

Министерство образования Республики Беларусь

Учреждение образования  
«Полоцкий государственный университет»

# ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ АНГЛИЙСКОГО ЯЗЫКА

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС  
для студентов 3 курса специальностей  
1-02 03 06-01, 1-02 03 06-03, 1-02 03 07-01

В двух частях

Часть 1

Составление и общая редакция  
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Приведены темы изучаемого курса, их объем в часах практических занятий, представлен необходимый материал для совершенствования навыков устной и письменной речи и коммуникативной компетенции студентов с учетом требований типовой учебной программы. Предложены задания для практических аудиторных и самостоятельных занятий, задания для самоконтроля, приведены критерии оценивания устных высказываний и письменных работ, структура зачета и экзамена по дисциплине.

Предназначен для преподавателей и студентов лингвистических специальностей.

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## ВВЕДЕНИЕ

Целью третьего года обучения иностранному языку как специальности является совершенствование и активизация иноязычной речевой деятельности студентов с учетом особенностей функционирования языковых явлений в речевом общении.

Курс рассчитан на 206 часов практических занятий в течение года, в ходе которого Вы должны углубить работу над лексикой, завершить работу по овладению основами устной и письменной речи.

Учебная программа построена по принципу блочно-модульного подхода, что предполагает тематическое расположение материала, текущий и итоговый контроль, акцентирование на вопросах, вызывающих у Вас наибольшую трудность, а также обеспечивает поддержку и помощь во время всего процесса обучения.

Учебный материал организован в виде ситуативно-тематических комплексов, вокруг которых организована работа по овладению лексическим материалом с учетом функциональных особенностей его употребления в речи носителей английского языка. Тематика определяется сферами общения и профессиональными задачами обучения.

Каждый ситуативно-тематический комплекс включает:

- темы и их предметное содержание;
- сетку часов, отведенную на изучение данного ситуативно-тематического комплекса;
- номенклатуру речевых задач;
- задания для формирования и совершенствования умений и навыков;
- задания для контроля за результатами обучения.

Результатом обучения по программе данного курса должно стать адекватное восприятие оригинальной, в том числе спонтанной, монологической и диалогической, эмоционально окрашенной устной речи носителя языка, преподавателя или другого собеседника в непосредственном общении или записи в пределах изученного языкового материала. Вы также должны:

- владеть монологической и диалогической речью в ситуациях официального и неофициального общения в пределах тематики, предусмотренной для данного года обучения;
- выразительно говорить, доказательно излагать мысли, используя лексический минимум и грамматический материал 1 – 3 курсов;

- уметь делать устное сообщение, доклад, провести интервью в пределах тематики 3 курса;
- обсуждать прочитанные и прослушанные оригинальные тексты (в том числе публицистические);
- вести диалог или беседу проблемного характера с использованием адекватных речевых формул;
- принимать участие в беседе, дискуссии, отстаивать свою точку зрения;
- оценивать высказывания других студентов, с точки зрения содержания и правильности языковой формы.

Что касается чтения, Вы должны совершенствовать навыки и умения всех видов чтения (изучающего, ознакомительного, просмотрового и поискового) и на их основе извлекать из текста эксплицитно и имплицитно заключенную в нем смысловую, идейно-эстетическую и эмоциональную информацию на основе лингвистического и содержательного анализа.

Вы также должны графически, орфографически и пунктуационно правильно писать в пределах лексического минимума 1 – 3 курсов различные виды письменных работ; выражать свои мысли в различных формах письменной речи (письмо, эссе, аннотация, резюме, литературный отзыв); исправлять и объяснять лексические, грамматические, орфографические и стилистические ошибки в предъявленном письменном тексте.

К концу данного курса Вы должны усвоить не менее 3000 лексических единиц, отобранных в соответствии с изложенными ниже ситуативно-тематическими комплексами, включающими предметное содержание общения, ситуации социального контакта, речевые задачи и метаязыковые средства для адекватной реализации коммуникативных намерений в монологической и диалогической речи различных функциональных типов.

## ПРЕДМЕТНО-ТЕМАТИЧЕСКОЕ СОДЕРЖАНИЕ КУРСА

### *Сфера социально-личностного общения*

**Внешность человека. Характер человека, настроение, манеры, поведение.** Психологические типы людей, черты характера человека (положительные и отрицательные), типы эмоционального состояния человека, манеры, нормы хорошего поведения.

**Взаимоотношения.** Любовь. Семейная жизнь.

**Фобии и мании.** Вера и суеверия. Пути преодоления страхов.

**Преступление и наказание.** Виды преступлений. Причины роста преступности. Тюрьма как мера наказания. Малолетняя преступность.

### *Сфера социально-бытового общения*

**Наш дом.** Ремонт дома. Покупка дома. Бездомные.

**Здоровье.** Болезни. Медицинская помощь.

### *Сфера социально-познавательного общения*

**Животный мир.** Проблемы сохранения исчезающих видов животных. Окружающая среда и цивилизация, источники загрязнения окружающей среды. Проблемы сохранения окружающей среды.

### *Сфера профессионально-трудового общения*

**Работа.** Правильный выбор профессии. Представители нетипичных профессий. Личность учителя, его человеческие и профессиональные качества.

### *Сфера общественно-политической жизни*

**Новости.**

**Политика.** Плюсы и минусы политической карьеры. Политические партии. Личность политика.

**Проблемы развивающихся стран.** Нужда, бедность. Благотворительные организации.

### *Сфера социально-познавательного и социально-культурного общения*

**Реклама на радио и телевидении,** коммерческая видеопродукция.

### *Сфера социально-культурного общения*

**Музыка.** Музыка в нашей жизни; классическая, популярная, народная, джазовая, музыка. Молодежь и поп-музыка.

## ФОРМЫ КОНТРОЛЯ

«Программа» предусматривает текущий контроль в форме письменных и устных тестов по всем видам речевой деятельности, семестровый экзамен и курсовой зачет в письменной и устной форме.

### Содержание экзамена (V семестр)

Экзамен включает письменную и устную формы тестирования, по результатам которого выставляется общая оценка по практике устной и письменной речи.

#### Письменное тестирование:

1. Написание аргументативного эссе объемом 1500 – 2000 печатных знаков по одной из обсужденных общественно-культурных тем.
2. Написание теста по аудированию типа TOEFL.
3. Написание лексического теста.

#### Устный экзамен

1. Спонтанное монологическое высказывание на заданную тему.
2. Анализ художественного текста.
3. Перевод.

### Содержание зачета (VI семестр)

Зачет включает письменную и устную формы тестирования, по результатам которого выставляется общая оценка по практике устной и письменной речи.

#### Письменное тестирование:

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2. Написание теста по аудированию типа TOEFL.
3. Написание лексического теста.

#### Устная форма

1. Неподготовленная беседа по одной из проблем тематики курса.
2. Составление композиции с использованием программной лексики.

## НОРМЫ ОЦЕНКИ

Нормы оценки соответствуют критериям для каждого вида речевой деятельности.

Письменные тесты оцениваются по **десятибалльной системе (от 1 до 10)**, согласно которой 10 баллов выставляется при условии правильного выполнения 100 – 95 % работы, а 3 балла соответствуют менее 67 % (т.е. 2/3) правильно выполненных заданий. Отсутствие работы или отказ от ответа по неуважительной причине соответствует оценке 0 баллов.

### ГОВОРЕНИЕ

Оценка	Критерии оценки
<b>10 превосходно</b>	Адекватная и полная реализация коммуникативного намерения в рамках широкого диапазона ситуаций. Беглая, хорошо композиционно организованная речь. Правильное и уместное употребление словаря и грамматических структур. Отсутствие выраженного акцента.
<b>9 отлично</b>	Полная реализация коммуникативного намерения. Беглая речь с незначительными композиционными отклонениями и хезитационными паузами. Богатый словарь. Правильное употребление разнообразных грамматических структур. Только незначительные и редкие оговорки и ошибки, не снижающие эффективность речи. Незначительный акцент.
<b>8 почти отлично</b>	Уверенная реализация коммуникативного намерения в ситуациях, предусмотренных учебной программой. Хорошая беглость речи с некоторыми композиционными отклонениями и хезитационными паузами, вызванными затруднением в формулировании содержания речи или в выборе средств его выражения. Наличие некоторого количества оговорок, ошибок словоупотребления или использования грамматических структур, в целом не мешающих достижению коммуникативной цели. Заметный акцент.
<b>7 очень хорошо</b>	Достаточно адекватная реализация коммуникативного намерения в ситуациях, предусмотренных учебной программой. Удовлетворительная беглость речи. Некоторые нарушения композиционной структуры текста. Наличие хезитационных пауз. Заметные оговорки и ошибки в употреблении слов и грамматических структур. Нарушение норм произношения, в отдельных случаях затрудняющих понимание.
<b>6 хорошо</b>	Недостаточно полная реализация коммуникативного намерения. Ограниченный объем высказывания. Довольно частые логические и композиционные разрывы повествования. Недостаточная беглость и наличие значительного числа хезитационных пауз. Часто встречающиеся оговорки и ошибки в употреблении словаря и грамматических структур. Нарушение норм произношения, иногда затрудняющие понимание.
<b>5 почти хорошо</b>	Реализация коммуникативного намерения осложнена значительными затруднениями в выборе языковых средств и формулировании содержания речи. Нарушения логики и композиционной организации речи.

<b>4 удовлетво- рительно</b>	Неполная реализация коммуникативного намерения. Ограниченный объем высказывания. Большое количество пауз. Много ошибок в употреблении словаря и грамматических структур. Значительные нарушения произносительных норм, затрудняющие понимание речи.
<b>3 неудовлетво- рительно</b>	Ограниченный словарный запас и недостаточное владение грамматическими структурами затрудняют реализацию коммуникативного намерения. Объем высказывания ограничен. Речь слабо структурно организована. Наличие лексических и грамматических и фонетических ошибок сильно затрудняют понимание речи.
<b>2 неудовлетво- рительно</b>	Крайне ограниченный словарь и плохое владение грамматическими структурами препятствуют реализации коммуникативного намерения. Объем высказывания ограничивается набором кратких предложений. Нарушена связность речи. Речь осложнена длительными паузами, большим количеством лексических, грамматических и фонетических ошибок.
<b>1 неудовлетво- рительно</b>	Полная неспособность реализовать коммуникативную задачу. Произнесение бессвязных фраз, избыток ошибок.

### *СОЧИНЕНИЕ / ЭССЕ*

<b>Оценка</b>	<b>Содержание</b>	<b>Словарь и структура</b>
<b>10 превосходно</b>	Точное соответствие коммуникативной задаче. Абсолютно полное, аргументированное повествование, описание предметов, событий или изложение точки зрения. Логичное и последовательное развитие идеи и сюжета. Полное соответствие жанру и стилю письменного произведения. Уместное и точное употребление разнообразных художественных средств выразительности.	Богатый идиоматический словарь, соответствующий нормам современного языка. Отсутствие орфографических ошибок. Абсолютно правильное и уместное употребление грамматических структур.
<b>9 отлично</b>	Соответствие коммуникативной задаче. Полное, аргументированное повествование, описание предметов, событий или изложение точки зрения. Логичное развитие идеи и сюжета. Соответствие жанру и стилю письменного произведения. Уместное употребление разнообразных художественных средств выразительности.	Насыщенный идиоматический словарь, достаточно соответствующий нормам современного языка. Менее одной лексической (в том числе орфографической) или грамматической ошибки на 100 словоформ. Незначительные отклонения в употреблении грамматических структур.



<p style="text-align: center;"><b>8</b> <b>почти</b> <b>отлично</b></p>	<p>Достаточно точное соответствие коммуникативной задаче. В целом полное и убедительное повествование, описание предметов, событий или изложение точки зрения. Некоторые отклонения от логики и последовательности развития идеи и сюжета. Отдельные случаи несоответствия жанру и стилю.</p>	<p>Хороший словарный запас, в основном, употребляемый уместно. Не более одной лексической (в том числе орфографической) или грамматической ошибки на 100 словоформ. Наблюдаются отклонения в употреблении грамматических структур.</p>
<p style="text-align: center;"><b>7</b> <b>очень</b> <b>хорошо</b></p>	<p>Соответствие коммуникативной задаче. Наблюдаются отклонения от логики и последовательности развития идеи и сюжета. Ограниченный выбор художественных средств выразительности. Отклонение от норм жанра и стиля.</p>	<p>В целом выбор словарных средств удовлетворительный. Однако словарь ограничен, наблюдаются ошибки в выборе слов. Не более двух лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ. Отдельные случаи в употреблении грамматических структур затрудняют точное понимание смысла.</p>
<p style="text-align: center;"><b>6</b> <b>хорошо</b></p>	<p>Идея, представленная в коммуникативной задаче в целом отражена, однако не полностью реализована из-за отсутствия убедительных аргументов и ясности изложения точки зрения. Наблюдаются отклонения от логики и последовательности изложения, смешение стилей и несоответствие жанру.</p>	<p>Словарный запас ограничен. Наблюдаются значительные ошибки в выборе слов и их употреблении. Не более трех лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ. Достаточно серьезные нарушения в употреблении грамматических структур.</p>
<p style="text-align: center;"><b>5</b> <b>почти</b> <b>хорошо</b></p>	<p>Присутствует попытка реализации коммуникативного намерения, но основные идеи недостаточно полно раскрыты. Отклонения от логики и последовательности изложения затрудняют понимание содержания и точки зрения автора.</p>	<p>Словарный запас и выбор синтаксических структур сильно ограничены. Наблюдается большое количество ошибок в выборе словаря и употреблении грамматических структур. Не более четырех лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ.</p>
<p style="text-align: center;"><b>4</b> <b>удовлетво-</b> <b>рительно</b></p>	<p>В работе намечены основные идеи, но они недостаточно полно раскрыты. Выраженные логические разрывы. Слабо прослеживается содержание и точка зрения автора.</p>	<p>Скудный словарный запас. Много случаев неадекватного употребления слов и нарушений грамматических норм. Не более пяти лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ.</p>

<b>3 неудовлетво- рительно</b>	Представленные в работе идеи не полностью соответствуют коммуникативной задаче. Отсутствует последовательность и логичность изложения	Неадекватный и скудный словарь. Не более шести лексических (в том числе и орфографических) или грамматических ошибок на 100 словоформ.
<b>2 неудовлетво- рительно</b>	Несоответствие коммуникативной задаче. Объем работы сильно ограничен.	Более шести ошибок на 100 словоформ.
<b>1 неудовлетво- рительно</b>	Коммуникативная задача не выполнена. Работа полностью, или почти полностью списана с источника информации.	Обилие грамматических и орфографических ошибок.

## УЧЕБНЫЙ ПЛАН

### V семестр

<b>№ тематического комплекса</b>	<b>Тема занятия</b>	<b>Часы</b>
1	WILDLIFE	16
2	DESCRIBING PEOPLE	14
3	HEALTH	14
4	RELATIONSHIPS	14
5	JOBS	14
6	ADVERTISING	12
7	CRIME	18
	Итоговый контроль	6

### VI семестр

<b>№ тематического комплекса</b>	<b>Тема занятия</b>	<b>Часы</b>
1	NEWS	10
2	POLITICS	16
3	NEEDS	14
4	SOMEWHERE TO LIVE	12
5	FAMILY AND ROOTS	10
6	FEARS	12
7	TELLING THE TRUTH	8
8	MUSIC	10
	Итоговый контроль	6

Прежде чем приступить к работе с УМК, Вам необходимо ознакомиться с целями и задачами данного курса, а также с предъявляемыми требованиями для получения зачета и экзамена по дисциплине «Практика устной и письменной речи английского языка».

На изучение каждого ситуативно-тематического комплекса (СТК) отводится определенное количество аудиторных часов, которые указаны в начале каждого СТК. После каждого СТК предполагается проведение контрольного занятия, включающего в себя письменную работу (тест или эссе) и устное собеседование по пройденному материалу.

Данный комплекс предназначен для аудиторной и самостоятельной работы.

Все задания составлены с учетом нарастания трудностей. Каждый раздел начинается с упражнений, направленных на отработку лексического материала, и заканчивается заданиями дискуссионного характера. Кроме того, каждый тематический комплекс содержит задания, направленные на развитие и совершенствование навыков аудирования, чтения и письма.

Большое внимание в данном методическом комплексе уделяется специфическим трудностям английского языка – изучению фразовых глаголов и идиом.

Лексические единицы, подлежащие активному усвоению, выделены жирным шрифтом в упражнениях и текстах данного комплекса. Полный перечень слов и выражений для активного усвоения приводится в Приложении, в разделе ACTIVE VOCABULARY. Кроме того, некоторые СТК (Describing people, Jobs, Crimes) содержат перечень слов, не подлежащих активному усвоению (Potentially useful vocabulary). Их цель – активизация пройденного ранее материала.

В Приложении Вы также найдете карточки для ситуаций общения и перечень разговорных формул.

Каждый тематический комплекс завершается тестами по проверке усвоения пройденного материала.

## UNIT 1 WILDLIFE

You will learn and revise structures and vocabulary relevant to the topic of wildlife.

**Specific skills:** describing and identifying; reading for main ideas; summarising; listening for detail; discussion in the context of wildlife conservation; creative writing

**Grammar:** quantifiers; relatives

	<i>Topic</i>	<i>Hours</i>
<b>I</b>	Biodiversity	4
<b>II</b>	Animals and Human Beings	4
<b>III</b>	Extinction	4
<b>IV</b>	The Rise of the Greens	2
	Essay	2

### I. BIODIVERSITY

**1.1.** Here's an animal quiz which will refresh your memory on some key words as well as the names of some animals. Select the correct answer to each question.

#### Part one (not very difficult)

- 1) Which is the largest of the **ape** and **monkey families, full-grown**?  
a) chimpanzee; b) orang-outang; c) gorilla
- 2) Which of these is not a **mammal**?  
a) whale; b) porpoise; c) shark; d) dolphin
- 3) Which of these is a **marsupial**?  
a) kangaroo; b) came; c) panda
- 4) Which of these hasn't got a **shell** on its back?  
a) snail; b) tortoise; c) turtle; d) crab; e) octopus
- 5) Which of these hasn't got **tusks** but has got **whiskers**?  
a) elephant; b) walrus; c) seal
- 6) Which of these hasn't got **horns**?  
a) rhino (ceros); b) hippo (potamus); c) bull; d) goat; e) deer
- 7) Which of these has **spots** rather than **stripes**?  
a) zebra; b) leopard; c) tiger
- 8) Which of these animals is not **carnivorous**?  
a) hyena; b) reindeer; c) polar bear

- 9) Which of these insects doesn't **sting**?  
a) *ant*; b) *wasp*; c) *bee*; d) *lady-bird*
- 10) Which won't **bite** you?  
a) *mosquito*; b) *flea*; c) *butterfly*; d) *fly*
- 11) Which of these beasts hasn't got a **hump**?  
a) *bison*; b) *ox*; c) *camel*
- 12) Which of these birds can fly?  
a) *penguin*; b) *ostrich*; c) *goose*; d) *emu*
- 13) Which of these birds has the most impressive **tail**?  
a) *peacock*; b) *pigeon*; c) *sparrow*; d) *budgerigar*
- 14) Which of these animals does not normally **hibernate**?  
a) *bear*; b) *squirrel*; c) *dormouse*; d) *rat*
- 15) Which of these has most **legs**?  
a) *spider*; b) *scorpion*; c) *centipede*; d) *beetle*
- 16) Which of these creatures is not **extinct**?  
a) *mammoth*; b) *dinosaur*; c) *pterodactyl*; d) *buffalo*; e) *brontosaurus*

### **Part two (more difficult)**

- 1) Which of these is not a **fabulous** creature?  
a) *dragon*; b) *unicorn*; c) *chameleon*; d) *mermaid*
- 2) Which of these **reptiles** is not an **amphibian**?  
a) *crocodile*; b) *iguana*; c) *alligator*; d) *newt*
- 3) Which of these is not **nocturnal**?  
a) *moth*; b) *badger*; c) *bat*; d) *koala bear*
- 4) Which of these creatures has got **gills**?  
a) *lizard*; b) *toad*; c) *lobster*; d) *dragonfly*
- 5) Which of these four is a **cross** between two of the others?  
a) *horse*; b) *ass*; c) *donkey*; d) *mule*
- 6) Which of these animals has **hooves** as opposed to **paws** and **claws**?  
a) *stag*; b) *hare*; c) *otter*; d) *raccoon*
- 7) Which of these is not a **bird of prey**?  
a) *hawk*; b) *falcon*; c) *vulture*; d) *woodpecker*; e) *eagle*
- 8) Which of these is not a **wading bird**?  
a) *stork*; b) *flamingo*; c) *swan*
- 9) Which of these birds has the longest **wings**?  
a) *albatross*; b) *seagull*; c) *humming-bird*
- 10) Which of these does not normally **migrate**?  
a) *robin*; b) *swallow*; c) *thrush*

- 11) Which of these creatures is not **prickly**?  
 a) hedgehog; b) porcupine; c) cockroach
- 12) Which of these **cold-blooded** sea creatures has **tentacles** and no **fins**?  
 a) jellyfish; b) swordfish; c) stingray

1.2. Try to match the different kinds of animals to their descriptions.

1. invertebrates	A. cold-blooded; no longer the most important animals
2. insects	B. warm-blooded; like reptiles in many ways; can fly
3. vertebrates	C. cannot live on land; the largest group of vertebrates
4. fish	D. soft insides; external skeletons or shells
5. amphibians	E. don't lay eggs; warm-blooded; a few fly
6. reptiles	F. internal skeletons; soft outsides; in the minority
7. birds	G. happy in the water; also on the land
8. mammals	H. no backbone; majority of animals; many more to be discovered

1.3. Complete the table with the names of animals.

Mammals	Reptiles and amphibians	Birds	Insects and invertebrates	Sea creatures
leopard hedgehog ...	lizard turtle ...	pigeon penguin ...	cockroach caterpillar ...	crab trout ...

1.4. Look at the names of the animals in the box.

squirrel	donkey	scorpion	crocodile	cobra	beaver	eagle	tiger
lizard	monkey	turtle	elephant	spider	lion	wolf	
whale	shark	hedgehog	dolphin	tortoise	frog	rat	fox
rhinoceros	walrus						

Which of the animals is in your opinion:

- warm-blooded / cold-blooded?      – a rodent?
- a mammal / reptile?                      – dangerous / non-dangerous?
- a predator?                                      – carnivorous / herbivorous?

Which of the animals in the box has the following as part of their body?

horn	paw	beak	mane	trunk	hoof	claw	flipper	quill / feather	
spine	tusk	gills	tail	fur	stripes	spots	udder	wing	tentacles
fin	hump	scales	whiskers	a pouch	a shell	webbed feet	feelers / antennae		

**1.5.** Look at the example and answer the questions, using as many of the words and expressions in the box as possible.

add	lengthen	make ... smaller/bigger/fatter	remove	shorten
straighten	turn ... into...	widen		

Example: *Suppose you wanted to turn a giraffe into a fox – what would you have to do?* – You would have to make the body much smaller; shorten the neck; shorten the legs; lengthen the tail; lengthen the nose; add more hair; change the animal’s colour; and make a number of other changes.

*What would you have to do if you wanted to:*

- a) change a rabbit into an elephant?
- b) change a cow into a blackbird?
- c) change a pig into a horse?
- d) change a chicken into a lion?
- e) change a shark into a butterfly?

**1.6.** Complete the table with the missing words.

<i>Neutral</i>	<i>Female</i>	<i>Male</i>	<i>Young</i>
dog		dog	
cat		tomcat	
			tadpole
		drake	
horse			foal
chicken	hen		
	vixen	dog	
cattle (plural)	cow		
	doe	stag	–
	ewe		

**1.7.** Look at the following examples of notices and fill in the names of the appropriate young animal in each case. Which words help you decide?

- a) New-born ..... for sale. Pedigree spaniel.
- b) Good home wanted for six ..... . All toms. Already house-trained. Part-Siamese. Very intelligent.
- c) Come and see the brand-new polar bear ..... at the zoo.
- d) Hadley Farm open this weekend. All children will enjoy the chance to hold the baby ..... and to stroke their soft wool.
- e) Spend the weekend at Sun Park. Hundreds of new ..... Just hatched but already able to swim happily behind their mums.

1.8. Complete the table.

<i>Animals</i>	<i>Noise</i>	<i>Animals</i>	<i>Way of moving</i>	<i>Animals</i>	<i>Home</i>
pig	grunt	horse	gallop	birds, insects	nest
	whinny		crawl		lair / den
	roar		slither		burrow
	caterwaul		bound		stable
	bark		pounce		kennel
	crow		dart		sty
	sing		hover		den
	howl		strut		hive
	cluck		skip		shed / stall

1.9. Read the poem *In Praise of Fish*. It should help you to remember the particular noises that animals make.

*In Praise of Fish*



Cats **purr**  
 As they lick their fur;  
 Horses **neigh**,  
 Donkeys **bray**;  
 Hounds **bay**  
 At the bloody ground  
 Horrible sound,  
**Barking** hounds,  
**Snapping** and **yapping**,  
 Tails wagging.  
 Lions **roar**  
 If they hurt their paw.  
 Hawks **squawk**  
 If they hurt their claw.  
 But fish don't talk,  
 Thank the Lord.



Mice **squeak**,  
 Sheep **bleat** –  
 So do goats;  
 A frog **croaks**.  
 Most birds **cheep**,  
 Some **screech**,  
 But fish can't speak,  
 Thank Heavens.  
 Unlike fish,  
 Snakes **hiss**,  
 And like it or lump it,  
 Elephants **trumpet**.  
 Pigs **grunt**,  
 Flies **hum**,  
 But fish are dumb,  
 Thank God.

Wolves **howl**,  
 Dogs will **growl**  
 With a vicious **snarl**  
 If you steal their meal.  
 Piglets **squeal**  
 So you know they feel  
 While their mothers **snort**  
 As they're brought to the slaughterhouse.  
 Fish don't **buzz**,  
 As a queen bee does.  
 Ducklings **quack**,  
 And bulldogs **snap**  
 At the postman's boots.  
 Owls **hoot**,  
 But a fish is mute,  
 Thank Goodness.

**1.10.** Ask one another questions like this:

- What animal lives in a stable, whinnies, gallops and is a foal when it's young?
- ...

**1.11.** Fill in the following collocational grids.

	sheep	geese	lions	monkeys	fish	kangaroos	ants	birds	bees	whales	cows	wolves
a gaggle of												
a shoal of												
a pride of												
a swarm of												
a colony of												
a herd of												
a flock of												
a pack of												
a troop of												
a school of												

**1.12.** People are often compared to animals. The following adjectives can be used about people. Which of them would you be pleased to be called?

- 1) catty / bitchy
- 2) mousy
- 3) sheepish
- 4) ratty
- 5) dogged
- 6) cocky

Find their corresponding more formal equivalents.

- a) awkwardly self-conscious    b) malicious-tongued    c) bad-tempered  
d) stubborn    e) dull, uninteresting, shy, quiet    f) arrogant

**1.13.** Some of the sound verbs and the movement verbs in Activities 1.8 and 1.9 can also be used to describe sounds and movements made by humans. Mark the following statements as «True» or «False».

- a) If someone growls at you, they are probably in a bad mood.  
b) If someone croaks, they probably have a sore throat.  
c) If someone hoots, they are probably very unhappy.  
d) If someone is caterwauling, they are singing very sweetly.  
e) If someone barks at you, they sound rather angry or abrupt.  
f) If someone grunts when you ask something, they are showing a lot of interest in what you have said.

**1.14. IDIOMS.** Put each of the following phrases in its correct place in the sentences.

dog's life	dog-collar	wolf in sheep's clothing	stag party	
bookworm	underdog	wolf-whistlers	wild-goose chase	puppy fat

- a) He's always reading. He'll read anything. He's a real \_\_\_\_\_.  
b) He's a very informal priest. He rarely wears a \_\_\_\_\_.  
c) Little Johnnie's parents were worried that he was very big, but the doctor told them not to worry as it was only \_\_\_\_\_.  
d) He was elected President as a man of peace and moderation, but when he began a reign of terror, people realised he was a \_\_\_\_\_.  
e) Some girls appreciate \_\_\_\_\_ but others are embarrassed by them.  
f) It's hard work – not much money, no time to enjoy yourself. It's a \_\_\_\_\_.  
g) «Sorry I can't invite you, Mary», said Peter, «but it's a \_\_\_\_\_».  
h) Most people want the weaker side to win for a change. It's human nature to support the \_\_\_\_\_.  
i) I went all over the place trying to get what I wanted but I had no success at all. It was a \_\_\_\_\_.

fly on the wall	dog-eared	frog in my throat	cat's eyes
guinea-pig	pigeon-holes	bird's-eye-view	

- a) After a book has been used a lot, it tends to get a bit \_\_\_\_.
- b) I'd love to be a \_\_\_\_\_ when the American and Russian leaders meet for a private talk.
- c) From the mountain you'll get a \_\_\_\_\_ of the town and lake.
- d) Down the middle of the road, reflecting the car's headlights, are the \_\_\_\_\_.
- e) I was once a \_\_\_\_\_ in a medical experiment to test a new drug.
- f) Can I have a glass of water? I've got a \_\_\_\_\_.
- g) In offices and hotels, letters are often placed in little, open-ended compartments called \_\_\_\_\_ labeled with the letters of the alphabet.

**1.15. Animated Animals.** *In English the names for many animals can also be used as verbs. Match the animal verbs with their corresponding correct definitions (with accompanying sample sentences).*

to badger	to bug	to cow	to fawn over	to horse around
to lionize	to monkey around	to dog	to pig out	to rat on

- a) *to frighten with threats, scare or bully*: He would \_\_\_\_\_ his enemies.
- b) *to worry as if pursued by canines; to hunt or track like a hound*: They will \_\_\_\_\_ the opposition until they win.
- c) *to act in a mischievous manner; to fool, trifle, or tamper with*: I told you not to \_\_\_\_\_ today. Be serious!
- d) *to engage in rough or boisterous play*: Her mother told her not to \_\_\_\_\_ any more.
- e) *to bother; to annoy*: You're a nuisance; please don't \_\_\_\_\_ me anymore.
- f) *to eat greedily; to gorge oneself*: Whenever they eat, they \_\_\_\_\_ .  
No manners at all!
- g) *to harass or annoy persistently*: He used to \_\_\_\_\_ the teacher to increase his score.
- h) *to report someone's bad behavior, to tattle on someone*: She will sometimes \_\_\_\_\_ her friends. Don't trust her.
- i) *to treat as an object of great interest or importance*: We often \_\_\_\_\_ great heroes, speaking about their deeds.
- j) *to show affection; to court favor by a cringing or flattering manner*: Women often \_\_\_\_\_ small babies, talking soothingly.

**1.16. Do you know the difference?**

average / normal	chasing / hunting	damaged / hurt
expensive / valuable	neck / throat	valuable / rare

- a) The Indian elephant is a ... animal, and its tusks (its two long teeth) are very ....
- b) The National Park wardens were ... some men who had been ... elephants for their tusks.
- c) One of the elephants was ..., and when the wardens tried to get close to it, it ... their van.
- d) I have an old book by the poet Blake; it was not very ... when my mother bought it, but it seems that it is extremely ... now.
- e) If you have a cough and a sore ..., you shouldn't go out without covering your ... up well.
- f) The ... person living in a big city gets far more coughs than if he or she lived in the country; so it's not ... to have as many coughs as most city-dwellers do.

**1.17. Grammar.** Put in words from the box, with or without of. (More than one answer may be possible.)

all	nearly all	most	many	some	several
a few	not many	hardly any	no / none	any	

- a) ... the grain farmers grow today is descended from wild species.
- b) ... the farmers in this country care about plant and wild animal conservation.
- c) ... kinds of wild mammals in France originally came from other countries.
- d) Britain has very strict laws about bringing animals into the country, but every year ... people try to import animals illegally.
- e) ... the medicines used today are derived from plants found in the tropical rain forest.
- f) ... the world's fishing countries should agree to stop hunting whales.
- g) Whale, rat, horse, cat, spider, sheep, crocodile, cow, snake, elephant, oryx, tiger, lizard: ... these animals are mammals and ... the others are reptiles.
- h) ... hunters are interested in keeping ... wildlife alive and healthy.

**1.18.** *Read the following stories. Pay attention to the words and word combinations in bold type.*

### **Tree talk about a plot to kill caterpillars**

If the National Science Foundation and two scientists it supports with research money are to be believed, trees talk to each other.

At least they do in the woods near Seattle, where Drs Gordon Orians and David Rhoades of the University of Washington have found that the willows and the alders warn each other when they are being attacked by **leaf-eating insects**.

«I know it sounds like something right out of a comic strip, but it is definitely a form of communication we've **witnessed** in dozens and dozens of trees», Dr Orians said.

«We cannot explain what happened without assuming that trees being damaged by insects **release** a chemical **in the air** that warns nearby undamaged trees to prepare a defence against these insects».

About four years ago, Dr Orians and Dr Rhoades set out to find how trees **survive mass attacks** by insects such as tent caterpillars and webworms.

The two ecologists placed swarms of as many as 700 tent caterpillars and webworms in the branches of willows and alders.

The trees being attacked began producing chemicals such as alkaloids and terpenoids.

«The insects began to **lose all their vitality**», Dr Orians said.

(from an article by Thomas O'Toole in *The Guardian*)

### **A new branch of ant learning**

Seeing ants gather around the early broad beans is not a sight to gladden the amateur gardener. For the ants are there because tiny aphids have arrived earlier. Aphids **feed on the plant sap**, and they produce a kind of nectar which the ants collect and carry off to their underground nests. Everybody wins – except the plants.

But scientists at Cornell University in New York have been investigating another case of ant-plant behaviour where both sides come out winning. It is described as «**mutualism**», a state in which both plant and insect **derive benefit from** the other. The plant, a tropical shrub, has the ability to produce globular food bodies – comfortable ant-sized meals – **on the interior** of hollow stems. The stems make a cosy home for the ants, while the ants defend the plant against

the **hordes of** other insects which would otherwise consume it. This seems a sensible and **beneficial relationship**.

But there is a twist to the tale or at least to its biochemistry. In some way, as yet not defined, the plant knows when the ants arrive **to colonise** its attractive apartments. When the ants are not there, it produces no food for them. When they are there it produces food **in abundance**. How does the plant know when the ants are there?

(from an article by A. Tucker in *The Guardian*)

– *Make up and practise a short situation using the words and word combinations.*

**1.19. Did you know?**

A giraffe's heart weighs 22 kilos.

A grizzly bear can run as fast as a horse.

In a lion family, the females do more than 90 % of the hunting.

The first camels lived in North America.

A new-born baby blue whale weighs as much as an adult African elephant.

In 1865, there were about 13 million bison (buffalo) in North America. In 1883 there were only a few hundred left.

A new-born panda is smaller than a mouse, and weighs about 100 grams.

Wolves never normally attack people. For years, a Canadian newspaper has offered a reward to anyone who could prove that a wolf had attacked a person; nobody has claimed the reward.

Wolves are monogamous, and they are devoted parents.

Wolves do not normally hunt in packs (though they may do so in winter).

## II. ANIMALS AND HUMAN BEINGS

**2.1.** *Put the sentences into the correct order. Then divide the text into three paragraphs (and give it a title if you wish).*

A: Human beings are mammals, belonging to the **order** called **primates**.

B: Most primates live in trees.

C: The first skeletons which are certainly of modern humans **date from** about half a million years ago.

D: One and a half million years ago there were meat-eating primates which were very like us.

E: Nobody knows exactly when the first people appeared, but four to five million years ago there were human-like primates in Africa.

F: There are about 4,500 kinds of mammals.

G: There are several different kinds of primates, including monkeys and apes.

H: These can be divided into nineteen groups – scientists call them orders – for instance the carnivores, or meat-eaters.

I: They have hands and large brains, and can communicate very well.

J: Typical carnivores are dogs, tigers or polar bears.

K: We are closely related to apes, and are very like them in most ways.

**2.2.** *Work in pairs. One of you should look at Activity 1, the other at 14 (communication activities; see back of book). When you have read the short passage there, tell your partner about it and then discuss these questions:*

- Which would be worse: Eric or Gregor’s situation? Why?
- What do you think might have happened next in each story?
- What would it be like if you woke up one morning to find yourself transformed into a cockroach, a dog – or another creature?

**2.3.** *If you could be reborn as an animal, what animal would you like to be? Discuss the reasons for your choice with a partner.*

 **2.4.** *Work in groups. Ask your partners:*

a) Which animals make / don’t make good pets? What, if anything, does keeping a pet teach a person?

b) Have you got a pet? Did you have a pet when you were younger? What habits does / did it have?

c) What can animals do better than people? Think of birds, cats and dogs.

d) You will hear a talk by Johnny Morris, a popular expert on animals and their behaviour, who has made many television and radio programmes.

He talks about the following subjects:

- animals compared to people;
- the benefits of having animals in our lives;
- pets in Ancient Rome and Egypt;
- a difficult animal he has known.

– *Make guesses about the content before you listen.*

– *Find out the meaning of the following words and word combinations.*

to inflict  
to condescend  
to volunteer  
to be superior  
to be inferior

incredible  
to stroke  
to shelter  
subservient  
to stagger

to descend  
psychic  
sacred  
to mourn  
to embalm

– *Listen to the talk and make notes under the headings above. When you have finished, compare your notes with another student's.*

***What do you think?***

1. Do you agree with Johnny Morris when he says that in many respects human beings are inferior to animals?
2. How many ways can you think of in which we use animals? How are the animals suited to this particular task?

*E.g.: Eskimos use huskies to pull their sledges. Huskies are very strong, have a thick coat, and seem to enjoy working together.*

**2.5.** *Here are three poems about animals. How do you feel about them? (Like / dislike / no reaction / ...?) See if you can find somebody else in the class who shares your reactions.*

**SOFTLY**

Strong and long  
The tiger **crouches** down  
Orange and black in  
The green grass.  
Careful little fawn how  
You pass.  
(Peter Sandell, aged 8)

**MEDITATIO**

When I carefully consider the curious  
habits of dogs  
I am **compelled** to conclude  
That man is the superior animal.  
When I consider the curious habits of man  
I confess, my friend, I am puzzled.  
(Ezra Pound)

**CAGED BIRD**

Bars are all she knows.  
But every night in her dreams  
High and free she flies.  
(E. Stabetsi)



**2.6** *The last poem in Exercise 2.4 is a haiku. Haikus have three lines, containing five, seven and five syllables respectively. Can you complete one of these haikus? See if you can write one yourself about a bird or animal.*

Outside my window  
Snow lies on the high branches.  
.....

Bears look soft and sweet.  
They can run faster than you.  
.....

Cats live with people.  
.....  
They don't say thank you.

### III. EXTINCTION

#### Background information

When people hear the word *endangered*, they usually think of a large and majestic species, like the Asian elephant, or a cute and cuddly one like the giant panda. While these animals are indeed endangered, the threat of extinction is not limited to the few species we recognize in pictures or zoos. The threat of extinction affects nearly every species on the planet.

Most people have a general idea of what an endangered, threatened, or extinct species is, but biologists have rather precise definitions for each term. **An endangered species** is a type of animal or plant that is **in immediate danger of extinction**. The species usually has a small population and needs protection to survive. The mountain gorilla, the Indian python, the lady slipper orchid, and thousands of other plant and animal species throughout the world are endangered.

Biologists use the word **threatened** to describe species that face serious problems but whose populations are not in immediate danger of becoming extinct. Some examples of threatened species are the African elephant, the northern spotted owl, the eastern indigo snake.

**Extinct species** no longer exist anywhere in the world. The dodo, the passenger pigeon, and the dinosaurs are examples of extinct species.

**3.1.** *The following texts are about different things that the **WWF** (a large international organization working to stop the destruction of the earth's natural resources) has done. Read these texts and put in the words from the boxes. You may have to make some small changes.*

#### OPERATION TIGER

create	left	remain	save
--------	------	--------	------

Seventy years ago there were 100,000 tigers **in the wild**. Today there are not more than 8,000 .... In 1972 the World Wildlife Fund launched «Operation Tiger» to ... the tigers that .... Eighteen tiger **reserves** have been ... in India and three in Nepal.

## THE LAST THIRTY ORYX

almost hunter natural rare survive wildlife zoo (twice)

By the 1970s, ... had killed ... all the Arabian oryx. The WWF helped to **capture** the last thirty ... oryx and send them to Phoenix ... in Arizona, where a herd of these ... animals has been built up. Other ... and ... parks have helped, and the oryx has been introduced into its ... surroundings in Oman, Jordan and Saudi Arabia.

## THE LAST THOUSAND POLAR BEAR

Arctic alive fewer hunting increase live successfully

Thirty years ago ... than 1,000 polar bears were left ... in the wild in Norway, Greenland and the USSR. WWF persuaded the five ... nations of Canada, the USA, Denmark (Greenland), the USSR and Norway, to agree to control ... and promote scientific study. Now the «ice bears» are ... and **breeding** ... once again, and those 1,000 bears have ... their numbers to about 5,000.

## THE SEAS MUST LIVE

chemical death fur hunt in danger nuclear poison whale campaign

In 1976 the WWF **launched** its biggest international ..., «The Seas Must Live». The seas are polluted by ... pesticides, ... waste and other ... .

... are being **hunted to extinction**. Turtles are killed for their meat, shell and oil, crocodiles to make handbags and shoes, walrus for their ivory. Seals are **beaten to** ... to provide ... coats. Many species of these animals are ... of **dying out**. The WWF is working to provide **sea sanctuaries** where whales, dolphins and seals cannot be ....

## THE TROPICAL FORESTS

dam destroy encourage flood in danger international medicine protect supply

Tropical forests have ... us with very many sorts of plants for food, ... and industry. They could probably supply many more. They also reduce ... and droughts, keep water clean, and **slow down** the Greenhouse Effect. But the tropical forests are being ... to make room for things like farms, ranches, mines and hydroelectric .... About 20 million hectares are lost each year – an area more than twice the size of Austria. WWF is working to ... and save the forests that are ...; to plant new trees for fuel wood and to slow down the Greenhouse Effect; and to ... governments to think about the forests and their importance when giving ... aid.

(information supplied by WWF)

**3.2. «Why Species Become Endangered».** Find out your partner's opinion on the following issues:

- hunting animals for sport / for their fur / for food;
- poaching;
- overcollecting?

Other people-related problems that put plant and animal species at risk include **habitat destruction, introduction of exotic species, overexploitation, pollution** and others. Work in pairs. One of you should look at Activity 5, the other at 18 (communication activities; see back of book). Find out about your partner's passage. Use the expressions of giving and asking for clarification (see back of book).

**3.3. «Endangered Species».**

Work in pairs. Each pair of students should concentrate on a different passage (communication activities 2, 6, 9, 12, 16, 20). Use the information in the passage to fill in the required information about your assigned species.

Then take turns giving summary reports to the class.

	<b>Description</b>	<b>Habitat</b>	<b>Range</b>	<b>Population</b>	<b>Survival threat</b>
Asian Elephant					
Black Lace Cactus					
Kagu					
Manus Island Tree Snail					
Leatherback Sea Turtle					
Karner Blue Butterfly					

Listen to your partners to fill in the endangered species summary sheet.

**3.4.** Read the passage paying attention to the words and word combinations in bold type.

Humans are one of about 1.75 million **identified species**. Many scientists believe that millions more species **inhabit** our world yet remain unidentified. Some species have become extinct after less than half a million years, while

other species have existed almost unchanged for many millions of years. Contrary to popular belief, extinction is a natural process. For hundreds of millions of years, extinctions have been occurring naturally, as part of the **evolutionary process**. Some extinctions have been caused by **natural disasters**, such as **volcanic eruptions**. Others have been the result of environmental changes, such as **shifts in climate**. Based on fossil record, **the average rate of extinction** has been one species out of every million per century. Sometimes extinctions occur on a very large scale, with hundreds or thousands of species becoming extinct over a relatively short time. An example of this is the dinosaurs and their contemporaries, victims of a mass extinction that took place at least 65 million years ago.

Although extinction itself is nothing new, the current high rate of extinction is. Today experts say that at least three animal and plant species become extinct every day, a rate much higher than any in the past 65 million years.

This **worldwide endangerment** of animals and plants is a phenomenon of the 20<sup>th</sup> century. It is a product of the continuing use of more and more natural resources for a constantly growing human population. Thus, many wildlife species become endangered because there is less wild space for them to inhabit.

Unfortunately, we are witnessing a great **wave of extinctions**. The current rate may be as high as several species per day. Among the species of most concern are those **confined** or endemic to a single island or group of islands. These «island» territories can also be cave systems, parks, and reserves that people have created.

When species are isolated, they are vulnerable to **environmental changes** and **natural catastrophes**. These are not the only causes of endangerment to species. Hunting and air, water and land pollution are also responsible for reducing species numbers. So, directly or indirectly, species are becoming threatened because of increasing human population.

- Use the words and word combinations in bold type in sentences of your own.
- Give a summary of the text.

**3.5.** Which of these statements do you agree with? Which do you disagree with? Discuss your opinion with a partner, and add any other statements that you agree with.

a) More animal reserves should be created and more work should be done to help endangered species **to breed in captivity**.

b) We can't afford to worry about animals when millions of human beings are starving.

c) We shouldn't be too worried about certain species becoming extinct, there are so many species which remain.

d) We are the main threat to wildlife; there should be much stricter laws to protect the habitats of wild animals.

**3.6.** *Work in groups of three or four. Imagine that you are the executive committee of a wildlife conservation organisation in the year 2500. You have enough money to save several, but not all, of the following from extinction: the lion, the rabbit, the sheep, the cat, the dog, the horse, the golden eagle, the bee, the cobra, the rose.*

*Draw up a list of priorities: three things that you will certainly save, three more that you will save if you have enough money left over and four that you will not try to save.*

*Design a poster, or write a letter to be sent to all the members of your organisation, persuading people that your three priority species must be saved.*

#### IV. THE RISE OF THE GREENS


**4.1.** *Put each of the following words or phrases in its correct place below.*

sewage	organic	disposal	enlightened	acid rain	herbicides	pesticides
ecological	extinction	sustainable	deforestation	animal rights		

When industrialization began, little thought was given to its (a) \_\_\_\_\_ effects. Raw, untreated (b) \_\_\_\_\_ was allowed to pollute our seas and rivers. Animals were killed for profit to the point of (c) \_\_\_\_\_. The loss of trees through uncontrolled (d) \_\_\_\_\_ caused erosion and unstable climate. (e) \_\_\_\_\_ was caused by the poisonous gases man sent into the atmosphere. Chemicals in (f) \_\_\_\_\_ killed animal life. (g) \_\_\_\_\_ destroyed plants. The balance of nature was disturbed.

It is only now that we are **waking up to the problem**. More natural, (h) \_\_\_\_\_ farming is **advocated**. Legislation controls the (i) \_\_\_\_\_ of waste products into our air and water. Wildlife organizations are becoming more **militant** in their fight for (j) \_\_\_\_\_. Replanting policies in some parts of the world mean that our forests should in future be (k) \_\_\_\_\_.

We can only hope that growing **public awareness** and (l) \_\_\_\_\_ legislation will produce a world which is safe for us and will provide a good quality of life for future generations.

 **4.2.** *What do you understand by the «Green Movement»? What are their aims and objectives?*

*You will hear an interview with Jonathon Porritt, the Director of «Friends of the Earth» in the United Kingdom. «Friends of the Earth» is an environmental pressure group.*

*Find out the meaning of the following words and word combinations.*

- |                                |                                     |
|--------------------------------|-------------------------------------|
| to make assumptions            | awareness                           |
| Green politics                 | an array                            |
| fatalism                       | crude pursuit of material affluence |
| abuse of the world's resources | to carve out                        |
| (non-)renewable resources      | sheer irrationality                 |
| arms build-up                  | uplifting                           |
| daunting                       | short-sightedness                   |
| to dawn on smb                 | unstinting                          |
| the unsustainable system       | to overwhelm                        |

*Listen to the interview in four parts, and answer the questions at the end of each part.*

*Part one*

1. How did Jonathon Porritt become interested in the environment?
2. Why do you think he says that «you can't really talk about ecology as a science, you have to consider ecology within a social and political context»?
3. He says economics is «the key to it all...» Do you agree?

*Part two*

1. Why does he call himself a constructive pessimist?
2. He refers to four crucial problems that the planet faces. Write in the chart what the problems are, and add some notes on each.

Problems	Notes

3. He says that these problems have the same roots, that is, the belief that «the only way we can increase human wealth is by producing more and consuming more, even if we destroy the planet in the process». Do you agree?

*Part three:* He gives three reasons for optimism. Write in the chart what the reasons are, and add some notes on each.

Reasons	Notes

*Part four:* He refers to the «dark bits» and the «points of light» in his job. What examples does he give of each?

**Summary.** Summarize each part of the interview in two or three sentences.

**4.3. Reading.** Work in pairs. Each of you should concentrate on a different passage. Find out about your partner's passage. What are your reactions?

### **Greenpeace**

**Against all odds**, Greenpeace has brought the **plight** of the natural world to the attention of caring people. Terrible **abuses to the environment**, often carried out in remote places or far out to sea have been headlined on television and in the press.

Greenpeace began with a protest voyage into a nuclear test zone. The test **was disrupted**. Today, the site at Amchitka in the Aleutian Islands is a bird sanctuary.

Then Greenpeace sent its tiny inflatable boats to protect the whales. They took up position between the harpoons and the fleeing whales. Today, **commercial whaling** is banned.

On the ice floes of Newfoundland, Greenpeace volunteers placed their bodies between the gaffs of the seal hunters and the helpless seal pups. The hunt was subsequently **called off**.

In the North Atlantic, Greenpeace drove its inflatables underneath falling **barrels of radioactive waste**. Now **nuclear waste dumping** at sea has been stopped.

In the North Sea, Greenpeace swimmers turned back **dump ships** carrying chemical wastes. New laws to protect the North Sea have been promised.

Peaceful direct action by Greenpeace **has invoked** the power of public opinion which in has forced changes in the law to protect wildlife and to stop the pollution of the natural world.

1. What else do you know about the activity of Greenpeace?
2. What actions of Greenpeace do not appeal to you?
3. What actions could Greenpeace take in Belarus?

### **Planet Earth Is 4,600 Million Years Old**

If we condense this inconceivable time-span into an understandable concept, we can liken Earth to a person of 46 years of age.

Nothing is known about the first 7 years of this person's life, and whilst only scattered information exists about the middle span, we know that only at the age of 42 did the Earth begin to flower.

Dinosaurs and the great reptiles did not appear until one year ago, when the planet was 45.


Mammals arrived only 8 months ago; in the middle of last week manlike apes **evolved into** ape-like men, and at the weekend the last ice age **enveloped** the Earth.

Modern man has been around for 4 hours. During the last hour man discovered agriculture. The industrial revolution began a minute ago.

During those sixty seconds of biological time, Modern Man has made a rubbish tip of Paradise.

He has **multiplied** his numbers **to plague proportions**, caused the extinction of 500 species of animals, **ransacked the planet for** fuels and now stands like a brutish infant, gloating over this meteoric rise to ascendancy, **on the brink of a war** to end all wars and of effectively destroying this oasis of life in the solar system.

1. Can you predict further development of life on the Earth?
2. What should be done so that humanity could survive?

 **4.4.** Listen to the recording and fill the gaps in this summary.

a) According to Sam Fuller, Europeans are becoming **dissatisfied with** the existing political parties and the Greens represent a \_\_\_\_\_.

b) Helen Summerfield makes a distinction between the Green \_\_\_\_\_ and the Green \_\_\_\_\_.

c) The three main non-political **environmental pressure groups** in the UK are: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

d) These organizations have been working **to raise** \_\_\_\_\_ and raise \_\_\_\_\_ of **environmental issues**.

e) One of their campaigns encourages people to use \_\_\_\_\_ and persuades local governments to provide \_\_\_\_\_.

f) According to Sam Fuller, the Greens don't only **raise objections**, they try to propose alternative \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_. These alternatives are less \_\_\_\_\_ and often less \_\_\_\_\_.

g) As it becomes more \_\_\_\_\_ for people to care about the environment, the public will choose to buy \_\_\_\_\_ products.

h) Governments will be expected **to implement «green» policies** because, in the eyes of the voters, actions \_\_\_\_\_.

