b) memory c) chip
2. A _____ is used to transfer an image such as text, or pictures, into the computer.
a) monitor b) printer c) scanner
3. _____ is seen as the «brain» of the computer, as it does most of the computer's processing.
a) Database b) Microprocessor c) Pointing device

ers; (6) _____ devices, such as pointing devices and (7) _____; and computer-related books. Microsoft was founded in 1975 by William H. Gates III and Paul Allen.

Exercise 8

● *Fill in the blanks with the corresponding definitions.*

hardware, input, output, software, storage devices

1. _____ is equipment involved in the function of a computer. It consists of the components that can be physically handled. The function of these components is typically divided into three main categories: input, output, and storage.

2. _____ is the set of instructions a computer uses to operate data, such as a word-processing program or a video game. These programs are usually stored and transferred to and from the CPU. The basic program that controls a computer is operating system.

3. _____ consists of external devices—that is, components outside of the computer's CPU — that provide information and instructions to the computer.

4. _____ consists of external devices that transfer information from the computer's CPU to the computer user.

5. _____ provide permanent storage of information and programs. The two main types of the devices are disk drives and memory. There are several types of disk drives: hard, floppy, magneto-optical, and compact. A single floppy disk holds much less data than the hard disk of a computer, but can be removed and used in any other computer. A single CD-ROM can store nearly as much information as 700 floppy disks can, and a DVD can hold 15 times as much data as a CD-ROM. Memory refers to the computer chips that store information for quick search by the CPU.

Exercise 9

● *Read the following short texts and decide which devices can be referred to input or output devices.*

Input devices:

Output devices:

A. An optical scanner uses light-sensing equipment to convert images such as a picture or text into electronic signals that can be

manipulated by a computer. For example, a photograph can be scanned into a computer and then included in a text document created on that computer.

B. Printers take text and image from a computer and print them on paper.

C. A mouse is a pointing device designed to be taken by one hand. To select items or choose commands on the screen, the user presses a button on the mouse.

D. A modem, which stands for modulator-demodulator, is a device that connects a computer to a telephone line or cable television network and allows information to be transmitted to or received from another computer. Each computer that sends or receives information must be connected to a modem. The digital signal sent from one computer is converted by the modem into an analog signal, which is then transmitted by telephone lines or television cables to the receiving modem, which converts the signal back into a digital signal that the receiving computer can understand.

E. A video display, or screen, converts information generated by the computer into visual information. Displays commonly take one of two forms: a video screen with a cathode ray tube (CRT) or a video screen with a liquid crystal display (LCD). A CRT-based screen, or monitor, looks similar to a television set. An LCD-based screen displays visual information on a flatter and smaller screen than a CRT-based video monitor. LCDs are frequently used in laptop computers.

F. A voice recognition module is a device that converts spoken words into information that the computer can recognize and process.

G. A keyboard is a typewriter-like device that allows the user to type in text and commands to the computer.

H. A microphone is a device for converting sound into signals that can then be stored, manipulated, and played back by the computer.

Exercise 10

● *Choose the proper variant.*

Of all computer applications, word processing is the most common. To (1) **make/perform** word processing, you need a com-

puter, a special program called a word processor, and a printer. A word processor (2) **enables/makes** you to create a document, (3) **delete/store** it electronically on a disk, (4) **display/save** it on a screen, modify it by (5) **entering/running** commands and characters from the keyboard, and (6) **employ/print** it on a printer. If you (7) **do/make** a typing mistake, you simply move the cursor and correct your mistake. If you want to (8) **delete/destroy** a paragraph, you simply remove it, without leaving a trace. It is equally easy to (9) **insert/download** a word, sentence, or paragraph in the middle of a document. Word processors also make it easy to (10) **carry out/move** sections of text from one place to another within a document, or between documents. When you have made all the changes you want, you can (11) **send/store** the file to a printer to get a hard copy.

Exercise 11

● *Fill in the blanks with the words from the box. There is one odd word in the box.*

access, carried around, carry out, designed, digital, light, portable,
processing, store, tasks

A computer can be described as an electronic machine which can be used to (1) _____, process and display data. There are many different types of computer.

A supercomputer is extremely powerful. It can be used for very complex (2) _____, such as computer modeling of weather systems. These computers are extremely expensive, and are generally used by educational or scientific institutions, rather than individual ones.

A mainframe is a powerful computer which is capable of (3) _____ large amounts of data, often enabling many people to use it, and to (4) _____ many tasks, at the same time. A network of smaller computers or terminals is used to (5) _____ the files and programs on the mainframe. Mainframes are therefore described as multi-user, multitasking machines.

A small computer (6) _____ to be used by an individual, for example at home or in an office, is sometimes called a PC,

or personal computer. This kind of machine used to be called a microcomputer.

A laptop is smaller than a personal computer. Laptops are (7) _____ and can use batteries. As the name suggests, a laptop is small and (8) _____ enough to fit on the user's lap. A notebook is like a laptop, but is smaller, and a subnotebook is even smaller.

A handheld computer, sometimes called a palmtop, a PDA (personal digital assistant), or a pocket computer, is small enough to be held in the user's hand.

All these small light computers can be called portables, as they can be (9) _____ and used when the main power supply is not available.

Exercise 12

● Choose the proper variant.

1. Do you need a computer that you can _____ with you?
a) link b) execute c) carry around
2. Can I _____ to the Internet and e-mail as well?
a) run b) access c) store
3. We are using e-mail to _____ with our clients.
a) carry out b) process c) communicate
4. They use a database program to _____ information about their deals and clients.
a) store b) connect c) operate
5. Oh, I think I accidentally _____ a file.
a) searched b) deleted c) interacted
6. I am going to _____ a sound card so that I can _____ music from the Web.
a) enter, listen b) install, c) simplify, link
download
7. He forgot to _____ his important file onto the floppy.
a) replace b) connect c) copy
8. She remembered to _____ the information as a Word document under the name «New Report».
a) save b) delete c) enable

9. If you want to open a Word Document, _____ on the key «Open».
a) connect b) display c) click
10. I deleted a complete paragraph by _____ the «delete» key on my keyboard.
a) entering b) pressing c) putting
11. Could you tell me how to _____ a table into a Word document?
a) insert b) employ c) execute
12. I bought a new computer, and the shop _____ the modem for me.
a) operated b) installed c) replicated
13. A PC is smaller, less expensive, and easier to use than other classes of computers because it was _____ to be used by a single person.
a) inserted b) stored c) designed
14. The operating system _____ the program in the computer's memory and _____ the program.
a) connects, operates b) downloads, runs c) enters, inserts
15. Pointing devices _____ the user to point to elements on the screen.
a) enable b) employ c) replace
16. When the CPU has _____ the program instruction, the program may request that information be _____ to an output device, such as a video display monitor.
a) executed, communicated b) linked, stored c) copied, saved
17. Our sales information is _____ by computer.
a) interacted b) executed c) processed
18. Computer _____ is knowledge and an understanding of computers combined with the ability to use them effectively.
a) ability b) literacy c) knowledge

Exercise 13

● *There are several abbreviations in the text. Give the full name of the terms.*

A monitor is sometimes called a **VDU**. There are two main types of display screens. The first, the **CRT**, is most commonly used on desks in offices. It is quite large, and rather like a conventional **TV**. The second, the flat panel (or **LCD** monitor) is slim, takes up little space, and uses the same technology as that used for screens on laptop computers or notebooks.

Exercise 14

● *Choose the proper variant among A, B, C, or D.*

A personal computer (PC) is a machine capable of repetitively and quickly (1) _____ calculations and instructions.

PCs have revolutionized entertainment, science, the media, art, medicine, education, and business because they provide computational abilities at a low cost to people with no extensive computer (2) _____. PCs (3) _____ artists to imagine and create images. Musicians use them for learning, creating, and (4) _____ music. Businesses compile databases of their clients using PCs. Foreign correspondents can compose news stories on (5) _____ PCs, called laptops, and electronically send these stories from remote locations. Many people work at home and (6) _____ with fellow workers via their PCs in a practice known as telecommuting. PCs are also able to interface with worldwide (7) _____ networks, such as the Internet, and the graphics-based information (8) _____ known as the World Wide Web to find information on any subject.

PCs consist of a (9) _____, such as the central processing unit (CPU), that directs logical and arithmetical functions and (10) _____ computer programs. A PC also has electronic (11) _____ to temporarily store programs and data and mass (12) _____ devices—such as hard, (13) _____, and compact disk (CD-ROM) drives — to permanently (14) _____ programs and data. Information and commands are (15) _____ by the user via a (16) _____ or a pointing device called a (17) _____. Information from the PC is (18) _____ on a video monitor or on a liquid

crystal display (LCD) video (19) _____, or it can be (20) _____ on laser, dot-matrix, or inkjet printers.

- | | | | |
|-----------------|--------------|---------------|------------------|
| 1 A performing | B copying | C displaying | D carrying on |
| 2 A access | B memory | C literacy | D task |
| 3 A save | B replace | C enable | D design |
| 4 A clicking | B recording | C employing | D executing |
| 5 A external | B portable | C compact | D sophisticated |
| 6 A carry out | B run | C search | D communicate |
| 7 A reliability | B processing | C calculation | D communication |
| 8 A database | B display | C device | D hardware |
| 9 A input | B output | C storage | D microprocessor |
| 10 A deletes | B runs | C employs | D clicks |
| 11 A software | B monitor | C memory | D access |
| 12 A pointing | B graphic | C storage | D digital |
| 13 A chip | B data | C digit | D floppy |
| 14 A store | B press | C execute | D link |
| 15 A carried on | B entered | C connected | D misused |
| 16 A speaker | B scanner | C keyboard | D hard drive |
| 17 A mouse | B tool | C database | D bus |
| 18 A copied | B erased | C processed | D displayed |
| 19 A digit | B screen | C CD | D chip |
| 20 A connected | B scanned | C printed | D run |

Exercise 15

● *Fill in the blanks with the words from the box.*

access, carries, display, explore, images, information, links, network, screen, software, spread, tool

The World Wide Web (WWW) is a computer-based (1) _____ of information resources that a user can move through by using links from one document to another. The information on the World Wide Web is (2) _____ over computers all over the world. The World Wide Web is often referred to simply as «the Web».

The Web has become a very popular resource since it first became possible to see (3) _____ and other multimedia on the Internet, a worldwide network of computers, in 1993.

The Web offers a place where companies, institutions, and individuals can (4) _____ information about their products, research, or their lives. Anyone with (5) _____ to a computer connected to the Web can view most of that information. The Web has become a forum for many groups and a marketplace for many companies. Museums, libraries, government agencies, and schools make the Web a valuable learning and research (6) _____ by posting data and research. The Web also (7) _____ information in a wide spectrum of formats. Users can read text, see pictures, listen to sounds, and even (8) _____ interactive virtual environments on the Web.

Enabling client computers to display Web pages with pictures and other media was made possible by the introduction of a type of (9) _____ called a browser. Each Web document contains coded (10) _____ about what is on the page, how the page should look, and to which other sites the document (11) _____. The browser on the client's computer reads this information and uses it to display the page on the client's (12) _____.

Exercise 16

Check Up Your Prepositions

● Choose the proper variant.

The Internet is a computer-based worldwide information network. The Internet is composed (1) **from/of** a large number of smaller interconnected networks. These networks may link (2) **—/with** tens, hundreds, thousands, or millions of computers, enabling them to share information (3) **for/with** each other and to share various resources, such as powerful supercomputers and databases of information. The Internet has made it possible (4) **for/to** people all (5) **in/over** the world to effectively and inexpensively communicate (6) **for/with** each other.

(7) **From/in** the late 1960s (8) **since/to** the early 1990s, the Internet was a communication and research tool used almost exclusively (9) **by/for** academic and military purposes. This changed

radically (10) **from/with** the introduction of the World Wide Web (WWW) in 1989. It is common for people to think that the World Wide Web is another name for the Internet, but really the Web is just one of the services that runs (11) **of/on** the Internet. The WWW is a set of programs, standards, and protocols governing the way (12) **in/with** which multimedia files (documents that contain a combination of text, photographs, graphics, video, and audio) are created and displayed (13) **for/on** the Internet. The difference (14) **between/with** the Internet and the WWW is similar (15) **to/with** the distinction between a computer and a multimedia program that runs (16) **in/on** the computer. The Web is an enormous network of information in the form of hypertext, which enables the user to move between different websites that can consist (17) **from/of** one or many web pages. Today individuals, companies, and institutions use the Internet (18) **for/in** many ways. Businesses use the Internet to provide access (19) **for/to** complex databases, such as financial databases. Companies carry (20) **on/out** electronic commerce, including advertising, selling, buying, distributing products, and providing after-sales services. Businesses and institutions use the Internet for voice and video conferencing and other forms of communication that enable people to work (21) **at/on** a distance. The use of electronic mail (or, more commonly, e-mail) over the Internet has greatly speeded communication (22) **between/from** companies and other individuals. It is becoming a popular alternative (23) **from/to** faxes, telephone calls and conventional mail. E-mail is very quick, cheap and easy to use, and it is also extremely convenient. Paper and stamps are not needed, and people can store, send and receive messages. Media and entertainment companies use the Internet to broadcast (24) **—/of** audio and video, including live radio and television programs. They also offer online chat groups, in which people carry (25) **in/on** discussions, and online news and weather forecasts. Scientists and scholars use the Internet to communicate with colleagues, to carry (26) **in/out** research (27) **for/in** various fields, to access (28) **—/to** the latest data (29) **about/on** the subjects they are interested (30) **in/of**, to distribute lecture notes and course materials (31) **for/to** students, and to publish papers and articles. Individuals use the Internet (32) **for/to** communication via newsgroups, chat rooms and online forums; they also use it for entertainment, search (33) **for/of**

information, looking (34) **at/up** trading histories of companies' funds and evaluating data (35) **from/on** various goods they want to buy or sell.

The use of the Internet and the computer resulted (36) **from/in** the appearance of the new vocabulary. Such words from it as file, e-mail, login, modem, hacker, browser, website, scanner, printer and many others have become international.

Exercise 17

● *Fill in the blanks with the words from the box.*

all, basically, either, even, finally, however, instead of, just, next, or, since, so, such as, that, whatever, yet

Who Invented Google?

A search engine is a program that searches the Internet and finds webpages for the user based on the keywords that you submit. There are several parts to a search engine (1) _____ search engine software including boolean operators, search fields, display format, etc.

The very popular search engine called Google was invented by Larry Page and Sergey Brin. Google was named after a googol — the name for the number 1 followed by 100 zeros — found in the book *Mathematics and the Imagination* by Edward Kasner and James Newman. To Google's founders the name represents the immense amount of information (2) _____ a search engine has to sift through.

In 1995, Larry Page and Sergey Brin met at Stanford University as graduate students in computer science. By January of 1996, the pair began collaborating on writing a program for a search engine dubbed BackRub, named after its ability to do back link analysis.

(3) _____, Larry Page and Sergey Brin began working on Google. Operating out of their dorm rooms, the pair built a server network using cheap, used, and borrowed PCs. They maxed their credit cards buying terabytes of disks at discount prices. They tried to license their search engine technology; (4) _____, after failing to find anyone who wanted their product at an early stage of development, Page and Brin decided to keep Google, seek more financing, improve the product, and take it to the public themselves.

The strategy worked and after more development Google (5) _____ became a hot commodity. Co-founder of Sun Microsystems, Andy Bechtolsheim said after a quick demo of Google, «Instead of us discussing all the details, why don't I just write you a check?»

The \$100,000 check was made out to Google Inc., however, Google Inc. as a legal entity did not exist (6) _____. Larry Page and Sergey Brin incorporated within two weeks, cashed that check, and raised \$900,000 more for their initial funding.

In September of 1998, Google Inc. opened in Menlo Park, California and Google.com, a beta search engine, was answering 10,000 search queries every day. Google has grown into the most popular search engine on the planet.

In the last few years, Google has attained the ranking of № 1 search engine on the Web, and consistently stayed there.

How does Google's search engine work? (7) _____, Google is a crawler-based engine, meaning that it has software programs designed to «crawl» the information on the Net and add it to its sizeable database. All you need to do is (8) _____ enter a word or phrase and hit «enter». Google will only come up with results that contain all the words in the search word or phrase; (9) _____ refining your search just means adding or subtracting words to the search terms you've already submitted.

Google's search results can easily be narrowed down by using phrases (10) _____ just one word; for example, when looking for «coffee» search for «Starbucks coffee» and you'll get much better results.

Google doesn't care about capitalized words and will (11) _____ suggest correct spellings of words or phrases. Google also excludes common words such as «where» and «how», and (12) _____ Google will return results that include all of the words you enter in, there's no need to include the word «and», as in «coffee and starbucks».

There are so many extra search options on Google that it's difficult to find space to list them (13) _____. Here are a few special features:

Search for Books: If you're looking for a text from a specific book, type in the name of the book (in quotes), (14) _____ if you're looking for books about a particular subject, type in «books

about xxx». Google will return results that contain content (15) _____ in the book itself, or will offer links to Book Results at the top of the search page.

Google Calculator: Use Google's calculator by just typing in (16) _____ calculation you'd like Google to figure out.

Google Definitions: Ask Google to define something by typing in define (insert term).

Exercise 18

● Fill in the blanks with the words from the box.

characters, compatible, following, handling, links, messaging, order,
update

Twitter is an online social networking and microblogging service that enables its users to send and read text-based posts of up to 140 (1) _____, known as «tweets». It was created in March 2006 by and launched that July. The service rapidly gained worldwide popularity, with over 300 million users as of 2011, generating over 300 million tweets and (2) _____ over 1.6 billion search queries per day. It has been described as «the SMS of the Internet».

Users can tweet via the Twitter website, (3) _____ external applications (such as for smartphones), or by Short Message Service (SMS). Users may subscribe to other users' tweets — this is known as (4) _____ and subscribers are known as followers or tweeps (Twitter + peeps). The users can also check the people who are un-subscribing them on Twitter better known as unfollowing via various services.

Twitter allows users the ability to (5) _____ their profile by using their mobile phone either by text (6) _____ or by apps released for certain smartphones

As a social network, Twitter revolves around the principle of followers. When you choose to follow another Twitter user, that user's tweets appear in reverse chronological (7) _____ on your main Twitter page. If you follow 20 people, you'll see a mix of tweets scrolling down the page: breakfast-cereal updates, interesting new (8) _____, music recommendations, and many others.

Exercise 19

● *Translate the following sentences into English using your active vocabulary.*

1. Компьютер предназначен для создания, хранения, обработки и передачи данных. Данные — это информация, хранящаяся в компьютере. 2. У портативных компьютеров такие же детали и программное обеспечение, как и у персональных компьютеров, но они более компактные и легкие и имеют плоский жидкокристаллический дисплей вместо традиционного видеомонитора. 3. В 1971 году компания IBM (International Business Machine) представила первый в мире гибкий магнитный диск. 4. Когда компьютер выключен, его данные хранятся на жестком диске. 5. Клавиатура представляет собой внешнее устройство для ввода данных в компьютер. 6. Основная микросхема, производящая в компьютере обработку информации, называется процессором. 7. Принтер — устройство для вывода информации на бумагу посредством печати. 8. Если вы хотите передать информацию, воспользуйтесь модемом — устройством для передачи цифровой информации между компьютерами. 9. Ты можешь сохранить полученное электронное сообщение. 10. Если ты хочешь увидеть информацию на экране, щелкни кнопкой мыши.

Crime and Police

Vocabulary

● *Read and learn the following words and word combinations.*

accidentally *adv* — случайно, нечаянно; непредумышленно

accuse (of) *v* — обвинять кого-л.; выдвинуть обвинение (против кого-л.)

accused *n* — обвиняемый

admission *n* — признание

admission of one's guilt — признание своей вины

admit (to smb) *v* — признавать (вину), признаваться, сознаваться

arrest (for, on charges of) *n* — арест, задержание (на основании)

under arrest — под арестом

make an arrest — арестовывать

assassinate *v* — убивать (обычно политического или общественного деятеля)

baton *n* — 1) полицейская дубинка; 2) *v* — бить дубинкой

blackmail *n* — 1) шантаж; вымогательство; 2) *v* — шантажировать: вымогать деньги

break (broke, broken) into *v* — вламываться, взломать дверь

bribe *n* — 1) взятка, подкуп; 2) *v* — подкупать; давать взятку

briber *n* — тот, кто дает взятку, взяткодатель *Syn:* **bribe-giver**

bribery *n* — взяточничество *Syn:* **bribe-taking**

burglar alarm *n* — охранный сигнализация

burglary *n* — кража со взломом *Syn:* **robbery**

cheat *v* — мошенничать, ловчить; надувать

commit *v* — совершать (обычно выходящее за какие-л. рамки действия и т. п.)

commit a crime — совершить преступление

commit suicide — покончить жизнь самоубийством

crime *n* — преступление; злодеяние, нарушение, правонарушение

crime number — член преступной группы; член шайки, банды

crime prevention — предотвращение совершения преступления

crime rate — уровень преступности

crime scene — место совершения преступления

criminal *adj* — 1) преступный; уголовный; 2) *n* — правонарушитель, преступник

custody *n* — тюремное заключение; заточение в тюрьму *Syn*: **imprisonment**

take into custody — арестовать, взять под стражу

deny *v* — отрицать; отвергать; не признавать

evidence *n* — 1) доказательство, подтверждение; свидетельство *Syn*: **proof**

2) улика; свидетельское показание

evidence (against) — свидетельство (против)

gather evidence — собирать улики

give (produce, provide) evidence — давать свидетельские показания

circumstantial evidence — косвенные доказательства или улики

conclusive evidence — неопровержимое доказательство

direct evidence — прямые улики

fingerprint *n* — 1) отпечаток пальца; 2) *v* — снимать отпечатки пальцев

forgery *n* — подделка, подлог, фальсификация, фальшивка

fraud *n* — обман; мошенничество, жульничество

fraudster *n* — жулик, мошенник, обманщик, плут *Syn*: **cheat, deceiver**

guilt *n* — вина, виновность

guilty (of) *adj* — виновный (в чем-л.)

handcuff *n* — наручник

put (the) handcuffs on smb. — надеть на кого-л. наручники

remove handcuffs — снять с кого-л. наручники

illegal *adj* — незаконный, противозаконный *Ant*: **legal**

imprisonment *n* — заключение (в тюрьму); лишение свободы

innocent *adj* — невиновный

intentional *adj* — намеренный, преднамеренный, умышленный

investigate *v* — расследовать; получать сведения

investigation *n* — расследование, следствие

just *adj* — беспристрастный, справедливый
justice *n* — 1) справедливость; 2) правосудие, юстиция
kidnapping *n* — похищение людей
law *n* — закон
 break, violate a law — нарушить, преступить закон
 obey, observe a law — соблюдать закон, подчиняться закону
 law and order — правопорядок
manslaughter *n* — непредумышленное убийство
murder *n* — 1) убийство; 2) *v* убивать
 brutal murder — ужасное, зверское убийство
 serial murders — серия убийств, серийные убийства
 cold-blooded murder — преднамеренное убийство; хладнокровное убийство
murderer *n* — киллер, убийца *Syn:* **killer, assassin**
 serial murderer — убийца-маньяк
offence (against) *n* — проступок, нарушение (чего-л.); преступление
 criminal offence — уголовное преступление
 minor offence — мелкие правонарушения, проступок
 serious, capital offence — серьезное правонарушение
penalty *n* — наказание; взыскание, штраф
pickpocket *n* — вор-карманник
pickpocketing *n* — карманная кража
police *n* — полиция, полицейские
 police patrol — полицейский патруль
 police raid — налет полиции
 police station — полицейский участок
prevent *v* — предотвращать, предупреждать
 prevent crime — предупреждать преступность
prevention *n* — предотвращение, предохранение, предупреждение
 prevention of crime — предотвращение совершения преступления
proof *n* — доказательство (виновности)
questioning *n* — допрос
 close questioning — подробный допрос
 under questioning — на допросе
ransom *n* — выкуп
rape *n* — 1) изнасилование; 2) *v* — насиловать, изнасиловать
rob (of) *v* — грабить; воровать, красть (что-л.)
robbery *n* — кража; грабеж *Syn:* **burglary, theft**
search (for) *v* — 1) искать; вести поиски, разыскивать; 2) *n* — поиск, розыск (улик)

make a search — искать

careful, thorough search — тщательные поиски

fruitless search — бесплодные поиски

search *n* — 1) обыск; 2) *v* — обыскивать; производить обыск (личных вещей, в доме)

seizure *n* — захват, взятие силой

shoplift *v* — красть из магазина

smuggler *n* — контрабандист

steal (stole, stolen) (smth. from smb.) *v* — воровать, красть; похищать; грабить

suspicion *n* — подозрение

be above/under suspicion — быть вне подозрений/под подозрением

suspect (of) *n* — 1) подозреваемый человек; 2) *v* — подозревать

take action (about) — начинать действовать; принимать меры относительно (чего-л.)

take measures/steps — принимать меры

theft *n* — воровство, грабеж, кража *Сyn:* **stealing, robbery**

thief *n* — вор

threat *n* — опасность, угроза

under threat of — под угрозой (чего-л.)

carry out, fulfill a threat — приводить угрозу в исполнение

victim *n* — жертва, пострадавший

violence *n* — жестокость, насилие

warrant *n* — ордер (на арест, обыск и т.п.)

arrest warrant — ордер на арест

search warrant — ордер на обыск

(eye)witness *n* — 1) очевидец; 2) *v* — видеть, быть свидетелем (чего-л.)

Text

● *Read and translate the following text.*

Crime is an activity that involves breaking the law. There are different kinds of crime. Among the major common crimes are murder and manslaughter, rape, robbery, burglary, and kidnapping. Other offences include forgery, bribery, blackmail, and smuggling; pickpocketing and shoplifting refer to theft committed either in the street (or in some kind of transport) or in the shop.

Murder is considered to be the most serious crime. Serial cold-blooded murders make the police take immediate steps and action about searching for the criminal who committed such brutal crimes. Manslaughter may involve killing somebody by an enraged person under circumstances that would cause a reasonable person to become uncontrollably angry. Accidentally hitting and killing a pedestrian while driving a car or accidentally shooting someone to death while carelessly handling a revolver are also examples of this type of crime. Rape is a brutal crime which refers to sexual crimes. The crime of stealing money or goods from a bank, store, or person especially using violence or threats is called robbery. Robbers may use guns and shoot during the robbery. In this case they may be found guilty both of robbery and murder. Burglary means breaking into the dwelling house of another person in the nighttime with the purpose to steal whatever can be found. To prevent such a crime burglary alarms are recommended to install. Police patrols come immediately to the house after receiving the alarm. Kidnapping generally involves the seizure of a person by force or threat against his or her will. The common purpose of kidnappers is to obtain a ransom.

Such a crime as forgery may be referred to minor offences but it may result in huge losses of property or money. A person commits forgery if he or she makes a false writing in a document. Examples of documents are a check, stock certificate, bond, will, and contract. The forger's act often consists of signing the name of a real or fictitious person (not the forger's own name), filling in a blank. Another form of such a crime is art forgery, when copies of art objects are offered for sale as original works of art.

If a person gives or promises to give a public official something of value with a purpose to influence the official's fulfillment of his or her duty, the criminal is called a briber. The public official who agrees to a bribe, also commits bribery and is called a bribe taker. Blackmail is a threat that causes the victim to give money or property to the criminal. It may involve revealing a secret about the victim or a threat to kill or injure the victim or a member of the victim's family.

Smuggling is an old crime. The crime means bringing into or out of a country goods for which duty has not been paid; goods the imports or exports of which are prohibited; or people who wish to

cross a border illegally. Today, the most serious cases of smuggling involve illegal traffic in narcotic drugs and in armaments.

If a person is found guilty of the crime, he or she will be punished under criminal law by a fine, imprisonment, or death.

Police is an official organization whose job is to make people obey the law and to prevent and investigate crime. Policemen are usually armed with guns and batons and have handcuffs to put on an arrested person. The investigation methods include a careful examination of the crime scene, gathering direct and circumstantial evidence, and close questioning of witnesses and suspects. The police have the right to search a suspect or a house if they have a warrant to do it, make arrests of suspects, and fingerprint people suspected of committing a crime. In recent decades, the Supreme Court of the United States has imposed conditions on police methods, such as the requirement that immediately after the arrest a person should be informed of his or her rights, including the right to defense and the right to remain silent.

Another aim of police is to prevent attempts of assassinations of prominent political and religious leaders. Crime prevention also means activities related to improving the security of homes and businesses, and to educating citizens to protect themselves. Other goals of the police are to control traffic, maintain order, and deal with emergencies and disasters.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|--|--|
| 1. Crime is an illegal act | a. to obtain a ransom. |
| 2. Murder is considered to be | b. called a bribe taker. |
| 3. Manslaughter may involve | c. a suspect, make arrests, and fingerprint people suspected of committing a crime. |
| 4. Robbery is a crime | d. that immediately after the arrest a person should be informed of his or her rights. |
| 5. Burglary is breaking into the house | e. with guns and batons. |

- | | |
|--|--|
| 6. The common purpose of kidnappers is | f. that involves breaking the law. |
| 7. A person commits forgery if | g. whose job is to make people obey the law and to prevent and investigate crime. |
| 8. The official who agrees to a bribe is | h. the most serious crime. |
| 9. Blackmail is a threat that causes the victim | i. of another person in the nighttime with the purpose to steal whatever can be found. |
| 10. Smuggling is | j. to control traffic, maintain order, and deal with emergencies and disasters. |
| 11. Police is an official organization | k. he/she makes a false writing in a document. |
| 12. Policemen are usually armed | l. to give money or property to the criminal. |
| 13. The police have the right to search | m. killing somebody by an enraged person. |
| 14. The Supreme Court of the United States has imposed the requirement | n. of stealing money or goods from a bank, store, or person using violence or threats. |
| 15. Other goals of the police are | o. an old crime. |

Exercise 2

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. Rape, murder and kidnapping are among the major common crimes.
2. Blackmail and smuggling are committed by thieves.
3. Manslaughter is an intentional murder.
4. Rape is an accidental hitting and killing a pedestrian while driving a car.
5. Robbers are found guilty both of robbery and murder.
6. Burglaries usually occur at night.

7. Kidnappers make the victim or his relations pay a ransom.
8. A person who commits forgery must have a good handwriting.
9. Art collectors may suffer enormous losses because of forgery.
10. A victim must reveal a secret to a blackmailer.
11. Illegal traffic in narcotic drugs refers to smuggling.
12. Punishments for committing various crimes include a fine, imprisonment, or death.
13. Policemen try to make people obey the law and prevent and investigate crime.
14. To search a criminal policemen examine the crime scene, gather direct and circumstantial evidence, and question witnesses and suspects.
15. Police require that an arrested person should remain silent.
16. An assassination means committing suicide.

Exercise 3

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|-------------------|--|
| 1. admission | a. the act of stopping something bad from happening |
| 2. baton | b. a device usually fit in the door that warns people when somebody is trying to enter illegally |
| 3. burglary alarm | c. the legal system used to punish people who have committed crimes |
| 4. evidence | d. a feeling that somebody has done something wrong, illegal or dishonest, even though you have no proof |
| 5. innocence | e. a statement in which a person admits that he has done something wrong or bad |
| 6. investigation | f. a person who has been attacked, injured or killed as the result of a crime |
| 7. justice | g. a short thick stick that police officers carry as a weapon |

- | | |
|---------------|---|
| 8. law | h. facts, signs or objects that make you believe that something is true |
| 9. prevention | i. the fact of not being guilty of a crime |
| 10. ransom | j. a legal document that is signed by a judge and gives the police authority to do something |
| 11. suspicion | k. the whole system of rules that everyone in a country or society must obey |
| 12. victim | l. an official examination of the facts about a crime |
| 13. warrant | m. money that is paid to somebody so that they will set free a person who is being kept as a prisoner by them |

Exercise 4

● Fill in the blanks with the words from the box.

accused, arrest, crime, custody, evidence, guilt, investigation, offense, police, questioning, scene, suspect, warrant, witnesses

The first step in a criminal prosecution is normally the arrest of the suspect. Arrests can be made with or without a (1) _____ (a document issued by a court prior to an arrest that clearly specifies the nature of the offense for which the (2) _____ is being arrested). An arrest is the process of taking a person into (3) _____ for the purpose of charging that person with a crime. An arrest is typically preceded by an (4) _____ in which the police seek to determine whether a (5) _____ was actually committed; and if it was committed, whether there is sufficient information pointing to the (6) _____ of a particular individual.

The investigation may involve, among other techniques, personal observation by a police officer, questioning of (7) _____ and the suspect, and collecting and examining physical (8) _____ left at the (9) _____ of a crime. Before (10) _____ a suspect in custody, the (11) _____ must inform him or her of certain legal rights.

A police officer may properly make an (12) _____ without a warrant if a serious crime is committed or attempted in the

officer's presence, or if the officer reasonably believes a crime has been committed and that the (13) _____ did it. A police officer may also make an arrest for any minor (14) _____ committed or attempted in the officer's presence.

Exercise 5

● *Fill in the blanks with the corresponding words. Consult the dictionary if necessary.*

NOUN (activity)	NOUN (doer)	VERB
1.	assassin	
2.	blackmailer	
3.		bribe
4. burglary		burgle
5.	forger	forger
6. fraud		cheat
7.	kidnapper	
8.		murder
9. pickpocketing		steal
10.	rapist	
11. robbery		
12.	shoplifter	shoplift
13. smuggling		smuggle
14.	thief	steal

Exercise 6

● *Fill in the blanks with the words from the box.*

assassination, blackmailed, bribery, crime, fraud, forgery, kidnappers, manslaughter, rape, robbed, robbery, smuggling, stealing, theft

1. Police are investigating the _____ of computers from the company's offices. 2. She was _____ of all her money and jewelry. 3. He had been _____ from his employer for years. 4. The president survived a number of _____ attempts. 5. The _____ are

demanding a ransom of \$1 million. 6. She was charged with credit card _____. 7. Stores spend more and more on _____ prevention every year. 8. There has been an armed _____ in the area recently. 9. He admitted the charge of _____. 10. _____ is the crime of taking, sending or bringing goods secretly and illegally into or out of a country. 11. Experts do not agree with claims that the painting is a _____. 12. She _____ him for years by threatening to tell the newspapers about their affair. 13. It was not an intentional murder. It was self-defense, so we can consider the crime as _____. 14. She was arrested on _____ charges. Her colleague saw her take money from a visitor.