*Work in groups. Discuss these questions with your partners.*

- What are the equivalent pressure groups in Belarus / Russia / etc.?
- What are their views on the Green Party and the Green Movement?
- Would you vote for the Green Party? Why / why not?
- Do you think the Green Party could ever form a government?

### **WRITING**

a) Write the opening of your speech at an «Animal Liberation» meeting, attacking the way animals are used and abused by human beings: in sport, circuses, etc.

b) Write a few lines about the way in which man has treated the environment and animal and plant life in Belarus. What do you feel should be done now.



## SELFCHECK

### Part A

#### *Translate into English*

1. (биологический) вид	16. заповедник
2. вымершее животное	17. погладить
3. млекопитающее	18. снизить
4. беспозвоночное	19. священное животное
5. земноводное	20. развиваться, эволюционировать
6. мелкий грызун	21. выбрасывать (на свалку)
7. болотная птица	22. вырубка леса
8. животное, ведущее ночной образ жизни	23. незавидное положение
9. мурлыкать	24. отстаивать, поддерживать
10. лаять / тявкать	25. воинственно настроенный
11. рычать	26. начинать (кампанию)
12. пищать	27. злоупотребление природными ресурсами
13. зимовать	28. наращивание вооружений
14. размножаться	29. недалёковидность
15. естественная среда	30. погоня за материальными ценностями

### Part B

#### *Translate into English*

1. Я проснулся на рассвете, когда петухи начали кукарекать, поросята пищать, собаки лаять, а лошади ржать.
2. Животные, в отличие от людей, никогда не причиняют вреда своим собратьям.
3. Древние греки верили в то, что они произошли от кошки, и считали это животное священным.
4. Если кошка умирала, вся семья оплакивала ее.
5. Мы неохотно восхищаемся великолепными качествами животных, так как в глубине души понимаем, что они превосходят нас.
6. Это была холостяцкая вечеринка, и он не мог взять Кэти с собой.
7. Подростки таранились ей вслед, смеясь и свистя.
8. Полчища муравьев колонизировали деревья, где их пища была в изобилии.
9. Вне естественной среды некоторые виды насекомых, питающихся соком растений, утрачивают свою жизнеспособность.
10. Существуют примеры взаимовыгодных отношений между растениями и насекомыми.
11. Мы собираем деньги для создания нового морского заповедника.

12. Многие животные не могут приспособиться к новым условиям и умирают в неволе.
13. Это невероятно, но она снизошла до согласия пообедать с ним.
14. Он сам вызвался починить клетку тигра.
15. Накапливаясь в почве, пестициды и гербициды представляют угрозу для травоядных животных.
16. Человеческая деятельность разрушает естественную среду обитания птиц и животных.
17. Туман поднимался, окутывая серые стволы деревьев.
18. Браконьеры обшарили весь лес, но так и не нашли ни одного оленя.
19. Сегодня мы являемся свидетелями все увеличивающейся пропасти между нищетой и богатством.
20. За последние десятилетия появилось множество книг, рассказывающих о бедственном положении нашей планеты.

## Part C

### *I. Match the words in A with the words in B to make a phrase.*

A: splendid	B: irrationality
threatened	eruption
worldwide	affluence
public	attributes
sheer	sewage
constructive	species
waste	pessimism
untreated	awareness
volcanic	endangerment
material	products

### *II. Paraphrase the underlined parts of the sentences using the active vocabulary of Unit 1.*

1. It is natural to stay in some place and be protected from a storm.
2. She always made him suffer her problems.
3. Their natural environment is being destroyed.
4. They were sent to the zoo because they could not survive in a free state, without being looked after by people.
5. Our fund is working to provide safe areas for birds where they are protected and encouraged to breed.

6. The government has started a massive literacy campaign.
7. These people live in shocking conditions.
8. They have a streak of idealism – they prefer songs with an inspiring social message.
9. The strikers were in a mood of using force to achieve their aims.
10. They are concerned with a three year plan for the exploitation of forest keeping deforestation at a steady level.
11. There are two hundred and fifty kinds of shark.

***III. Paraphrase the underlined parts of the sentences using idioms.***

1. I wish I could be an unnoticed observer when they discuss my future.
2. An anonymous phone call had sent the detectives on a hopeless search.
3. She is very fond of reading.
4. Right in the middle of the speech he got difficulty in speaking because his throat felt dry.
5. From the plane we had a general view of London.
6. I agreed once to be used in a medical experiment.
7. She seemed least likely to win in the election.
8. Poor thing, his life is difficult – he’s got an old house, an old car, and a sick mother-in-law to take care of.

***IV. Insert prepositions where necessary.***

1. Hatred feeds \_\_\_\_\_ envy.
2. The amphibians are hunters, preying \_\_\_\_\_ worms and insects.
3. She claims to be descended \_\_\_\_\_ royalty.
4. I shall always love Guy and mourn \_\_\_\_\_ him.
5. Many wild animals can not breed \_\_\_\_\_ captivity.
6. Many classes of mammals are \_\_\_\_\_ danger of dying \_\_\_\_\_.
7. We raise money to save animals \_\_\_\_\_ extinction.
8. Whales are being hunted \_\_\_\_\_ extinction.
9. She’s on a diet. She lives \_\_\_\_\_ fruit and vegetables.
10. Mutualism is a state in which both plant and insect derive benefit \_\_\_\_\_ the other.

## UNIT 2

### DESCRIBING PEOPLE

You will learn and work on structures and vocabulary used in descriptions of people.

**Specific skills:** giving spoken and written physical descriptions; scanning texts for specific information; listening for detail

**Grammar:** compound adjectives; prepositions in descriptions; relative clauses

	<i>Topic</i>	<i>Hours</i>
<b>I</b>	Physical appearance	4
<b>II</b>	Character and personality	4
<b>III</b>	«Going by appearances»	2
<b>IV</b>	«It takes all sorts»	2
	Test	2

### Potentially useful vocabulary

1. Age: in his teens, elderly, in his/her thirties, thirty-something, fortyish, in her mid-sixties, in their early / late fifties.
2. Hair: of medium length, waist-length, tending to curl, perm (permanent wave), thinning, receding; He's going bald; He's got a bald patch.
3. Hairstyle: ponytail, swept-back (swept-up), plaits, curled hair, fringe, long hair worn loose, centre parting / side parting; to wear one's hair in a bun, done in a knot at the back, a soft down of hair.
4. Face: expressive, lovely, common (plain), ugly, clean-shaven, thin-faced, freckled, a little wrinkled, a scar, a mole, high cheekbones; to be dominated by a large forehead and nose; expression on the face.
5. Complexion: tanned, bronze, fresh, sallow, dark, fair, ruddy, olive.
6. Features: regular, small, large (massive), delicate, clean-cut (finely-cut).
7. Forehead: broad, narrow; sloping back into a long large head.
8. Eyes: to drop one's eyes, to screw up one's eyes.
9. Eyebrows: bushy, arched, pencilled, to knit one's eyebrows.
10. Eyelashes: curving, straight.
11. Lips: scarlet, painted, full, pale.
12. Teeth: even, uneven, regular, pearly.
13. Cheeks: pale, plump, hollow, rouge, chubby; dimples in one's cheeks.
14. Cheekbones: high, prominent, wide-apart.
15. Jaw: square, strong, lower / upper, protruding.

## I. PHYSICAL APPEARANCE

### 1.1. *Read the text.*

The human body is fantastic and it has many parts; there is a skeleton of 208 bones; more than 600 muscles which make up 35 – 45 per cent of the body's total weight; a blood system containing between 9 and 12 pints of blood, operated by a heart which during a lifetime does enough work to have lifted a ton weight 150 miles up into the air; a nervous system **dominated by** a brain which makes the biggest computer look like a child's toy; a pair of lungs which **handle** 500 cubic feet of air a day; a cooling system to stop us getting too hot which has between two and three million sweat glands; a feeding system which can handle about 50 tons of food in an average lifetime (not to mention a 25-foot-long alimentary canal); a reproductive system that has all too successfully populated today's world with more than 4,000 million human beings; an excretory system with kidneys capable of filtering 45 gallons of fluid a day; and 17 square feet of skin to cover everything and, as one doctor put it, «to keep the blood in and the rain out».

This is the body, an extraordinary piece of machinery that we have taken to the depths of the ocean and up to the moon. It is the animal which has invented language, art, science, sport, architecture, politics and religion. It has conquered the world and may yet destroy it.

Desmond Morris *Bodywatching* (Jonathan Cape)

**1.2.** *Desmond Morris lists twelve parts (or systems) of the body. What are they? What facts and figures can you find out about them?*

**1.3.** *Make adjectives from the following nouns: skeleton, muscle, blood, brain, skin, sweat. Do the adjectives mean the same as the nouns?*

**1.4.** *Where can you find these parts of the body?*

Adam's apple	ankle	armpit	back	big toe	bottom	breast	calf
cheek	chest	elbow	eyebrow	eyelid	forearm	forehead	heel
hip	knee	lip	little finger	little toe	mouth	navel	nose
palm	shin	shoulder	shoulder blades	small of the back	stomach		
thigh	thumb	tummy	waist	wrist			

head	
neck	
arm	
hand	
upper torso	
lower torso	
leg	
foot	

**1.5.** Which physical features do the following adjectives usually describe? Put them in as many columns as possible.

weak	aquiline	dark	broad-shouldered	beaky	athletic	turned up	upright
full	flat	greenish-blue	poppy-red	uneven	pointed	stooping	violet
hooked	snub	crooked	delicate	erect	wide-open	middle-sized /of medium	
height	well-/solidly-/heavily-built		skinny	wide	steady	mean	large
bright	straight	protruding	stern	tempting	chubby	graceful	strong
firm	bow-legged	muscular	generous	square	pert	emaciated	bony
hazel	bulging	deep-/wide-/close-set		intelligent	small	slanting	wiry
bowed	heavy	appealing	small cauliflower	sparty	light underweight		
almond-shaped	shuffling	fragile	fine (shapely)	plump	thin	slender	
strong	flabby						

mouth	eyes	nose	hands	chin	ears	arms / legs	bearing	figure	gait

**1.6.** Complete the text with words from the box.

bald	beard	blue	casually	early	ears	fair	glasses	good-looking	heavily
look	narrow	serious	smile	straight	strong	thin			

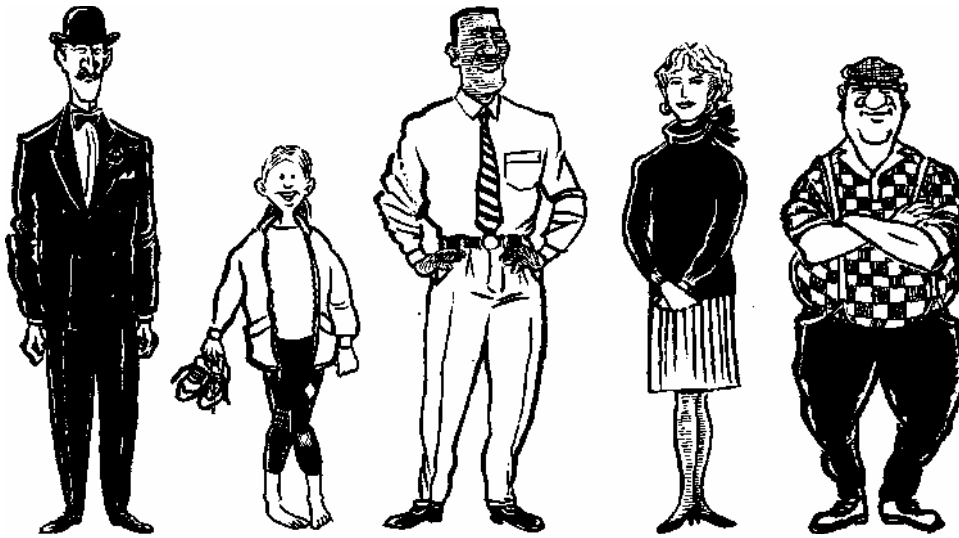
I'm in my \_\_\_ fifties. I'm very tall, and quite \_\_\_ built, but I have rather \_\_\_ shoulders. I'm a little overweight.

I have \_\_\_ medium-length \_\_\_ hair, but I'm going \_\_\_, so there isn't a lot of it left. I have a grey \_\_\_ and moustache. My eyes are \_\_\_, and I wear \_\_\_. I've got a rather long face, with a \_\_\_ chin, a big nose and big \_\_\_. I have \_\_\_ lips, and I usually have a \_\_\_ expression; my face changes a lot when I \_\_\_. I have a high forehead; I like to think that it looks intelligent.

Clothes are not very important to me, and I'm usually very \_\_\_ dressed.

I don't think I'm very \_\_\_, but I'm not all that bad-looking either. I probably \_\_\_ a bit younger than I am.

1.7. Complete each passage below with the correct words from the list above it to make an accurate description of one of the people in the illustration.



cuff	lanky	tucked	formally	creases	bow-tie
bowler hat	double-breasted	pocket	button-hole	breast	

a) He's tall, \_\_\_ man. He's white and he's wearing a \_\_\_ on his head, a dark, \_\_\_ suit and a black \_\_\_. An inch of \_\_\_ shows from each of his sleeves. He has immaculate \_\_\_ in his trousers. He has a flower in his \_\_\_ and a handkerchief \_\_\_ into his \_\_\_. He's quite \_\_\_ dressed.

grin	plain	trainers	pigeon-toed	bare-footed
slanting	casually	skinny	lapels	patched

b) She's a \_\_\_ little kid, rather oriental-looking, with a broad \_\_\_ on her face. She's wearing \_\_\_ jeans and a zip-jacket with \_\_\_ pockets and no \_\_\_. Underneath she's wearing a \_\_\_ T-shirt. From the way she's standing, she looks a bit \_\_\_. She's very \_\_\_ dressed. She's \_\_\_ but she's carrying her shoes in her hand. They look like \_\_\_.

hips	buckle	waist	closely-cropped	strongly-built
bare-headed	clean-shaven	expression	upright	broad

c) He's a \_\_\_ black man with \_\_\_ shoulders and a slim \_\_\_. He has no beard or moustache; he's \_\_\_. He's not wearing a hat; he's \_\_\_. He has \_\_\_ hair and a serious \_\_\_ on his face. His trousers are **held up by a belt** with a large, round \_\_\_. He's standing very \_\_\_, **with his hands on his** \_\_\_.

bow	wavy	teens	polo-neck	high-heeled	clapsed
pleated	slender	parted	figure		

d) She's young, still in her \_\_\_\_\_. She has a \_\_\_\_\_ and she's **standing with her hands** \_\_\_\_\_ in front of her. Her fair, \_\_\_\_\_ hair, which is \_\_\_\_\_ in the middle, has a ribbon with a \_\_\_\_\_ in it. She's wearing a full, **knee-length** \_\_\_\_\_ skirt, a loose \_\_\_\_\_ pullover and black, \_\_\_\_\_ shoes.

folded	braces	obese	rolled up	bow-legged
side-burns	thirtyish	baggy	checked	flat cap

e) He's white, not very old, maybe \_\_\_\_\_, and he's standing with his arms \_\_\_\_\_. He's rather \_\_\_\_\_, as jockeys sometimes are, and he's fat, almost \_\_\_\_\_. He has a \_\_\_\_\_ on, so you can't see his hair, except for his long \_\_\_\_\_. He's wearing a \_\_\_\_\_ shirt with the sleeves \_\_\_\_\_ and a pair of \_\_\_\_\_ trousers held up by \_\_\_\_\_.

**1.8.** *Write a brief description of each person below, referring to his or her age, hair, build, clothes and way of standing. Use any of the words from the exercise above and any of the following words which may be suitable.*

wellingtons	cleft chin	spectacles	top hat	cardigan	shorts	beret	slim
single-breasted	knock-kneed	double-chinned	epaulettes	singlet	waistcoat	bald	
spotted	striped	stooped	stout	frail	tousled	lean	paunch
						flared	curly



**1.9.** *Write the correct word in each space to complete the idiomatic phrases: **head, heart, face, neck, stomach, foot, hand, skin, arm, shoulders.***

a) «Would you like to be a mountaineer?» «Oh, no, I don't have a very good \_\_\_\_\_ for heights».

b) Don't get too involved with those people. Keep them at \_\_\_\_\_'s length.

c) You may not like him, but you've got to \_\_\_\_\_ it to him. He's a financial genius.

d) Once a child is born, you are destined to spend at least 18 years with your hand in your wallet and your \_\_\_\_\_ in your mouth.



- e) She likes to keep her feelings to herself. She's not the sort to wear her \_\_\_ on her sleeve.
- f) I know I should go to the meeting but I just can't \_\_\_ it.
- g) I find horror films absolutely revolting and I just can't \_\_\_ them. They make me feel sick.
- h) The pass mark was 65 % and he got 65,3 %, so he made it by the \_\_\_ of his teeth.
- i) She will lose \_\_\_ if she has to admit she made a mistake.
- j) Ironing is my least favourite activity. It's a real pain in the \_\_\_.
- k) If I were you I'd vote for J. Huddleston. She's \_\_\_ and \_\_\_ above the rest.
- l) I hadn't the \_\_\_ to tell him I'd already eaten after he'd gone to so much trouble cooking dinner.

**1.10.** Define the following colloquial idiomatic adjectives.

a) stout-hearted	g) weak-kneed
b) tight-fisted	h) sharp-eared
c) tight-lipped	i) two-faced
d) open-handed	j) starry-eyed
e) hard-headed	k) thick-skinned
f) big-headed	

*Make up a short situation using the idiomatic adjectives.*

**1.11.** Prepare and give a short description of somebody in the class. (Don't be rude!) See if other students can guess who it is.

**1.12.** Read the following descriptions.

**LILY SMALLS**

*(She is looking in the mirror and talking to herself.)*

Oh, there's a face. Where you get that hair from? Got it from old tom cat. Give it back, then, love. Oh, there's a **perm**. Where you get that nose from, Lily? Got it from my father, silly. You've got it on **upside down**. Oh, there's a **conk**. Look at your complexion. No, you look. Needs a bit of make-up. Needs a veil. Oh, there's **glamour**. Where you get that smile, Lil? Never you mind, girl. Nobody loves you. That's what you think. Who is it loves you? Shan't tell.

*(from Under Milk Wood by Dylan Thomas)*

*perm:* longlasting waves or curls put into hair at a hairdresser's

*conk:* nose

## BOOKREST

The girl lay back on the slope of the river bank, her eyes closed against the sun. Her dark hair **fanned out** on each side of her face, her white, even teeth biting on a long stalk of grass as the young man looked down at her. Her skin was pale despite the freckles on her neat, **pert** nose, but her mouth was **poppy red**, full and tempting.

The young man's hair was almost white and it lifted softly in the breeze off the river. He was reading silently from an open book that was resting on the girl's stomach.

(from *Codeword Cromwell* by Ted Allbeury)

## THE TRANSLATOR

The woman is watching me. She smiles sympathetically then goes back to her work. She is reading through a stack of foreign newspapers and occasionally marking an item with a thick black pencil. She is a linguist, fluent in most European languages. During the night the marked passages will be translated and Fidel will read them with his breakfast. She is not attractive. Her face is **dominated by** a large forehead and nose. Her neck is short and her shoulders **box-like**. But she is very intelligent. I wonder if she would **trade** her intelligence **for** beauty. But naturally. Stupid people never realise their stupidity. Beautiful people enjoy their attraction **every waking moment**. But **the ultimate** is to be beautiful and intelligent.

(from *Siege of Silence* by A.J.Quinnell)

## PREHISTORIC WOMAN

She was just over four and a half feet (1m 37) tall, large boned, **stocky**, and **bow-legged**, but **walked upright** on strong muscular legs and **flat** bare feet. Her arms, long **in proportion to** her body, were bowed like her legs. She had a large beaky nose, a **prognathous** jaw **jutting out** like a **muzzle**, and no chin. Her low forehead **sloped back into** a long, large head, resting on a short thick neck. At the back of her head was a bony knob, an occipital bun that emphasised its length.

A soft **down** of short brown hair, tending to curl, covered her legs and shoulders and run along the upper spine of her back. It thickened into a head of heavy, long, rather bushy hair. She was already losing her winter **pallor** to a summer tan. Big, round, intelligent, dark brown eyes were deep set below **overhanging brow ridges**.

(from *The Clan of the Cave Bear* by Jean M. Auel)

- Use the words and word combinations in sentences of your own.
- Write a paragraph saying which of the four women you think has the most interesting personality, and why.

**1.13.** Discuss the answers to these questions.

- Which elements of your body do you wish were different in some way?
- What are the necessary **physical attributes** of the following types of athlete? (a swimmer / a skier / a tennis player / a footballer / a sprinter) Use the phrases: *You have to be / have ...; You need ...; You can't ...without ....*
- How important do you think **physical appearance** is for a happy or successful life?

### **WRITING**

- a) Continue this paragraph: «Suddenly the door opened and the strangest-looking man I have ever seen came into the room...»
- b) Choose a part of the body and write a description of the day from that part's point of view!

## **II. CHARACTER AND PERSONALITY**

### **Positive characteristics**

**2.1.** Explain the meaning of the words in italics.

1. She was young and *vivacious*.
2. Gielgud is also generous and *self-effacing* with his fellow actors.
3. Tension can be reduced and warmth increased with soft, warm hellos, friendly smiles, and long, *affectionate* hugs.
4. She always made a point of being *agreeable* to them.
5. Kim is *gregarious* and fun-loving.
6. Adler was an *outgoing*, sociable kind of man.
7. He was patient and *good-humoured*.
8. Carlos was tactful and *forbearing* even when I was impatient and angry.
9. He had been a fair and *even-handed* assessor.
10. She was tall, handsome, and very *dignified*.

**2.2.** What word is defined?

1. doing one's work properly – c.
2. healthy and full of energy – v.

3. having many different skills – v.
4. doing thing carefully and in order – m.
5. felling strong pity and sympathy – c.
6. calm, confident, and in control of your feelings, even in difficult or unexpected situations – s.
7. calm, quiet and peaceful – s.
8. able to act fairly because they are not personally involved in a situation – i...
9. pleasant; not easily annoyed or upset – e...
10. calm and does not easily become angry – e.

**2.3. Unscramble the words in brackets.**

1. She married an \_\_\_\_\_ (aalbfef), middle-aged businessman.
2. Mr Brook, once considered \_\_\_\_\_ (ebiaaml) but uninspired, has surprised and impressed everyone.
3. Let us be kind and \_\_\_\_\_ (fghttuolh) and not to be unkind and hurt other people.
4. I begged him to be \_\_\_\_\_ (iuecflrm).
5. I tried to get him talking, but he wasn't very \_\_\_\_\_ (vsnpsreeoi).
6. People might gossip if we arrived together. It would be much more \_\_\_\_\_ (cretetid) for us to go there separately.
7. She is one of the most \_\_\_\_\_ (netnoctsis) players on the tennis circuit.
8. I have to be \_\_\_\_\_ (yusph) in my job or I get nowhere at all.
9. Sarah is very \_\_\_\_\_ (husticsianet) about learning to read.
10. He has been accused of being too \_\_\_\_\_ (antmbaoylf) on stage.

**Negative characteristics**

**2.4. Explain the meaning of the words in italics.**

1. She became *listless* and bored.
2. She was a *wilful* child.
3. Most parents are *bashful* about asking questions.
4. Success makes a man *egotistic*.
5. I feared she'd think me very *weak-kneed* for giving in to him.
6. She was very *possessive* about Rod.
7. He called him a *callous* and *calculating* thug.
8. The promise Mrs Haze had made was a *fraudulent* one.

9. Most of the girls were *gullible* and poorly-educated, and were tricked into thinking they were leaving home to work or study.
10. She is *spiteful*, quarrelsome and dishonest.
11. She has transformed herself from an *impetuous*, inexperienced 33 year old into a responsible and moderate politician.
12. He gets *perverse* satisfaction from embarrassing people.

### 2.5. What word is defined?

1. likely to stay calm even when upsetting or exciting things happen – p.
2. lacking confidence, rather shy, uncommunicative – d.
3. fierce and violent – f.
4. rough and uncivilized, or very cruel – b.
5. behaving differently / saying different things in similar situations – i.
6. behaving in a very serious way because they think they are more important than they really are – p.
7. demanding all that person's love and attention – p.
8. showing favouritism towards a particular person / group, and so not judging things fairly – b.
9. caring too much about unimportant things; selfish and unkind – p.
10. too proud of their social status, intelligence or taste – s.
11. unwilling to spend much money – m...
12. tending to be very tense, anxious, and easily upset – n...
13. depressed; unwilling to talk – m...
14. keeping one's feelings hidden – r...
15. easily hurt or offended – s...

### 2.6. Unscramble the words in brackets.

1. Passengers complained about the dirty lavatory and \_\_\_\_\_ (ylurs) staff.
2. He's admired for his outspokenness and energy, although some say he's too \_\_\_\_\_ (eeavobrirgn) and ambitious.
3. The recipients of aid should not become \_\_\_\_\_ (vsieelr) but maintain their dignity.
4. The \_\_\_\_\_ (tdumpine) child extended her legs across my lap.
5. Jerry was \_\_\_\_\_ (fcyatr) – he got into the match free by crawling under the fence.
6. Although she didn't actually say anything offensive, her expression was sulky, \_\_\_\_\_ (loseitnn), and hostile.

7. Billy is a very \_\_\_\_\_ (lluwif) little boy who's constantly being punished for not doing as he's told.

8. People from the south are more likely to be ambitious but \_\_\_\_\_ (hibnsobs).

9. By now he had gotten used to reporters' \_\_\_\_\_ (teirpimetnn) questions about his private life.

10. We turned our faces \_\_\_\_\_ (mlug) to reaffirm the forced nature of this trip.

2.7. Describe the people in the pictures (use the active vocabulary).



2.8. Work in pairs. The adjectives on the left are the *OPPOSITES* of the ones on the right. Match them up.

clever  
generous  
kind  
modest  
narrow-minded  
prejudiced  
relaxed  
shy  
sensible  
sophisticated

conceited  
cruel  
mean / stingy  
naïve  
nervous  
open-minded  
self-confident  
silly / foolish  
stupid  
tolerant

**2.9.** *Decide which of the adjectives on the left have a SIMILAR meaning to the ones on the right.*

clever	jolly	absent-minded	insincere
cunning	level-headed	bright	kind
excitable	reliable	cheerful	trustworthy
fair	self-confident	crafty	miserable
forgetful	snobbish	direct	self-assured
frank	surly	even-handed	sensible
glum	two-faced	grumpy	stuck-up
good-natured		highly-strung	

**2.10.** *Work in pairs. Use a suitable prefix or suffix to form the opposite of each of the adjectives below. Here are some examples.*

**un-:** unpleasant; **dis-:** dishonest; **-less:** harmless

**in-:** insincere; **im-:** impolite; **il-:** illegal

agreeable	discreet	kind	predictable
approachable	efficient	likeable	reasonable
articulate	enthusiastic	logical	reliable
biased	flexible	loyal	respectful
competent	friendly	mature	sensitive
considerate	helpful	obedient	sociable
contented	hospitable	organised	tactful
decisive	imaginative	patient	thoughtful
dependable	intelligent	practical	tolerant

**2.11.** *The following are all nouns. Which are negative characteristics, which are positive characteristics, and which could be either positive or negative depending on the circumstances? Complete the table by corresponding adjectives:*

ferocity	pride	cunning	deceit	conceit	obstinacy	justice
cowardice	evil decency	argument	diligence	naughtiness	discretion	affection
caprice	impartiality	greed	courage	hypocrisy	grace	serenity
vanity	hospitality	boast				

Positive	Negative	Positive or negative

**2.12.** *Are we the kind of people we are because of the time of the year we were born? See if you can complete the adjectives below. Each one has a clue beside it to help you and a dot for each letter that you need to add.*

<p style="text-align: center;"><b>ARIES (Mar 21 – Apr 20)</b></p> <p>You won't find him in the corner at the party. That's her doing the can-can on the table. She has no problems. He never frowns. She tells no lies. He has few secrets. He'll tell you if he doesn't like your make-up. She'll tell you if she doesn't like your after-shave. He's the person to ask for that five pounds you are owed.</p>	<p><b>o.tg.i.g</b> <b>ex...v.rt</b> <b>c.. ef.ee</b> <b>l...t-h.a.t.d</b> <b>t.u.hf..</b> <b>o..n</b> <b>c.n.id</b> <b>f...k</b> <b>e..y-g...g</b></p>
<p style="text-align: center;"><b>TAURUS (Apr 21 – May 20)</b></p> <p>He knows what he wants and he usually gets it. She never gives up without a fight. He knows he's good. She knows she's as good. She likes to be the boss, the one on top. He wants to be even bigger, even better – the best and expects high standards of performance from others. He works 18 hours a day, jogs, and plays squash. She hates to lose, in business or at tiddlywinks.</p>	<p><b>s.r.n.-wi..ed</b> <b>d.t.r.i.ed</b> <b>s.l.-as.u..d</b> <b>s.l.-co..i..nt</b> <b>d.m.n.nt</b> <b>am..t.o.s</b> <b>d.m.n.i.g</b> <b>e.e.ge..c</b> <b>c.mp...t..e</b></p>
<p style="text-align: center;"><b>GEMINI (May 21 – Jun 20)</b></p> <p>She thinks she's good. He thinks he's superior to everyone. «As the most experienced and sensible person present, I ...» «Of course, I could have beaten him even more easily, but I wanted to give him a chance» She won't share her presents with her sister. He spends half the day in front of the mirror. She thinks the whole world revolves around her. He thinks he's the centre of the universe. She looks down on anyone who hasn't got a heated indoor swimming pool at home.</p>	<p><b>p.o.d</b> <b>a.r.g..t</b> <b>p.mp..s</b> <b>b..stf.l</b> <b>s..f..h</b> <b>v..n</b> <b>s..f-c.n.r.d</b> <b>e.oc..t..c</b> <b>s.o.b..h</b></p>
<p style="text-align: center;"><b>CANCER (Jun 21 – Jul 20)</b></p> <p>She seems to enjoy finding fault with others. He'll take off marks if you don't dot your i's. She can only ever see one side of things. He always likes the fat taken off his bacon. He's like a donkey. She's like a mule. He loves money, loves having «things». Oh yes, he'll help you – if you make it worth his while. She never lets her husband out of her sight.</p>	<p><b>c.it...l</b> <b>p.t.y</b> <b>na...w-m.n..d</b> <b>f.s.y</b> <b>s.u.b.r.</b> <b>o.s.in.t.</b> <b>m.t.r.a.i.t.c</b> <b>m.r.en.ry</b> <b>p.ss.ss..e</b></p>



<p style="text-align: center;"><b>LEO (Jul 21 – Aug 21)</b></p> <p>You never know what he's going to do.  He never knows what he's going to do.  There are two things I don't like about her – her face!  Be careful what he's saying about you behind your back.  Be careful what she's doing while your back is turned.  He behaves like the weather in April.  She behaves like the proverbial prima donna.  He says what I want to hear, not what he thinks.  He never does all the things he says he'll do.</p>	<p><b>u.p.ed.ct..le  i.d.c.s.ve  t.o-f...d  h.po.r.t.c.l  d.sh.n..t  cha.g.a.le  t.mp.r.m..t.l  i.s.nc.r.  u.r.l.a.l.</b></p>
<p style="text-align: center;"><b>VIRGO (Aug 22 – Sep 22)</b></p> <p>Other people's points of view always impress him.  She'd believe you if you told her pizzas grew on trees.  She lacks will-power.  He lacks courage.  He doesn't do much – he just sits back and watches.  She'll do what she's told.  You never know what he's thinking.  «It was an honour just to be on the same court as McEnroe.  How I beat him 6-0, 6-0, 6-0? It was just luck».</p>	<p><b>i.p.e.s.on..le  g.ll.ble  w..k-w....d  c.w..d.y  p.s..v.  ob.d...t  s.cr.t..e  h.mb.e  m.d..t</b></p>
<p style="text-align: center;"><b>LIBRA (Sep 23 – Oct 22)</b></p> <p>He uses his common sense.  She never does silly things under pressure.  She's like the Libran symbol of the scales.  She'd solve all the problems on a desert island,  and nothing would upset her.  He'd be a good judge or referee.  She's got both feet on the ground and is really down-to-earth.  His heart rarely rules his head.  I think, therefore I am. That's my approach.</p>	<p><b>s.n.i.le  l.v.l-h..d.d  w..l-b.l.n.ed  p.ac..c.l  c..m  f..r-m..d.d  r.al.t.c  r.t.n.l  l.g.c.l</b></p>
<p style="text-align: center;"><b>SCORPIO (Oct 23 – Nov 22)</b></p> <p>Keep out of her way when she loses her temper.  He's always the first one to put his fists up,  and he's quick to use them – to the full.  He may even add a boot or two for good measure.  She won't let anything stand in her way.  He has no principles about hurting other people.  He almost seems to enjoy causing trouble.  She's a strong believer in an eye for an eye,  and a tooth – or, in her case, teeth – for a tooth.</p>	<p><b>a.gr..s.v.  v..l.nt  b.u.al  v.c.o.s  r..hl..s  u.sc.u.u.ous  m.l.c.ous  sp.t...l  v.n.i.t.ve</b></p>
<p style="text-align: center;"><b>SAGITTARIUS (Nov 23 – Dec 20)</b></p> <p>Those with some Latin blood in their veins.  They are fiery and emotional.  She's not afraid to go mountain climbing,  or to join a mountain rescue team.  He wants to go to wild and unexplored places.  They're vivacious, like champagne bubbles.  She puts her heart and soul into her profession.  On the sinking ship, the dog never left its master's side.  These friends do not desert you in a crisis.</p>	<p><b>p.s.i.n.t.  h..- bl..d.d  b.a.e  c.ur.g...s  a.v.nt.r..s  l.v.l.  d.d.c.t.d  d.v.t.d  l.y.l</b></p>

<p style="text-align: center;"><b>CAPRICORN (Dec 21 – Jan 19)</b></p> <p>He'd always stop to help a disabled person across the road. That's her on the beach wiping oil off the sea-birds' feathers. She wouldn't hurt a fly. He leaves £10 tips. He wouldn't mind if she dyed her hair green. She lets him sleep when he <i>gets</i> back from a hard day's work. He defends her in any argument. She kisses him on the cheek every minute or so. She always sends a card on her parents' anniversary.</p>	<p>c.ns.d....e t.nd.. g.nt.. g.n.r..s t.l.r..t u.d.rst.n.i.g p.o.ect.ve a.f.c.i.n.te th..g.tf.l</p>
<p style="text-align: center;"><b>AQUARIUS (Jan 20 – Feb 18)</b></p> <p>If she likes you, she'll fling her arms around you and say so. He jumps into the bath without testing the water. Lose your way with <i>her</i> in the car? You'd better not! He's constantly like a child on Christmas Eve. He's a typical «angry young man». She's Trotsky, Castro and Guevara all rolled into one. He's got a memory like a sieve. He thought a double brandy would help the baby sleep. If she gets an idea in her head, there's no stopping her.</p>	<p>i.p.l.i.e i.p.t.ous i.p.t.e.t ex.i.abl. r.b.l.i.us r...lut.o.ry f.g.tf.. i.res...s.ble u.c.n.r.l.a.l.</p>
<p style="text-align: center;"><b>PISCES (Feb 19 – Mar 20)</b></p> <p>There she is, over there, on her own in the corner. He's afraid that the whole world is looking at him. She peeps round her front door like a mouse. He's always the last to introduce himself. Be careful not to upset her. It's easily done. He can see beauty in a pile of rubbish. He can then turn the pile of rubbish into a work of art. I was moved to tears by the beauty of his sculpture. He doesn't know who he is, where he is, what to do or why.</p>	<p>s.y s.l.-c..s..ous t.m.d r.s..ved s.n.i..ve i..gin....e c.e.t.v. em.t...l u.sta.le</p>

**2.13.** Match each of the following *colloquial names* for certain types of people with the correct description below.

**PEOPLE**

**A.** *a pain in the neck a busybody a day-dreamer a rolling stone  
a crank a tomboy a lone wolf a slow coach a sponger  
a golden boy a battle-axe a dare-devil*

- a) He's always got his head in the clouds, always fantasizing.
- b) She's very inquisitive about my private life.
- c) He loves taking dangerous risks.
- d) He can't settle down. He goes from job to job, place to place.
- e) He's always borrowing money and living off other people.
- f) She's very aggressive and bossy. She likes to dominate.
- g) Everyone thinks he'll get rapid promotion. He's destined to succeed.

- h) He's always slow and behind the others in his work or studies.
- i) She's got extremely odd, eccentric, unconventional ideas and theories.
- j) He's a real nuisance. I can't stand him.
- k) He likes to do things on his own.
- l) She's a girl who likes to play rough, boys' games.

**B.** *a tear-away a wind-bag a fare-dodger a layabout a miser  
a slob a litter-lout a clock-watcher a name-dropper  
a road-hog a slave-driver a jay-walker*

- a) She talks on and on about her opinions and ideas.
- b) He keeps count of every penny he has and only spends money if he must.
- c) She likes to mention all the famous and important people she's met.
- d) He makes his employees work extremely hard.
- e) She crosses the road without bothering to look at the traffic.
- f) He's lazy and prefers not to work.
- g) She drops rubbish anywhere and never puts it in the bin.
- h) He drives very inconsiderately of other drivers.
- i) She's only interested in leaving work and going home.
- j) She avoids paying when she travels on public transport.
- k) He dresses and behaves in a very careless, often disgusting way.
- l) He's a bit wild, always getting into fights and other trouble.

**2.14.** *The following is a list of colloquial names for various social types, i.e. different kinds of people one meets at parties and elsewhere. Use the most suitable one to complete each description below.*

### **SOCIAL TYPES**

**A.** *wet blanket wallflower social climber  
Don Juan chatterbox gossip femme fatale  
life and soul of the party gate-crasher good mixer*

- a) He's very lively and the centre of any group he's in. People always have a good time when he's there. He's the ...
- b) She's so negative and boring. She has a depressing effect on any group of people she's with. She's a ...
- c) She's confident and interested in other people. She likes to meet different kinds of people. She's a ...
- d) He goes to parties and other occasions without an invitation. He just walks in. He's a ...

e) Unfortunately she is not usually asked to dance by anyone. She just stands there hoping. She's a ...

f) He just can't stop talking. He goes on and on excitedly, about totally unimportant things. He's a ...

g) He loves to discuss and pass on news or rumours about people's private lives. He's a ...

h) She's dangerously attractive to men. Half the men she meets fall in love with her. She's a ...

i) He knows he's attractive to women. They always fall for him. He's got lots of girl-friends. He's a ...

j) She's very conscious of her social position and is always trying to improve it by meeting «upper-class» people. She's a ...

*What type or types of person from the list at the top of the exercise above ...*

*... would be good to have at a party?*

*... would you especially avoid?*

*... might have a lot of romantic relationships?*

*... makes friends easily?*

*... would get on well together? (make pairs)*

*... are you?*

**B.** *parasite socialite good company trouble-maker*

*killjoy bore early bird jet-setter loner snob*

a) He's a pleasant, interesting person to have with you at any time. He's ...

b) She thinks she's socially superior. She looks down on others. She's a ...

c) He's very strict and correct. I think he doesn't like other people to enjoy themselves. He's a ...

d) She's always the first to arrive at a party. If the party's due to start at seven, she's there on the dot, or earlier. She's an ...

e) He likes to spend a lot of time alone. He's not keen on parties and usually does things on his own. He's a ...

f) She goes on and on telling people about her children, her house, her job, her opinions ... I could go to sleep. She's a ...

g) She's very rich and spends her time between grand social occasions and luxury holidays in different parts of the world. She's a ...

h) He's always borrowing money and asking for help from other people. He's a ...

i) He's an upper-class person and he's often seen at high-society parties and other social events. He's a ...

j) She's always causing difficulties for other people by interfering in their lives. She's a ...

*What type or types of person from the list at the top of the exercise above ...*

... is extroverted?

... is introverted?

... might be class-conscious?

... do you find interesting?

... would get on well together?

... are you?

**2.15.** *Which of these traits of character do you most dislike in a partner? Place them in order. Exchange lists of words with your neighbour and talk about the differences.*

vanity	hypocrisy	pomposity	stubbornness
obstinacy	selfishness	dishonesty	pettiness
arrogance	snobbishness	timidity	possessiveness
shyness	meanness	rashness	aggressiveness

**2.16.** *Which of these qualities is most important for you in a partner? Place them in order of importance.*

compassion	vivacity	frankness	self-assurance
tolerance	patience	generosity	ambition
sincerity	imagination	passion	humility
modesty	sensitivity	courage	creativity

**2.17.** *Read the texts.*

## REVEALING FACES

*The shape of your face can give a clue to your personality.*

*What does yours say about you?*

### SMALL FACE

You don't enjoy people **intruding into** your personal life and **invading your privacy** and can be rather **secretive**. Reflective and intelligent, yours is a passionate but firm personality, although you find these two traits in conflict at times. A tendency to be cautious means you don't trust too easily, but you do value a circle of close friends and family members.

### OVAL FACE

A good decision-maker, you have strength of character, lots of energy, and usually finish what you start. Affectionate and outgoing by nature, you can be a bit **gullible**.

### SQUARE FACE

You expect a lot from other people, but give as much in return. You're stubborn, strong-willed and quick to learn, but your staying power runs out when you lose interest. Highly sensitive to criticism, you're aggressive under pressure.

*staying power*: ability to keep going at something

### THIN FACE

You don't suffer fools gladly and have an offbeat sense of humour. Energetic but able **to balance action with thought**, you're not one who follows the crowd. You enjoy competition in the love stakes and **opt for** a partner who's **companionable** as well as attractive.

### HEART-SHAPED

Practical rather than a thinker, you have a degree of charm that can be devastating. Your romantic judgement can sometimes let you down, though. You appear placid and cool in most situations, but this hides a quick temper when crossed. Relationships may suffer if your partner can't **live up to your high expectations**.

### BROAD FACE

A strong sense of your own importance means you like to be taken seriously by friends. You can be kind and sympathetic, but won't waste it on those you feel don't deserve it. Affectionate and loving rather than passionate, yours is an energetic and intelligent nature with optimism high on your list of the important things in life.

### ROUND FACE

Short and round shows you're slightly **erratic** and romantic. You're positive about your own aims, generous and an excellent host with close friends. You prefer mental activity to physical and there's **a lazy streak** that comes out **now and then** if you don't check yourself.

(Patricia Marne, *Bella* – adapted)

- Use the words and word combinations in bold type in sentences of your own.
- Do you agree with the description of your personality based on the shape of your face?

**2.18.** *In this dialogue, B's responses have become mixed up. Indicate their correct position by putting a number in the brackets (the first one has been done for you).*

A: So that's your friend, Damien

B: [1] I've known him for ages. We used to go to school together.

A: What's he like?

B: [ ] Well ... perhaps I'd better introduce him to you ...

A: I thought you said he has a tendency to be aggressive.

B: [ ] Aristocratic? Damien? Maybe he gives that impression ... yes, now you mention it, he does have an arrogant streak.

A: There's a touch of the aristocratic about him, I find ...

B: [ ] Yes, I think he takes after his father, who was well-known for his bad temper.

A: I don't mean that exactly. I think there's something quite distinguished about him.

B: [ ] He's the quiet type, but he's not as shy as he seems ... I'm quite fond of him.

A: Oh, yes please!

**2.19.** *Work in pairs. Make a list of some members of your family (or some people you work or study with). Use the underlined expressions from Exercise 2.18 to describe each of them to your partner.*

**2.20.** *Make up 4 – 5 questions that you could use to find out how aggressive people are. Use some of these structures: Do you ever ...? Have you ever ...? How often ...? If ..., would ...?*

**2.21.** *Now choose another characteristic from the lists in Exercises 2.15 and 2.16, and make up questions for it. When you are ready, go round the class, or talk to people around you, asking your questions. Speak to as many people as possible and note each person's answers. Then report to the class on what you have found out. Use some of these words and expressions:*

extremely quite not very not at all  
nearly everybody hardly anybody  
the majority two out of nine etc.

**2.22.** *Work in groups. Discuss these questions with your partners (use the Active Vocabulary in answering the following questions):*

– What kind of person will never arrest anyone's attention? (take a risk / spend more than he can afford / take anything to heart / lose his temper / do a silly thing / disobey instructions / waver in the face of danger / fail his friend)

– What kind of people are often lonely? (are usually surrounded by friends / are easily forgotten / are quick to see the point / think only of themselves / feel uneasy in company / keep their thoughts to themselves / easily lose their patience / enjoy other people's confidence)

– What kind of people are called good mixers / poor mixers / colourful / discreet / just / business-like / level-headed / sympathetic / revengeful / squeamish / persistent / haughty / humble / placid / broad-minded / vulgar / vain / ambitious?

– What do you call a person who can't keep a secret? (can appreciate a piece of art / feels deeply / pokes his nose into other people's affairs / intrudes his views on others / is always sure of himself / is mostly in high spirits / gets annoyed easily / keeps on forgetting things / is unlike others / says what he thinks / has no moral principles)

– What traits of character would you appreciate in a wife (a husband) / a mother (a father) / a son (a daughter) / a bosom friend?

– What traits of character are required to make a good teacher / a good doctor / a good lawyer / a good politician / a good journalist / the chairman of a multinational company? What traits might prevent one from becoming a good specialist in those fields?

### **III. «GOING BY APPEARANCES» (Phrasal verbs and idioms)**

**3.1.** *Work in pairs. Discuss the following questions.*

– When you meet someone for the first time, what do you notice most: their clothes? voice? facial expression?

– What do these things tell you about the person?

**3.2.** *Work in pairs. One of you read text A, and the other read text B. Find out what happened, and why. Then exchange information.*

**A.** Last week, Mrs Alice Woolf, aged 65, was tricked into *handing over* all her savings to a smooth-talking doorstep salesman who said he was selling burglar alarm systems. «I was completely *taken in*», she said. I know it was foolish to let him *talk me into* giving him all my savings, but he seemed such a nice man. He *came across* as completely honest. But I won't make the same mistake again. «Once bitten, twice shy». When asked if she thought the man would be caught, she replied, «I don't think he'll *get away with* it. I'm sure the police will catch him sooner or later».



**B.** The police are looking for a well-dressed young man who has *been passing himself off as a* doorstep salesman. Last week, he tricked an elderly lady into giving him all her money as a deposit for a burglar alarm system.

A police spokesman said, «Unfortunately, it's quite easy for dishonest people to make a living doing this kind of thing. I suppose we all tend to *go by* appearances, and very often it's not easy to *see through* a clean-shaven, **well-spoken** young man in a good suit, and with a pleasant manner. Appearances can be deceptive, and not everyone is a good judge of character. My advice to people is not to *hand over* any money until they have checked people's references and made sure they belong to a **reputable** organization. Meanwhile we'll do our best to catch the man who took Mrs Woolf's savings».

**3.3.** *Work with a partner. Try to work out the meaning of the multi-word verbs in italics in the texts. Then match the verbs with the definitions.*

1. to hand sth over	a. to persuade someone to do something
2. to take someone in	b. to deceive or trick someone
3. to talk smb into doing sth	c. to pretend that someone/ something is someone/something else
4. to come across as smth	d. to give something to someone so that they control or own it
5. to get away with something	e. to give the impression of having a particular characteristic
6. to pass sb/sth off as sb / sth	f. to judge according to something
7. to go by something	g. to see the true nature of someone/something despite a deceptively pleasant appearance
8. to see through smb / sth	h. to escape being punished or criticized for something

**3.4.** *Complete the sentences, using multi-word verbs from this unit.*

a. My sister is a very good judge of character. She can \_\_\_ people immediately if they try to deceive or trick her.

b. He escaped from the country by \_\_\_ as a tourist.

c. I lent him some money because he seemed an honest person, but after that I never saw him again. I soon realized I \_\_\_.

d. Don't \_\_\_ his appearance. He may look nice but he's completely untrustworthy.

e. When I first met him he \_\_\_ as a very indecisive person who didn't know his own mind.

f. The salesman \_\_\_ buying a new washing-machine, although my old one was fine.

g. The robber told him to \_\_\_ the keys to the safe.

h. The robbers laughed when the bank manager said: «You won't \_\_\_ this. The police will catch you one day».

**3.5.** *One of the sentences below is correct. All the others have one mistake in them. Change the sentences so that they are all correct.*

- a. No, you can't have the money. I refuse to hand over.
- b. She came across to be a very decisive person.
- c. They got away several serious crimes.
- d. He passed off himself as a policeman.
- e. You should have seen him through immediately.
- f. I was never taken in by his lies.
- g. He talked me into sign the cheque.
- h. I never go with first impressions.

**3.6.** *Work in pairs. Take turns asking and answering the questions below. Use the multi-word verbs in brackets.*

- Do you ever base your judgement of people on first impressions? Why?/Why not? (*go by*)
- What impression do you think you give of yourself when you meet someone for the first time? (*come across as*)
- What do you think is the best way to avoid being tricked or deceived by people? (*take someone in*)
- Has someone ever persuaded you to do something that you regretted later? If so, what was it? (*talk someone into*)
- Imagine you could pretend to be someone else for a whole day. Who would you choose to be? Why? (*pass yourself off as*)

**3.7.** *Work with a partner. Discuss the meaning of the following expressions.*

- a. Once bitten, twice shy.
- b. Appearances can be deceptive.
- c. Honesty is the best policy.

*How would you express the same ideas in your own language? Do you agree that Honesty is the best policy? Why?*

**3.8.** *The particle into can be used with some verbs to give the idea of persuading or forcing someone to do something.*

*The multi-word verbs below have the following form: verb + someone + into. Using the verbs in brackets, rewrite the following sentences so that they have similar meaning. Make any necessary changes to the structure of the sentences.*

Example: His boss made him resign. (*force into*) – *His boss forced him into resigning.*

- 1) She persuaded me to buy a new coat. (*talk into*)
- 2) The robbers made the bank manager think they were genuine customers. (*trick into*)
- 3) The Mafia frightened him so much that he remained silent. (*frighten into*)
- 4) She had to sell her house in order to pay off her debts. (*force into*)
- 5) The government was made to feel so ashamed that it took action. (*shame into*)

*Now think of your own example sentences for these multi-word verbs.*


**3.9.** *Work in pairs. Plan and write a leaflet giving people advice on how to deal with doorstep salesmen. Warn them of the dangers and give at least five «Golden Rules» to follow. Remember to use the multi-word verbs and expressions you have learnt in this unit.*

**3.10.** *Use the multi-word verbs and expressions you have learnt in this unit to write a story which ends with the following words: «It was only then he realized that he had been completely taken in».*

#### **IV. «IT TAKES ALL SORTS» (Phrasal verbs and idioms)**

**4.1.** *Work in pairs. Discuss the questions below.*

- What do you understand by the expression *It takes all sorts to make a world?*
- Describe someone you consider to be strange or eccentric.

 **4.2.** *Listen to descriptions of three people. Make notes on what is strange about them. Then compare your notes with your partner.*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

**4.3.** *Match the multi-word verbs with their definitions.*

1. to be getting on for sth	a. to begin to do sth as a regular habit
2. to take to doing sth	b. to be noticeable, conspicuous
3. to liven (sth) up	c. to defend oneself against the attacks or demands of someone more powerful
4. to go on about sb / sth	d. to try to impress people by making one's abilities very obvious, usually from pride or vanity
5. to pick on sb	e. to select someone repeatedly for criticism, punishment or blame

6. to stand up to sb	f. to be nearly a certain age or time, to be growing old
7. to show off	g. to make sth more interesting, exciting and lively
8. to stand out	h. to stop participating in a course of study, a competition or society
9. to drop out (of sth)	i. to keep talking about the same thing, usually to an annoying extent

**4.4.** Complete the sentences, using multi-word verbs from this unit.

- a. The party was very dull so we tried to \_\_\_\_\_ by getting everyone to dance.
- b. He started a three-year drama course, but he \_\_\_\_\_ after two months and found a job in a hotel.
- c. I don't like him because he is so vain. He's always \_\_\_\_\_ in front of other people.
- d. He decided to \_\_\_\_\_ his boss and refuse to accept his demands.
- e. Although my grandmother \_\_\_\_\_ eighty, she still goes for a three-mile walk every morning before breakfast.
- f. She believed the boss was \_\_\_\_\_ her because he never criticized anyone else in the office.
- g. Her way of dressing made her \_\_\_\_\_ in a crowd.
- h. He never used to touch alcohol, but recently he has \_\_\_\_\_ drinking in the pub all night.
- i. She kept \_\_\_\_\_ her operation. It was very boring because we had heard it all before.

**4.5.** One of the sentences below is correct. All the others have one mistake in them. Change the sentences so that they are all correct.

- a. She tried to live up the discussion by saying something controversial.
- b. If he's always picking on you, you should stand up for him.
- c. She gets on for ninety.
- d. He makes himself stand up in a crowd by showing off.
- e. He shouldn't have made the mistake of dropping out of college.
- f. They're always going about the state of the economy.
- g. She's taken to play golf at the weekends.

**4.6.** Work in pairs. Discuss the statements and questions below. Use the verbs from this unit.

- a. How old is your oldest relative?
- b. What would you do if someone was always selecting you for criticism or punishment?
- c. How would you make a party more interesting and lively?

d. Have you ever felt you didn't want to complete a particular course? If so, why? What happened?

e. Think of someone who is always trying to draw attention to themselves in an obvious way. What do you think of this person?

f. Think of someone who is always talking about something in an annoying way.

g. Have you adopted any new habits recently? If yes, what are they?

**4.7.** *Read your own star sign description, and those of other people you know. Discuss with your partner if they are accurate or not. Try to guess which star signs belong to other people in your class.*

<p><b>Aquarius (January 20 – February 18)</b> You are practical and realistic about what is important in life – you have your feet firmly on the ground. You are intelligent and love thinking up new ideas but you sometimes <i>have a memory like a sieve</i>. Once you have made a promise, you never go back on it. You like change, and often wear outrageous clothes that make you stand out in a crowd.</p>	<p><b>Leo (July 22 – August 21)</b> You have a confident and attractive personality, but you tend to be proud. You like to <i>be in the public eye</i> and you are easily flattered. You love the sun and are very generous – indeed, you <i>have a heart of gold</i>. You like to organize other people, and you are quick to stand up for someone who you think is being attacked.</p>
<p><b>Pisces (February 19 – March 20)</b> You are sensitive, imaginative and creative, but also very emotional – your heart rules your head. You are not ambitious or materialistic and often have your head in the clouds. You are indecisive because you don't always <i>know your own mind</i>, but you are good <i>at putting yourself in other people's shoes</i>.</p>	<p><b>Virgo (August 22 – September 21)</b> You are quiet and shy and don't like crowds. You tend to be a loner and <i>keep yourself to yourself</i>. You are a perfectionist – you want everybody and everything to be perfect and this makes it difficult for people to live up to your high standards. You prefer to play a supporting role at work and in relationships.</p>
<p><b>Aries (March 21 – April 20)</b> You are a born leader and like to dominate people. You are very active and rather impulsive, so you tend to do things <i>on the spur of the moment</i>. You lose your temper very easily, but you get over it quickly and can be quite charming. You're not good at following other people's advice, but you're quick to give advice to them.</p>	<p><b>Libra (September 22 – October 22)</b> You are sympathetic, tolerant and a good listener, so when a friend needs <i>a shoulder to cry on</i>, they turn to you. Love is important for you and you are always falling for people. However, you are indecisive. You spend a long time weighing up all the possibilities before you make up your mind.</p>
<p><b>Taurus (April 21 – May 20)</b> You are practical, reliable, and determined. You have a <i>mind of your own</i> so it is very difficult to make you do something you don't want to. This means you can be stubborn at times. You like the security that comes from routine so you don't like change. You are loyal and generous to your friends and will stand by them whenever possible.</p>	<p><b>Scorpio (October 23 – November 21)</b> You have strong likes and dislikes and tend to <i>see things in black and white</i>. As a result, you tend to make instant judgements and rarely change your mind about things or people. You are ambitious, but love is more important to you than success. You are very secretive and hide your true feelings. If you are hurt you always take revenge.</p>

<p><b>Gemini (May 21 – May 20)</b> You are intelligent, interested in everything, and have an excellent general knowledge. You think and talk fast and you are full of restless energy. You are versatile and good at doing several things at the same time. You have a strong sense of humour and often <i>have your friends in stitches</i>. You are sociable, get bored easily and love change.</p>	<p><b>Sagittarius (November 22 – December 20)</b> You are friendly, extrovert, and outspoken. You rebel against authority and have a tendency to <i>speak your mind</i> when it would be better to remain silent. You hate pretence and deception. You are intelligent and like to show off your knowledge to other people. You love travel and danger and you have a hot temper.</p>
<p><b>Cancer (June 21 – July 21)</b> You are very sensitive and easily hurt. If someone says an unkind word to you, you <i>take it to heart</i>, but you are also very forgiving. Your family life is very important to you. You are sincere in love, but often take things too seriously. You are a loyal friend and have a good memory, but you can be moody sometimes.</p>	<p><b>Capricorn (December 21 – January 19)</b> You are a strong-minded person who takes life and work very seriously. Your talent and determination make you successful and you usually <i>get to the top</i>. In your relationships you are faithful and loyal, but you are also possessive and like to be in control. You are very cautious and tend to bottle up your feelings rather than release them.</p>

**4.8.** *Look at the horoscopes again. Discuss with your partner the meaning of the idiomatic expressions in italics.*

**4.9.** *Work with your partner. Discuss the points below.*

- a) Name three people who are often *in the public eye*.
- b) Name three people who have *got to the top* in their profession.
- c) Name someone who is not afraid to *speak their mind*.
- d) When was the last time someone *had you in stitches*?
- e) What have you done *on the spur of the moment* recently?
- f) Do you have a *shoulder to cry on* when you are upset? If yes, who is it?

**4.10.** *Write a description of someone who you think is strange or eccentric. Give details of their appearance, character, habits, and opinions. Try to use the multi-word verbs and expressions you have learnt in this unit.*

### **DISCUSSION**

*Team up with your fellow-student and discuss these questions. Your opinion should be followed by some appropriate comment.*

- a) Which are your «Top Ten» personality traits? Which qualities do you find most admirable or endearing? Explain why.
- b) Which traits do you find most objectionable or annoying? What traits would you detest most? Why?

- c) How do you think your character has changed or developed over the years? Are there any aspects of your personality you still don't like?
- d) Would you trade intelligence for beauty?
- e) Appearances are often deceptive. Do you agree?

### **WRITING**

a) What were you like at age 12? What do you think you will be like at age 70? Write brief descriptions of yourself at these two ages.

b) Give a character sketch of a person you know and like (dislike). Use the Topical Vocabulary. Remember: The sketch should be informative and convincing enough. A mere outward description of a person is not a character sketch. You should present a sort of critical analysis and pass your own well-grounded judgement of a personality.

c) «*The weaker sex? The fairer sex? Not any more!*» Write an article contrasting the image of women today with that of a few hundred years ago.

### **SELF-CHECK**

#### **Part A**

#### ***Translate into English***

- |                                    |                        |
|------------------------------------|------------------------|
| 1) добродушный                     | 21) волевой            |
| 2) сердечный (добрый)              | 22) злобный            |
| 3) приветливый                     | 23) вялый              |
| 4) осмотрительный                  | 24) неразборчивый      |
| 5) предпочитающий держаться в тени | 25) своенравный        |
| 6) милосердный                     | 26) раболепный         |
| 7) беспристрастный                 | 27) непоследовательный |
| 8) полный достоинства              | 28) злобный            |
| 9) решительный                     | 29) мелочный           |
| 10) целеустремленный               | 30) безответственный   |
| 11) спокойный                      | 31) порочный           |
| 12) уравновешенный                 | 32) угрюмый            |
| 13) постоянный                     | 33) нахальный          |
| 14) чуткий                         | 34) мстительный        |
| 15) отзывчивый                     | 35) предвзятый         |
| 16) утонченный                     | 36) лицемерный         |
| 17) находчивый                     | 37) тщеславный         |
| 18) невозмутимый                   | 38) деспотичный        |
| 19) сознательный                   | 39) трусливый          |
| 20) разносторонний                 | 40) прижимистый        |

## Part B

### *Translate into English*

- 1) Это был маленький, кривоногий человек с шаркающей походкой.
- 2) Ты его обязательно заметишь. У него большой крючковатый нос и выступающая вперед челюсть.
- 3) Обе сестры были высокими, стройными, с большими широко посаженными глазами и вздернутыми носиками.
- 4) Странно, но правильные черты лица не делали ее привлекательной.
- 5) Мужчина выглядел устрашающе: тучный, с двойным подбородком и внушительным брюшком.
- 6) Она завязывала свои редущие волосы в узел.
- 7) Яркое солнце заставляло нас щурить глаза.
- 8) Она стояла, скрестив руки на груди.
- 9) Мальчик был одет в джинсы с заплатками и куртку на молнии.
- 10) Рукава его рубашки всегда закатаны, а мешковатые брюки держаться только на подтяжках.
- 11) Этот мужчина всегда гладко выбрит и коротко подстрижен.
- 12) Тощая косолапая девочка пыталась привлечь внимание прохожих.
- 13) Надежный и преданный друг никогда тебя не подведет.
- 14) Иногда я бываю раздражительным, но в основном я спокоен и хладнокровен.
- 15) Заботливый, нежный и любящий муж – это все, о чем она мечтала.
- 16) Это человек высоких принципов.
- 17) В нем есть что-то аристократичное.
- 18) Я хотел бы, чтобы этот порядочный, честлюбивый человек был моим другом.
- 19) Она оказалась лицемерной и лживой. Поэтому мы с ней и расстались.
- 20) Ее корыстолюбие и мелочность всегда мешали нашим отношениям.

## Part C

### *I. What word is defined?*

- 1) always behaving in the same way or having the same attitudes, standards – **c...**
- 2) calm, impressive and worthy of respect – **d...**
- 3) eager to communicate with people, and to react to them in a positive way – **r...**
- 4) taking great care to do what is fair, honest, or morally right – **s...**



- 5) always thinking of the things you can do to make people happy or comfortable – **t...**
- 6) not wanting to attract attention to yourself or your achievements – **s...**
- 7) behaving in a confident or exciting way that makes people notice you – **f...**
- 8) feeling unhappy, not talking a lot – **g...**
- 9) too eager to do things for someone and showing them too much respect – **s...**
- 10) obstinate and determined to get what they want – **w...**
- 11) rude and not respectful, especially to someone who is older or more important – **i...**
- 12) acting quickly and suddenly without thinking – **i...**

***II. Paraphrase the following sentences using the idioms and idiomatic adjectives (parts of the body).***

- 1) He was unable to squeeze the extra cash out of his *greedy* employers.
- 2) Ministers have been *silent* on the subject in public.
- 3) «Aren't you afraid you'll get hurt?» – «No, I think I'm *insensitive to criticism*».
- 4) I'm selfish about what I write, or *conceited* about it.
- 5) For those who can't *accept* the thought of staying in a chain motel, there is the option of renting a houseboat.
- 6) I don't know how anyone *has a desire to* work in a slaughterhouse.
- 7) Every time he opens his mouth he *gets very nervous*. I've never seen anyone make so many embarrassing mistakes.
- 8) Try to offer criticism in a way that does not make *other people lose respect for* your student.
- 9) He had put everything into his business, and had *just managed to* survive the recession.
- 10) Jan came round late last night, almost in tears, and I *just couldn't* tell her I had things to do.
- 11) Rodriguez was the obvious choice, *much better than* the other candidates in qualifications and experience.
- 12) Nichols has a cynical sense of humour and does not *show his true feelings openly*.

**III. Continue the following lines of synonyms:**

- 1) cultivated, educated, civilized, cultured – r... / s...
- 2) active, lively, energetic, ebullient, dynamic – v...
- 3) lethargic, sluggish, inactive, inert – l...
- 4) resourceful, inventive, imaginative – c...
- 5) arrogant, haughty, self-imported – c...
- 6) hypocritical, deceitful, two-faced, untrustworthy – f...
- 7) domineering, despotic, dictatorial – o...
- 8) brutal, savage, cruel, ferocious, ruthless, inhuman – b...
- 9) cowardly, fearful, chicken-hearted – w...
- 10) timid, shy, diffident – b...
- 11) troublesome, unreasonable, wilful, capricious – p...
- 12) super-confident, cocksure, self-assured, egotistical – p...

**IV. Paraphrase the underlined parts of the sentences using phrasal verbs.**

- 1) I was completely deceived by his charming manner.
- 2) I never base my judgements on first impressions.
- 3) She could see what kind of man he was immediately.
- 4) She gave the impression of being a very kind person.
- 5) She pretended to be an American tourist.
- 6) He persuaded me to lend him some money.
- 7) Why is the boss always criticizing me?
- 8) She decided to confront her boss.
- 9) She's always trying to impress people.
- 10) His strange clothes made him very noticeable.

**V. Paraphrase the underlined parts of the sentences using idioms.**

- 1) I can't help you, I have a very bad memory.
- 2) He's very impulsive and tends to do things without thinking.
- 3) My brother is a determined well-educated person who is not easily influenced by others.
- 4) When you read the interviewer's comments, don't be upset, they are meant to improve your performance.
- 5) The boy knows what he wants, you can't influence him.
- 6) Children often see things in a simple and uncomplicated way.
- 7) Come and see me if you need someone to ask for sympathy and understanding.
- 8) He is not afraid to say openly what he thinks.

## UNIT 3 KEEPING HEALTHY

You will learn and work on vocabulary and structures relevant to the topic of health.

**Specific skills:** discussing illnesses; reading and listening for gist and for detail; taking notes; dealing with interviews

**Grammar:** passives and imperatives

	<i>Topic</i>	<i>Hours</i>
<b>I</b>	Illnesses and diseases	2
<b>II</b>	Being a patient	1
<b>III</b>	A hospital with a difference	2
<b>IV</b>	«Healthy body, healthy mind»	2
<b>V</b>	«In good hands»	2
<b>VI</b>	First aid	1
<b>VII</b>	Alternative medicine	2
	Essay	2

### Potentially Useful Vocabulary

to have illnesses / diseases

to get (illnesses / diseases that you often have)

to suffer from (more serious diseases)

catch	develop	come / go down with	contract	suffer
chickenpox a cold; a cough flu; German measles glandular fever measles; mumps a stomach bug whooping cough	Aids an allergy (to sth) arthritis; cancer cataracts; epilepsy heart / liver trouble high blood pressure an infection; pneumonia rheumatism	appendicitis bronchitis chickenpox diarrhea flu; food poisoning measles mumps	Aids cancer conjunctivitis hepatitis HIV meningitis pneumonia	a breakdown a heart attack a stroke

an **attack** of flu / nerves / shingles; an asthma **attack**

a **bout** of bronchitis / coughing / flu / pneumonia / sickness

a coughing / an epileptic **fit**

a <b>bit of</b> a cold a <b>mild</b> depression a <b>mild</b> attack of sth, bout of sth a mild heart attack, infection a <b>slight</b> cold, headache	a <b>bad / heavy / nasty</b> cold a <b>bad / nasty / severe</b> attack of sth, bout of sth a <b>bad / hacking / racking</b> cough a <b>bad / splitting</b> headache a <b>massive / serious</b> heart attack, stroke
--	---

*Treatment:*

to take	to be given / be on / take	to have / undergo	to have / be given	to have / be given / undergo
medicine pills tablets	antibiotics drugs medication painkillers	an operation surgery a transplant	acupuncture; an anaesthetic a blood transfusion an injection; an X-ray	hypnosis therapy treatment

**I. ILLNESSES AND DISEASES**

**1.1.** *Work in pairs. Look at the words below and complete the chart.*

anaesthetist	out-patient clinic	nurse	antiseptic cream	bandage	midwife
ward	pill	syringe	operating theatre	stethoscope	orderly
convalescent	matron	crutch	ointment	X-ray department	antihistamine
slings	physiotherapist	pain killer			

**Hospital**

people	medication	places	tools

**1.2.** *Work in small groups. Team up with another student, decide which symptoms should go with which diseases.*

- |                 |  |
|-----------------|--|
| 1) flu          | a. swollen glands in front of ear, earache or pain on eating |
| 2) pneumonia    | b. burning pain in abdomen, pain or nausea after eating      |
| 3) rheumatism   | c. severe stomachache, sore abdomen                          |
| 4) chickenpox   | d. dry cough, high fever, chest pain, rapid breathing        |
| 5) mumps        | e. headache, aching muscles, fever, cough, sneezing          |
| 6) an ulcer     | f. swollen, painful joints, stiffness, limited movement      |
| 7) appendicitis | g. rash starting on body, slightly raised temperature        |

*Helpful expressions:* Could you tell me ...? Do you happen to know ...?  
Have you got any idea about ...? I should say ... In my view ...

*Ask your groupmates questions in order to get more information about the diseases (a cause, treatment, etc). Report the received information to the class.*

**1.3.** Look at the statements (a – h). Which do you think the doctor said to each of the patients (1 – 8)? Ask your partner to help you.

- |  |                                    |
|--|------------------------------------|
| a) Take one three times a day after meals.                       | 1) Anne with bad sunburn.          |
| b) Take a teaspoonful last thing at night.                       | 2) Jo who's broken her leg.        |
| c) Rub a little on before going to bed each night.               | 3) John who's off to the Tropics.  |
| d) We'll get the nurse to put a bandage on.                      | 4) Paul with flu.                  |
| e) You'll need to have some injections before you go.            | 5) Liz with a bad cough.           |
| f) I'll ask the surgeon when he can fit you in for an operation. | 6) Sam who needs his appendix out. |
| g) You'll have to have your leg put in plaster.                  | 7) Rose suffering from exhaustion. |
| h) I think you should have total bed rest for a week.            | 8) Alf who's sprained his wrist.   |

*What would you say to each of the patients if you were the doctor?*

**1.4.** This is a section on medical problems, their causes and treatment. Work in pairs. One of you should look at Activity 8, the other at 17. You'll each see an incomplete chart. Ask your partner questions to fill in the missing information.

*Use your imagination to think of other causes and methods of treatment for these medical problems. Agree or disagree with your partner. Express your opinion.*

**1.5. Symptoms, possible diagnosis and remedies.** These eight exchanges between doctor and patient have been mixed up. Decide which response should follow which question.

<b>1.</b> I've been <b>suffering from insomnia</b> lately. Do you think it might be a <b>nervous breakdown</b> ?	<b>A.</b> Unlikely, but I'll let you have some <b>cough mixture</b> to <b>relieve the symptoms</b> .
<b>2.</b> I seem to have some sort of <b>infection</b> in my right eye. Do you think I might have <b>conjunctivitis</b> ?	<b>B.</b> I would doubt it. Here, rub this <b>cream</b> in for the next few nights to help <b>reduce the swelling</b> .
<b>3.</b> I've got a rather <b>sore throat</b> , and I keep feeling a bit <b>flushed</b> . Do you think it could be flu?	<b>C.</b> No, of course not. But I'll <b>prescribe some sleeping pills</b> to help you get a good night's rest. OK?
<b>4.</b> I keep getting <b>shooting pains</b> down my ankle. Is it possible that I've broken or <b>sprained</b> something?	<b>D.</b> I wouldn't have thought so. But I'll give you a <b>prescription for</b> some drops to try and <b>clear it up</b> .
<b>5.</b> I got a <b>big bump</b> on the back of my head. Do you think it might be more than a <b>bruise</b> ?	<b>E.</b> Well, the <b>X-ray</b> didn't show anything. If it's so painful, you'd better have some <b>crutches</b> to walk with and some <b>painkillers</b> to <b>ease the pain</b> .

6. I've <b>come out in a rash</b> on my chest. Do you think it could be a <b>skin disease</b> like <b>dermatitis</b> ?	F. Mm, sounds a bit like it. I'll make you out a <b>prescription for some penicillin</b> , and some menthol <b>inhalations</b> might <b>speed up the recovery</b> .
7. I keep getting <b>short of breath</b> . Is there any way I could be <b>suffering from asthma</b> ?	G. Oh, I shouldn't think so, but I think perhaps you ought to start <b>taking tranquillisers</b> , to at least <b>get your blood pressure down</b> .
8. I feel so <b>feverish</b> , and I'm sure I've <b>got a temperature</b> . I'm so afraid that there's <b>something wrong with my heart</b> .	H. Oh no, no, no. You'd know if it was. I'll give you some <b>ointment to rub in</b> to <b>get rid of the inflammation</b> .

*Add two-three «follow-up» questions to each mini-dialogue and dramatize them.*

### 1.6. Read the text.

#### YEE TIN MEDICAL OIL

This medical oil is a well balanced **preparation**, combining a number of oils of **healing qualities** with several **curative botanical extracts**.

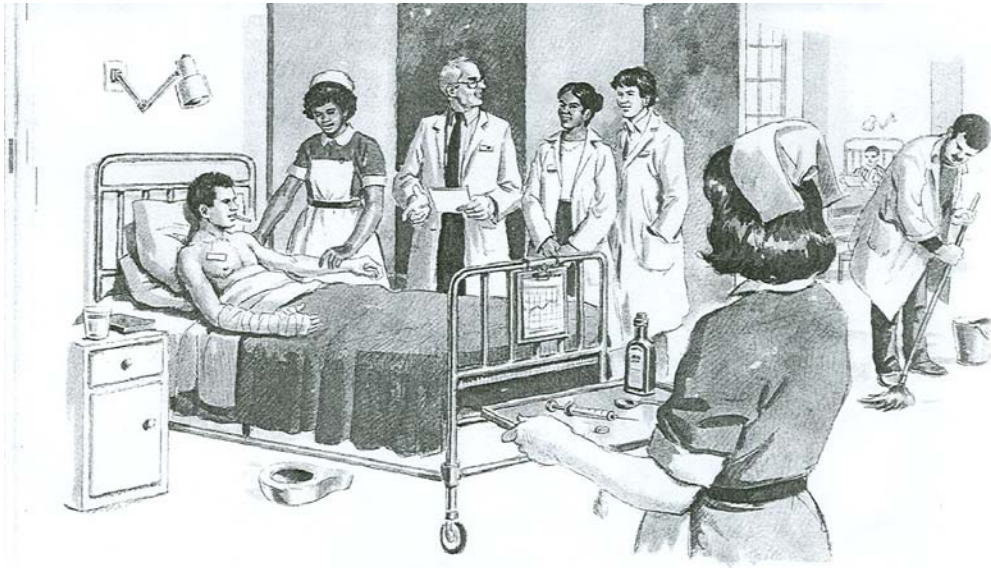
Yee Tin Medical Oil brings immediate relief to cold, weakness in the limbs, sunstroke, phlegm, **indigestion**, diarrhoea and vomiting, **intestinal colic**, **nausea**, cough, **heartburn**, stomachache, **rheumatism**, **gout**, toothache, **cramps**, **lumbago**, cuts, **sprains**, swellings, **boils**, **scabies**, **itches**, insect bites, seasickness, trainsickness. It is also extraordinarily effective in cases of burns, cuts, insect-bites, **skin irritation** etc. In cases of diarrhoea and vomiting, a few drops of this oil will **suffice to** relieve the patient from **agony**. Yee Tin Medical Oil is also good for various **ailments** among domestic animals and cattle.

**Application** of this oil outside the nostrils and rubbing it on the temples stimulates the nerve system. Stomachache can be relieved quickly with hard rubbing. Coughing can be **eased by applying** and rubbing this oil on the front part of the neck and chest. Other special **merits** of Yee Tin Medical Oil include stimulating circulation, quickly relieving aches and pains, **soothing** irritation, and easing the **nasal stuffy feeling**.

Be sure to have a bottle of Yee Tin Medical Oil **handy**, at home or **on a trip**. **Beware of** cheap imitations. Always look for the Buddha Trade Mark.

- *Find Russian equivalents for the words and word combinations in bold type.*
- *Make up a short situation using the words and phrases.*

## II. BEING A PATIENT



2.1. *Work in groups. Ask your partners these questions:*

- How many different illnesses or diseases can you think of?
- Have you ever had any medical problems?
- Do you consult a doctor if you have a problem with your health?
- Have you ever had an experience of being a patient?
- What treatment can be received at your hospital?
- What would you change in your medical system?

2.2. *Read the text, using the words in the boxes to fill the gaps.*

a great deal	germ	hospital	infection
injections	joint pain	powerful	rub

I spent two weeks in \_\_\_\_\_ once. I wouldn't want to do it again, but it was an interesting and valuable experience from which I learnt \_\_\_\_\_.

I had a serious \_\_\_\_\_ of the hip \_\_\_\_\_. I was rushed into hospital in great \_\_\_\_\_, after my doctor had finally decided that the problem was something he couldn't deal with. (He thought I had a **muscle strain**, and gave me some ointment to \_\_\_\_\_ on.) Fortunately the hospital doctors quickly **identified** the \_\_\_\_\_ that was causing the trouble, and were able to **treat the infection**.

After the first couple of days I felt more or less all right. I was **strapped down on a frame** to stop me moving the joint, and I had \_\_\_\_\_ penicillin \_\_\_\_\_ every three hours day and night, but I was reasonably comfortable.

apparently	best	blood	bones	drugs	human beings
operations	reality	staff	underpaid	uniforms	ward

Nobody was quite sure why it had happened, but I'd been living alone and not eating well for some time, and \_\_\_\_\_ lack of proper food had lowered my resistance, so that my \_\_\_\_\_ wasn't able **to fight the infection**.

I was in a \_\_\_\_\_ with about twenty other people. Most of them were **chronic arthritis sufferers** who **had been in and out of hospital** for years for \_\_\_\_\_. The surgeons did the \_\_\_\_\_ they could, but very few of these people could be cured. They had serious damage to their \_\_\_\_\_ and joints, and most of them needed \_\_\_\_\_ to **relieve their pain**.

I'll never forget the way your world shrinks in hospital. After a week or so, the only \_\_\_\_\_ is inside the walls of your ward. Everything outside becomes like a dream.

I **developed a great admiration** for the hospital \_\_\_\_\_. The doctors were superb, and they certainly saved my life by their **prompt diagnosis and treatment**. The nurses were overworked and \_\_\_\_\_, but they were amazingly cheerful and competent. And I found out that under those \_\_\_\_\_ there were some very interesting \_\_\_\_\_.

damage	efforts	experience	got over	hip	illness	stiff	weak
--------	---------	------------	----------	-----	---------	-------	------

After eight weeks or so I was more or less cured. I was **taken off the frame** and allowed to start trying to walk again. At first my muscles were so \_\_\_\_\_, and my joints so \_\_\_\_\_, that I couldn't stand up, but I made enormous \_\_\_\_\_ to get fit again, and my strength soon come back.

I was very lucky. I came out of the hospital with nothing worse than slight \_\_\_\_\_ to the \_\_\_\_\_ joint, which has never caused me any trouble or stopped me doing what I wanted to.

I \_\_\_\_\_ the \_\_\_\_\_ relatively quickly. But the \_\_\_\_\_ of those ten weeks is something that I'll never get over. It wasn't a good thing to do, but in some ways it's a good thing to have done.

*2.3. Read the text. Then write down as quickly as you can words or expressions in the text which mean:*

stays	certain	mix milk / sugar into	as well as	puts on	pull
strengthened	live longer than	kill themselves			

### **Why men make rotten patients**

Most men make dreadful patients. When they have a headache there is trouble if anyone makes a sound.

When a man has flu he lies in bed while his wife **waits on him hand and foot**.

When she has a pain in her chest she happily accepts being told that there is nothing seriously wrong. He remains miserable and convinced that he has heart trouble.



When he has been ordered to rest that's just what he does, **complaining bitterly** if there is no one around to stir his tea or find him a handkerchief. She is expected to carry on looking after the rest of the family – even though she has been told to **take things easy**.

In addition to being mentally less able to cope with illness men are physically not as fit as women. Men are more likely to drink, smoke and eat too much and take too little exercise.

The man who dons his tracksuit and jogs to the pub every night still does far less exercise than his wife who has to cart the groceries from the shops, handle the washing and lug the vacuum cleaner up and down stairs.

Most men know they aren't as fit as women. So when they're ill they're frightened. Their fear is reinforced by the knowledge that a woman's life expectation is longer than a man's. Although today's women drink and smoke more and take on greater responsibility than in the past, the number of years by which they can expect to outlive a man is increasing.

Men are more likely to die in accidents and of lung cancer. They're more likely to commit suicide and die of heart disease.


It's not just illness that makes men such rotten patients – it's fear!

(from an article by Dr Vernon Coleman in *The Daily Mirror*)

– Give a summary of the text

**2.4.** *Write 2 – 3 paragraphs about your own experience of being a patient.*

### III. A HOSPITAL WITH A DIFFERENCE

 **3.1.** *Read the statements about hospitals and nurses. Try to guess the words that go in the blanks. Then listen to the recording and see if you were right. Which statements do you agree with?*

#### HOSPITALS

1. I don't have a great deal of faith in ... as a whole.
2. But I do feel, I agree, that, that, that ... doctors leave a bit ... be desired.
3. They, they don't seem to erm, ask your opinion ... what's going on ... your own body, or you know, ... you actually feel.
4. Because ... most hospitals when the patient walks in ... lose all of their rights, and they ... to conform.
5. I don't think you ... gen-, generalise too much.

## NURSES

6. I think nurses for, for ... work they do, and erm, the help ... give patients, which is probably more ... the doctors, er, ... obviously underpaid.

7. Yeah, I, I think er, th-, nurses ... the whole ... very, very nice. Th, th, they'er very erm, very good, erm, ... you know, reassurance and whatnot.

8. I think nurses always ... the best they can.

**3.2.** *You are going to hear about a National Health Service hospital at Burford in Oxfordshire, where the experience of being a patient is very different from that in an average hospital.*

– *Before you listen, work in groups of three or four to try and predict what might be different about this hospital and the way the nurses work there.*

– *Find out the meaning of the following words and word combinations.*

nursing assessment

to agree on smth

to identify a problem

to negotiate

to set some goal

to conform

to aim for


a social occasion

a long-term goal

to do a sing-along on the piano

a mid-term goal

to lift people out of feeling ill


 **3.3.** *Now listen to the recording once and take notes about how the hospital is organised. Compare your notes with another student's, and negotiate a common set of notes. You can listen a second time if you want to.*

**3.4.** *Work with another student to act out a patient's first interview («nursing assessment») at Burford Hospital. One of you will play the nurse, and another the patient. When you have finished find a new partner and change roles.*

## IV. «HEALTHY BODY, HEALTHY MIND»

### (Phrasal verbs and idioms)

**4.1.** *Work in pairs. Discuss the following question: What do you understand by the expression «Healthy body, healthy mind?»*

 **4.2.** *Listen to the four patients talking to the doctor. Make notes about each of them under the headings below.*

patient	symptoms	diagnosis	treatment
1. Mr Rich Brown			
2. Ms Teresa Green			
3. Mrs Lily White			
4. Mr Ivor Rose			

**4.3. Match the multi-word verbs with their definitions.**

1. to get over sth	a. to increase in weight or size
2. to come / go down with sth	b. to recover from an illness, shock, or surprise
3. to get through an amount of sth	c. to develop the symptoms of an illness or disease
4. to pick sth up	d. to use a quantity of sth such as food or money
5. to cut sth out	e. to reduce sth, to consume less of sth
6. to put on an amount of sth	f. to develop an interest in sth as a hobby or profession
7. to take sth up	g. to recover consciousness
8. to cut down (on) (sth)	h. to stop doing / using sth
9. to pass out	i. to catch an illness
10. to come round	j. to faint, to lose consciousness for a short time because of lack of food or air, or because of shock

**4.4. The following expressions were used in the conversations with the doctor. What do you think they mean?**

- |                                    |                              |
|------------------------------------|------------------------------|
| a) That's easier said than done.   | e) to be/feel worn out       |
| b) to feel off colour              | f) to be/feel run down       |
| c) to burn the candle at both ends | g) to feel under the weather |
| d) to take it easy                 | h) to feel as right as rain  |

**4.5. Which of the expressions could you use in the following situations?**

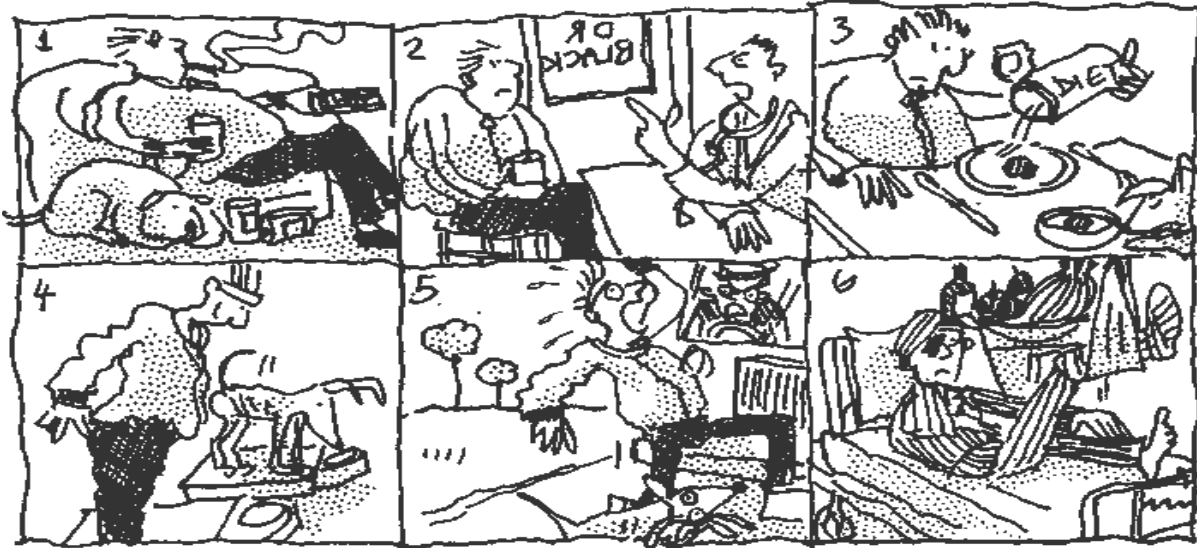
- Your friend has been working very hard and you think she needs a rest.
- You're at work but you don't feel very well and you want to go home.
- Someone gives you advice which is very difficult to follow.
- You want to tell your friend she'll soon recover from her illness.
- Your friend is looking tired. He works during the day and stays up late at night.

**4.6. Work in pairs. Take turns to ask and answer the questions below. Try to use the multi-word verbs and expressions from this unit.**

- Do you smoke? If yes, how many cigarettes do you smoke a day?
- Have you ever tried stopping or reducing the amount you smoke?
- Have you changed your eating habits recently (for example, reduced the amount of fatty food you eat, or gone on a diet)?
- Would you consider doing any of the following activities to keep fit? jogging / aerobics / cycling / golf / other
- Are you ever out of breath? If yes, when?
- Do you ever feel worn out or run down? If yes, when?
- Have you ever fainted? If yes, explain what happened.
- When was the last time you did not feel well? What was wrong with you?

- i) When did you last have a cold? How long did it take you to recover from it?
- j) How healthy do you think you are?

**4.7.** *Work with your partner. Practise telling the story of Mr Brown. Use multi-word verbs and expressions from this unit.*



**4.8.** *Now write the story of Mr Brown. Use the verbs and expressions from this unit.*

### V. «IN GOOD HANDS» (Phrasal verbs and idioms)

**5.1.** *Listen to a doctor talking to a nurse in a hospital ward. They are discussing four patients. Make notes about the patients in the box below. Then compare your notes with your partner.*

1. Mr Harris	
2. Mr Stephens	
3. Mr Spencer	
4. Mr King	

**5.2.** *Match the multi-word verbs with their definitions. If necessary, listen to the tape again, or look at the tapescript.*

1. to come through smth	a. to feel mentally or physically capable of doing something
2. to build smb / smth up	b. to disappear gradually until it no longer exists or has any effect
3. to go ahead (with smth)	c. to cause an illness or pain to occur

4. to fight smb / smth off	d. to increase the strength, size, or intensity of smb / smth
5. to wear off	e. to survive or to recover from a serious illness or situation
6. to bring smth on	f. to proceed with something
7. to feel up to (doing) sth	g. to overcome or defeat someone / smth unpleasant and threatening
8. to try sth out (on smb)	h. to test something to see if it is useful or effective

**5.3.** Complete the following sentences, using the multi-word verbs from this unit.

- a) My cousin was in a serious car accident last week. Fortunately, he \_\_\_\_\_ it with only minor injuries.
- b) I'm taking lots of vitamin C to help me \_\_\_\_\_ this cold.
- c) We had intended to go out last night, but we were so tired we didn't \_\_\_\_\_ it, so we stayed at home.
- d) Many nervous breakdowns are \_\_\_\_\_ by stress.
- e) The company was finally given permission to \_\_\_\_\_ with production of the new drug.
- f) The dentist told me that when the effect of the anaesthetic \_\_\_\_\_, I might feel a little pain.
- g) Before you buy a second-hand car, you should always \_\_\_\_\_ it \_\_\_\_\_.
- h) I still feel very weak after my illness. I think I need some vitamins to help me \_\_\_\_\_ my strength \_\_\_\_\_.

**5.4.** Work in pairs. You and your partner are discussing your neighbours' and friends' illnesses and medical problems. Read through the incomplete dialogue below. Then use the correct tense of the verbs in brackets, and your own ideas, to carry on the conversation.

Example: **A:** Do you ... (*feel up to*) ... dinner? – **A:** Do you feel up to going out to dinner?

**B:** No, not really. My teeth still feel funny and ... (*wear off*). – **B:** No, not really. My teeth still feel funny and the anaesthetic hasn't worn off yet.

**A:** Hello. How are you today?

**B:** Not brilliant. I... (*not feel up to*) ... going to work this morning. I've been feeling funny for days, and I'm still trying to ... (*fight off*).

**A:** Oh dear. I'm sorry to hear that. Is your sister feeling better?

**B:** Yes, she's over the worst now. The pain ... (*wear off*).

**A:** Oh good. By the way, have you heard about David Smith at number 37?

**B:** Yes, isn't it dreadful? And he's so young, poor thing. Have they decided to operate?

**A:** Yes, ... (*go ahead with*).

**B:** What about Jenny next door? How did her operation go?

**A:** Fine. She ... (*come through*), but it'll take her a long time ... (*build up*).

**B:** Talking of hospitals, did you see that programme on TV the other day about those doctors who ... (*try out*) ... a new drug and it ... (*bring on*) ... a horrible reaction in the patients?

**A:** Don't tell me! All this talk of illness is making me feel ill.

**5.5.** Which of the words can be used with the multi-word verbs? Up to three items may be correct.

a) He managed to **fight off** his debts. / the enemy. / the pain. / his wound.

b) She didn't **feel up to** making a long journey. / working in the garden. / falling in love. / recovering.

c) They decided to **go ahead with** the wedding. / their relationship. / the project. / their plan.

d) He **came through** a cold. / his injuries. / two world wars. / the crisis.

e) The infection / The wound / The excitement / The pain started to **wear off**.

**5.6.** Look at the following idiomatic expressions. What do you think they mean?

a. to be up and about

b. to be over the worst

c. to be in good hands

d. to take a turn for the worse / the better

e. Old habits die hard.

f. to be on the safe side

*Think of your own examples for each of them.*

**5.7.** Work in pairs. Discuss the questions below.

a. What can help people live through a difficult time?

b. You are in a cinema/theatre, watching a very boring film/play. Do you sit through it or leave? Why?

c. Why is it a good idea to talk through a problem with somebody else?

☺ **Jokes:**

– Doctor, I've swallowed a roll of film.

– Let's hope nothing develops.

– Doctor, I think I'm an apple.

– Come and sit down. Don't worry, I won't bite you.

**5.8.** *Work in pairs. One of you is a patient in hospital, the other is a visitor. Ask your partner how he / she feels, what kind of treatment is being given, and what the doctor has said. Ask questions about the other patients in the hospital ward as well. Use the multi-word verbs and idiomatic expressions from this unit.*

Example: Visitor: *Hello, how are you today?*

Patient: *I feel much better. The doctor says I'll be up and about by the end of the week.*

**5.9.** *Write a short story based on the outline below. Tell the story in the past tense and add a suitable ending. Remember to use some of the verbs and expressions from this unit.*

A young soldier is wounded and captured by the enemy during a war. He is taken to hospital and has an operation. He nearly dies, but eventually he recovers. While he is in hospital, he makes friends with one of the nurses. They fall in love, and she decides to help him escape ...

## VI. FIRST AID

**6.1.** *How much do you know about treating bruises? Work in groups. Try and restore the passage by putting all the sentences in their logical order.*

- a) Bruises are very common **in** children.
- b) Severe bruising can be treated by rest **for** 24 **to** 48 hours.
- c) Lying **in** bed is the easiest way to do this.
- d) Parents sometimes worry that a bone may be broken.
- e) They normally get better **in** 7 **to** 10 days.
- f) A cold compress may ease a bad bruise if applied at once.
- g) But the child may be stiff the next day because of the bruising which has occurred.
- h) If a child gets up at once after a fall and moves about normally, it is unlikely that a bone has been broken.
- i) In the case of a badly bruised leg, the limb should be raised.
- j) This is made by soaking some material in water and applying it to the bruise.

– *Act out a dialogue based on the text received.*

**6.2.** *How much do you know about treating cuts and grazes? Use the verbs in the box to complete the texts. Put each verb into an appropriate form; you can use words like be, have, do, can, must and may. You may use some verbs more than once.*

apply bleed cause clean out consult cover dry enter fall off inspect keep make pull stick stop wash
--

### Cuts

Bleeding can usually \_\_\_\_\_ by **applying pressure to the cut** for two minutes. The cut can then \_\_\_\_\_ carefully \_\_\_\_\_. If it has \_\_\_\_\_ freely, any **germs** will normally have \_\_\_\_\_ away by the blood.

\_\_\_\_\_ a **bandage** firmly, bringing **the edges of the cut** together so that it heals quickly. \_\_\_\_\_ it dry for one or two days.

If the cut is deep and the edges cannot \_\_\_\_\_ together with a bandage, \_\_\_\_\_ a doctor or a nurse.

### Grazes

Dirt will often \_\_\_\_\_ a graze caused by falling on a hard or rough surface. It must \_\_\_\_\_ carefully with **an antiseptic solution**.

After cleaning, \_\_\_\_\_ not \_\_\_\_\_ the graze. **Exposure to the air** will \_\_\_\_\_ a **scab** to form. This will gradually \_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_ not \_\_\_\_\_ a bandage. This may \_\_\_\_\_ to the graze or \_\_\_\_\_ it **soggy** and **infected**.

**6.3.** *Look quickly through the texts and answer the questions below as quickly as you can.*

- What happens to your bones if you stay in bed too long?
- What is the best drink to give to some one who has had an accident?
- The average 55-year-old man sleeps longer each night than the average 55-year-old woman: how much longer?
- What groups of people are most likely to survive near-drowning without brain damage?

### «Drowned» people could recover safely

Stories about seamen, apparently drowned, staying under water for far longer than the traditional four minutes and coming back to life without any brain damage, may be true.



Doctors at St Bartholomew's Medical College in London have discovered that human beings have a «diving response», like that of sea mammals, which is **triggered** by a surprise fall into water – especially cold water. By closing off most of the needs of the body for blood supply, reducing the **heart rate** and power to a very low level but concentrating the **emergency blood supply** on the brain, humans can survive being under water for more than half an hour – and probably much longer – without brain damage.

**In** infants and children, it seems, the diving response is especially powerful.

(from *The Guardian* – adapted)

### **BED REST IS BAD FOR YOU**

Ever noticed how you seem to take longer to **get over an illness** if you **take to your bed** for a few days instead of **struggling on**? The reason, according to the leading American health magazine *Prevention*, is that a whole range of **bodily functions** begin to weaken after as short a time as *one day* in bed.

**Muscle tissue** starts to break down, robbing the body of important minerals and leading to **substantial weakness** in just a few days; bones start to break down and lose calcium; the body is unable to use food efficiently; **heart and blood vessels** get weak after a couple of days, which can lead to **a rise in pulse rate** and **a drop in blood volume**; **joint stiffness** and constipation are also common.

«**Prolonged bed rest** is not to be taken lightly», says Dr Benjamin Natelson, professor of neurosciences at New Jersey Medical School. And that's why doctors these days make every effort **to get patients up** and moving as soon as possible after heart attacks and operations.

(from *Living Magazine* – adapted)

### **ZZZZZZ...**

Insomnia isn't good for you. Complete lack of sleep will kill you more quickly than complete lack of food. Elephants and dolphins can survive happily with 2 hours of sleep out of every 24, but the average night's sleep among normal human beings is now reckoned to be 7 hours 36 minutes.

People in their fifties tend to sleep less than those in their twenties, but people in their sixties get more sleep than at any time since childhood. Men sleep ten minutes more than women, and the difference rises to 20 minutes more in their fifties and 50 minutes more in the seventies.

(by Gyles Brandreth – adapted)

## WHEN A CUPPA COULD KILL

A screech of brakes, a **deadening** crash ... and you realize there's a road accident just outside your front door. You've phoned for the police and an ambulance. What's your next step – put on a pot of tea or break out the brandy bottle?

That could be the most dangerous thing possible, say the experts who deal with accidents.

Nothing at all must be **taken by mouth** – not even tea. Mr D.J. Fuller, consultant **orthopaedic surgeon** at the Radcliffe Infirmary, Oxford, said: «Anyone involved in an accident, even injured in a fall down the stairs, may need an operation. To **give a general anaesthetic** after drinking or eating could be very dangerous».

(source unknown)

**6.4.** *Work in groups of three. Note down the things you would do and would NOT do if you were first on the scene in each of these cases.*

**Snake bite** – in Britain adder is the only poisonous snake and its bite is rarely fatal.

**Car accident** – if you arrive at the scene and people have been injured.

**Shock** – all major injuries can bring about shock, a medical condition where the heart and circulation progressively lose power.


– *When you have done this, student A should look at Activity 4, B at 10 and C at 15, where you will find the medically approved versions.*

**6.5.** *Work in groups of three. Prepare and perform a (serious or funny) three-minute television demonstration of how to deal with one of these: back injuries / drowning / bee or wasp stings / a broken bone / a nosebleed.*

## VII. ALTERNATIVE MEDICINE

**7.1.** *Answer the following questions.*

- Do you believe in modern medicine? Do you think it really works?
- What do you know about alternative approaches to medicine (acupuncture / herbalism / homeopathy / osteopathy)?
- Do you believe in the benefits of the alternative medicine?
- What kinds of disorders and illnesses can be treated with the help of the alternative medicine?

 **7.2.** *Listen to the radio programme about holistic medicine. Complete the chart with some of the differences between Western and holistic medicine. Compare your notes with your partner.*

Western medicine	Holistic medicine

Now read the interview and answer the following questions:

1. What is the system that Glenna Gillingham is trying to set up?
2. Why, in her opinion, is holistic medicine becoming more popular?

*Work in small groups.*

1. Miss Gillingham said, «We are becoming more health conscious». Decide whether your group agrees with this statement or not. Be prepared to give reasons to the class.

2. Have your own attitudes to health care changed at all?

3. If you had a medical problem, what health treatment would you prefer: Eastern or Western?

*When each group has decided, take a class vote.*

**7.3.** *Work in «expert teams» and study the passages on alternative medicine. Group A should look at Activity 3, B at 7, C at 13. Then return to your «home teams» and inform your groupmates of a new method of medical treatment. While speaking, you should check understanding, give clarification (if it is needed), express your own opinion. Your partners should ask for details, ask for clarification, express enthusiasm or indifference, express their own opinion on the problem.*

**7.4.** *Spend a few minutes individually thinking of five statements FOR the alternative approaches to medicine and five statements AGAINST them.*

– *Now discuss the problem of the usefulness and efficiency of alternative medicine with other members of the small group using the arguments you have prepared. Do your best to support those who share a similar point of view and try to dissuade those who don't agree with you. Use clichés of persuasion, agreement / disagreement.*

## **DISCUSSION**

- a) What treatment can be received at your hospital?
- b) What would you change in your medical system?
- c) What are the advantages and disadvantages of private medicine?
- d) Do you believe in the benefits of the alternative medicine?

## **WRITING**

- a) Write a letter to a friend from your hospital bed, describing your way of life for the past few weeks, before and since your operation.
- b) List and give reasons for five golden rules for keeping healthy.
- c) «Nobody wants to live till they're a hundred and ten». Do you agree?
- d) The only way to get the best health treatment is to marry Eastern and Western approaches.

## **SELF-CHECK**

### **Part A**

#### *Translate into English*

- |                 |                             |
|-----------------|-----------------------------|
| 1) лазарет      | 18) зуд                     |
| 2) санитар      | 19) болячка                 |
| 3) анестезиолог | 20) приступ кашля           |
| 4) палата       | 21) лекарство, препарат     |
| 5) операционная | 22) раствор                 |
| 6) повязка      | 23) болеутоляющее средство  |
| 7) несварение   | 24) мазь                    |
| 8) изжога       | 25) костыль                 |
| 9) подагра      | 26) местный наркоз          |
| 10) мигрень     | 27) микроб                  |
| 11) свинка      | 28) воспаление              |
| 12) корь        | 29) растяжение              |
| 13) оспа        | 30) выздоравливающий        |
| 14) судорога    | 31) остерегаться            |
| 15) чесотка     | 32) приспособливаться       |
| 16) язва        | 33) усиливать               |
| 17) нарыв       | 34) вызывать, давать начало |

### **Part B**

#### *Translate into English*

- 1) После аварии он мог ходить только с палочкой.
- 2) Медсестра поможет установить причину Вашего нездоровья.
- 3) Он слег с гриппом.

- 4) Ему прописали лекарство, которое принесло облегчение.
- 5) Если Вы хотите поправиться, оставайтесь в постели.
- 6) Принимайте это лекарство 3 раза в день до еды.
- 7) У него очень крепкое здоровье. Он пережил всех своих братьев и сестер.
- 8) Чтобы уменьшить зуд, воспользуйтесь этой мазью.
- 9) СПИД – неизлечимая болезнь.
- 10) Мой муж страдает от бессонницы. Может ли это быть результатом нервного срыва?
- 11) Я выпишу Вам успокоительное средство. Это поможет снизить Ваше кровяное давление.
- 12) Когда у Вас появились стреляющие боли в спине?
- 13) Этот антибиотик поможет справиться с инфекцией, а ментоловые ингаляции ускорят Ваше выздоровление.
- 14) Длительное пребывание в постели приводит к ослаблению мышечной ткани.
- 15) Холодный компресс, приложенный немедленно, может уменьшить сильный кровоподтек.
- 16) Ссадины необходимо тщательно промывать антисептическим раствором.
- 17) Не накладывайте повязку. Она может прилипнуть к ссадине или, что еще хуже, не имея возможности засохнуть, ссадина может загноиться.
- 18) Разочарованные в своих врачах, люди все чаще обращаются к альтернативной медицине.
- 19) На мой взгляд, самый оптимальный метод лечения – это сочетание западной и восточной медицины.
- 20) Болезнь легче предупредить, чем вылечить.