Exercise 7

● Find the odd word in the following word chains.

- | | | | |
|-----------------|---------------|--------------|---------|
| 1. fraud | burglary | baton | bribery |
| 2. kidnapping | fraudster | manslaughter | rape |
| 3. smuggler | pickpocket | thief | cheat |
| 4. penalty | punishment | sentence | warrant |
| 5. custody | crime | offence | forgery |
| 6. pickpocket | thief | shoplifter | ransom |
| 7. blackmail | bribe | search | cheat |
| 8. imprisonment | investigation | punishment | custody |
| 9. assassinate | rob | murder | kill |
| 10. produce | give | commit | provide |

Exercise 8

● Fill in the blanks with the words from the box.

changes, criminals, data, evidence, fingerprints, investigation, judicially, measures, questioned, responds, studied

Forensic science is a scientific method of gathering and examining (1) _____. Crimes are solved with the use of pathological examinations that gather (2) _____, palm prints, footprints, tooth bite prints, blood, hair and fiber samples. Handwriting and typewriting samples are (3) _____, including all ink, paper, and typography. Ballistics techniques are used to identify weapons

as well as voice identification techniques are used to identify (4) _____.

John Larson, a University of California medical student, invented the modern lie detector (polygraph) in 1921. Used in police interrogation and (5) _____ since 1924, the lie detector is still controversial among psychologists, and is not always (6) _____ acceptable. The name "polygraph" comes from the fact that the machine records several different body responses simultaneously as the individual is (7) _____.

The theory is that when a person lies, the lying causes a certain amount of stress that produces (8) _____ in several involuntary physiological reactions. A series of different sensors are attached to the body, and as the polygraph (9) _____ changes in breathing, blood pressure, pulse and perspiration, pens record the data on graph paper. During a lie detector test, the operator asks a series of control questions that set the pattern of how an individual (10) _____ when giving true and false answers. Then the actual questions are asked, mixed in with filler questions. The examination lasts about 2 hours, after which the expert interprets the (11) _____.

Exercise 9

● *The verbs in the middle column have been jumbled. Put them in their right sentences.*

- | | | |
|--------------------|-----------|---|
| 1. He | burgled | committing the crime as he had an alibi. |
| 2. She is | made | of attempting to cheat the bank cashier. |
| 3. Police are | denied | possible links between the murders. |
| 4. The government | obey | steps to prevent a scandal. |
| 5. Nothing would | admit | his speaking against violent actions of police. |
| 6. Most crimes are | witnessed | by young men. |
| 7. He refused to | prevent | his guilt. |

- | | | |
|-------------------------|----------------|------------------------------------|
| 8. My neighbors were | commit-
ted | three times last year. |
| 9. The customs officers | took | her of smuggling. |
| 10. Burglars had | stole | in while we were away. |
| 11. Everybody should | suspected | the law. |
| 12. Detectives | accused | a thorough search of the building. |
| 13. The policeman | violated | on handcuffs on the arrested. |
| 14. The pick-pocket | broken | a wallet in the crowded place. |
| 15. You have | put | the law. |
| 16. On September 11 we | investigating | one of the most terrible events. |

Exercise 10

● Choose the proper variant.

1. The customs officers **searched/suspected** through our bags.
 2. A thief is a person who **cheats/steals** things, especially secretly and without using **law/violence**. 3. They **robbed/stole** the bank several days ago. The police took **acts/action** about the **crime/theft**. 4. The policeman **bribed/violated** the law because he came into the room and made a **thorough/through** search without a **victim/warrant**. 5. Evidence that contains information and details that strongly suggests that something is true but does not prove it is called **circumstantial/direct**. 6. He was in **questioning/custody** **accused/arrested** of the murder of a policeman. 7. I am sure he is **innocent/guilty** of the crime. The **evidence/fingerprint** against him is convincing. 8. **Justice/Laws** are based on the principles of **justice/laws**. 9. He gave a **bribe/fraud** to the chief officer. 10. He is the main **suspect/victim** in the investigation. The police **accuse/investigate** him of rape. 11. The **robbed/stolen** works of art were found during the police **patrol/raid**.

Exercise 11

● Replace the words in bold type by their synonyms in the box.

capital, fulfilled, measures, obey, offence, on charges of, produced,
proof, thorough, violated

1. The witness **provided** conclusive **evidence**. 2. She was arrested **for** shoplifting. 3. The **careful** search turned out to be fruitless. 4. If you don't **observe** the law, you may be in trouble. 5. The police are taking **steps** to investigate the **crime**. 6. The criminals **carried out** their threat. 7. Murder is a **serious** offence. 8. They **broke** the law and were arrested.

Exercise 12

● Choose the proper variant from A, B, C, or D.

1. The whole family is currently under _____ of her murder.
(A) admission . (C) prevention
(B) suspicion (D) penalty
2. The youths were arrested and _____ for the knife.
(A) accused (C) searched
(B) suspected (D) committed
3. Do you have a list of likely _____?
(A) ransom (C) seizure
(B) suspects (D) handcuffs
4. There is no _____ that the knife belonged to her.
(A) threat (C) offence
(B) victim (D) proof
5. He claims that it is his first _____, as he has been found _____ of committing a crime for the first time.
(A) crime, innocent (C) guilt, offence
(B) offence, guilty (D) penalty, imprisonment
6. The stolen car was examined for _____.
(A) robbery (C) fingerprints
(B) burglary (D) search
7. He's getting good at _____ his mother's signature.
(A) bribing (C) forging
(B) stealing (D) blackmailing

8. The policemen armed with _____ tried to force the crowd back.
(A) batons (C) warrants
(B) handcuffs (D) offence
9. Crime _____ among youngsters is steadily increasing.
(A) member (C) guilt
(B) evidence (D) rate
10. Her chief manager was _____ of theft and fraud.
(A) admitted (C) accused
(B) robbed (D) denied
11. Exceeding speed limit is considered among drivers a minor _____.
(A) offence (C) bribe
(B) fraud (D) smuggling
12. In his letter he threatens to tell my wife about my debts if I don't pay him. He is a _____.
(A) briber (C) fraudster
(B) forger (D) blackmailer
13. The _____ of John F. Kennedy in 1961 shook all Americans.
(A) manslaughter (C) suicide
(B) assassination (D) murder
14. The police struggle to maintain _____ and order.
(A) arrests (C) evidence
(B) law (D) proof
15. I think it was a _____ decision to take him into custody. He is a _____ murderer.
(A) brutal, innocent (C) fair, brutal
(B) illegal, guilty (D) direct, serial
16. I think, it is not a _____. Look at the letter. She committed _____.
(A) penalty, crime (C) offence, murder
(B) crime, admission (D) crime, suicide

Exercise 13

● Fill in the blanks with the words from the box.

**alternatively, and, but, finally, first of all, if, just, or, so, that, unless,
whether, when**

(1) _____ you're still living at home or you're at university, the chances are that you have a lot of expensive stuff in your bedroom. If you do get burgled, computers, stereos and TVs are not cheap to replace (2) _____ it's important to do everything you can to protect them.

(3) _____, get insured against theft. If you're at home, your parents' insurance policy will cover you, (4) _____ if you live away from home you'll have to take out your own. Insurance companies often have special deals for students, so shop around for the best offer.

Marking your property with your postcode increases the chance of recovering it if you are the victim of a burglary. You can do this by using an ultra-violet (UV) marker pen. You won't be able to see the mark that you make (5) _____ you shine a UV light over it. You can get a pen from most hardware stores (6) _____ they're not expensive.

(7) _____, your local police force may go to your school, college or university where they'll mark your property for free.

(8) _____ you're out and about, there are a few things to remember that will reduce the chances of getting your things stolen.

It's a lot easier for a pickpocket to take your wallet or purse out of a back pocket, so always carry it in a front one. When you need to pay for something (9) _____ use a cash machine, only take your wallet out when you need to and don't flash your cash about. This (10) _____ lets criminals know you're carrying something around (11) _____ is worth stealing.

If you're carrying a bag, try to have it around your front with your hand over the fastening. This makes it easier for you to tell (12) _____ someone is attempting to snatch it.

(13) _____, if you like listening to music on the move, carry your MP3 player in an inside pocket and your headphone wires are hidden beneath your clothes.

Exercise 14

● *Fill in prepositions where necessary.*

1. Nobody who was near the scene of the crime is _____ suspicion. 2. Five people have been arrested _____ burglary. They are suspected _____ stealing ancient coins and artefacts _____ the art gallery by breaking _____ late at night 3. This cold-blooded murder is an offence _____ humanity. 4. He has to live _____ the threat of assassination. 5. _____ questioning the thief had to admit _____ his guilt _____ the police. 6. He is suspected _____ kidnapping, but there is no conclusive evidence _____ him. 7. They are accused _____ drug dealing and taken _____ custody. 8. They are _____ suspicion now as the evidence proves that their property has been obtained _____ fraud. The police are now taking action _____ arresting them _____ forgery and searching _____ witnesses _____ their illegal activity. 9. He denies _____ being guilty _____ cheating. 10. She was robbed _____ her jewels and money. 11. Remember, if you have violated _____ the law, you will be made to obey _____ it. 12. In Sweden it is _____ the law to hit a child.

Exercise 15

● *Translate the following sentences into English using your active vocabulary.*

1. После допроса обвиняемого инспектор получил ордер на обыск в офисе компании, руководитель которой подозревался в подлоге. 2. Убийство при самозащите можно отнести к непредумышленным убийствам. 3. Женщина, жертва ограбления, которое было совершено месяц назад, позвонила в полицию и сообщила, что она случайно увидела одного из преступников и запомнила номер его автомобиля. 4. Я сейчас расследую интересное преступление. Господин Н. долгое время шантажировал господина М. за то, что тот получил взятку. Оба считают себя невиновными и отрицают свою вину. М. заявляет, что он жертва шантажиста, которому приходится платить выкуп, а Н. уверен, что он борется с преступниками, нарушившими закон, т.к. взяточничество не является незначительным правонарушением. Как ты считаешь, кто совершил более серьезное преступление?

Court and Punishment

Vocabulary

● *Read and learn the following words and word combinations.*

accusation *n* — обвинительное заключение, обвинительный акт

accused *n* — ответчик, подсудимый

acquit (of) *v* — оправдывать (в совершении преступления)

acquittal *n* — оправдание

acquitted *n* — оправданный, признанный невиновным (в совершении преступления)

affect *n* — 1) аффект *Syn: emotion*

v — 2) оказывать воздействие, влиять; касаться, затрагивать

appeal (to) *n* — апелляция; право апелляции

lose/win an appeal — проиграть/выиграть апелляцию

take an appeal to a higher court — подать апелляцию в суд высшей инстанции

deny an appeal — отклонить апелляцию

appeal (against) *v* — подавать апелляционную жалобу, обжаловать

attorney *n* — поверенный; адвокат; юрист *Syn: lawyer*

be ashamed of *v* — стыдиться чего-л.

bring in *v* — вводить

capital *adj* — наказуемый смертной казнью

capital case — дело о преступлении, за которое может/должна быть назначена смертная казнь

capital punishment — смертная казнь, высшая мера наказания

case *n* — судебное дело

decide a case — вынести решение по делу

hear, try a case — заслушивать судебное дело

lose/win a case — проиграть/выиграть дело, процесс
cell *n* — тюремная камера
charge *n* — обвинение *Syn:* **accusation**
make a charge (of) — предъявить обвинение
prove a charge — доказать обвинение
false charge — лживое, сфабрикованное обвинение
charge with *v* — обвинять (в чем-л.)
claim *v* — заявлять, утверждать; требовать
confess (to) *v* — признаваться (в совершении преступления)
confession *n* — признание вины
force a confession from — вынудить кого-л. признаться в чем-л.
forced confession — вынужденное признание
make a confession — заявлять о признании вины
control oneself *v* — сдерживаться, сохранять самообладание
convict (of) *v* — осуждать, признавать виновным (в чем-л.)
convict(ed) *n* — отбывающий наказание (преступник); осужден-
 ный
conviction *n* — осуждение, признание виновным
court *n* — суд
the Court of Appeal — апелляционный суд
the Supreme Court — Верховный суд
the European Court of Human Rights — Европейский суд по правам
 человека
courtroom *n* — зал суда
defend *v* — защищать обвиняемого в суде
defense *n* — защита
drive mad *v* — сводить с ума
effect *n* — действие, влияние; воздействие
escape *n* — бегство; побег
escape from prison — побег из тюрьмы
escape *v* — 1) бежать, совершать побег; 2) избежать (наказания, опасности)
escaped convict/prisoner — беглый заключенный
fault *n* — вина, проступок
get rid (of) *v* — избавиться (от кого-л. или чего-л.)
give up *v* — оставить, отказаться; бросить (привычку)
go in *v* — начинать заниматься (чем-л.)
in the end — в конце концов, наконец, в конечном счете *Syn:*
finally
judge *n* — 1) судья; 2) *v* — судить, выносить приговор *Syn:* **try**

jury *n* — присяжные

law *n* — закон

fair, just law — справедливый закон *Ant:* **unfair, unjust law**

lawyer *n* — юрист; адвокат

mock (at) *v* — насмехаться (над кем-л.); издеваться

on the ground that — 1) на основании (того, что); 2) на том основании (что)

offender *n* — преступник *Syn:* **wrongdoer, lawbreaker**

prison *n* — тюрьма *Syn:* **jail**

go to prison/jail, be sent to prison/jail — сесть в тюрьму

prisoner *n* — 1) заключенный, арестант; 2) подсудимый, обвиняемый

prosecute *v* — выступать в качестве обвинителя

prosecutor *n* — обвинитель, прокурор

punish *v* — наказывать; карать

punishment *n* — кара, наказание *Syn:* **penalty**

administer punishment — применять наказание

escape punishment — избежать наказания, остаться безнаказанным

cruel, severe punishment — строгое, суровое наказание

light, mild punishment — мягкое, нестрогое наказание

just punishment — заслуженная кара, заслуженное наказание

put forward *v* — выдвигать, предлагать (идею)

release *n* — 1) освобождение (из заключения); 2) *v* — освобождать

sentence *n* — 1) приговор, обвинительное заключение *Syn:* **verdict, conviction**

reduce a sentence — смягчать приговор, сократить срок наказания

execute a sentence — исполнять приговор

pronounce a sentence — выносить приговор

capital, death sentence — смертный приговор

prison sentence — тюремное заключение, тюремный срок

2) *v* — выносить приговор; приговаривать

settle down *v* — остепениться

take pleasure in — находить удовольствие в

term *n* — срок, продолжительность

prison/jail term — срок тюремного заключения

trial *n* — судебное разбирательство; судебный процесс, суд

be on trial — быть под судом

stand trial — представлять перед судом

bring to trial, put on trial — привлекать к суду
try v — проводить расследование; выяснять обстоятельства дела
try a case — рассматривать дело
be tried — быть судимым
verdict n — вердикт; решение присяжных заседателей
announce a verdict — огласить решение, вердикт, приговор
witness n — 1) свидетель (в суде); 2) **v** — (**against, for**) свидетельствовать, давать показания

Text

● Read and translate the text.

«George Elephant!» called the Clerk in Court Number One; and a small man with glasses was brought in.

«Are you George Elephant?» asked the Clerk.

«I am».

«You are charged with murder; that you on the 19th day of January 1948 murdered Jane Elephant. How say you, George Elephant, are you guilty or not guilty?»

«Not guilty».

«Very well», said the Judge. «You may sit down».

Except for a few remarks on the curious name of the prisoner, few people were interested in the case. The facts as stated were very simple. On the 20th January the prisoner had walked into a police station. «I have killed my wife», he said. «She's quite dead».

No defense was put forward as it seemed a clear case. The prisoner was, however, later defended by Sir Gordon Macintosh, a famous lawyer, who seldom accepted facts as they seemed. He went into that case very thoroughly indeed. These are the facts that he discovered about George Elephant. George was born of ordinary middle-class parents at the end of the nineteenth century. There was no sign of madness in the family. On leaving school George had gone into his father's business, and after that he had married and settled down to an ordinary life. Jane was not a particularly attractive wife. She took a good deal of pleasure in laughing at George, and one of the subjects of which she never seemed to get tired was his last name. George was a little ashamed of his name, but he had never had the courage to change it though he had cer-

tainly suffered a great deal. At school he was called by the names of all known and some unknown animals. But his troubles did not end when he left school. He suffered the smiles of shop girls when he gave his name. He received many calls from telephone jokers who have nothing better to do than to mock at his name. He even thought of giving up the telephone, but he needed it and so he kept it.

When Sir Gordon Macintosh had discovered these facts, he had no doubt at all of the proper defense in the court. He immediately had George examined by famous doctors. He claimed that either the prisoner had been driven mad by his early sufferings and his wife's behaviour; or that he had entirely lost control of himself.

In putting forward the defense of madness he did not say that the prisoner had imagined he was really an elephant. It was proved that George was a quiet little man who had never used violence to anyone. Relations and friends said that his behaviour towards his wife was without fault.

«Why», said Sir Gordon, «should this mild little man kill his wife unless he was mad? I listened to all your names as they were read out in court. You will pardon me if I say that they were all ordinary names. How happy you must be that they are. I do not however, ask you to find the prisoner not guilty out of thankfulness or pity. I ask you to listen to the words of famous doctors. They will tell you that the mind of the prisoner has been affected from his earliest childhood by this extraordinary name. These doctors have discovered that the boy's nurses and teachers used to make him angry by laughing at his name. The effect on his mind was increased by the boys at school, by those whom he met in business, by jokers, and finally by his unfortunate wife. These doctors are ready to say that, in their opinion, the mind of the accused man may have been in such a state that he was not, at the time when he killed his wife, fully responsible for his actions».

Sir Gordon said much more of the same kind and then called his witnesses. The doctors said that the accused was not mad, but that his mind was very much affected by jokes about his name. They thought that he would not have killed his wife if a policeman had been in the room at the time. They agreed that he realized that it was wrong to kill a wife. But the doctors also said that the

prisoner might have been made so angry by his wife's jokes that he could not control himself.

George was not found guilty of murder, but he was sent to prison for seven years, but the case by this time caused great public interest and soon became quite famous.

A law was suggested to make it a serious offence to use the telephone for making jokes about names. Doctors wrote articles, letters were written to the newspapers by those who had unusual names witnessing for George. In the end, George's time in prison was reduced from seven years to three. This meant that George would be released after a little more than two years if he behaved himself well.

Two years later, just before his release, a priest arrived at the prison where George was. He had a talk with George.

«Before you leave», said the visitor, «would you like to say anything to me in secret, so that you may feel, when you leave these walls, that you are starting life with a clean soul?»

George hesitated. «You can trust me, you know», said the man. «Start telling me in your own words the story of your crime. Tell me, for example, what was it that actually led you to kill your wife?»

«Well, as a matter of fact», said George, «I was fond of another woman».

(by Henry Cecil)

Exercise 1

● Find the logical answer in the right column.

- | | |
|---|---|
| 1. What was George Elephant charged with? | a. The prisoner's extraordinary name affected all his life because people including his wife had been mocking at him and this fact might have driven him mad. |
| 2. Did George Elephant admit his guilt? | b. No, he wasn't. |

3. Why did the case seem clear?

4. What features distinguished Sir Gordon Macintosh from other lawyers?

5. What was the most striking fact he discovered in Elephant's case?

6. What did George's relations and neighbours witness?

7. What did the doctors say?

8. Was the prisoner found guilty of the murder?

9. What punishment was George sentenced to?

10. Why was George's time in prison reduced to three years?

11. Why did the priest decide to speak to George?

12. What was the real reason for George committing a crime?

c. In their opinion, the prisoner's mind had been very much affected by jokes about his name and he might have been made so angry by his wife's jokes that he could not control himself.

d. He wanted George to start his life with a clean soul after being released.

e. He was accused of the murder of his wife.

f. His case became famous and many people witnessed for him.

g. Because George Elephant went to the police station and admitted he had committed a murder.

h. No, he didn't.

i. He loved another woman.

j. They claimed that George Elephant was a quiet man who had never used violence to anyone and his behaviour towards his wife had been without fault.

k. He was a famous lawyer who seldom accepted facts as they seemed and who went into his cases very thoroughly.

l. He was sent to prison for seven years.

Exercise 2

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. George Elephant was put on trial for the murder of his wife.
2. George admitted his guilt to the judge in the courtroom.
3. The police had to look for the criminal who had committed the murder for a long time.
4. Sir Gordon Macintosh chose Elephant's case because he was amazed by his name.
5. George's last name caused him a lot of trouble.
6. George's wife liked mocking at his faults.
7. Sir Gordon Macintosh was sure that the prisoner was mad because George had imagined he was really an elephant.
8. Sir Gordon Macintosh invited doctors to examine the prisoner.
9. Sir Gordon Macintosh thought over George's defense thoroughly and brought witnesses for the prisoner and doctors who claimed that George was not mad but had experienced the affective state because of his wife's jokes.
10. The judge sentenced the accused to life punishment.
11. Gordon Macintosh launched a campaign for Elephant's release.
12. George Elephant was released because Sir Gordon Macintosh proved that George had been made a false charge.
13. George confessed the priest that he had killed his wife, as he wanted to get rid of her because of another woman.
14. The habit not to accept facts as they seemed failed Sir Gordon Macintosh.

Exercise 3

● *The words in bold type are jumbled up. Put them in their places.*

1. To **get rid of** means to make somebody more and more angry or irritated, especially over a long period of time.

2. To **be ashamed of** something means to enjoy doing something.

3. To **put forward** means to come to a place with somebody.

4. To **drive mad** somebody is to make yourself free of somebody that is annoying you or that you do not want.

5. To **give up** something means to begin to do something by examining it carefully.

6. To **take pleasure in** somebody means to laugh at somebody in an unkind way.

7. To **go in** means to stop doing or having something.

8. To **mock at** somebody or something means to feel embarrassment and lose honour or respect about something.

9. To **bring into** means to suggest something for discussion.

Exercise 4

● *Match the words on the left with their definitions on the right.*

- | | |
|------------|--|
| 1. accused | a. a person in a court who has the authority to decide how criminals should be punished or to make legal decisions |
| 2. case | b. make somebody suffer because they have broken the law or done something wrong |
| 3. charge | c. act as a lawyer for somebody who has been charged with a crime |
| 4. court | d. a building where people are kept as a punishment for a crime they have committed, or while they are waiting for trial |
| 5. defend | e. let somebody come out of a place where they have been kept |
| 6. jury | f. a public official who charges somebody officially with a crime |
| 7. judge | g. a person who is trained and qualified to advise people about the law and to represent them in a court |
| 8. lawyer | h. a person who is on trial for committing a crime |
| 9. verdict | i. the place where legal trials take place and where crimes, etc. are judged |

- | | |
|----------------|--|
| 10. punish | j. a question to be decided in a court |
| 11. prosecutor | k. a group of members of the public who listen to the facts of a case in a court and decide whether or not somebody is guilty of a crime |
| 12. prison | l. a decision that is made by a jury in a court, stating if somebody is considered guilty of a crime or not |
| 13. sentence | m. a person who gives evidence in a court |
| 14. release | n. accuse somebody formally of a crime so that there can be a trial in a court |
| 15. witness | o. say officially in a court of law that somebody is to receive a particular punishment |

Exercise 5

● Choose the proper variant.

- The jury found him _____ of murder.
a) guilty 2) suspected c) accused
- He was sent to _____ for five years.
a) trial b) court c) prison
- The _____ sentenced him to capital punishment.
a) proof b) judge c) prosecutor
- He has employed one of the UK's top _____ to defend him.
a) judges b) prosecutors c) lawyers
- The _____ was found innocent.
a) acquitted b) accused c) witness
- New legislation makes it a/an _____ to carry guns.
a) punishment b) offence c) prisoner
- We have a _____ to the killing.
a) witness b) murderer c) crime
- The number of _____ with life sentences has fallen.
a) prisoners b) offence c) penalties
- There wasn't enough evidence to bring the case to _____.
a) prison b) questioning c) court

10. The suspect was taken to the nearest _____ for questioning.
a) lawyer b) prosecutor c) police station
11. He was charged with _____.
a) punishment b) murder c) penalty
12. She has announced that she will _____ herself in the case.
a) deny b) defend c) prevent
13. After being questioned by the police, he was _____ without charge.
a) released b) accused c) convicted
14. Several people were arrested but nobody was _____.
a) committed b) charged c) confessed
15. In spite of the lawyer's skill they lost the _____.
a) questioning b) release c) case

Exercise 6

- *Divide the following nouns into four groups: **Crime, Police, Court, and Punishment**. Some of them may be referred to several groups.*

cell, questioning, robbery, shoplifting, judge, case, evidence, witness, arrest, charge, defense, sentence, conviction, prison, theft, trial, prosecutor, jury, murder, assassination, fraud, lawyer, accusation, police station, rape, handcuffs, courtroom, kidnapping, smuggling, criminal, acquittal, investigation, burglary, fine

Exercise 7

- *Match the verbs in the box with their definitions.*

acquit, appeal, confess, convict, escape, execute, prosecute, try, witness

1. admit, especially formally in a court or to the police, that you have done something wrong or illegal
2. examine evidence in a court and decide whether somebody is innocent or guilty
3. decide and state officially in a court that somebody is guilty of a crime
4. give evidence about something in a court

5. get away from a place where you have been kept as a prisoner or not allowed to leave

6. make a formal request to a higher court for a decision to be changed

7. decide and state officially in a court that somebody is not guilty of a crime

8. officially charge somebody with a crime in a court

9. kill somebody as a legal punishment

Exercise 8

● *Fill in the blanks with the proper verbs from Exercise 7.*

1. Two people _____ against the accused. 2. After hours of questioning, the suspect _____ to the murder. 3. James Cooper, who _____, claimed that the witness for defense was lying. 4. There wasn't enough evidence to _____ her. She said she would _____ to a higher court. 5. The case was _____ before a jury. 6. He was _____ on the grounds of insufficient evidence. 7. The prisoners were caught trying to _____.

Exercise 9

● *Choose the proper variant.*

1. To say officially in the court that the **accused/guilty/wrong-maker** is to receive a particular **acquittal/punishment/charge** means to **arrest/sentence/acquit** the prisoner. 2. He was **convicted/sentenced/tried** of the robbery and rape and **accused/charged/sentenced** to a term of 15 years in **imprisonment/prison**. 3. She was **accused/confessed/tried** for forgery and was found **accused/guilty/charged**. 4. The prisoners made an attempt to **appeal/escape/witness**, but failed, because the guards were on the alert and there was a loud sound of the alarm. 5. When a suspect is **accused/tried/witnessed** of violating a law, he is **convicted/escaped/tried** in a court and either **acquitted/charged/convicted** (found guilty) or **acquitted/charged/convicted** (found not guilty). 6. A **judge/lawyer/prosecutor** announces a **confession/appeal/verdict** and then **charges/sentences/tries** the offender to a specific punishment. 7. For certain crimes, such as murder, offenders may be **punished/released/sentenced** to **death/prison** for the remainder of their lifetime.

Exercise 10

● Fill in the blanks with the words from the box.

acquitted, appealed, arrested, conviction, court, evidence, searches,
suspect, trials, violated

Mapp v. Ohio is an important (1) _____ case of 1961 in which the Supreme Court of the United States ruled that (2) _____ gathered through illegal searches and seizures by state officials may not be admitted into (3) _____. The case involved a Cleveland woman, Dolly Mapp, who was (4) _____ for possessing pornographic materials. Police had discovered the materials in her home during their unlawful search for a bombing (5) _____. After her conviction, Mapp (6) _____ to the U.S. Supreme Court, arguing that her rights had been (7) _____ under the Fourth Amendment to the Constitution of the United States, which forbids unreasonable (8) _____ and seizures. The Court agreed and reversed her (9) _____. Mapp was (10) _____.

Exercise 11

● Fill in the blanks with the words from the box.

case, charged, conviction, courts, decision, defense, jury, law,
sentenced, suspected, try

Milligan, Ex Parte is a celebrated (1) _____, decided by the U.S. Supreme Court in 1866. During the American Civil War, Abraham Lincoln authorized the use of military commissions to (2) _____ those people (3) _____ of helping the Confederacy. Lambdin Milligan, a civilian and a Confederate sympathizer, was arrested in Indiana and (4) _____ with conspiring to incite rebellion. In 1864, he was tried before a military commission, convicted, and (5) _____ to death. The (6) _____ claimed that Milligan had been deprived of his constitutional rights to a trial by (7) _____. The case was brought before the Supreme Court, which cancelled the (8) _____, ruling that civilians could not

be tried by the military when civil (9) _____ were in operation. The Court reaffirmed that the Constitution remained the (10) _____ of the land in time of war as well as in peacetime. The court (11) _____ was a landmark in the constitutional history of the nation.

Exercise 12

● Read the following text and choose the statements that correspond to the contents.

The Italian jurist and economist Cesare Beccaria was one of the most influential writers of the 18th century. Beccaria's work, *An Essay on Crimes and Punishments*, contained the basic principles of the classical school of criminology. These include: (1) the best approach to crime is prevention and prevention is maximized by establishing written legal codes that define prohibited behaviors and the punishments for them; (2) law serves the needs of society rather than enforces moral virtues and therefore should be limited to the most serious offenses; (3) all persons should be considered innocent until proven guilty; (4) punishment should be quick and certain, with no regard for personalities or social characteristics of offenders; and (5) punishment should fit the seriousness of the crime. Many countries, including Canada, England, France, and Italy, have incorporated Beccaria's principles into their legal system.

According to Beccaria,

- a) it's better to prevent a crime than punish for it
- b) a law in the written form should define illegal acts and penalties for them
- c) societies should create moral values and limit the most serious crimes
- d) if the guilt is not proven, a person is believed to be innocent
- e) punishment should be fast, just and equal for everybody
- f) punishment should depend on the seriousness of a crime

Exercise 13

● Choose the proper variant from A, B, C, or D.

People who (1) _____ crimes may be punished in a variety of ways. In general, societies punish individuals to achieve revenge against lawbreakers and to (2) _____ further crime. Certain punishments require offenders to provide compensation payments for the damage caused by their (3) _____. This damage may include psychological, physical, or financial harm to the (4) _____. In most cases, crime victims must inform the court of financial losses or medical expenses when the criminal is (5) _____ for the judge to decide and to (6) _____ the punishment.

Another form of punishment is a fine, a monetary penalty imposed on an (7) _____ and paid to the court. For example, a driver may be fined for illegal parking or exceeding speed limit. Offenders (8) _____ to community service perform services for the state or community rather than directly compensating the crime victim. Some of the money earned by them may be sent to a fund to compensate crime victims.

The most serious offenders are sent to (9) _____ or prisons. Jails are designated for wrongdoers sentenced to the jail term less than one year and convicted of (10) _____ crimes, as well as prisoners awaiting (11) _____. Prisons are for criminals convicted of more serious crimes and sentenced to a year or more prison (12) _____. Prisons deprive the (13) _____ of virtually all liberty and control over their lives. Each aspect of prisoners' daily life is regulated by others and highly structured. Prisoners are housed together in large (14) _____, but some offenders serving (15) _____ sentence are kept in solitary confinement with no opportunity to interact with others.

The most extreme form of punishment is death. Execution of an offender is known as (16) _____ punishment that has been used since ancient times. In the late 18th century, many philosophers began to criticize the use of such a (17) _____ punishment, initiating a debate that has continued to modern times. Shortly after World War II, many countries in Western Europe, beginning with Italy and Germany, abolished capital punishment. The use of the death (18) _____ has become increasingly controversial, especially in the United States and

Japan, the only industrialized democracies that continue to practice capital punishment.

- | | | | |
|-----------------------|----------------------|--------------------|------------------|
| 1 A accuse | B charge | C convict | D commit |
| 2 A commit | B make | C finish | D prevent |
| 3 A charge | B crimes | C defense | D escape |
| 4 A offender | B lawbreaker | C victim | D judge |
| 5 A prosecuted | B acquitted | C guilty | D wit-
nessed |
| 6 A execute | B administer | C reduce | D hear |
| 7 A offender | B victim | C convicted | D escaped |
| 8 A appealed | B released | C sentenced | D tried |
| 9 A imprison-
ment | B investiga-
tion | C question-
ing | D jails |
| 10 A easy | B simple | C ordinary | D minor |
| 11 A sentence | B trial | C prosecu-
tion | D charge |
| 12 A cell | B custody | C term | D time |
| 13 A fault | B verdict | C convicted | D witness |
| 14 A gangs | B cells | C cases | D rooms |
| 15 A life | B capital | C death | D die |
| 16 A main | B principal | C dead | D capital |
| 17 A capital | B death | C brutal | D prison |
| 18 A fine | B accusation | C conviction | D penalty |

Exercise 14

● Fill in the blanks with the words from the box. There are two odd words that do not correspond to the text.

accuse, against, appeal, attorney, cases, charges, confessed, convicted, custody, forced, questioning, sentenced, silent, trial, verdict

Miranda v. Arizona is a landmark court case of 1966 in which the Supreme Court of the United States ruled that police officers must tell suspects of certain legal rights before arrest and (1) _____. In *Miranda* the Court described a four-part warning that police officers must give to a suspect who is arrested. The warn-

ing is designed to inform suspects of their rights not to (2) _____ themselves and to have the assistance of an attorney.