### Part C

#### *I. Match the words in A with the words in B to make a phrase.*

- |  |  |
|--|--|
| <b>A.</b> prompt<br>antiseptic<br>arthritis<br>pulse<br>muscle<br>general<br>holistic<br>nursing<br>bodily<br>blinding | <b>B.</b> tissue<br>headaches<br>rate<br>assessment<br>diagnosis<br>functions<br>solution<br>anaesthetic<br>approach<br>sufferer |
|--|--|

**II. Fill in the blanks with suitable prepositions.**

- 1) a prescription \_\_\_ penicillin
- 2) to bring relief \_\_\_ cold
- 3) to relieve \_\_\_ agony
- 4) to come out \_\_\_ rash
- 5) to walk \_\_\_ sticks
- 6) to beware \_\_\_ cheap imitations
- 7) exposure \_\_\_ the air
- 8) to put a leg \_\_\_ bandage
- 9) to take \_\_\_ bed
- 10) to take a medicine \_\_\_ mouth
- 11) to develop admiration \_\_\_ the nurses

**III. Paraphrase the underlined parts of the sentences using phrasal verbs.**

- 1) I think I caught my cold from Jim.
- 2) It took me a week to recover from my last cold.
- 3) I really must reduce the amount I smoke.
- 4) I must stop eating chips.
- 5) I think I'm going to faint.
- 6) I recovered consciousness a few seconds later.
- 7) Would you like to test this new product?
- 8) I'm trying to get rid of a cold at the moment.
- 9) The pain is beginning to disappear.
- 10) Reading in a poor light can cause headaches.
- 11) I'm too tired to see anybody today.
- 12) You must strengthen your muscles.

**IV. Paraphrase the underlined parts of the sentences using idioms.**

- 1) Alec went to the doctor's – he's feeling unwell.
- 2) Why don't you sit down and relax – I'll cook supper.
- 3) Don't worry, you'll be completely healthy in time for your son's wedding.
- 4) I'm always tired, doctor – I'm extremely tired at the end of the day.
- 5) Take care of your health and try not to work hard during the day and stay up late at night.
- 6) Keep on taking the tablets, just as a precaution.
- 7) Don't worry, Mr Smith, your wife will be looked after very well.

## UNIT 4 RELATIONSHIPS

You will learn the language relevant to the topic of relationships.  
**Specific skills:** giving advice; making suggestions; expressing opinions; listening for gist and for specific information; writing personal letters  
**Grammar:** frequency adverbs, quantifiers

	<i>Topic</i>	<i>Hours</i>
<b>I</b>	Like. Love. Hate	2
<b>II</b>	«Across a crowded room»	2
<b>III</b>	«Happily ever after»	2
<b>IV</b>	What makes a good relationship?	4
<b>V</b>	Personal problems	2
	Test	2

### I. LIKE. LOVE. HATE

**1.1.** Match these words with the definitions below: friend, colleague, partner, ally, companion, comrade, acquaintance, lover, enemy, accomplice.

Someone who:

- a) is associated with you in business or plays sport with you.
- b) helps you in war or confrontation.
- c) you know only superficially.
- d) you disagree with violently and dislike.
- e) keeps you company.
- f) you have a sexual relationship with.
- g) is a member of the same political or military group as you.
- h) you like a lot and have things in common with.
- i) works in the same place as you.
- j) helps you in illegal or criminal activities.

**1.2. Friends.** The following is a list of different kinds of friends (and a few associates and enemies). Put each one in the most suitable space in the sentences below. Some words must be used more than once.

*acquaintance foe associate old flame compatriot  
 partner bosom pal fair-weather friend confidant  
 mate pen-pal colleague companion rival*

1. She comes from the same country as me. She's a \_\_\_\_\_.
2. We carried on a friendship through letters. He was a \_\_\_\_\_.
3. I'd rather not make the journey alone. I need a travelling-\_\_\_\_\_.
4. He and I own this business together. He's my\_\_\_\_\_.
5. She didn't know what the homework was so she asked a class-\_\_\_\_\_.
6. I've known George for ages. We're really good old friends who spend a lot of time together. He's my\_\_\_\_\_.
7. Henry Somers wants the manager's job and so do I. He's my\_\_\_\_\_.
8. Wanted: sensible, well-mannered girl to act as old lady's\_\_\_\_\_.
9. She used to be John's girl-friend. She's an\_\_\_\_\_.
10. The assistant to a plumber, electrician or lorry driver is known as his\_\_\_\_\_.
11. In the darkness the soldier couldn't see whether the approaching figure was friend or\_\_\_\_\_.
12. She teaches in the same school as I do. She's a\_\_\_\_\_.
13. He seems a good friend when things are going well, but when I'm in trouble he's nowhere to be seen. I'm afraid he's a\_\_\_\_\_.
14. He's the person to whom I tell my most personal thoughts, problems and fears. He's my\_\_\_\_\_.
15. If you can't afford to live on your own, you'll have to find a flat-\_\_\_\_\_.
16. I don't really know him very well. He's just an\_\_\_\_\_.
17. I just meet him occasionally when his firm and my firm work together. He's just a business\_\_\_\_\_.

*Which people from the list at the top of the exercise above would you ..*

- |                                   |                             |
|-----------------------------------|-----------------------------|
| ... talk business with?           | ... not trust?              |
| ... go to with personal problems? | ... borrow money from?      |
| ... visit on holiday?             | ... invite to your party?   |
| ... go on holiday with?           | ... invite to your wedding? |

**1.3. Love.** *Put each of the following words in its correct place below.*

<i>partners</i>	<i>platonic</i>	<i>flirtation</i>	<i>infatuation</i>
<i>mature</i>	<i>compatible</i>	<i>one-sided</i>	<i>hero-worship</i>
<i>mutual</i>	<i>idolize</i>	<i>complement</i>	<i>stable</i>

Youngsters in their teens or even earlier sometimes (a) \_\_\_\_\_ film stars or other celebrities with a kind of blind, devoted (b) \_\_\_\_\_. The objects of such adoration are regarded as gods by their **smitten worshippers**. How sad that such



devotion is almost always **unrequited** (though pop-stars have been known to marry their fans). Young people also sometimes **develop** an **irrational obsession for** another, often older, person which is not an adult, (c) \_\_\_\_\_ feeling but simply a youthful (d) \_\_\_\_\_. At parties a boy may playfully try to attract a girl, or vice versa, without intending any serious, **lasting relationship**. This is just a (e) \_\_\_\_\_. A relationship which gives deep and lasting happiness to both (f) \_\_\_\_\_ must not be (g) \_\_\_\_\_ (felt more strongly by one of the pair than by the other). It should be based on a (h) \_\_\_\_\_ love and respect, felt equally by each of the two. Of course it can take many forms. It might be very deep but **entail** no physical desire, in which case it is described as (i) \_\_\_\_\_. Certainly, for any relationship to be (j) \_\_\_\_\_, the two people involved must be (k) \_\_\_\_\_ (they must get on well together). This does not necessarily mean that they must have attitudes and interests in common, for **partnerships of opposites** can work very well. The different characters of the two people somehow (l) \_\_\_\_\_ each other.

– Use the words and word combinations in bold type in sentences of your own.

**1.4.** Rearrange these expressions, grading them according to their meanings: love→like→dislike→hate

### **HE / SHE ...**

is madly in love with	admires
fancies	is incompatible with
is devoted to	loathes
is indifferent to	adores
thinks the world of	is attracted to
doesn't get on with	is crazy about
can't stand the sight of	doesn't think much of
has fallen out with	is keen on
can't bear	detests
can't live without	gets on really well with
is fond of	has gone off
is infatuated with	puts up with

... **HER / HIM**

1.5. Match the beginnings of the numbered sentences below with the endings on the right.

1. She's always <i>flirting</i> with other men.	a. but they've never actually hit each other.
2. He <i>adores</i> his wife.	b. so he <i>asked out</i> to dinner.
3. They become <i>acquainted</i> .	c. it's just <i>infatuation</i> , really.
4. They have terrible <i>rows</i> .	d. and she's very <i>fond</i> of him.
5. He was really <i>attracted</i> to her.	e. but she's too shy to ask him out.
6. I don't think his <i>love</i> for her will last very long.	f. although they <i>quarrel</i> quite often.
7. I don't think she's trying to <i>seduce</i> him.	g. when they no longer <i>respect</i> each other.
8. It's surprising that they go on <i>living together</i> .	h. it's just that she's a very <i>affectionate</i> person.
9. They're quite <i>close</i> to each other, really.	i. so he often gets <i>jealous</i> .
10. She really <i>fancies</i> him.	j. at a mutual friend's birthday party.

1.6. A description of an ideal **PARENT**: Patient

Always there

Reliable

Easygoing

Never unfair

Trusting

Use the letters of the word **HUSBAND** / **WIFE** to describe your idea of an ideal husband / wife or the worst kind of husband / wife.

1.7. Read the poems.

Glynn Cook

I am  
 Completely, hopelessly, madly,  
 Passionately, deeply, confusingly,  
 Totally, absolutely, fully,  
 Wholly, knowingly, desperately,  
 In love,  
 With you.  
 I think.

Peter Spence

**Love?**

It's really only  
 A matter of the reaction  
 Of a trained mind  
 To a neurological stimulus,  
 Brought about by the signals  
 From the senses and  
 The increased hormone content  
 Of the blood,  
 That makes love –  
 But all the same I like it.

### A word to husbands

To keep your marriage brimming  
With love in the loving cup,  
Whenever you're wrong,  
    admit it;  
Whenever you're right,  
    shut up.

### Responsibility

'Tis easy enough to be twenty-one;  
'Tis easy enough to marry;  
But when you try both games at once  
'Tis a bloody big load to carry.

## II. «ACROSS A CROWDED ROOM» (Phrasal verbs and idioms)

2.1. *Work in pairs. Discuss the following questions.*

- Do you believe in love at first sight? Why? / Why not?
- What vocabulary do you know for describing the different stages of a relationship (at the beginning you *get to know someone*, etc.)?

2.2. *Read the story. Try to work out from the context the meaning of the multi-word verbs and idiomatic expressions in italics.*

### ACROSS A CROWDED ROOM

It was love at first sight. I saw her standing on the other side of a crowded room sipping a glass of wine. Our eyes met. I walked over to her and said, «You seem to be on your own. Can I join you?»

She smiled and said yes. At first she *came across as* rather shy, but as I got to know her better I found out she was an open and confident person who was easy to get on with. At the end of the party I said I would like to see her again and *asked her out* for a meal the following week.

I took her out to a small Italian restaurant in Soho. After talking for a while, we found out that we had a lot in common – in fact, we seemed to have the same interests and tastes in everything. She smiled at me when I spoke to her, and when our eyes met this time I knew that I was *head over heels in love* with her. I thought that she was falling in love with me, too. We started *going out* with each other, and after some time we got engaged and decided to live together. We were both very happy and made plans to *settle down* and get married the following year.

However, it wasn't long before things started to go wrong. She seemed less affectionate and loving as the weeks passed, and I started to feel she was *going off* me. She criticized me all the time. «Why are you always *going on at* me?» I asked.

In the end I wondered if we were suited to one another. I was keen on hard rock and she was fond of classical music. I was interested in sport and she was interested in politics.

We finally *fell out over* a TV programme. We had a terrible row, *broke off* our engagement, and *called off* the wedding. A week later she moved out. I was heartbroken, and it took me a long time to get over it.

A few months later I heard she was engaged to a man who worked in local government. They got married, but after two years their marriage *broke up* and they got divorced.

I tell you this because last night I went to a party and I was *drowning my sorrows* when I saw her standing on the other side of the room sipping a glass of wine. I saw a man walk over to her and I heard him say, «You seem to be on your own. Can I join you?»

### 2.3. Match the verbs with their definitions.

1. to come across as smth	a. to stop liking someone (informal)
2. to ask someone out somewhere	b. to start to live a stable, regular life in one place (perhaps after buying a house or getting married)
3. to go out with someone	c. to give the impression of having a particular characteristic
4. to settle down	d. to cancel something (an arrangement or event)
5. to go off someone	e. to discontinue something, to bring something to an abrupt end
6. to go on at someone	f. to spend time with sb socially, often to have a romantic relationship
7. to fall out (with someone) (over sth)	g. to come to an end
8. to break something off	h. to have an argument with someone and stop being friendly with them
9. to call something off	i. to keep complaining about something to someone (informal)
10. to break up	j. to invite sb to go out somewhere (to a restaurant or theatre)

2.4. *Jane is very upset. Her friend, Mary, has come to visit her. Look at their conversation below. Replace the words in italics with multi-word verbs.*

**Mary** What's the matter, Jane? Have you *had an argument with* Paul again?

**Jane** Yes, you could say that . . .

**Mary** Well, it takes two to have an argument. What was it about this time?

**Jane** He said I was always *complaining and criticizing* him.

**Mary** Is it true?

**Jane** Well, in a way, yes. But I was feeling insecure because I thought he was *starting to dislike* me.

**Mary** How long have you been *seeing* one another?

**Jane** Nearly a year now. But yesterday I *discovered* he's been *having a relationship with* someone else.

**Mary** Oh, so what did you do?

**Jane** I told him, and he said he wanted to *end* our relationship.

**Mary** But I thought you were planning to get married in June?

**Jane** We've *cancelled* it.

**Mary** Well, I'm sorry to hear the two of you have *ended your relationship*.

**Jane** I think it'll take me a long time to *recover from* this.

**Mary** Well, perhaps it's for the best. You were never really happy with him. And after all, **there are plenty more fish in the sea!**

– *What does the last sentence of the dialogue mean? Why does Mary say it?*

– *How would you express the same idea in your own language?*

**2.5.** *There are six mistakes in the text below. Find them and correct them.*

I used to be very keen at football, but I lost interest in it when I met my best friend's sister. At first I was only fond on her, but later on I fell in love to her. We had a lot on common and thought about getting married. I was engaged with her for six months, but in the end she got married with someone else.

**2.6.** *Work with your partner. Take turns asking one another the questions below. Try to use multi-word verbs in your questions and answers.*

a. What impression do you think you give of yourself when you first meet people?

b. Imagine someone is always criticizing you. What would you do or say?

c. Would you have a relationship with someone your parents didn't approve of?

d. If you have a relationship with someone, how important is it that you both have a lot in common (that you are both keen on sport, for example)?

e. What kind of things make you stop liking someone?

f. What would make you end a relationship with someone?

g. When do you think is the right time to live a more quiet, stable life and get married?

h. Do you agree with the saying «It's love which makes the world go round?» Why? / Why not?

i. Some people say «True love never dies». Do you agree? Why? / Why not?

**2.7. Idiomatic expressions.** *Find the expressions in the text which mean the following:*

a) to fall in love with someone the first time you see them

b) to be completely or deeply in love

c) to try to forget your troubles and disappointment by drinking alcohol

**2.8.** *What do you think the following expressions mean?*

- a) the eternal triangle
- b) an old flame
- c) a one-sided relationship
- d) There's no love lost between them.
- e) a love-hate relationship

**2.9.** *Look at how the time expressions below are used to sequence the events in the story «Across a crowded room».*


at first   after a while   after some time   the following year   However, it wasn't long before   as the weeks passed   in the end

*Using these time expressions, as well as the multi-word verb and idiomatic expressions you have learnt in this unit, write a description of either:*  
a) a romantic play, book, or film that you know, *or* b) the development of a romantic relationship.

### **III. «HAPPILY EVER AFTER» (Phrasal verbs and idioms)**

**3.1.** *Work in pairs. Discuss the following questions.*

- What makes some relationships between couples break up?
- What qualities do you think are needed for a lasting relationship?

 **3.2.** *Listen to two people, Helen and then George, talking about their marriages. Then discuss with your partner the questions below.*

- a) How did they meet their partners?
- b) What did they think of their partners when they first met them?
- c) What did their parents think of their partners?
- d) How did Helen and George feel about marrying their partners?
- e) Why did their marriages succeed or fail?

**3.3.** *Match the multi-word verbs with their definitions.*

1. to fall for sb	a. to compensate for sth
2. to take to sb / sth	b. to become friends again after an argument
3. to stand by sb	c. to provide help or support for sb when they are in trouble
4. to let sb down	d. to fall in love with sb
5. to look on sb as sth	e. to consider sb as sth

6. to see in sb / sth	f. to find a particular quality in sb / sth
7. to make up / to make it up (with sb)	g. to disappoint sb, often by breaking a promise or agreement
8. to grow apart (from sb)	h. to end a relationship or marriage
9. to make up for sth	i. to begin to like sb / sth
10. to split up	j. to develop separate interests and become gradually less close to sb

**3.4.** *In the conversations below, write the statements or questions for A that produced the responses for B.*

Example: A: *Do you think the two of you will ever split up?* – B: No, I think we'll stay together for the rest of our lives.

1. A \_\_\_\_\_  
B. Thank you for saying that. I consider you to be my best friend as well.
2. A \_\_\_\_\_  
B. Yes, she really helped me when I was in trouble.
3. A \_\_\_\_\_  
B. Good, I'm glad to hear the two of you are friends again.
4. A \_\_\_\_\_  
B. Well, you could start by saying sorry.
5. A \_\_\_\_\_  
B. No, after forty years we're still very close to one another.
6. A \_\_\_\_\_  
B. Yes, I know. It's always a mistake to rely on him.
7. A \_\_\_\_\_  
B. Have they? That's really surprising. I thought they were such a happy couple.
8. A \_\_\_\_\_  
B. Yes, I was really surprised. I thought she wouldn't like skiing at all.
9. A \_\_\_\_\_  
B. I hope you're right, because I think I've fallen in love with him.
10. A \_\_\_\_\_  
B. I agree. I don't understand why she thinks he is special or interesting.

**3.5.** *Work in pairs. Take turns to ask and answer the questions below. Try to use the multi-word verbs from the box.*

look on someone as something    fall for someone    make it up    stand by someone    let someone down    grow apart    make up for something    split up

- a) What is your idea of a good friend?
- b) Who do you consider to be your best friend and why?
- c) When was the last time someone disappointed you? What happened?
- d) If you disappointed someone, how would you try to compensate for it?
- e) What do you think are the most common reasons for people separating?

**3.6.** *Work with your partner. Discuss what you think the following idiomatic expressions in italics mean.*

- a) It was *a turning-point* in my life.
- b) He proposed to me completely *out of the blue*.
- c) Life is full of *ups and downs*.
- d) I started *to have second thoughts* about it.
- e) I started to see her in *a different light*.
- f) There has to be *give and take* in a relationship.

*Now discuss the following points with your partner:*

- examples of when you might need some give and take in a relationship;
- why relationships have their ups and downs;
- an important decision that you had second thoughts about;
- something that has been a turning-point in your life;
- someone or something that has made you see things in a different light.

**3.7.** *Work with your partner. Work out the meaning of the following expressions. Then discuss how you would express the same ideas in your own language.*

- a) love is blind
- b) to be over the moon
- c) to see the world through rose coloured spectacles
- d) to have your head in the clouds
- e) to be on cloud nine
- f) to have your feet (firmly) on the ground

### ☺ Jokes

- a) «*What are you complaining about? You married me for better or for worse, didn't you?*» – «*Yes, but the worse is much worse than I expected*».
- b) «*What do you have in common with your husband?*» – «*We got married on the same day*».



**3.8. Speaking.** *Work in pairs. Each study one problem situation below. Then take turns to describe the problem situation to your partner, and discuss the advice you would give. Try to use the multi-word verbs and expressions from this unit.*

**Student A. Problem situation**

*You have a young sister who sees the world in a very naive and idealistic way. Last week she met a young man on a blind date and immediately fell in love with him. She says he is the ideal man for her, but you cannot understand what she finds wonderful or attractive about him. Your parents do not like him. Yesterday he unexpectedly asked her to marry him and she accepted. She is extremely happy but you think she is too young and naive. What should she do?*

**Student B. Problem situation**

*A friend of yours, Tom, has a very difficult relationship with his girlfriend. One moment their relationship is very good, and the next it is very bad. They often have arguments because neither of them will compromise about anything. Although in the end they are always friends again, you think the problem is that recently they have become less close to one another. Tom has told you he met someone else last week, and liked this person very much. He now feels differently about his girlfriend, and is thinking of ending their relationship. But he knows his girlfriend depends on him for help and support, and doesn't want to disappoint her. What should he do?*


*When you have finished, report back to the rest of the class. Say if you agreed or disagreed with the advice that was given.*

**3.10. Writing.**

*Either:* A friend has written to you with one of the problems above. Write a letter of reply, giving advice and using the multi-word verbs and expressions in this unit.


*Or:* Write a story called «The Blind Date». Try to use the multi-word verbs and idiomatic expressions you have learnt in this unit.

**IV. «WHAT MAKES A GOOD RELATIONSHIP?»**


 **4.1.** *You are going to hear some people talking about relationships. Copy the table, listen to the recording and try to fill in the spaces.*

<b>COUPLE</b>	<b>GOOD OR BAD RELATIONSHIP?</b>	<b>WHAT IS GOOD OR BAD ABOUT IT?</b>
Lyn's parents		
Jill and her boyfriend		

Jill's parents		
Anne and her husband		
Anne's daughter and her boyfriend		
Mike and his wife		

 **4.2.** «*What makes a good relationship?*» Listen to the extracts and answer the questions below.

- a) A boy says what he thinks is the most important thing for a couple to agree on. Do you agree with him?
- b) A girl says what qualities she looks for in a boyfriend. What do you think are the most important qualities in a partner?
- c) Two girls talk about marriage. What do you think of their opinions?
- d) Two girls say what they think are the most important qualities in a good relationship. Do you agree with them?
- e) A woman talks about the fact that her 18-year-old daughter has left home to live with her boyfriend. What do you think of the woman's point of you?

 **4.3.** «*An arranged marriage*»

**Pre-listening task.** You will hear an interview with an Indian lady, Rajkumari Kejriwal, known to her family and friends as Raj. In the interview she talks about her arranged marriage, and the day she was introduced to her future husband.

*Work in pairs. Write questions. What information would you like to learn?*

*Listen to the interview, and see if your questions are answered.*

**Comprehension check.**

- a) How did Raj's father find the two men?
- b) Was it difficult to find a husband for Raj?
- c) Describe the day that Raj met the two men.
- d) Why did her father choose Shyam?
- e) What happened between that day and their marriage?

**Summary.**

*In the following summary there are some factual mistakes and some gaps. Correct the mistakes and complete the gaps.*

Raj's father arranged her marriage when she was still at school. He chose her husband by \_\_\_\_\_. In Raj's case, this didn't take long, but sometimes \_\_\_\_\_. Two men were introduced to Raj and her family, and together they decided \_\_\_\_\_. The men were of similar background, but one of them \_\_\_\_\_, and this

was the one \_\_\_\_\_. Raj didn't agree with her father, but she had no choice. She has now been married for twenty-two years, and in fact \_\_\_\_\_. Most marriages in India are still \_\_\_\_\_, and the usual age \_\_\_\_\_.

***What do you think?***

- a) What was Raj's attitude to her arranged marriage? Did she accept it or resent it?
- b) How do you think she felt on the day she met the two men?
- c) Raj says that her husband's family wasn't wealthy, but they owned a village and were like princes. What does this tell us about Raj?
- d) What else would you like to know, either about Raj's marriage, or about arranged marriages?
- e) What advantages does she see to arranged marriages?

– *In pairs, list other advantages and disadvantages. Discuss with your partner the problem of arranged marriages.*

**4.4. Read the text and answer the questions.**

**WHAT'S WRONG WITH MARRYING FOR LOVE**

Falling in love is the expected and proper prelude to marriage. This means that you **marry for love** and that you **work at it** after marriage. */What is meant by 'work at it'?* Marriage is the final realisation of a romantic attraction.

Getting married is primarily a **romantic adventure** with little **prudent** weighing of factors important for a **lifelong union**. Passionate **attachment** and anticipated happiness **outweigh** such considerations as **cultural similarities** and **common social experience**. */Do you agree with that?/* We proudly declare that we no longer **marry for convenience** to promote a career or to please our families but to establish a desirable union that is voluntary and rests on personal choice.

Romance is beautiful. Wonderful. But is it the primary basis for selection of **matrimonial mates** on which to build a lifelong union? Many things must be considered. Young people need the **counsel** of their elders. Much as parental control is criticised in modern society, there are some things that can be said for it. Parents do know something about the nature and needs of their own children. They can judge their mate through the eyes of their greater age and experience. */Can they?/* And they also seek the happiness of their children.

Does modern research throw any light on romance as the basis for **mate selection**? Romance according to some researchers is a **process of fantasy**

**formation** when one **idealizes** another person **ignoring** the faults and **magnifying** the virtues of the loved one. */Do you agree?/* After marriage there is usually a return to reality. */?/*

Studies of **marital failure** and **success** show quite clearly that marriage based on romantic attraction does not turn out as well as marriage based upon more **comradely affection**. */What is your opinion?/*

Supporting this conclusion are the other studies showing that the longer period of acquaintance before marriage, the greater are the chances of marital success. */Do you agree?/*

Perhaps most essential is the importance of similarity of social background for marital success.

This means that like should marry like. «Marriage», writes a well-known family sociologist, «involves living with a person, not merely loving him». */How do you feel about it?/* It is this prosaic fact that places romantic love in its proper proportions as **a basis for marriage**. Romance must be termed the prelude to the more **sober** and realistic consideration of a mate, but romance alone is not enough.

– *Make up and practise a short situation using the words and word combinations in bold type.*

**4.5.** *Read this incomplete poem once and answer the questions.*

- a) What picture do you have of the people described in it?
- b) How old do you think they are?
- c) Do they have a close relationship now?
- d) What sort of relationship have they had previously?
- e) What are their feelings at the moment described here?

### **One Flesh**

Lying apart now, each in a separate bed,  
He with a book, keeping the light on late,  
She like a girl dreaming of childhood,  
All men elsewhere – it is as if they wait  
Some new event: the book he holds unread,  
Her eyes fixed on the shadows overhead,

Tossed up like flotsam from a former passion,  
How cool they lie. They hardly ever touch,  
Or if they do it is like a confession  
Of having little feeling – or too much.  
Chastity faces them, a destination  
For which their whole lives were a preparation.

Strangely apart, yet strangely close together,  
Silence between them like a thread to hold  
And not wind in. And time itself's a feather  
Touching them gently ...

**4.6.** *Answer the following questions:*

a) *Flotsam* is a kind of rubbish. Where would you expect to find it *tossed up*, and where could it come from? Why do you think this couple is compared with flotsam?

b) *Chastity* is considered by many people to be a virtue. For whom is it obligatory to be *chaste*? Why do you think chastity faces this couple?

c) Where would you expect to find *thread*? Why do you think these two people don't *wind in* the thread of the silence between them?

– *Here are the last two and a half lines of the poem. Do these lines make you want to change any of your answers from exercise 4.5?*

... Do they know they're old,  
These two who are my father and my mother  
Whose fire from which I came has now grown cold?

*Elizabeth Jennings*

**4.7.** *With a partner, decide which of these statements you think best describes the relationship between the two people in the poem.*

- a) They are very fond of each other but don't love each other any more.
- b) They love each other deeply but feel no need to share physical love.
- c) They are too preoccupied with growing old to be able to love each other as they used to.
- d) As they have grown older, they have got so accustomed to each other that they are bored.

– *If you don't agree with any of these statements, write another that you and your partner do agree with.*

**4.8. Grammar.** Choose suitable expressions (quantifiers with and without of) from the box to complete the text. More than one answer is possible in some cases.

any (of)	each (of)	every	every one of	more (of)	most (of)
neither (of)	no	none (of)	several (of)	some (of)	

I've got two daughters; \_\_\_\_\_ them is married. My younger daughter, Ann, has had \_\_\_\_\_ boyfriends already than I've had in my whole life. I'm quite **envious**. She's got \_\_\_\_\_ boyfriends at the moment. I don't know how she does it, but she somehow manages to give \_\_\_\_\_ the boys the impression that he's the only one. I don't think \_\_\_\_\_ them knows about the others. \_\_\_\_\_ her boyfriends are very good-looking. But I don't think \_\_\_\_\_ boy who goes out with Ann can be very bright.

My other daughter is quite different – much more **the faithful type**. She had \_\_\_\_\_ boyfriends, but always one at a time. And \_\_\_\_\_ relationship is very serious while it lasts. The two girls have quite a lot of arguments, of course. The older one always says that you need complete trust and honesty for \_\_\_\_\_ real relationship. Her sister says that \_\_\_\_\_ relationship is perfect all the time, so you might as well have a lot and get something different out of \_\_\_\_\_ them. \_\_\_\_\_ people criticize my younger daughter and say that her sister is right, but I'm not so sure. I think \_\_\_\_\_ her ideas are quite interesting, and if I was her age again I might behave in the same way.

## V. PERSONAL PROBLEMS

**5.1.** In many women's magazines there is a column on personal problems. Below you'll find six letters.

Work in pairs. Read the letters. Which do you think describes the most serious problem? Which writer do you think is the most sensible? Do you think any of the letters is silly?

For the ten years of my marriage, my husband has <b>gone after</b> other women, sometimes merely flirting but sometimes sleeping with them.	I've been going out with Peter for eight months. A few weeks ago, he <b>packed me in for</b> another girl, even though he said he loved me and we'd never part. Then, a week later, he asked me out again. Of course, I said yes.	Dear Cathy & Claire – I hope you can help me. I can't seem to make friends. If I speak to anyone in my class, they just say, «bye», or ignore me. I have one friend in the year above me, but that's it. I do have a lot of penfriends, but no-one I can go out with.
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<p>I left him twice and went back when he begged me to. But you can imagine how unhappy and humiliated I have been. You may wonder why I've <b>stuck to him</b>. Well, I love him and I believe that in his own peculiar way, he loves me, too. He has improved since I left the last time, about six months ago. But there's no <b>feeling of security</b> for me and I'm always <b>on tenterhooks</b>. Some time ago I met a very nice man who would like me to live with him. I know I'd <b>have peace with him</b> and I'm very tempted though I don't love him. Which should I choose – a man like my husband or the one who'd never <b>give a woman a moment's worry</b>?</p> <p><i>The Daily Mirror</i></p>	<p>But he still keeps talking about her and <b>making excuses</b> to see her. He's being very moody and <b>snaps at me</b> when I ask him about her. I'm so miserable, what should I do?</p> <p><i>Oh, boy</i></p>	<p>I have talked to my form teacher, but she said she couldn't do anything and that I should <b>have a word with my mum</b>. I did that, but she said, «Don't be silly».</p> <p><i>Jackie</i></p>
	<p>When I was a teenager I <b>slept around</b>, as they say. Then I got married to a good man and have had 16 years of happiness and two fine sons. But all the while I <b>dread</b> meeting any boyfriends from the past, in case my husband gets to know.</p> <p><i>The Sun</i></p>	<p>I am married to a super man – very kind and considerate and loving to me and our two children. He would anything in the world for us, until he gets behind the wheel of his car. Then he becomes a totally different man. He's aggressive, bad tempered and drives too fast. We're on tenterhooks when we're in the car and thankful to get out of it. What makes otherwise lovely men like him <b>turn into beasts</b> on the road?</p> <p><i>The Daily Mirror</i></p>
	<p>I don't remember the last time I had a conversation with a girl. I am in my twenties, and other people my age seem able to talk to girls. Sometimes I wonder if I ever will.</p> <p><i>The Sun</i></p>	

**5.2.** Choose one of the letters. Work individually or in groups and decide what advice to give the writer. Use some of these words and expressions.

- Why don't you ...?
- Why not ...?
- What / How about ...ing?
- I think you should ...
- You could / might ...
- If I were you, I would ...
- A good way to ... is to ...
- The best way to ... is to ...
- I think it's a mistake to ...
- Stop ...ing and start ...ing.

**5.3.** Read the letters. Which letter does each of the following sentences summarise best, in your opinion?

1. I live in a terrible world and nobody really understands my problems.
2. It's not their business.
3. What am I doing here?
4. Should I behave like everybody else?
5. Our attitudes are very different.
6. He's not good for her.
7. I don't believe her promises.

<p><b>FALLING TO PIECES</b> My family seem to be <b>falling to pieces</b>. My parents argue over the silliest things. I'm sure they'll <b>split up</b> soon. And my four brothers really <b>go on at</b> me because I haven't got a job and have to keep borrowing money from Mum. But I never have any luck with jobs. I feel so lonely, I spend all my time just sitting at home.</p> <p style="text-align: right;"><i>Rich, London</i></p>	<p><b>SHE MUST END IT</b> Some weeks ago my sister-in-law told me she was <b>having an affair</b>. My brother has his faults, but I love him. She and I are also very close. I told her she must <b>end the relationship</b>. The man is <b>married with a loving wife</b> and three wonderful children. She promised it would stop but it is still going on. She even had a weekend away with him – thanks to my covering up – so that she could <b>finish the affair</b>. But it seems they just had a great time together instead. What should I do to end this situation before someone is hurt?</p> <p style="text-align: right;"><i>C.C., London</i></p>	<p><b>WHAT'S WRONG WITH ME?</b> All my friends say they've had sex with boys, but I haven't. They keep saying there's something wrong with me. If there is, can you tell me what it is and what I can do about it? I've been out with plenty of boys but I just haven't wanted to have sex.</p> <p style="text-align: right;"><i>J.D., Norwich</i></p>
<p><b>I WANT TO GO HOME</b> I've been living in Italy for the past two years because of my husband's job. As far as he's concerned we're here for good. He's very happy and so are our children. But I can't seem to settle down. I just wait for each day to pass so that the time when we might move back to England comes nearer. Will things get better?</p> <p style="text-align: right;"><i>J.L.Rome</i></p>	<p><b>WILL HE BE FAITHFUL?</b> My lover and I are in our early forties and we are both divorced. We intend to get married but I'm not sure that he'll be a faithful husband. As well as his ex-wife, he has two other women friends whom he sees quite often. When I object, his says his friends are not my business and he'll keep on seeing them when we're married. I have one or two men friends, who he says are <b>no concern of his</b>, but I plan to give them up if we get married. And that's the difference between us. Should we get married?</p> <p style="text-align: right;"><i>Rosemary, Cambridge</i></p>	<p><b>SHOULD I TELL MY FATHER?</b> Some time ago my father went to live with another woman. But my parents are still good friends and my father is very good about looking after us. A few months ago my mother met another man. I was glad at the time because she was very lonely. Now I don't think it was quite such a good idea. He has a horrible temper and the other night he actually hit my mother. She begged me not to tell my father, which I wanted to do. She refuses to give the man up and says I don't understand, even though I'm 14. She must be really lonely to want to go out with such a pig. I know my father is still fond of her and I think that if he knew what was happening he might even come back. Do you think I should disobey her and tell him?</p> <p style="text-align: right;"><i>Becky, Chester</i></p>
<p><b>RUDE QUESTION</b> I am a 58-year-old accountant. I had a couple of heart attacks in the past, but I've had no problems for several years. I do a lot of sport and keep very fit. My weight hasn't changed since I was 20. My problem is people who say, «By the way, Joe, how old are you?» The question never has anything to do with our conversation. I don't care how old they are, so why should they worry about my age? I would like to tell them it's <b>none of their business</b>. Is there a <b>tactful way</b> to say it?</p> <p style="text-align: right;"><i>Joe, Edinburgh</i></p>		

**5.4.** Choose one of the letters and write an answer. Use some of the words and expressions given in Exercise 5.2.

**5.5.** Write a short letter asking for advice about a real or imaginary problem.



**5.6.** *Work in groups. Each group will receive some of the letters that were written in Exercise 5.5. Write answers giving advice.*

**5.7.** *Read the three newspaper articles and decide which of the numbered sentences in the table belongs to which article and where each should go.*

1. «A children's **squabble** turned into a fight, and rather than sweeping it under the carpet, the adults chose to use it to **ignite** and **fuel the argument** that followed», he said.
2. It had been agreed by all that she should wear a yellow wetsuit.
3. It was more interesting than their current TV programme – the wedding of Denmark's Princess Benedikte on Saturday.
4. The Virgin Group had agreed to arrange it, as long as the BBC could be present.
5. The bridegroom was hit over the head with a chair and knocked out, glasses were broken and a table damaged, as a **grudge** between the families turned to violence.
6. One of her sons moved in, a carnation in his lapel and **vengeance** in his eyes.

### **A. Wedding battle smashes up marriage**

Solemnly, young Hans swore undying love to his bride. Solemnly, they were pronounced man and wife.

It was nice while it lasted. Four hours approximately. Until guests were finishing the dessert course at the reception.

Then all hell broke loose. There was a bitter and bloody family battle, which left young Hans with his shirt – and his marriage – in tatters.

Today, two days after the wedding and just four hours after the couple named the big day, divorce proceedings are expected to start.

It was the bride's mother and a brother of the groom who opened the fight in fine style... The brother ripped off the dress of the bride's mother, leaving her screaming in her undies. Then out of his corner, came the bride's father. At which point, the police were called.

But in the restaurant in Lindesberg, central Sweden, the guests weren't having the police upsetting their battle. The bride's father smashed an upper cut at policeman Gunnar Andersson. Which may have given him a points advantage, but he lost the round. Andersson hauled Dad off to the police station. His wife, wearing her husband's overcoat, went too, and was later taken to hospital to be treated for shock.

Back at the «party», the bride – a 21-year-old called Kerstin – was swinging lefts and rights like mad at another woman guest. But outside, the 24-year-old groom and his brother decided to celebrate in spite of everything. They were singing in the street.

Most of Lindesberg (population 7,000) had left their TV sets to watch the battle by now. They saw the Lindesberg groom – his white carnation red with blood, and with all the buttons ripped off his shirt – taken to a police cell, too. Meanwhile, the bride, scratched and bruised, and two of her sisters joined their mother in hospital.

A night to remember, certainly. Well, perhaps not.

(from *The Daily Mirror*)

*all hell broke loose*: suddenly there was chaos

*undies*: underwear

*upper cut*: a punch under the chin

*swinging lefts and rights*: hitting out in every direction

### **B. Couple count cost of wild wedding**

The wedding of William and Wendy Goodway was a day that neither will forget. But if any family snapshots have survived, there will be a noticeable absence of the usual smiling faces.

Their wedding reception ended in a fight between the two families that more resembled a **brawl** in a Dodge City saloon than a marriage in rural Gloucestershire.

When William Goodway regained consciousness in the ambulance he tried to get out of the vehicle while it was travelling at 50 mph, breaking the window in the process.

Yesterday the Goodways counted the cost of what was supposed to be the happiest day of their lives when they were fined £600 and ordered to pay more than £190 in compensation and costs. Goodway, 25, of Severnbank Avenue, Lydney, Gloucestershire, admitted using threatening behaviour and his wife Wendy, 33, pleaded guilty to assaulting two police officers.

Coleford magistrates heard that police arrested the groom after his attempt to get out of the ambulance, and at that point his wife struggled with the officers, drawing blood when she dug her fingernails into their hands.

Martin Brown, solicitor for Wendy Goodway, told the magistrates that the two families had been unhappy about the marriage and had gone to the reception at the Swan Hotel, Lydney, with an undercurrent of bad feeling.

Both defendants are to appeal against sentence.

(from *The Independent*)

### **C. That's strife over couple's wet wedding day**

Gavin Campbell, a presenter of the BBC television programme *That's Life*, yesterday denied claims that he ruined the wedding of the first British couple to marry under water by being sick on the vicar.

A High Court libel jury heard that after cohabiting for 12 years, in 1989 Sue Diamond and Mark Richardson had decided to forgo a conventional wedding and fly to Florida to marry 25ft below the sea.

Mr Campbell, 45, who played the role of father of the bride, spent several hours in the witness box countering a series of allegations in the article. It had, he agreed, been necessary to go through the wedding three times, to get all the necessary shots, because there was only one camera. For example, because it is impossible to speak under water, vows had to be exchanged by ticking boxes on a slate with a waterproof pen. *That's Life* had wanted a long shot of the whole business, then a close-up on the boxes, and the couple had been shown «story boards» of their wedding the night before.

He had not forced Mr Richardson to wear a plastic top hat for the ceremony. The groom had voluntarily taken one from a pile in the boat. He had not tried to force the bride to wear a wedding dress under water.

Nor had he arranged for 20 guests unknown to the couple to attend the ceremony. There had only been seven, and they were friends of the notary, Amy Slate, or employees of the diving company.

He had not been «sick over the vicar». He had thrown up over the side of the boat just before the ceremony, and Amy Slate, playing the role of «vicar», had been in the water, but 12 feet away at the back.

The case continues today.

(from *The Independent*)

**5.8.** *Work in groups of three or four. In each group, choose one of the following subjects. Prepare some more questions. When your questionnaire is ready, go round the class asking your questions. Note the answers. Then report to the class on what people think. Give your own opinions as well.*

a) FRIENDSHIP

How important are your friends to you?

.....

b) LOVE AND SEX

Do you think you can love more than one person at the same time?

.....

c) MARRIAGE

Do you think marriage is a good thing?

.....

d) HOMOSEXUAL RELATIONSHIPS

Do you think homosexual relationships are wrong?

.....

e) PARENT-CHILD RELATIONSHIPS

Do you think most children can communicate well with their parents?

.....

f) RELATIONSHIPS IN WORK AND SOCIETY

Do you ever start conversations with strangers?

.....

**DISCUSSION**

*Team up with your fellow-student and agree or disagree with the proverbs and sayings given below. Your opinion should be followed by some appropriate comment.*

- a) Love live in cottages as well as in courts.
- b) A good husband makes a good wife.
- c) Marriage is a lottery.
- d) Love cannot be compelled.
- e) Marriages are made in heaven.

**WRITING**

- a) Love is just like the measles; we all have to go through it.  
(Jerome K. Jerome).
- b) A good marriage would be between a blind wife and a deaf husband.  
(Montaigne).
- c) Home is the girl’s prison and the woman’s workhouse. (G.B. Shaw).
- d) Marriage is like life in this – that it is a field of battle, and not a bed of roses. (R.L. Stevenson).

**SELF CHECK**

**Part A**

***Translate into English***

1. старая пассия	11. зрелое чувство
2. ненадежный друг	12. перевешивать
3. закадычный друг	13. соблазнять
4. сослуживец	14. ревновать
5. союзник	15. расставаться
6. флиртовать	16. игнорировать
7. наброситься, кричать	17. унижать
8. ненавидеть	18. безответная любовь
9. претензия, недоброжелательность	19. поворотный момент
10. перебранка, пререкание	20. любовный треугольник

22. скандал	21. трезвый (здравый)
23. влюбленность, увлечение	28. благоразумный, предусмотрительный
24. любовный роман	29. несовместимый
25. измена	30. вступать в брак
26. дружеская привязанность	
27. брак по расчету	

## Part B

### *Translate into English*

1. Не думаю, что они хорошо ладят друг с другом: они никогда не целуются и даже не держаться за руки.
2. Она набросилась с криком на своего мужа, когда тот включил телевизор.
3. Джона не назовешь верным. У него всегда по 2 – 3 подружки одновременно.
4. Когда я в дурном настроении, когда я не в духе, я отправляюсь за покупками.
5. У нас много общего, но мы не ладим друг с другом.
6. Если бы я была на твоём месте, я бы с ним не гуляла. Он совсем тебе не подходит.
7. Она постоянно флиртowała с мужчинами, но всегда оставалась верной своему мужу.
8. Внешность не имеет значения. Главное – личность человека.
9. Взаимопонимание и взаимоуважение лежали в основе их отношений.
10. У нас были трудные времена, но трудности нас только еще больше сблизили.
11. Она вышла замуж по расчету, и у нее никогда не было повода пожалеть об этом.
12. Безответная любовь подтолкнула ее к совершению самоубийства.
13. Влюбленный человек, как правило, не замечает недостатки и преувеличивает достоинства того, кого любит.
14. Не понимаю, почему она за него держится: он постоянно бегает за другими женщинами.
15. С ним я никогда не чувствую себя в безопасности.
16. Он бросил свою стареющую жену ради семнадцатилетней девчонки.
17. Я пыталась убедить своего брата положить конец его связи с замужней женщиной, но он сказал, что меня это не касается.
18. Моя семья разваливается на куски: мы с женой не разговариваем, а дети постоянно ссорятся по пустякам.

19. Он счастлив в браке с любящей женой и двумя замечательными детьми.

20. На мой взгляд, главная проблема тех, кто вступает в брак по любви, заключается в том, что они ожидают слишком многого от своих партнеров.

### Part C

#### ***I. Paraphrase the underlined parts of the sentences using the active vocabulary.***

1. An attack on Kabul was unacceptable because of the number of casualties it would involve.

2. She had begun to feel anxious about these excursions.

3. The benefits from the medicine are more important than the risks of treatment.

4. He tends to think of his father as much better than he really is.

5. She had made him feel foolish in front of his friends.

6. He felt attracted to her when he was young, but he never had the nerve to say so.

7. They completed each other to perfection.

8. His fears have made the dangers seem more serious than they actually were.

9. They are always quarrelling over details.

10. It isn't in her nature to have unfriendly feelings towards those who have harmed her.

#### ***II. Insert prepositions where necessary.***

1. to develop an obsession \_\_\_ a pop-star

2. to turn \_\_\_ a beast

3. to have peace \_\_\_ a person

4. to have a snarl \_\_\_ things

5. to join oneself \_\_\_ someone \_\_\_ life

6. a basis \_\_\_ marriage

7. to work \_\_\_ one's marriage

8. a marriage \_\_\_ convenience

9. to marry \_\_\_ convenience

10. to integrate \_\_\_ a new family

**III. Paraphrase the underlined parts of the sentences using phrasal verbs.**

1. The wedding has been cancelled.
2. Stop criticizing me all the time!
3. She's having a relationship with a man from France.
4. Their marriage has ended.
5. They have ended their relationship.
6. Tom has had an argument with Tony and isn't talking to him.
7. The children liked her the moment they met her.
8. I think we've become less close to one another.
9. I have always considered you as my closest friend.
10. When I was in trouble she gave me help and support.
11. She tried to compensate for the trouble she had caused.
12. They had an argument but later they became friends again.

**IV. Paraphrase the underlined parts of the sentences using idioms.**

1. Lisa was there, nervous and excited, trying to calm down before the doctor talked to her.
2. When she got home, Hugh was out; he was probably sitting in a pub drinking alcohol and trying to forget about his problems.
3. She didn't even come to see him in hospital. I think they don't like each other.
4. When our eyes met I knew that I was completely and deeply in love with her.
5. Jill's husband left her after 17 years of marriage for a woman he used to have a romantic relationship with.
6. When he proposed to her, she was very happy.
7. After we got married we started to see one another differently.
8. In all successful marriages, there's compromise.
9. His mother made him have doubts about the decision he had made.
10. Mick and Jerry have had plenty of good and bad experiences in their 15 years together.

## UNIT 5 JOBS

You will study and practise structures and vocabulary relevant to the topic of work.  
**Skills:** making suggestions; predicting; listening for gist; scanning text for specific information; summarising and paraphrasing  
**Grammar:** gerunds and infinitives; emphatic structures

	<i>Topic</i>	<i>Hours</i>
<b>I</b>	Jobs and professions	1
<b>II</b>	Choosing a job	2
<b>III</b>	Daily routine	2
<b>IV</b>	«Getting on in life»	2
<b>V</b>	Money	1
<b>VI</b>	Who should be paid most?	2
<b>VII</b>	Teaching	2
	Essay	2

### I. JOBS AND PROFESSIONS

#### Potentially Useful Vocabulary

Not everybody has a **regular, steady job** with a **fixed income**. Some are **self-employed** and work for themselves, some work part-time, some work **irregular shifts**, some are unemployed. Some have a job, but it isn't what it should be. Some are **apprentices**, earning very little while they are being trained.

**Job** (C) – work (U) / profession (C) / occupation (C, fml) / position (fml) / post (fml) / trade / career.

**Workplace:** (head) office, subsidiary / branch, corporation, (joint) venture, establishment, firm / company, department / section / unit / division.

**Applying for a job:** to find a job, to apply for a job, to fill in an application (form), **to submit an application (form)**, to go for / to have an interview, to have good qualifications and experience, curriculum vitae (CV).

**Having a job:** to have a job / a career in (teaching), to be in work, **to be on the staff**, **to be / work freelance**, **to do sth for a living**, to be a **workaholic**.

**Giving a job:** to employ, **to engage**, to appoint, **to recruit** (sb for sth), to hire (Am), **to short-list**.

**Not having a job / leaving a job:** to be without a job, **to be out of work / a job**, to be unemployed (jobless – Am), **to be between jobs**, **to be on the dole**



(Br), to be on the welfare (Am), **to quit**, to resign, to retire / **take early retirement**, **to hand in one's notice / resignation**, **to be on / take sick / maternity leave**.

**Making sb leave a job:** to fire, to sack / **to give sb the sack**, to dismiss, to give sb the boot (infml), **to make sb redundant**, to give sb their notice, to expel, to lay off, to **discharge**, **to relieve sb of their duties / post**.

**Promotion:** to **promote**, **to upgrade**, to transfer, **to move up the ladder**.

**Demotion:** to **demote**, **to reduce**, **to downgrade**, **to strip**.

**Hours of work:** a 9 to 5 job / to work 9 to 5, to do / **work overtime**; to work flexi-time / be on flexi-time / **to work in shifts**; a full-time / part-time / holiday job; a permanent / temporary job.

**Payment:** salary; wages; fee; commission;

**golden handshake** – a large sum of money that a company gives to an employee when he or she retires, as a reward for long service or good work;

**fringe benefits** – extra things that you get from a particular job, for example a car, a house, or free insurance which you are given in addition to your salary.

**Adjectives:** challenging / interesting / inspiring / demanding / rewarding / lucrative / steady / creative / worthwhile / voluntary / exciting / well/ highly-paid / badly / poorly-paid / boring / mundane / dead-end.

**1.1. Read the text and decide which answer (A, B, C or D) best completes each collocation or fixed phrase.**

Have you ever stopped to ask yourself why it is that we work? Is it the (1) ... of a job well done, or the sense of (2) ... behind the (3) ... of an important deal? Is it the human (4) ... with other people perhaps? Or is it that work is power and a **sense of status**? This is the view of those who have either (5) ... these **elusive goals**, or **feel aggrieved** that nobody has yet recognised their leadership (6) ... .

- |                     |              |                |                  |
|---------------------|--------------|----------------|------------------|
| 1) A. satisfaction  | B. pride     | C. reward      | D. gratification |
| 2) A. feat          | B. success   | C. achievement | D. victory       |
| 3) A. fastening     | B. sealing   | C. verifying   | D. clinching     |
| 4) A. communication | B. relation  | C. association | D. interaction   |
| 5) A. attained      | B. completed | C. gained      | D. won           |
| 6) A. attributes    | B. features  | C. values      | D. qualities     |

**1.2.** Proverbs give advice or comments on life, obvious remarks about human experience. There are many proverbs to do with work.

Match a line from column A with a line from column B to form an English proverb.

A	B
a. A bad workman	<input type="checkbox"/> while the sun shines.
b. If a job is worth doing	<input type="checkbox"/> make light work.
c. Make hay	<input type="checkbox"/> what you can do today.
d. Many hands	<input type="checkbox"/> for idle hands.
e. Too many cooks	<input type="checkbox"/> makes you healthy, wealthy and wise.
f. Early to bed and early to rise	<input type="checkbox"/> blames his tools.
g. Never put off till tomorrow	<input type="checkbox"/> it's worth doing well.
h. The devil makes work	<input type="checkbox"/> catches the worm.
i. All work and no play	<input type="checkbox"/> spoil the broth.
j. The early bird	<input type="checkbox"/> makes Jack a dull boy.

What do the proverbs mean? Do you agree? Are they entertaining or informative?

Comment on the truth value of the proverbs.

Can you find similar proverbs in Belarusian / Russian?

**1.3.** What would you call someone who:

- receives and pays out money in a bank?
- is in charge of a whole company?
- collects rubbish from houses?
- checks people's eyesight?
- teaches at a college or university?
- repairs pipes, taps, etc in homes and building ?
- performs tricks for audiences?
- does physical work involved in building, repairing roads, etc.?
- cleans the streets?
- flies a plane?
- shows films at a cinema?
- checks tickets on a train?
- travels round selling things?

– Which of these jobs would you most like to do? Which would you least like to do?

**1.4.** *All of the above are occupations. But which of them can be called professions and which can be called jobs? What is the difference between a job and a profession? Put the words from exercise 1.3 into the appropriate box below.*

Jobs	Professions
	optician lecturer pilot

**1.5.** *What is the difference between the following pairs of words?*

- a **career** and a **profession**;
- a **vocation** and a **job**;
- a **certificate** and a **qualification**;
- **skills** and **experience**.

**1.6.** *Complete the table with the appropriate verbs.*

Noun	Verb	Noun	Verb
application dismissal increase interview offer promotion	apply for	resignation rejection reprimand rise retirement shortlist	

**1.7.** *Put the words from Exercise 1.6 and from the box below in the appropriate places in the stories about Angela, Ben and Sheila.*

part-time job	temporary job	contract	pension	job description
job centre	redundancy	Curriculum Vitae (CV)	unemployment benefit (dole)	

**ANGELA**

- a) Angela prepared a summary of her qualifications and experience.
- b) She saw an ad in the newspaper and wrote a letter to the Personnel Department.
- c) She received a letter saying that she and a few others had been selected to meet managers on a certain day.
- d) With the letter there was a list of things that the job involved.
- e) Angela attended a formal meeting at which some managers asked questions about her experience, qualifications, etc.
- f) She received a letter telling her that she had got the job.
- g) There was also a formal document, telling her about working hours, holidays, salary, etc. She had to sign this.

## **BEN**

- a) Ben applied for a job. He got a letter back saying that he hadn't got the job.
- b) After trying several times, he went to an office where they help people to find jobs.
- c) They took all his details. Later they phoned him and offered him a job just for a few weeks.
- d) After this job, he got another, but it only involved working for part of the day.
- e) Ben got to the age of 65, the age when employees stop working.
- f) Now he gets money monthly during his old age from the government and from his employers.

## **SHEILA**

- a) Sheila got on very well in her first job, and after a while she got a higher salary.
- b) She did so well that after a year, she was given a new job with more responsibility.
- c) After a while, the quality of her work was not good enough, and she was often late. She had to see the boss, who told her she was not satisfied.
- d) Sheila's work continued to be unsatisfactory. After another warning she was told that she had to leave.
- e) Sheila got another job, but she didn't like the work and decided that she wanted to leave.
- f) Sheila got a third job, but after a few weeks the company went bankrupt and her job came to an end.
- g) After several weeks without a job, she registered at a government office. They paid her a small amount of money every week.

### **1.8. Match the descriptions (a – j) with the explanations (1 – 10).**

- a) Jane was **headhunted** by a multinational company. ....
- b) Pam is **at the end of her tether**. ....
- c) Mary's assistant **was given the sack**. ....
- d) Jean really **has / keeps her nose to the grindstone**.
- e) Sue was given **a golden handshake**. ....
- f) Ann is **on the go** all day. ....
- g) Brenda was **overlooked**. ....
- h) Judith **has made good**. ....
- i) Pauline's boss keeps her **on her toes**. ....

1. She is always busy.
2. She doesn't have the chance to become complacent.
3. She's working hard.
4. She didn't get promoted.
5. She was offered a better job.
6. She has become successful.
7. She was dismissed.
8. She received a cash bonus on leaving her job.
9. She has run out of patience.

**1.9.** *Explain the meaning of underlined words and word combinations.*

- a) What do you do for a living?
- b) It's difficult to make a living as a freelance writer.
- c) The fringe benefits of this job include a car and free health insurance.
- d) I lead a pretty mundane life; nothing interesting ever happens to me.
- e) She's been downgraded from principal to deputy.
- f) The general was stripped of his rank.
- g) Have you been short-listed for the post?
- h) He was appointed to the vacant post.
- i) If I don't get a pay rise I'll quit.
- j) In April the number of school leavers on the dole normally rises.
- k) They were laid off because of the lack of new orders.

**1.10.** *Using the expressions in Potentially Useful Vocabulary, say what you think has happened / is happening.*

- a) I'm not working now; the baby's due in 3 weeks. ....
- b) I lost my job. They had to make cutbacks. ....
- c) He's enjoying life on a pension, although he's only 58. ....
- d) One week it's six-to-two, the next it's nights. ....
- e) They've made her General Manager as from next month! ....
- f) I was late so often, I lost my job. ....
- g) I get in at nine o'clock and go home at five. ....
- h) Your trouble is you are obsessed with work! ....

1.11. Rearrange the circles to make a logical cycle of one's work career.



1.12. Grammar. Fill the gaps with one of the verbs which follow the passage, in either the gerund or infinitive form.

Jane's a nurse, but she's trying (1) \_\_\_\_ a new job. Although she enjoys (2) \_\_\_\_ people, nursing is not very well paid, and she cannot afford (3) \_\_\_\_ all her bills. She finds it impossible to live on such a low salary without (4) \_\_\_\_ her account at the bank. Her flat needs (5) \_\_\_\_, and she would like (6) \_\_\_\_ a car. She managed (7) \_\_\_\_ enough last year for a short holiday by (8) \_\_\_\_ some extra money in her spare time, and this year, she's hoping (9) \_\_\_\_ some friends in France. She has stopped (10) \_\_\_\_ to the theatre, which used to be one of her greatest pleasures. She's thinking of (11) \_\_\_\_ in America, where she could earn a higher salary in a private hospital, but would prefer (12) \_\_\_\_ in this country if possible. She likes (13) \_\_\_\_ to see her parents whenever she wants to. A friend of hers went to America after (14) \_\_\_\_ university, but began (15) \_\_\_\_ her friends so badly that she had to come back.

<i>earn</i>	<i>work</i>	<i>find</i>
<i>look after</i>	<i>visit</i>	<i>redecorate</i>
<i>miss</i>	<i>save</i>	<i>be able to</i>
<i>leave</i>	<i>buy</i>	<i>overdraw</i>
<i>pay</i>	<i>stay</i>	<i>go</i>

**1.13.** *Work alone. Write a description of a profession, and the qualities needed by people in this profession. Do not say what the profession is.*

Example:

This profession can be rewarding if you like dealing with people, especially children, but it is not very well paid. You have to know a lot about certain subjects and be quite creative. Your working day is quite short, but you have to work at home as well. One of the most attractive aspects of the profession is the long holidays.


Answer: *Teaching*

*Read out your description for others in the class to guess the profession.*

## **II. CHOOSING A JOB**

**2.1.** *What are the most important factors for you in choosing or keeping a job? Put the following factors in order of importance and then compare the order you have chosen with a partner's.*

- good salary or wages;
  - interesting and varied work, not boring and monotonous;
  - work which is useful to society;
  - good / comfortable working conditions;
  - flexible hours;
  - opportunities to meet people;
  - friendly and considerate management and colleagues;
  - opportunities to travel;
  - long holidays;
  - freedom;
  - security;
  - responsibility;
  - good pension;
  - health insurance;
- *In your opinion, which jobs or professions fit your criteria? Does the job that you hope to have fit them?*
- *Do you think you would be **well-suited** to this job?*

 **2.2.** *Seven people were asked, «What do you like about your work?» Here are parts of their answers. What do you think the missing words are? Listen to the recording and see if you were right.*

a) *(Tony Robinson, writer)* «I like .....ing on my own; I like organizing my own world».

b) *(John Peake, gardener)* «What I ..... about it is .....ing outdoors».

c) *(Basil Mulford, pest control officer)* «.....ing a lot of different people».

*(Interviewer)* «Is there anything about your job that you don't like?»

*(Basil Mulford)* «.....s!»

d) *(Vera Hibbert, retired teacher)* «the relationships with the .....»

e) *(Jeanette Cabeldu, teacher)* «.....ing with .....all day».

f) *(Liz Parkin, member of women's working collective)* «being with women, .....ing together with women».

g) *(Tom White, worker in car factory and trade union officer)* «No worker goes to work because he ..... it».

**2.3.** *Look at the three sentences. They mean the same, but in the second and third sentences «being outdoors» is emphasised.*

I like being outdoors.

What I like is **being outdoors**.

It's **being outdoors** that I like.

*Now change these sentences so as to express the ideas in the other two ways.*

a) I like working with other people.

b) What I like is organising my own world.

c) It's being alone that I like.

d) What I like is being able to travel on business.

e) It's having my own office that I like.

f) I like having responsibility.

g) What I like is working in a small personal organisation.



**2.4.** Look at the «*Job Suitability Questionnaire*». Work with another student. Ask him or her the questions on the questionnaire. Note his or her answers.

JOB SUITABILITY QUESTIONNAIRE	
PERSONALITY	PREFERENCES
<b>Are you:</b> interested in people? energetic? ambitious? patient?	<b>Do you like:</b> working on your own? taking responsibilities? <b>Do you mind:</b> working long hours? getting up early? noise? <b>Would you rather:</b> work indoors or outdoors? work in a big organisation or a small one? <b>How important are these things to you?</b> <b>(extremely / very / quite / not very / not at all)</b> a good salary comfortable working conditions a chance of promotion
<b>ABILITIES AND SKILLS</b> <b>Have you got:</b> a good memory? a sense of humour? <b>Are you:</b> artistic? practical? logical? good at organising? <b>Can you:</b> drive? speak any foreign languages?	

*Try to suggest a suitable job for your partner. Useful phrases:*

- I think Kate **would make a good** librarian.
- Mary **has the right personality to be** a lawyer.
- Tom **would do well as** a waiter.
- Rosa **could do anything**.

**2.5. Reading.** Below there is a quiz devised by a firm of occupational consultants to match people to jobs scientifically. They have divided the modern professional world into four areas of work:

- people;
- procedures and systems;
- communications and the arts;
- science and engineering.

– Think of ten professions. Which area of work do you think each one belongs to?

**Now find out what's in you for the job**

**Instructions for the quiz**

*Simply indicate whether you think the statements are True (T) or False (F). There are no right or wrong answers, just answers which are true for you and those which are not. Circle only one alternative for each statement.*

<b>People</b>			<b>Procedures and Systems</b>		
<b>Circle true or false to the following:</b>	<b>T</b>	<b>F</b>	<b>Circle true or false to the following:</b>	<b>T</b>	<b>F</b>
I always think of other people's opinion before making decisions	<b>A</b>	<b>C</b>	I like to keep things in order	<b>A</b>	<b>C</b>
I like working with statistics	<b>C</b>	<b>A</b>	I am quick at making conclusions about most things	<b>C</b>	<b>A</b>
I always help a colleague who has family problems	<b>A</b>	<b>C</b>	Traditional solutions are the best	<b>A</b>	<b>C</b>
I frequently forget where I leave things	<b>B</b>	<b>C</b>	Other people's problems don't interest me	<b>B</b>	<b>C</b>
I cannot often persuade others to see my point of view	<b>C</b>	<b>B</b>	I rarely question or doubt what other people say	<b>C</b>	<b>B</b>
Personal insults don't worry me	<b>C</b>	<b>A</b>	I don't always finish tasks on time	<b>C</b>	<b>A</b>
In a new group of people I often feel anxious	<b>C</b>	<b>B</b>	I feel comfortable in nearly all <b>social situations</b>	<b>C</b>	<b>B</b>
I enjoy telling other people about my achievements	<b>C</b>	<b>A</b>	I like to predict results before beginning to do anything	<b>A</b>	<b>C</b>
I am bored by <b>mundane tasks</b>	<b>B</b>	<b>C</b>	I like <b>working under pressure</b>	<b>B</b>	<b>C</b>
I always like to win when I take part in an activity	<b>C</b>	<b>A</b>	I enjoy being <b>challenged by new tasks</b>	<b>C</b>	<b>A</b>
I am easily persuaded by <b>the majority opinion</b>	<b>C</b>	<b>B</b>	People are usually convinced by my arguments	<b>C</b>	<b>B</b>
If I can choose, I do things my way first	<b>C</b>	<b>A</b>	Checking detail is not one of <b>my strong points</b>	<b>C</b>	<b>A</b>
Success in my job is very important to me	<b>B</b>	<b>C</b>	Clear and distinct thought is important to me	<b>B</b>	<b>C</b>
I like tasks which require a lot of physical and mental energy	<b>B</b>	<b>C</b>	I find it hard to express myself in groups	<b>B</b>	<b>C</b>
I often question myself about how I really feel	<b>A</b>	<b>C</b>	I always try to finish what I start	<b>A</b>	<b>C</b>
If someone upsets me, I tell them that they have	<b>C</b>	<b>B</b>	The beauty of nature often <b>astounds me</b>	<b>C</b>	<b>B</b>
<b>Scoring</b>			<b>Scoring</b>		
Total A answers			Total A answers		
Total B answers			Total B answers		
Total A and B answers			Total A and B answers		

<b>Communications and the Arts</b>			<b>Science and Engineering</b>		
<b>Circle true or false to the following:</b>	<b>T</b>	<b>F</b>	<b>Circle true or false to the following:</b>	<b>T</b>	<b>F</b>
I would like to present TV programmes	<b>A</b>	<b>C</b>	I am good at finding weaknesses in arguments	<b>A</b>	<b>C</b>
I sometimes find it difficult to say what I mean	<b>C</b>	<b>A</b>	I nearly always <b>make spontaneous decisions</b>	<b>C</b>	<b>A</b>
I think I could write good short stories	<b>A</b>	<b>C</b>	Thinking up new ideas is easy for me	<b>A</b>	<b>C</b>
I could do drawings for new designs	<b>B</b>	<b>C</b>	I'm not good at persuading others	<b>B</b>	<b>C</b>
My knowledge of the arts is rather limited	<b>C</b>	<b>B</b>	I enjoy organizing things <b>in advance</b>	<b>C</b>	<b>B</b>
I prefer doing practical things to reading or creative writing	<b>C</b>	<b>A</b>	<b>Thinking in the abstract</b> helps to solve problems	<b>C</b>	<b>A</b>
I rarely notice the design of clothes	<b>C</b>	<b>B</b>	Mending things is not one of my strong points	<b>C</b>	<b>B</b>
I enjoy talking to others about their opinions	<b>A</b>	<b>C</b>	Talking about possibilities that might never happen is enjoyable	<b>A</b>	<b>C</b>
I am full of creative ideas	<b>B</b>	<b>C</b>	Other people's comments about me don't hurt me	<b>B</b>	<b>C</b>
I find most fiction rather uninteresting	<b>C</b>	<b>A</b>	I try <b>to solve problems by intuition</b> and personal feelings	<b>C</b>	<b>A</b>
I am not very inventive	<b>C</b>	<b>B</b>	I don't always finish what I begin	<b>C</b>	<b>B</b>
I am a very <b>down-to-earth</b> person	<b>C</b>	<b>A</b>	I don't try to hide my emotions	<b>C</b>	<b>A</b>
I would like to exhibit my photographs or paintings for others to see	<b>B</b>	<b>C</b>	I find it easy to find solutions to practical problems	<b>B</b>	<b>C</b>
I could design something which was visually attractive	<b>B</b>	<b>C</b>	Traditional methods are usually the best ones	<b>B</b>	<b>C</b>
Translating foreign languages would appeal to me	<b>A</b>	<b>C</b>	My independence is very important to me	<b>A</b>	<b>C</b>
<b>Unconventional</b> people make me feel uncomfortable	<b>C</b>	<b>B</b>	I enjoy reading classical literature	<b>C</b>	<b>B</b>
<b>Scoring</b>			<b>Scoring</b>		
Total A answers			Total A answers		
Total B answers			Total B answers		
Total A and B answers			Total A and B answers		

### **Interpretation**

Ignore all C responses. They simply indicate a lack of interest in a particular area, and should not be included in your scoring.

You should now have four scores, each between 0 and 16. A score of 0 – 4 shows very little interest in a particular area. 5 – 12 is about average. A score of 13 and over shows a strong interest, and the highest of your four scores indicates

which area of work is most likely to suit the requirements of your individual personality.

### **People**

Within the world of People, if you have more A than B answers, you are more interested in caring for people than in influencing them. You should therefore be looking for a career in the medical, welfare or education fields: for example, doctor, dentist, psychiatrist, health visitor, radiographer, social worker, speech-therapist, teacher or lecturer. But if you have scored more B than A answers, you are more likely to feel at home in a job involving control, commerce or management: for example, the armed forces, police, prison officer, security guard, sales representative, marketing manager, property developer, advertising executive or market researcher.

### **Procedures and Systems**

If your original score places you in the world of Procedures and Systems, more A than B answers points to a career in administrative, legal or clerical work: for example, Civil Servant, office manager, personnel manager, company secretary, solicitor, professional secretary, librarian, archivist, book researcher or records officer. If you have more B than A answers, the chances are your interest in Procedures and Systems will be better catered for in finance and data processing. Suitable careers include: accountancy, banking, valuing, economics, computer programming and systems analysis.

### **Communications and the Arts**

In the world of Communications and the Arts, a higher A than B score should point you towards the media, literature or languages. Occupations include: journalist, radio or television researcher, advertising copy writer, translator or public relations officer.

A higher B than A score, on the other hand, indicates that you are more suited to design and the visual arts. Careers include: graphic designer, cartographer, architect, interior designer, window dresser, theatrical designer, fashion designer or photographer.

### **Science and Engineering**

The main division in this area is between research and practice. More A's suggest research, more B's suggest practice. Since most careers in this world have opportunities for both research and applied work, it is not possible to make specific suggestions to individuals on the basis of their A and B responses. Careers include: biologist, physicist, chemist, mechanical and civil engineer.

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## **2.6. What do you think?**

- a. What professions did the quiz suggest would be best for you? Do you agree?
- b. The quiz sometimes asks a similar question more than once.

Example

*I cannot often persuade others to see my point of view.*

*People are usually convinced by my arguments.*

*I'm not good at persuading others.*

– Find other examples where the same or similar questions are asked more than once.

c. Many of the statements are asking you one of these questions:

*Can you express yourself and your feelings?*

*Are you confident in your dealings with other people?*

*Are you ambitious?*

*Are you an original thinker?*

*Do you enjoy being a leader or being led?*

Do you think these qualities are necessary in all jobs?

**2.7. Describing personal characteristics.** Look at the statements under People and Procedures and Systems. Match one of the following adjectives with one of the statements.

Example: considerate – *I always think of other people's opinions before making decisions.*

conventional helpful proud insecure self-centred cautious  
competitive careless frank thorough organized

– Look at some of the other statements.

– Think of an adjective to describe that sort of person.

**2.8. Write** two or three paragraphs about the job you think you are best-suited to. Use the active vocabulary.

### III. DAILY ROUTINE

**3.1. Put each of the following words or phrases in its correct place below.**

#### Attitude to Work and Leisure

constructively	rewarding	challenge	conditioned	aimless	regimentation
initiative	creativity	scope	aspire	9 to 5	fulfillment

Most adults (a) ..... to more leisure but, in fact, not many people have the necessary (b) ..... to use the free time they already have very (c) ..... . The sad fact is that we need work because it imposes the discipline we need. Life seems (d) ..... and we secretly look forward to our work again. We dream about personal (e) ..... but probably find it more in our work than in our

leisure time. This depends on age. The young are free from work and responsibility, and freedom comes naturally to them. However, after they begin jobs they become (f) ..... to work. They find they need it, however much they complain about its routine and (g) ..... . Obviously this again depends on the kind of work. Those with (h) ..... jobs, or jobs which require (i) ..... , **receive genuine satisfaction** from their work, but most of us are in **conventional** (j) ..... jobs which offer little (k) ..... for imagination. We leave our work only to face a leisure that we find difficult to cope with. Our mistake is in regarding leisure as a chance to do nothing, whereas in fact it should be looked on as (l) .....

**3.2.** *Close your books and listen to the recording. What are Tony's two jobs? Can you remember anything about how he spends his day?*

**3.3.** *Read the transcript of Tony's interview, and then see if you can put the pictures in the right order.*

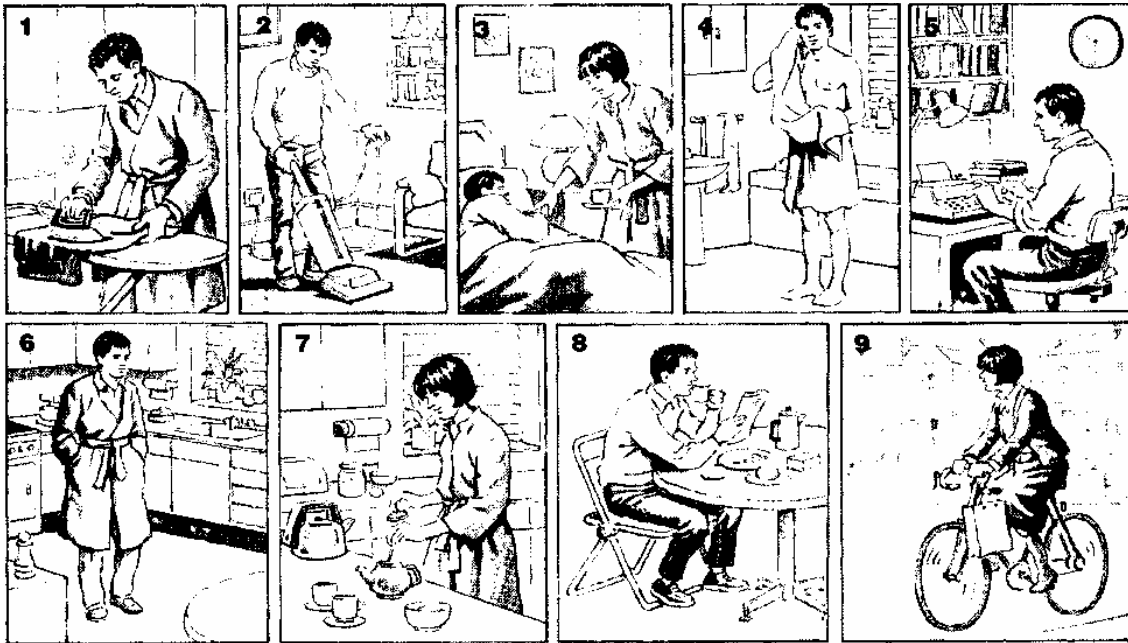
INTERVIEWER. How do you organise your work?

TONY: Well, I'm married, so to be alone in the mornings, the first thing is to get rid of my wife, who fortunately has a job, so she gets up in the morning, makes a cup of tea, rouses me, I come downstairs, **wander** round the kitchen, have my cup of tea, iron her clothes for her that she's put out for me on the first floor landing on top of the ironing board, so I do her ironing – by that stage she's in the bath, so I'm – by that stage it's half past eight, quarter to nine, I'm only half an hour from **being on my own** – come down and make sure she's got all her lunch in a bag, by that stage I've finished my tea, I've finished the ironing, she's out of the bath, I'm in the bath, she goes upstairs and gets dressed; by the time – if this is all **synchronised** properly – by the time I get out of the bath and go upstairs she's fully dressed; and then by the time I'm dressed and come downstairs she's just about to hop on her bicycle and **go off to work**, which makes it about nine o'clock or nine fifteen.

And then I'm on my own. And I fluffle around for half an hour, putting off sitting down, make myself another cup of tea; but I'm usually working by ten o'clock. Then I work till twelve o'clock, half past twelve, then **reward myself with** some lunch, have a cup of tea, waste another ten minutes, start working about one o'clock again, and work till two o'clock, half past two.

Thereafter I become a househusband, and get the house organised for the evening when my wife comes home, at **anywhere between** six and seven

o'clock, and the house has got to be tidy or I get into trouble. And doing it all myself involves doing most of the housework, most of the ironing, all the washing, a good part of the cooking ...



**3.4.** *Tony is a writer and a «househusband». He works alone all day. Would you like his kind of life?*

**3.5.** *Complete the text with the words and expressions in the box. You may need to make small changes.*

able all day anywhere between careful chance job cooking extremely  
 get rid of grow up housework ironing put off on business on one's own  
 organise outdoors relationships salary shopping trade union washing  
 waste (time or money)

Bill Radford has a.....in a small factory. He doesn't much like the work, but he enjoys the ..... with the other workers, and he gets on well with the boss. He belongs to a ....., and helps to ..... the work of the **local branch**. Sometimes he has a..... to travel ....., which he enjoys very much.

His wife, Ann, has been unemployed for the last two years. She stays at home and looks after the house. After getting their six-year-old daughter Sally ready and driving her to school, she starts on the housework. Although she likes being ....., she finds ..... boring, and doesn't like to stay at home ..... So she tries **to get through** the washing up, the ....., the ....., the..... and so on as quickly as possible. This takes her ..... two and three hours; after that she usually has lunch. She doesn't like to ..... time, so after lunch

she goes off to the public library and reads books on politics or history until it's time **to fetch** Sally from school. In the evenings Bill and Ann share the .....

At weekends they try to spend some time .....: they often go walking in the country, or take Sally on trips to places like the zoo or the seaside.

Money is a big problem. Bill doesn't earn a very good ....., and their income is hardly enough for three people **to live on**, so they have to be very .....about what they spend. They can't really afford to keep the car, and will have to ..... it soon, but they have decided to ..... selling it until Sally is old enough to go to school by bus. They are just not ..... to save money, and they're ..... worried about their old age. Sally wants to be a teacher or a nurse when she ....., but Ann and Bill hope she will do something where she can earn enough money to live a better life than her parents.

**3.6.** *Imagine you can do exactly what you like. Think about the job, and plan your daily routine. You must use the words and expressions from this unit.*

**3.7.** *You be the teacher. Choose one of the texts and study it. Then close your book, and tell another student what the text says, in your own words. Tell your partner to write down what he/she has understood. Then open the book, look at the text with your partner, and explain anything he/she can't understand. Give him/her some words to learn. Finish by preparing a small test to check how much your partner remembers.*

### **PARKINSON'S LAW**

Work **expands** so as to fill the time available for its completion. General recognition of this fact is shown in the proverbial phrase «It is the busiest man who has time to spare». Thus, an elderly lady of leisure can spend the entire day in writing and dispatching a postcard to her niece at Bognor Regis. An hour will be spent in finding the postcard, another in hunting for spectacles, half an hour in a search for the address, an hour and a quarter in composition, and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the next street. The total effort that would occupy a busy man for three minutes may in this fashion leave another person **prostrate** after a day of doubt, anxiety and **toil**.

(from *Parkinson's Law* by C. Northcote Parkinson)

### **The Commercial Artist**

I am a **commercial** artist. Many people imagine that artists live a lazy life. Perhaps some do. However, my family get very bad-tempered if there is no food, and I find I have to work quite hard to pay the bills. So I do not simply



sleep all morning, **stagger out of bed** at midday, and go off to the pub for a liquid breakfast. Here is how I spend my day.

I get up at about eight o'clock. I wash, dress, and have breakfast. I look through the mail, hoping to find cheques and commissions. There are never enough of either. When breakfast is over I drive to my studio and spend the morning working. Working, for me, means trying to think of new design ideas, and then **working** the ideas **out in detail** when I have found them. This goes on till about twelve-thirty or one o'clock; then I have a quick sandwich lunch, and after that it's back to work. During the afternoon I often have meetings with clients. These tend to be difficult, because many of my clients **have strong views about** art (although very few of them know what they are talking about). By the time five-thirty comes round I'm more than ready to stop. I close up the studio, drive home, and begin to relax.

(from *How people live* by Jason Taylor)

### ***What do you do, Daddy?***

A young boy asks his father, «What do you do, Daddy?» Here is how the father might answer: «I struggle with crowds, traffic jams and parking problems for about an hour. I talk a great deal on the telephone to people I hardly know. I dictate to a secretary and then **proof-read** what she types. I have all sorts of meetings with people I don't know very well or like very much. I eat lunch in a big hurry and can't taste or remember what I've eaten. I hurry, hurry, hurry. I spend my time in very **functional** offices with very functional furniture, and I never look at the weather or sky or people passing by. I talk but I don't sing or dance or touch people. I spend the last hour, all alone, struggling with crowds, traffic and parking». Now this same father might also answer: «I am a lawyer. I help people and businesses to solve their problems. I help everybody to know the rules that we all have to live by, and to get along according to these rules».

Both answers are true. Why is the first less recognized than the second?

... It might be said that we are trained to be aware of the goal of our activities, but not to be aware of what is actually happening. What are we doing? Going from New York to San Francisco. Ask again. Sitting **five abreast**, bored and anxious, re-reading the airline's brochure, cramped, isolated, seeing and thinking nothing.

(from *The Greening of America* by Charles Reich)

*proof-read*: check for mistakes

*functional*: designed to be useful rather than beautiful

*five abreast*: in rows of five

### A Twelve-Year-Old Servant


I left school when I was twelve and I had **to go into service**. I went to a young couple who were farmers, and I had to live in. It was about fifteen miles from home and it seemed to me **the back of beyond**. It was a big **rambling** place, and I was the only help they had. I got one and threepence a week. They weren't bad to me, but they used to go out a lot and I'd be in the place on my own. I'd go and look in all the cupboards, under beds, I was literally terrified. I helped the mistress make butter, and sometimes I used to milk the cows as well. Anyway, I didn't last long. I got so lonely. I went to a butcher's wife near Wellingborough. She was **a terror**. There was another maid there, and fortunately we got on well together. We could laugh and **cover up for** each other if we did anything wrong. We slept in an attic, and we had to be up at six o'clock in the morning. If we were a minute or two late, she'd be there and want to know why. I **reckon** she laid awake all night long, just for the pleasure of catching us out in the morning.

I had fifteen places in twelve years, and only at one of them was I treated like a human being. They didn't think of us as people like themselves. We were different. Occasionally my father and brother used to come and see me, and I felt really unhappy when they left. I wanted to say «Take me with you», but of course they couldn't. You had to work; your parents couldn't afford to keep you. Sometimes, if I'd been home, when the time came for me to go back I used to pray that the train wouldn't come or that it would crash. But it always came.

*(Mrs Webb, from Loneliness by Jeremy Seabrook)*

**3.8.** *Write two or three paragraphs about how you spend your day. Include words and expressions from this unit.*

### IV. «GETTING ON IN LIFE» (Phrasal verbs and idioms)

 **4.1.** *Listen to two people, Jeremy and Angela, describing how they came to choose their careers. Make notes while you listen. Then work with your partner. Decide if the following statements are true (T) or false (F) and explain why.*

a) Jeremy was made unemployed because the company wanted to save money.

b) The company went out of business because of the poor economic climate.

c) Jeremy was offered several jobs in other similar companies but he rejected them.

d) Jeremy's application to a small magazine was successful.

e) Angela's father wanted her to be ambitious.

f) She needed special training to do her job as a secretary.

g) She had to spend a lot of time doing her job.

h) She couldn't live on her salary.

i) A few things about her job depressed her.

j) She chose law as her career.

**4.2. Match the verbs in A with the definitions in B.**

1. to cut back (on) (smth)	a. to learn something without difficulty or special study
2. to close (smth) down	b. to make someone feel depressed
3. to turn sb / smth down	c. to close sth (a factory / organization) temporarily or permanently
4. to take someone on	d. to manage to survive and have a satisfactory life
5. to get on	e. to use or require a certain amount of time, effort, or space
6. to pick something up	f. to employ someone
7. to take up an amount of smth	g. to choose something as one's career
8. to get by (on something)	h. to refuse or reject someone / something
9. to get sb down	i. to reduce something, especially to save money
10. to get in for something	j. to succeed, to be successful in one's job

**4.3. Fill in the gaps below. The last one is the name of a profession.**

Originally I worked \_\_\_\_ (a) a school teacher, but I applied \_\_\_\_ (b) a grant to study medicine at university and was accepted \_\_\_\_ (c) the course. I specialized \_\_\_\_ (d) mental disorders, and then started my present job. I believe completely \_\_\_\_ (e) what I am doing, I never take any time \_\_\_\_ (f) work, and I am totally committed \_\_\_\_ (g) my clients. I have to listen very carefully \_\_\_\_ (h) what they say, and I sometimes explain \_\_\_\_ (i) them what I think the problem is. Sometimes they start to depend \_\_\_\_ (j) me too much. What is my job? Oh, I forgot to tell you. I am a \_\_\_\_ (k).

**4.4. Idiomatic expressions.** Look at how the following expressions are used in the listening text. What do you think they mean? How would you say number 4 and 6 in your own language?

1) to get on in life / the world

2) to be cut out for something

3) to refuse (something) point-blank

- 4) That's the last straw!
- 5) to make one's way in the world
- 6) The world is one's oyster.

**4.5.** Use the expressions above to complete the following sentences.

- a. After four weeks of working in a school, he realized he wasn't \_\_\_\_\_ teaching. He didn't have enough patience.
- b. Although she worked hard and was ambitious, she didn't \_\_\_\_\_. Perhaps she was just unlucky.
- c. She was young, intelligent, free, and rich. The world \_\_\_\_\_.
- d. Sarah's two young children had behaved badly all day, so when they threw their dinner on the floor, she said « \_\_\_\_\_ » and immediately put them to bed.
- e. The Director was rather shocked when she refused his offer \_\_\_\_\_. He wasn't used to receiving \_\_\_\_\_ refusals.

**4.6.** Work with your partner. Take turns interviewing one another, using the questions below. Try to use the following multi-word verbs and expressions in your questions and answers.

cut out for   take on   pick up   go in for   turn down   take up   get by  
 apply for   get someone down   get on (in life/the world)   be accepted  
 onto/for


Example:

A *What profession do you think you are **cut out for**?*

B *I think I'm **cut out for** acting because I like speaking in public.*

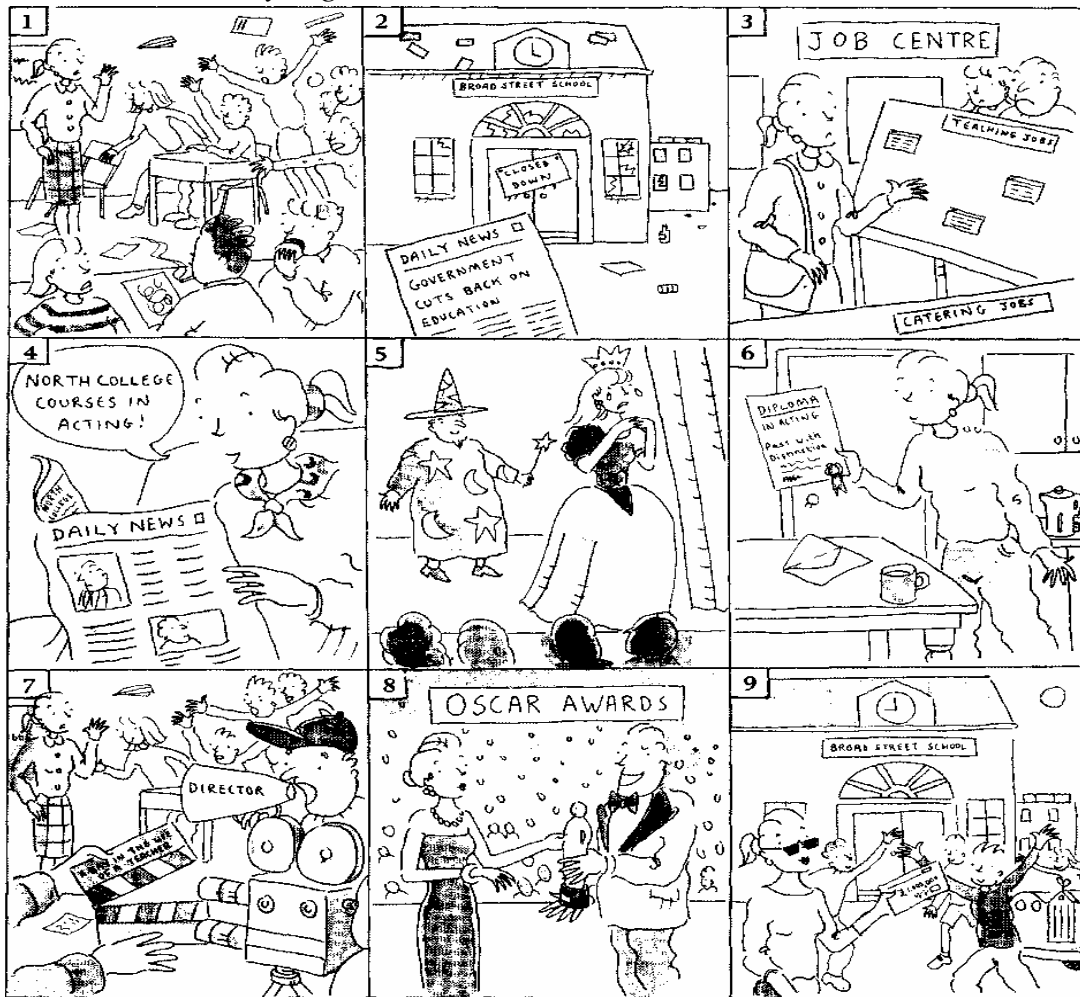
- a. Which of these jobs are you most/least suited to? Why?
 

– business management	– teaching
– acting	– secretarial work
– administrative work	– social work
– nursing	– academic work
- b. What made you choose your present career or course of study?
- c. What kind of things make you feel depressed at work or at school?
- d. What aspects of your work or study require most time?
- e. How important is it to be successful in life? Why?
- f. How important is it to have a job that pays a lot of money? Why?
- g. Have you acquired any new skills recently?
- h. Where did you learn them?

 **4.7.** Listen to seven people talking about their work. What are their jobs?

**4.8.** Speaking. Work with your partner. Choose a job and decide how you can describe it without saying what the job is. Try not to «give the game away» by making it too easy. Read your description to the rest of the class. They must guess what the job is. They can also ask you questions about it.

**4.9.** Work with your partner. Look at the picture story and practise telling it. Then write the story together.



## V. MONEY

**5.1.** Read the article and try to put in the missing words and expressions from the box.

### Money isn't everything

a	delighted	factory	feel	feels	hates	interested	leave
like	loved	moving	parts	salary	saw	speaking	spends
ways	which	wife	work	would	love		

Alan is \_\_\_\_\_ successful commercial traveler. He works for a firm \_\_\_\_\_ manufactures and sells different kinds of industrial glue. He \_\_\_\_\_ most of his time traveling, visiting customers and possible customers in various \_\_\_\_\_ of the country.

Alan doesn't \_\_\_\_\_ his job much, and he is unhappy for several reasons. First of all, he \_\_\_\_\_ **living out of suitcases**. When he was younger he \_\_\_\_\_ all the traveling, but now he is tired of \_\_\_\_\_ from one hotel room to another, spending his life visiting factories in small industrial towns. And he doesn't enjoy \_\_\_\_\_ to the people he meets. He gets on well enough with them, but he doesn't \_\_\_\_\_ they **have very much in common**. Alan's interested in literature and politics. Most of the \_\_\_\_\_ managers he meets just seem to be \_\_\_\_\_ in talking about work and golf. Alan doesn't find glue very interesting – in fact, he would be \_\_\_\_\_ if he never \_\_\_\_\_ a tub of glue in his whole life.

Although his \_\_\_\_\_ and **working conditions** are very good, and his firm treats him well, Alan would very much like to \_\_\_\_\_ his job. He \_\_\_\_\_ to stay in one place and see more of his \_\_\_\_\_ and children. Unfortunately he doesn't have much choice; it isn't easy to find \_\_\_\_\_ these days, and Alan is fortunate to be employed. Still, he can't wait to retire. He knows he is lucky in many \_\_\_\_\_, but sometimes he \_\_\_\_\_ so unhappy that he wants to scream.

**5.2.** *The following article reveals what six millionaires said about the secrets of their success. First read the article quickly and find out how many of the people think it is important NOT to work all the time. Then read the article more slowly and answer these questions.*

**A.** *Find words which mean:*

- a) watchful, ready for action;
- b) understood wrongly;
- c) periods of time or work;
- d) take hold of quickly and firmly;
- e) having a strong reason for doing something (two words);
- f) very bad.

**B.** *Write an explanation for each of these ideas:*

- a) «I'm certainly not married to my job».
- b) «It's easier for the young – they've got a tougher skin and aren't afraid to knock on doors».
- c) «... don't be a clock-watcher».

C. Write a paragraph setting out your own «*recipe for making millions*».

### Who knows how to make a million?

*These self-made multi-millionaires make amassing an enormous fortune sound easy. Hard work, risk-taking, and the ability to thrive on not much sleep are their secrets.*

A. «Although I'm not married, I'm certainly not **married to my job**. That wouldn't be a good idea anyway – you've got to be relaxed enough **to be alert** at all times if you're in business. The most important quality I have is **single-mindedness** – apply it to any profession and it works. But it's sometimes misinterpreted by friends, family and associates as not caring».

(Company chairperson)

B. «If you're going to make millions, you've got to have a bit of humour: somewhere along the line you're going to be disappointed. Next, learn how to stay awake 24 hours at a time. I remember once after one of my sleepless sessions, sleeping for three days without waking up».

(Songwriter)

C. «My recipe is: pick something you like. Ever since I can remember, I've loved pop music and I used to listen only to that – it was my first hobby. It's easier for the young – they've got a tougher skin and aren't afraid to knock on doors. They also don't know the rules so they can break them. Education? Well I left school at 15. If you're going to spend time studying you're not going to make money».

(Record producer)

D. «The key to making millions is that you've got to see an opportunity and **seize** it. At school and university I worked hard and learned about logical thinking. That's what business is all about – analyzing a problem».

(Newspaper publisher)

E. «You must know what you want to do. The key to my success? Determination, motivation, hard work and don't forget luck. It's luck to be in the right place at the right time. There isn't much free time, but I do find some».

(Company chairperson)

F. «It's all very well talking about **drive**, ambition and **dedication** – all these things apply to anyone who wants to be successful. But if you haven't got talent, then you're wasting your time. Besides talent, you've got to be single-minded. One last important piece of advice: don't be a **clock-watcher**, that's fatal».

(Novelist)

(from *The Independent on Sunday*)

**5.3.** *Read and discuss with your partner these saying about money:*

- Money may not bring happiness, but it is nice to find out for yourself.
- If you want the poor to work harder, you pay them less.
- **If you want the rich to work harder, you pay them more.**
- Money talks, and it's nearly always saying 'Goodbye'.

## VI. WHO SHOULD BE PAID MOST?

**6.1.** *Read the following text carefully, and try to get a general idea of what it says.*

### Work and Pay in Fantasia

I had a **thought-provoking** dream last night. In it, I was living in Fantasia – a place where people are paid according to their real value to society. There are some **striking mismatches** with what happens in other countries.

In Fantasia, doctors are paid for keeping people alive. A doctor is well rewarded as long as his or her patients stay healthy. But when a patient falls ill, the doctor's pay is reduced by half; and if a patient dies, the doctor has to **pay massive compensation** to the surviving spouse or relatives. Average life expectancy in Fantasia is 132, although doctors **tend to** die young.

Soldiers are paid on the same lines as doctors. In peacetime they get a **reasonable wage**, but as soon as war breaks out the government stops paying them. Officers earn far less than ordinary soldiers, and generals get least of all. This is because of the Fantasian principle that power is its own reward: people can have either money or power, but Fantasians avoid giving them both. Members of the House of Long Sentences (the Fantasian Parliament) get **expenses payments**, but no salary; the Prime Minister gets the least **generous expenses**.

Teacher's pay is worked out according to their teaching ability (pupils vote), their pupils' test results and the level at which they teach. **On average**,



primary school teachers get double the pay of secondary school teachers, who in turn are wealthy **by comparison with** university teachers.

Housewives or househusbands receive a basic salary from the state, plus an extra 16,500 Fantasian Grotniks (about \$4,500 US) annually for each small child in the family.

People who do dirty, **strenuous**, dull or **distasteful** work (e.g. rubbish collectors, coal miners, factory workers or sewage workers) are at the top of the Fantasian wages scale. Other **highly-paid** workers include gardeners (Fantasians like looking at flowers), hospital nurses and librarians. Among the **poorest-paid** workers are advertising agents, TV weather forecasters, traffic wardens and bank managers. Pop singers, who are all employed by the state, are paid **starvation wages** and allowed to give one concert a year (Fantasians don't like listening to loud noises).

The best-paid people in Fantasia are writers.

Guess what I do for a living.

– *Use the words and word combinations in bold type in sentences of your own.*

## 6.2. Read the text and answer the questions.

An intriguing book, *World paychecks: who makes what, where and why*, makes some interesting international comparisons. In Japan, for example, teachers earn far less than factory workers, but in Denmark they are near **the top of the wages scale**. A New York rubbish collector makes three times as much as an Indian army general. A German bus driver gets double the pay packet of a British bus driver. In China some university teachers earn as much as government ministers, but Chinese newspaper and television journalists are the most poorly paid ones in the world. And so on.

In part, says the writer, this is because of **the law of supply and demand**. New York rubbish collectors are well paid because it is hard to find enough people who want to do the job, and in India generals do badly because everyone (well, almost everyone) wants to be a general. But other facts – whether having a certain job makes you famous, for example – also make a difference.

It may interest you to know that the President of the United States earns three times what the Prime Minister of Britain does, but the Prime Ministers of India and China get only about £40 a week. I leave you to draw your own conclusions.

One of the other interesting bits of information in the book is that Britain pays its civil servants (the people who are paid to help the government run

things like the tax system and the post office) more than America and most of Europe. Don't ask me who decides these things; no one asked for my opinion.

(from an article by William Davis in *Punch*)

- a) True or false: in Denmark, factory workers earn more than teachers.
- b) Who earns more, an Indian army general or a New York rubbish collector?
- c) If a British bus driver earns £500 a month, how much does a German bus driver earn?
- d) Who earns more in China, university teachers or journalists?
- e) Do civil servants earn more in America or in Britain?

**6.3.** *Work with two or three other students. Discuss which of the following should be paid most, which should be next best paid, and so on. You must produce an agreed group answer, listing the jobs in order of pay.*

army general  
rubbish collector  
government minister  
head of large factory  
hospital nurse  
policeman / policewoman  
primary school teacher

**6.4.** *Choose a job, and talk for two minutes giving reasons why your job should be the best paid one in the country.*

**6.5. Reading.**

### **How much is a housewife worth?**

*How much is the average British housewife worth? The answer is £600 a week. An insurance company has carried out a survey to find out the value of a housewife's work.*

It seems that she **is on call** for 90 hours in a seven-day week, working as a shopper, waitress, nurse, driver, cook, cleaner and child-minder. Taking employment agencies' standard fees for these jobs, the insurance company has calculated that a housewife's work is worth £32,031 a year – more than the salary of a bishop, a divisional fire service chief or a second division footballer.

(from a newspaper report)

### Letter to the editor

MADAM, – You have had a lot of letters about working people being **unco-operative**. You have not had any that I have seen about why people like me are unco-operative.

I read your paper in the public library – I can't afford to purchase it every day. It is the same for a lot of ordinary working people like me. So you don't get much of what we think.

I am 50 years of age. I started work at 15 years of age. I will work, if I am lucky, until I am 65 years of age. I might live to 70, but I will be lucky if I can work to 70 because, even if I am able and willing, the bosses don't want us. So I shall have the **old-age pension**. I have not been able to save. In all my working life the money I have got will **amount to** about £160,000. That is the highest it could be.

I saw in your paper that the Chairman of Bowring's Insurance gets £157,000 a year. And of course he gets a free car, free drinks, trips abroad with his wife, etc. He gets in a year as much as I get in all my working life. The **differential** is a bit wrong somewhere. Or what about your reports about wills? Often you see someone, a stockbroker, for example, leaving £500,000. That is his savings, not what he lived on. It would take me 500 years to earn that little lot. Something wrong with the differential there too.

I am not a communist or an anarchist. I believe there must be differentials. But the trouble is the differentials are all wrong, and there's too much **fiddling** at the top.

We know the papers and the telly and radio give one side of the story. We know the other. You don't. Or you don't want to. So there will be a fight. We might lose a round or two. But we will win in the end. And if we have to fight to win instead of being sensible on both sides, the losers are going to suffer a lot.

You can call this unco-operative. Try bringing up three kids on my pay and see how you like it. There's plenty for everybody if it's shared reasonably. And if, as my mate says, we want to try and have the bridge and Beaujolais as well as beer and bingo, what's wrong with that?

Yours faithfully,

JAMES THOMSON

*Beaujolais*: a kind of expensive wine

### *The duties of the boss*

As nearly everyone knows, the boss has practically nothing to do except to decide what is to be done; to tell somebody to do it; to listen to reasons why it should not be done, why it should be done by someone else, or why it should be done in a different way; to follow up to see if the thing has been done; to

discover that it has not been done; to ask why it hasn't been done; to listen to excuses from the person who should have done it; to follow it up again to see if the thing has been done, only to discover that it has been done incorrectly; to point out how it should have been done; to wonder if it is not time to get rid of a person who cannot do anything right; to reflect that he or she probably has a wife or a husband and a large family, and that certainly any successor would be just as bad, and maybe worse; to consider how much simpler and better the thing would have been done if one had done it oneself in the first place; to reflect sadly that one could have done it right in twenty minutes, and, as things turned out, one has had to spend two days to find out why it has taken three hours for somebody else to do it wrong.

### *Are you a work addict?*

If you are addicted to alcohol or other drugs, it's bad for you: we know that. But what about being addicted to your job?


Being a **workaholic** can lead to mental and physical health problems and **wreck marriages**, families and friendships. Anyone can be a workaholic: lawyer, librarian, lorry driver ... it doesn't matter what your job is. These are the tell-tale signs that show you may be overdoing it:

- Do you wake up thinking about work?
- Do you find it hard to relax and switch off from the job?
- Have you given up other hobbies and pastimes because of **work demands**?
- Do you resent taking holidays and consider leisure time wasteful?
- Do you refuse to turn down work even when you're already busy?
- Do you regularly take work home with you after office hours?
- Are you constantly **edgy** and irritable, even when at home?
- Does work take up so much time that you rarely see your friends and family?

According to Cary Cooper, Professor of Organisational Psychology at the University of Manchester Institute of Science and Technology, if you answer yes to up to three of these questions, it shows you have a normal **healthy enthusiasm for work**; four to six indicates that you are a **moderate workaholic**, on the road to becoming an addict. «Anybody who ticked seven or eight», says Professor Cooper, «needs to re-examine their lifestyle: he or she is an **extreme** workaholic – and probably doesn't realize it».

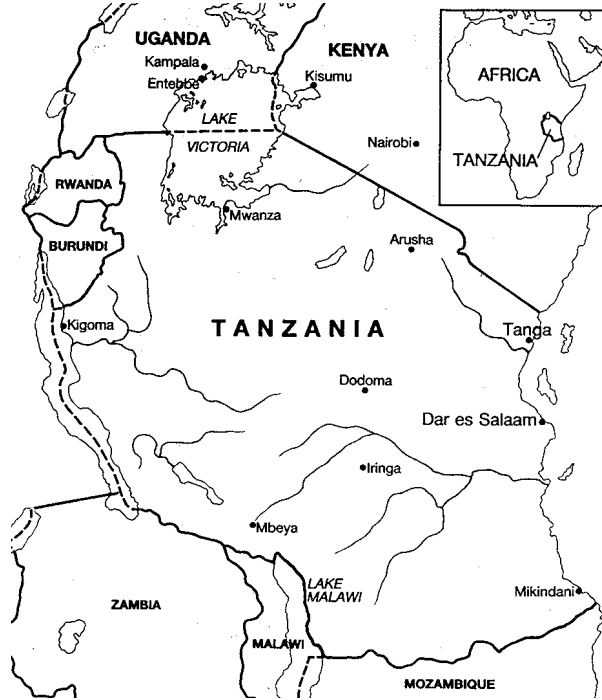
(from *The Radio Times*)

## VII. TEACHING

 **7.1.** You will hear a woman called Liz talking about her first job, teaching in Tanzania.

– Listen for the answers to the following questions.

- a) What did Liz hope to do at first in Tanzania?
- b) Did she manage to do this? Why / why not?
- c) What sort of school did she teach at?
- d) What happened when a snake appeared?
- e) What was Liz's attitude to problems of discipline?
- f) Why did she teach the children about the geography of Sweden?