Under the *Miranda* decision, if the police fail to provide the necessary warning, the (3) _____ cannot use any statements by the suspect as evidence in a court. Any evidence that police found as a result of such statements is also inadmissible.

The *Miranda* decision resulted from four (4) _____ that raised similar issues and were decided together by the Supreme Court. The circumstances of the case that gives its name to the decision involved Ernesto Miranda, a 23-year-old truck driver who was arrested in 1963 on (5) _____ of kidnapping and rape. After two hours of questioning by officers at a police station, Miranda (6) _____ to the crime. Miranda did not request an attorney, and there was no statement of police wrongdoing during questioning. Miranda was convicted and (7) _____ to a term of 20 to 30 years in prison. On appeal of his conviction, Miranda's attorneys claimed that Miranda's confession had been (8) _____ and, therefore, it should not have been admitted as evidence against him at trial.

In a 5 to 4 decision, the Supreme Court cancelled Miranda's conviction. The Court formulated the warnings necessary to protect suspects, and it required the police to provide these warnings to any person who is «in (9) _____ or otherwise deprived of his freedom of action». Before any questioning, police must warn suspects (a) that they have a right to remain (10) _____, (b) that any statements they do make can be used as evidence (11) _____ them, (c) that they have the right to have a/an (12) _____ present, and (d) if they can't afford an attorney, one will be appointed (without charge). Miranda and the three accused in the companion cases were retried and (13) _____ again without the use of their confessions.

Exercise 15

● Choose the proper variant.

1. The more serious the _____ is, the longer the prison term is.
a) confession b) offense c) trial
2. Containing offenders in prisons and jails _____ them from harming others or damaging property.
a) prevents b) releases c) reduces

3. At the second _____ the jury found him not guilty.
a) case b) charge c) trial
4. He believed that a trial was fundamentally _____ if a prisoner did not have an attorney.
a) severe b) mild c) unfair
5. Those who _____ the most serious crimes are sent to prison for one or more years.
a) accuse b) commit c) convict
6. All members of a jury must agree on a _____, which may be «guilty» or «not guilty».
a) acquittal b) conviction c) verdict
7. Isolating criminals from society through imprisonment is the most direct method of crime _____.
a) accusation b) prevention c) escape
8. A judge is a government official who administers the law in a court of justice by supervising trials, instructing juries, and _____ sentences.
a) pronouncing b) executing c) reducing
9. Traditionally, a trial _____ consists of 12 people.
a) court b) jury c) witness
10. Her prison term has been _____ to three years and she will be _____ next month.
a) reduced, released b) appealed, tried c) sentenced, punished
11. Your punishment is too _____. I think, you needn't have made a _____.
a) mild, crime b) severe, confession c) capital, escape
12. A person who committed such a crime is a violent _____.
a) defender b) prisoner c) offender
13. The prosecutor could not _____ the charge.
a) acquit b) prove c) reduce
14. A just punishment should be _____ to offenders.
a) pronounced b) administered c) executed

15. Though they appealed to the Supreme Court, they _____ the case.
a) took b) lost c) won

Exercise 16

Words Which Are Often Confused

● Choose the right word.

A. 1. She was worried that the blackmail scandal might **affect/effect** her good name. 2. The law goes into **affect/effect** soon. 3. The answers had the **affect/effect** of throwing discredit upon his previous evidence. 4. He was greatly **affected/effect** by the court decision. 5. After the witness gave evidence the defense was satisfied with its **affect/effect** on the jury. 6. She was apparently a very nervous woman, and that negatively **affected/effect** the jury. 7. The case was considered with a view to its causes and its **affect/effect**. 8. The destructive **affect/effect** of her evidence made the jury find him guilty. 9. Psychographics identify personality characteristics and attitudes that **affect/effect** a person's behaviour. 10. The verdict comes into **affect/effect** on Monday. 11. Don't get troubled about the new law; it won't **affect/effect** you. 12. The acquittal of the accused had a deep **affect/effect** on the audience. 13. He assumed indifference, although the capital sentence **affected/effect** him deeply. 14. It is hopeless trying to screen your child from the harmful **affect/effect** of television. 15. This researcher is studying the **affect/effect** of sleep on aggression, thinking that less sleep will lead to more aggression and even crime.

B. 1. **In the end/At the end**, he was found guilty. 2. **In the end/At the end** of his speech the prosecutor demanded a severe punishment for the accused. 3. **In the end/At the end** of the trial the audience felt sorry for the convict. 4. The lawyer did his best and the sentence was mild **in the end/at the end**. 5. **In the end/At the end** of his evidence the witness got confused. 6. **In the end/At the end** the judge dismissed the jury. 7. He decided the court decision was fair **in the end/at the end**. 8. **In the end/At the end** of the trial the accused managed to escape.

Exercise 17

Phrasal Verbs

● *Fill in the blanks.*

1. He found a good girl and _____ down to a married life.
a) went b) brought c) settled
2. The criminal was _____ in and the trial began.
a) settled b) brought c) gone
3. The accused _____ up the lawyer and defended himself.
a) put b) gave c) brought
4. A suitable decision has already been _____ forward by the attorney.
a) put b) given c) settled
5. It seems to me the accused feels like _____ up.
a) putting b) bringing c) giving
6. I have not seen any other prisoner _____ in except him.
a) given b) gone c) brought
7. I think his crime influenced his mind, that's why he _____ up defense.
a) put b) gave c) settled
8. Several new people have been _____ forward for the jury.
a) gone b) put c) brought
9. You are 26 already! It's high time to _____ down.
a) put b) settle c) given

Exercise 18

● *Fill in prepositions.*

1. He was arrested and charged _____ breaking _____ the local museum. 2. He was brought _____ court _____ the charge of robbery and after cross-questioning he confessed _____ the crime. 3. The jury convicted him _____ burglary, and the judge gave him the maximum sentence of five years _____ prison. 4. The judge takes pleasure _____ mocking _____ defendants. 5. They appealed _____ the unjust decision of the court. 6. He had

been _____ prison for three years having been convicted _____ murder, when a new investigation started. Finally, he was acquitted _____ the offence _____ the ground that the charge had been false. 7. His lawyer put _____ an idea of taking an appeal _____ a higher court. 8. The prosecutor says that the prisoner tried to get rid _____ evidence. 9. She was ashamed _____ her husband being put _____ trial _____ bribery. 10. After being accused _____ rape and listening to witnesses _____ them, they gave _____ defending without a fight.

Exercise 19

● *Translate the following sentences into English using your active vocabulary.*

1. После оглашения решения присяжных на обвиняемого надели наручники. Он был признан виновным и приговорен к тюремному заключению. 2. Два заключенных сбежали, когда их перевозили в другую тюрьму. 3. Свидетель дал показания в пользу обвиняемого. 4. Верховный суд отклонил апелляцию на основании того, что доказательства, представленные защитой, оказались недостоверными. 5. Прокурор потребовал высшей меры наказания, но присяжные не согласились с ним.

Our World: War, Terrorism or Peace?

Vocabulary

● *Read and learn the following words and word expressions.*

aid (to, for smb. in smth.) *n* — помощь, поддержка

give, provide, render aid — предоставлять помощь

cut off aid — отказать в предоставлении помощи

ally *n* — союзник

attack (against, on) *n* — 1) атака, наступление; 2) *v* — атаковать, штурмовать

battle *n* — битва, сражение, бой

fight a battle — вести бой

lose/win a battle — проиграть/выиграть сражение

break off *v* — прекращать, порывать

break out *v* — начинать, вспыхивать, разражаться

bring together *v* — сводить вместе (спорящих, враждующих)

capture *n* — 1) захват; 2) *v* — захватывать силой; брать в плен

cease *v* — 1) приостанавливать, положить конец; 2) *n* — перерыв, прекращение

ceasefire *n* — прекращение огня

declare ceasefire — объявлять о прекращении огня

sign ceasefire — подписать соглашение о прекращении огня

observe a ceasefire — соблюдать соглашение о прекращении огня

break, violate a ceasefire — нарушить соглашение о прекращении огня

temporary ceasefire — временное прекращение огня

civilian *n* — штатский (человек)

call off *v* — отзывать; отводить, уводить

call on *v* — взывать, обращаться

condemn *v* — осуждать, порицать

condemnation *n* — неодобрение, осуждение

conflict *n* — конфликт, вооруженное столкновение; сражение *Syn:* **fight, battle**

bloody conflict — кровавый конфликт

armed conflict — вооруженный конфликт

defeat *n* — 1) поражение, разгром (в военной баталии)

crushing defeat — сокрушительное поражение

suffer a defeat — потерпеть поражение

2) *v* — одержать победу (над кем-л.), наносить поражение

defend *v* — защищать(ся) (**against, from** — против, от; **with** — с помощью)

enemy *n* — враг; неприятель, противник

conquer an enemy — победить врага

mortal enemy — заклятый враг

common enemy — общий враг

explode *v* — взрывать(ся)

explosion *n* — взрыв

fight (fought, fought) *v* — сражаться (**against** — против; **for, over** — за; **with** — с)

force(s) *n* — вооруженные силы, войска

by force of (arms) — силой, посредством (оружия)

armed forces — вооруженные силы *Syn:* **military (force)**

peacekeeping force — войска по поддержанию мира

hijack *v* — угонять какое-л. транспортное средство, самолет

hijacking *n* — угон самолета, воздушное пиратство

hostage *n* — заложник

hold smb. (as a) hostage — держать кого-л. заложником

seize, take smb. hostage — захватывать кого-л. в заложники

hostilities (between) *n* — военные действия

hostility (to, towards; between) *n* — враждебность

hotbed *n* — «горячая точка», точка напряженности

invade *v* — вторгаться; захватывать, оккупировать *Syn:* **intrude**

invasion *n* — вторжение, нашествие, агрессия *Syn:* **intrusion**

military *adj* — 1) военный; 2) *n* — вооруженные силы; войска *Syn:* **armed forces**

negotiate *v* — вести переговоры, договариваться; обсуждать условия

negotiation (for) *n* — переговоры о (чем-л.)

break off negotiations — прекращать переговоры

conduct, carry negotiations — вести переговоры

enter into negotiations — вступать в переговоры

occupation *n* — завоевание, захват (территории); период оккупации

oppose *v* — находиться в оппозиции; выступать против

outbreak (of war) *n* — начало, развязывание войны

peace *n* — мир

break peace — нарушать спокойствие

keep peace — сохранять мир

negotiate peace with — вести мирные переговоры с

durable, lasting peace — прочный мир

fragile peace — хрупкий, недолговечный мир

peace at any price — мир любой ценой

peace movement — движение за мир, движение сторонников мира

peace treaty — мирный договор

peace settlement — мирное урегулирование

peace talks — мирные переговоры

peace-loving *adj* — мирный, миролюбивый *Syn:* **peaceful**

perish *v* — гибнуть, погибать, умирать

prisoner of war *n* — военнопленный

put an end to smth. *v* — положить конец чему-л., уничтожить что-л.

put down (a rebellion) *v* — подавлять, усмирять (восстание)

put up with *v* — терпеть; мириться, примириться

rebellion *n* — восстание; бунт, мятеж

resistance *n* — сопротивление; отпор, противодействие

retreat *n* — 1) отступление; 2) *v* — отступать, отходить *Syn:* **fall back**

siege *n* — осада

at, during a siege — во время осады

under siege — осажденный

conduct a siege of — вести осаду, осаждать (что-л.)

shell *v* — бомбардировать, обстреливать артиллерийским огнем

shoot (shot, shot) *v* — стрелять

supplies *n* — снабжение, поставки

surrender *n* — 1) сдача; капитуляция; 2) *v* — сдавать(ся); капитулировать

swift *adj* — быстрый, скорый, стремительный
take by surprise *v* — застигнуть врасплох
take control (of) *v* — взять на себя управление чем-л., осуществлять контроль
target *n* — цель, мишень
treacherously *adv* — предательски, вероломно
treachery *n* — вероломство, измена, предательство
troops *n* — войска
unanimous *n* — единогласный, единодушный
war *n* — война
be at war — быть в состоянии войны (с кем-л.) *Ant: be at peace*
conduct/wage war — вести войну, бороться
lose/win war — проиграть/выиграть войну
civil war — гражданская война
guerilla war — партизанская война
holy war — священная война
nuclear war — атомная война, ядерная война
the Great Patriotic War — Великая Отечественная война
military/war campaign — военная кампания
war zone — район военных действий
weapon *n* — оружие
nuclear weapon — ядерное оружие
weapon of mass destruction — оружие массового уничтожения
wounded *adj* — раненый
United Nations Organization (UNO) — Организация Объединенных Наций (ООН)
Security Council — Совет Безопасности

Text

● *Read and translate the following text.*

Terrorism is the use of violence, or the threat of violence, to create a feeling of fear among people. It is aimed at ethnic or religious groups, governments, political parties, corporations, and media enterprises. Organizations that engage in terrorist acts are almost always small in size and resources compared to the populations and institutions they attack. Through publicity and fear generated by their violence, they want to increase their influence and power to affect political changes on either a local or

an international level. Terrorist acts date back to old times, when terrorists generally acted for religious purposes. In the late 19th and 20th centuries, terrorist movements acquired a political orientation. The conflict between Arab nations and Israel following the end of World War II in 1945 produced waves of terrorism in the Middle East. In the 1970s and 1980s organized terror spread to Western Europe and other parts of the world. In 1972 a Palestinian terrorist group took hostage and then killed 11 Israeli athletes at the Olympic Games in Munich in Germany. In 1978 in Italy, the terrorist group the Red Brigades kidnapped and murdered former Italian Prime Minister Aldo Moro. In the late 1980s and early 1990s the Sicilian Mafia conducted a series of terrorist attacks. The historic Uffizi Gallery in Florence was among the targets of a series of their terrorist acts.

Hostility to the support of the United States for Israel led to numerous acts of terrorism against American citizens. The terrorists chose to play a deadly game with the civilian population. Pan Am Flight 103 was Pan America's daily Frankfurt-London-New York-Detroit evening flight. On December 21, 1988, a bomb exploded on board as it flew at 9,448 km over southern Scotland, near the border town of Lockerbie. Two hundred and seventy people died, including 11 in the town itself. The bombing was widely regarded as a terrorist act against the United States and stood as the worst act of terrorism until September 11, 2001. One hundred and eighty nine of the victims were American citizens. The bombing of the World Trade Center in New York City in 1993 by Islamic radicals shook the world. Six people died in the explosion, which caused an estimated \$600 million to property and other economic damage. But the most spectacular terrorist episode was the Islamic attack of September 2001. Hijacked airplanes with a lot of hostages hit the World Trade Center in New York and the Pentagon outside Washington on September 11. A fourth hijacked plane crashed into a field in Pennsylvania, not having reached its destination — the White House. Hundreds of New York City firemen and policemen sent to save the World Trade Center workers perished when the Twin Towers collapsed. Reaction from international leaders was swift and unanimous: they condemned terrorists for the attacks. Osama Bin Laden was identified as the prime suspect. The United States responded with a military campaign against

Afghanistan where Osama Bin Laden took shelter. Leaders of Afghanistan called on Muslims to wage holy war on America and mobilized 300,000 fighters to defend Afghanistan's borders. The USA invaded Afghanistan several months after the terrorist attack. Afghanistan suffered a crushing defeat and lost the war. The Americans took control of the whole country by force.

After the relative success of the US invasion of Afghanistan in 2001, Bush administration declared a War on Terrorism and chose the next victim. According to US reports, Iraq had weapons of mass destruction, which were a serious threat to the whole world; Iraqi dictator Saddam Hussein supported world terrorism.

The invasion of Iraq began on March 20, 2003, when forces belonging mainly to the United States and the United Kingdom invaded Iraq without the approval of the United Nations Security Council. The large majority of the world population opposed the intrusion. Support for the invasion and occupation of Iraq included 49 nations, or allies that provided troops and supplies. In several of these countries the majority of the public were against the war. For example, in Spain polls reported at one time a 90% opposition to the war. The invasion was swift, with the collapse of the Iraq government and the military of Iraq in about three weeks. The oil infrastructure of Iraq, which was considered by many to be the main reason for the occupation, was rapidly secured with limited damage. On April 9, 2003, Baghdad was formally declared to be under US control and the power of Saddam Hussein ended. Saddam had vanished, and his whereabouts were unknown. He was captured on December 13, 2003; his sons and grandson were killed earlier on 22 July 2003.

Weapons of mass destruction were not found in Iraq. This war ended with a ceasefire instead of a permanent peace treaty.

The US occupation of Iraq was marked by violent conflicts between the Iraqi and the occupying forces. These continuing hostilities may be described as a guerrilla war. It is widely believed that the US and other coalition governments broke international law. Popular opposition to war in Iraq led to global protests.

Osama bin Laden issued a public threat in October 2003 to carry out terrorist acts against any countries joining the US invasion of Iraq. March 11, 2003 became a bloody day for Spain. The 11 March 2004 attacks consisted of a series of ten explosions that oc-

curred during rush hour aboard four commuter trains. More than 200 people were killed and about two thousand were wounded.

The attacks came exactly 30 months after the September 11, 2001 attacks on the World Trade Center in New York City. The 11 March attacks came 912 days after the September 11 («9–11») attacks in 2001, hence there were 911 days in between the two events, it is possible that the choice of this date was intended to be a clear reference to 11 September. The Spanish government tried to deceive their people that the attacks had been made by the local terrorist group ETA, but the investigation found the Islamic roots of al-Qaida. The war in Iraq was unpopular in Spain from the very start. As a result, the prime minister lost the elections, held several days after the attack, and had to resign. The Spanish government called off their troops from Iraq.

World leaders were unanimous in their condemnation of the attacks. The European Parliament introduced a resolution proposing 11 March as a European Day of Remembrance of Victims of Terrorism.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|---|---|
| 1. Terrorism is the use of violence | a. several months after the terrorist attack. |
| 2. The conflict between Arab nations and Israel following the end of World War II | b. population opposed the intrusion. |
| 3. A Palestinian terrorist group took hostage | c. a bloody day for Spain. |
| 4. The Sicilian Mafia conducted a series | d. hit the World Trade Center. |
| 5. Hostility to the support of the United States for Israel | e. led to global protests. |
| 6. Hijacked airplanes with a lot of hostages | f. of terrorist attacks. |

- | | |
|---|---|
| 7. The USA invaded Afghanistan | g. to create a feeling of fear among people. |
| 8. According to US reports, | h. their troops from Iraq. |
| 9. The large majority of the world | i. produced waves of terrorism in the Middle East. |
| 10. The US occupation of Iraq was marked by violent conflicts | j. in their condemnation of the attacks. |
| 11. Popular opposition to war in Iraq | k. led to numerous acts of terrorism against American citizens. |
| 12. March 11, 2003 became | l. and then killed 11 Israeli athletes. |
| 13. The Spanish government called off | m. Iraq had weapons of mass destruction. |
| 14. World leaders were unanimous | n. between the Iraqi resistance and the occupying forces. |

.

Exercise 2

● *Choose the proper statements.*

1. The main purpose of the text is to
 - a) find roots of terrorism
 - b) prevent terrorism
 - c) describe terrorism
 - d) condemn terrorism
2. The text lacks mentioning the terrorist group of
 - a) al-Qaida
 - b) the Red Brigades
 - c) Aldo Moro
 - d) ETA
3. The terrorist acts include everything except
 - a) explosions
 - b) bombing
 - c) hostages
 - d) civilians
 - e) hijacking

4. US wars against Iraq and Afghanistan may be described as
- a) civil
 - b) invasive
 - c) patriotic
 - d) world

Exercise 3

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|---------------------|--|
| 1. ally | a. an act of admitting that you have been defeated and want to stop fighting |
| 2. battle | b. a military operation in which an army tries to capture a town by surrounding it and stopping the supply of food, etc. to the people inside |
| 3. ceasefire | c. the act of an army entering another country by force in order to take control of it |
| 4. forces | d. a movement away from a place or an enemy because of danger or defeat |
| 5. hijacking | e. a situation or a period of time in which there is no war or violence in a country or an area |
| 6. hostage | f. a person, usually a member of the armed forces, who is captured by the enemy during a war and kept in a prison camp until the war has finished |
| 7. invasion | g. a time when enemies agree to stop fighting |
| 8. outbreak | h. a situation in which two or more countries or groups of people fight against each other over a period of time |
| 9. peace | i. the use of violence or threats to take control of a plane in order to force it to travel to a different place or to demand something from a government |
| 10. prisoner of war | j. a person who is captured and held prisoner by a person or group, and who may be injured or killed if people do not do what the person or group is demanding |

- | | |
|---------------|---|
| 11. retreat | k. the army, navy and air force |
| 12. siege | l. a fight between armies, ships or planes during a war |
| 13. surrender | m. a country that has agreed to help and support another country, especially in case of a war |
| 14. war | n. the sudden start of something unpleasant, especially violence or a conflict |

Exercise 4

● *Choose the proper variant.*

- _____ is an armed conflict between two or more governments or states.
a) Ceasefire b) Attack c) War
- When armed conflicts take on global proportions, they are known as _____ wars.
a) patriotic b) revolutionary c) world
- War between different parts or groups of the same nation is called a _____ war.
a) world b) civil c) patriotic
- International _____ sometimes continue for long periods of time without being acknowledged as wars.
a) conflict b) hostilities c) outbreaks
- _____, commonly called POWs, have no protection from the law of the nation that captures them.
a) Allies b) Troops c) Prisoners of war
- He raised his hands in _____.
a) surrender b) battle c) retreat
- Social and political problems led to the _____ of war.
a) attack b) outbreak c) aid
- The negotiators are trying to make _____ between the fighting nations.
a) surrender b) attack c) peace

9. During the _____ of Napoleon's army from Moscow, more than 10,000 French soldiers died under Russian artillery shelling while crossing the Berezina.
a) retreat b) surrender c) outbreak
10. _____ is a serious political crime, which in most cases may be considered as a terrorist act.
a) War b) Hijacking c) Surrender
11. The city was under _____ for six months.
a) advance b) hijacking c) siege
12. The threat of _____ made the government mobilize the armed forces.
a) battle b) invasion c) ceasefire
13. A sudden attack resulted in the deaths of the hijackers and the rescue of more than 100 _____.
a) hostilities b) hostages c) enemies
14. The _____ of Waterloo was one of the bloodiest in modern history.
a) battle b) front c) siege
15. Leaders of leading countries call on governments of Israel and Palestine to sign _____ in the Middle East where _____ is so fragile.
a) ceasefire, peace b) treaty, war c) retreat, talks
16. There has been a series of _____ recently in the area.
a) hijackings b) forces c) troops
17. A refusal to obey a new regime is called _____.
a) surrender b) resistance c) siege

Exercise 5

● Fill in the missing words in the table. Consult a dictionary if necessary.

Noun (activity)	Verb	Noun (doer)	Adjective
1.	ally	ally	allied
2. capture	capture		captured
3. defence	defend	defender	

Noun (activity)	Verb	Noun (doer)	Adjective
4. explosion	explode		
5.	invade	invader	
6. negotiation	negotiate		negotiating
7. occupation	occupy		occupying
8. rebellion	rebel		

Exercise 6

● Choose the proper variant.

1. The rebels succeeded in **ceasing/capturing** the town. 2. The army was forced to **attack/retreat** after suffering heavy losses. 3. Allied troops **captured/defended** over 300 enemy soldiers. 4. The plane was **captured/hijacked** by two armed men on a flight from London to Cairo. 5. They **surrendered/retreated** to a safe distance from the fighting. 6. The city was **captured/fought** in 1941. 7. The rebel soldiers were forced to **lose/surrender**. 8. Where were you living when war **broke out/broke in**? 9. A UN force has been sent to **conduct/keep** the peace. 10. The hijackers had to **fall back/put down** and eventually **exploded/surrendered** themselves to the police.

Exercise 7

● Choose an odd word in the word chain.

- troops, armies, powers, forces
- war, ceasefire, conflict, hostilities, rebellion
- retreat, invade, occupy, intrude
- durable, lasting, fragile
- enemy, ally, friend
- negotiations, talks, outbreaks, discussions
- conquer, defeat, retreat, surrender
- help, assistance, aid, alien

Exercise 8

Phrasal Verbs and Expressions

● *The words in bold type are jumbled up. Put them in their places.*

1. To **cut off** means to cancel something or to decide that something will not happen.

2. To **enter into** means to ask or demand that somebody do something.

3. To **fall back** means to fight against each other.

4. To **bring together** something means to end something suddenly.

5. To **put down** means to start suddenly.

6. To **break off** means to help two people or groups to end a quarrel, hostilities, etc.

7. To **put up with** means to stop the supply of something to somebody.

8. To **take by surprise** something means to begin something or become involved in something.

9. To **be at war** means to move or turn back.

10. To **take control of** something means to do away with something, to stop something.

11. To **break out** means to stop something by force.

12. To **call off** somebody or something means to accept somebody or something that is annoying, unpleasant, or depressing without complaint.

13. To **call on** means to happen unexpectedly or without warning so that somebody may be shocked.

14. To **put an end to** something means to have the power to make decisions about how a country or an area is run.

Exercise 9

● *Choose the proper variant.*

1. The military government is determined to put **down/an end** the rebellion. 2. They **broke off/cut out** the negotiations and **broke out/cut off** our aid. 3. We tried to **break/bring** two fighting sides together to start peace talks. They can't **enter in/put up** with the

current situation any longer. The rebels have **fallen back/taken control** of the capital. They are eager to **break out/enter in** negotiations. 4. World War II **broke out/put off** in September 1939 after Nazi's invasion in Poland. 5. If the hostilities again occur, they will **break off/take by surprise** negotiations and **cut off/put an end** to any peaceful initiatives. 6. The rebels were **fallen back/taken by surprise** because the government troops violated temporary ceasefire. They had to **cut off/fall back**. 7. They are not going to **call off/fall back** their troops from the country. 8. The Security Council **called on/put down** the governments to **put up with/enter into** a new round of peace talks. 9. The government had to **bring together/put up with** the criticism.

Exercise 10

● *Fill in the blanks with the proper verb.*

1. The rebels _____ on the government to _____ an end to hostilities and _____ into negotiations. 2. The government treacherously _____ off the negotiations and _____ rebels by surprise and thus _____ down their resistance. 3. Revolutions often lead to civil wars _____ out. It is difficult to _____ two opposing sides together because neither of them wants to _____ up with the current situation. 4. If you don't _____ up with the defeat and continue _____ on a guerilla war, they may _____ off the talks. Do you want to _____ at war again? 5. It was a just war and we _____ control of the country by force. Why should we _____ off our troops? 6. If they attack us, we'll have to _____ back. We have neither well-armed troops nor sufficient supplies. Our allies _____ off their aid.

Exercise 11

● *Match the adjectives in the left column with their definitions on the right.*

- | | |
|-------------|--|
| 1. crashing | a. happening or done quickly and immediately |
| 2. fragile | b. not involving a war, violence or argument |
| 3. lasting | c. agreed or shared by everyone |
| 4. peaceful | d. weak and uncertain; easily destroyed |

- | | |
|----------------|--|
| 5. swift | e. that cannot be trusted especially when seeming safe |
| 6. treacherous | f. used to emphasize how bad or severe something is |
| 7. unanimous | g. continuing to exist for a long time |

Exercise 12

● Choose the proper variant.

Wars have (1) **broken/started** out and (2) **ceased/finished** within all human history. There were short-armed conflicts inside the country, the so-called (3) **civil/civilian** wars broken from time to time by a number of peace (4) **movement/treaties**, or (5) **rebellions/retreats** against the king or his government, which were cruelly (6) **put/shot** down. There were also (7) **invasive/treacherous** wars between two countries that lasted for many years such as the Hundred Years' War between France and England during the years from 1337 to 1453.

The Trojan War, in Greek legend, is a famous war that was (8) **attacked/conducted** by the Greeks against the city of Troy. Modern archaeological excavations have shown that Troy was destroyed by fire sometime between 1230 BC and 1180 BC, and that the war may have resulted from the desire either to (9) **explode/invade** and destroy the wealthy city or to (10) **defeat/put** an end to Troy's commercial control of the Dardanelles.

The Greeks sailed to Troy in 1000 ships and offered the Trojans to (11) **retreat/surrender**, but the Trojans did not want to (12) **begin/enter** into negotiations with the (13) **defenders/invaders** because they were determined to (14) **defend/siege** their city and (15) **fight/retreat** the Greeks back. The Greeks (16) **conducted/did** a siege of Troy and made a lot of unsuccessful (17) **attacks/attempt**s against it for many years.

Troy finally (18) **fell/took** to the Greeks, but only by (19) **battle/treachery**. Unable to capture the city after a (20) **battle/siege** of ten years, the Greeks decided to deceive their (21) **defenders/enemies**. They sailed away and left a large wooden horse, filled with (22) **armed/invasive** soldiers, on the shore. Sinon, a Greek

spy, persuaded the Trojans take the horse into the city, convincing them that it would make Troy the most powerful city after the Greeks' (23) **surrender/retreat**. That night Sinon let out the armed Greeks; killing the guards, they opened the gates to the Greek (24) **rebels/troops**, and Troy was (25) **captured/ceased** and burned. All the (26) **defenders/occupants** of the city (27) **killed/perished** in the fierce (28) **battle/troops**. The Greeks killed both the (29) **dead/wounded** Trojan soldiers and (30) **civils/civilians**. Only a few people escaped.

From the myth originated the expression (31) **the Trojan horse/the Trojan war** that means a person or thing that is used to deceive an enemy in order to achieve a secret purpose.

Exercise 13

● *Choose the proper variant from A, B, C, or D.*

The Battle of Waterloo is among the most notable and ranks as a great turning point in modern history. It (1) _____ an end to Napoleon's rule over Europe. So complete was Napoleon's downfall that Waterloo, the name given to his last (2) _____, became a synonym for a (3) _____ defeat.

After a large number of victories from 1804 to 1812, Napoleon suffered a (4) _____ in 1812 in Russia and finally in 1814 a coalition of (5) _____, notably Prussia, Russia, Britain, and Austria, (6) _____ their (7) _____ enemy's rule. Napoleon was then exiled to the island of Elba, and Louis XVIII was made king of France. On February 26, 1815, Napoleon escaped from Elba and returned to France. There many veterans of his former war (8) _____ supported him, and on March 20, 1815, he again (9) _____ control of France. The allies, alarmed by their (10) _____ enemy's return to power, reacted quickly to the crisis. On March 17 Austria, Great Britain, Prussia, and Russia each agreed to provide military (11) _____ to the French king. They sent 150,000 (12) _____ to (13) _____ Belgium near the French border and (14) _____ Napoleon. Napoleon's forces (15) _____ courageously, but they (16) _____ the battle.

The Battle of Waterloo was one of the (17) _____ in modern history. During the (18) _____ of June 18, French losses totaled about 40,000, British and Dutch about 15,000, and Prussian about

7000; at one point about 45,000 men lay (19) _____ or (20) _____ within an area of 8 sq km.

- | | | | | |
|----|-------------|-------------|--------------|---------------|
| 1 | A laid | B put | C got | D took |
| 2 | A victory | B troops | C battle | D rebellion |
| 3 | A crushing | B large | C minor | D strong |
| 4 | A victory | B defeat | C retreat | D surrender |
| 5 | A enemies | B fights | C troops | D allies |
| 6 | A took | B lost | C negotiated | D ceased |
| 7 | A mutual | B brutal | C big | D mortal |
| 8 | A companies | B campaigns | C movements | D invasions |
| 9 | A took | B passed | C made | D got |
| 10 | A general | B mutual | C common | D usual |
| 11 | A supplies | B weapons | C aid | D guns |
| 12 | A guns | B force | C troops | D weapons |
| 13 | A outbreak | B invade | C shell | D defend |
| 14 | A attack | B break out | C put an end | D bargain |
| 15 | A fought | B defeated | C conquered | D perished |
| 16 | A defeated | B lost | C retreated | D captured |
| 17 | A famous | B bloodiest | C remarkable | D spectacular |
| 18 | A defence | B fight | C war | D conflict |
| 19 | A died | B perished | C death | D deadly |
| 20 | A alive | B armed | C wounded | D fragile |

Exercise 14

● Choose the proper variant.

The Great Patriotic War broke (1) **off/out** in the morning of June 22, 1941 (2) **treacherously/unanimously**, without any warning, when slightly more than 3 million German troops (3) **invaded/sieged** the USSR. The Soviet forces were taken by (4) **control/surprise**. According to Hitler's plan, the victory should be (5) **fought/won** in about ten weeks, which was significant because the Russian summer, the ideal time for (6) **defending/fighting** in the USSR, was short. By the end of the first week in July, the German armies had taken 290,000 (7) **hotbeds/prisoners** of war in encirclement at Minsk. The Soviet troops (8) **resisted/retreated** suffering great losses. On August 5, having crossed the Dnieper

River, the last natural barrier west of Moscow, the German troops (9) **conquered/captured** another 300,000 prisoners. On reaching Smolensk, the Germans had covered more than two-thirds of the distance to Moscow. The Russians sacrificed enormous numbers of (10) **targets/troops** and weapons to (11) **defeat/defend** Moscow. On September 8 the Germans cut Leningrad's land connections and, together with the Finnish army on the north, brought the city under (12) **control/siege**. The (13) **allies/forces**, Great Britain and the USA, (14) **rendered/retreated** aid to the USSR by providing vital (15) **supplies/troops** through the cities of Murmansk and Archangelsk despite German attempts to blockade the ports.

Heroism of the Soviet people and severe winter stopped the German (16) **forces/powers** at about 30–40 kilometers from Moscow. Moscow had not fallen, and Hitler's armies had suffered their first great land (17) **defeat/defense** of the war. On December 6 the Soviet army counterattacked, and within a few days, the German divisions had to (18) **come/fall** back leaving large numbers of vehicles and (19) **shells/weapons**. It was the first stage of the Great Patriotic War during which more than 20 million people (20) **killed/perished** and millions more were (21) **surrendered/wounded**.

Exercise 15

● *Fill in the blanks with the words from the box.*

advancing, allies, attacks, death, forces, perished, route, shelling, siege, supplies, surrounded, territory, troops, unanimous, winter

The siege of Leningrad, also known as the 900-Day Siege, is a blockade by German (1) _____ the second largest city of the Union of Soviet Socialist Republics during World War II, from September 1941 to January 1944. By September 4 Leningrad was (2) _____ by German (3) _____ to the south, while Germany's Furnish (4) _____ took up positions to the north of the city. Leningrad's only remaining link with the Soviet (5) _____ was across Lake Ladoga.

The German strategy was to conduct (6) _____ of the city and cut all water and power supplies while subjecting the population to merciless air (7) _____ and artillery (8) _____.

The population of about 3 million was left either to starve or freeze to (9) _____. By late 1941 the daily bread ration had been cut to 110 g per person. To make matters worse, that (10) _____ was extremely harsh. Nevertheless, the population showed (11) _____ courage in the face of such adversity. During the winter a road link, popularly known as the «Road of Life», was established across frozen Lake Ladoga, enabling (12) _____ to be brought in and providing an escape (13) _____ for more than 500,000 people. The siege was finally lifted by (14) _____ Soviet armies in January 1944, by which time some 1.25 million citizens had (15) _____ as a result of the blockade.

Exercise 16

● Choose the proper variant.

- The north of the country rose in _____ against the government.
(A) war (C) rebellion
(B) conflict (D) hostilities
- Thousands _____ at the hands of the invading forces.
(A) killed (C) perished
(B) were died (D) shot
- Observers have reported serious violations of the _____.
(A) war (C) ceasefire
(B) siege (D) treachery
- All hopes of a peaceful _____ had now vanished.
(A) talks (C) movement
(B) settlement (D) treaty
- In 1996 a series of suicide bomb _____ in Israel by supporters of Hamas killed more than 60 Israelis and broke the _____ peace between Israel and the Palestine Liberation Organization.
(A) shelling, durable (C) drops, ever
(B) shots, lasting (D) attacks, fragile
- Wars are generally terminated by signing a peace _____.
(A) settlement (C) talks
(B) treaty (D) movement

7. It was the year Britain declared _____ on Germany.
(A) war (C) occupation
(B) invasion (D) peace
8. How long have these countries been _____?
(A) at war (C) on ceasefire
(B) at siege (D) on rebellion
9. Her husband was _____ during the war.
(A) perished (C) died
(B) killed (D) survived
10. After years of war, the people long for a _____ peace at any _____.
(A) hard, cost (C) solid, duration
(B) strong, value (D) lasting, price
11. The _____ talks were _____ after the last devastating war.
(A) peaceful, held (C) peace's, taken
(B) peace, conducted (D) peace-loving, negotiated
12. If you want to _____ war by protesting against it or persuading politicians, join peace _____.
(A) prevent, movement (C) stop, outbreaks
(B) cease, move (D) finish, talks
13. They _____ into negotiations on ceasefire yesterday.
(A) started (C) entered
(B) began (D) joined
14. Peace _____ between the two sides continued in Paris yesterday.
(A) movement (C) fight
(B) battle (D) talks
15. The _____ were called in to put down the rebellion.
(A) armed (C) allies
(B) enemies (D) military
16. The state has a duty to protect its citizens against external _____.
(A) defeat (C) invasion
(B) occupation (D) rebellion

17. Peacekeeping forces are necessary for such _____ as the Middle East region.
(A) allies (C) forces
(B) enemies (D) hotbeds
18. The police _____ the terrorists by surprise.
(A) caught (C) got
(B) took (D) received
19. The enemy _____ as our troops attacked.
(A) fell back (C) broke on
(B) took in (D) put back
20. Two soldiers and one _____ were killed in the explosion.
(A) military (C) armed
(B) civilian (D) people
21. Weapons of mass _____, such as nuclear, biological, and certain kinds of chemical weapons, can devastate wide areas by killing and injuring soldiers and _____.
(A) use, military (C) destruction, civilians
(B) usage, generals (D) killing, armies
22. Development and production of nuclear weapons should be banned or restricted by signing _____.
(A) peace (C) treaties
(B) talks (D) defeat
23. The use of violent action in order to achieve political aims or to force a government to act is called _____.
(A) terrorism (C) hostage
(B) defeat (D) resistance
24. The resolution of the Security Council adopted a _____ support.
(A) lasting (C) unanimous
(B) common (D) temporary
25. The _____ ceasefire was broken.
(A) mortal (C) violent
(B) fierce (D) temporary

Exercise 17

Words Which Are Often Confused

● *Choose the right word.*

1. He was shot **dead/died** by a gunman outside his home. 2. The meeting of **peace/world** leaders on solving **economic/economical** problems will be held next month. 3. The aim of the organization is a **peace/peaceful** society. 4. He supports the **campaign/company** for **peace/world world/peace**. 5. The police revealed the plans of the terrorist organization to seize **force/power** by **force/power** of **arms/military**. 6. The present regime has been in **force/power** for two years. 7. When his wife **dead/died**, his entire **peace/world** was turned upside down. 8. The release of the hostages could not be achieved without the use of **force/power**. 9. They must expect to face the full **force/strength** of the law. 10. By taking **part/place** in the demonstration for the **peace/world** without nuclear weapons she expressed her **peace/peaceful** protest. 11. The **force/power** of television, especially on children, is **raising/increasing** year by year. 12. Television has become a major **force/strength** in American **politic/political** life. 13. **Peace/Peaceful** talks were broken by the information that the President had **dead/died**. 14. Old habits and traditions **dead/die** hard. 15. We will achieve much more by persuasion than by brute **force/power**. 16. Many believe the **peace/peaceful** plan is **dead/died**. 17. The summit of leaders of two great **forces/powers** has not been fixed yet. 18. The **dead/died** and wounded in that one attack amounted to 6000. 19. The **all/whole peace/world** was waiting for news of the achieving **peace/world** at the hotbed. 20. A UN **force/strength** has been sent to keep the **peace/world**. 21. The ultimatum included the threat of military **force/power**. 22. The spread of higher education should be a considerable **force/power**. 23. The **force/powers** of the police must be clearly defined. 24. My mother is **dead/died**; she **dead/died** in 1987. 25 A situation in which political or military strength is divided between two countries or groups of countries is called the balance of **strength/power**. 26. The president has the **power/strength** of veto over all new legislation.

Exercise 18

● *Fill in prepositions where necessary.*

1. The rebels' attack _____ government troops sent to put _____ the rebellion was _____ a success. The troops had to defend _____ rebels _____ air force. 2. The hostility _____ people who belong _____ a different race and violent attacks _____ them is called racism. 3. The dictator came _____ power _____ force _____ arms. 4. The allies tried to give aid _____ warm things and food supplies _____ people in the town _____ siege. 5. The negotiations _____ temporary ceasefire will be held on Tuesday. I hope they will reach _____ a peaceful settlement of the problem. 6. Switzerland has been _____ peace for many years. 7. Napoleon was a mortal enemy for many European countries the rulers of which called _____ a joint struggle _____ him to put an end _____ his dominance. 8. The Soviet troops were called _____ from Afghanistan in the late 1980s. 9. When the Great Patriotic War broke _____, the Soviet people fought _____ fascists _____ the independence of their country. 10. Terrorism is a global threat and all countries should unite their forces to defeat _____ a common enemy.

Religion

Vocabulary

Easter *n* — Пасха (праздник)

Eucharist *n* — причастие

Good Friday — Страстная, Великая пятница

Gospel *n* — Евангелие

Holy Spirit — Святой Дух

Orthodox *adj* — православный

Orthodox Church — православная церковь

the Resurrection *n* — воскресение

Sabbath *n* — 1) суббота, шабат (священный день отдохновения у иудеев); 2) воскресенье (священный день отдохновения у христиан); 3) пятница (священный день отдохновения у мусульман)

the Savior *n* — Спаситель, Христос

Sharia *n* — шариат (в исламе: свод религиозных и юридических правил, основанных на Коране)

Supreme Being — Бог, Высшее Существо

Testament *n* — Завет (одна из двух частей Библии)

The Old Testament — Ветхий Завет

The New Testament — Новый Завет

Trinity *n* — Троица, триединый Бог (в христианстве)

● *Read and learn the vocabulary.*

authority *n* — власть

baptism *n* — крещение (церковное таинство)

accept/receive baptism — принять крещение

belief *n* — вера, верование

believer *n* — верующий

firm/sincere/strong believer — истинный верующий

true believer — правоверный

bishop *n* — епископ

caste *n* — каста (наследственная социальная группа в индуизме)

Syn: **class**

commemorate *v* — чтить чью-л. память

cross *n* — распятие, крест

crucifixion *n* — распятие на кресте

crucify *v* — распинать

crusade *n* — крестовый поход (военные походы на Восток в XI–XII вв.)

crusader *n* — крестоносец, участник крестового похода

deed *n* — действие, деяние; (геройский) поступок

eradicate *v* — искоренять, уничтожать

faith *n* — вера в Бога, религиозная вера

fast *n* — 1) пост (воздержание от некоторых видов пищи, предписываемое различными религиями)

observe a fast — соблюдать пост

2) *v* — поститься; воздерживаться от определенных видов пищи

follower *n* — последователь; приверженец; адепт

forgive (forgave, forgiven) *v* — прощать

found *v* — основывать, учреждать; создавать *Syn:* **establish, set up**

founder *n* — основатель

heaven *n* — Небеса, Царство Небесное

holy *adj* — священный, святой *Syn:* **sacred**

honour *v* — почитать, уважать, чтить (кого-л., что-л.)

inspire *v* — способствовать, влиять, воздействовать *Syn:* **affect**

meditate *v* — созерцать; медитировать

meditation *n* — медитация, созерцание

membership *n* — количество членов (какой-л. организации)

mercy *n* — милосердие; жалость, сострадание

merciful *adj* — милосердный, милостивый

message *n* — послание; миссия

messenger *n* — предтеча, предвестник

mosque *n* — мечеть

obedient *adj* — послушный, покорный

obey *v* — подчиняться, слушаться, повиноваться *Ant:* **disobey**

pilgrim *n* — паломник, пилигрим, странник

pilgrimage *n* — паломничество

pope (of the Rome) *n* — римский папа
practice *n* — установленный порядок
pray *v* — молиться
prayer *n* — молитва
preach *v* — проповедовать что-л.; призывать к чему-л.
principal *adj* — главный, основной *Syn:* **chief, main**
principle *n* — основной принцип, главная идея
priest *n* — священник (обычно католический)
priesthood *n* — духовенство *Syn:* **clergy**
prophet *n* — пророк
reborn *adj* — возрожденный, возродившийся; получивший новую жизнь
reincarnation *n* — реинкарнация, перевоплощение
representation *n* — представительство
reward *n* — 1) награда; 2) *v* — награждать
sacred *adj* — священный; святой *Syn:* **holy**
saint *n* — святой (канонизированный)
scholar *n* — ученый (обычно гуманитарий)
search *n* — поиск(и)
 fruitless search — бесплодные поиски
 the search for truth — поиск истины
seek (sought, sought) *v* — искать; пытаться найти
set (set, set) *n* — 1) комплект; набор; 2) *v* — ставить, класть; размещать, располагать
 set of rules — свод правил
 set an example/model — (по)давать пример
sin *n* — грех
 deadly sin — смертный грех *Syn:* **mortal sin**
 unforgivable sin — непростительный грех
sinful *adj* — греховный, грешный
soul *n* — душа; дух
split (split, split) *v* — раскалываться, откалываться; отделяться (о группе, фракции)
substantial *adj* — значительный, существенный, большой
treason *n* — измена, предательство
tribe *n* — племя
violence *n* — жестокость, насилие, принуждение, применение силы
worship *n* — 1) поклонение, почитание; 2) *v* — поклоняться, почитать
worship service *n* — богослужение

Phrasal Verbs

break down — распадаться (на части)

call on/for — призывать

carry out — выполнять, осуществлять; приводить в исполнение

come from — брать начало, происходить, возникать

come up — появляться, возникать

give up — отказаться

grow out (of) — развиваться, возникать из (чего-л.)

make up — быть частью, составлять

set apart — отделять; разделять

set off — отправляться (в путь)

set up — учреждать, основывать

turn into — превращаться

work out — разрабатывать; составлять

write down — записывать

Text 1

● *Read and translate the text.*

Christianity

Christianity is the most widely distributed of the world religions, having substantial representation in all the populated continents of the globe. Christianity has more followers than any other religion and its total membership is around 2 billion people.

It centers on Jesus Christ, whom Christians consider to be the Son of God. What does the name 'Jesus' mean? The name 'Jesus' means 'Saviour'. What does the name 'Christ' mean? The name 'Christ' means 'Anointed'. What do these names tell us? That Jesus was anointed by God the Father to be our Saviour.

His birth marks the first year of the Christian calendar, the one most people use today. He was born about 2,000 years ago in Bethlehem, a town in the ancient Middle Eastern region of Judea. Jesus preached that God is love and told people to love even their enemies. He also spoke about the Kingdom of God. Jesus said God was coming to Earth to be with his people in the Kingdom of God. He called on his followers to ask God to forgive them for their sinful ways so they could enter the Kingdom of God.

The teachings of Jesus were popular and he won many followers. But the rulers of Judea hated Jesus and accused him of treason. Jesus was crucified, or nailed to a cross, to die because crucifixion was the common way of the Romans' executing criminals. But Jesus' followers believed that he came back to life and rose into heaven. This event is called the Resurrection. The crucifixion and resurrection of Jesus are central to Christianity and made the cross the chief focus of Christian faith and the principal symbol of the saving love of God the Father.

Christians honor the anniversary of the Crucifixion on Good Friday. They celebrate the Resurrection on Easter Sunday.

What is known of Jesus, historically, is told in the Gospels of the New Testament of the Bible. After Jesus died, his followers, apostles, spread his message. They gathered everything they remembered about Jesus into a collection of writings. This collection is called the New Testament. Christians refer to sacred writings composed before Jesus' birth as the Old Testament. Together, the New Testament and the Old Testament make up the Christian Bible, the holy book of Christianity.

Most Christians see God as a Trinity—a being that exists as three persons: there is God the Father, Jesus Christ his Son, and a guiding force known as the Holy Spirit. Christians believe that anyone who accepts Jesus as the Savior will live forever in heaven after death.

People accept Jesus in a ceremony called baptism. During this ceremony, they are sprinkled with water or dipped in water. At first it seems to have been applied chiefly to adults, but then turned into a more inclusive practice with the baptism of infants and accompanying by name-giving.

The other universally accepted ritual among Christians is the Eucharist, or Lord's Supper, in which Christians share in bread and wine and, through them, express and accept the reality of the presence of Christ as they commemorate him among believers.

Most Christians go to religious services on Sunday. This day is known as the Sabbath and it honors the resurrection of Jesus, which most Christians believe occurred on a Sunday.

As Christianity gained more followers, Roman leaders began to see the religion as a threat because Christians refused to worship the Roman emperors. By the beginning of the 4th century,

Christianity had grown so much in size and in strength that it had to be either eradicated or accepted. Emperor Diocletian tried to do the first and failed; Constantine the Great did the second and created a Christian empire. In AD 312, Constantine himself became a Christian and Rome became a Christian empire.

After the year 395, Rome split into two empires. There was one branch in the east and the other in the west. Gradually, Christianity developed two branches, too. In the Eastern Empire, it became the Orthodox Church. Today most Orthodox Christians live in Russia, Eastern Europe, or on the Balkan Peninsula, but there are also large Orthodox communities in North and South America as well as Australia, and smaller numbers in Western Europe, Africa, and Asia. The Orthodox Church has about 200 million followers throughout the world. In the Western Empire, it became the Roman Catholic Church. Priests called bishops had special authority in both the eastern and western churches. In the west, the bishop of Rome became the top religious leader. He is known as the pope.

In 1512, a man named Martin Luther protested against the power of the pope and the traditions of the Roman Catholic Church. Luther believed that the church had violated the teachings of Jesus. He said people needed only faith and the Bible to live Christian lives. His ideas spread all over Europe and as a result the church split. Groups that left the Roman Catholic Church to form their own churches were called Protestants. In England, King Henry VIII led the protest and established the Protestant Church of England. He made himself the head of it.

The movement to reform Christianity is remembered as the Protestant Reformation. As a result of the Reformation, there are Baptists, Lutherans, Methodists, Presbyterians, and many other Protestant groups. Today, about 2 billion people in the world call themselves Christians.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|--|---|
| 1. Christianity centers on Jesus Christ, | a. as the Savior will live forever in heaven after death. |
|--|---|

- | | |
|--|--|
| 2. Jesus preached | b. the holy book of Christianity. |
| 3. The crucifixion and resurrection of Jesus | c. and the Bible to live Christian lives. |
| 4. Christians believe that anyone who accepts Jesus | d. that it had to be either eradicated or accepted. |
| 5. This day is known as the Sabbath | e. and it honors the resurrection of Jesus. |
| 6. The New Testament and the Old Testament make up the Christian Bible, | f. to form their own churches were called Protestants. |
| 7. By the beginning of the 4th century, Christianity had grown so much in size and in strength | g. throughout the world. |
| 8. The Orthodox Church has about 200 million followers | h. whom Christians consider to be the Son of God. |
| 9. He said people needed only faith | i. that God is love. |
| 10. Groups that left the Roman Catholic Church | j. are central to Christianity. |

Exercise 2

● *Match the words in the left column with their definitions on the right.*

- | | |
|-------------|--|
| 1. bishop | a. to treat someone or regard him with special attention and respect |
| 2. follower | b. a personal communication or petition addressed to the god in the form of adoration, praise, or thanksgiving |
| 3. baptism | c. to show respect and adoration |
| 4. prayer | d. holy |
| 5. faith | e. a clergyman having spiritual and administrative powers |

- | | |
|-----------------|---|
| 6. honor (v) | f. the religious rite of sprinkling water onto a person's forehead or of immersion in water, symbolizing purification or regeneration and admission to the Christian Church |
| 7. message | g. wicked or immoral |
| 8. sacred | h. someone who holds a particular belief or supports a particular person or group |
| 9. sinful | i. a communication from a prophet or preacher, believed to be inspired by God |
| 10. worship (v) | j. a strong religious belief in a particular God |

Exercise 3

● *Fill in the blanks with the corresponding words from the box.*

belief, believers, body, death, forgiveness, holy, means, resurrection, ritual, sin, through, Trinity

Christians believe that there is only one God, whom they call Father as Jesus Christ taught them and recognize Jesus as the Son of God who was sent to save mankind from death and (1) _____.

Christians believe in justification by faith — that through their (2) _____ in Jesus as the Son of God, and in his death and (3) _____, they can have a right relationship with God whose (4) _____ was made once and for all through the death of Jesus Christ.

Christians believe in the (5) _____ — that is, in God as Father, Son and Holy Spirit. Christians believe that there is a life after earthly (6) _____.

As for the word *saint*, it is most commonly used to refer to a Christian who has lived a particularly good and (7) _____ life on earth, and with whom miracles are claimed to have been associated after his death. The formal title of Saint is conferred by the Roman Catholic and Orthodox Churches (8) _____ a process called canonization.

A prayer is the (9) _____ by which Christians communicate with their God. Sometimes the prayers are formal and part of a

(10) _____ laid down for hundreds of years. Others are personal and spontaneous, and come from personal or group need.

The Christian church is fundamental to (11) _____ and is recognized as God's (12) _____ on earth.

Exercise 4

● Choose the proper variant among A, B, C, or D.

Martin Luther was a German (1) _____ who trusted the Bible and quarreled with the pope. His (2) _____ for religious truth led to the creation of a new branch of Christianity called Protestantism. Protestants do not accept the (3) _____ of the pope.

Martin Luther was born in Germany in 1483. At the age of 21, he joined a monastery, and at 23, he became a Roman Catholic priest. From 1512 until his death, he was professor of theology at the University of Wittenberg in Germany.

Luther lived at a time when many people were criticizing the Roman Catholic Church for its corruption. They complained that its priests did not teach people the true (4) _____ of Jesus Christ.

Luther shared these criticisms. His Bible studies also led him to challenge key Catholic ideas. In particular, he believed that people could only be saved from (5) _____ by faith in God and trust in God's love and mercy. He did not believe Catholic preachers, who said that good work and rich gifts to the church were also necessary. He strongly disputed the claim that freedom from God's punishment for sin could be purchased with money. In 1517, Luther nailed a list of 95 complaints to a church door in Wittenberg.

Catholic leaders could not ignore Luther's protest. In 1521, the pope banned Luther to take part in Catholic (6) _____ services. The princes who ruled Germany tried to make Luther (7) _____ up his teaching. But Luther refused. He told them «Rulers should not interfere in religion».

Luther spent the rest of his life teaching and writing. He met (8) _____ and priests who came to Wittenberg to discuss religious reforms. He translated the Bible into German, so that ordinary people could study it. His translation of the Bible into the language of the people (instead of Latin) made it more understandable,

causing a tremendous impact on the church and on German culture. It stimulated the development of a standard version of the German language, added several (9) _____ to the art of translation, and (10) _____ the translation of the Bible into English. His hymns influenced the development of singing in churches. His marriage to Katharina von Bora (11) _____ a model for the priesthood allowing Protestant priests to marry.

Luther died in 1546, but his ideas remained powerful. His (12) _____ founded Lutheranism, the first form of Protestantism. Lutheranism spread from Germany to many parts of Europe, and then to most parts of the world.

- | | | | | |
|----|-------------------|--------------------|-----------------------|---------------|
| 1 | A preacher | B believer | C prophet | D messenger |
| 2 | A judgment | B treason | C search | D intention |
| 3 | A authority | B member-
ship | C enlighten-
ment | D persecution |
| 4 | A mercy | B follower | C worship | D message |
| 5 | A belief | B mercy | C sin | D worship |
| 6 | A member-
ship | B worship | C representa-
tion | D priesthood |
| 7 | A put | B give | C set | D make |
| 8 | A founders | B scholars | C messengers | D popes |
| 9 | A principals | B prayers | C principles | D messages |
| 10 | A interested | B affected | C included | D involved |
| 11 | A gave | B turned | C worked | D set |
| 12 | A deeds | B descend-
ants | C followers | D messengers |

Exercise 5

● Fill in the gaps with the words from the box.

branches cathedral reborn ritual practice sacred spread worship

A church is a building designed for (1) _____ for groups of Christians. It may be small and simple, just large enough to hold a neighborhood meeting; or it may be huge and complicated, containing different spaces for various religious activities and observances, as in a grand (2) _____. All churches are built for holy purposes, but because many (3) _____ of Christianity exist, no single type of church building predominates. Some Christians

worship with little ceremony, some with elaborate (4) _____; some make use of statues and paintings, some do not. Thus, churches vary in appearance, having been planned to suit one or another kind of religious (5) _____.

Churches also vary according to the period in which they were built, that is, by architectural style; styles of the past have often been (6) _____ and reinterpreted. The earliest Christian meeting places were small modest houses called *titulae*. After Christianity was authorized in 313, basilicas and centralized churches (7) _____ quickly in the next 50 years throughout the Roman Empire. The major ones were built over the most (8) _____ objects, the places of the crucifixion and burial of Christ in Jerusalem and the grave of St. Peter in Rome, for example.

Exercise 6

● Choose the proper variant.

1. Though Russian Orthodoxy is the dominant religion in Russia, however, the vast majority of Orthodox **believers/priests** do not attend church on a regular basis. 2. A **prayer/prophet** is the means by which Christians communicate with their God. 3. Eucharist is a Greek word for thanksgiving. Its celebration is to **commemorate/eradicate** the final meal that Jesus took with his **followers/founders** before his death. 4. Christmas is a Christian **holy/substantial** day that marks the birth of Jesus, the son of God. 5. The Roman **authorities/bishops** and the Jewish council wanted Jesus dead because he was a political and social trouble-maker. 6. Christianity is the most popular religion in the world with over 2 billion **beliefs/followers**. 7. Contemporary Catholicism embraces a distinctive **faith/set** of social principles — supporting the rights of workers, defending the rights of oppressed people, campaigning for a more equal global trading and political balance between the countries of the industrial north to the developing south. 8. For Christians the death of Jesus was part of a/an **obedient/sacred** plan to save humanity. 9. The death and resurrection of Jesus is at the very heart of the Christian **faith/messenger**. 10. For Christians it is through Jesus's death that people's broken **membership/re-lationship** with God is restored. 11. Today there are more than a billion Catholics in the world, **inspired/spread** across all five

continents with particular concentrations in southern Europe, the United States, the Philippines and the countries of Central and South America. 12. The Christian holy book is the Bible, and **comprises/consists** of the Old and New Testaments. 13. Christians **forgive/worship** in churches. 14. Christian **baptism/holy days** such as Easter and Christmas are important milestones in the Western secular calendar. 15. The break between the Church of Rome and other Christian faiths began with the **eradication/split** with Orthodox Christians in 1054 over questions of doctrine and the absolute **authority/belief** and behaviour of the popes. 16. The most effective of the **followers/scholars** in **spreading/splitting** the new religious teachings was Paul of Tarsus, generally known as Saint Paul. 17. Christian spiritual leaders are called **priests/prophets** or ministers. 18. What binds this diverse group of people together is their **faith/honour** in Jesus Christ and their **obedience/worship** to the **message/pope**? 19. Jesus' death should have dealt a fatal blow to the memory of his teachings, were it not have been for the determination of his **authorities/followers**. 20. Many people turn to **religion/treason** for comfort in a time of crisis.

Exercise 7

● *Fill in the gaps with the words from the box. Be careful! There is one extra word in the box.*

bishops, calling, extensively, faiths, followers, Pope, sacred, substantially, worship

John Paul II is said to have (1) _____ improved the Catholic Church's relations with Judaism, Islam, and the Eastern Orthodox Church.

Pope John Paul II travelled (2) _____ and met with believers from many different (3) _____.

He visited an Orthodox area, Ukraine on 23—27 June 2001 at the invitation of the President of Ukraine and (4) _____ of the Ukrainian Greek Catholic Church. The (5) _____ spoke to leaders of the All-Ukrainian Council of Churches and Religious Organizations, (6) _____ for «open, tolerant and honest dialogue». About 200 thousand people attended the (7) _____ service celebrated by the Pope in Kiev, and the liturgy in Lvov gathered nearly one and a half million (8) _____.

Text 2

● *Read and translate the text.*

Islam

Islam is the second largest religion in the world. Only Christianity has more followers. People who follow the religion of Islam are called Muslims. Today, almost 1 billion people call themselves Muslims. Most Muslims live in a string of countries that extends from Morocco in North Africa to Indonesia in Southeast Asia.

An Arab trader named Muhammad was the founding prophet of Islam. He lived in Mecca, a busy trading town in Arabia (now called Saudi Arabia). One day, while fasting in a cave, Muhammad had a vision. He returned to Mecca to preach a new religious message. He said there is only one god, not many, and no one should worship idols. He called on the people of Mecca to believe in Allah, as he called God.

In the year 622, he was forced to run to another city, now known as Medina. That journey marks the beginning of the Islamic calendar. In Medina, Muhammad became the head of the community and soon he led his Muslim followers back to Mecca. After a battle, the Meccans accepted Islam. Within a century, Muslims ruled an empire that stretched from India to Spain. Throughout this empire, Islam was founded. The empire broke down after a few centuries, but many people of these lands remained Muslims.

After Muhammad's death in 632, Muslims disagreed about how the next leader should be chosen. One group came to be known as Sunnis and the other as Shias. Islam remains divided into these two branches.

By the year 900, a Muslim movement called Sufism had developed. Many great Muslim poets have been Sufis. Sufis helped to spread Islam long after the Islamic empire broke down.

The Muslim faith is based on five beliefs and practices. These are known as the five pillars, or principles of Islam. According to the five pillars, Muslims must

1. accept that only one God exists and Muhammad was his messenger.
2. perform certain prayers five times a day.
3. fast from dawn to dusk during a month called Ramadan.

4. give a portion of their wealth to the poor.
5. visit Mecca at least once if they are able to.

These practices are based on the holy book of Islam, the Qur'an (also spelled Koran). Muslims believe that the Qur'an is the word of God, delivered through Muhammad. Muslim practices are also based on the *Hadith*—Muhammad's own deeds and sayings as reported by his companions.

In the early Islamic empire, the government and the religion were the same. All questions that came up were decided by religious scholars. They worked out a set of laws called the Sharia. These laws cover every aspect of life. They tell what crimes should be punished and how. They set the rules for marriage, contracts, and inheritance.

Islam is thus a complete way of life. In this way of life, men and women generally have different roles. Their activities are often kept quite separated. Families sometimes arrange marriages. Women are expected to be well covered when they go outdoors. In some countries, they have to wear a veil covering their body. In Arab countries, such a covering is called a *burka*.

The mosque is the traditional place of worship for Muslims. Friday is their holy day, or day of worship. Islam teaches that all Muslims are equal before God. This teaching gives Muslims around the world a sense of community, no matter what country or social class they come from.

Exercise 8

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. Islam is one of the biggest religions in the world.
2. Islam was founded by the prophet Muhammad.
3. Muhammad called on the Meccans to worship one god.
4. After accepting Islam the Meccans split into two groups.
5. Muhammad wrote down the Qur'an.
6. According to five beliefs and practices, Muslims must fast from dawn to dusk.
7. Muhammad's own deeds and sayings are reported in the Qur'an.

8. The Sharia is the main set of laws among Muslims.
9. Men and women in Muslim countries generally live separately.
10. All Muslims are equal before God, according to Islam.
11. Muslims around the world have a strong sense of community.

Exercise 9

● *Match the words in the left column with their definitions on the right.*

- | | |
|--------------|--|
| 1. belief | a. a person who establishes an institution, society, etc. |
| 2. fast | b. a person regarded as an inspired teacher or proclaimer of the will of God |
| 3. messenger | c. a specialist in a particular branch of study, especially the humanities |
| 4. mosque | d. a solemn request for help or expression of thanks addressed to God |
| 5. founder | e. publicly proclaim or teach a religious message or belief |
| 6. principle | f. abstain from all or some kinds of food or drink, especially as a religious observance |
| 7. prayer | g. a Muslim place of worship |
| 8. preach | h. the most important part of a system or agreement what makes it strong and successful |
| 9. prophet | i. a religious persuasion |
| 10. scholar | j. a person that precedes the coming or development of someone or something else |

Exercise 10

● *Fill in the blanks with the corresponding words from the box.*

faith, fasting, followers, founder, laws, pillars, prophets, religion, respected

(1) _____ of Islam are called Muslims. Muslims believe there is only One God; the Arabic word for God is Allah.

According to Muslims, God sent a number of (2) _____ to mankind to teach them how to live according to His law. Jesus, Moses and Abraham are (3) _____ as prophets of God. Muslims believe that the final Prophet was Muhammad who was the (4) _____ of Islam. They date their (5) _____ from the time of the migration of Muhammad. Muslims base their (6) _____ on their holy book Qur'an. They believe that there are five basic (7) _____ of Islam which are the declaration of (8) _____, praying five times a day, giving money to charity, (9) _____ and a pilgrimage to Mecca (at least once).

Exercise 11

● Choose the proper variant between the two given.

During the ten years between his arrival in Medina and his death in AD 632, Muhammad (1) **found/founded** the ideal Islamic state. In addition to general moral prohibitions, the requirements of the religion came to (2) **consist/include** a number of institutions that continue to characterize Islamic religious practice today. The main among these were the five (3) **principals/principles** of Islam, the essential religious (4) **beliefs/duties** required of every adult Muslim who is mentally able: the profession of faith, prayer, fasting, and pilgrimage. Although some of these practices had precedents in Jewish, Christian, and other Middle Eastern religious traditions, taken together they set Islamic religious practices (5) **apart/up** from those of other religions. They are thus the most central (6) **deeds/rituals** of Islam and constitute the core practices of the Islamic faith.

Many polemical descriptions of Islam have (7) **called/focused** critically on the Islamic concept of jihad. Jihad, considered the sixth (8) **principals/principles** of Islam by some Muslims, has been understood to mean a (9) **holy/honour** war in these descriptions. However, the word in Arabic means 'to struggle in order to please God'. Within the faith of Islam, this effort can be individual or collective, and it can be applied to leading a moral life; helping other Muslims through charity, education, or other means; (10) **praying/preaching** Islam; and fighting to (11) **defend/surrender** Muslims.

Exercise 12

● Choose the proper variant among A, B, C, or D.

Of all Muslim institutions, the mosque is the most important place for the public expression of Islamic religiosity and communal (1) _____. The most important characteristic of a mosque is that it should be oriented toward Mecca. One or more niches on one of the walls of the mosque often serve as indicators of this direction. When the imam leads the (2) _____ he usually faces one of these niches. Many mosques also have separate areas for performing water rituals, and separate sections for women. In many mosques, several rows of columns are used to mark the way for (3) _____ to line up behind the imam during prayer. Mosques usually have one or more minarets, or towers, from which the muezzin calls Muslims to (4) _____ five times a day. In addition to their functional use, these minarets have become distinguishing elements of mosque architecture. Most mosques also have a dome, and the line connecting the center of the dome to the niche is supposed to (5) _____ toward Mecca. Throughout the world there are many mosques that are not actually directed toward Mecca, but such an (6) _____ arrangement or position is due to (7) _____ methods for determining the direction of Mecca.