### **Summary**

Work in pairs. Here is a summary of the conversation, but it contains factual mistakes. Find the mistakes and correct them.

Shortly after her marriage, Liz and her husband went out to Tanzania, where he had a job as a teacher. Liz hoped that she too would be able to teach after a while. However, on the first day, she was asked to teach at the local school because of her valuable university experience. She found the job difficult because she had not taught before, and the children were unused to discipline. When she looks back, Liz thinks that she didn't teach particularly well because she didn't know enough about the subjects she was teaching.

**7.2.** Read the following poems.

### **Teacher's Prayer**

*By James T. Metcalf*

I want to teach my students how  
To like this life on earth  
To face its struggles and its strife

And gather all the beauty of  
A flower and a song.  
For if I help the world to grow

And improve their worth.  
Not just the lesson in a book  
Or how the rivers flow.  
But how to choose the proper path  
Wherever they may go.  
To understand eternal truth  
And know the right from wrong

In wisdom and in grace  
Then I shall feel that I have won  
And I have filled my place.  
And so I ask your guidance, God  
That I may do my part  
For character and confidence  
And happiness of heart.

\*\*\*\*\*

Be kind to your teachers,  
You know they deserve it.  
Remember they're grown-ups  
At difficult stage in life.  
They're apt to be nervous  
And overexcited because  
Of the daily storm and strife.  
Just keep in mind  
Though it may sound odd, you know,  
Your teachers once were students long ago.  
Incredible.  
So treat them with patience  
And warm understanding  
Despite all the foolish things they do.  
One day you may wake up and find  
You're a teacher, too.

### ***DISCUSSION***

a) Teaching is the most responsible, the least advertised, the worst-paid and the most richly rewarded profession in the world. (Ian Hay (1876 – 1952), English writer).

b) We teach more by what we are than by what we teach. (Will Durant, American historian).

### ***WRITING***

a) Describe how you think work will have changed in 15, 30 and 45 years' time. What new jobs will there be? What jobs will have disappeared? What will most people's working conditions be like?

b) Write about some things that you really wanted to do when you were younger, and some things that you would really like to do sometime in the next ten years.

c) Write an enthusiastic letter to a friend or your parents after the first week in your first job (school teaching).

d) Write a magazine article that has the headline:

- *Is any job better than no job at all?*
- *Would you work if you didn't need the money?*
- *What should be the best paid job(s) in Belarus? Why?*

## SELF-CHECK

### Part A

*Translate into English.*

- |   |                                      |
|---|--------------------------------------|
| 1. увольнять по сокращению штатов                   | 16. стихийность (спонтанность)       |
| 2. подать заявление об уходе                        | 17. стремиться                       |
| 3. повышать в должности                             | 18. разрабатывать                    |
| 4. понижать в должности                             | 19. край света                       |
| 5. быть внештатным сотрудником                      | 20. средняя продолжительность жизни  |
| 6. ученик   | 21. приемлемая зарплата              |
| 7. трудоголик                                       | 22. не проявляющий готовность помочь |
| 8. получать пособие                                 | 23. нетрадиционная работа            |
| 9. быть в декретном отпуске                         | 24. спрос и предложение              |
| 10. дополнительные льготы                           | 25. дифференцированная оплата труда  |
| 11. вознаграждение при уходе на пенсию              | 26. подтасовывать (подделывать)      |
| 12. занести в список наиболее подходящих кандидатов | 27. нерадивый работник               |
| 13. профсоюз  | 28. ухватиться за возможность        |
| 14. изумлять (поражать)                             | 29. тяжелый труд                     |
| 15. абстрактно мыслить                              | 30. делать выговор                   |

### Part B

*Translate into English*

1. Профессия учителя требует призвания. Иначе ты будешь всю жизнь чувствовать неудовлетворение от своей работы.

2. За нарушение дисциплины учительница била детей по ноге.

3. Родители не могли позволить себе содержание пяти дочерей, и старшей пришлось уйти в прислуги.

4. Что для Вас важнее: хорошая зарплата или хорошие отношения с коллегами и руководством?

5. Смирится бы ты с монотонной, неинтересной работой, если бы она лучше оплачивалась?
6. Я не привыкла работать с 9 до 5. Мне бы хотелось устроиться на работу со свободным распорядком дня.
7. Не думаю, что из него получится хороший врач. Он равнодушный и невнимательный к людям.
8. Эта должность не дает никаких перспектив. Я подаю заявление об уходе.
9. Кто не мечтает в юности сделать блестящую карьеру!
10. На следующей неделе нам придется работать без передышки.
11. Он не привык работать самостоятельно.
12. Если ты не приведешь дом в порядок, тебя ожидают неприятности.
13. Ему следовало бы не просто понизить в должности, а уволить этого сотрудника.
14. В нашем городе очень немногие получают пособие по безработице.
15. Она склонна решать все проблемы интуитивно.
16. Вы будете получать комиссионные в размере 10 % от продаж.
17. Моя работа скучна и бесперспективна. Единственное, что не дает мне ее бросить, – это высокая зарплата с регулярными премиями.
18. Она очень поздно осознала, что не создана для этой работы.
19. Он обращался в разные компании по поводу приема на работу, но ему везде отказали.
20. Моей зарплаты хватает только на самое необходимое.

### Part C

#### *1. Explain the meaning of the underlined parts of the sentences.*

1. You are welcome to eat with us, but you'll have to take pot luck.
2. He was demoted from sergeant to corporal.
3. He considered several candidates and short-listed Mr Swanson and Miss Brown.
4. Do you like working on your own?
5. What is more important for you in choosing a job: a good salary or a chance of promotion?
6. The man staggered across the room.
7. We wandered round the little harbour town.



8. She tries to get through the mundane work about the house as quickly as possible.

9. I am a very down-to-earth person.

**II. Paraphrase the underlined parts of the sentences.**

1. She solves her problems without conscious reasoning or study.

2. I work independently. I don't like the idea of being employed. (one word)

3. He belongs to an organization protecting workers' rights.

4. We should do our work at the same time and speed.

5. There's a flourishing successful black market for videos.

6. I admired her commitment to her family.

7. Give him a smack if he is too much of a pest.

8. The hijackers are nervous and anxious men who can easily be triggered into violent reaction.

9. Northcliffe had great ability and energy and determination.

10. Willie Musarurwa is one of the most outstanding and purposeful journalists in South Africa.

**III. Paraphrase the underlined parts of the sentences using phrasal verbs.**

1. I've decided to make a career in medicine.

2. The company has stopped doing business.

3. The company has employed extra staff.

4. I rejected his offer of help.

5. She survives on a very small income.

6. The bad working conditions depress me.

7. She wants to be a success in her job.

8. The factory will have to reduce production.

**IV. Paraphrase the underlined parts of the sentences using idioms.**

1. He knew in his innermost feelings that he was doing the wrong thing.

2. They lived somewhere far from civilization.

3. I asked him directly, leaving no room for doubt, whether he intended to help.

4. It's very important for me to improve my financial and social status (and to be successful).

5. I think you have the right qualities and abilities to be a lawyer.

6. Having three children under five keeps me ready for action (stops me from relaxing) all day.

7. Millen's new line of suits are ideal for career women who are always busy.

8. Herbert Hoover was a poor farm boy who became rich and successful, and Americans love to see that happen.

9. Let's try to work very hard, and then I think we'll see results.

***V. Insert prepositions where necessary.***

1. Do you like working \_\_\_\_\_ your own?

2. I enjoy organizing things \_\_\_\_\_ advance.

3. I like working \_\_\_\_\_ pressure.

4. Thinking \_\_\_\_\_ the abstract helps to solve problems.

5. You will have to work \_\_\_\_\_ shifts.

6. Her parents could not afford to keep their six children and made them go \_\_\_\_\_ service.

7. He likes working his ideas \_\_\_\_\_ in detail.

8. He tried to cover up \_\_\_\_\_ the mistakes made by his son.

## UNIT 6 ADVERTISING

You will study and practise structures and vocabulary relevant to the topic of advertising.

**Skills:** fast reading; scanning text for specific information; listening for detail; writing economically; writing advertisements

**Grammar:** adjectives and adverbs

	<i>Topic</i>	<i>Hours</i>
<b>I</b>	Getting what you want	2
<b>II</b>	How advertising works	2
<b>III</b>	Advertising techniques	2
<b>IV</b>	«Selling like hot cakes»	2
<b>V</b>	Is advertising of any use to the community?	2
<b>VI</b>	Test	2

### I. GETTING WHAT YOU WANT


**1.1.** *Fast reading practice. Look at the small ads and see how quickly you can answer the questions.*

- a) What does the cheapest metal detector cost?
- b) A man in South Essex is looking for a friend. How old is he?
- c) Will Christine improve your mind or your body?
- d) Which costs more – a 400-year-old cottage near Winchester or a 5-bedroom house in Wales?
- e) Why is today a special day for Paul?
- f) How much will two bottles of Chateau Latour 1964 cost you?
- g) What town do you write to for bath, body and face oils?
- h) Where can you buy things for a party?
- i) How long will it take you to learn to make a guitar?
- j) Does the lady who is bored with the cat prefer tall or short men?
- k) How much will it cost you to give somebody a pound of smoked salmon and a bottle of champagne (with a message)?
- l) You can buy something that was produced on the day you were born. What?
- m) Somebody is offering a baby bath for sale. How much for?
- n) Does the nice 42-year-old woman smoke?
- o) How many nationalities has Olga got?

<p>BILLIARD TABLES bought and sold. Mr Willis. (02805) 66 (Bucks).</p> <p>GIFT CHAMPAGNE. We post a bottle with your message. From £14.50 incl. Orders or details 0642 45733</p> <p>CHRISTINE'S beauty treatment and body therapy. 402 6499, 0473 4004</p> <p>SMOKED SALMON 8oz sliced £5.75, 1 lb sliced £11, 21b 4oz side £16.90, 21b 8oz side £19.50, 400gms offcuts £5. Prices include UK 1st class postage. Cheques with order. Cornish Smoked Fish Co. Ltd, Charlestown, St. Austell, Cornwall.</p> <p>400-YEAR-OLD thatched cottage between Winchester / Basingstoke: 3 dble beds, sec gdn &amp; extras. £1 10,000. (0962) 88109</p>	<p>C-SCOPE METAL DETECTORS. The ideal family gift to treasure from £39.99 to £449.50. Tel. Ashford (0233) 2918 today for free colour brochure.</p> <p>BEAUTIFUL farm estate, total 700 acres. Diplomats 4 bed 1832 house. £220,000 ono. 0639 73082</p> <p>5 BEDROOMED HOUSE in quiet mid-Wales village. 1 acre of land, fishing and shooting available. £42,000. Tel : 059 787 687 (after 6 p.m.).</p> <p>W. ANGLESEY. 2 dble beds. S/d bung. Lge with patio drs to ½-acre garden, kit/b'fast room, bathroom. Dble glaz/ins. GCH. Garage &amp; util rm, summer hse, grn hse. Scope for extensions. £29,500 <b>o.n.o.</b>, quick sale. Tel 040 741031.</p>	<p>HAVE A very happy birthday Paul.</p> <p>NICE WOMAN, 42, seeks close, affectionate friendship with independentish man. Non-smoker, sense of fun, creative. Enjoys walks, talks, sensuality. Photo please. London area Box (50) 2059. № 503</p> <p>OLGA: RUSSIAN/FRENCHWOMAN from Lille, seeks an Englishman, tall, 50s, open-minded, with whom she can have a close, but stable relationship. Box (50) 2051. № 50 2</p> <p>OXFORD: lively divorcee, mid forties, bored with solitude and the cat, seeks male, preferably tall, to share local pleasures and pastimes, music, the arts etc. Box (50) 2050.</p> <p>VERY <b>PERSONABLE</b>, attractive, charming, amusing, considerate graduate, professional - 40 – own lovely coastal home, seeks lady – friendship/marriage – personality more important than age. All nationalities welcome. Box (50) 2052. № 50 6</p>	<p>SILVER CROSS detachable coach Pram (navy), shopping tray, excellent clean condition, £30; Carry Cot, E5; Baby Bath, £2.50; Atari system, joystick and paddle sticks, in good working order, needs a new mains adapter, £40; 5 Atari Cassettes. £10 each, very good condition, ideal Xmas presents. — Apply 34 Kynaston Road, Didcot, Oxon. evenings. 413102</p> <p>THE TIMES (1814-1985). This Xmas give someone an original issue dated the very day they were born. £12.50 or 2 for £21. Tel 01-486 6305 or 0492 3314</p> <p>PARTYMANIA, everything for your party in one «fun-tastic» store. – 179 Kingston Road, Oxford 513397, own parking 37685</p>
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<p>CHATEAU LATOUR, 1964. 24 bottles, £75 each. Phone (0227) 9848 evenings.</p> <p>GOING IN TO BUSINESS? Send £7.45 inc p&amp;p for «The Beginners Guide to Success in Business». Comquip Ltd, 189 Highview, Meopham, Gravesend, Kent. (0732) 22315.</p>	<p>MAKE A GUITAR 12 week courses. Details: Totnei School of Guitarmaking, Collins Rd, Totnes, Devon. 0803 65255.</p> <p>HAVANA CIGARS And other fine cigars at wholesale prices. Send for list to James Jordan Ltd, Shelley Hall, Shelley, Hudd/w-s-field. Tel.: 0484 60227</p>	<p>WARM, ATTRACTIVE, humorous woman, 35, lover of music, literature, cinema, theatre and leftish politics, seeks man of similar inclinations, to share it all with. London Box (46)1899. № 49 8</p> <p>SENSITIVE, TALL, caring, <b>unattached</b> man, 55, likes people, music, walking, seeks intelligent, helpful n/s woman, mid forties. South Essex. Box(49)2011. № 49 13</p>	<p>GIVE HER a luxurious Christmas with a special gift set of soothing bath, body and face oils. Send £9.50 to Claydon Aromatherapy, 107 Marine Parade, Worthing BN11 3QG.</p> <p>LADIES NARROW SHOES. AA and narrower, sizes 2½ - 11½. Also wide EE. <b>SAE</b> Muriel Hitchcock Shoes, 3b Castle Mews, Arundel BN18 9DG.</p>
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**1.2.** Look again at the «contact ads» (the ones in which people are advertising for friends). Write a contact ad for yourself or a friend.

 **1.3.** Listen to the recording and see how many of the missing words you can fill in.

Hickman's aren't ... .. you think. A Panasonic VHS video is only £ ..... If you add up the extras at other ....., it's ..... by far ..... Hickman's.

McIlroy's ..... first for choice, ..... and value, so make us first ... .. Christmas shopping. .... new-look store means an even better choice of gifts for the ... .. Make shopping part ... .. pleasure ... Christmas.

Experience the new-look McIlroy's.

..., ..., ... on Christmas shopping ..... Scat's Cash-and-carry ..... Devizes and Salisbury. There are thousands of ..... for ..... **at cash-and-carry prices** all the year round.

#### 1.4. Put in words from the box.

advertisements	advertising	afford	bargains	cheap	cheaper	choice
easy	economists	else	enjoy	expensive	furious	interrupted
magazines	need	posters	quality	queuing	sales	series
small ads	spending					

I hate 1..... It annoys me when I'm watching TV and a good film is 2..... every twenty minutes or so by a 3..... of eight or ten stupid lying **commercials** – I always turn the sound off. I never look at newspaper 4....., and I don't even open the kind of glossy 5..... where there is more advertising than anything 6..... And it makes me really 7..... when I see 8..... all over the place trying to persuade me to make somebody else rich by 9..... money I can't 10..... on things I don't 11....., especially when half the world is starving.

Just now the shops are having 12..... There are advertisements everywhere offering magnificent 13..... and people are 14..... up for days in advance, just so that they can be first into the shop when the sale starts. I'd rather stay at home, put my feet up and 15..... what I've got.

16..... tend to argue that if we didn't have advertising there wouldn't be such a wide 17..... of things to buy. Perhaps, but I think advertising makes things more 18....., and it would be better if the money were spent on improving 19..... or making things 20.....

21..... are different, perhaps. I think they **perform a useful service**, because they **put individual buyers and sellers in direct contact**. You can find things you really need – like a 22..... second-hand car being offered directly by the owner – and if you want to sell something yourself a small ad is an 23..... way of getting rid of it.

*1.5. Read all the sections of the advertisement below. Read through once trying to understand without using a dictionary. Then read again using a dictionary to check whether your guesses were right.*

### **Some of the greatest business deals of all time**

#### **1. The Red Indian dope trick**

Even in the days when America was known as the New World, it was a country with a **reputation for its spirit of enterprise** and the ability of its people **to make a good deal**.

When the settlers started **negotiating**, the natives hardly knew what had hit them – and in the summer of 1626, probably the most spectacular real **estate coup** in history took place.

Governor Peter Minuit of the Dutch West India Company **had the job** of buying Manhattan Island from the Indians.

After some **haggling** with Chief Manhasset, the price was agreed at 24 dollars' worth of kettles, axes and cloth.

Today, \$24 would not buy one square foot of office space in New York City, and an office block in central Manhattan **changes hands** for around \$80 million. Even **allowing for** inflation, Minuit got himself a real bargain.

## **2. Not again, Josephine!**

You would think that the Manhattan deal would remain **a one-off** for ever. After all, the Americans would surely never find anyone as naive as the Indian chief again.

But less than two centuries later, they did – and this time the loser was Napoleon, Emperor of France and (in his early years, at least) a brilliant military tactician.

In 1803, Napoleon **had his mind on** European affairs (in particular, an invasion of Britain), so he decided to **dispense with** France's American possessions.

He sold the entire Mississippi valley, an area of 828,000 square miles extending from Canada down to the Gulf of Mexico and westwards to the Rockies, for just over 27 million dollars.

Through this deal, known as the Louisiana purchase, President Thomas Jefferson doubled the size of the United States for only around 5 cents per acre.

The judgement of the Emperor, on the other hand, never seemed to be quite the same again.

## **3. Striking a bargain**

Just occasionally, however, the seller does come out of a clever business deal on top – as in this example of a man who sold an idea to a manufacturing company.

The particular beauty of this deal lies in the fact that the idea was not one which he could put into practice himself.

He simply approached a leading match company and offered to tell them how they could save thousands of pounds by means of one change to their manufacturing procedures. The change would cost absolutely nothing to carry

out – but he would require a substantial percentage of the savings **in return for** the idea.

Not surprisingly, the match company were more than a little suspicious, and turned him down. After all, if this idea was so obvious to an outsider, surely they could work it out for themselves.

They **duly** went through the whole factory **with a fine tooth-comb** - but found nothing. By this time, they were so intrigued by the man's offer that they went back to him and agreed that if he could save them money, he could have the cut he wanted.

«Just put one striking surface on each matchbox instead of two», he advised them. «You'll cut the money you spend on abrasives by 50 %».

They did – and they did. And over the next few years, the man who sold them the idea made a small fortune.

#### **4. A horse in a Million**

In 1978, the American bicycle importer Sam Rubin bought a 3-year-old racehorse for \$25,000.

There didn't seem to be anything remarkable about John Henry at the time, and his previous owner was certainly satisfied with the amount, as he had bought the horse for only \$1,100 as a yearling.

In 1980, however, John Henry suddenly **blossomed** and won \$925,000 in prize money.

Then in 1981, he won the inaugural Arlington Million and became America's Horse of the Year. By the time he picked up the title for a second time in 1984, he had won the Million again, the Santa Anita Handicap twice, the Jockey Gold Cup, the Ballantine's Scotch Classic and a staggering \$6,591,860 – almost twice as much as any other horse in world racing history.

Sam Rubin can have only one regret about his horse, and that is that he has no stud value at all. Unfortunately for him, John Henry is a gelding.

#### **5. PC Tips**

The example of John Henry proves that **outstanding opportunities** do still exist – and without doubt, the best deal in office computers at the moment is the Epson PC+.

The PC+ is every bit as powerful as the industry standard computer, and just as flexible.



It will run all of the huge amount of software designed for IBM PCs (plus, of course, Epson's own famous Taxi system) and will fit happily into any existing IBM network.

However, it can run the software over three times faster – and it takes an even greater range of printers and peripherals.

Furthermore, it is only three-quarters the size, is considerably easier to use and is absolutely packed with extra features. In fact, it has more built in as standard than any other PC on the market.

As you would expect of an Epson, the PC+ is also exceptionally reliable.

Yet for all this, it costs an astonishing 25 % less than the industry standard.

To find out more about this extraordinary deal, either: write to Epson (U.K.) Limited, Freepost, Birmingham B37 5BR; call up Prestel 280#; or dial 100 and ask for Freefone Epson.

It may differ from the previous four deals in that more than one party can benefit from it – but that doesn't mean you should waste any time in taking advantage.

(Epson advertisement, 1986)

**1.6.** *Speak or write about one of the following subjects.*

- a) Do you think advertising is a good or bad thing? Why?
- b) What are your favourite commercials? Why?
- c) Write three small ads, or design one big advertisement, for things that you want to sell.

## **II. HOW ADVERTISING WORKS**

**2.1.** *Group work. You will find that most advertisements tend to be persuasive. Find out how advertisements:*

- attract attention;
- command interest;
- create desire;
- inspire conviction;
- provoke action.

*Here are some prompts to start you off:*

- Attention is attracted by...
- It is hard to overlook the advertisement because...
- The argument of the advertisement is...
- The advertisement is likely to be successful because...
- The product is easily remembered because...
- The value of the product is demonstrated by...

- The message convinces the customer of...
- The advertisement stimulates...

**2.2.** *Work in pairs. Each student should concentrate on a different passage. Find out from your partners what they've discovered in their parts.*

### **The world of TV commercials**

Some people love them – others hate them – but almost everybody watches dozens of TV commercials every day. They are, in fact, a **vital part** of 1990s **media culture**. Why? Because they don't just sell us products – they also **reflect our dreams, fears, stereotypes and fantasies**. So how do they work? Our journey through the land of «**jingles**» and «**slogans**» begins with...

#### **A**

##### *The Rules*

Television commercials have to obey different rules in different countries. Even so, a few **basic conditions** exist almost everywhere. For example, advertisers mustn't attack someone else's product or **make false promises**. What they say must be, in the words of Britain's advertising rules, «**legal, decent, honest and truthful**».

##### *The Account*

When a company wants to sell its product on TV it goes to an advertising agency. If it likes the agency's ideas it pays them to make one or more commercials. This business relationship is called an «**account**». These days, many top accounts are worth several million pounds.

##### *The Product*

So what kinds of products are advertised on TV? Well – almost anything. For example... • banks • cars • chocolate • insurance • toothpaste • computers • toys • coffee • airlines • supermarkets.

##### *The Market Research*

OK – so an agency has a new account. What does it do first? **Market research**. In other words, it talks to consumers about the product and analyses what they say. To do this, it divides consumers into groups according to their... • age • race • sex • income. Market research shows what people think about the product.

##### *The Concept*

Next comes the concept. This is a general idea for the style of the commercial. For example, it may be a cartoon fantasy, a 50s rock and roll party or a romantic beach scene. Some of today's most popular concepts include... • the **mini-soap** (a series of commercials which tell a story) • the environment (this shows how healthy and natural a product is) • «the new man» (images of gentle, sensitive men, often shown with babies or young children) • «the female executive» (images of successful women with glamorous, busy lives).

## B

### *Storyboard*

A team of advertising agency people create each commercial. One member of the team is the art director. Once there's a concept, he or she **produces a storyboard**. This is a series of pictures, which shows what the commercial will look like and how it will develop scene by scene.

### *The Slogan*

Another important member of the team is the copywriter. It's his or her job to write a script for the ad. This usually includes a short, clever, easy-to-remember phrase or «slogan». Three recent slogans in British commercials were... «Gas – the heat of the moment» (British Gas), «Sony – why compromise?» (Sony), «Everything you want from a store and a little bit more» (Safeway supermarkets).

### *The Music*

Images and words are both **vital factors** in a TV commercial. Another is the music. Some ads have their own short song or «jingle» (which usually includes the slogan). Others use pop, jazz or classical tunes to create a mood, which fits the product.

### *The Shoot*

Commercials are «one-minute-movies». They cost a lot of money and some take weeks to film. Others, of course, only take two or three days. It all depends on the product, the concept and the budget.

### *The Slot*

«Slots» are the short breaks during and between programmes. TV companies sell them to advertisers, but not all for the same price. A slot at 4.30 p.m., for example, is much cheaper than one at 8 p.m. That's because more people watch TV in the evening or «**peak viewing**» hours.

**2.3. «Catchy slogans».** Look at these slogans from advertisements. What products do you think they are advertising?

- Don't leave home without it.
- Because your signature deserves the best.
- Fly the friendly skies.
- Just do it!
- The uncola.
- What you want is what you get at \_\_\_\_ today.
- Your true colors.
- It's the real thing.

*Useful expressions:* I think it might be advertising ...

This could be an ad for ...

That's used in the ... ads.

**2.4. Grammar.** Add the following adjectives or their adverbial forms.

possible / flexible / subtle / actual / funny / real / memorable / figurative / literal / interesting / extreme / psychological / emotional / immediate

Advertising works very (1) \_\_\_\_\_. Because English is a very (2) \_\_\_\_\_ language, it plays with words. It is interesting therefore (3) \_\_\_\_\_ to take a slogan (4) \_\_\_\_\_ or (5) \_\_\_\_\_. The cleverer the pun, the more (6) \_\_\_\_\_ the slogan. The consumer may not buy the product (7) \_\_\_\_\_, but he will probably react to it (8) \_\_\_\_\_ or (9) \_\_\_\_\_ in such a way that he buy it later. The criticism of modern advertising is that although it may be (10) \_\_\_\_\_ (11) \_\_\_\_\_ or (12) \_\_\_\_\_ (13) \_\_\_\_\_ in fact it tells you nothing about the (14) \_\_\_\_\_ product.

**2.5. Read the text and answer the questions.**

**Between the Lines**

Not for nothing have advertisements earned the name «the hidden persuaders». Advertising is no longer a matter of simple encouragement and bald fact. The emphasis today favours a less factual and more subtle approach, creating what has been called **a time-bomb effect**.

As a consequence of this trend, the language of advertising in Britain has changed substantially in character. Its traditional functional element, the adjective, has lost meaning because such words as «new, giant-sized, improved, terrific, even better» have been applied to so many goods of the most diverse sort and quality that they no longer have any function as genuine description. The emphasis has shifted away from the external qualities as described by adjectives and towards less **tangible features**, features not always present in the goods themselves. Often, in fact, the language of an advertising slogan is designed solely to **stick in the mind** without relating to the actual product.

The power of such slogans lies in the «catchiness» of the words, often consolidated by a catchy musical jingle, so that ultimately the humour and **novelty of the slogan** – in short, its appeal – are more important than the qualities of the actual product. In some happy cases, the flexibility of the English language allows for this «catchiness» without sacrificing the literal meaning, as in the clever advertisement for Stork margarine: «It's good enough to eat with nothing on».

Often such double meanings have a quality of untranslatability. Even the simple pun of «Players please» loses in translation, as does the powerful conciseness of the «clunk-click» campaign for safety belts. Such adverts use

language to do more than merely describe; they **ignite** some sort of emotional or psychological **spark** in the **consumer** which will keep the name of the product burning in his memory.

- In what way has advertising changed in Britain in recent years?
- Why has this change taken place?
- What criticism can be made of modern advertising?
- What is the quality of a good advertising slogan?
- Explain the ambiguity of the slogan «It's good enough to eat with nothing on».
- Why is it not usual to use the same slogan in two languages?

### III. «THE LANGUAGE OF ADVERTISING»

**3.1.** *Below is a list of techniques which advertisers commonly use to persuade us to buy their products.*

- |                         |                                  |
|-------------------------|----------------------------------|
| a) Association of ideas | f) «Before and after»            |
| b) Key words            | g) «The camera never lies»       |
| c) Guilt                | h) Repetition                    |
| d) «Science»            | i) Brand names                   |
| e) Expertise            | j) «Keeping up with the Joneses» |

*Find out exactly what each of these techniques involves by reading the descriptions below and matching them correctly with one of the labels from the above list.*

<p>(a) _____</p> <p>Some products are advertised as <b>having a remarkable and immediate effect</b>. We are shown the situation before using the product and this is contrasted with the situation that follows its use. Taking a tablet for a headache in such advertisements can have <b>truly remarkable results</b>. For not only has the headache gone, but the person concerned has often had a new hair-do, acquired a new set of clothes and sometimes even moved into a more modern, better furnished house.</p>	<p>(b) _____</p> <p>One thing reminds us of another – especially if we often see them together. These reminders are sometimes more <b>imaginary</b> than real: for some people snow may suggest Christmas, for others silver candlesticks may suggest wealth. The <b>advertiser</b> encourages us to associate his product with those things he thinks we really want – a good job, nice clothes, a sports car, a beautiful girlfriend – and, perhaps most of all, <b>a feeling of importance</b>. The «image» of a product is <b>based on these associations</b> and the advertiser often creates a ‘good image’ by showing us someone who uses his product and who leads the kind of life we should like to lead.</p>
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<p>(c) _____          Advertisements often encourage us to believe that because someone has been successful in one field, he should be regarded as an authority in other fields. The advertiser knows that there are certain people we admire because they are famous sportsmen, actors or singers, and he believes that if we discover that a certain well-known personality uses his product, we will want to use it too. This is why so many advertisements <b>feature</b> famous people.</p>	<p>(d) _____          Maybe we can't always believe what we're told, but surely we must accept what we're actually shown. The trouble is that when we look at the photograph we don't know how the photograph was taken, or even what was actually photographed. Is that delicious-looking whipped cream really cream, or plastic froth? Are the colours in fact so glowing or has a special filter been used? It is often difficult to tell, but you can sometimes spot the <b>photographic tricks</b> if you look carefully enough.</p>
<p>(e) _____          If you keep talking about something long enough, eventually people will pay attention to you. Many advertisements are based on this principle.          If we hear the name of a product many times a day, we are much more likely to find that this is the name that <b>comes into our head</b> when the shopkeeper asks «What brand?» We usually like to choose things for ourselves, but if the advertiser <b>plants a name in our heads</b> in this way he has helped to make the choice for us.</p>	<p>(f) _____          Most advertisements contain certain words (sometimes, but not always, in bold or large letters, or beginning with a capital letter) that are intended to be <b>persuasive</b>, while at the same time appearing to be <b>informative</b>. In describing a product, <b>copy-writers</b> insert words that will <b>conjure up</b> certain feelings, associations and attitudes. Some words – «golden», for example – seem to have been so successful in selling that advertisers use them almost as if they were magic keys to increase sales.</p>
<p>(g) _____          Advertisers may try to make us want a product by suggesting that most people, or the «best» people, already use it and that we will no doubt want to follow them. No one likes to be inferior to others and these advertisements suggest that you will be unless you buy the product.</p>	<p>(h) _____          The manufacturer needs a name for his product, and of course he looks for a name that will do more than just identify or <b>label</b>: he wants a name that <b>brings suitable associations</b> as well – the ideas that the word brings to mind will help sell the product.</p>
<p>(i) _____          In this age of moon flights, heart transplants and wonder drugs, we are all impressed by science. If an advertiser links his claim with a scientific fact, there's even a chance we can <b>be blinded by science</b>. The question is simply whether the impressive air of the new discovery or the «<b>man-made miracle</b>» is being used to help or just to <b>hoodwink</b> us.</p>	<p>(j) _____          Advertisers may invoke feelings that imply you are not doing the best for those you love most. For example, an advertisement may suggest that any mother who really loves her children uses a certain product. If she does not, she might start to think of herself as a bad mother who does not love her family. So she might go and buy that particular product, rather than go on feeling bad about it.</p>

**3.2.** *Check and compare your answers with your partners.*

**3.3.** *Discuss the different advertising techniques described with the rest of the class. Think of examples of advertisements you are familiar with in order to explain how each one works. Are there any other advertising techniques you can think of which are not in the list? If so, describe how they work and give examples of advertisements where you have noticed them being used.*

**3.4.** *Do you think that some techniques are more effective than others for advertising particular products? If so, which?*

**3.5.** *Do you think some techniques appeal more than others to certain age groups and types of people? If so, which?*

**3.6.** *Look at the advertisements provided and discuss with your partner what technique or combination of techniques is used in each. Compare and discuss your opinion with the rest of the class.*

**3.7.** *Imagine that you are copy-writers for a free-lance advertising agency and have been given the following information about a new product that is shortly to be **put on the market**.*

Product no. 1294X Special Skin Lotion  
Available in tubes and jars.  
Suitable for all ages, sexes and skin-types especially those who lead active outdoor lives or are exposed to high levels of air pollution.  
Aims to revitalize the skin and prevent wrinkles.  
How to use: After washing, apply to the face morning and night.


– *The manufacturer has asked you **to invent a brand name** and write and design an advertisement for his new product. You are free to choose whatever advertising techniques you like, but the manufacturer has particularly stressed that he wants the advertisement to appeal to men as well as women.*

– *Compare your advertisement with those designed by other groups in the class and decide, in the light of the manufacturer's request, which one you think is the best.*

**IV. «SELLING LIKE HOT CAKES»  
(Phrasal verbs and idioms)**

**4.1.** *Work in pairs. Using the list below, discuss which things most influence you when you buy something. Then put them in order of importance.*

the price    the packaging    the brand name    the quality  
the advertising                      if it is fashionable

 **4.2.** *Listen to a reporter talking to the director of the company that makes Bubble Up and Fizzy Cola. Read and discuss with your partner if the statements below are true or false, and why.*

1. *Bubble Up* was an immediate success.
2. The plans for advertising *Fizzy Cola* have changed.
3. The company is doing better this year than last year.
4. The company may go bankrupt.
5. The company will definitely do better in the future.

**4.3.** *Match the multi-word verbs in A with the definitions in B. If necessary, read the interview again.*

1. to catch on	a. to withdraw from an agreement or arrangement
2. to pick up	b. to gain control or possession of something
3. to fall through	c. to be abandoned or fail to be completed (e.g. a plan or arrangement)
4. to come up with something	d. to increase, improve or recover (e.g. economy or business)
5. to take someone on	e. to decrease in amount or number
6. to fall off	f. to employ someone
7. to lay someone off	g. to become popular or fashionable
8. to back out (of something)	h. to produce an idea, suggestion or solution
9. to take (something) over	i. to dismiss someone because there is no work (usually temporarily)

**4.4.** *Make sentences with the same meaning using multi-word verbs.*

Example: This new hairstyle has become popular. (*catch on*)

*This new hairstyle has caught on.*

- a) We employ extra staff at Christmas.
- b) She produced several excellent ideas.
- c) He gained control of the company.
- d) The economy is improving.
- e) The demand for our product is decreasing.



- f) The government has withdrawn from the project.
- g) The company has temporarily dismissed three hundred workers.
- h) The plan to build another airport was abandoned.
- i) Her ideas have become really popular.

**4.5.** Read the dialogue and replace the words in italics with multi-word verbs.

**A.** Hello, Bill, how's the car business doing at the moment?

**B.** Not very well, I'm afraid. Our sales *are decreasing* at the moment, and our latest model hasn't *proved to be very popular*. We've also had to *withdraw from* a new project to build a family car. What about you?

**A.** Our export figures weren't very good at the start of the year, but now they're starting to *improve* and we need to *employ* extra staff. In fact, we're thinking of *taking control of* another business.

**B.** Lucky you! Our company is thinking of *dismissing* some of its staff until things get better. By the way, what happened about that design problem you were telling me about?

**A.** Fortunately one of our team managed to *produce* a brilliant solution to the problem – otherwise the whole project would have *been abandoned*.

**4.6.** Collocation. Which of the words can be used with the multi-word verbs below? Up to three items may be correct.

a) She **came up with** an interesting idea. / a serious complaint. / a useful suggestion. / the right answer.

b) The new fashion / The Prime Minister / The idea / The song is **catching on**.

c) The plan / The search / The scheme / The project has **fallen through**.

d) The rain / His love / Investment / Production is **falling off**.

**4.7.** Write suitable endings for the following sentences.

a. They decided to back out of buying the house when they found out...

b. She took over the company because...

c. The plan to build a new tunnel fell through because...

d. The new fashion didn't catch on because...

e. Sales started to pick up after...

f. Two hundred workers were laid off because...

g. The number of people who want to become nurses is falling off because...

h. Scientists have come up with an idea for...

i. The company took me on when I told them...

**4.8.** Look at the multi-word verbs and work out the meaning of the nouns below. Then use them to complete the newspaper headlines.

turnover

downturn

takeover

upturn

## ECONOMIC NEWS IN BRIEF

- a. \_\_\_\_\_ IN ECONOMY WILL INCREASE UNEMPLOYMENT
- b. SWEET MANUFACTURER MAKES \_\_\_\_\_ BID FOR RIVAL COMPANY
- c. COMPANY'S ANNUAL \_\_\_\_\_ RISES BY £30M
- d. OPTIMISTIC CHANCELLOR PREDICTS \_\_\_\_\_ IN ECONOMY

### 4.9. *Idiomatic expressions.* What do the following expressions mean?

- a. to begin something badly
- b. to sell quickly to many eager customers
- c. to start from zero or with nothing
- d. to be ruined financially
- e. to keep out of debt or difficulty

### 4.10. *Using the expressions you found above, what would you say in the following situations?*

- a) There is an economic recession and you think that a lot of companies will go out of business.
- b) You are a supporter of a football club. At the beginning of the football season the team lost all their matches.
- c) An engineer designs a new type of engine but then finds it doesn't work. He decides to start again with a completely different design.
- d) The company you work for is only just managing to avoid financial difficulties.
- e) Your friend has written a novel and it has become very popular. Everyone is buying it.

*Now think of further examples using some of these expressions. For example, can you think of something that is selling extremely well at the moment? Can you think of something that started very badly?*

**4.11. Role-play.** *Work in pairs. One of you is the Director of a fashion company, the other is a fashion designer. Read the notes for your role below, and spend some time thinking about what you will say, and the multi-word verbs and expressions you could use in the role-play. Then act out the conversation with your partner.*

#### **Director of fashion company**

Your company is not doing well at the moment and you are worried it may go bankrupt. Tell your fashion designer about the latest sales figures, the economic recession, the failure of recent projects, and the need to reduce the number of staff. Find out if he/she has any ideas for helping to save the company.

## Fashion designer

You work for a fashion company. The Director has asked to see you about the bad financial position of the company. Try to think of positive things to say about the company, the economy, and your new ideas. Try to think of solutions to the problems the company is facing.

### 4.12. Speaking and Writing

Look at the picture story with your partner. Practise telling the story before you write it. You can decide what happens in picture 12. How do you think the story ends?



Now write the story. Remember to use the multi-word verbs and expressions you have learnt in this unit.

## V. IS ADVERTISING OF ANY USE TO THE COMMUNITY?

5.1. Put each of the following words or phrases in its correct place below.

<i>beneficial</i>	<i>misleading</i>	<i>blatant</i>	<i>brainwash</i>
<i>implicit</i>	<i>catchy jingles</i>	<i>exploit</i>	<i>ubiquitous</i>
<i>bombard</i>	<i>watchdog</i>	<i>subtle</i>	<i>informative</i>

Modern advertisements contain **hidden messages**, (a) \_\_\_\_\_ in the advertisement showing the pretty girl in the new car or the smiling children round the packet of washing powder is the message that if we buy the product, we also achieve success and happiness. It is a (b) \_\_\_\_\_ approach since it seeks to (c) \_\_\_\_\_ our secret dreams, and it is **inescapable** since advertising is (d) \_\_\_\_\_. Giant **street hoardings** and (e) \_\_\_\_\_ on television (f) \_\_\_\_\_ us from all sides. They (g) \_\_\_\_\_ us into believing that we can **realise our ambitions** quickly and easily. On the other hand, defenders of advertising say that it is (h) \_\_\_\_\_. Advertising is (i) \_\_\_\_\_.

Advertisements tell us about useful new products. They **brighten our lives** with colour and music. They **increase demand, stimulate industry** and so **keep prices down**. Whether for or against advertising, most people would agree that some kind of (j) \_\_\_\_\_ body, appointed by the government or by the advertising industry itself, is necessary to maintain standards of honesty and to discourage the more (k) \_\_\_\_\_ types of (l) \_\_\_\_\_ advertisements.

## 5.2. Read the text.

### «Advertisers perform a useful service to the community»

Advertisers tend to think big and perhaps this is why they're always coming in for criticism. Their critics seem to resent them because they have a **flair for self-promotion** and because they have so much money to throw around. «It's iniquitous», they say, «that this entirely **unproductive industry** (if we can call it so) should absorb millions of pounds each year. It only goes to show how much profit the big companies are making. Why don't they stop advertising and reduce the price of their goods? After all, it's the consumer who pays...»

The poor old consumer! He'd have to pay a great deal more if advertising didn't **create mass markets** for products. It is precisely because of the **heavy advertising** that consumer goods are so cheap. But we get the wrong idea if we think the only purpose of advertising is *to sell goods*. Another equally important function is *to inform*. A great deal of the knowledge we have about household goods derives largely from the advertisements we read. Advertisements introduce us to new products or remind us of the existence of ones we already know about. Supposing you wanted to buy a washing-machine, it is more than likely you would obtain details regarding performance, price, etc., from an advertisement.

Lots of people pretend that they never read advertisements, but this claim may be seriously doubted. It is hardly possibly not to read advertisements these days. And what fun they often are, too! Just think what a railway station or a

newspaper would be like without advertisements. Would you enjoy gazing at a blank wall or reading railway bye-laws while waiting for a train? Would you like to read only closely-printed columns of news in your daily paper? A **cheerful, witty advertisement** makes such a difference to a drab wall or a newspaper full of the **daily ration of calamities**.

We must not forget, either, that advertising makes a **positive contribution to our pockets**. Newspapers, commercial radio and television companies could not **subsist** without this **source of revenue**. The fact that we pay so little for our daily paper, or can enjoy so many broadcast programmes is due entirely to the money spent by advertisers. Just think what a newspaper would cost if we had to pay its full price!

Another thing we mustn't forget is the 'small ads' which are in virtually every newspaper and magazine. What a tremendously useful service they perform for the community! Just about anything can be accomplished through these columns. For instance, you can find a job, buy or sell a house, announce a birth, marriage or death in what used to be called the 'hatch, match and dispatch' columns; but by far the most fascinating section is the personal or 'agony' column. No other item in a newspaper provides such entertaining reading or offers such a **deep insight into human nature**. It's the best advertisement for advertising there is!

*5.3. Group discussion. Work in groups of 2 – 4 and assign different opinions on the problem of advertising. Study the corresponding lists of arguments for and against advertising.*

#### **The arguments**

1. Television ads are sometimes treated as an opportunity to make a cup of tea without missing part of a programme.
2. Advertisements are fun to watch, informative, and often better than television programmes themselves.
3. Advertising maintains employment.
4. In a free market advertising is essential for business to survive.
5. ...

#### **The counter-arguments**

1. Advertising creates demand for things we don't need.
2. Advertising is offensive. It exploits people's complexes. It appeals to our baser instincts. It preys on our fears (and we buy insurance), our vanity (we buy cosmetics), our greed (we buy and consume more than necessary).
3. Advertisements are unsightly. Hoardings spoil countryside.
4. Good quality products don't need to be advertised.
5. ...

– Think of further arguments you will use to back up your own opinion on the usefulness of advertising.

– Now discuss the issue with other members of your group using the arguments you have prepared. Use clichés of persuasion, agreement and disagreement.

### **DISCUSSION**

Team up with your fellow-student and agree or disagree with the quotations given below. Your opinion should be followed by some appropriate comment.

a) «You can tell the ideals of a nation by its advertisements». Norman Douglas.

b) «Advertising may be described as the science of arresting human intelligence long enough to get money from it». George Orwell

### **WRITING**

«Advertising does more harm than good».

### **SELF-CHECK**

#### **Part A**

*Translate into English.*

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. телевизионный рекламный ролик | 13. вести переговоры          |
| 2. оптовая цена                  | 14. полезный                  |
| 3. рекламодатель                 | 15. вездесущий                |
| 4. продавец                      | 16. насущный, жизненно важный |
| 5. покупатель                    | 17. должным образом           |
| 6. исследование рынка            | 18. становиться в очередь     |
| 7. автор рекламного текста       | 19. вызывать в воображении    |
| 8. распродажа                    | 20. одурачивать               |
| 9. подержанная машина            | 21. промывать мозги           |
| 10. рекламный щит                | 22. забрасывать, осыпать      |
| 11. заключить сделку             | 23. наблюдательный орган      |
| 12. торговаться                  | 24. уникальный, единственный  |
|                                  | 25. источник дохода           |

#### **Part B**

*Translate into English.*

1. Я даже не открываю эти дорогие иллюстрированные журналы, где рекламы больше, чем полезной информации.

2. В разных странах существуют разные правила, которым следуют создатели рекламы. Однако есть и общие положения, например, не давать ложных обещаний.

3. Образы и слова – это компоненты первостепенной важности любого телевизионного рекламного ролика.
4. Рекламодатели промывают мозги простых людей, атакуя их со всех сторон вводящей в заблуждение рекламой.
5. В период распродаж вездесущая реклама предлагает выгодные покупки, и люди становятся в очереди заранее, за несколько дней, для того, чтобы попасть в магазин первыми.
6. Единственный вид рекламы, который я признаю, – это местные объявления, которые помогают установить непосредственный контакт между покупателем и продавцом.
7. Описывая товар, автор текста использует слова, которые вызывают в нашем воображении определенные чувства и ассоциации.
8. К сожалению, многие рекламодатели попросту одурачивают людей.
9. Защитники рекламы утверждают, что она полезна, так как реклама обеспечивает нас информацией и делает нашу жизнь ярче.
10. Я считаю, что правительство должно назначить орган цензуры, который бы следил за деятельностью индустрии рекламы.
11. Ни одна эффективная реклама не обходится без краткой, легко запоминающейся фразы, так называемого «лозунга».
12. Мы решили обходиться без машины, она нам больше не нужна.
13. Учитывая уровень инфляции, ожидается, что наши расходы возрастут на 2 %.
14. Реклама – неотъемлемая часть бизнеса. Многие газеты, радио- и телекомпании не могли бы существовать без этого источника дохода.
15. Реклама является важной составляющей маркетинга, так как она повышает спрос, стимулирует промышленность и, тем самым, не позволяет расти ценам.

### Part C

*1. Paraphrase the underlined parts of the sentences using the active vocabulary.*

1. They argued about the price with the shopkeepers.
2. She flourished in her new environment.
3. There was nothing uncertain or doubtful in the message.
4. The device was supposed to start the fireworks burning.
5. He was reluctant to describe a child as depressed.
6. Aluminium seems to be everywhere in the environment.
7. In some places, the settlers were surviving on potato peelings.
8. He is too often deceived by flashy appearances.
9. He had a natural ability for this branch of law.

**II. Insert prepositions where necessary.**

1. an advert \_\_\_ jeans
2. to strike \_\_\_ a bargain
3. to queue up \_\_\_ advance
4. a reputation \_\_\_ courage
5. to put \_\_\_ practice
6. to buy goods \_\_\_ wholesale prices
7. to brainwash people \_\_\_ buying goods
8. an insight \_\_\_ human nature
9. to exploit \_\_\_ our dreams
10. to put a product \_\_\_ the market
11. a contribution \_\_\_ our pockets

**III. Paraphrase the underlined parts of the sentences using phrasal verbs.**

1. Her ideas have become really popular.
2. The plan to build another airport was abandoned.
3. The company has temporarily dismissed three hundred workers.
4. The government has withdrawn from the project.
5. The demand for our product is decreasing.
6. She produced several excellent ideas.
7. The agency tried to gain control of another company.
8. Interest in Belarus is already beginning to increase.
9. Dreams never cease to amaze us with the extraordinary images they create in our mind.

**IV. Paraphrase the underlined parts of the sentences using idioms.**

1. The fifty acres of land was sold four times.
2. They examined the company's records carefully and considered every detail of it but could find nothing wrong.
3. She was thinking not about the announcements she was making.
4. Our company is just managing to avoid financial difficulties.
5. The beginning of the football season wasn't successful for our team.
6. Many small investors have been ruined financially in the recession.
7. This product is selling in large quantities.
8. He lost all his money and had to start again from zero.



## UNIT 7 CRIME AND JUSTICE

You will study and practise vocabulary and structures relevant to the topic of crimes and punishment.

**Specific skills:** reading and listening for gist and for specific information, discussing problems, indicating shared and divergent opinions, managing discussion

**Grammar:** past conditional constructions

	<i>Topic</i>	<i>Hours</i>
<b>I</b>	Crimes and criminals	4
<b>II</b>	«Crime doesn't pay»	2
<b>III</b>	Punishment	5
<b>IV</b>	Juvenile delinquency	2
<b>V</b>	Crime prevention	3
	Essay	2

### I. CRIMES AND CRIMINALS

#### Background information

In different times and places what has been considered a crime has varied greatly. But in the modern world there are certain acts such as *treason, murder, robbery, assault, rape* that are almost universally regarded as crimes. A crime is **a public wrong**. Even when committed against an individual crimes are considered to harm the wellbeing of society in general. A case is heard in the criminal court.

The legal term for **a private wrong** is a tort (harm to a person, his property or reputation, through the unlawful or dangerous activity of others). Such matters as *traffic accidents, slander, libel, personal injury, medical malpractice* and *trespass* are dealt with by tort law. A case is heard in the civil court.

#### **Crimes:**

**1. felonies** (very serious crimes): *homicide, arson, rape, robbery, burglary, larceny, kidnapping, tax evasion, drug dealing*

**2. misdemeanors** (less serious crimes): *disorderly conduct, public drunkenness, ordinary automobile driving violations, some types of assault, perjury, libel, minor sex offences, selling liquor to minors, operating an illegal gambling establishments.*

**Crimes:**

1. **against individuals** (*premeditated murder, manslaughter, negligent homicide, battery, assault, kidnapping*)
2. **against property** (*larceny, robbery, burglary, mugging, trespass*)
3. **against the state:** *treason, sedition, rebellion*

A **white-collar crime** is a violation of law by persons who use their jobs to engage in illegal activities (e.g. *embezzlement*). Such violations usually involve *fraud, swindle, counterfeiting, tax cheating* and other duplicity in financial dealings. The increasing use of computers has created new opportunities for white-collar crime. Computer crimes are difficult to detect but easy to accomplish once a criminal learns the code or password to activate the system.

**Organized crime** consists of large-scale activities by groups of gangsters or racketeers. Organized crime specializes in providing illegal goods and services. Its activities include *gambling, drug trafficking, smuggling, bookmaking, loansharking, prostitution, labour racketeering*.

**Political crime** became an increasingly serious criminal activity during the 1970s. It includes acts of *terrorism* against innocent people and *assassinations* of leading political figures throughout the world. Unlike many criminals who seek money or personal gain through crime, most terrorists and assassins commit crimes to show support for political cause. Since the early 1970's, political crimes such as *airplane hijackings, assassinations, bombings*, and *the taking of hostages* have become most frequent.

**Potentially Useful Vocabulary**

**Crime** – 1) *illegal act*

– *adj.:* appalling, awful, barbaric, barbarous, bloody, brutal, despicable, dreadful, grave, great, heinous, horrific, serious, terrible, vicious

big, major – lesser, minor, petty; violent / non-violent / perfect / notorious / capital; motiveless / victimless

indictable / alleged / unsolved / copycat; white-collar / drug-related / sex (sexual) / war / political / terrorist

– to carry out / to commit, to report a crime; to admit, to deny a crime;

– be punishable by (death)

– a crime against (humanity); a crime of passion / violence / a crime of justifiable defence, the scene of the crime

2) *illegal activity in general*

– *adj.*: serious / petty / violent / growing, mounting, rising / middle-class, working-class / white-collar / business, corporate / organized / juvenile, youth / international, local, regional / rural, urban / car, computer, property, street

– *verbs*: combat, fight, deter, prevent, stop / control, cut, reduce, investigate / punish / be driven to, turn to (crime)

– *phrases*: a crackdown on crime / crime and disorder / crime and punishment / fear of crime / an increase in crime / a life of crime / sb's partner in crime / a victim of crime

– **criminal**

– *adj.*: dangerous, violent / serious / habitual, hardened / professional / petty / convicted / notorious / common / white-collar

– to catch a criminal

**1.1.** *Team up with another student and discuss the following questions.*

a) What are the most common crimes?

b) What crimes, in your opinion, are the most difficult to clear up? Why?

c) How may crimes be classified?

d) What crimes can be included in the group of crimes against property / people / state?

e) Some social scientists classify crimes according to the motives of the offenders. Such crimes might include economic crimes, political crimes, and crimes of passion (crime, esp. murder, committed out of sexual jealousy, towards which courts of law in some countries are lenient). What crimes can be referred to as economic, political or crimes of passion?