- | | | | |
|-----------------|--------------|-------------------|-----------------|
| 1 A member-ship | B identity | C representa-tion | D practice |
| 2 A pilgrimage | B prayers | C priesthood | D worship |
| 3 A messen-gers | B converts | C worshipers | D command-ments |
| 4 A profess | B obey | C preach | D prayer |
| 5 A found | B appoint | C point | D find |
| 6 A uncorrect | B noncorrect | C incorrect | D unright |
| 7 A inaccurate | B unaccurate | C unexact | D unwrong |

Exercise 13

● Choose the proper variant.

1. Today there are about 1 billion Muslims, and their numbers are growing at a _____ unmatched by that of any other religion in the world.
a) volume b) rate c) height

2. Despite the political and ethnic diversity of Muslim countries, a core set of _____ continues to provide the basis for a shared identity among Muslims.
a) converts b) souls c) beliefs
3. On several occasions during a typical day, and in the saying of daily prayers, a Muslim repeats the profession, «I bear witness that there is no god but Allah and that Muhammad is his _____».
a) intention b) message c) messenger
4. The Qur'an prescribes _____ during the month of Ramadan, the 9th month of the 12-month Islamic lunar year.
a) forgiving b) fasting c) preaching
5. The month of Ramadan is _____ because the first revelation of the Qur'an is said to have occurred during this month.
a) sacred b) merciful c) humble
6. The fifth pillar requires that Muslims who have the physical and financial ability should perform the _____, or hajj, to Mecca at least once in a lifetime.
a) prayer b) persecution c) pilgrimage
7. Muslims say that trouble can call _____ a person's best qualities.
a) on b) for c) out

Text 3

● *Read and translate the text.*

Hinduism

Hinduism is the world's third biggest religion. It has about 900 million followers. Only Christianity and Islam have more. Hinduism, however, has not spread as much as Christianity and Islam. About 20 million Hindus live outside India. All the rest live in India, where the religion was born.

Hinduism is one of the world's oldest religions, but it has no founder. It grew slowly out of the beliefs and practice of ancient tribes. These tribes, the Indo-Aryans, entered India around 3000 BC. Over many centuries, their religion turned into Hinduism.

Hindus believe every living thing has a soul. They say that after death, each soul gets born again into a different body. This is called reincarnation. People are rewarded for each good deed and punished for each bad one, Hindus say. The reward or payback may come in another lifetime, however. So, each person carries a load of rewards or punishments they are owed for past deeds. This is called karma.

Everything people do adds to their karma. Those who have been good are reborn into a higher form in the next life. Those who have been evil are reborn into a lower form. Over countless lifetimes, a soul can rise until it escapes the cycle of death and rebirth. It can finally rejoin Brahman, the Supreme Being.

Hinduism has no central book, like the Bible. Instead, it has many sacred texts. Together, these books are called the Vedas. They contain hymns and religious instruction. They also discuss how to live a good life and achieve union with Brahman. Hindus have great story poems, too, such as the *Mahabharata*. One small part of this very long poem is called the *Bhagavad-Gita*. It contains some of the central teachings of Hinduism.

Only Brahman is real, the Hindus say. Everything else is a kind of dream. Brahman never dies or changes. Brahman may, however, appear to people in the form of various gods and goddesses. A few of them, however, are more important than others. These include Brahma (who creates), Vishnu (who preserves), and Shiva (who destroys). All of them are forms of Brahman, the Supreme Being.

Hinduism is not just a religion but a way of life as well. Hindus have rituals for every life activity. These rituals cover eating, sleeping, and working as well as love, marriage, and friendship.

This way of life touches upon something called the caste system. A caste is a group of people with a certain status. Some castes are higher and some lower. Hindus believe in marrying only others of their own caste. Everyone is born into a caste. According to Hinduism, people cannot move to a different caste within their lifetime. They must wait until death. After that, they may be reborn into a higher (or lower) caste.

Hindus have built temples to honor their gods. But they do not need to go to a temple to worship. They can worship at home, in groups, or alone. Hindus believe everything created in the world is worthy of worship.

Exercise 14

● Find the logical answer in the right column.

- | | |
|--|---|
| 1. How many people follow Hinduism? | a. They are sacred texts. |
| 2. What country was Hinduism born in? | b. It is a group of people with a certain status. |
| 3. Who laid the foundations of Hinduism? | c. It is a load of rewards or punishments people are owed for past deeds. |
| 4. What do Hindus believe in? | d. It has rituals for every life activity. |
| 5. What is reincarnation? | e. They pray at temples, at home, or alone. |
| 6. What is karma? | f. There is no founder. |
| 7. How are people encouraged for good deeds or life? | g. It was born in India. |
| 8. When can a soul rejoin Brahman? | h. There are about one billion followers. |
| 9. What are the Vedas? | i. They think every living thing has a soul. |
| 10. Why is Hinduism a way of life? | j. When it escapes the cycle of death and rebirth. |
| 11. What is a caste? | k. They are reborn into a higher form in the next life. |
| 12. Where do Hindus worship? | l. It means that after death each soul gets born again into a different body. |

Exercise 15

● Choose the proper variant between the two given.

Can you imagine wanting nothing? How would you feel? Calm and relaxed? Cheerful? Satisfied? This is the state of (1) **mind/sense** Buddhists try to reach. Buddhism is both a religion and a philosophy. It was (2) **founded/set** in the 6th century BC by a man known as Buddha.

Siddhartha Gautama, who later became known as Buddha, was born in Nepal around 563 BC. His father was a king. Young Siddhartha grew up knowing only comfort and pleasure. Then one day he discovered that (3) **judgement/suffering** exists, and it troubled him. Why did people suffer, he wondered? How could they be saved?

Siddhartha tried to find answers. Holy men advised him that giving up all pleasures and comforts would (4) **help/release** him from suffering. Siddhartha tried this, but it didn't work. Finally, he sat under a tree and meditated—that is, he emptied his mind of all thoughts in an effort to concentrate. Gradually, he came to (5) **enlightenment/thought**, understanding of the religious truth he had been seeking. He was then known as Buddha. Buddha means the «enlightened one».

Buddha taught that happiness lies neither in pleasure nor in self-denial. He advised people to follow a middle way between (6) **extremes/things**. He preached what he called the Four Noble Truths: first, that life is suffering; second, that suffering comes from desire, or attachment to the world; third, that attachment can be ended; and fourth, that the way to end it is to follow the Eightfold Path.

The Eightfold Path (7) **comprises/consists** of eight things people should do or have in their lives. They include right views, right intention, right speech, right action, right effort, right-mindedness, and making a living in the right way. The eighth step is daily meditation. Buddha said people who follow this path can achieve a (8) **sense/state** of happiness called nirvana. As a result, they escape the world and its suffering forever. Those who do not achieve nirvana are going to be born again after death in another form and will have to start (9) **off/over**.

Buddha's followers were (10) **adherents/monks**. They lived apart from the world, in monasteries. They shaved their heads, wore orange robes, and lived a Buddhist life.

About a hundred years after Buddha died, his followers started writing his teachings down in books called *sutras*. Soon after this, Buddhism (11) **divided/split** into two branches. The Theravada Buddhists believe each person should try hard to (12) **come/reach** nirvana on his or her own. The Mahayana Buddhists believe Buddhists should (13) **look/seek** help from

bodhisattvas. A bodhisattva is someone who has already reached enlightenment.

In the 3rd century BC, an Indian king named Ashoka became a Buddhist. He sent Buddhist teachers far and (14) **long/wide**. Buddhism spread over the next 500 years. It (15) **originated/took** root in China, Korea, Japan, Southeast Asia, and Sri Lanka.

As it spread, Buddhism took new forms. Buddhists of Tibet regard their leader, the Dalai Lama, (16) **as/like** a living Buddha. In Japan, Zen Buddhists emphasize meditation and work.

Most Buddhists today live in East Asia and Sri Lanka. Buddhism is also finding new followers in India, where it had once died (17) **off/out**. Buddhists can now be found all around the world, including the United States and Canada.

Exercise 16

● *Fill in the blanks with proper variants.*

**came across, enlightened, honored, meditating, merciful, preaching,
search, serene, suffering**

Siddhartha Gautama, the man who became known as Buddha, could have led a comfortable, carefree life. But he devoted himself to a (1) _____ for truth and understanding so that he could help end the suffering of other people.

Late in life, Gautama was given the name Buddha, which means «enlightened one». Buddha was considered (2) _____ because he had gained understanding of spiritual matters. His teachings form the basis of Buddhism, one of the world's major religions.

Buddha was born around 563 BC in Nepal. His family were nobles and warriors. They wanted him to be a warrior, too. But from childhood, Buddha was quiet and thoughtful. He did not like the privileged life at his father's palace. He found it dull. So he began to wander around the countryside, thinking deeply about the right way to live.

One day, around 533 BC, Buddha (3) _____ three men. The first was old, the second was sick, and the third was dead. Looking at them, Buddha saw that the world was full of (4) _____. Why was this, he wondered. Could it ever end?

Then Buddha met a fourth man: a Hindu monk who lived by begging. The monk was calm and (5) _____, so Buddha decided to try living like him. Buddha traveled through India, studying with Hindu teachers. But their religious ideas did not satisfy him.

Buddha also spent time alone, thinking and (6) _____. In 528 BC, he was sitting under a tree when he suddenly felt he understood suffering. It was caused by people themselves! If they lived better lives, it would end. Buddha said that everyone should try to be humble, generous, and (7) _____. People should give up violence and practice self-control.

Buddha spent the rest of his life teaching and (8) _____. Many people followed him. Some became monks and nuns. Others used his ideas to guide their everyday lives. A new religion called Buddhism grew and spread to many parts of the world.

Buddha died in Nepal at about the age of 80. Today, he is still (9) _____ by millions of people in many lands.

Exercise 17

● Choose the proper variant between the two given.

Confucius helped shape Chinese civilization. He lived a quiet life and made no great discoveries. But by teaching people to respect old ideas of good behavior, he set (1) **offers/standards** that are still admired today.

Confucius was born in Lu, a state in northeast China, about 551 BC. His father died when he was three years old, and he grew up very poor. Even so, Confucius got a good education. He married young, and worked as a laborer to support his wife and children. Then in 527 BC, he began a new career as a teacher.

Confucius (2) **found/founded** the government of China corrupt and lawless. He wanted reform. Confucius studied the writings of ancient Chinese sages (wise men), and he taught their ideas to his students. He said that people should be kind, honest, polite, wise, and (3) **humble/obedient**. They should respect their parents and honor their (4) **ancestors/descendants**. They should be good citizens.

Confucius also encouraged rulers to set an (5) **example/standards** of good behavior. He believed that people would copy the

rulers. Everyone would then live peacefully, and the Chinese people would be rich and happy.

About 501 BC, Confucius was made a judge. The next year, he became the government official in (6) **charge/defense** of law and order in his home state of Lu. This gave him a (7) **chance/deed** to make laws based on his own teachings. They were very successful! In his state, crime almost disappeared. But (8) **jealous/merciful** rivals plotted against him, and he was dismissed in 496 BC.

Confucius spent the next 12 years as a teacher. He won great (9) **commandment/fame** and respect. In 484 BC, he retired to Lu, where he died about 5 years later. Confucius never wrote down his teachings. But his students remembered them and wrote them (10) **down/in**. These teachings and later writings were collected in the *SiShu* (Four Books). These books were studied by Chinese (11) **scholars/schools** for the next 2,400 years, and they still (12) **authorize/guide** many Chinese communities.

Exercise 18

● Choose the proper variant.

1. The hierarchical nature of Catholicism _____ it apart from other Christian churches.
a) makes b) sets c) carries
2. After the year 395, Rome _____ down and split into two empires.
a) came b) turned c) broke
3. Although the primary purpose of the mosque is to serve as a place of _____, it is also important to the Muslim community as a place to meet and study.
a) search b) holy c) prayer
4. Buddhists pursue _____ as part of the path toward Enlightenment and Nirvana.
a) soul b) meditation c) caste
5. The muezzin _____ for all the followers to stand together for the prayer.
a) calls b) makes c) carries

6. Jesus Christ _____ from Bethlehem, a town in the ancient Middle Eastern region of Judea.
a) grows b) makes c) comes
7. In the 7th century the religion of Islam was _____ up.
a) called b) set c) grown
8. Saint Genevieve is the _____ of Paris.
a) saviour b) priest c) prophet
9. In the Bible, various forms of prayer appear; the most common forms being petition, thanksgiving, and _____.
a) message b) worship c) faith
10. Most Hindus _____ religious rituals at home.
a) believe b) seek c) observe
11. Christians generally _____ to God or to the Father.
a) believe b) follow c) pray
12. The New Testament and the Old Testament make _____ the Christian Bible.
a) from b) up c) down
13. What made the death of Jesus more significant than the countless other crucifixions carried _____ by the Romans?
a) out b) on c) up
14. During the month of Ramadan Muslims give _____ meals and drinks till the sun sets.
a) up b) out c) on
15. The Christian followers wrote _____ all events from Jesus Christ's earth life.
a) out b) from c) down

Exercise 19

● *Fill in prepositions where necessary.*

The city of Jerusalem is a holy place (1) _____ three religions: Christianity, Islam, and Judaism. Many important events in the history of these religions took place in Jerusalem and the surrounding Holy Land. (2) _____ the year 1096 and the late 1200s, Christians fought a series of wars (3) _____ Muslims—followers

of Islam. These wars were called the Crusades. The Crusades were fought (4) _____ control of the Holy Land.

Many Christian men, women, and children in Europe volunteered to fight in the Crusades. They left their homes and families to travel far away and fight (5) _____ these religious wars. Why did they volunteer for such dangerous adventures?

Some Crusaders—people who joined the Crusades—were inspired (6) _____ religious ideals. They believed it was their duty to take (7) _____ control of the Holy Land from Muslims. They believed that the Holy Land—where Christianity was born—should be (8) _____ Christian rule.

Other people saw the Crusades as a chance to win fame and praise, or to increase their wealth and political power. Kings and knights sought glory. Greedy soldiers hoped (9) _____ riches. Merchants aimed to defeat Muslim traders and win control of trade routes in the Mediterranean Sea.

In 1095, Pope Urban II called (10) _____ his followers to protect Christian pilgrims traveling to Jerusalem. Wandering preachers spread Urban's message. In 1096, thousands of nobles, townsfolk, and peasants flocked to join the First Crusade.

It took years for them to complete this extremely tiring and demanding journey. Some went (11) _____ foot. Others traveled (12) _____ horseback or (13) _____ sea. In 1099, the Crusaders got (14) _____ Jerusalem. They captured it after a bloody siege. The Crusaders killed all Muslims and Jews sheltered (15) _____ the city walls. They set (16) _____ a Christian kingdom to rule the lands around Jerusalem, and they chose a French knight as king.

Muslims soon fought (17) _____, and so church leaders called (18) _____ a Second Crusade. It took place (19) _____ 1147 to 1149. However, the rowdy, quarrelsome Crusaders were no match for well-trained Muslim troops. Most of the Crusaders were killed.

The Third Crusade began after Saladin, a famous Muslim general, reconquered Jerusalem in 1187. It was led by Europe's top warriors, including King Richard I of England. He became known as Richard the Lion-Hearted because (20) _____ his courage. But the Crusaders were forced to retreat in 1192, exhausted by fighting in the desert.

The Fourth Crusade, from 1202 to 1204, was also a failure. The Crusaders never reached (21) _____ Jerusalem. Instead (22) _____, they looted the city of Constantinople. In 1212, hundreds of youngsters set (23) _____ on a Crusade from France. The so-called Children's Crusade ended (24) _____ tragedy. Although some of the children returned home, others died of hunger or were captured and sold as slaves.

Between 1217 and 1291, there were five more Crusades. But none was successful, and the Crusader kingdom of Jerusalem lost all its land.

As wars, most Crusades were failures. The Crusaders did not win control of Jerusalem, or drive Muslims (25) _____ of the Middle East. The Crusades caused terrible suffering in the lands the Crusaders invaded. Countless Crusaders died from injuries, accidents, and disease.

(26) _____ destroying Muslim trade, the Crusades did help European merchants grow rich and finance new voyages of exploration. However, the Crusades left a legacy of bitterness and misunderstanding (27) _____ Christians and Muslims that has not yet gone (28) _____.

Exercise 20

● *Translate into English.*

1. Основы религиозных представлений, как правило, записаны в священных книгах. 2. Христианство основано на жизни и учениях Иисуса Христа, представленных в Новом Завете. 3. Почти все христиане верят в Троицу. 4. В соответствии с числом верующих, христианство делится на католическую церковь во главе с папой Римским, протестантскую церковь, которая отделилась от католической в 16 столетии, и православную церковь. 5. Буддизм — наиболее распространенная религия в Тибете. 6. Ислам основан на религии, основателем которой был исламский пророк Мухаммед.

Myths, Beliefs and Superstitions

Vocabulary

● *Read and learn the vocabulary.*

acquire *v* — обзаводиться, приобретать

alien *n* — инопланетянин

belief *n* — вера, верование

blessing *n* — благословение

capture *v* — завладеть, захватить, увлечь

capture attention — привлечь внимание, увлечь

capture the headlines — завоевать популярность; получить широкую огласку (в печати)

character *n* — образ, герой; тип; действующее лицо

coin *v* — создавать неологизмы (новые слова и выражения)

create *v* — производить; создавать, творить *Syn:* **found, establish, set up, invent, make**

creation *n* — выдумка, вымысел; плод воображения

creature *n* — существо

custom *n* — обычай, традиция *Syn:* **tradition, usage**

deed *n* — действие, деяние; (геройский) поступок

deity *n* — божество, бог

dragon *n* — дракон

endurance *n* — прочность, стойкость; сопротивляемость изнашиванию

enormous *adj* — громадный; гигантский, обширный, огромный

evil *adj* — 1) злой, дурной; *n* — 2) зло, несчастье, беда; бедствие *Syn:* **harm, hurt**

exaggerate *v* — преувеличивать

fable *n* — сказка, миф, легенда *Syn:* **tale**

fairy tale *n* — волшебная сказка; сказка о феях, волшебницах, эльфах

fascinate *v* — 1) приводить в восторг, очаровывать; 2) гипнотизировать, зачаровывать

fate *n* — судьба; доля, жребий, фатум

feature *n* — 1) особенность, характерная черта; признак, свойство *Syn:* **characteristic, quality**

2) *v* — показывать, проявлять

folktale *n* — народная сказка

fortune-teller *n* — ворожея, гадалка

fortune-telling *n* — гадание

forbid (forbade, forbidden) *v* — запрещать; не позволять *Syn:* **prohibit**

ghost *n* — привидение, призрак

give rise to *v* — порождать, вызывать что-л.; давать начало чему-л.

goddess *n* — богиня

gypsy *n* — цыган; цыганка

holly *n* — остролист (его вечнозелеными веточками с красными ягодами по традиции украшают дом на Рождество)

horn *n* — рог

horoscope *n* — гороскоп

human beings *n* — люди *Syn:* **humans**

inspire *v* — вдохновлять, стимулировать, влиять, воздействовать

mermaid *n* — русалка, сирена

mistletoe *n* — омела (в Англии традиционное украшение дома на Рождество)

narrate *v* — повествовать, рассказывать

narration *n* — описание, повествование, рассказ

narrative *adj* — рассказывающий, излагающий, повествовательный

overcome (overcame, overcome) *v* — побороть, победить *Syn:* **conquer**

pagan *n* — 1) язычник; *adj* — 2) языческий

precede *v* — предшествовать (чему-л./кому-л.)

predict *v* — предсказывать, пророчить *Syn:* **forecast**

prediction *n* — предсказание; прогноз; пророчество

proceed (with) *v* — продолжать

prohibit *v* — запрещать что-л. *Syn:* **forbid**

prohibition *n* — запрет, запрещение
related to *adj* — зависимый, зависящий
sacred *adj* — священный; святой
sea serpent *n* — морской змей, морской дракон
sighting *n* — визуальное наблюдение
soul *n* — душа *Syn:* **spirit**
spirit *n* — дух; духовное начало; душа *Syn:* **soul**
subject (to) *v* — подвергать
succeed (in) *v* — достигать цели, преуспевать; иметь успех
supernatural *adj* — сверхъестественный
superstition *n* — суеверие, религиозный предрассудок
superstitious *adj* — суеверный
taboo *n* — 1) табу; вето, запрет, запрещение *Syn:* **prohibition**
adj — 2) запретный, запрещенный *Syn:* **forbidden**
v — 3) подвергать табу; запрещать *Syn:* **forbid**
temple *n* — храм
turn upside down *v* — переворачивать вверх дном
UFO (unidentified flying object) *n* — неопознанный летающий объект, НЛО
unicorn *n* — единорог
warrior *n* — воин
wisdom *n* — мудрость
witch *n* — колдунья; ведьма
witchcraft *n* — колдовство; черная магия
practice witchcraft — колдовать, заниматься черной магией

Phrasal verbs

bring on — навлекать, вызывать
call for — требовать
catch up — схватить, подхватить
check up — проверять
point out — указывать, обращать внимание
set up — учреждать; основывать
ward off — отвращать, предотвращать; отводить (удар, опасность)

Text

● Read and translate the text.

A myth is defined as a sacred narrative explaining how the world and humankind came to be in their present form. The main characters in myths are usually gods, supernatural heroes and humans. As sacred stories, myths are often approved by rulers and priests and closely linked to religion. A myth is usually regarded as a true story of the remote past. In fact, many societies have two categories of traditional narrative, «true stories» or myths, and «false stories» or fables. Creation myths generally take place in a primitive age, when the world had not yet achieved its current form, and explain how the world gained its form and how customs, institutions and taboos were established.

Closely related to myth are legend and folktale. Myths, legends, and tales are different types of traditional story. Unlike myths, folktales can be set in any time and any place, and they are not considered true or sacred by the societies that tell them. Like myths, legends are stories that are traditionally considered true, but are set in a more recent time, when the world was much as it is today. Legends generally feature humans as their main characters, whereas myths generally focus on superhuman characters.

The ancient Greeks had many myths or stories about gods and heroes. These gods and heroes acted very much like human beings, though on a larger scale. They fell in love, and they quarreled. Myths try to explain things. Some myths are stories about how the universe, the world, and human beings were created. Other myths offer explanations for why such things as war, earthquakes, and floods happen.

People have always told stories about mythical creatures, such as dragons, unicorns, and mermaids. Before the days of airplanes and cameras, nobody could be sure what wild beasts might live in lands far away. Even now we are not exactly sure what lives at the bottom of the sea or on top of the highest mountains.

Travelers used to come home with tales of extraordinary creatures. Some tales were true and some were false. People laughed at the idea of a giraffe before they had seen one. On the other hand, there was a time when almost everyone thought that dragons were real. In many stories, the hero has to fight a huge dragon. In Christian legend, Saint George fought a dragon to stop it from

eating people. Most countries have legends about huge reptiles, usually with wings and often breathing fire. The Chinese admired dragons for their wisdom. In European legends, dragons were generally terrifying creatures.

Japan has several mythical spiders, including Tsuchi-Gumo, a monster that could only be destroyed by fire. Another story tells of Spider-Woman, who lives in a lonely castle and seizes travelers in her sticky webs.

Hundreds of years ago, many travelers told tales of an animal with a single horn—a unicorn. Unicorns' horns were supposed to be magical as people thought they treated diseases.

Lions appear in many myths. The sphinx in Greek myths was a creature with the body of a lion, the head of a woman, and the wings of an eagle. The sphinx was a dangerous beast. She asked people a really tough riddle: «Which creature in the morning goes on four legs, at mid-day on two, and in the evening upon three, and the more legs it has, the weaker it be?» If they gave the wrong answer, she killed them. Oedipus solved the riddle by answering: «Man—who crawls on all fours as a baby, then walks on two feet as an adult, and then walks with a cane in old age». The tale says, the sphinx then threw herself from the high rock and died.

Many real creatures that live underwater have inspired legends. Whales and giant squid are remarkable animals. People used to exaggerate their size and powers. There are legends of whales swallowing men alive. Krakens, huge sea creatures that look like giant squids, were said to pull whole ships under the waves.

Tales are also told about mermaids, beautiful women with fish tails instead of legs. Mermaids represented danger to sailors. Sailors who heard them singing could fall into a trance and directed their ships onto the rocks.

Hardly anyone believes in mermaids now. But plenty of people think that a huge monster lives in Loch Ness, a lake in Scotland. There have been tales about a long-necked, hump-backed animal in the lake since the 6th century AD. Nobody has proved that this sea serpent exists.

The snowman is another legendary creature that fascinates people. Explorers of the Himalaya Mountains in Asia tell stories of this «wild man» of the mountains. People have even taken photographs and made plaster casts of what they think are its enormous footprints.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|--|--|
| 1. A myth is usually regarded | a. of a giraffe before they had seen one. |
| 2. Myths, legends, and tales | b. swallowing men alive. |
| 3. Some myths are stories about | c. usually with wings and often breathing fire. |
| 4. People laughed at the idea | d. that fascinates people. |
| 5. Most countries have legends about huge reptiles, | e. the head of a woman, and the wings of an eagle. |
| 6. Hundreds of years ago, many travelers told tales | f. beautiful women with fish tails instead of legs. |
| 7. The sphinx in Greek myths was a creature with the body of a lion, | g. as a true story of the remote past. |
| 8. There are legends of whales | h. how the universe, the world, and human beings were created. |
| 9. Tales are also told about mermaids, | i. that this sea serpent exists. |
| 10. Nobody has proved | j. of an animal with a single horn—a unicorn. |
| 11. The snowman is another legendary creature | k. are different types of traditional story. |

Exercise 2

● *Find the logical answer in the right column.*

- | | |
|--|--|
| 1. What are the main characters in myths? | a. They are dragons, unicorns, and mermaids. |
| 2. What are two categories of traditional narrative? | b. They describe various spiders. |
| 3. What is the difference between myths and folktales? | c. It was unicorns' horns. |

- | | |
|---|---|
| 4. What stories are not considered true or sacred by the societies? | d. It was a creature with the body of a lion, the head of a woman, and the wings of an eagle. |
| 5. What are the ancient Greek myths based on? | e. People think there is an enormous sea monster at the bottom. |
| 6. What mythical creatures do people tell stories about? | f. They are usually gods, supernatural heroes and humans. |
| 7. What did Saint George do, according to Christian legend? | g. They are folktales. |
| 8. What did Japan myths narrate? | h. It's a legendary creature living in the Himalayas. |
| 9. What was a magical cure for people many years ago? | i. Folktales can be set in any time and any place unlike myths. |
| 10. What did the sphinx in Greek myths look like? | j. He fought a dragon to stop it from eating people. |
| 11. What is Loch Ness famous for? | k. They describe stories about gods and heroes. |
| 12. What is a snowman? | l. They represent «true stories» or myths, and «false stories» or fables. |

Exercise 3

● *Look at the sentences. Compare them with the text. Write T (True) if the sentences say the same as the text and F (False) if they do not correspond to the text.*

1. Myths are sacred stories.
2. Legends are set in a more recent time in comparison to myths.
3. Legends usually describe superheroes.
4. Travelers came home with extraordinary creatures.
5. Europeans were fascinated by dragons due to their wisdom.
6. The sphinx in Greek myths was a horrible creature.
7. Oedipus killed the sphinx.

8. People used to exaggerate their heroes.
9. Mermaids were dangerous creatures.
10. Even now people do not know who lives in the sea or on land.

Exercise 4

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|----------------|--|
| 1. belief | a. the ability or result of an ability to think and act utilizing knowledge, experience, understanding, common sense |
| 2. deed | b. a forecast |
| 3. feature | c. a building or place dedicated to the worship of a deity |
| 4. narration | d. the act of forbidding or state of being forbidden |
| 5. pagan | e. the art or power of bringing magical or supernatural power |
| 6. prediction | f. something that is done or performed; act |
| 7. prohibition | g. the act or process of telling smb. |
| 8. temple | h. a prominent or distinctive part or aspect |
| 9. wisdom | i. a principle, proposition, idea, etc., accepted as true |
| 10. witchcraft | j. a member of a group professing a polytheistic religion |

Exercise 5

● *Choose the proper variant between the two given.*

Some (1) **creations/creatures** in Greek myths were terrifying beasts. The Hydra was a monster with many heads. Others were half-human and half-animal. The Minotaur had the head of a bull and the body of a man. Greek myths (2) **narrate/tell** that heroes were the only people who could kill the monsters because they were usually the children of gods and humans. Heracles was a son of Zeus; he (3) **overcame/struggled** the Hydra and many other beasts. He performed many great (4) **customs/deeds**. Theseus was a hero who followed the Minotaur through a maze and killed

him. No one else had ever found their way out of the maze, but Theseus (5) **proceeded/succeeded** by following a thread through the twisting tunnels.

Ancient Greek writers (6) **set/turned** some of the myths into great plays. Their plays (7) **created/inspired** later writers.

After the ancient Romans became the' (8) **enormous/sacred** power of Europe, in the 1st century BC, they gave the Greek gods new names and (9) **borrowed/prohibited** their stories. Zeus, for example, became the Roman god Jupiter. Roman statues, paintings, and poetry all used stories from Greek myths.

Later, European artists looked back to Greece for (10) **creation/inspiration**. Famous painters and sculptors (11) **created/narrated** their own versions of the gods. Musicians and writers took (12) **characters/heroes** from Greek myths. Even today, you can find the ancient stories in movies and computer games.

Exercise 6

● *Fill in the blanks with the corresponding words from the box.*

blessing, custom, pagan, precedes, respect, sacred turned, ward, worshipped

Ancient people were hunters and spent most of their time outdoors. The seasons and weather played a very important part in their lives and because of this they had a great (1) _____ for, and even (2) _____, the sun. The Norsemen of Northern Europe saw the sun as a wheel that changed the seasons. It was from the word for this wheel, houl, that the word yule (another name for Christmas) is thought to have come. At Winter Solstice the Norsemen's (3) _____ was to light bonfires, tell stories and drink sweet ale.

The Romans also held a festival to mark the Winter Solstice. Saturnalia (from the God Saturn) ran for seven days from 17th December. It was a time when the ordinary rules were (4) _____ upside down. Men dressed as women and masters dressed as servants. The festival also involved processions, decorating houses with greenery, lighting candles and giving presents.

Holly is one of the symbols most associated with Christmas. Its religious significance (5) _____ Christianity. It was previously associated with the Sun God and was important in (6) _____ customs. Some ancient religions used holly for protection. They

decorated doors and windows with it in the belief it would (7) _____ off evil spirits.

Before Christianity came to the British Isles the Winter Solstice was held on the shortest day of the year (21st December). The Druids (Celtic priests) would cut the mistletoe that grew on the oak tree and give it as a (8) _____. Oaks were seen as (9) _____ and the winter fruit of the mistletoe was a symbol of life in the dark winter months.

Exercise 7

● *Find pairs of synonyms. Be careful! There is one extra word.*

tradition, human beings, fable, characteristic, prohibit, tell, forecast, humans, wisdom, evil, custom, harm, overcome, predict, soul, conquer, tale, spirit, feature, set up, narrate, forbid, establish

Exercise 8

● *Choose the proper variant among A, B, C, or D.*

I first visited Stonehenge as a small child and became fascinated by what to me seemed a place of magic and fairytales. During the 1980s I lived in West Wales, near the actual source of the inner Bluestone circle and began to realize that there was much more to Stonehenge than I had ever imagined. For centuries, Stonehenge has (1) _____ the peoples of the world and even today, with all our modern wonders, it receives almost a million visitors per year who travel to Salisbury Plain in Wiltshire, England just to spend some time (2) _____ its magic. «Who? Why? How?» are the questions that have captured the public's imagination.

Stonehenge is surely Britain's greatest national icon, symbolizing mystery, power and (3) _____. Its original purpose is unclear to us, but some have thought that it was a temple made for the worship of ancient earth (4) _____. It has been called an astronomical observatory for marking significant events on the prehistoric calendar. Others claim that it was a (5) _____ site for the burial of high-ranking citizens from the societies of long ago. While we can't say with any degree of certainty what it was for, we can say that it wasn't constructed for any common purpose. Only something very

important to the ancients would have been (6) _____ the effort and investment that it took to construct Stonehenge.

The legend of King Arthur (7) _____ a story of the construction of Stonehenge. It is told that Merlin brought the stones to the Salisbury Plain from Ireland. Sometime in the fifth century, there 300 British noblemen had been killed by the Saxon leader, Hengest. The high king, Aurelius Ambrosius, wanted to (8) _____ a fitting memorial to the killed men. Merlin suggested an expedition to Ireland for the purpose of transplanting the Giant's Ring stone circle to Britain. The stones of the Giant's Ring were originally brought from Africa to Ireland by giants (who else but giants could handle the job?). The Britons, none of whom were giants, apparently, were (9) _____ in their attempts to move the great stones. At this point, Merlin realized that only his (10) _____ arts would turn the trick. So, they were shipped back to Britain where they were (11) _____ up as they had been before, in a great circle, around the mass grave of the murdered noblemen.

Situated in a vast plain, the Stonehenge site is truly impressive. It is a place where much human effort was used for a purpose we can only (12) _____ at.

- | | | | | |
|----|----------------|----------------|-----------------|----------------|
| 1 | A featured | B fascinated | C proceeded | D shown |
| 2 | A loving | B catching | C bringing | D enjoying |
| 3 | A fate | B wisdom | C endurance | D soul |
| 4 | A deities | B witches | C pagans | D customs |
| 5 | A enormous | B evil | C sacred | D supernatural |
| 6 | A cost | B worth | C valued | D priced |
| 7 | A accounts | B claims | C proceeds | D narrates |
| 8 | A ward off | B turn up | C create | D give rise |
| 9 | A unsuccessful | B insuccessful | C nonsuccessful | D failed |
| 10 | A witch | B magic | C superstitious | D sacred |
| 11 | A catch | B give | C set | D bring |
| 12 | A look | B point | C predict | D guess |

Exercise 9

● Choose the proper variant between the two given.

The Witches of Salem

In 1692 a group of adolescent girls in Salem Village, Massachusetts, became (1) **predict/subject** to strange fits after hearing tales told by a West Indian slave. When they were questioned, they accused several women of being witches who were torturing them. The townspeople were horrified but not surprised: (2) **belief/fate** in witchcraft was widespread throughout 17-th century America and Europe.

Town officials convened a court, accused a tavern keeper Bridget Bishop of witchcraft and executed her. Within a month, five other women had been convicted and hanged.

The case gave (3) **right/rise** to the hysteria which grew, in large measure because the court permitted witnesses to testify that they had seen the accused as (4) **pagans/spirits** or in visions. By its very nature, such «evidence» was especially dangerous, because it could be neither (5) **checked/given up** nor (6) **precede/subject** to objective examinations. By the fall of 1692, more than 20 victims, including several men, had been executed, and more than 100 others were in prison — among them some of the town's most prominent citizens. But now the hysteria threatened to (7) **proceed/spread** beyond Salem, and priests throughout the colony (8) **called/came** for an end to the trials. The governor of the colony agreed and dismissed the court. Those still in prison were freed.

The Salem witch trials (9) **fascinated/inspired** Americans. Most historians agree that Salem Village in 1692 was (10) **seized/set** by a kind of public hysteria, fed by a belief in the existence of witchcraft. They (11) **come/point** out that, while some of the girls may have been acting, many responsible adults became (12) **caught/subject** up in hysteria as well.

Exercise 10

● Fill in the blanks with the corresponding words from the box.

acquired, borrowed, change, custom, forbidden, meaning, origins, prohibition, sacred, similar, taboo, use

Among the many discoveries of Captain James Cook was a linguistic one, the term *taboo*. In a journal entry from 1777, Cook says this word «has a very comprehensive (1) _____; but, in general, signifies that a thing is (2) _____. When any thing is prohibited to be eaten, or made (3) _____ of, they say, that it is taboo». Cook was in the Friendly Islands (now Tonga) at the time, so even though (4) _____ words occur in other Polynesian languages, the form *taboo* from Tongan *tabu* is the one we have (5) _____. The Tongans used *tabu* as an adjective. Cook, besides introducing the word into English, also made it into a noun referring to the (6) _____ itself and a verb meaning «to make someone or something (7) _____.» From its (8) _____ in Polynesia the word *taboo* has traveled as widely as Cook himself and is now used throughout the English-speaking world.

Thanks to the Friendly Islanders, English (9) _____ a word to characterize anything prohibited not by the laws of nature but by the laws of (10) _____ or religion. Scholars observed that there were two kinds of taboo, things to be avoided because they were too (11) _____ and things to be avoided because they were too ungodly. Many languages have such taboos; the name of God may be too sacred to mention, while the names of certain body parts may be too vulgar. And taboos, we discover as we study them, may (12) _____ over time.

Exercise 11

● Find an odd word in the following word chains.

- | | | | |
|--------------|----------|------------|-----------|
| 1. fable | myth | prediction | tale |
| 2. prohibit | narrate | forbid | taboo |
| 3. inspire | overcome | conquest | win |
| 4. mermaid | dragon | unicorn | mistletoe |
| 5. foresee | proceed | predict | forecast |
| 6. mistletoe | oak | horn | holly |
| 7. acquire | buy | purchase | borrow |
| 8. usage | wisdom | tradition | custom |
| 9. set up | found | fascinate | establish |
| 10. affect | inspire | influence | succeed |

Exercise 12

● Read the text and change the words in bold type by adding negative prefixes **un-**, **il-**, **ir-**, **im-**, **mis-**.

A superstition is a false belief based on ignorance (e.g., if we don't beat the drums during an eclipse, the evil demon won't return the sun to the sky), fear of the **known** (e.g., if we don't chop up this chicken in just the right way and burn it according to tradition while uttering just the right words, then the rain won't come and our crops won't grow and we'll starve), trust in magic (e.g., if I put dirt on my beautiful child who has been praised, the effects of the evil eye will be prevented), trust in chance (if I open this book randomly and let my finger fall to any word that word will guide my future actions), or some other false conception (e.g. I'll have good luck if I carry a rabbit's foot or bad luck if a black cat crosses my path).

Athletes are very superstitious. They engage in **rational** pre-game rituals such as praying to an all-powerful being to help their team win. Many **have** superstitions about not washing their clothing after a win or loss or wearing certain numbers. Some wear a talisman, such as a holy medal or lucky shamrock.

Gamblers are also very superstitious. They're likely to think that a slot machine «is due» or that a particular machine or dealer is their «lucky machine» or «lucky dealer».

Superstitious beliefs are universal. Every culture has its **logical** beliefs, but some cultures are exceeding superstitious even in the 21st century. For example, the use of astrologers is still widespread in India, a country with many superstitions. The Chinese are particularly superstitious, especially about numbers. Some Chinese gamblers even avoid certain hotel room numbers like «58» (sounds similar to «won't prosper» in Chinese) or «4» (sounds similar to «die» in Chinese). Four is a/an **lucky** number in Japan, Korea, and Hawaii. The word for 4, *shi*, is homophonous with the word for death.

Thirteen is considered a/an **successful** number to some people in the U.S (remember Friday13). Others consider thirteen a lucky number.

The main driving forces behind superstition are ignorance and fear of the **experienced** or **predictable**. With our superstitious

beliefs and practices, we try to control things that are known to be **controllable**. Superstitions give us the illusion of power over important life and death matters: following them, we can overcome sickness and death, bring on good luck and ward off evil. Of course, we are so clever that we have superstitions to explain the failure of our superstitions. We did the ritual in a/an **proper** way or we didn't have enough faith in our spirits or we've been too evil to deserve protection or we **placed** a comma in the transcription of our sacred scriptures.

Exercise 13

● *Fill in the blanks with the proper variants among A, B, C, or D.*

1. Myths often _____ deeds of ancient heroes.
(A) predict (C) exaggerate
(B) proceed (D) acquire
2. Fear, hope, excitement _____ every face.
(A) showed (C) looked
(B) expressed (D) featured
3. They were _____ by an enormous temple.
(A) shown (C) taken
(B) looked (D) fascinated
4. Greek myths _____ many writers, composers and artists to create their works.
(A) proceeded (C) narrated
(B) inspired (D) featured
5. They were ruthless warriors who _____ their enemies.
(A) succeeded (C) inspired
(B) overcame (D) preceded
6. Beliefs in pagan deities _____ Christianity.
(A) preceded (C) prohibited
(B) proceeded (D) tabooed
7. The prophet called his followers to look within their hearts for the strength to _____ temptation.
(A) inspire (C) create
(B) capture (D) overcome

8. I make it a rule never to _____ anything without a good reason.
 (A) succeed (C) fascinate
 (B) prohibit (D) give rise
9. She was _____ to a severe punishment for witchcraft.
 (A) forbidden (C) subject
 (B) narrated (D) practiced
10. When he came in, everything was _____ upside down in the room.
 (A) captured (C) turned
 (B) set (D) created
11. He had perfect confidence in her ability to _____ in every field of literature.
 (A) succeed (C) point
 (B) precede (D) acquire
12. Never mind the interruption, _____ with your story.
 (A) narrate (C) precede
 (B) proceed (D) succeed
13. Did Troy actually exist? This interesting film _____ dramatic events.
 (A) inspires (C) calls for
 (B) features (D) points
14. This tale _____ the attention of all the children who were sitting near the fire.
 (A) featured (C) captured
 (B) inspired (D) fascinated

Exercise 14

● Fill in the blanks with the corresponding words from the box.

**evil, fear, ghost, influences, lucky, solves, supernatural,
tale, unlucky, witches'**

The Fear of Friday the 13th

If the 13th day of any month falls on a Friday, it will be an unlucky day — or so say people. Fear of the number 13 has only

been around for a comparatively short length of time. During the Middle Ages, 13 was considered quite an important number; a baker's dozen was (1) _____ in itself as you got an extra bun! Jesus was the leader, and 13th 'member' of his gang of Apostles. It wasn't until the 17th century that 13 began to have more (2) _____ overtones.

The number 13 was to become known as the 'Devil's Dozen', and in 1695 a book was published, in which a (3) _____ warned a lady that if she sat down to dine with 12 others she would die, being the 13th diner. This popular (4) _____ soon had people thinking about other dinners where the 13th guest proved to be either (5) _____, or cause a horrible event, such as the Last Supper (with the 13th diner, Judas Iscariot, betraying Christ — which in turn led to his Crucifixion), or some others.

The number 13 quickly became (6) _____ in other instances, such as (7) _____ Sabbath 13, the Death card in the Tarot being number 13, and of course all things counted in at number 13, such as building floors, rooms, and even letters in your name — which is said to grant you the 'Devil's Luck'. Many today still believe it unlucky to have 13 people at a dinner table, and the Savoy Hotel in London (8) _____ the problem of dinner bookings for 13 by having a wooden black cat statue named 'Casper' to act as a 14th guest. But what if the 13th day of the month falls on a Friday?

In the 21st century, some studies have shown that perhaps Friday the 13th is a troublesome day: more than 60 million people are affected by a (9) _____ of Friday the 13th. Some won't drive cars, won't leave the house or even get out of bed on this day. The risk of hospital admission as a result of a transport accident may be increased by as much as 52 percent. So decide to yourself if Friday the 13th (10) _____ your life or not.

Exercise 15

Phrasal Verbs and Fixed Expressions

● *Fill in the blanks with proper verbs.*

- The officials _____ up all the facts.
a) caught b) checked c) pointed

2. The people of the village were afraid that the murder of such a beautiful young girl would _____ on bad luck and trouble.
a) ward b) turn c) bring
3. The most famous pyramids were _____ up in Egypt.
a) turned b) set c) checked
4. Magic _____ for special knowledge.
a) calls b) gives c) brings
5. The gypsy _____ up the money and ran away.
a) gave b) called c) caught
6. He _____ out that superstitions are widely spread in this region.
a) brought b) pointed c) set
7. Various numbers and signs _____ rise to many superstitions.
a) call b) ward c) give
8. She was sure that magic would _____ off the evil.
a) ward b) call c) bring
9. They _____ for prohibition of black magic.
a) turned b) called c) pointed
10. In the centre of the temple they decided to _____ up a column with the goddess at the top.
a) set b) give c) bring
11. Everything was _____ upside down in the witch's hut.
a) given b) caught c) turned
12. He _____ up the magic bottle and drank it at a gulp.
a) gave b) set c) caught

Exercise 16

● *Fill in the blanks in the text by parts of phrases given after the text. Be careful! There is one extra part of the phrase.*

«An example of a superstition that is commonly believed by the public is astrology». Do you agree to this? Me not. Do you believe in horoscopes? Do you know what your horoscope is? Do you know that one can read his entire future in the particular position of stars (1) _____ ? Horoscope by definition is a learned art of prediction which deals with the influence of the relative positions

of celestial bodies (2) _____. The main focuses remain on the study of astrological bodies like the sun, moon, and planets. Although astrology is said to be the study of stars it is mainly the study of the relative position of sun, moon and the seven planets on the twelve zodiac signs (3) _____. Drawing the birth chart based on the planetary position is known as the horoscope. Creation of birth chart is mainly popular with the Hinduism where it is almost like a tradition and is normally done at the time of birth of the child. The horoscope is consulted (4) _____. It is the pictorial representation of planets during the birth of any person. The planetary position of one person differs from that of the other because of the continuous movements of planets. (5) _____, for exact calculation of one's planetary position the astrologer would need the exact time of birth, day of birth and place of birth (6) _____.

On a particular time, of the concerned person, at the time of his birth, nevertheless, for marriages and careers and other issues, hence, upon one's life.

Exercise 17

Word-Building

I. Form nouns from the following words (use a dictionary if necessary):

prohibit, create, narrate, endure, believe, inspire, fascinate, enormous, witch (process), predict, exaggerate, precede, forbid, bless, overcome, coin, capture.

II. Form adjectives from the following words:

spirit, custom, superstition, wisdom, narrate, fate, create, predict, witch.

Exercise 18

● **Fill in the blanks with the corresponding function words from the box.**

and, first of all, more than that, that, therefore, through, what, when, while, in fact

Fortune-telling is the practice of predicting the future, usually of an individual, (1) _____ mystical or supernatural means and often for commercial gain.

Common methods used of fortune telling include fortune telling with cards, tarot card reading, reading of a crystal sphere, (2) _____ reading of the palms. They have traditional associations in the popular mind with gypsies. Various forms of fortune-telling appear throughout the world. Typical topics (3) _____ fortune-tellers make predictions on include future romantic, financial, and childbearing prospects.

In contemporary Western culture, it appears that women consult fortune-tellers more than men: some indication of this comes from the profusion of advertisements for commercial fortune-telling services in magazines aimed at women, (4) _____ such advertisements appear virtually unknown in magazines aimed specifically at men. Telephone consultations with fortune-tellers (charged to the caller's telephone account at very high rates) grew in popularity through the 1990s.

(5) _____, all scientists regard fortune-telling as pseudoscience. They believe that several factors explain its popularity. (6) _____, predictions almost always use vague terms. (7) _____, the prediction is never wrong. Fortune-tellers usually exhibit skills at reading people and telling them (8) _____ they wish to hear. Predictions can be a source of amusement. (9) _____, predictions can reduce anxiety about the uncertain future. (10) _____ making a decision based on incomplete information, the fortune-teller can reduce the anxiety associated with guessing.

Exercise 19

● *Fill in the blanks with proper variants.*

A term originally coined by the military, an unidentified flying object (usually abbreviated to UFO or U.F.O.) is an unusual apparent anomaly in the sky that is not readily identifiable to the observer as any known object. While a small percentage remain unexplained, the majority of UFO sightings are often later (1) _____ as a natural phenomenon or man-made objects.

In modern popular culture the term UFO has generally become synonymous with alien spacecraft. Supporters argue that because these objects appear to be technological and not natural phenomenon, and have flight characteristics or shapes (2) _____

to current technology, the (3) _____ is then that they must not be from Earth.

The UFO phase in the United States began with a famous (4) _____ by American businessman Kenneth Arnold on June 24, 1947 while flying his private plane near Mount Rainier, Washington. He reported seeing nine brilliantly bright objects flying across Rainier.

Although there were other sightings of similar objects that (5) _____ this, it was Arnold's sighting that first received significant media attention and (6) _____ the public's imagination. Arnold described what he saw as being «flat like a pie pan», «shaped like saucers and were so thin I could barely see them...», «half-moon shaped, oval in front and convex in the rear. ... they looked like a big flat disk», and flew «like a saucer would if you skipped it across the water». Arnold's descriptions were widely reported and within a few days gave (7) _____ to the terms «flying saucer» and «flying disk». Arnold's sighting was (8) _____ in the next few weeks by hundreds of other reported sightings, mostly in the U.S., but in other countries as well. After reports of the Arnold sighting hit the media, other cases began to be reported in increasing numbers. For the next few days most American newspapers were (9) _____ with front-page stories of the new «flying saucers» or «flying discs». Theories (10) _____ from hallucinations, mass hysteria, optical illusions, jokes, reflections off airplanes, unusual atmospheric conditions, and weather balloons to byproducts of atomic testing or U.S./Russian secret weapons, to even interplanetary visitors. Reports began to rapidly decrease after July 8, when officials began issuing press statements, in which they explained ruined parts found on the ground as being that of a weather balloon.

UFOs have been (11) _____ to investigations over the years. Governments or independent academics in the United States, Canada, the United Kingdom, Japan, Peru, France, Belgium, Sweden, Brazil, Chile, Uruguay, Mexico, Spain, and the Soviet Union are known to have investigated UFO reports at various times. These official reports do not (12) _____ to the UFO as supposed alien crafts. The above-mentioned governments did not (13) _____ supposed human contact with alien civilization.

- | | | | |
|----------------|----------------------|-------------------|--------------|
| 1 A shown | B looked | C seen | D identified |
| 2 A created | B artificial | C unknown | D related |
| 3 A choice | B deed | C conclu-
sion | D subject |
| 4 A sights | B sighting | C site | D situation |
| 5 A preceded | B took part | C proceeded | D continued |
| 6 A featured | B captured | C brought | D received |
| 7 A effect | B considera-
tion | C details | D rise |
| 8 A inspired | B preceded | C followed | D started |
| 9 A full | B filled | C narrated | D subject |
| 10 A predicted | B created | C ranged | D rose |
| 11 A conducted | B held | C kept | D subject |
| 12 A observe | B refer | C look | D consider |
| 13 A recognize | B prohibit | C forbid | D witness |

Exercise 20

● *Fill in prepositions where necessary.*

The Amish are a group of Christians who live in Canada and the United States. The Amish have maintained a distinctive and conservative agricultural way of life despite (1) _____ the influences of modern industrial society.

The name *Amish* is derived (2) _____ Jakob Amman, a Swiss Mennonite bishop. He insisted that discipline within the church be maintained very strictly. Traditional social relationships (3) _____ the offenders, such as eating at the same table, buying and selling, and, in the case of a married person, marital relations, were forbidden. The Amish, subject (4) _____ persecution in Europe, migrated in the 18th century to Pennsylvania, where their descendants are called Pennsylvania Dutch. They then spread into Ohio, other midwestern states, and Canada. They are rural people; their skill (5) _____ farming is remarkable. They dress (6) _____ a severely plain style, using hooks instead (7) _____ buttons to fasten their clothes. They ride in horse-drawn buggies and don't drive automobiles, and the adult males wear beards. Religious services are held in homes; discipline is very strict; and marriage (8) _____ outsiders is prohibited. All share the practice of adult

baptism and often refuse to take part in civil affairs—to vote, serve in the military, and so forth. The Amish have sometimes come (9) _____ conflict with the larger society. In particular, they have opposed (10) _____ compulsory education requirements as a threat (11) _____ their separate way of life. In the case of *Wisconsin v. Yoder* (1972), the state wanted the children of an Amish family to attend school (12) _____ the age of 16. The parents were willing to allow them to attend through the eighth grade but argued that high school education would make their children unfit to proceed (13) _____ the Amish tradition. The Supreme Court of the United States agreed that their right (14) _____ the free exercise of their religion is protected and that the state's concern (15) _____ compulsory public education must yield (16) _____ that demand.

Exercise 21

● *Among British superstitions try to find those which are similar to Russian ones.*

1. It's unlucky to spill salt. If you do, you must take a pinch and throw it over your left shoulder.
2. It's very bad luck to open an umbrella in the house — it will either bring misfortune to the person who has opened it or to those who live in the house.
3. It's unlucky to take the last piece of bread on the plate.
4. It's bad luck to put new shoes on the table.
5. It's extremely unlucky to break a mirror. It means seven years of bad luck.
6. The number thirteen is very unlucky and Friday the 13th is a very unlucky day.
7. Burning cheeks or ears mean someone is talking about you. It's a friend if your left cheek is burning. It's an enemy if your right cheek is burning.
8. A black cat crossing your path will bring you good luck.
9. A horseshoe over the door of a new house brings good luck.
10. Clover usually has three leaves, but a few have four. A clover with four leaves is supposed to bring good luck.

National Stereotype

Vocabulary

● Read and learn the following words and word combinations.

agreeable *adj* — приятный; милый *Syn:* **attractive, charming, fascinating, lovely, pleasant**

make oneself agreeable — стараться понравиться, угодить

amaze *v* — изумлять, поражать, удивлять *Syn:* **surprise**

ambitious *adj* — честолюбивый

anxious (for/+ inf.) *adj* — сильно желающий (чего-л./сделать что-л.)

be anxious for success — стремиться к успеху

arrogant *adj* — заносчивый, высокомерный, надменный

assertive *adj* — агрессивный, чрезмерно настойчивый, напористый
Syn: **aggressive**

assess *v* — оценивать, давать оценку

attitude (to, towards) *n* — позиция; отношение (к кому-л./чему-л.)

casual attitude — небрежное отношение

scornful attitude — презрительное отношение

take an attitude — занять определенную позицию

belief *n* — мнение, убеждение

hold to a belief — твердо держаться (какого-л.) убеждения

basic belief — основное убеждение

false/mistaken belief — ошибочное убеждение

firm/strong belief — твердое убеждение, непоколебимая вера

popular/prevalent belief — широко распространенное убеждение

unpopular belief — непопулярное мнение, нераспространенное мнение

boastful adj — хвастливый, самодовольный; тщеславный *Syn:* **vain, self-satisfied**

break (broke, broken) down v — сломить, разбить

concerning prep — касательно, относительно

confrontation n — столкновение; противоречие

contented adj — довольный, удовлетворенный

contradictory adj — противоречащий; несовместимый *Syn:* **conflicting, contrary**

craftsmanship n — искусство, мастерство, умение

deny v — отрицать; отвергать *Ant:* **admit**

deny categorically/flatly/strongly — категорически отрицать

efficient adj — квалифицированный (о человеке); знающий свое дело

endure v — длиться; продолжаться, тянуться *Syn:* **last, continue**

feature n — особенность, характерная черта

generalization n — обобщение

make generalizations about smth. — делать обобщения по поводу чего-л.

generous adj — 1) великодушный, благородный, добрый; 2) щедрый

be generous in smth. — быть щедрым в чем-л.

gossip n — сплетня; слухи

grasping adj — жадный, алчный, скупой *Syn:* **greedy**

habit n — обычай, традиция

hard-working adj — прилежный, работающий, трудолюбивый, усердный *Syn:* **industrious**

humble adj — скромный, непритязательный; застенчивый, робкий *Syn:* **modest**

industrious adj — прилежный, работающий, старательный, трудолюбивый *Syn:* **hard-working**

ingenuity n — изобретательность, находчивость, искусность, мастерство

intelligent adj — умный, сообразительный, смысленный *Syn:* **bright, witty**

loyal adj — верный, преданный *Syn:* **devoted, faithful**

mercenary adj — корыстный *Syn:* **selfish, self-interested**

nasty adj — отвратительный, отталкивающий; мерзкий, противный

nerd n — тупица, идиот, недоумок; зануда

offensive *adj* — обидный, оскорбительный

open-minded *adj* — объективный, непредубежденный *Syn*: **unprejudiced**

overcome (**overcame**, **overcome**) *v* — побороть, победить

overweight *adj* — весящий больше нормы; с избыточным весом

patient *adj* — терпеливый; снисходительный

persistent *adj* — настойчивый, упорный

prejudice *n* — предубеждение, предвзятое мнение

without prejudice — беспристрастно

arouse prejudice — вызывать предубеждение, формировать предвзятое мнение

break down prejudice — разрушить предвзятое мнение, преодолеть предубеждение

deep/strong prejudice — сильное, глубокое предубеждение

pride *n* — гордость; чувство гордости

take (a) pride in smth. — гордиться чем-л.; получать удовлетворение от чего-л.

recognize *v* — признавать, отдавать себе отчет (в чем-л.)

reserved *adj* — скрытный, сдержанный, замкнутый, необщительный, неразговорчивый

rude *adj* — грубый, невежливый *Syn*: **impolite**

share *v* — делить, разделять (что-л. с кем-л.); использовать совместно

shrewd *adj* — сообразительный, быстро и легко схватывающий

sly *adj* — ловкий, хитрый; пронырливый

source *n* — источник (напр., информации)

stinginess *n* — скупость, скаредность, жадность, прижимистость

stingy *adj* — скупой, прижимистый, скаредный

strict *adj* — строгий, суровый (не допускающий никаких послаблений или снисхождения)

strict control — строгий надзор, строгий контроль

strict laws — суровые законы

stupidity *n* — глупость, тупость

the height of stupidity — верх глупости

superior *adj* — лучший, более совершенный; превосходящий

swear (**swore**, **sworn**) *v* — ругаться

thrifty *adj* — бережливый, расчетливый, экономный *Syn*: **economical**

tolerant *adj* — терпимый, относящийся терпимо, толерантный

trait *n* — характерная черта, особенность *Syn*: **characteristic**

values *n* — достоинства, ценности

enduring values — непреходящие ценности

cultural values — культурные ценности

moral values — моральные ценности

sense of values — моральные критерии

spiritual values — духовные ценности

vary v — разниться; отличаться, различаться, расходиться

vary in smth. — расходиться в чем-л.

Text

● *Read and translate the following text.*

Communities, cultures and nations have a habit of thinking wonderfully about themselves and thinking strange things about other communities and cultures.

We know most foreign cultures by reputation only. We have an «image» of the Scottish, Belgian or Spanish national character even though we personally may know only a few people from those countries, and have no way of assessing how «typical» these persons are as representatives of their nation. Even so, we have no problem in recognizing certain characteristics as being «typical» for certain nations: the Scottish reputation for stinginess, the Belgian reputation for stupidity, the Spanish reputation for pride are sufficiently well-known everywhere to enjoy jokes or stories about those nationalities.

Generalizations about cultures or nationalities can be a source of pride, anger or simply bad jokes. Some people say that in all stereotypes there is some basis in reality and it cannot be denied that there are significant differences between Scots and Spaniards or Finnish and Italians.

A national stereotype can be defined as a system of culture-specific beliefs connected with the nationality of a person. This system includes beliefs concerning those properties of human beings that may vary across nations, such as appearance, language, food, habits, psychological traits, attitudes, values etc.

A stereotype can be expressed in single word or phrase (such as «nerd»), an image, or a combination of words and images. The image is easily recognized and understood by others who share the same views. Stereotypes can be either positive («black men are good at basketball») or negative («women are bad drivers»). But

most stereotypes tend to make us feel superior in some way to the person or group being stereotyped. They reflect ideas that groups of people hold about others who are different from them.

What are the first things which come into your mind when you hear the words «the United States of America» or «Americans»? Let's start here with some general, sometimes contradictory, often nasty, but also some positive stereotypes.

Americans are arrogant; assertive; open-minded; materialistic; ambitious; progressive; shrewd, efficient; practical; egoistic; anxious. They are fast food eaters and US patriots.

What about the Chinese? They are stingy; fast-learners; open-minded; ambitious; progressive; efficient; materialistic; great at mathematics; terrible drivers; arrogant; assertive, business-oriented. They do kung fu and other material arts; pirate and copy everything; don't value contracts; drink green tea; eat everything that lives; smoke opium.

The British are reserved, ultra-traditional; independent, tolerant, intelligent, conservative; rude, boastful; pet and sports lovers; tea drinkers. They have bad teeth and smoke cigars or pipes; swear and drink a lot of beer all day long; speak about the weather; ride bikes and of course: God save the Queen!

Jews are believed to be shrewd, mercenary, industrious, intelligent; loyal to family; grasping, ambitious, sly and persistent. They are also credited with being very religious.

And as for Russians, they are aggressive, rude; big spenders; generally generous; open-minded; agreeable; love their balalaikas and samovars; alcoholics (primarily Stolichnaya vodka); mainly poor — with a few shiny billionaires; buy football clubs around the world (mainly in England); love ice hockey, gymnastics, wrestling, weight lifting; organized crime (the Russian Mafia) is everywhere; overweight; have deep hearty laughs; threaten nuclear weapons.

The mixture of these often contradictory features amazes. Do you find such stereotypes amusing or offensive? Is there any truth in national stereotypes? But we all know that there are black and white sheep in every herd. All Americans can neither be shrewd, thrifty nor fast food lovers; not all Russian people are open-minded, aggressive and heavy drinkers.

Stereotypes are a kind of a gossip about the world, a gossip that makes us judge people before we ever glance at them. Hence,

it is not surprising that stereotypes have something to do with the dark world of prejudice.

On the other hand, how do people stereotype themselves? The Chinese describe themselves as peaceful, hardworking and easily contented. They respect elders, love children and are patient with their fellows. They in general are reserved and humble. They believe in harmony and never look for confrontation.

It is not only the Chinese that like to self-stereotype. The Italians stereotype themselves as having great style, the French as having elegance, the Japanese as being hard workers, and the Spanish as being lovers of life.

Stereotypes are as old as human culture itself. They have endured for so long that they can be hard to overcome and to break down.

Exercise 1

● *Match the left- and right-hand columns to form statements corresponding to the text.*

- | | |
|--|---|
| 1. We know most foreign cultures, | a. a system of culture-specific beliefs connected with the nationality of a person. |
| 2. Generalizations about cultures or nationalities | b. that they can be hard to overcome and to break down. |
| 3. National stereotype can be defined as | c. groups of people hold about others who are different from them. |
| 4. Most stereotypes tend to make us | d. human culture itself. |
| 5. Stereotypes reflect ideas that | e. by reputation only. |
| 6. It is not surprising that | f. feel superior in some way to the person or group being stereotyped. |
| 7. Stereotypes are as old as | g. can be a source of pride, anger or simply bad jokes. |
| 8. Stereotypes have endured for so long | h. stereotypes have something to do with the dark world of prejudice. |

Exercise 2

● Choose statements that correspond to the text. You may have several of them.

1. According to national stereotypes,
 - a) Spaniards are great at mathematics
 - b) Jews are persistent
 - c) the Scottish are stupid
 - d) Americans are shrewd
 - e) Russians are agreeable
 - f) Belgians are proud
 - g) the British are boastful
2. The Chinese stereotype themselves as
 - a) hardworking
 - b) looking for confrontation
 - c) harmonious
 - d) patient
3. According to self-stereotyping,
 - a) the French are dominating in fashion and style
 - b) the Japanese are hard workers
 - c) Italians love life greatly

Exercise 3

● Match the adjectives in the left column with their definitions on the right.

- | | |
|------------------|---|
| 1. arrogant | a. crafty; artful |
| 2. assertive | b. faithful to one's country, government, etc. |
| 3. contradictory | c. permissive |
| 4. efficient | d. enduring trying circumstances with even temper |
| 5. generous | e. unwilling to spend or give |
| 6. intelligent | f. insulting or uncivil; discourteous; impolite |
| 7. loyal | g. dogmatic or aggressive |
| 8. patient | h. competent |
| 9. reserved | i. willing and liberal in giving away one's money, time, etc. |

- | | |
|---------------|--|
| 10. rude | j. clever |
| 11. sly | k. having an exaggerated opinion of one's own importance, merit, ability, etc. |
| 12. stingy | l. restrained, silent, or reticent |
| 13. tolerant | m. unable both to be true or false under the same circumstances |
| 14. offensive | n. causing anger or annoyance; insulting |

Exercise 4

● Find the synonym in A, B, C, or D to the word in bold type in the sentences.

- She was an **industrious** student, working day and night.
 (A) patient (C) stingy
 (B) hard-working (D) grasping
- He was always **generous** in sharing his enormous knowledge.
 (A) arrogant (C) liberal
 (B) contradictory (D) loyal
- Their **open-minded** approach to the problem appealed to everybody.
 (A) unprejudiced (C) industrious
 (B) assertive (D) boastful
- Be pleased to accept my **humble** present.
 (A) nasty (C) anxious
 (B) modest (D) stingy
- Using the minimum they had, she was as **thrifty** as her mother.
 (A) ambitious (C) economical
 (B) mercenary (D) persistent
- He was shy and **reserved**, trying not to attract anybody's attention.
 (A) efficient (C) open-minded
 (B) silent (D) boastful
- It was such a bore to speak to this **boastful** and incompetent person!
 (A) vain (C) agreeable
 (B) ambitious (D) tolerant

8. It's **rude** and cruel to mock at foreign students' mistakes in English.
 (A) greedy (C) ambitious
 (B) modest (D) impolite
9. She tried to make herself **agreeable**.
 (A) assertive (C) reserved
 (B) tolerant (D) fascinating
10. I thought him very **sly**.
 (A) humble (C) grasping
 (B) contradictory (D) cunning
11. His actions were **offensive** to everyone.
 (A) contended (C) open-minded
 (B) insulting (D) arrogant

Exercise 5

● *Find antonyms.*

- | | |
|----------------|----------------|
| 1. generous | a. prejudiced |
| 2. rude | b. humble |
| 3. industrious | c. assertive |
| 4. arrogant | d. incompetent |
| 5. intelligent | e. mild |
| 6. open-minded | f. stingy |
| 7. efficient | g. polite |
| 8. agreeable | h. dull |
| 9. reserved | i. lazy |
| 10. strict | j. nasty |

Exercise 6

● *Form nouns from the following adjectives. Use the dictionary if necessary.*

ambitious, attractive, arrogant, assertive, boastful, charming, contradictory, efficient, fascinating, generous, greedy, industrious, intelligent, lovely, loyal, faithful, offensive, open-minded, patient, persistent, pleasant, proud, reserved, rude, selfish, shrewd, sly, stingy, stupid, superior, thrifty, tolerant, vain, witty

Exercise 7

● *Match the nouns in the left column with their definitions on the right.*

- | | |
|------------------|---|
| 1. attitude | a. a feeling of honour and self-respect; a sense of personal worth |
| 2. belief | b. a conversation involving rumours about other people |
| 3. confrontation | c. the quality or state of being silly, dull or foolish |
| 4. ingenuity | d. an opinion formed beforehand, esp. an unfavourable one based on inadequate facts |
| 5. gossip | e. opinion; conviction |
| 6. habit | f. the moral principles and beliefs or accepted standards of a person or social group |
| 7. prejudice | g. inventive talent; cleverness |
| 8. pride | h. the way a person views something or tends to behave towards it |
| 9. source | i. a characteristic feature or quality distinguishing a particular person or thing |
| 10. stupidity | j. a state of conflict between two antagonistic ideas, forces, etc. |
| 11. trait | k. the point or place from which something originates |
| 12. values | l. established custom, usual practice, etc. |

Exercise 8

● *Fill in the blanks with the corresponding words from the box.*

character, craftsmanship, independence, independent, ingenuity, poor, practical, reserved, shrewd, shrewdness, silent, specific, strict, thrift, thrifty, wealthy

Yankees

To people from the South of the United States, *Yankee* may mean a Northerner. To people from other countries, *Yankee* means an American. But, properly used, *Yankee* has a more (1) _____

meaning: it refers to people who live in New England. New England is the part of the United States that is most like «old» England. It includes six states — Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut.