**1.2.** *Select the names for the actions or persons described below and explain why the other two choices are wrong.*

1. Taking a person by force, hiding him, and **demanding ransom**.

a) *hijacking* b) *kidnapping* c) *mugging*

2. Deliberately taking a person's life.

a) *murder* b) *robbery* c) *theft*

3. Destruction or damage of property without apparent motive.

a) *vandalism* b) *forgery* c) *blackmail*

4. Obtaining money by making false documents look genuine.

a) *fraud* b) *forgery* c) *harassment*

5. Stealing from a counter where goods are set out for customers to choose and buy.

a) *robbery* b) *assault* c) *shoplifting*

6. Someone who steals from a purse, a pocket, or a handbag in public places.  
*a) swindler b) thief c) pickpocket*
7. Concealing one's financial gains and profits from the Internal Revenue Service.  
*a) counterfeiting b) fraud c) tax evasion*
8. Someone who steals money from a bank, shop, train or people by using force or threats.  
*a) thief b) mugger c) robber*
9. Someone who steals something from someone but doesn't **resort to violence**.  
*a) hijacker b) thief c) fraud*

**1.3. What are the crimes described in these situations?**

- a) He threatened to send the love letters to her husband unless she gave him \$500.
- b) The telephone box had been smashed and there was graffiti all over the wall.
- c) An old man has been attacked and robbed in a city street. He is recovering in hospital.
- d) Department stores lose millions of pounds each year through goods being stolen off the shelves.
- e) Thieves broke into the house while the family was away on holiday.
- f) The young woman was sexually attacked as she walked across the dark park late at night.
- g) He watched with satisfaction as the fire he lit burnt down the factory. «That'll make them wish they'd never given me the sack», he thought.
- h) It was a perfect copy. It was so good, in fact, that it could even fool an expert.
- i) The bank believed her to be trustworthy. They had no reason to suspect that she had transferred thousands of pounds to false accounts.
- j) «If you want to see your child again, put \$50000 in an old suitcase and wait for further instructions».
- k) George gave the man \$50 in return for a small packet of heroin.
- l) It was a beautiful day. The sun was shining and people were sitting outside the café enjoying the sunshine. Then the bomb went off.
- m) «If only I hadn't brought these watches through customs», she thought as she sat crying in the police station.

**1.4. Complete the sentences with the correct form of the word in brackets.**

- a) Nobody at the company realized that he had been (embezzle) \_\_\_\_\_ money until someone noticed some errors in the books.
- b) The (rape) \_\_\_\_\_ admitted that he had spoken to the woman but denied that he had (rape) \_\_\_\_\_ her.
- c) It is difficult to protect children from (abuse) \_\_\_\_\_ who are members of their own family.
- d) The (blackmail) \_\_\_\_\_ was caught when someone recognised her handwriting.
- e) Armed (robbery) \_\_\_\_\_ is increasingly common, with criminals using shotguns and other weapons.
- f) The (mug) \_\_\_\_\_ came up to her in the street and produced a knife.
- g) The (murder) \_\_\_\_\_ of women tend to be their husbands (48 %) whereas only 10 % of men (murder) \_\_\_\_\_ by their wives.
- h) The (theft) \_\_\_\_\_ got into the gallery at night and took three Picassos.
- i) The (assault) \_\_\_\_\_ was vicious and the victim needed 56 stitches.
- j) The (arson) \_\_\_\_\_ who set fire to Anne Hathaway's cottage did it because he had had a row with his girlfriend.

**1.5. Complete the chart by ticking the objects that go with the verbs:**

	the bank	a house	a warehouse	a watch	an old lady	a car	the bank manager
to steal							
to rob							
to break into							
to burgle							
to mug							

**1.6. Put the right preposition after each verb.**

- a) was suspected \_\_\_\_
- b) was arrested \_\_\_\_
- c) confessed \_\_\_\_
- d) was accused \_\_\_\_
- He e) was charged \_\_\_\_ shoplifting.
- f) was found guilty \_\_\_\_
- g) was convicted \_\_\_\_
- h) was booked \_\_\_\_
- i) was sentenced \_\_\_\_

**1.7.** Fill in the blanks in the following text by choosing from the words listed below:

robber	blackmailer	theft	burglar	thief	fine	kidnapper	steal	inquiries
evidence	rape	suspect	witnesses	murder	charge	accused	not	
guilty	a pickpocket	criminals	investigate	is arrested	testimony			
innocent	rob	prison						

People who commit crimes are called \_\_\_\_\_. The most common crime, taking things that do not belong to you, is \_\_\_\_\_, and the one who does it is called a \_\_\_\_\_. If a person does it with a weapon, if he resorts to violence while taking money or other valuables from a bank or from a person he is called \_\_\_\_\_. A thief who breaks into a house is \_\_\_\_\_. A thief who tries to take things from people's handbags or pockets in crowded places is called \_\_\_\_\_. If a person tries to obtain money from another person by threatening to reveal secrets about him, we call such a person \_\_\_\_\_. And if someone takes and keeps somebody by force, hiding this person and demanding a ransom for his safe return we call him \_\_\_\_\_.

When the police learn about a crime they \_\_\_\_\_ it by making \_\_\_\_\_, and finding \_\_\_\_\_ who saw how the crime was committed.

Police inspectors or detectives look for some \_\_\_\_\_ which may help understand what happened. If the crime is serious, like \_\_\_\_\_ or \_\_\_\_\_, crime squad is involved.

When the police think they know who committed the crime, that person is called a \_\_\_\_\_. When they are quite sure that the person committed the crime and can bring a \_\_\_\_\_ against him, the person \_\_\_\_\_.

When the \_\_\_\_\_ man appears in court, the police present their evidence, and the witnesses give their \_\_\_\_\_.

If the court finds that the person didn't commit the crime he is accused of, he or she is found \_\_\_\_\_ or \_\_\_\_\_ and may go; but if the person is found guilty, he may have to pay a \_\_\_\_\_ or go to \_\_\_\_\_.

**1.8.** Read the following texts. Choose the one that looks most interesting. Then write two or three sentences, explaining why you chose the text.

### BACK TO EARTH

In July 1980, a Los Angeles truck driver took to the air in a deck chair attached to 42 weather balloons. He was fined \$1,500 for failing to file a flight plan and for not **having a license** to fly balloons.

*(The Chilton Herald)*

### **Good Excuse For Speeding**

INDIANAPOLIS (UPI) – A driver who claimed he was driving too fast because he was trying to kill a bee has won an award for his arresting officer for offering the most creative excuse for speeding in Indiana.

The Police League of Indiana on Thursday awarded the prize to Marion County Sherriff's Lt. Lee Hyland, who told of stopping the speeder.

Hyland, who **heads** Marion County's traffic control division, said the driver claimed he was **allergic to** bees and was afraid of the stinging insects.

The lieutenant said the driver even offered a dead bee as evidence – but Hyland noticed it had dust on its wings.

«The guy admitted he had been carrying that bee around in his pocket for months in case he ever got stopped», Hyland said. The driver, who was not named, told Hyland the story had worked in the past. Hyland gave him a speeding ticket.

The league chose from more than 150 entries from across the state.

Robert Williams, league president and a Shelbyville police detective, awarded Hyland a police scanner for relating «the most humorous» excuse.

*(The Mainichi Daily News, Tokyo)*

### **Prisoner's night out starts ministry inquiry**

*By Richard Ford*

A Home Office inquiry has started into how a prisoner at Brixton prison, south London, was able to have a night out visiting public houses and clubs.

The prisoner was discovered so drunk that he could not climb a rope hanging over a low wall to get back in the prison after an evening out. He was caught when a prison officer living in a house nearby saw him attempting to scale the wall.

Thinking a prison escape might be **imminent**, the officer called the police, who found the prisoner trying to climb back over the wall.

An investigation will be held to discover if other prisoners have been out «on the town». A Home Office Official said: «We are attempting to find out if this is more widespread and the prison governor is looking at security arrangements».

The prisoner was one of several, who are considered «low risk» and work in the kitchens. They sleep in a dormitory which is near the main prison and is not surrounded by a high wall.

Since the prisoner was discovered, all others in the dormitory have been moved to a more secure part of the prison. Brixton holds more than 1,000 prisoners, of whom more than three quarters are **on remand**, with many of the rest **servng sentences** of less than 18 months.

*(The Times)*

### **Prison cell forgery of chequebooks**

John Barclay, a prisoner in Maidstone jail, developed what his defence counsel described at Canterbury Crown Court yesterday as «a cottage industry devoted to the bespoke manufacture of cheque books and cheque cards».

Mr Barclay, aged 35, Gordon Lewis, aged 33, of Aylesford, Kent, and Brian Marshall, aged 38, of Chelsea, all admitted conspiracy to defraud.

Mr Marshall also admitted stealing a cheque book, a driving licence and health insurance cards, and Mr Lewis admitted dishonestly handling them.

They were bound over for three years to come up for judgement if called on by the court. Mr Lewis and Mr Marshall were each ordered **to pay £100 towards the prosecution costs**.

Mr Terry Boston, for the prosecution, said **a routine search** uncovered photographic copies of cheque cards in Mr Barclay's cell. Police officers later took away a printing outfit which he used to make cheque books. Mr Lewis, who visited Mr Barclay, suggested he could print the books on his equipment.

Mr Barclay told the police that he agreed to make the forgeries in return for new clothes when released. The still unused forgeries were found in Mr Marshall's possession.

The police have found that the printing set was posted to Mr Barclay at Maidstone prison, but do not know who sent it or why Mr Barclay was allowed to have it.

(The Times)

### **Fag end of the evening**

*From UPI in Dallas*

A 35-year-old woman who was awakened by an unknown man crawling into her bed marched him out **at gunpoint**, only to have him knock on her door a few moments later and ask for a light for his cigarette. The woman told police she awoke to find a **partially clad** man crawling into her bed whispering: «I want you, I love you». She responded by grabbing a small pistol from her nightstand and telling him: «I'll kin you. I want you out of my house».

The woman said she forced the man out of her apartment at gunpoint, locked the door, and called the police. But within seconds, there was a knock on the door. She opened it, its chain still in place, to find her **assailant** calmly asking her for a light for his cigarette. The astounded woman said she got her lighter, **complied with** his request, and re-locked the door.

Police arrived to see the man running from the woman's porch carrying a lighted cigarette, and arrested a 20-year-old **suspect** a short time later.

(The Guardian)



**1.9.** *Work in pairs. One person in each pair should study the newspaper report «LITTLE OLD LADY IN KNIFE RAID» (communication activity 11). The other person should prepare questions to find out the information listed below.*

Find out:

- the place, day and time of the incident;
- the little old lady's appearance and dress;
- what exactly happened;
- the names of the people involved;
- what the police did;
- how much, if anything was stolen.

**1.10.** *Do this in the same way as Exercise 1.9. (but the person who read the text last time should prepare the questions this time, and vice versa). The newspaper report is entitled «MUGGER MEETS LITTLE OLD LADY» (communication activity 19).*

**1.11. Grammar.** *Write answers to the following two questions.*

- a) If you had been the shop assistant in the first report, what would you have done?
- b) If you had been the lady in the second report, what would you have done?

*Now complete these sentences.*

- c) If the mugger had known what Lady Tucker was like, he would not have ...
- d) If Lady Tucker had not hit the mugger, ...
- e) ..., the lorry driver might not have come to help.
- f) ..., the mugger would have got back on his bicycle.
- g) ... bicycle, he could have got away.
- h) ... would not ... if she had not kept yelling.
- i) If Lady Tucker had been an ordinary old lady, the mugger might have ...
- j) The mugger should have ... He should not have ...

**1.12.** *Now write 4 – 5 sentences about yourself, using the following structures and the active vocabulary.*

If I had (not) ... when I was younger, I would have ...

If I had ..., I might have ...

If I had had more money / time last year, I could have ...

I should never have ...

**1.13.** *Try to solve at least one of the detective problems.*

**How good a detective are you?**

**1.** One evening late in 1941, Colonel Montgomery of Scotland Yard found himself standing before the members of the London Mystery Club, a group that enjoyed discussing mystery novels.

«I wouldn't be asking for your help if it wasn't important», the colonel said. «Recently a stranger arrived in London from South America. Our **intelligence sources** have informed us that this man is probably a Nazi agent. We believe that he is a courier of a great deal of wealth with which to **finance espionage** in Britain.

A few hours after he stepped off the boat, we arranged a car accident that sent him to hospital with a fractured arm. Our staff **searched his clothes** and luggage, which consisted of only a briefcase with letters from his friends in British Guiana. We discovered nothing. Either this man is not an enemy agent, or he is an exceedingly clever one.

We considered a number of possible **loys**. He could have posted counterfeit British currency to himself, but the irregularity of wartime mail makes this rather unlikely. He could have had diamonds implanted in his body surgically, but an X-ray machine **eliminated** that **possibility**. Tomorrow morning this man will walk out of the hospital and **merge with** our populace. Do you have any suggestions as to how he might be concealing something like a hundred thousand pounds?»

The members turned to one another and whispered for a few moments. Several heads nodded, and then the president turned and said, «Colonel, we think you have overlooked a rather obvious possibility».

Can you work out what it is?

**2.** «Mr Reilly? This is Colonel Montgomery of Scotland Yard. I'm afraid I have some bad news for you. Your brother-in-law has just been murdered».

«Oh my God», said the voice on the other end of the line. «I only saw Micky last night. I can't believe this is true. Are you sure it's him?»

«The **identification** is positive, Mr Reilly. I would like to come straight over and talk to you about who would **have a motive** for killing him».

An hour later, Colonel Montgomery was seated in Reilly's flat.

«It's no secret that Micky had enemies», said Reilly. «His business partner, Harold Smith, once accused him of stealing money from their business. They had some violent arguments. Then there's my sister's husband, Charles

Jones, who accused Micky of having an affair with his wife. Charles, I'm embarrassed to say, is associated with **the underworld**. Another person who could have killed Micky is my wife's brother Billy. I know he hated Micky. I can give you his address, if you promise not to tell him I did».

«No, thank you, Mr Reilly. From what you've told me, it's rather obvious that you killed Micky».

How did Montgomery know this?

3. Alphonso, the spy, was being questioned at Scotland Yard. «All right, Alphonso», said Colonel Montgomery. «Where did you hide the secret document you stole from the Foreign Office?» «I was afraid of being caught with it», Alphonso replied. «When I saw your man **trailing** me, I ran into a library and hid it in a book. I put it between pages 123 and 124 so I would remember where it was, but I was so **intent on** remembering those numbers that now I've forgotten the book's name».

«You're lying, Alphonso», said Colonel Montgomery. «Where did you really put it?»

How could Colonel Montgomery tell Alphonso was lying?

(from *The Reader's Digest*)

### 1.14. Reading.

**Pre-reading task.** You will read an interview with a burglar, published in the *Guardian* newspaper. The article deals with the following topics:

The time the writer himself was burgled

Recent research into burglary

The sentences burglars can expect

Danny (the burglar interviewed) (his background, his introduction to crime, how he carries out a burglary, his attitude to the people he steals from)

*Write questions that you would like answered from the article.*

**Reading and matching:** Now read the article. The ten key sentences below have been removed. Decide where they should go.

a) Research by Maguire and Bennett suggests that burglary has a considerable effect on people's lives, leaving them uneasy, insecure, even feeling violated.

b) It was dead easy.

c) But the lad I did the house with got caught on another job.

- d) Nobody was ever suspicious.
- e) Research in Sheffield suggests that nearly three-quarters of burglars travel less than two miles from their homes to commit the crime.
- f) If I got a job, I'd have to change my whole life-style.
- g) In ten years' time I'll either be **doing a ten-year stretch** or **living it up**.
- h) Research by Maguire and Bennett (*Burglary in a Dwelling*, 1982) into several hundred victims of burglary revealed that **willful damage** was caused in less than one in a hundred cases.
- i) Burglary is more popular today than ever before.
- j) Within six months Danny had graduated to houses.

### Meet the Burglar

I have only been burgled once, and the burglar wasn't even that successful; he ended up leaving me some of his goods rather than leaving with mine. I could hear him pottering about. I shouted, he ran, leaving a typewriter behind, doubtless removed from a neighbour's house. I considered myself lucky because of the stories about the mess burglars make when they are on the job – the **ransacked rooms**, the broken furniture, the meals they cook themselves, the urine.

Crime prevention advertisements exploit such images to persuade people to lock their windows. But my burglar wasn't like that – he was careful, **meticulous** and tidy (even if a bit noisy), he didn't try to cook himself a meal or use my house as a toilet. Apparently he's like many other burglars.  
**1** .....

But what kind of person could go into the house of a total stranger and have the skill to find something of value (certainly difficult in my house) – and have no **twinge of conscience** about removing whatever he could lay his sticky little fingers on? And what's the probability of it happening again?

According to Maguire and Bennett research it is very likely to happen again. They reckon that the «average British citizen» can expect to be burgled two or three times during his or her lifetime. **2**..... Sentences for house burglary can be quite stiff – the maximum is 14 years – but many burglars today **end up in magistrates' courts** facing fines. As another burglar put it to me, «I'd enough in my piggy bank for the first fine».

But what are burglars really like? How could I meet some personally?

A chain of association eventually led me to Danny (name changed). Still only 20 but already a **pro**: he's served his time at his chosen profession in more ways than one. Several hundred burglaries in five years, and two stretches in Borstal and one in prison. In official terms he's a **recidivist**. He puts it bluntly:

«Money, clothes, and having a good time is my life. **3**..... What would I do with £80 a week? I can spend that in one night. Burglary is the only real skin I've got».

Danny's profession runs in the family (his father is currently **on the run for** an armed robbery offence) but he says his family had nothing to do with it. It was his mates. He was 15, they were 16, he was their eager pupil. He started with a warehouse. «We were careful to choose one without a burglar alarm. We got in through a ground floor window. **4**..... We all had a look about and I found a cashbox in a drawer with a hundred quid in it. I couldn't believe it. It was money for old rope. We blew the money in two days on Indian meals, taxis, and drinks. Then we went out again about three days later. We just get the bus a couple of miles down the road to the Moor or Bramal Lane and have a wander about». **5**.....

Danny enjoyed his new pastime. «Some nights we'd do three places in the one spot. Sometimes of course you'd find nothing but occasionally you'd hit the jackpot». **6**..... We'd usually get the bus to Gleadless, which was a good spot because it borders on a wood. Dead easy to get away. We'd go up in the afternoon and just pick a house that looked empty.

My two mates would stay in the next street and I'd just go up and knock on the door. If anyone answered I'd say «Is Paul in please?» **7**..... They'd just say «Sorry, you must be at the wrong house». If nobody answered I'd just go and get my mates and we'd go round the back and steam in. If the windows were locked we'd put a coat up to the window and knock it in. When I was in, I'd head straight for the bedroom to look for the jewellery case. I'd also look under the mattress straight away. Then it was down to the kitchen. You'd be amazed how many people keep money in the oven, but I've even found money stashed in cornflakes boxes.

«We'd never made a mess, at least deliberately – some houses would look a bit untidy afterwards but that's because you're looking for things in a hurry. You haven't got all day. The most I ever got from a house when I was a kid was eight and a half grand in goods – at least that's what the local paper said. Me and another kid only got a grand and a half for the jewellery and stuff. **8**..... He grassed on me. I got £554 fine plus probation. Of course, the fine wasn't that bad. I'd made quite a lot by then. My mum had to pay the fine, though. I'd spent what I'd made».

Danny leans back in his chair. «It might seem to you that I haven't been that successful, but I've done hundreds of jobs and I've never actually been caught on the job. It's usually people wanting to do themselves a favour with the

coppers. I know I've got the bottle and the skill. **9**..... I'm not going to change my life style».

As he got up to go, sun tan, streaked blond hair, expensive leather jacket, all the trimmings of the pop star, I asked him the key question. Do you ever think about your victims? **10**.....

Danny doesn't think about this. «Why should I? The people I burgle can afford it and jewellers are all bent and bump up the insurance claims. Another thing, I never burgle poor people or old people».

Danny was beginning to sound like Robin Hood. «But just a minute, you've burgled council houses, isn't that right?»

«Yes», Danny says, «but loads of ordinary people have stacks of dough stashed away».

«But do you really mean that if you went to all the trouble of breaking into a house and then discovered that it belonged to an old person, you wouldn't take anything?»

«Well, not nothing», says Danny, «but I wouldn't leave them broke». And Robin Hood had, before my very eyes, started to metamorphose into the Sheriff of Nottingham. Just enough left in the kitty to survive, when Danny's high demands were met.

(*Guardian* 20 October 1984)

***Comprehension check:***

a) *Which of the questions that you wrote are answered in the article? Did you find any of the information surprising?*

b) *What do the following extracts tell us about Danny's attitude to a life of crime, and life in general:*

- «If I got a job, I'd have to change my whole life-style».
- «You'd be amazed how many people keep money in the oven...»
- «Of course, the fine wasn't that bad».
- «My mum had to pay the fine, though».
- «It might seem to you that I haven't been that successful...»
- «The people I burgle can afford it...»

c) *What do you know about Robin Hood? How can you explain the reference to Robin Hood and the Sheriff of Nottingham?*

d) The writer has presented most of the article dispassionately, letting the information and Danny speak for themselves. However, there are times when the writer's attitude to burglary and Danny are apparent. Find them, and comment on his attitude. At the beginning, the writer seems curious about burglars. How does he appear to feel by the end?

1.15. Write 2 or 3 paragraphs on the following subject.

How have criminals been portrayed in films you have seen recently? Were they portrayed as heroes, idiots or evil individuals?

## II. «CRIME DOESN'T PAY» (Phrasal verbs and idioms)

2.1. Work in pairs. Read the comment below and then discuss how far you agree or disagree with it. Explain why.

«Crime doesn't pay because you always get caught in the end».

2.2. Read the newspaper articles below and discuss them with your partner. Then try to work out the meaning of the multi-word verbs in italics.



**THE STRAIGHT AND NARROW**  
The literary world was *taken aback* yesterday when the famous author, Arnold Swift, was found guilty of stealing copies of his latest novel from a bookshop. The magistrate said that he would *let him off* lightly with a £50 fine, but warned him that any further offences would result in a more serious punishment. The novel is called *Keeping to the straight and narrow*.

**BOMB BLAST**  
A bomb *went off* in a central car park in the early hours of yesterday morning. Police *sealed off* several streets and *carried out* a detailed search of the area. It appears the bomb was intended for a busy shopping centre nearby.

**HARDENED CRIMINALS**  
Two men who escaped from prison by hiding inside a cement mixer were recaptured last night when they *gave themselves up* to the police. It seems that the two men, who were described as *hardened* criminals, had been unable to get very far because of the quick-drying cement that had stuck to their feet. The prison authorities have said they will *set up* a committee to look into security at the prison.

**BREAKDOWN IN LAW AND ORDER**  
A police spokesman said yesterday that law and order is *breaking down* in some inner-city areas. He was speaking after a night in which two riots had *broken out* and several serious crimes had been reported. 'At present, too many people think they can commit a crime and get away with it,' he said.

**CAUGHT RED-HANDED**  
Yesterday, Gregory Brush, 24, was convicted of the attempted robbery of a paint factory in Leeds. It was reported that he fell into a large drum of red paint while trying to escape *with the money*. He was rescued by a nightwatchman and *gave himself up* when police arrived to arrest him. He *owned up* to the crime and *pleaded guilty* at his trial.

**2.3. Match the multi-word verbs in A with the definitions in B.**

A	B
1. to give oneself up (to someone)	a. to prevent people getting in or out of an area or building by closing all the entrances
2. to own up (to doing sth)	b. to surprise or shock someone with sth contrary to expectations
3. to take someone aback	c. to explode, detonate, or ignite; to make a sudden loud noise
4. to let someone off (with sth)	d. to begin suddenly, usually in an unpleasant and violent way
5. to set sth up	e. to admit or confess to a crime or to doing sth wrong
6. to carry sth out	f. to fail, cease or collapse because of a problem or disagreement
7. to go off	g. to establish sth, to make the arrangements and preparation for sth to start
8. to seal sth off	h. to punish someone lightly or not at all (informal)
9. to break down	i. to allow oneself to be arrested or captured
10. to break out	j. to perform or conduct sth

**2.4. Make sentences with the same meaning using the multi-word verbs.**

- a) The police *prevented anyone entering or leaving* the area.
- b) She *established* an organization to help young offenders.
- c) He *confessed* to stealing the money.
- d) His boss *only gave him* a warning.
- e) He *let* the police *arrest him*.
- f) They want to *conduct* a medical examination.
- g) The bomb *exploded* at four in the afternoon.
- h) After two years of peace, war *suddenly began*.
- i) Negotiations between management and unions have *collapsed*.
- j) I was *surprised* by her change in attitude.

**2.5. Read the passages below. Substitute, where appropriate, the multi-word verbs from this unit.**

a) A recent survey, conducted by a national newspaper, shows that the traditional two-parent family is collapsing and is gradually being replaced by single-parent families.

b) Bank robbers who managed to hide themselves in a time-lock safe in an attempt to steal £3 million, found they were unable to escape when their explosives failed to detonate. They did not resist arrest when security guards opened the safe two days later.



c) A woman whose 6-year-old daughter was killed by a drunk driver has complained that the judge only gave the man a six-month suspended sentence and a £250 fine. The Home Secretary has said he will be establishing a committee to look into the sentencing guidelines for such cases.

d) Shortly after the match, fighting suddenly began among the supporters of two rival football teams. The police stopped people entering or leaving the town centre in an attempt to contain the violence.

e) Jayne Wilson confessed to stealing £15, 000 from the company where she worked, when she was caught red-handed by a security camera which recorded her placing the money in her briefcase. «I was shocked and surprised when I saw the recording», said the managing director. «I thought she was someone we could trust completely».

**2.6.** Which of the words can be used with the multi-word verbs? Up to three items may be correct.

a) The judge **let him off** with warning. / a suspended sentence. / the death penalty. / a two-year prison sentence.

b) They have **set up** a business. / a birthday party. / an inquiry. / a research team.

c) They have **carried out** an experiment. / a committee. / an inquiry. / a test.

d) The alarm clock / The fireworks / The gun / The telephone **went off**.

e) A new film / A flu epidemic / A fire / An argument has **broken out**.

f) Peace talks / The holidays / Negotiations / Community relations have broken down.

**2.7.** Work with a partner. Discuss the following questions, using the multi-word verbs from the unit.

a) What time does your alarm clock start ringing in the morning?

b) Your friend has been involved in a petty crime. It is probable the police will catch him. What would you advise him to do?

c) If you discover something surprising or shocking about someone you have known for a long time, what would your reaction be? Give an example.

d) What can cause riots to start suddenly?

e) Which of the following people would you punish lightly or not at all?

– a poor woman caught stealing food from a supermarket;

– someone caught stealing small items from work;

– a student traveling on a bus without a ticket;

– a 13-year-old boy caught breaking into a parked car.

f) Can you think of examples of people who have been punished lightly for crimes they committed? If so, what were they?

**2.8.** *Work with a partner. Look at the expressions in italics and discuss what they mean. How would you express the same idea in Russian?*

a) I *caught him red-handed*. When I entered the room I saw him taking the money from my purse.

b) He had *kept to the straight and narrow* all his life, so we were taken aback when we heard he had committed a serious crime.

c) It was a case of *poetic justice*. While the burglar was away on holiday someone broke into his house and stole everything.

d) The judge's responsibility is to ensure that a suitable punishment is given. In other words, *the punishment should fit the crime*.

e) When the man was found not guilty of killing the children, the local people *took the law into their own hands*. They set fire to his house and forced him to leave the area.

**2.9.** *Discuss the questions below.*

a) A man tries to steal some money from your bag. You catch him red-handed. What do you do?

b) How important is it that people in public life, such as politicians, keep to the straight and narrow in their private lives?

c) What is your reaction when you hear about a case of poetic justice.

d) Why is it so important that the punishment should fit the crime? What is the result if it doesn't?

e) When, if ever, is it right to take the law into your own hands?

**2.10.** *Work in pairs.*

A woman is to appear in court charged with murdering a man who had killed her husband and baby daughter in a drink-driving accident. The man had been allowed to go free, with a five-year driving ban and a fine of £250. The woman, shocked by the light punishment, went to the man's house and, after an argument, shot him dead. She then went to the police and admitted killing him.

*Try to think of as many reasons as possible why the woman should be found guilty or not guilty of murder. Decide what you think the result of the trial should be. Then discuss your ideas with the rest of the group.*

### III. PUNISHMENT

3.1. Put each of the following words or phrases in its correct place below.

wrongdoer	deterrent	law-abiding	death penalty	misdeeds	reform
humane	rehabilitate	barbaric	retribution	crime doesn't pay	
corporal punishment					

What is the purpose of punishment? One purpose is obviously to (a) \_\_\_\_\_ the offender, to **correct the offender's moral attitudes** and anti-social behaviour and to (b) \_\_\_\_\_ him or her, which means to assist the offender to **return to normal life** as a useful member of the community. Punishment can also be seen as a (c) \_\_\_\_\_, because it warns other people of what will happen if they are tempted to break the law and so prevents them from doing so. However, a third purpose of punishment lies, perhaps, in **society's desire for (d) \_\_\_\_\_** which basically means revenge. In other words, don't we feel that a (e) \_\_\_\_\_ should suffer for his (f) \_\_\_\_\_? The form of punishment should also be considered. On the one hand, some believe that we should «**make the punishment fit the crime**». Those who steal from others should be deprived of their own property to ensure that criminals are **left in no doubt** that (g) «\_\_\_\_\_». For those who attack others, (h) \_\_\_\_\_ should be used. Murderers should be subject to the principle «an eye for an eye and a tooth for a tooth» and automatically receive the (i) \_\_\_\_\_. On the other hand, it is said that such views are unreasonable, cruel and (j) \_\_\_\_\_ and that we should **show a more (k) \_\_\_\_\_ attitude** to punishment and try to understand why a person commits a crime and how society has failed to **enable him to live a respectable, (l) \_\_\_\_\_ life**.

3.2. Here is the story of an unfortunate, irresponsible man called Mr N. Body. Imagine that he was stopped by the police at each and every point of the drama. Read about what happened and, after each piece of information you receive, decide what punishment he deserves.

*Here are some of the sentences you might wish to use.*

You might feel the **death penalty** is in order, or **life imprisonment**, even **solitary confinement**. You could **put him on probation**, give him **community service** or **impose a fine** – anything from \$10 to \$1000. You might consider **corporal punishment** (a short, sharp shock), a shortish **prison sentence** or, of course, you could make that a **suspended sentence**. You might make him **pay compensation**, or would you like to see him **banned from driving**? No? Well, his **licence** could be **endorsed**. Or would you **dismiss the case**, **find him not guilty** of any crime, **acquit him**, **find the case not proved**?

a) Mr Body drank five pints of beer and five single whiskies in a pub, got into his car and drove away.

b) He did not drive dangerously but **exceeded the speed limit** as he wanted to catch up with a friend who had left his wallet in the pub.

c) As he was driving along, a little girl ran into the road and he knocked her down.

d) There was no way he could have stopped, drunk or sober.

e) The little girl suffered only bruises and superficial injuries.

f) Mr Body's wife had left him two days before.

g) Six months later, it was clear that the little girl was to suffer from after-effects of the accident and would stutter for many years.

h) Mr Body had never previously received any **summons for traffic offences**.

i) The little girl admitted that it was all her fault.

j) The passenger in Mr Body's car was killed outright as he went through the windscreen.

**3.3.** *Read the accounts of the seven court cases below. In each one, the sentence imposed by the judge has been blanked out. Working in groups, say what you think the sentence should have been. There is no need to try and replace the exact words. Just say what sentence should have been imposed.*

**\*\*\*\*\* for Mob leader**

TERRY LAST, the ringleader of the Chelsea Mob who planned violence at Britain's football grounds was \*\*\*\*\* today.

His Honour Judge Shindler described 24-year-old solicitor's clerk Last as a man who «glorified and revelled in violence» and who had a «**perverted lust for violence**». The judge, who lists watching soccer as a hobby in his Who's Who entry, said Last and his gang of four other Chelsea fans had brought terror to the terraces forcing ordinary fans to stay away.

**Attack**

Judge Shindler, who follows Crystal Palace, sentenced Last, of Bow, East London to \*\*\*\*\* for **conspiring** to fight at Britain's soccer grounds and \*\*\*\*\* for taking part in an attack on Everton fans in Liverpool in December, 1985.

**Former judge sentenced over driving offences**

A 61-YEAR-OLD former High Court judge, who gave a false name when stopped for speeding while disqualified, **pleaded guilty** yesterday to attempting to pervert the course of justice. The disgrace of former judge Vivian Price, of Redwall Farmhouse, Linton, Kent, was chronicled in Maidstone Crown Court as he \*\*\*\*\*.

His **counsel** Mr George Carman, QC, said that for a former deputy High Court judge to «plead guilty to **a charge of** trying to pervert the course of justice is a unique situation as far as I know in the courts of this country». He added that «the law has often reserved its most severe punishment for those in positions of public eminence. Great privilege carries with it great responsibility».

Miss Heather Hallett, prosecuting, said Price gave his correct date of birth when stopped for speeding but the name of a member of his family. He continued the deceit by **pressurising** a member of his family **to take the blame**. He had been disqualified for drink-driving the same year.

The first offence took place on the Canterbury by-pass where he was stopped after driving at 98 mph. He was later stopped again doing 50 mph at Coxheath, near Maidstone, in a 30 mph limit.

For attempting to pervert the course of justice he was sentenced to \*\*\*\*\* for driving while disqualified the first time. For the second driving offence, he was sentenced to \*\*\*\*\*. He was also banned from driving for \*\*\*\*\*.

#### **Driver \*\*\*\*\***

A drink-driver who killed a man while fleeing from police was \*\*\*\*\* at Birmingham Crown Court. It was the second conviction involving drinking and driving in five months for Shabir Sabar, 30, who ran down Stanley Crofts, 51.

#### **Night intruder \*\*\*\*\***

A JILTED lover **smashed his way into** his ex-girlfriend's home and said, after **grabbing** her throat: «I could kill you. No-one knows I am here», a court heard on Monday.

Jobless David Jones, formerly of Bedwyn Walk, Aylesbury, appeared at Aylesbury Magistrates Court only three days before his 22nd birthday and admitted assault occasioning actual bodily harm, and criminal damage.

The court \*\*\*\*\* Jones \*\*\*\*\* , and ordered him **to pay** £32 compensation for the window and £30 **towards costs**.

#### **Double rapist**

A MAN who raped a 25-year-old bank clerk less than a month after being bailed for a similar offence was \*\*\*\*\* at Birmingham Crown Court yesterday \*\*\*\*\*.

Steven Wilson, aged 25, of Coventry, met the woman in a night club in Coventry last New Year's Eve. Four weeks earlier he had committed a similar rape on a girl aged 20, whom he also met in a night club.

### **How Erica put drug dealer behind bars**

DRUG dealer Anthony Dorrington has been \*\*\*\*\* after he was trapped by a police operation code-named «Erica».

Throughout the summer weeks of last year crack drug squad officers from Herts mounted a **secret surveillance operation** on Dorrington's flat.

They **logged down** all the visitors before mounting a **raid** on the premises in Abbey View, Garston. Dorrington, 35, and flatmate Neil Hornsby, 27, were both arrested after officers found unknown substances, syringes and needles. It turned out the pair had been **dealing in heroin**.

### **\*\*\*\*\* for boy who killed a school bully**

SIMON LUNDIE, 17, suffered years of hell at the hands of a school bully. Finally he snapped – and **stabbed his tormentor to death**. «This was a wicked and terrible thing you did», Mr Justice Alliot told Simon today at the Old Bailey. He accepted that Lundie had been **provoked** but had decided that such **outrageous behaviour** demanded **stern** punishment. Lundie's mother wept as he was sentenced to \*\*\*\*\*.

The boy he stabbed was 17-year-old Robert Tucker, whose parents silently watched as Lundie was taken to the cells.

Mr Timothy Langdale, prosecuting, said Tucker bullied and threatened Lundie. «Every day for 18 months he forced him to hand over his dinner money of 75p». Tucker constantly telephoned Lundie at home – sometimes five times in a day. «He carried on threatening him and making even greater demands for money» said counsel. «Lundie was very nervous and frightened of the other boy».


Two weeks before his death Tucker ordered Lundie to have a fight with one of his cronies. Lundie was reluctant, but there was a minor **scuffle** involving Tucker as well. When arrested Lundie told detectives: «It is a long story. This has been going on for years. I could not take any more».

Lundie, of Rochford Avenue, Waltham Abbey, pleaded not guilty to murder but admitted manslaughter. His plea was accepted.

*The sentences imposed were as follows:*


- five years' youth custody;
- ten years' imprisonment;
- eighteen months' imprisonment;
- a fine of £110;
- four years' imprisonment;
- ten years' imprisonment;
- a nine-month suspended jail sentence.

*Do you think the decisions were fair?  
Was anyone treated unduly **harshly** or **leniently**?  
Did the sentences reflect a proper order of priorities; that is, was the most serious crime punished most severely?*

 **3.4. «Prison».**

Why does society send people to prison, in your opinion? Try to think of at least three reasons. Do you think they are all good reasons?

*Listen to the recording. How many different reasons for prison are mentioned?*

 **3.5.** *Do you think prison is successful as a deterrent? Do you think it successfully rehabilitates criminals? Why (not)? You will hear recordings of Frances (who works for a prison reform organization), Nick (an ex-prisoner), and Penny (a probation officer). Listen and see if they agree with your opinion. Try to sum up in your own words what they said.*

*Before you listen, find out the meaning of the following words and word combinations.*

to clear up


first-time offenders

to cop a sentence

to pay lip-service to smth

by and large

to mark time

 **3.6.** *Now you will hear Frances and Nick talking about what it is like to be in prison. Before you listen, try to predict what they might say. After listening, compare your notes with another student's.*

*Find out the meaning of the following words and word combinations.*

appalling

barbaric

sanitation

to focus on the outside

**3.7.** *Work in groups of three or four. Each group must find answers to the following questions.*

a) Should fewer people be sent to prison?

b) Which kinds of criminals should be sent to prison?

c) What should be done with the others, instead of sending them to prison?

### 3.8. Read the text.

#### «Capital punishment is the only way to deter criminals»

Perhaps all criminals should be required to carry cards which read: Fragile: Handle With Care. It will never do, these days, to go around referring to criminals as violent **thugs**. You must refer to them politely as «**social misfits**». The professional killer who wouldn't think twice about using his cosh or crowbar **to batter** some harmless old lady to death in order to rob her of her meagre life-savings must never be given a dose of his own medicine. He is in need of «hospital treatment». According to his misguided defenders, society is to blame. A wicked society breeds evil – or so the argument goes. When you listen to this kind of talk, it makes you wonder why we aren't all criminals. We have done away with the absurdly harsh laws of the nineteenth century and this is only right. But surely enough is enough. The most senseless piece of criminal legislation in Britain and a number of other countries has been **the suspension of capital punishment**.

The violent criminal has become a kind of hero-figure in our time. He is glorified on the screen; he is pursued by the press and paid vast sums of money for his «memoirs». Newspapers which specialise in crime-reporting enjoy enormous circulations and the publishers of trashy cops and robbers stories or «murder mysteries» have never had it so good. When you read about the achievements of the great train robbers, it makes you wonder whether you are reading about some glorious resistance movement. The hardened criminal is cuddled and cosseted by the sociologists on the one hand and adored as a hero by the masses on the other. It's no wonder he is a privileged person who expects and receives VIP treatment wherever he goes.

Capital punishment used to be a major deterrent. It made the violent robber think twice before pulling the trigger. It gave the cold-blooded poisoner something to **ponder about** while he was shaking up or serving his arsenic cocktail. It prevented unarmed policemen from being mowed down while pursuing their duty by killers **armed with** automatic weapons. Above all, it protected the most vulnerable members of society, young children, from brutal sex-maniacs. It is horrifying to think that the criminal can literally get away with murder. We all know that «life sentence» does not mean what it says. After ten years or so of «good conduct», the most desperate villain is free to return to society where he will **live** very comfortably, thank you, **on the proceeds of his crime**, or he will go on committing offences until he is caught again. People are always willing **to hold liberal views** at the expense of others. It's always



fashionable to **pose as** the defender of the under-dog, so long as you, personally, remain unaffected. Did the defenders of crime, one wonders, in their desire for fair-play, consult the victims before they **suspended** capital punishment? Hardly. You see, they couldn't, because all the victims were dead.

– *Do you agree with the message of the text?*

**3.9.** *Work with 2 or 3 other students and try to agree on a group list of 4 – 5 arguments in favour of the suspension of capital punishment and 4 – 5 arguments against it.*

*Now discuss the issue with other members of the small group using the arguments you have prepared.*

**3.10.** *Solve the following problems.*

*You are the judge. You must decide how long to send the accused to prison for. The minimum is three months. The maximum is a real life sentence. Or could you think of a more appropriate punishment?*

**Case 1.** The accused is a doctor. He **gave an overdose** to an 85-year-old painter who had **terminal** cancer. The painter had asked for overdose. The painter's family accused the doctor of a murder.

**Case 2.** The accused found her husband in their bed with another woman. She took the bread-knife and killed him.

**Case 3.** This man is a well-known leader of a radical organisation. He was recently **tried for** possessing one marijuana cigarette and sentenced to ten years in prison. He is **appealing** the decision.

**Case 4.** The woman was given thalidomide while she was pregnant. She gave birth to a baby without arms and legs. When it was two months old, she **smothered** it while it was sleeping.

**Case 5.** The three teenage boys were having a fight with a fourth boy near a swimming pool. They threw him in the water and then stood on him till he drowned.

– *It's a great responsibility to have the future of a person in your hands, isn't it?*

– *Would you agree to be a juror or a judge if you were offered? Why / Why not?*

**3.11.** *Below is an interview with a judge on crime and punishment. The judge says why he gives help in some cases and punishment in others.*

*Interviewer:* Are there ever times when you just feel desperate, you know, you realize there's absolutely nothing that can be done for this person?

*Judge:* Oh, yes, very often.

*Interviewer:* And what do you do in such cases?

*Judge:* Well, it depends how anti-social their action has been. If a person needs help one wants to give it to him or her, but on the other hand you always have to consider at the same time: the effect on society in general of too much kindness to too many people.

*Interviewer:* You mean if such a person were let free he might cause far more trouble to other people than he could cause to himself while he's inside prison.

*Judge:* Yes, indeed. And also if people were never punished I think undoubtedly crime would increase.

– *Work in groups of 3 or 4 and assign different opinions on the problem of punishment to each member of the group.*

– *Spend a few minutes individually thinking of further arguments you will use to back up your own opinion on the usefulness and types of punishment.*

– *Now discuss the issue with other members of the small group using the arguments you have prepared. Do your best to support those who share a similar point of view and try to dissuade those who don't agree with you. (Use clichés of persuasion, agreement / disagreement.)*

**3.12.** *Write 200 words or more on one of these subjects.*

a) More attention should / shouldn't be given to how criminals can pay their victims back for the losses they have suffered.

b) How the prison system should be changed.

c) Capital punishment creates more problems than it solves.

## **IV. JUVENILE DELINQUENCY**

### **4.1. Read the text**

Childhood is a time of joy and innocence for most people: for others, life turns violent and so do they. Criminal acts of young persons are referred to broadly as **juvenile delinquency**. In some countries delinquency includes conduct that is antisocial, dangerous, or harmful to the goals of society. The age

at which juveniles legally become adults varies from country to country, but it generally ranges from 15 to 18.

Sociological research has established such bases for predicting delinquent behaviour as the nature of a child's home environment, the quality of the child's neighbourhood, and behaviour in school. It has never been proved, however, that delinquency can be either predicted or prevented. It is far likelier that delinquency is an, integral part of society and probably part of the maturation process that some children go through.

### *Causes and effects*

For the majority of young offenders, delinquency seems to be a phase passed through on the way to adulthood. Delinquent acts begin at about age of 10 or 11, though there has been a **substantial increase in** even younger offenders in recent years. The most serious activities **peak at** 14 or 15 years of age and then begin to decline for the next several years. The exceptions to this generalization are some older youths who get involved in car theft, robbery, burglary, and even murder. They may well become adult criminals. For the majority, delinquent activities **gradually decrease** and may **cease** altogether as young people enter their 20s and face the prospect of full-time work and marriage. It does seem to be true, however, that the earlier in life delinquent activities are begun, the likelier it is that the pattern will persist – particularly in offenders who are convicted and sentenced to **juvenile correction institutions**.

### *Nature-nurture controversy*

**Nature versus nurture.** There has been much controversy among psychologists and sociologists in the late 20<sup>th</sup> century concerning whether some people are **genetically-disposed to** crime or whether illegal acts **have their origin in** one's upbringing and environment. There is evidence to support both views. Those who believe it probable that there is **a genetic disposition to** crime have noted certain physical and personality differences between delinquents and non-delinquents. Delinquents have been found to have **sturdier** bodies and to act in a more aggressive way than non-delinquents. In their personality traits, delinquents are more extroverted, and impulsive, and less able **to delay the satisfaction of desires**. Some psychologists believe that there is **an inherited** flaw in the genetic **makeup** of a criminal that leads to rejection of society's standards. Others note that many violent prisoners have, higher than normal levels of the **male sex hormone testosterone**.

The contrary opinion tends to view delinquents as not substantially different from the remainder of the population. Not all sturdily built individuals, for instance, become criminals; many make their living as athletes or in a variety

of professions. Studies in Great Britain have shown that delinquents tend to come from families where there is **tension** and much difficulty in interpersonal relationships. **Family breakdown** is also found to be a significant factor. The United States Bureau of Justice Statistics reports that in the late 1980s, about 70 per cent of the juveniles in state reform institutions grew up in single parent (usually with the mother as head of household) or no-parent families.

Many delinquents come from homes where the parents abuse alcohol or drugs or are themselves criminals. **Poverty, physical and verbal abuse**, parents with little respect for themselves, and **erratic discipline patterns** emerge as contributing factors in such research. Beatings by parents or others can cause injuries to the brain, which in turn frequently cause neurological problems, paranoia, hallucinations or violent behaviour.

### *Social factors*

Most delinquents in the United States come from the lower middle class and the poorest segments of society. One reason for this is the **low esteem** in which education is often held in these groups. Schooling seems boring and unchallenging, and the delinquent rebels against it by **cutting classes or disrupting them** and eventually may drop out altogether – as more than one quarter of teens did by the early 1990s. Such youths find in each other's company **a compensation for their educational failure** by rejecting the social values to which they are supposed to adhere. **To make up for this failure**, and finding their job market limited, they live dangerously and show **contempt for authority**.

Many parents, educators, and others blame the violence found in many movies and; television shows, rap music and heavy-metal rock lyrics, and comic books, as well as the economic aspirations and goals of society itself. The **signs of affluence** that children in the poor and working classes see about them – money, power, and a large array of consumer goods – make them desperately want some of these things even though they may feel they will never be able to afford them.

### *Types of delinquent behaviour*

Traditionally, delinquency meant offences such as **truancy, assault, theft, arson, or vandalism**. In recent decades more violent crimes by teens became more common, especially for those who traffic in drugs or are addicted and commit crimes to support their habits. Bigotry could be seen in teens of all races; one example is the rise of white-supremacist gangs called skinheads. Sexual crimes also dramatically increased, with date rape one of the most common of adolescent sexual crimes. All the more troubling is the fact that the number of teenagers in the country decreased during this time.

### ***Gangs and group crime***

The cliché that «birds of a feather flock together» has special relevance for the social situation of delinquents. Alienated from society, they tend to form groups. Although non-delinquent teenagers also form gangs, delinquents are far likelier to do so. They are impelled by the need to belong and are drawn by the sense of security that a gang offers its members. In belonging to a gang there is a solidarity that an individual fails to find as a loner in society. Gang subculture has its own standards, obligations and rights. It may also have its own dress code.

Many schools are no safer than the streets; by 1990 it was estimated that more than three million incidents of attempted street crime (assault, rape, robbery, or theft) occur in schools or on school property each year. As more students carry weapons, more schools have instituted tough security measures.

### ***Society's response***

Society tries to deal with youthful offenders in a variety of ways. The most common unofficial means are through school counselling and sessions with psychologists and psychiatrists. Social workers who deal with family problems also attempt to **sort out** the differences of young potential delinquents.

Serious offences are dealt with officially by the police and the courts. Because of the nature of some of the offences committed by juveniles, there has been a tendency to try them in court as adults for certain crimes, especially for murder. The juvenile courts attempt **to steer** young people **away from** a life of crime, though the most serious offences normally result in **periods of confinement** in juvenile halls or prisons for younger criminals. If possible, however, the courts try more **lenient methods of probation, juvenile aftercare, or foster care.**

Probation means that the court **suspends sentence** and **releases the offender on the condition** of good behaviour, subject to certain rules and under the supervision of the court. Probation is frequently granted to first-time offenders. Sometimes in order to avoid bringing the case before the court, informal probation under the supervision of a probation officer is prescribed. Probation has proved to be the most successful way of dealing with very young offenders.

Juvenile aftercare is the equivalent of **parole** for an older criminal; it takes place after the young person has been released from an institution and is supervised by a youth counsellor. The purpose of aftercare is **to promote readjustment** to society.

In foster care the juvenile is placed in a stable family situation with the hope that he will **adjust to the positive values of society.** It is often part of an effort to prevent institutionalization.

*Answer the questions:*

Is it possible to predict or prevent delinquent behaviour?

Where do you stand on nature Vs nurture controversy issue?

Is juvenile delinquency a vital topic in your country?

**4.2.** *Team up with another student, work out the backgrounds of criminal behaviour in pairs.*

*Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following:*

a) Are juvenile offenders usually found among children from broken homes or large unhappy poor families?

b) Is being unemployed an important enough reason **to push somebody onto the path of crime**?

c) What would you say about **disillusionment**, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency?

d) Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular.

## **V. CRIME PREVENTION**

### **Background information**

Many criminologists stress the need for improving the performance of criminal justice agencies – the police, the courts, and correctional institutions. For example, they point out that **better educated, equipped, and coordinated police forces** are more effective in controlling crime.

There are many other ways to reduce crime. People can be educated or persuaded **to take greater precautions** against crime. They can be taught, for example, how to protect their homes from burglary. Automobile thefts would drop sharply if drivers removed their keys and locked their cars when leaving them. Better lighting helps discourage robberies on city streets and in parks. Many experts believe that **strict gun-licensing laws** would greatly reduce crime.

The high rate of crime can be reduced only by **means of coordination of efforts**. Local authorities, private businesses and **voluntary groups** should **collaborate with the police**. For example, in Britain local crime prevention panels operate in conjunction with the police to fight crimes directed against property. Their methods include marking valuable goods and equipment and **installing security devices** such as burglar alarms. The setting-up of «Neighbourhood Watch» schemes has been a practical move towards the prevention of break-ins and thefts from private houses.

### 5.1. Read the text.

#### «Everyone Needs a Guardian Angel»

For years, New York's East Side has borne the brunt of the city's **spiraling crime rate**. Last year 1,821 people were murdered, and on an average day 226 were mugged. Few lives remain untouched: in a recent survey seven out of ten respondents said that fear of crime was the worst aspect of living in New York.