The New England Yankee has a distinct (2) _____, shaped in part by the history and geography of the region. New England was settled in the 1600s by Puritans from England. The Puritans were a religious group who objected to the rituals of the Church of England. The Puritans wanted to «purify» the religion, making it stricter and simpler. They were also very (3) _____ about the way people lived. For example, when a sea captain back from a three-year voyage kissed his wife on their doorstep, he was publicly punished.

The land was even harsher than the people. The soil was thin and (4) _____ for farming. And before any land could be farmed, large stones had to be cleared away. The stones were used for walls, many of which still exist.

What, then, is the Yankee character? Yankees are known for being honest but (5) _____ or quick-witted; realistic and to-the-point; (6) _____ rather than romantic; untalkative, (7) _____ or economical, principled, and (8) _____.

(9) _____, ingenuity, craftsmanship are woven into the fabric of Yankees' history. In 1639, a century and a half before the Constitutional Convention in Philadelphia, a small group of men met in Hartford, Connecticut, and drew up the first constitution to establish a representative form of government.

Many stories illustrate the realistic and (10) _____ Yankee nature. In one story, a tourist stops a couple to ask for directions. «I want to go to Bennington», he says. «We've no objections», one of the New Englanders replies. Calvin Coolidge, the thirtieth president of the United States, was a Yankee. Once he and his friend took a ride from Boston to a town 30 miles away. «It's cooler today», Coolidge said as they returned to Boston. These were the only words he spoke during the entire trip. (When Coolidge was president, Americans called him «(11) _____ Cal».)

Yankee (12) _____ is well expressed by a New England saying: «Eat it up, wear it out, make it do, do without».

(13) _____ and (14) _____ were demonstrated by many Yankees: by inventors like Charles Goodyear (vulcanized rubber); Elias

Howe (sewing machine), and Eli Whitney who developed system of manufacturing interchangeable parts; and by such historical firsts as the revolver (Colt), anesthesia (Dr. Wells), and the atomic-powered submarine (Electric Boat Co., Groton).

Frederick Tudor, a Bostonian, is an example of the business (15) _____ of the Yankees. As a young man, Tudor heard someone said jokingly that, if ice were a crop, New England would be (16) _____. Tudor remembered this joke and, years later, figured out how to break up ice and ship it south. Tudor became a very rich man.

Exercise 9

● *Change the words in bold type by corresponding parts of speech. Pay attention to negative prefixes in some adjectives.*

If you think about France and its people you will probably imagine a thin man drinking wine, trying the best cuisine and wearing a beret. People think (1) **Germany** are (2) **punctuality** and (3) **Italy** are (4) **talk**. The (5) **Japan** are always taking photographs. They live in apartments full of electronic gadgets but they have no (6) **create**. We associate Australia with surfing; consider (7) **Mexico** heavy tequila drinkers and most (8) **Brazil** men machos who are always late and fond of carnivals. All this is called national stereotypes. What about Great Britain?

Foreigners have many ideas about what the English are like. For example, some people say the English are always cold and (9) **communication**, some believe the English eat porridge for breakfast and read *The Times* every day. Many (10) **Australia** believe that the English always whine and call them «whining poms».* The (11) **Wales**, (12) **Scotland** and (13) **Ireland** also have a thing or two to say what they think the English are like with reference to the British Empire. And, of course, the English themselves have plenty of ideas about what they are. You may often hear such words: «The British are said to be (14) **reserve** in manners, dress and speech. We are (15) **fame** for our (16) **polite**, (17) **patient**, self-discipline and especially for our sense of humour. When I think of Britain I think of our superb pop music and football clubs, our great (18)

* **pommy (pom)** — англичанин (неодобительно, особенно иммигрант из Англии, недавно приехавший в Австралию).

invent, explorers and (19) **science**, our rich (20) **history** culture, our wonderful literature. Britain is great!»

It is common to hear foreigners use the phrase «typical British sense of humour», but what exactly does it mean? The British believe that it is unique. British people often say that foreigners, in particular, the (21) **France** and (22) **America**, don't understand British jokes. This statement is, of course, a bit (23) **fairness**, but it does reflect some differences in what people in different countries and cultures find funny.

According to a survey conducted by a television company, Britain is a nation of tea-loving soap opera fans who value (24) **private**, love their pets, complain about the weather and are very (25) **pride** of their sense of humour. People generally don't mind queuing and can be recognized abroad by their tanned skin, football shirts, wearing socks with sandals and a pint of beer in their hand.

Exercise 10

● *Fill in the following table.*

Example: Hungary-Hungarian-Hungarian-Hungarians

COUNTRY	LANGUAGE	SINGLE PERSON	POPULATION
Algeria			
Belgium			
Brazil			
China			
Denmark			
Egypt			
Finland			
Holland			
Iran			
Israel			
Malaysia			
Malta			
Norway			
Portugal			
Poland			

Spain			
Sweden			
Switzerland			
Taiwan			
Thailand			

Exercise 11

● *Each of these sentences has a nationality word missing. Fill in the blanks with the corresponding word.*

1. I suppose he is _____ as he lives in Singapore. 2. If she comes from Delhi, she must be _____. 3. He speaks _____ well because he has been living in the Netherlands for three years. 4. If they live in Warsaw, my guess is that they are _____. 5. If he comes from Canada, he may speak two languages, _____ and _____. 6. _____ are sea loving people, as Japan is an island country. 7. He lives in Beijing, so he is probably _____. 8. Their headquarters are in Brussels, so they are a _____ firm. 9. He comes from the Philippines, he must be _____. 10. Their hometown is Edinburgh, so I guess she is _____.

Exercise 12

● *The verbs in the middle column have been jumbled. Put them in their right sentences.*

- | | | |
|----------------------------|--------|---|
| 1. He | deny | all the time, he is a rude person. |
| 2. They | took | to the false belief that some nations are superior to others. |
| 3. You can't flatly | assess | that national stereotyping is a very popular belief. |
| 4. He tried hard to | took | his prejudice to the Chinese. |
| 5. We | hold | that the situation was hopeless. |
| 6. She | amazed | pride in her country. |
| 7. Such prejudices must be | swears | down by the roots. |

- | | | |
|----------------------|------------|--|
| 8. He | broken | a scornful attitude towards the others in his company. |
| 9. The study did not | recognized | the capabilities of other methods. |
| 10. He was | overcome | by her casual attitude to such a serious matter. |

Exercise 13

● Choose the proper variant.

- It was the height of stupidity to speak to him in such a/an _____ manner.
a) mercenary b) efficient c) arrogant
- She felt embarrassed by his _____ attention.
a) persistent b) ambitious c) stinger
- He is _____ and doesn't easily get into conversations with strangers.
a) affirmative b) loyal c) reserved
- The British like forming queues; in fact, queuing is supposed to be their national _____.
a) generalization b) feature c) prejudice
- Non-smokers can be _____ to smokers who break the rule and smoke in public places.
a) contradictory b) rude c) agreeable
- Stereotypes describe the Scots as wearing kilts and being sting-ers or _____.
a) industrious b) open-minded c) thrifty
- The peaceful nature of Russians is accompanied by another similar feature — being _____.
a) grasping b) assertive c) patient
- This is a widespread _____ and there is much evidence of its being true.
a) attitude b) belief c) stupidity
- How do Japanese people look like on their tragic day? Every-body should _____ that they are courageous, worthy, noble, honest-minded, united and very patient.
a) swear b) recognize c) share

10. The _____ may be stereotyped as a nation of rosy-cheeked farmers who live in windmills, wear clogs, have a garden full of tulips and sit on piles of yellow cheese.
a) Dutch b) Swiss c) Danes
11. The Americans consider themselves industrious, _____, materialistic, ambitious, and progressive.
a) stingy b) greedy c) intelligent
12. A nation is a group of people who _____ common history and language.
a) assess b) deny c) share
13. Superficial knowledge of a nation, its culture and customs _____ prejudices.
a) leads b) results c) arouses
14. She was a _____ housewife with nothing lost in her house.
a) boastful b) thrifty c) superior
15. He was _____ and short of breath.
a) persistent b) proud c) overweight
16. He is _____ for success.
a) generous b) anxious c) intelligent
17. People should take _____ in their Motherland.
a) trait b) pride c) values
18. We must solve the problem without _____.
a) belief b) prejudice c) habit
19. His strong belief _____ our hostile attitude to the matter.
a) assessed b) broke down c) varied
20. Why do you _____ to such a contradictory belief?
a) hold b) deny c) recognize

Exercise 14

- Look at the sentences. Compare them with the text. Write *T* (True) if the sentences say the same as the text and *F* (False) if they do not correspond to the text.

The Chinese horoscope has been used for thousands of years. To a legend, as Buddha was about to leave Earth he invited all the animals to visit him on New Year Day. The first

twelve to arrive got their own zodiac sign, in order of arrival. In Chinese astrology each sign lasts for one year. There is a 12-year cycle.

Rat is the first sign in Chinese zodiac. People born under the sign of the rat are amusing, intelligent, and generous but they can also be critical. Some Rats: Wolfgang Mozart, William Shakespeare, George Washington.

Ox people are cool, patient, reliable, good with their hands. They make excellent parents, loyal partners. They can also be bull-headed and lack a sense of humor. Some Oxen: Napoléon Bonaparte, Vincent Van Gogh.

Tigers are sensitive, courageous, impulsive, passionate, but may be impatient, stubborn. Some Tigers: Dwight Eisenhower, Marilyn Monroe, Marco Polo.

Rabbits born under this sign are peace-loving, kind, artistic. They prefer diplomacy to fighting. They can be lazy and suspicious. Famous Rabbits: Marie Curie, Albert Einstein

Dragon. This sign plays a big role in Chinese mythology. People born under this sign are the luckiest of all. Strong, ambitious, generous, loyal, they can be violent, assertive. Famous Dragons: Joan of Arc, Sigmund Freud, John Lennon.

Snake people are intelligent, wise, delicate, good organizers, deep thinkers. They are also proud, possessive, demanding and capable of lying. Some Snakes: Mahatma Gandhi, Martin Luther King, Abraham Lincoln.

Horse. People love this animal for its friendly nature, its strength. People born under this sign are cheerful, popular, open-minded, hard-working. They can be anxious and lack stability. Some Horses: Frédéric Chopin, Rembrandt.

Sheep. People born under this sign are artistic and creative, peaceful. They seek security. Their imagination leads them to be anxious. They can be pessimistic and complaining. Famous people: Michelangelo, Mark Twain.

Monkey people are inventors, problem solvers, sociable, polite, intellectual. They can be selfish, sly, jealous. Famous Monkeys: Julius Caesar, Leonardo da Vinci, Harry Truman.

Rooster is a hard worker. You are intelligent and generous to friends. You can be over passionate and critical. Some Roosters: Rudyard Kipling, Peter Ustinov.

Dogs. These people are honest and affectionate. They are sociable, open-minded, modest. They can be lazy, pessimistic. Some Dogs: Winston Churchill, Benjamin Franklin, Socrates.

Pig. You are a splendid companion, sincere, tolerant, honest. But you are naive and should avoid going into business as you can be easily cheated. Some Pigs: Ernest Hemingway, Albert Schweitzer.

1. People born under the sign of the Dog are humble.
2. Monkey people are good at craftsmanship.
3. People born under the sign of the Rat are not greedy.
4. Pigs are mercenary.
5. Dragon people are aggressive.
6. Roosters are industrious.
7. Snake people may be liars.
8. Rabbits born under this sign do not like conflicts.
9. Sheep may be anxious.
10. According to the Chinese horoscope, Leonardo da Vinci seemed to have been a great inventor.
11. Ox people seem to be good craftsmen.
12. Dog people are assertive.
13. People born under the sign of the Horse are jealous.
14. According to the Chinese horoscope, Abraham Lincoln was a wise and deep thinker.
15. Tiger people are sensible.

Exercise 15

Words Which Are Often Confused

● *Choose the right word.*

A. 1. Newspapers help us to **divide/share** in the events of the outside world. 2. She left instructions that her estate should be **divided/shared** evenly. 3. It is a dark prejudice. — I **divide/share** your opinion. 4. All your neighbours **divide/share** in your sorrow at the loss of your son. 5. The society was **divided/shared** into two enemy camps. 6. He is such a generous person. He will **divide/share** a crust of bread with anybody. 7. The votes were equally **divided/shared**. 8. They must **divide/share** the blame. 9. A plan was brought forward to allow workers to **divide/share** in the profits. 10. The

van was **divided/shared** into compartments. 11. He **divided/shared** his knowledge freely with anyone interested. 12. I bequeath to my children the rest of my property to be **divided/shared** equally. 13. He **divided/shared** the meal with his brother.

B. 1. Prices **differ/vary** from ten to fifteen dollars. 2. This value **differs/varies** from the best measurements of today. 3. The pressure **differs/varies** with the depth. 4. Not everything is alike, things **differ/vary**. 5. Can't you **differ/vary** good from bad? 6. The repeated survey is done after a certain period of time, which can **differ/vary** from 3 to 6 months. 7. She **differs/varies** from her sister in the colour of her eyes. 8. The Chinese civilization **differs/varies** from ours in the economic and political organization of the country. 9. The two brothers **differ/vary** in their assessment of this piece of music.

Exercise 16

● *Translate the following sentences into English using your active vocabulary.* •

1. Несмотря на то, что национальные стереотипы могут содержать долю истины (a grain of truth), они часто основаны на предрассудках. Распространению стереотипов способствует тот факт, что их разделяет большинство людей. Таким образом, национальный стереотип можно определить как предвзятое отношение к представителю той или иной нации. 2. Он очень честолюбивый человек. Он жаждет успеха. 3. Достоинства и ценности, которыми гордится одна нация, могут оцениваться другими людьми как предрассудок.

Keys

Unit 1. DESCRIBING PEOPLE'S CHARACTERS

Exercise 1

1. Grace was beautiful, fascinating, sociable, communicative, lively, lovely
2. Calvin was strict, shy, moody, reserved, ambitious, sarcastic, sour, gloomy, uncommunicative

Odd words: handsome, deaf, mute, amusing

Exercise 2

1T, 2F, 3F, 4F, 5T, 6F, 7F, 8T, 9T, 10F, 11F, 12F, 13F, 14T

Exercise 3

1b, c, d, e, f, g, h

2a, b, e, f, g

3a, b, d, i

Exercise 4

1f, 2d, 3a, 4e, 5b, 6c

Exercise 5

1b, 2d, 3b

Exercise 6

1k, 2j, 3i, 4g, 5f, 6b, 7d, 8a, 9l, 10m, 11c, 12e, 13h

Exercise 7

1C, 2C, 3B, 4A, 5D, 6A, 7C, 8B, 9A, 10B, 11D, 12C, 13D

Exercise 8

1e, 2g, 3d, 4f, 5c, 6b, 7j, 8k, 9i, 10a, 11h

Exercise 9

2 strict-mild; 3 attractive-disgusting; 4 exhausted-fresh; 6 kind-tempered-bad-tempered

Exercise 10

2 short-tempered (hot-tempered, quick-tempered); 3 man of moods 4 bad-(ill-, nasty-) natured, 5 respected 6 sweet-natured 7 bad (disreputable) character 8 weal character 9 ambitious 10 reserved (uncommunicative) 11 sociable 12 shy

Exercise 11

I. 1 to keep in mind 2 broad-minded 3 To my mind 4 lost his mind 5 made up their minds 6 Never mind 7 changed his mind
II. 1 ill-tempered 2 keep/control his temper 3 was out of temper 4 good-tempered 5 quick-tempered 6 violent temper

Exercise 12

1 appreciated 2 complement 3 introduced 4 fascinated 5 lacks 6 revealed 7 persisted 8 was 9 pursue 10 trembled 11 used

Exercise 13

1 lost 2 won 3 change 4 felt/expressed 5 took 6 bear 7 settled 8 seek 9 showed 10 expressed/felt 11 kept 12 made 13 found

Exercise 14

1 mind 2 anxiety 3 word 4 joy 5 anger 6 question 7 respect 8 temper 9 shelter

Exercise 15

I. 1 takes after 2 looks like 3 look like, take after 4 be alike, look like, takes after 5 takes after 6 takes after, looks like 7 look like, takes after, takes after, look like
II 1 gazing 2 glanced 3 Glancing 4 glancing, gazed 5 glanced 6 gazed
III. 1 sense 2 sense 3 feeling 4 sense 5 sense 6 sense 7 feeling 8 sense 9 sense 10 sense

Exercise 16

1 anger 2 anxious 3 mind, disgusting 4 considerate 5 subject 6 just 7 mood 8 nature 9 word 10 mind, sweet-natured 11 respected 12 respectful 13 mind

Exercise 17

1B, 2D, 3B, 4A, 5C, 6B, 7C, 8B, 9A, 10D, 11C, 12A, 13C, 14C, 15C

Exercise 18

1 fearful 2 furious 3 just 4 respectful 5 angry 6 respected 7 anxious 8 considerate 9 fearful 10 disgusting 11 exhausted 12 ambitious

Exercise 19

1 anger 2 anxiety 3 danger 4 Fear 5 stressful 6 stress 7 confident

Exercise 20

1c, 2a, 3b, 4c, 5b, 6c, 7b, 8c, 9b, 10a

Exercise 21

1 for 2 in 3 out of 4 after 5 with 6 with 7 in 8 for 9 to 10 to 11 of 12 about
13 by 14 to 15 By 16 at 17 on

Exercise 22

1 about 2 in, by 3 at (with) , in 4 out of, to, to 5 ___, from 6 ___ 7 at 8 in
9 up 10 ___

Exercise 23

1. Mr Smith is a highly respected member of our club. 2. He looks like his mother, but he takes after his father who is short-tempered. 3. Why are you in such a gloomy mood?— I am anxious about Denny's new school. He is so sweet and kind-tempered but the teachers and regulations in the school are too strict to my mind. 4. She persists in saying that they will soon divorce, as Dick has disgusting manners and a nasty temper. 5. She was happy and took joy in everything.

Unit 2. FOOD AND COOKING**Exercise 1**

1i, 2d, 3g, 4c, 5h, 6b, 7j, 8e, 9a, 10f

Exercise 2

1c, 2f, 3a, 4i, 5l, 6h, 7k, 8n, 9d, 10m, 11g, 12e, 13j, 14b

Exercise 3

1a, 2a, c 3a, e 4c

Exercise 4

1d, 2g, 3f, 4a, 5j, 6c, 7b, 8i, 9h, 10e

Exercise 5

1 sauce 2 cooker 3 soup 4 pan 5 delicacy 6 meal 7 boil 8 pastry 9 oil 10
game 11 soft-boiled egg 12 fried fish 13 sauce

Exercise 6

1 cuisine 2 dish 3 pork 4 rice 5 vegetables 6 fish 7 flour 8 spices 9 to-
matoes 10 seafoods 11 sauce 12 shrimp 13 meals 14 noodle 15 fruits 16
pineapple

Exercise 7

1b, 2c, 3c, 4a, 5b, 6b, 7b, 8a, 9b, 10c, 11b, 12c, 13b

Exercise 8

1 delicious 2 recipe 3 pie 4 baker 5 slice 6 pan 7 flour 8 appliance 9 oven
10 helping

Exercise 9

1 cooking 2 frying pan 3 saucepan 4 dessert 5 chop 6 beefsteak 7 confectioner 8 napkin 9 sauce-boat 10 saucer 11 plate 12 soup 13 baker 14 tablecloth 15 meal

Exercise 10

1d, 2l, 3o, 4a, 5k, 6m, 7n, 8i, 9j, 10h, 11e, 12b, 13f, 14g, 15c

Exercise 11

1 conventional 2 raw 3 underdone 4 essential 5 delicious 6 well-done
7 Widespread 8 boiled 9 stewed, mashed 10 baked 11 thirsty 12 recipe
13 cook, sour 14 spread, butter 15 cooks 16 stuffed, helping 17 snack 18
a change, tasty 19 bill 20 am hungry, heavy 21 conventional 22 dishes
23 clear 24 out

Exercise 12

1 cooker 2 cook 3 cook 4 cooker 5 cook 6 dessert 7 dessert 8 desert 9
dessert 10 desert 11 dessert 12 Deserts 13 order, dessert, delicious 14
desert

Exercise 13

1C, 2C, D, 4D, 5B, 6A, 7B, 8A, 9A, 10C, 11B 12D

Exercise 14

1 garnishes 2 peeled 3 helped 4 scrambled 5 poured 6 rely 7 reflect 8
introduced 9 served 10 tastes 11 define

Exercise 15

1C, 2B, 3B, 4A, 5B, 6D, 7B, 8C, 9C, 10C, 11C, 12D, 13A, 14B, 15D,
16B, 17A

Exercise 16

1 than 2 however 3 too 4 as 5 nevertheless 6 generally 7 thus 8 while 9
but 10 so 11 also

Exercise 17

1 on, in, with 2 to, ___ 3 ___, of 4 with 5 on 6 on

Exercise 18

1a, 2a, 3c

Exercise 19

1. She took the frying pan from the range, poured some oil and put three pork chops into it. The garnish— stewed vegetables— had already been cooked. 2. After the dessert he asked for a bill and gave the waiter a good tip. 3. There were dinner plates with knives and forks, a salt-cellar and a mustard-pot on the table. She brought paper napkins and a bread-plate. 4. Let's change the table-cloth. Look, there is a stain from stuffed pepper on it. 5. She bought new utensils, saucepans, pots and frying pans. 6. There were a lot of delicious dishes on the menu: salmon, sturgeon, caviar, ham and even oysters. He took a cup of clear soup and ordered boiled fish without any garnish for the second course, as he wanted to have a light meal for lunch. 7. Tom, stop reading and eating simultaneously! Look, what a pie I've baked for you. Help yourself to it, it tastes good. 8. Could you pass me the mustard, please? I think the meat is underdone and is not spicy at all. 9. I am not hungry, I am only thirsty. May I have a glass of juice? 10. I'll take fresh vegetables with sour cream as an appetizer.

Unit 3. CLOTHES AND FASHION

Exercise 1

1F, 2F, 3T, 4F, 5F, 6F, 7T, 8T, 9T

Exercise 2

Clothes: belt, blouse, coat, dress, dressing-gown, frock, gloves, jacket, jeans, jumper, mittens, night-gown, overcoat, pants, pullover, pyjamas, raincoat, shirt, skirt, stockings, suit, sweater, tie, tights, trousers, T-shirt, underwear

Footwear: boots, sandals, shoes, slippers

Jewellery: beads, bracelet, brooch, chain, earrings, necklace, ring

Exercise 3

boots, earrings, gloves, mittens, sandals, shoes, slippers, socks, stockings, tights, trousers

Exercise 4

1g, 2o, 3i, 4m, 5f, 6e, 7a, 8j, 9c, 10h, 11b, 12n, 13d, 14i, 15k

Exercise 5

1b, 2b, 3c, 4a, 5b, 6c, 7a, 8c, 9a, 10b

Exercise 6

1 shoes 2 boots 3 sandals 4 slippers 6 running shoes

Exercise 7

Possible variants:

1 d, f

2 a, b, d, e, f, g, h

3 b, c, d, f, h

4 a, e, h

5 a, h

6 a, b, d, e, f, g, h

7 a, e

Exercise 8

1 clothes 2 hat 3 baggy 4 boots 5 belt 6 woolen 7 scarf

Exercise 9

1d, 2k, 3p, 4i, 5o, 6c, 7n, 8l, 9m, 10g, 11a, 12j, 13h, 14f, 15e, 16b

Exercise 10

1 a, b, d, e; 2 a, c

Exercise 11

1B, 2D, 3A, 4B, 5B, 6C, 7D, 8A, 9C, 10B, 11D

Exercise 12

1 crowns 2 earrings 3 collars 4 brooches 5 buttons 6 rings 7 belts 8 Beads
9 necklaces 10 bracelets 11 clothing 12 made

Exercise 13

1k, 2d, 3g, 4e, 5b, 6i, 7c, 8j, 9f, 10h, 11a

Exercise 14

1c, 2a, 3b, 4c, 5b, 6a, 7c

Exercise 15

1B, 2D, 3A, 4C, 5C, 6B, 7D, 8A, 9C, 10C, 11B, 12A, 13D, 14C, 15C

Exercise 16

1 groups 2 create 3 dresses 4 uniform 5 means 6 T-shirts 7 reasons 8 wear
9 cover 10 military 11 involved 12 ideas 13 clothes

Exercise 17

A. 1 fits 2 suits, matches 3 fits 4 matches 5 match 6 suits 7 suit 8 match
9 fit 10 fit 11 suit 12 fit 13 suits 14 suit 15 match 16 match

B. 1 put on 2 wear 3 put on 4 dress 5 dress 6 wear 7 put on 8 put on 9
wears 10 Put on

C. 1 took off 2 undressed 3 undressed 4 took off 5 undressed 6 took of
7 Take off

Exercise 18

1 when 2 Just 3 Whether 4 which 5 either 6 anyway 7 Unfortunately 8 While 9 than 10 if 11 Also 12 for some reasons 13 for example 14 and 15 nowadays

Exercise 19

1 in 2 in 3 for 4 with 5 after 6 for 7 into 8 as 9 for 10 to 11 at 12 in

Exercise 20

1. Is this dress made of cotton?— No, it is artificial silk. Clothes made of natural silk and cotton are on the left. 2. She took off her coat and high boots and came into the room. She was wearing a tight grey woolen dress with a gold brooch and black suede shoes with high heels; there was a small bag to match her footwear in her hand. 3. I want a loose raincoat of genuine leather with large pockets. Do you think it will suit me? 4. These shoes are wrong size, they don't fit me, and they are tight. Please give me a pair of a larger size. 5. She put on light tights, a plain flared skirt and striped blouse.

Unit 4. HOMES, BUILDINGS AND STRUCTURES

Exercise 1

1f, 2l, 3i, 4a, 5g, 6k, 7d, 8b, 9j, 10e, 11h, 12c

Exercise 2

1f, 2j, 3h, 4g, 5l, 6a, 7k, 8c, 9e, 10b, 11d, 12i

Exercise 3

1a, b, d, f 2b, c, e

Exercise 4

1g, 2e, 3i, 4f, 5b, 6h, 7a, 8d, 9c

Exercise 5

1d, 2a, 3e, 4c, 5g, 6h, 7i, 8b, 9f

Exercise 6

1d, 2h, 3e, 4a, 5c, 6g, 7f, 8b

Exercise 7

1T, 2F, 3F, 4F, 5T, 6T, 7T, 8F, 9T, 10T

Exercise 8

1g, 2a, 3h, 4n, 5j, 6l, 7i, 8c, 9m, 10k, 11d, 12b, 13f, 14e

Exercise 9

1 structure 2 dwelling 3 lighthouse 4 shape 5 rectangular 6 concrete

Exercise 10

1T, 2T, 3F, 4T, 5T, 6T, 7F, 8F, 9F, 10T, 11T

Exercise 11

1 temple 2 tower 4 skyscraper 5 huts 6 pyramids 7 lighthouses

The odd word is a townhouse

Exercise 12

1B, 2C, 3A, 4D, 5B, 6C, 7C, 8C, 9B, 10C

Exercise 13

1 private 2 running 3 dwellings 4 sewer 5 Showers 6 sinks 7 laundries
8 electricity

Exercise 14

1 effect 2 account 3 contribute 4 feeling 5 effect 6 reducing 7 shades

Exercise 15

1c, 2g, 3i, 4h, 5a, 6j, 7b, 8d, 9c, 10f

Exercise 16

1 mantelpiece 2 chimney 3 shutters 4 rug 5 sideboard 6 curtains 7 chests
8 fireplace 9 furniture 10 tumble dryer

Exercise 17

1D, 2D, 3C, 4C, 5B, 6D, 7A, 8B, 9B, 10A

Exercise 18

1h, 2d, 3c, 4o, 5j, 6a, 7m, 8l, 9n, 10c, 11g, 12p, 13i, 14b, 15k, 16f, 17s,
18q, 19r

Exercise 19

1C, 2C, 3D, 4B, 5A, 6C, 7D, 8D, 9A, 10B, 11B, 12D, 13D, 14C, 15A

Exercise 20

1 led 2 resembles 3 dealt 4 replace 5 suits 6 creates 7 include 8 designs
9 constructed

Exercise 21

1b, 2c, 3b, 4b, 5a, 6c, 7b, 8b, 9a, 10b

Exercise 22

1 formally 2 formerly 3 formerly 4 formally 5 formerly 6 resembles 7
remind 8 resembles 9 remind 10 resembles 11 reminded 12 resembles 13
reminds 14 resembles 15 remind 16 principal 17 principles 18 principle
19 principle 20 principal 21 principal 22 principle 23 principle

Exercise 23

1 of 2 out on 3 into 4 of 5 from 6 by 7 into, to 8 into 9 ___ 10 ___ 11 in
12 with 13 of

Exercise 24

1. The principal building materials are stone, brick, concrete and wood.
2. The Aztecs constructed rectangular pyramids, while in ancient Egypt pyramids were of triangular shape. 3. Medieval castles were fortified with high walls with towers. 4. Modern conveniences in a living dwelling include gas, electricity, central heating, running water with a bath or shower, a sewing system, elevator, telephone and cooling system. 5. Building of semi-detached houses came into wide use in the Middle Ages. 6. Look, what a picturesque house! The roof is covered with green tiles, the walls are painted white, the shutters are made of oak, and its shape resembles a Swiss chalet. 7. What an ancient house! It reminds me of my grandpa's home. 8. There is little furniture in the room: there is only a square table with three stools, an old sideboard and a large chest near the wall.

Unit 5. WORK AND WORKING CONDITIONS

Exercise 1

1d, 2e, 3a, 4b, 5c

Exercise 2

1F, 2T, 3T, 4F, 5T, 6T, 7T, 8T, 9F, 10F

Exercise 3

1l, 2f, 3k, 4j, 5h, 6m, 7i, 8c, 9g, 10b, 11e, 12a, 13d

Exercise 4

1 was fired 2 was promoted 3 a premium 4 be hired 5 reduce 6 layoffs,
go on strike 7 retire 8 hire

Exercise 5

1 promote 2 grievance 3 retire 4 part-time employment 5 offices 6 pay-
ment 7 employment 8 unemployment 9 office 10 layoff

Exercise 6

1 employees, employers 2 strike, employees 3 go on 4 skills 5 white-collar
6 skill 7 Apprenticeship 8 experience 9 application 10 strike

Exercise 7

1b, 2c, 3b, 4a, 5a, 6b, 7c, 8a, 9c, 10b, 11c, 12c

Exercise 8

- A. 1 working 2 under 3 Favourable 4 on 5 satisfy 6 unfavourable
B. 1 reduced 2 fixed 3 handsome 4 negotiate, pay, modest, raise 5 annual
C. 1 seasonal 2 cause 3 reduce 4 Low 5 high 6 benefit 7 eliminate, rates
D. 1 According to 2 flexi-time, fixed, flexible 3 made up, rigid

Exercise 9

1h, 2l, 3i, 4f, 5k, 6d, 7c, 8a, 9g, 10b, 11e, 12j

Exercise 10

1 on sick leave 2 on flexi time 3 part-time 4 staff 5 responsibilities, apply for, qualifications 6 income, responsible, running 7 unemployment 8 full time

Exercise 11

1 broke 2 fits 3 accepted 4 reduce 5 made 6 took 7 running 8 submitted 9 conducting 10 issued 11 promoted 12 hire

Exercise 12

1B, 2A, 3B, 4D, 5D, 6C, 7B, 8A, 9A, 10C, 11C, 12C, 13D, 14C, 15C

Exercise 13

1 labour 2 employees 3 work 4 working day 5 workweek 6 contracts 7 vacation

Exercise 14

1B, 2A, 3D, 4D, 5C, 6A, 7B, 8D

Exercise 15

1B, 2B, 3A, 4B, 5B, 6A, 7C, 8D, 9B, 10C, 11A, 12C, 13C, 14A, 15C, 16B, 17D, 18B, 19B, 20D

Exercise 16

1d, 2h, 3k, 4b, 5a, 6i, 7j, 8g, 9c, 10f, 11e

Exercise 17

1 place 2 part 3 part, place 4 part 5 salary 6 salaries 7 wages 8 salary 9 wages 10 salary 11 Wages, salaries, profit 12 income

Exercise 18

1 work 2 employed 3 promoted 4 made 5 introduced 6 developed 7 retirement 8 equipment 9 scholarships 10 founded 11 income 12 award 13 contribution

Exercise 19

1 in, to, in, for 2 for 3 between 4 by 5 to 6 for, ___ 7 to 8 in, of 9 up, with 10 off, on, under 11 on 12 against, for 13 for 14 in 15 for/of, up 16 for 17 ___, off 18 for 19 at, in 20 on

Exercise 20

1B, 2D, 3A

Exercise 21

If an employer wants his production or services to be in demand and aims at reducing "brain drain" in his company or factory, he must provide his employees with favourable working conditions. His employees must receive a handsome salary and premiums; the staff can't be fired or reduced without any reason as they have job security. They have annual paid vacation, which duration is negotiated with the employer. If an employee gets ill, he must receive a paid sick leave. Employees have the right to be promoted and their grievances must be carefully considered. Under such conditions employees will not go on strike and must fulfill their employer's requirements: punctuality, discipline, responsibility for fulfilling their work according to schedule. Such labour relations fit both employers and employees.

Unit 6. TRAVELLING

Exercise 1

1T, 2F, 3F, 4T, 5F, 6T, 7T, 8F, 9F, 10T, 11T, 12F

Exercise 2

1a,c,d 2b,c,d 3c 4a,c,g 5a,b,c,d,e,f

Exercise 3

1b, 2a, 3e, 4k, 5c, 6h, 7m, 8f, 9l, 10n, 11d, 12i, 13g, 14j

Exercise 4

driving license, parking meter, parking space, pedestrian crossing, petrol station, rush hour, safety belt, speed limit, traffic jam, traffic lights, traffic regulations

Exercise 5

1 pedestrian crossing 2 speed limit 3 parking meter 4 traffic jam 5 rush hour 6 traffic lights 7 petrol station 8 parking space 9 safety belt 10 driving license 11 traffic regulations

Exercise 6

1 driving 2 petrol station 3 fill 4 license 5 safety 6 petrol 7 call 8 destination 9 highway 10 speed

Exercise 7

1 pedestrian crossing, pedestrians 2 queue, motor vehicles, was stuck, jam 3 crossroads 4 driver, a fine, regulations 5 petrol station 6 collided with 7 point of destination 8 fare 9 routes

Exercise 8

1 stuck 2 boarding 3 route 4 collisions 5 Customs 6 departure 7 meter 8 facilities 9 fare 10 fine 11 landing 12 drivers, pedestrians 13 fill up 14 Fares, routes, rise

Exercise 9

1D, 2D, 3B, 4A, 5C, 6D, 7A, 8A, 9D, 10D

Exercise 10

1 booked 2 destination 3 checked 4 departure 5 boarding 6 queue 7 flight 8 passed 9 channel 10 gate 11 taking 12 board 13 delay 14 got

Exercise 11

1A, 2C, 3B, 4D, 5C, 6B, 7A, 8D, 9D, 10C, 11B, 12D, 13A, 14C, 15C

Exercise 12

1f, 2h, 3j, 4g, 5i, 6a, 7b, 8d, 9e, 10c

Exercise 13

1b, 2b, 3a, 4c, 5a, 6b, 7a, 8b, 9c, 10b, 11c, 12c, 13b, 14a

Exercise 14

1 check 2 collided 3 combined 4 imposed 5 boarded 6 running 7 missed 8 ride 9 delayed 10 passed 11 hiring 12 drive

Exercise 15

A. 1 travelling 2 voyage 3 journey 4 trip 5 trip 6 voyage 7 journey 8 journey 9 journey 10 travelling 11 voyage, journeys 12 trip

B. 1 rode 2 drive, ride 3 Driving 4 riding 5 driving 6 drove 7 rode 8 rode 9 drive 10 ride

C. 1 roads 2 path 3 pavement 4 road 5 way 6 road 7 road, path 8 way 9 road 10 route 11 way, route 12 path 13 road 14 way 15 path

Exercise 16

1 canals 2 highway 3 connected 4 dividing 5 motor vehicles 6 pedestrians 7 efficient 8 transportation 9 carry 10 traffic

Exercise 17

1c, 2b, 3b, 4a, 5c, 6c, 7c, 8b, 9b, 10a, 11b, 12a, 13b, 14b, 15c, 16b

Exercise 18

1 travel 2 travel 3 travel 4 routing 5 founded 6 tickets 7 road 8 route 9 trip
10 drivers 11 driving 12 route 13 signs 14 highways 15 highways

Exercise 19

1b, 2c, 3b, 4a, 5b, 6c, 7b, 8c, 9a, 10c

Exercise 20

1 At, into 2 __, on 3 in, via (through) 4 on, for, at 5 for 6 in, at 7 into,
__, at 8 at, at, with 9 with, by 10 on, on 11 with, on 12 into, out of 13 at,
on, __ 14 for 15 on, by, on 16. into 17 with 18 __

Exercise 21

1. The weather will cause long flight delays. 2. Will you drive to meet her in a car?— No, I will go on foot. 3. The speed of transport is restricted in town as the traffic is usually heavy. A policeman may impose a fine for high speed or illegal parking. 4. Let's ride for a swim to the lake on our bicycles. 5. You are driving very fast, we may meet with an accident. 6. He quickly checked in, passed through the customs and passport control, but still there was 50 minutes before plane departure (before the plane takes off). 7. She got off the bus and went to the pedestrian crossing. 8. Drivers were standing at the crossroads waiting for green traffic lights. 9. There was a large traffic jam because of the collision of two automobiles. 10. You'll lie on the upper berth, and I will take the lower one.

Unit 7. COMMUNICATION

Exercise 1

1a, b, d 2a, d 3a, b, c, d 4a, c, d

Exercise 2

1 pager 2 fax 3 telegraph 4 e-mail 5 postal service 6 telephone 7 messenger

Exercise 3

1 chats 2 regard 3 newsletters 4 Apart 5 improvement 6 branches 7 adopted 8 online 9 switching 10 accessibility 11 performances 12 benefits

Exercise 4

1 voice 2 instant 3 available 4 among 5 call 6 including 7 free 8 as well as 9 live 10 network 11 ability 12 further 13 happen 14 take 15 accessible 16 replacement

Exercise 5

1 instant 2 adaptation 3 transfers 4 multiplayer 5 combines 6 message
7 mobile

Exercise 6

1f, 2k, 3i, 4l, 5g, 6j, 7h, 8d, 9a, 10m, 11c, 12e, 13b

Exercise 7

1B, 2C, 3A, 4D, 5B, 6D, 7A, 8C, 9B

Exercise 8

1 communications 2 receiver 3 delivered 4 device 5 messages 6 users
7 use 8 cell phones 9 replaced

Exercise 9

1b, 2c, 3b, 4a, 5c, 6c, 7b, 8a, 9a, 10b, 11b

Exercise 10

1 receiver 2 rotary dial 3 answerphone 4 push-button dial 5 cordless
phone 6 speakerphone 7 cellular telephone

Exercise 11

1 dial 2 put smb through 3 call back 4 leave a message 5 not to be avail-
able 6 hold on 7 pick up the receiver 8 the number is engaged 9 take a
message 10 be on the telephone

Exercise 12

1c, 2c, 3b, 4c, 5b, 6b, 7a, 8a, 9b, 10b, 11b, 12c, 13b, 14c, 15c

Exercise 13

1 make, pick up, dialing, dial, line, engaged, put through, hang up 2 get
through, telephone 3 available, leave 4 Operator, cut off, line 5 exten-
sion 6 line 7 phone, call, rang up, reply 8 number 9 wanted 10 adopt
11 adapt

Exercise 14

1c, 2c, 3b, 4b, 5b, 6c, 7a, 8b, 9b, 10c, 11a, 12c, 13a, 14c

Exercise 15

1 brighter 2 losing 3 obvious 4 instantly 5 popular 6 online 7 turned
8 calculators 9 search 10 deal

Exercise 16

1 on 2 through, ahead 3 __ 4 back 5 on/over 6 on 7 off 8 through, in,
with 9 __, up, __ 10 up 11 at, on 12 to 13 __ 14 on 15 by 16 out 17 to,
out 18 with 19 up, on 20 In 21 from 22 In 23 to

Exercise 17

1 particularly 2 especially 3 which 4 In addition 5 together 6 also 7 possibly 8 ever 9 on 10 from

Exercise 18

1. Could you put me through to Mr. Smith?— Sorry, he is speaking on the other line. Could you hold on? 2. The line is busy, I cannot get through to him. 3. Have you sent the parcel yet?— No, I am making out a money order. 4. Mobile telephones are very convenient, aren't they? 5. The line was bad, we could hardly hear each other. Then we were cut off. 6. Yahoo! Messenger is a computer programme which enables voice, video and instant messaging communication and also file transfer. 7. Many of these programmes may be used for group text chats or videoconferencing.

Unit 8. COMPUTER AND INTERNET

Exercise 1

1h, 2c, 3f, 4g, 5b, 6c, 7d, 8a

Exercise 2

1d, 2f, 3e, 4a, 5c, 6b

Exercise 3

1T, 2T, 3T, 4F, 5T, 6T, 7F

Exercise 4

1f, 2n, 3h, 4i, 5q, 6m, 7l, 8c, 9d, 10p, 11o, 12g, 13a, 14b, 15k, 16j, 17e

Exercise 5

1 software 2 computer program 3 operating system 4 hardware 5 memory
6 hard disk 7 input devices 8 scanner 9 mouse 10 printer

Exercise 6

1c, 2c, 3b, 4b, 5a, 6c, 7b, 8b, 9b

Exercise 7

1 software 2 operating systems 3 word processor 4 database program
5 users 6 input 7 keyboards

Exercise 8

1 hardware 2 software 3 input 4 output 5 storage devices

Exercise 9

Input devices: A, C, D, F, G, H

Output devices: B, E

Exercise 10

1 perform 2 enables 3 store 4 display 5 entering 6 print 7 make 8 delete
9 insert 10 move 11 send

Exercise 11

1 store 2 tasks 3 processing 4 carry out 5 access 6 designed 7 portable
8 light 9 carried around

Exercise 12

1c, 2b, 3c, 4a, 5b, 6b, 7c, 8a, 9c, 10b, 11a, 12b, 13c, 14b, 15a, 16a, 17c,
18b

Exercise 13

1 visual display unit 2 cathode ray tube 3 television set 4 liquid crystal
display

Exercise 14

1A, 2C, 3C, 4B, 5B, 6D, 7D, 8A, 9D, 10B, 11C, 12C, 13D, 14A, 15B,
16C, 17A, 18D, 19B, 20C

Exercise 15

1 network 2 spread 3 images 4 display 5 access 6 tool 7 carries 8 explore
9 software 10 information 11 links 12 screen

Exercise 16

1 of 2 ___ 3 with 4 for 5 over 6 with 7 From 8 to 9 for 10 with 11 on 12 in
13 on 14 between 15 to 16 on 17 of 18 in 19 to 20 out 21 at 22 between
23 to 24 ___ 25 on 26 out 27 in 28 ___ 29 on 30 in 31 to 32 for 33 for 34 up
35 on 36 in

Exercise 17

1 such as 2 that 3 Next 4 however 5 finally 6 yet 7 Basically 8 just 9 so
10 instead of 11 even 12 since 13 all 14 or 15 either 16 whatever

Exercise 18

1 characters 2 handling 3 compatible 4 following 5 update 6 messaging
7 order 8 links

Exercise 19

1. A computer is designed to create, store, process and send data. Information stored in the computer is called data. 2. Laptop computers usually have similar hardware and software as PCs, but they are more compact and light and have flat LCDs instead of conventional video display monitors. 3. In 1971 IBM (International Business Machine) introduced the first floppy disk. 4. When a computer is turned off, data are stored on a hard disk. 5. A keyboard is an external device to

enter data in a computer. 6. The main chip processing information in a computer is called central processing unit (CPU) . 7. A printer is an output device by means of which data and results are printed onto paper. 8. If you want to send information, use a modem— a device for transmitting digital information between computers. 9. You may store a received e-mail. 10. If you want to see information on the display, click on the mouse.

Unit 9. CRIME AND POLICE

Exercise 1

1f, 2h, 3m, 4n, 5i, 6a, 7k, 8b, 9l, 10o, 11g, 12e, 13c, 14d, 15j

Exercise 2

1T, 2F, 3F, 4F, 5F, 6T, 7T, 8F, 9T, 10F, 11T, 12T, 13T, 14T, 15F, 16F

Exercise 3

1c, 2g, 3b, 4h, 5i, 6l, 7c, 8k, 9a, 10m, 11d, 12f, 13j

Exercise 4

1 warrant 2 suspect 3 custody 4 investigation 5 crime 6 guilt 7 witnesses
8 evidence 9 scene 10 questioning 11 police 12 arrest 13 accused 14 offense

Exercise 5

1 assassination, assassinate 2 blackmail, blackmailer 3 bribery, briber 4 burglar 5 forgery 6 fraudster 7 kidnapping, kidnap 8 murder, murderer 9 pickpocket 10 rape, rapist 11 robber, rob 12 shoplifting 13 smuggler 14 theft

Exercise 6

1 theft 2 robbed 3 stealing 4 assassination 5 kidnappers 6 fraud 7 crime 8 robbery 9 rape 10 Smuggling 11 forgery 12 blackmailed 13 manslaughter 14 bribery

Exercise 7

1 baton 2 fraudster 3 cheat 4 warrant 5 custody 6 ransom 7 search 8 investigation 9 rob 10 commit

Exercise 8

1 evidence 2 fingerprints 3 studied 4 criminals 5 investigation 6 judicially 7 questioned 8 changes 9 measures 10 responds 11 data

Exercise 9

1 denied 2 accused 3 investigating 4 took 5 prevent 6 committed 7 admit 8 burgled 9 suspected 10 broken 11 obey 12 made 13 put 14 stole 15 violated 16 witnessed

Exercise 10

1 searched 2 steals, violence 3 robbed, action, crime 4 violated, thorough, warrant 5 circumstantial 6 custody, accused 7 guilty, evidence 8 Laws, justice 9 bribe 10 suspect, accuse 11 stolen, raid

Exercise 11

1 produced, proof 2 on charges of 3 thorough 4 obey 5 measures, offence 6 fulfilled 7 capital 8 violated

Exercise 12

1B, 2C, 3B, 4D, 5B, 6C, 7C, 8A, 9D, 10C, 11A, 12D, 13B, 14B, 15C, 16D

Exercise 13

1 Whether 2 so 3 First of all 4 but 5 unless 6 and 7 Alternatively 8 When 9 or 10 just 11 that 12 if 13 Finally

Exercise 14

1 above 2 for (on charges of), of, from, in 3 against 4 under 5 Under, __, to 6 of, against 7 of, into 8 under, by, about, for (on charges of), for, against 9 __, of 10 of 11 __, __ 12 against

Exercise 15

1. After questioning the accused the inspector received a warrant to search the office of the company the top manager of which was suspected of forgery. 2. Murder in self-defence may be referred to manslaughter. 3. The woman, the victim of the robbery, which was committed a month ago, phoned the police to inform that she accidentally had seen one of the criminals and memorized his car number. 4. I am investigating an interesting crime now. Mr. N. has been blackmailing Mr. M. for taking a bribe for a long time. Each of them finds himself innocent and denies his guilt. M. claims that he is a victim of the blackmailer and he has to pay a ransom. N. is sure that he is struggling with people who break the law as bribery is not a minor offence. Who has committed a more serious crime, to your mind?

Unit 10. COURT AND PUNISHMENT

Exercise 1

1c, 2h, 3g, 4k, 5a, 6j, 7c, 8b, 9l, 10f, 11d, 12i

Exercise 2

1T, 2F, 3F, 4F, 5T, 6F, 7F, 8T, 9T, 10F, 11F, 12F, 13T, 14T

Exercise 3

1 drive mad 2 take pleasure in 3 bring into 4 get rid of 5 go into 6 mock
at 7 give up 8 be ashamed of 9 put forward

Exercise 4

1h, 2j, 3n, 4i, 5c, 6k, 7a, 8g, 9l, 10b, 11f, 12d, 13o, 14e, 15m

Exercise 5

1a, 2c, 3b, 4c, 5b, 6b, 7a, 8c, 9c, 10c, 11b, 12b, 13a, 14b, 15c

Exercise 6

Crime: robbery, shoplifting, theft, murder, assassination, fraud, rape, kidnapping, smuggling, criminal, burglary

Police: questioning, case, evidence, witness, arrest, charge, accusation, police station, handcuffs, investigation

Court: judge, case, evidence, witness, charge, defence, sentence, conviction, trial, prosecutor, jury, lawyer, accusation, courtroom, acquittal

Punishment: cell, prison, sentence, conviction, fine

Exercise 7

1 confess 2 try 3 convict 4 witness 5 escape 6 appeal 7 acquit 8 prosecute
9 execute

Exercise 8

1 witnessed 2 confessed 3 prosecuted 4 convict, appeal 5 tried 6 acquitted
7 escape

Exercise 9

1 accused, punishment, sentence 2 convicted, sentenced, prison 3 tried,
guilty 4 escape 5 accused, tried, convicted, acquitted 6 judge, verdict,
sentences 7 sentenced, prison

Exercise 10

1 court 2 evidences 3 trials 4 arrested 5 suspect 6 appealed 7 violated 8
searches 9 conviction 10 acquitted

Exercise 11

1 case 2 try 3 suspected 4 charged 5 sentenced 6 defense 7 jury 8 conviction
9 courts 10 law 11 decision

Exercise 12

a, b, d, e, f

Exercise 13

1D, 2D, 3B, 4C, 5A, 6B, 7A, 8C, 9D, 10D, 11B, 12C, 13C, 14B, 15A,
16D, 17C, 18D

Exercise 14

1 questioning 2 accuse 3 trial 4 cases 5 charges 6 confessed 7 sentenced
8 forced 9 custody 10 silent 11 against 12 attorney 13 convicted

Exercise 15

1b, 2a, 3c, 4c, 5b, 6c, 7b, 8a, 9b, 10a, 11b, 12c, 13b, 14b, 15b

Exercise 16

A. 1 affect 2 effect 3 effect 4 affected 5 effect 6 affected 7 effect 8 effect
9 affect 10 effect 11 affect 12 effect 13 affected 14 effect 15 effect

B. 1 In the end 2 At the end 3 At the end 4 in the end 5 At the end 6 In
the end 7 in the end 8 At the end

Exercise 17

1c 2 b, 3b, 4a, 5c, 6c, 7b, 8b, 9b

Exercise 18

1 with, into 2 to, on, to 3 of, in 4 in, at 5 against 6 in, of, of, on 7 forward,
to 8 of 9 of, on, for 10 of, against, up

Exercise 19

After announcing a verdict, the policemen put on handcuffs on the
accused. He was found guilty and sentenced to a term of seven years
in prison. 2. Two prisoners escaped when they were being transported
to another prison. 3. He witnessed for the prisoner. 4. The Supreme
Court denied the appeal on the ground that the evidence, which the
defence had gathered, was false. 5. The prosecutor claimed capital
punishment, but the jury did not agree with him.

Unit 11. OUR WORLD: WAR, TERRORISM OR PEACE?

Exercise 1

1g, 2i, 3l, 4f, 5k, 6d, 7a, 8m, 9b, 10n, 11e, 12c, 13h, 14j

Exercise 2

1e, 2c, 3d, 4b

Exercise 3

1m, 2l, 3g, 4k, 5i, 6j, 7c, 8n, 9e, 10f, 11d, 12b, 13a, 14h

Exercise 4

1c, 2c, 3b, 4b, 5c, 6a, 7b, 8c, 9a, 10b, 11c, 12b, 13b, 14a, 15a, 16a, 17b

Exercise 5

1 alliance 2 captor 3 defensive 4 exploder, explosive 5 invasion, invasive
6 negotiator 7 occupant 8 rebel, rebellious

Exercise 6

1 capturing 2 retreat 3 captured 4 hijacked 5 retreated 6 captured 7 surrender 8 broke out 9 keep 10 fall back, surrendered

Exercise 7

1 powers 2 ceasefire 3 retreat 4 fragile 5 enemy 6 outbreaks 7 retreat 8 alien

Exercise 8

1 call off 2 call on 3 be at war 4 break off 5 break out 6 bring together 7 cut off 8 enter into 9 fall back 10 put an end to 11 put down 12 put up with 13 take by surprise 14 take control of

Exercise 9

1 put down 2 broke off, cut off 3 bring together, put up, taken control, enter in 4 broke out 5 break off, put an end 6 taken by surprise, fall back 7 call off 8 called on, enter into 9 put up with

Exercise 10

1 called, put, enter 2 broke, took, put 3 breaking, bring, put 4 put, calling, off, be 5 took, call 6 fall, cut

Exercise 11

1f, 2d, 3g, 4b, 5a, 6e, 7c

Exercise 12

1 broken 2 ceased 3 civil 4 treaties 5 rebellions 6 put 7 invasive 8 conducted 9 invade 10 put 11 surrender 12 enter 13 invaders 14 defend 15 fight 16 conducted 17 attacks 18 fell 19 treachery 20 siege 21 enemies 22 armed 23 retreat 24 troops 25 captured 26 defenders 27 perished 28 battle 29 wounded 30 civilians 31 the Trojan horse

Exercise 13

1B, 2C, 3A, 4B, 5D, 6D, 7D, 8B, 9A, 19C, 11C, 12C, 13B, 14A, 15A, 16B, 17B, 18B, 19B, 20C

Exercise 14

1 out 2 treacherously 3 invaded 4 surprise 5 won 6 fighting 7 prisoners 8 retreated 9 captured 10 troops 11 defend 12 siege 13 allies 14 rendered 15 supplies 16 forces 17 defeat 18 fall 19 weapons 20 perished 21 wounded

Exercise 15

1 forces 2 surrounded 3 troops 4 allies 5 territory 6 siege 7 attacks 8 shelling 9 death 10 winter 11 unanimous 12 supplies 13 route 14 advancing 15 perished

Exercise 16

1C, 2C, 3C, 4B, 5D, 6B, 7A, 8A, 9B, 10D, 11B, 12A, 13C, 14D, 15D, 16C, 17D, 18B, 19A, 20C, 21C, 22C, 23A, 24C, 25D

Exercise 17

1 dead 2 world, economic 3 peaceful 4 campaign, world, peace 5 power, force, arms 6 power 7 died, world 8 force 9 force 10 part, world, peaceful 11 power, increasing 12 force, political 13 Peace, died 14 die 15 force 16 peace, dead 17 powers 18 dead 19 whole, world, peace 20 force, peace 21 force 22 force 23 powers 24 dead, died 25 power 26 power

Exercise 18

1 against, down, ___, against, with 2 to (towards) , to, against 3 to, by of 4 in, to, under 5 for, ___ 6 at 7 on, against, to 8 off 9 out, against, for 10 __

Unit 12. RELIGION

Exercise 1

1h, 2i, 3j, 4a, 5e, 6b, 7d, 8g, 9c, 10f

Exercise 2

1e, 2h, 3f, 4b, 5j, 6a, 7i, 8d, 9g, 10c

Exercise 3

1 sin 2 belief 3 resurrection 4 forgiveness 5 Trinity 6 death 7 holy 8 through 9 means 10 ritual 11 believers 12 body

Exercise 4

1A, 2C, 3A, 4D, 5C, 6B, 7B, 8B, 9C, 10B, 11D, 12C

Exercise 5

1 worship 2 cathedral 3 branches 4 ritual 5 practice 6 reborn 7 spread 8 sacred

Exercise 6

1 believers 2 prayer 3 commemorate, followers 4 holy 5 authorities 6 followers 7 set 8 sacred 9 faith 10 relationship 11 spread 12 consists 13 worship 14 holy 15 split, authority 16 followers, spreading 17 priests 18 faith, obedience, pope 19 followers 20 religion

Exercise 7

1 substantially 2 extensively 3 faiths 4 bishops 5 Pope 6 calling 7 worship 8 followers

Exercise 8

1T, 2T, 3T, 4F, 5F, 6F, 7F, 8T, 9F, 10T, 11T

Exercise 9

1i, 2f, 3j, 4g, 5a, 6h, 7d, 8e, 9b, 10c

Exercise 10

1 Followers 2 prophets 3 respected 4 founder 5 religion 6 laws 7 pillars
8 faith 9 fasting

Exercise 11

1 founded 2 include 3 principles 4 duties 5 apart 6 rituals 7 focused 8
principles 9 holy 10 preaching 11 defend

Exercise 12

1B, 2B, 3C, 4D, 5C, 6C, 7A

Exercise 13

1b, 2c, 3c, 4b, 5a, 6c, 7c

Exercise 14

1h, 2g, 3f, 4i, 5l, 6c, 7k, 8j, 9a, 10d, 11b, 12e

Exercise 15

1 mind, 2 founded, 3 suffering, 4 release, 5 enlightenment, 6 extremes,
7 consists, 8 state, 9 over, 10 monks, 11 split, 12 reach, 13 seek, 14 wide,
15 took, 16 as, 17out

Exercise 16

1 search, 2 enlightened, 3 came across, 4 suffering, 5 serene, 6 meditat-
ing, 7 merciful, 8 preaching, 9 honored

Exercise 17

1 standards, 2 found, 3 obedient, 4 ancestors, 5 example, 6 charge, 7
chance, 8 jealous, 9 fame, 10 down, 11 scholars, 12 guide

Exercise 18

1b, 2c, 3c, 4b, 5a, 6c, 7b, 8a, 9b, 10c, 11c, 12b, 13a, 14a, 15c

Exercise 19

1 for/to, 2 Between, 3 against, 4 for, 5 in, 6 by, 7 away, 8 under, 9 for, 10
for/on, 11 on, 12 on, 13 by, 14 to, 15 inside, 16 up, 17 back, 18 for/on,
19 from, 20 of, 21 __, 22 __, 23 off, 24 in, 25 out, 26 By, 27 between,
28 away

Exercise 20

1. As a rule, the basics of religious beliefs are written down in holy
books. 2. Christianity is based on the life and teachings of Jesus Christ

as presented in the New Testament. 3. Almost all Christians believe in the Trinity. 4. The main divisions of Christianity are, according to the number of believers: Catholic Church, headed by the Pope in Rome, Protestantism separated from the Catholic Church in the 16th-century and Orthodox Church. 5. Buddhism is the most wide-spread religion in Tibet. 6. Islam is based on the religion whose founder was the Islamic Prophet Muhammad.

Unit 13. MYTHS, BELIEFS AND SUPERSTITIONS

Exercise 1

1g, 2k, 3h, 4a, 5c, 6j, 7e, 8b, 9f, 10i, 11d

Exercise 2

1f, 2l, 3i, 4g, 5k, 6a, 7j, 8b, 9c, 10d, 11e, 12h

Exercise 3

1T, 2T, 3F, 4F, 5F, 6T, 7F, 8F, 9T, 10F

Exercise 4

1i, 2f, 3h, 4g, 5j, 6b, 7d, 8c, 9a, 10e

Exercise 5

1 creatures 2 narrate 3 overcame 4 deeds 5 succeeded 6 turned 7 inspired
8 enormous 9 borrowed 10 inspiration 11 created 12 characters

Exercise 6

1 respect 2 worshipped 3 custom 4 turned 5 precedes 6 pagan 7 ward 8
blessing 9 sacred

Exercise 7

tradition — custom, fable — tale, feature — characteristic, forbid — prohibit, narrate — tell, predict — forecast, human beings — humans, evil — harm, overcome — conquer, soul — spirit, set up — establish
The extra word is **wisdom**.

Exercise 8

11B, 2D, 3C, 4A, 5C, 6B, 7D, 8C, 9A, 10B, 11C, 12D

Exercise 9

1 subject 2 belief 3 rise 4 spirits 5 checked 6 subject 7 spread 8 called 9
fascinated 10 seized 11 point 12 caught

Exercise 10

1 meaning 2 forbidden 3 use 4 similar 5 borrowed 6 prohibition 7 taboo
8 origins 9 acquired 10 custom 11 sacred 12 change

Exercise 11

1 prediction 2 narrate 3 inspire 4 witch 5 proceed 6 horn 7 borrow 8 wisdom 9 fascinate 10 succeed

Exercise 12

unknown, illogical, unlucky, unsuccessful, unexperienced, unpredictable, uncontrollable, improper, misplaced

Exercise 13

1C, 2D, 3D, 4B, 5B, 6A, 7D, 8B, 9C, 10C, 11A, 12B, 13B

Exercise 14

1 lucky 2 evil 3 ghost 4 tale 5 unlucky 6 supernatural 7 witches' 8 solves 9 fear 10 influences

Exercise 15

1b, 2c, 3b, 4a, 5c, 6b, 7c, 8a, 9b, 10a, 11c, 12c

1 at the time of his birth 2 upon one's life 3 on a particular time 4 for marriages and careers and other issues 5 Hence 6 of the concerned person

Exercise 17

I. prohibition, creation, narration, endurance, belief, inspiration, fascination, enormity, witchcraft, prediction, exaggeration, precedence, forbiddance, blessing, overcoming, coinage, captor/capturing/captive
II. spiritual, customary, superstitious, wise, narrative, fatal, creative, predictable, witching

Exercise 18

1 through 2 and 3 that 4 while 5 In fact 6 First of all 7 Therefore 8 what 9 More than that 10 When

Exercise 19

1D, 2C, 3C, 4B, 5A, 6B, 7D, 8C, 9B, 10C, 11D, 12B, 13A

Exercise 20

1 __, 2 from, 3 with, 4 to, 5 in, 6 in, 7 of, 8 with, 9 into, 10 __, 11 to, 12 until, 13 with, 14 to, 15 for, 16 to

Exercise 21

It may be 1, 5, 6, 7, 9, 10

Unit 14. NATIONAL STEREOTYPE

Exercise 1

1e, 2g, 3a, 4f, 5c, 6h, 7d, 8b

Exercise 2

1b, d, e, g 2a, d 3b

Exercise 3

1k, 2g, 3m, 4h, 5i, 6j, 7b, 8d, 9l, 10f, 11a, 12e, 13c, 14n

Exercise 4

1B, 2C, 3A, 4B, 5C, 6B, 7A, 8D, 9D, 10D, 11B

Exercise 5

1f, 2g, 3i, 4b, 5h, 6a, 7d, 8j, 9c, 10e

Exercise 6

ambition, attractiveness, arrogance, assertiveness, boast, charm, contradiction, efficiency, fascination, generosity, greed, industry, intelligence, loveliness, loyalty, faith, offence, open-mindedness, patience, persistence, pleasure, pride, reserve, rudeness, selfishness, shrewdness, slyness, stinginess, stupidity, superiority, thrift, tolerance, vanity, wit

Exercise 7

1h, 2e, 3j, 4g, 5b, 6l, 7d, 8a, 9k, 10c, 11i, 12f

Exercise 8

1 specific 2 character 3 strict 4 poor 5 shrewd 6 practical 7 thrifty 8 independent 9 Independence 10 reserved 11 Silent 12 thrift 13 Ingenuity 14 craftsmanship 15 shrewdness 16 wealthy

Exercise 9

1 Germans 2 punctual 3 Italians 4 talkative 5 Japanese 6 creativity 7 Mexicans 8 Brazilian 9 uncommunicative 10 Australians 11 Welsh 12 Scottish 13 Irish 14 reserved 15 famous 16 politeness 17 patience 18 inventors 19 scientists 20 historical 21 French 22 Americans 23 unfair 24 privacy 25 proud

Exercise 10

Algeria-Algerian-Algerian-Algerians; Belgium-Belgian-Belgian-Belgians; Brazil-Brazilian-Brazilian-Brazilians; China-Chinese-Chinese-Chinese; Denmark-Danish-Danish-Danes; Egypt-Egyptian-Egyptian-Egyptians; Finland-Finnish-Finn-Finns; Holland-Dutch-Dutchman-Dutchwoman-Dutch; Iran-Iranian-Iranian-Iranians; Israel-Israeli-Israeli-Israelis; Malaysia-Malaysian-Malay-Malays; Malta-Maltese-Maltese-Maltese; Norway-Norwegian-Norwegian-Norwegians; Portugal-Portuguese-Portuguese-Portuguese; Poland-Polish-Pole-Poles; Spain-Spanish-Spaniard-Spanish; Sweden-Swedish-Swede-Swedes; Switzerland-Swiss-Swiss-Swiss; Taiwan-Taiwanese-Taiwanese-Taiwanese Thailand-Thai-Thai-Thais

Exercise 11

1 a Singaporean 2 an Indian 3 Dutch 4 Poles 5 English, French 6 the Japanese 7 a Chinese 8 Belgian 9 a Filipino 10 a Scot

Exercise 12

1 swears 2 hold 3 deny 4 overcome 5 recognized 6 took 7 broken 8 took 9 assess 10 amazed

Exercise 13

1c, 2a, 3c, 4b, 5d, 6c, 7c, 8b, 9b, 10a, 11c, 12c, 13c, 14b, 15c, 16b, 17b, 18b, 19b, 20a

Exercise 14

1T, 2T, 3T, 4F, 5T, 6T, 7T, 8T, 9T, 10T, 11T, 12F, 13F, 14T, 15F

Exercise 15

A. 1 share 2 divided 3 share 4 share 5 divided 6 share 7 divided 8 share 9 share 10 divided 11 shared 12 divided 13 shared

B. 1 vary 2 differs 3 varies 4 differ 5 differ 6 vary 7 differs 8 differs 9 differ

Exercise 16

1. In spite of the fact that there is a grain of truth in national stereotypes they are often based on prejudices. The fact that most people share this belief stimulates spread of stereotypes. Thus, a national stereotype may be described as prejudiced attitude to one or another nation. 2. He is a very ambitious person. He is anxious for success. 3. Values which a nation takes pride in may be assessed by other people as a prejudice.

Литература

The First Ladies Fact Book by Bill Harris (Black and Dog & Leventhal Publishers, Inc. 2005)

Baker's Dozen Thirteen Stories by Modern British and American Writers (Moscow Vyssaya Skola, 1979)

A Russian Gentleman by Aksakov (W & J Mackay Limited, 1976)

Энциклопедия EnCarta

Словарь ABBY Llingvo

Интернет

Серия «Без репетитора»

Романова Лариса Ивановна

ПРАКТИЧЕСКАЯ ЛЕКСИКА АНГЛИЙСКОГО ЯЗЫКА

УЧЕБНОЕ ПОСОБИЕ

Ответственный редактор *С. Осташов*

Технический редактор *Л. Багрянцева*

Подписано в печать 14.02.2012.

Формат 84 × 108/32. Бум. офсетная.

Гарнитура Newton. Печать офсетная. Усл. п. л. 18,48.

Тираж 2500 экз. Зак. № 164.

ООО «Феникс»

344082, г. Ростов-на-Дону, пер. Халтуринский, 80

Отпечатано с готовых диапозитивов в ЗАО «Книга»

344019, г. Ростов-на-Дону, ул. Советская, 57

Качество печати соответствует предоставленным диапозитивам.