But Evil in the City never quite triumphs over Good. Out of the ghetto came a band of 13 Bronx teenagers dedicated to the fight against crime. They began riding subways between Bronx and Queens to protect commuters from violence.

Their leader was Curtis «Rock» Sliwa, a stern Al Pacino look-alike and assistant manager of a Bronx hamburger restaurant. They originally called themselves The Magnificent Thirteen, because, says Curtis, «what we were doing was truly magnificent».

Now he wields undisputed authority over 700 Guardian Angels in New York and has started chapters in 18 other American cities.

Curtis claim (but can't prove) that the Angels have made 142 citizen's arrests, saved two lives, and thwarted many other potential rapes, assaults, and muggings. He also maintains that his organization gets a better rate of convictions than the widely detested police force.

The Angels, unlike the police, reflect the ethnic make-up of the local communities. Two-thirds of the New York Volunteers are Hispanic, and most of the remainder are black. Forty-three of them are women.

The police Department accuses the Angels of refusing to cooperate, but Curtis says he has to avoid the police **stigma**. A cop with a gun and a stick has a duty to stop you smoking pot and playing your radio loud. How can they get respect?

The Angels have a different style. They are unarmed, although **trained in martial arts**, and many of them look younger than the minimum age of 16. Their **patrols** cover streets, parks, subways and housing estates. If they **catch a felon**, they can **make a civilian arrest**, but their main aim is to act as a deterrent to crime.

Curtis thinks the rot set in during 60s when everyone was «doing their own thing». Since then if Americans want they take. In the Sliwa analysis, crime has nothing to do with politics or poverty. He argues that greed and dishonesty now infect street criminals and bank presidents alike.

Discipline, dedication, and adherence to the work ethic: these are the qualities he requires of Angels in the **battle against social chaos**. All volunteers must be either employed or in school and must have a **clean criminal record**.

The Angels' structure is hierarchical, and its membership exclusive. Candidates must have a recommendation from another Angel before going through the rigorous interview and training process. The work is hard: two four-hour patrols a week is the minimum requirement, and there are no material rewards.

Why do they do it? Lisa Evers, 23-year old second in command, joined up after five people in her block were murdered in one year. She maintains that «thanks» from the public is better than a five-dollar bill. What we get out of it is a feeling of satisfaction, respect, and recognition.

### **5.2. Role play.**

**A:** You have heard about the activities of the Guardian Angels in New York, and know that your friend has read an interesting article about them. Find out as much as possible from her / him about the Guardian Angels. Ask, for instance, for an explanation of their name, their purpose, their activity, public attitude toward them, the officials' attitude toward them and their membership.

**B:** You have recently read an interesting article about Guardian Angels in New York. Give your assessment of their activity, exchange views about their effectiveness, and discuss whether it could be successfully applied in Belarus.

## **GROUP DISCUSSION**

*Work in groups. Decide which of the following statements you agree or disagree with. Discuss these with the other members of your group. Use the technique of defending your views by being forceful in presenting your arguments.*

- a. Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education.
- b. The stricter the punishment, the lesser the crime rate.
- c. The reformatory function of imprisonment is little more than fiction.
- d. People who served in prison or penitentiary come out morally improved and incapable of committing a crime.
- e. Capital punishment may lower crime rates.
- f. We should disobey the law which is contrary to our own beliefs.



*Before the beginning of the discussion read the following selections carefully and extract the necessary information:*

– Law cannot, and must not **take revenge**: punishment is not an end in itself, but a means of **restoring social justice**. It's a tool for re-education.

– The fundamental problem is not the **first time offender** or the petty thief but the **repeated offender** who commits increasingly serious crimes. Many require the aid of physicians, psychiatrists or psychologists. Others respond well to **educational or vocational training**. Teach a criminal how to use a computer or work on a car! It will allow him to leave the prison better trained and thus, allow him to find his place in society better prepared and ready to enter the work force...

– Even in an ideal **penitentiary** – if such could be imagined – serving one's time causes serious problems. A **cooped-up** individual loses friends, family, profession, familiar environment. Imprisonment, particularly if it is prolonged, **undermines** one's capacity to make decisions, to control oneself. Set free after long years in jail, one is **unfit for freedom**, normal life seems incomprehensible and unbearable. One might be unconsciously drawn to the habitual way of life.

– The legal profession and sociologists know that the arrest itself, the **curtailing of personal freedom**, is increasingly perceived as the greatest shock by the offender. It is a traumatic, shameful psychological experience.

– At the present time, our prison system is not turning out good citizens. If convicts were treated with dignity and respect, the case might be different. Prisoners who have been **treated brutally and without humanity** return to the community as aggressors. Meanwhile, the man who ends up in prison is often not only a criminal, but a person who has not learned to live and work with people. He needs help, not punishment...

– Convicts have committed a crime. They should be punished rather than helped. A severe regime of **compulsory work**, bad food and bad treatment would be more appropriate for prisoners. Educational and vocational programmes are just a waste of taxpayers' money. They should train honest people, not criminals...

– An extensive **prison-building programme** should be launched. Prisons don't deter criminals from committing crimes, but they do lock up criminals so they can't commit crimes while in prison. Therefore more prisons should be built to lock up more criminals, and for longer sentences...

## WRITING

- a) Society prepares the crime; the criminal commits it (H. Buckle).
- b) If poverty is the mother of crimes, want of sense is the father (J. de la Bruyere).
- c) Many commit the same crimes with a very different result. One bears a cross for his crime, another – a crown (D.J. Juvenal).
- d) He who decides a case without hearing the other side, though he decides justly, cannot be considered just (L.A. Seneca).
- e) It's better to risk saving a guilty person than to condemn an innocent one (F.M.A. Voltaire).

## SELF CHECK

### Part A

#### *Translate into English*

- |  |                              |
|--|------------------------------|
| 1) совершить преступление              | 15) осудить условно          |
| 2) нарушитель закона                   | 16) пожизненное заключение   |
| 3) привлечь к судебной ответственности | 17) смертная казнь           |
| 4) предъявить иск                      | 18) преднамеренное убийство  |
| 5) снять отпечатки пальцев             | 19) детская преступность     |
| 6) признать виновным                   | 20) закоренелый преступник   |
| 7) обвинить в краже                    | 21) место преступления       |
| 8) вынести приговор                    | 22) законопослушный          |
| 9) отбывать срок                       | 23) потасовка                |
| 10) освободить под залог               | 24) бандит, головорез        |
| 11) установить залог в размере \$1000  | 25) прогул (занятий в школе) |
| 12) подвергать перекрестному допросу   | 26) возмездие                |
| 13) содержать под стражей              | 27) подрывать, разрушать     |
| 14) наложить штраф                     | 28) неудачник                |
|  | 29) выкуп                    |
|  | 30) заложник                 |

### Part B

#### *Translate into English*

- 1) Вообще говоря, тюрьма не удерживает людей от совершения преступлений.
- 2) Люди выходят из тюрьмы с большим запасом знаний того, как нарушать закон.

3) Около 80 % заключенных, впервые совершивших преступление, возвращаются обратно в тюрьму.

4) Условия в тюрьме просто варварские: отвратительная еда, несоблюдение санитарных норм, люди заперты по 3 – 4 человека вместе.

5) Вооруженный ножом преступник похитил дневную выручку магазина.

6) Уличные грабители, как правило, ищут легкую добычу. Встретив пожилую хорошо одетую женщину, они выхватывают у нее сумку и убегают.

7) Женщина визжала до тех пор, пока не прибыла полиция и не арестовала грабителя.

8) Подозреваемый был задержан полицией.

9) Закоренелым преступникам очень редко удается вернуться к нормальной, законопослушной жизни.

10) Обвиняемый был отпущен под залог.

11) Он возбудил дело против своего работодателя.

12) Малолетние преступники отбывают свой срок в исправительных учреждениях.

13) Он был осужден за попытку ограбления банка.

14) Арестованный написал признание под давлением.

15) Взяв на себя вину своего мужа, она оказалась за решеткой.

16) Поступок учителя был спровоцирован безобразным поведением учеников.

17) Во время слушания дела защита пытается доказать, что обвиняемый невиновен, подвергая перекрестному допросу свидетелей.

18) Группа добровольцев произвела гражданский арест.

19) Ученые считают, что некоторые люди имеют генетическую предрасположенность к совершению преступлений.

20) Демонстранты выступали за снятие запрета на смертную казнь.

## **Part C**

### ***I. What crimes could involve the following?***

- |                              |                     |
|------------------------------|---------------------|
| 1. betrayal of one's country | 5. contraband       |
| 2. heroin                    | 6. state secrets    |
| 3. a ransom                  | 7. hostages         |
| 4. a store detective         | 8. illegal marriage |

**II. Complete the following story with the given words.**

theft            pleaded            fingerprints            found            cell  
evidence        arrest            oath            investigate  
sentence        charge            detained            fine  
court            magistrate        handcuff            witnesses

A policeman was sent to 1... the disappearance of some property from a hotel. When he arrived, he found that the hotel staff had caught a boy in one of the rooms with a camera and some cash. When the policeman tried to 2... the boy, he became violent and the policeman had to 3... him. At the police station the boy could not give a satisfactory explanation for his actions and the police decided to 4... him with the 5..of the camera and cash. They took his 6... , locked him in a 7... , and 8... him overnight. Next morning he appeared in 9... before the 10... . He took an 11... and 12... not guilty. Two 13... , the owner of the property and a member of the hotel staff, gave 14... . After both sides of the case had been heard the boy was 15... guilty. He had to pay a 16... of \$50 and he was given a 17... of three months in prison suspended for two years.

**III. Paraphrase the parts of the sentences in italics (use the active vocabulary)**

1. *Extremely cruel* conditions in prison didn't bother him.
2. The criminal was handcuffed and *arrested*.
3. He *went* to the drugstore *with me to make sure that I get there*.
4. They lived in *bad, shocking* conditions.
5. I believed that war *would happen very soon*.
6. Young people put in prison are corrupted by *experienced, showing no regret*, criminals.
7. The key witness was called to a witness box to give his *testimony*.
8. He was awaiting trial on charges of *making false banknotes*.
9. Over 80 % of *those who break the law for the first time* in prison go back to prison.
10. Police have launched a murder *investigation*.
11. She awoke to find a *partly dressed* man crawling into her bed.

**IV. Complete the following sentences with prepositions:**

1. Prison doesn't deter people \_\_\_ committing crime.
2. When you are \_\_\_ prison, you can only focus \_\_\_ the outside.
3. One of the purposes of punishment lies in societies desire \_\_\_ retribution.

4. Only 20 % of all the crimes in our town are cleared \_\_\_\_.
5. Griffiths was sentenced \_\_\_\_ four years imprisonment.
6. He is accused \_\_\_\_ killing ten young women.
7. He was arrested and charged \_\_\_\_ a variety of offences.
8. Bianchi had confessed \_\_\_\_ five of the murders.
9. He was found guilty \_\_\_\_ passing on secret papers to a foreign power.
10. After the preliminary hearing he was released \_\_\_\_ bail.
11. The judge has finally pronounced the sentence: to put \_\_\_\_ probation.
12. An old lady hit the mugger \_\_\_\_ the head with her umbrella and started screaming \_\_\_\_ the top of her voice.
13. The robbery happened last night and now the police are appealing \_\_\_\_ witnesses.
14. A criminal entered the shop and pulled \_\_\_\_ the knife from \_\_\_\_ his coat.
15. More than three quarters of prisoners were \_\_\_\_ remand.
16. The fraud was ordered to pay \$300 \_\_\_\_ the prosecution costs.
17. New vehicles must comply \_\_\_\_ certain standards.

***V. Paraphrase the parts of the sentences in italics (use phrasal verbs).***

1. He *confessed* to stealing money from his company.
2. The police *stopped people entering or leaving* the town center.
3. I *was shocked and surprised* when I saw the scene of the crime.
4. The judge only *imposed a fine on him*.
5. The robbers *let the police arrest them*.
6. They want to *conduct* a medical examination.
7. She *established* an organization to help young offenders.

***VI. Paraphrase the underlined parts of the sentences (use idioms)***

1. *He had no difficulty robbing* her.
2. *Officials only pretend to be in favour of making prison rehabilitative, but little has been really done for it.*
3. He had *conformed to strict moral principles* all his life, so we were really shocked when we heard he had committed a murder.
4. Mr Simpson decided to *punish the criminal who had raped his daughter himself*.
5. A woman had been caught *when she was taking money from the pocket of the man standing in front of her*.

## COMMUNICATION ACTIVITIES

### 1

When Gregor Samsa awoke one morning from uneasy dreams he found himself in his bed transformed into an enormous cockroach. He was lying on his hard armour-plated back and, if he raised his head slightly, he could see his arched brown belly, with its ridges and reinforced segments, on which his bed-cover was precariously balanced and just about to slide to the floor. His numerous legs, which were pitifully thin compared to the rest of him, quivered helplessly before his eyes.

«What has happened to me?» he thought. It was not a dream. His room, a normal, though smallish, human room lay quietly between its four familiar walls.

(from *Metamorphosis* by Franz Kafka)

### 2

#### **Karner Blue Butterfly**

With a wingspan of about 1 inch (2,5 cm), Karner blue butterflies are among the smallest of all butterflies. They are also among the rarest. They are found in the midwestern and northeastern United States.

Many people like to collect Karner blue butterflies because they are so beautiful. However, because numbers of Karner blue butterflies are so low, the collection of even a few can seriously harm their population.

An even bigger problem for these butterflies is habitat loss. The only known food of the Karner blue butterfly is the wild lupine, a small blue flowering plant. Wild lupine grows best in sandy soils, in areas that are occasionally cleared by wildfires. Land development and lack of wildfire have reduced the growth of this plant. Without wild lupine, Karner blue butterflies cannot exist.

### 3

AROMATHERAPY is a treatment method, which uses **essential oils** extracted from flowers, plants or trees. These are massaged into the body, **inhaled**, **sprinkled in baths**, or in some cases **ingested**.

Aromatic substances were used in healing throughout the ancient world notably by the Egyptians who used the same perfumes for both medical and cosmetic effects.

Proponents of aromatherapy have to this day developed the art for purposes as diverse as the healing of wounds, treating skin cancer and **banishing wrinkles**.

Having selected the appropriate oil the aromatherapist will probably want to spend some time preparing the skin because diet, pollution and make-up have **dulled** the receptivity of the modern skin. Inhalation is used for the treatment of head and lung complaints. About six to ten treatments may be required, although **beneficial effects** may be felt earlier.

As might be expected, aromatherapy is most effectively used in the treatment of the skin, in healing wounds and burns, and treating **shingles, acne, and conditions related to stress**. The massage with which the oils are applied adds to therapeutic effect of the treatment.

-----4-----

**Shock:**

1. Move the patient as little as possible. Call for a doctor or ambulance.
2. Position the patient with his / her head low and feet raised – do not move any part that may be **fractured**.
3. Loosen tight clothing.
4. Keep the patient warm – cover them with a coat or blanket.
5. Reassure the patient by being calm, sympathetic and confident. Even if the patient appears to be unconscious they may be able to hear any unfavourable comments you make.
6. Don't give the patient anything to drink, not even water and definitely not alcohol.
7. Don't give the patient anything to eat.

-----5-----

***Rapid habitat destruction*** is the main reason species become endangered. Natural changes usually occur at a slow rate, so the effects on individual species are usually slight, at least over the short term. When the rate of change increases greatly, there may be no time for individual species **to adapt to new conditions**. The results can be **disastrous**. This increase in the rate of habitat destruction is directly linked to the **rise in human population**. As more people use more space – for homes, farms, shopping centers, and so on – there is less living space for species that cannot adapt to changing conditions. People also affect plant and animal habitats when they take wood, oil, and other products from the land.

**Introduction of exotic species.** Another problem that harms wildlife is foreign species that are deliberately or accidentally introduced into new habitats by human activities. Sometimes an introduced species causes no obvious harm, but in other cases the **introduced species** causes serious problems. The worst of these problems is when introduced species begin **to prey on native species** and cause them harm.

-----6-----

### **Kagu**

Many birds sing or whistle. Others – such as myna birds and many parrots – talk. The kagu is a bird that barks! These barking birds live in the forests of New Caledonia, an island about 900 miles (1,450 km) east of Australia.

Kagus are big birds. They are 20 to 24 inches (51 to 61 cm) long and weigh about 1,9 pounds (0,9 kg). Their loud barking noise is becoming rare because only about 650 kagus are alive today.

One problem for kagus is the animals that people have brought to New Caledonia. These dogs, pigs, cats, and rats eat kagus or their eggs. Another problem is hunting. Some people kill kagus for their meat. The biggest problem for kagus is the loss of habitat. The forests of New Caledonia have been cleared for mining and agriculture, leaving only a few small valleys where the kagus can live.

-----7-----

**REFLEXOLOGY.** This is a technique in which particular areas on the soles and sides of the feet are seen to correspond to the organs of the body.

These are massaged to promote the health of the organs. Reflexology can also be used as a **diagnostic tool**.

Treatment with the patient lying bare-footed on a couch the reflexologist will **feel for tiny lumps** under the surface of the skin. The place on the foot where these are found indicates which organ is not functioning properly. For instance, the big toe corresponds to the top of the head and brain, and various parts of the heel to the **bladder**, sciatic nerve and sexual organs. The reflexologist will massage these spots, which can be surprisingly sensitive when touched, so it is not uncommon to feel some pain.

Treatments continue until the spot is no longer sensitive.



<b>Injury</b>	<b>Cause</b>	<b>Treatment</b>
<i>a burn</i>	you upset a boiling kettle over your feet	
<i>indigestion</i>		take the pills to help your stomach deal with food
<i>a blister</i>	you wear shoes that rub	
<i>a broken arm</i>		visit a doctor to <b>put it in plaster</b>
<i>food poisoning</i>	you eat food that is bad	
<i>a sprain</i>		take some <b>pain killers</b> to <b>ease</b> the pain, <b>put a tight bandage on it</b>
<i>sunstroke</i>		lie a person in the shade, send for a doctor immediately
<i>a rash</i>	you eat food you're allergic to	

**Manus Island Tree Snail**

Manus Island, north of New Guinea, is covered with rain forest. The Manus Island tree snail, a small animal with a bright green shell, lives in the tops of the trees in this forest.

Overcollecting has been a serious problem for these small animals. Many people like to collect the shells of Manus Island tree snails because of their beautiful color. The 1.6 inch (4 cm) long shells are often used for jewelry. Another big problem for these snails is the loss of the forests where they live. Loggers are cutting down more and more trees of the Manus Island rain forest.

Little is known about the habits of this little animal. If the logging and collecting continue, soon there will be no Manus Island tree snails left to study.

**Snake bite:**

1. Don't cut the wound.
2. Don't **suck out the poison.**

3. Reassure the patient that (in Britain) snake bites are painful but rarely fatal.
4. Encourage the patient to rest, lying down.
5. Wash the wound and **apply a clean dry dressing**.
6. **Bandage** firmly **with a soft pad** pressing on the wound.
7. Prevent the patient from moving the affected part – this reduces the spread of the poison.
8. You can give aspirin to reduce the pain.
9. Get the victim to hospital as soon as possible.

-----11-----

### LITTLE OLD LADY IN KNIFE RAID

A little grey-haired woman **armed with** a knife robbed an Oxfordshire shop after threatening the assistant.

The untidily dressed woman walked into The Sandwich Man shop in Parsons Street, Banbury at 9.30 at night and **pulled out** the bread knife **from beneath her coat**.

She threatened the young girl assistant and forced her to open the till before **grabbing the entire day's takings**.

The robbery happened on Saturday night, and police at Banbury are **appealing for witnesses**.

The shop owner, Mr Ken Woodd of Deddington, who also runs George's Cafe and Georgina's in the Covered Market, Oxford, said: «It is unbelievable. It has never happened before in the 38 years I have been in business».

Police took the assistant around pubs in the town after the robbery to try to find the woman, but with no luck.

Mr Woodd said the day's takings were **snatched**. He said it might have been as much as £180.

-----12-----

### Asian Elephant

Asian elephants used to live in the forests from Iraq to southern China. Since these forests were cut down to make room for farms and villages, the elephants have been **confined to** small, hilly regions where they have little contact with humans. These tiny areas of land cannot supply enough food for the elephants. An adult elephant eats about 331 pounds (150 kg) of grasses, leaves, and other **vegetation** each day. When forests were larger, Asian elephants

**migrated** with the seasons. In this way, they found fresh food supplies. The plants and trees could also **regenerate** after the elephants left.

Today there is nowhere for the elephants to go. Experts say that the Asian elephant population is about 55,000, living on a habitat of about 19,000 square miles (30,400 sq km). In contrast to this, the African elephant population is about 10 times this size and lives on almost 3 million square miles (4,8 million sq km) of available habitat.

-----13-----

T'AI CHI CHUAN. In T'ai Chi slow, flowing movements, which follow a set pattern enable practitioners **to harmonize mind, body and spirit** and become more deeply centred in themselves. Its applications can be a form of healing, for self-defence and as a spiritual discipline.

The emphasis in performing the movements is not on strength, but on relaxation, concentration and balance. The knees are kept bent and movement is achieved by shifting the greater part of the body's weight slowly from one foot to the other while the hands make careful and gentle pushing and circling gestures. Attention is also paid to correct breathing. Physically the aim is to develop muscle control, **fluidity** and **grace**.

Because of its relaxing effect, T'ai Chi is often recommended therapeutically to those who suffer from tension and anxiety, high blood pressure and heart complaints. It can **promote and maintain** good health both physically and mentally.

-----14-----

He felt a curious tingling in his hands and feet. He felt his nose becoming cold and wet, his ears becoming flappy.

Eric is a perfectly ordinary boy. Perfectly ordinary that is, until the night when, safely tucked up in bed, he slowly but surely turns into a dog!

What becomes of Eric – the adventures he has with his best friend Roy, and their joint efforts to puzzle out the reason for his transformation – makes a very funny and entirely believable book.

(*Woof!* by Allan Ahlberg)

**Car accident:**

1. Control any serious bleeding and make sure victims can breathe.
2. Leave victims in the car unless there is danger from fire there.
3. Switch off the ignition and lights of any car involved. Make sure the brakes are on.
4. Don't smoke or allow any bystanders to smoke.
5. Look to see if any victims have been thrown over a nearby wall or hedge.
6. Set warning triangles or send bystanders 200 metres behind and ahead of the scene to warn other drivers to slow down.
7. Get a bystander to call the ambulance (in the UK dial 999, in the USA 911), write down exactly where you are, the number of victims and apparent injuries.
8. Treat the victims as best you can without pulling them out.
9. Wait for the emergency services to arrive.

**Leatherback Sea Turtle**

Picture a turtle that is 6 feet (1,8 m) long and weighs 1,400 pounds (636 kg)! That's the size of a large leatherback sea turtle, the largest turtle on earth. It is called «leatherback» because its shell is covered with a leathery skin.

Leatherbacks live in the warm waters of the Atlantic, Indian, and Pacific Oceans. Males spend all of their time at sea, and females come on land only when it is time to lay their eggs.

Loss of nesting habitats is a serious problem for leatherbacks. Females build their nests on remote sandy areas along the coast. Because many coasts are being made into beaches, leatherbacks often cannot find a safe place to lay their eggs. Other problems are fishing and hunting. Leatherbacks get caught in fishing nets, and in some parts of Asia they are hunted for food and oil. Only about 100,000 females are alive today. It is hard to know the number of males since they never come ashore.

<b>Problem</b>	<b>Cause</b>	<b>Treatment</b>
<i>a burn</i>		put the burnt area under the cold tap
<i>indigestion</i>	you eat too fast	
<i>a blister</i>		apply some <b>blistering plaster</b>

<i>a broken arm</i>	a fall during a football match	
<i>food poisoning</i>		send for a doctor, while waiting drink a cup of strong tea
<i>a sprain</i>	you run unusually fast for a bus	
<i>sunstroke</i>	you stay too long in the sun	
<i>a rash</i>		take some <b>antihistamines</b> to <b>soothe the itching</b>

-----18-----

**Overexploitation** is one more reason species become endangered. One example of this is the case of the great whales, many of which were reduced to extremely low populations in the mid-20<sup>th</sup> century because of unrestricted whaling. In 1982, a number of countries agreed to ban commercial whaling. As a result, some whale species that were formerly endangered have made great **comebacks**. Many other species, however, are still **at risk**. Some other animal species experience high rates of exploitation because of the **trade in** animal parts. Currently, this trade is centered in several parts of Asia where there are strong markets for traditional medicines made from items such as tiger bone and rhino horn.

**Pollution.** Over many years, hundreds of **pesticides** and other chemicals have run into rivers and **accumulated in** the soil. This threatens the animal species that **feed on** plants and other animals. Equally dangerous are the «ghost» nets – discarded or lost fishing nets – that drift in the oceans, trapping and killing fish, seabirds, seals, dolphins, and turtles. Furthermore, industrial gases trapped in the atmosphere pollute the air and cause **global warming**, changing the environments of species.

-----19-----

MUGGER MEETS LITTLE OLD LADY

Jose Ramos is **an experienced mugger**, but he didn't know about little old English ladies. Now he does.

87-year-old Lady Vera Tucker was walking down New York's East 66th Street. She looked like **an easy prey** – small, grey-haired and expensively dressed, carrying a handbag over her shoulder.

Ramos came up on his bicycle and grabbed the handbag. Lady Tucker **hit him on the head** with her umbrella, knocking him off his bicycle, and started **screaming at the top of her voice**.

The unfortunate mugger tried to get back onto his bicycle and escape, but Lady Tucker kept hitting him. A lorry driver, hearing her screams, came and **joined in the fight**.

Holding his head, Ramos pushed the handbag at the driver and said «Here it is. It's over, it's over». «The hell it's over», said the driver. They went on fighting, and Lady Tucker went on screaming, until a policeman arrived and **took Ramos prisoner**.

Lady Tucker refused medical help, saying that she felt fine. But she did allow the policeman to take her arm and **escort** her home.

-----20-----

### **Black Lace Cactus**

This colorful plant is a favorite of collectors around the world. It is a tiny plant, only 6 inches (15 cm) tall. It grows alone in small groups in desert areas near the coast of southern Texas in the United States. It is called «black lace» because the pattern of spines on each stem looks like lace.

One reason black lace cactus is endangered is that its habitat has been destroyed. In areas where the land has been cleared to plant grass for cattle, the cactus has disappeared. Another problem is overcollecting. The plant's large pink and purple flowers are pretty so many people dig up the plants and take them home for their private collections. Other people dig them up and sell them.

## Active Vocabulary

### Unit 1 Wildlife

1. wildlife
2. biodiversity
3. (in)vertebrates
4. mammal / rodent / reptile (amphibian) / insect / sea creature
5. primate
6. marsupial
7. nocturnal
8. carnivorous / herbivorous
9. wading bird
10. bird of prey
11. beast of prey / predator
12. beast of burden
13. to migrate
14. to hibernate
15. trunk / tusks / mane / flipper / gills / scales / tentacles / fins / hump / whiskers / feelers / pouch / udder / shell / webbed feet
16. purr / caterwaul
17. bark / bay / snap / yap / howl / growl / snarl
18. cheep / screech
19. grunt / snort / squeal
20. neigh / whinny
21. hum / buzz
22. squawk
23. squeak
24. croak
25. to hoot
26. crow
27. to strut
28. to bound
29. to hover
30. kennel; stable; sty; hive; shed
31. go out in gangs
32. inflict (pain) on
33. be concerned with
34. prosper and multiply
35. to condescend
36. to volunteer (to share one's life with)
37. to do sth by instinct
38. superior / inferior
39. the sensitive skill of a dog
40. splendid attributes
41. in our heart of hearts
42. comforting / reassuring
43. incredible
44. stroke
45. to shelter
46. obedience
47. a desire to please
48. a subservient role
49. make a great impact
50. to slink
51. to descend from
52. psychic
53. sacred (animals)
54. to mourn
55. to embalm
56. species: endangered / threatened / extinct / (un)identified / exotic (introduced) / native
57. range
58. to inhabit; habitat
59. evolutionary process
60. natural disaster (catastrophe)
61. volcanic eruption
62. environmental changes
63. shifts in climate
64. the average rate of extinction
65. a wave of extinction
66. worldwide endangerment
67. to confine
68. to adapt to new conditions

69. to prey on  
70. to feed on  
71. overexploitation  
72. poaching  
73. habitat destruction  
74. to accumulate  
75. pesticide / herbicide  
76. global warming  
77. to breed in captivity  
78. to be unaffected by humans  
79. untreated sewage  
80. to kill / hunt for profit / sport / food  
81. to hunt to extinction  
82. to save from extinction  
83. to live on (mice)  
84. to beat to death  
85. to affect – an effect; a disastrous effect  
86. to raise money / funds / objections  
87. conservation project / organization  
88. in the wild  
89. to create reserves / sanctuaries  
90. to launch a campaign  
91. to capture; captivity  
92. a pack / flock / school / swarm / shoal / pride / herd / etc. of  
93. to draw a list of priorities  
94. to keep wildlife alive and healthy  
95. to crouch  
96. to compel  
97. leaf-eating insects  
98. plant sap  
99. to release sth in the air  
100. to survive mass attacks  
101. to colonise  
102. a horde  
103. mutualism  
104. beneficial relationship  
105. to lose vitality  
106. to derive benefit from  
107. in abundance  
108. be in (immediate) danger of  
109. to make assumptions about  
110. ecology  
111. Green politics  
112. reasonable – reasonably: to think reasonably  
113. mixture of pessimism and optimism  
114. a constructive pessimist  
115. a crucial problem / an appalling problem  
116. resources: renewable / non-renewable  
117. misuse / abuse of the world's resources / of the planet  
118. arms build-up  
119. daunting  
120. unstinting  
121. to dawn on  
122. to put pressure on (politicians)  
123. crude pursuit of material affluence  
124. sheer irrationality  
125. short-sightedness  
126. to overwhelm  
127. deforestation; uncontrolled deforestation  
128. to regenerate  
129. disposal of waste products  
130. to advocate  
131. to wake up to the problem  
132. militant  
133. sustainable / unsustainable  
134. growing public awareness  
135. an array  
136. against all odds  
137. the plight of the natural world  
138. abuses to the environment  
139. to disrupt  
140. commercial whaling



- 141. waste dumping; dump ships
- 142. barrels of radioactive / chemical waste
- 143. to invoke
- 144. environmental pressure groups
- 145. to implement 'green' policies
- 146. manlike apes; ape-like men
- 147. to evolve (into)
- 148. to envelop
- 149. multiply to plague proportions
- 150. to ransack the planet for sth
- 151. on the brink of a war
- 152. environmental issue

**Phrasal verbs**

- 153. to die out
- 154. to call off

**Idioms**

- 155. dog's life
- 156. dog-collar
- 157. wolf in sheep's clothing
- 158. underdog
- 159. stag party
- 160. bookworm
- 161. wolf-whistlers
- 162. wild-goose chase

- 163. puppy fat
- 164. fly on the wall
- 165. dog-eared
- 166. frog in my throat
- 167. cat's eyes
- 168. guinea-pig
- 169. pigeon-holes
- 170. bird's-eye-view

**Idiomatic verbs**

- 171. to badger
- 172. to bug
- 173. to cow
- 174. to fawn over
- 175. to horse around
- 176. to lionize
- 177. to monkey around
- 178. to dog
- 179. to pig out
- 180. to rat on
- 181. to hoot
- 182. to croak
- 183. to growl
- 184. to bark
- 185. to grunt
- 186. to caterwaul

**Unit 2 Appearance**

**Virtuous (good / positive) characteristics**

1. **enthusiastic** – enthusiastic about (doing) something; an enthusiastic reception; an enthusiastic supporter of reform; (adv) enthusiastically

2. **vigorous** – 1 vigorous exercise; a vigorous campaign; a vigorous debate; vigorous efforts; vigorous opposition; 2 a vigorous young man; (adv) vigorously

3. **vivacious** - used to show approval [= lively, high-spirited] a vivacious personality; (adv) vivaciously; (n) vivaciousness; (n) vivacity

4. **affable** – [= amiable]

5. **good-natured** – [good-humoured]

6. **gregarious** – [= sociable, out-going; ≠ solitary]

7. **methodical** – a methodical approach to answering questions; methodical research; a neat, methodical mind; a cautious, methodical killer; (adv) methodically

8. **scrupulous** – 1 [ $\neq$  unscrupulous] scrupulous honesty; scrupulous in (doing) something; [ $\neq$  unscrupulous]; 2 scrupulous about (doing) something; scrupulous attention to detail; (adv) scrupulously

9. **competent** – competent authority, people; competent job; competent to do sth; mentally competent; very / highly / extremely competent; competent at;

10. **sophisticated** – 1 a sophisticated American; 2 sophisticated analysis, approach, computer, equipment, form, method, system, technique; highly sophisticated; (n) sophistication

11. **thoughtful** – 1 [ $\neq$  thoughtless] Paul is very thoughtful. it is thoughtful of somebody to do something; 2 a thoughtful look; a thoughtful silence; 3 a thoughtful analysis; (adv) thoughtfully; (n) thoughtfulness

12. **benevolent** – 1 a benevolent smile; a benevolent man; [= considerate, sympathetic, philanthropic, magnanimous]; 2 a benevolent institution; money for benevolent work; (n) benevolence; (adv) benevolently

13. **compassionate** – a caring, compassionate man; a civilized and compassionate society; (adv) compassionately; [= nice, considerate, thoughtful, sympathetic, benevolent, gentle]

14. **forbearing** – (fml) [= merciful] Carlos was tactful and forbearing even when I was impatient and angry.

15. **liberal** – liberal parents; a more liberal attitude towards sexuality; a more liberal policy on issues of crime and punishment; liberal state/society/democracy; liberal with

16. **impartial** – [= fair, even-handed;  $\neq$  biased] impartial advice on tax and insurance; an impartial inquiry into the deaths; an impartial observer; (adv) impartially; (n) impartiality

17. **disinterested** – [= objective, impartial, unbiased]; disinterested in

18. **principled** – (formal) principled stand/opposition/objection

19. **well-mannered** – a well-mannered child; [= polite, respectful, civil, courteous]

20. **refined** – (sometimes used humorously) a refined person; a refined way of speaking

21. **resourceful** – a woman who is energetic and resourceful; (adv) resourcefully; (n) resourcefulness

22. **sensitive** – 1 [ $\neq$  insensitive] a sensitive and intelligent young man; sensitive to the needs of the disabled; 2 a very sensitive child; sensitive about one's weight; sensitive to criticism; sensitive soul; hypersensitive;

23. **responsive** – 1 responsive to the needs of the customer; responsive to drug therapy; 2 I tried to get him talking, but he wasn't very responsive. (adv) responsively; (n) responsiveness
24. **quick-witted** – [ $\neq$  slow-witted] a quick-witted reply; Toby was quick-witted and entertaining.
25. **serene** – [= composed, , tranquil, placid] The child's face was serene and beautiful. a serene mountain lake; (adv) serenely; (n) serenity
26. **placid** – 1[= even-tempered] a large, placid baby; 2 The lake was placid and still under the moonlight. (adv) placidly; (n) placidity
27. **self-assured** – [ $\neq$  hesitant]; (n) self-assurance
28. **self-possessed** – (used to show approval) a confident, self-possessed public speaker; (n) self-possession
29. **dignified** – a dignified old lady; She made a dignified departure.
30. **witty** – witty remarks; (adv) wittily; (n) wittiness; [ = amusing, humorous, comical; hilarious, hysterical]
31. **versatile** – 1 a very versatile performer / athlete; a more versatile workforce; 2 a versatile work table; (n) versatility
32. **consistent** – 1 [ $\neq$  inconsistent] She's the team's most consistent player. consistent in sth; 2 a consistent improvement in the country's economy
33. **conscientious** – a conscientious teacher; a conscientious and hard-working student; (adv) conscientiously; (n) conscientiousness
34. **devoted** – 1 a devoted father; Isabella was devoted to her brother. 2 [= dedicated] a museum devoted to photography; 3 Beckham's devoted fans; (adv) devotedly
35. **adaptable** – [= flexible]The American Constitution has proved adaptable in changing political conditions. adaptable to; (n) adaptability
36. **resolute** – [= determined; strong-willed;  $\neq$  irresolute] resolute opposition; resolute leadership; (adv) resolutely
37. **purposeful** – [= determined] a purposeful and consistent foreign policy; a purposeful movement; (adv) purposefully; (n) purposefulness
38. **aspiring** – (only before noun) aspiring young writers; the aspiring middle classes; [= ambitious]
39. **persevering**
40. **candid** – [= frank]; candid about sth; candid with smb; (adv) candidly
41. **earnest** – a rather earnest young man; earnest conversation; an earnest desire; earnest expression / look / voice etc; earnest attempt/effort etc; (adv) earnestly; (n) earnestness

42. **humble** – 1 [ $\neq$  proud;] a modest and humble man; 2 a humble peanut farmer; humble background/origins;
43. **self-effacing** – [= modest] a quiet, self-effacing man; (n) self-effacement
44. **discreet** – [ $\neq$  indiscreet] He assured her that he would be discreet. I stood back at a discreet distance. discreet about
45. **decent** – 1 [usually before noun] a decent salary; a decent-sized yard; 2 decent citizens/people/folk; a decent burial; 3 [usually before noun] I decided her father was a decent guy after all. It was decent of you to show up today.
46. **outspoken** – an outspoken critic of the education reforms; (adv) outspokenly; (n) outspokenness;
47. **articulate** – [= smooth-talking;  $\neq$  inarticulate] bright, articulate 17-year-olds; a highly articulate speaker
48. **affectionate** – [= loving] affectionate towards smb; an affectionate hug; (adv) affectionately
49. **cordial** – The talks were conducted in a cordial atmosphere. (n) cordiality
50. **soft-hearted** – [ $\neq$  hard-hearted] a soft-hearted woman

#### **Evil (bad / negative) characteristics**

1. **ill-natured**: [= ill-humoured, ill- / bad-tempered]
2. **tight-lipped**: [= reticent, reserved]
3. **taciturn**: (formal) [= silent, reticent]; (n) taciturnity
4. **inscrutable**
5. **vulgar**: [= showy, tactless, unrefined]
6. **bashful**: [= shy] a bashful grin, smile; (adv) bashfully; (n) bashfulness
7. **diffident**: diffident manner/smile/voice; diffident about; (adv) diffidently; (n) diffidence
8. **listless**: [= languid, lethargic] The heat was making me listless. (adv) listlessly; (n) listlessness
9. **phlegmatic**: [= indifferent, inert] a phlegmatic man; (adv) phlegmatically
10. **dispassionate**: [= unemotional]
11. **sullen**: in sullen silence; a look of sullen resentment; (adv) sullenly; (n) sullenness
12. **surlly**: [= sullen] a surly teenager; a surly expression; (n) surliness; [= bad-tempered, grumpy, disagreeable, moody]
13. **glum** – (glummer, glummost) [= gloomy, unhappy, upset, miserable] Anna looked glum. a glum silence; (adv) glumly; (n) glumness

14. **grumpy**: [= bad-tempered] Mina's always a bit grumpy first thing in the morning. (adv) grumpily; (n) grumpiness
15. **nervy**: (informal) She was all tired and nervy.
16. **hypocritical**: (used to show disapproval) [= deceitful, two-/double-faced, insincere]; [ $\neq$  sincere] it's hypocritical (of somebody) to do something
17. **fraudulent**: a fraudulent insurance claim; a fraudulent statement; fraudulent activity / behaviour; (adv) fraudulently; (n) fraudulence
18. **crafty**: (craftier, craftiest) [= cunning, sly] a crafty question; a crafty policeman; (adv) craftily; (n) craftiness
19. **stingy**: 1 [= mean] She's too stingy to give money to charity. 2 a stingy portion of vegetables; (adv) stingily; (n) stinginess
20. **mercenary**: She did it for purely mercenary reasons. a mercenary attitude
21. **petty**: 1 [= trivial] petty squabbles; petty restrictions; 2 petty jealousy and spitefulness; 3 petty criminal/thief; (n) pettiness
22. **impetuous**: [= impulsive] this impetuous decision; (adv) impetuously; (n) impetuosity / impetuosity
23. **rash**: rash decisions; Please Jessie, don't do anything rash. (adv) rashly; (n) rashness
24. **inconsistent**: [= unstable, erratic]
25. **irresponsible**: [ $\neq$  responsible] totally/highly/completely etc irresponsible; it is irresponsible (for somebody) to do something; (adv) irresponsibly; (n) irresponsibility
26. **inconsiderate**: [= thoughtless, tactless;  $\neq$  considerate] inconsiderate motorists; it was inconsiderate (of somebody) to do something; (adv) inconsiderately
27. **touchy**: [= thin-skinned, oversensitive]
28. **gullible**: [= naïve, inexperienced]; Plastic replicas of the Greek pottery are sold to gullible tourists. (n) gullibility
29. **servile**: (used to show disapproval) a servile attitude; (n) servility
30. **cowardly**: [= weak-willed, weak-kneed]
31. **biased**: [= prejudiced, partial]
32. **excitable**: [= highly-strung]
33. **argumentative**: He quickly becomes argumentative after a few drinks.
34. **wilful** – 1 (used to show disapproval) [= stubborn, obstinate, pig-headed, self-willed ] a wilful child; 2 [= intentional, purposeful] wilful damage/disobedience/exaggeration; (adv) wilfully; (n) wilfulness;
35. **impertinent** – [= cheeky] impertinent questions; an impertinent child; an impertinent young woman; [= disrespectful, cheeky, impudent]; (adv) impertinently; (n) impertinence

36. **insolent** – an insolent tone of voice; insolent attitude towards smb; an insolent child; (adv) insolently; (n) insolence;

37. **perverse** – 1 [= wilful, capricious]; 2 [= irrational, abnormal] a perverse policy; perverse satisfaction (from embarrassing people); (adv) perversely

38. **presumptuous** – (formal) is it presumptuous (of somebody) to do something; (adv) presumptuously; (n) presumptuousness;

39. **conceited** (used to show disapproval): [= proud, arrogant, big-headed, vain] You're the most conceited, selfish person I've ever known. (adv) conceitedly; (n) conceitedness

40. **vain**: 1 (used to show disapproval) [= conceited] Men can be just as vain as women. 2 in vain; 3 a vain attempt/effort/bid; (adv) vainly

41. **pompous**: (used to show disapproval) He seems rather pompous. the book's pompous style; (adv) pompously; (n) pomposity / pompousness

42. **snobbish**: [=stuck up] Her family seems snobbish. snobbish homeowners; (adv) snobbishly; (n) snobbishness

43. **self-centred** – [= selfish, egoistic, egotistic(al), egocentric]; (n) self-centredness

44. **hard-hearted** – [= nasty, cruel, mean, insensitive, unsympathetic]

45. **callous**: a callous attitude; the callous slaughter of seals; (adv) callously; (n) callousness

46. **overbearing**: [= domineering, despotic, tyrannical] a bossy, overbearing wife

47. **possessive**: possessive of/about; 1 She was terribly possessive of our eldest son. 2 He's so possessive about his new car. (adv) possessively; (n) possessiveness

48. **unrestrained**: [= uncontrollable] unrestrained power; unrestrained population growth

49. **vicious**: 1a vicious murder; a vicious killer; 2 [= malicious] a vicious personal attack on the Duchess; 3 [= violent] a vicious gust of wind; a vicious headache; (adv) viciously; (n) viciousness

50. **spiteful**: [= vicious] She was spiteful and unkind, both to Isabel and to her son. a spiteful remark; (adv) spitefully

51. **vindictive**: [= revengeful ] a bitter and vindictive old man; (adv) vindictively; (n) vindictiveness

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1. to be dominated (by)
2. to handle
3. Adam's apple
4. calf
5. shin
6. shoulder blade
7. the small of the back
8. snub chubby
9. pert
10. emaciated
11. slanting
12. wiry
13. flabby
14. lanky
15. a bowler hat
16. a flat cap
17. a top hat
18. immaculate creases (in one's trousers)
19. trousers held up by a belt / by braces
20. a zip-jacket
21. a buckle
22. patched jeans
23. pigeon-toed
24. knock-kneed
25. closely-cropped
26. clean-shaven
27. to stand / walk upright
28. to stand with one's hands on one's hips
29. to stand with one's hands clasped
30. to stand with one's arms folded
31. obese
32. double-chinned
33. frail
34. tousled
35. flared
36. side-burns
37. a cleft chin
38. a paunch
39. a perm
40. a conk
41. upside down
42. glamour
43. to fan out
44. box-like shoulders
45. to trade smth (for)
46. every waking moment
47. the ultimate
48. stocky
49. flat (feet)
50. in proportion to
51. prognathous
52. jutting out
53. a muzzle
54. to slope back (into)
55. a down
56. pallor
57. overhanging brow ridges
58. to intrude into
59. to invade one's privacy
60. secretive
61. to balance action with thought
62. to be opt for
63. companionable
64. to live up to one's high expectations
65. erratic
66. a lazy streak
67. to have a tendency
68. There's a touch of ... about him.
69. There's something ... about him.
70. well-known (for)
71. the quiet type
72. well-spoken
73. reputable
74. eccentric
75. now and then
76. stout-hearted
77. tight-fisted

78. tight-lipped  
 79. open-handed  
 80. hard-headed  
 81. big-headed  
 82. sharp-eared  
 83. starry-eyed  
 84. thick-skinned
- Phrasal verbs**
85. to hand smth over  
 86. to take smb in  
 87. to talk smb into doing smth  
 88. to come across as smth  
 89. to get away with smth  
 90. to pass oneself off as smb / smth  
 91. to go by smth  
 92. to see through smb / smth  
 93. to be getting on for smth  
 94. to take to doing smth  
 95. to liven (smth) up  
 96. to go on about smb / smth  
 97. to pick on smb  
 98. to stand up to smb  
 99. to show off  
 100. to stand out  
 101. to drop out of smth
- Idioms**
102. not to have a head for smth  
 103. at arm's length

104. (must / have got to) hand it to  
 smb  
 105. with one's foot in one's mouth  
 106. to wear one's heart on one's  
 sleeve  
 107. can't face smth  
 108. can't stomach smth  
 109. by the skin of one's teeth  
 110. to lose face  
 111. a pain in the neck  
 112. head and shoulders above smb /  
 smth  
 113. not to have the heart to do smth  
 114. to have a memory like a sieve  
 115. to know one's own mind  
 116. to put oneself in someone's  
 shoes  
 117. on the spur of the moment  
 118. to have a mind of one's own  
 119. to have smb in stitches  
 120. to take smth to heart  
 121. to be in the public eye  
 122. to have a heart of gold  
 123. to keep oneself to oneself  
 124. a shoulder to cry on  
 125. to see things in black and white  
 126. to speak one's mind  
 127. to get to the top

### Unit 3 Health

- |  |   |
|--|---|
| 1. disease / illness / ailment                                 | 10. nurse: nursing assessment;                                |
| 2. to heal; healing qualities                                  | 11. midwife; matron   |
| 3. to cure; a cure (n); curative (botanical<br>extracts)       | 12. orderly (n)   |
| 4. to treat; treatment   | 13. anaesthetist; anaesthetic:<br>general / local anaesthetic |
| 5. to be health conscious                                      | 14. physiotherapist   |
| 6. health care   | 15. prompt (diagnosis, treatment)                             |
| 7. patient / (arthritis) sufferer;<br>out-patient (in-patient) | 16. infirmary   |
| 8. convalescent  | 17. ward; operating theatre;<br>X-ray department              |
| 9. a hypochondriac   | 18. orthopaedic(s)  |



19. plaster: to apply a plaster; to put sth in plaster; blistering plaster
20. bandage: to put a bandage on sth; to put (a leg) in bandage; to bandage
21. a sling
22. crutch
23. a preparation
24. medicine / pill / drugs / ointment (for the relief)
25. antibiotics; antihistamine; pain killer; sleeping pills; tranquillisers;
26. cough mixture
27. antiseptic (solution, cream)
28. inhalations; to inhale
29. syringe; stethoscope; crutch; bedpan
30. to prevent illness
31. to prescribe drugs; a prescription for (penicillin)
32. to cope with illness / to get over an illness / to recover from one's illness (safely) / to get better
33. to come back to life / to get back to normal / to lift people out of feeling ill
34. to remove / relieve the symptoms
35. to bring (give) some (immediate) relief to (cold)
36. to relieve / deaden / kill the pain
37. to relieve from agony
38. to soothe (lessen) irritation (itching)
39. to ease (coughing / the pain / nasal stuffy feeling)
40. to reduce the swelling
41. to get one's blood pressure down
42. to speed up the recovery
43. mumps, measles (German measles), smallpox, chickenpox, scarlet fever
44. an ulcer
45. rheumatism
46. appendicitis
47. arthritis
48. conjunctivitis
49. polio (poliomyelitis)
50. tonsillitis
51. bronchitis; phlegm
52. asthma
53. pneumonia
54. cholera
55. malaria
56. a nervous breakdown
57. shooting / burning pain
58. sunstroke
59. migraine
60. indigestion, diarrhea, constipation, intestinal colic, nausea,
61. heartburn, stomachache, food poisoning
62. gout, joint stiffness, cramps
63. lumbago
64. sprain (NC), strain (NU)
65. wound, cut, graze, a scab
66. the edges of the cut
67. a swelling, a lump, a boil, a blister
68. a burn
69. a rash: to come out in a rash
70. a skin disease / dermatitis
71. scabies (NU)
72. an itch, skin irritation, insect bites,
73. shingles, acne
74. insomnia
75. nosebleed
76. brain damage
77. AIDS
78. inflammation
79. infection: to treat / to fight an infection
80. to feel flushed / feverish
81. germ

82. to apply (pressure / a dressing / a plaster); application
83. exposure (to the air)
84. to identify (a germ, a problem)
85. to take sth lightly
86. to aim for
87. to beware of
88. to trigger
89. to walk with sticks
90. to take sth by mouth
91. to be in and out of hospitals for operations
92. to rub on; hard rubbing
93. to strap smb down on a frame – to take smb off a frame
94. to do / take exercise
95. to develop admiration for smb
96. to don – to doff
97. to lug
98. to reinforce
99. to take on responsibility
100. to outlive
101. to suffice (for)
102. life expectation
103. bodily functions / comforts / harm
104. heart / blood vessels
105. limb
106. bowels / intestines
107. tissue (lung / muscle tissue)
108. to be effective against illness; Cf. it works
109. to have sth handy
110. emergency blood supply
111. heart / pulse rate
112. a rise in pulse rate
113. a drop in blood volume
114. to be fractured / broken
115. to suck out the poison
116. to conform
117. to negotiate
118. to lift smb out of feeling ill
119. to agree on smth

120. to keep / take to bed
121. to lie / stay in bed
122. to be common in (children)
123. soggy
124. acupuncture; acupuncturist
125. holistic (approach)
126. to marry sth
127. to build an overall picture
128. imbalance

### **Phrasal verbs**

129. to get over sth
130. to come / go down with sth
131. to get through an amount of sth
132. to pick sth up
133. to cut sth out
134. to put on an amount of sth
135. to take sth up
136. to cut down (on) (sth)
137. to pass out
138. to come round
139. to come through sth
140. to build someone/sth up
141. to go ahead (with sth)
142. to fight someone/sth off
143. to wear off
144. to bring sth on
145. to feel up to (doing) sth
146. to try sth out (on someone)

### **Idioms**

147. That's easier said than done.
148. to feel off colour
149. to burn the candle at both ends
150. to take it easy
151. to be/feel worn out
152. to be/feel run down
153. to feel under the weather
154. to feel as right as rain

- 155. to be up and about
- 156. to be over the worst
- 157. to be in good hands
- 158. to take a turn for the worse/the better

- 159. Old habits die hard.
- 160. to be on the safe side
- 161. to wait on smb hand and foot
- 162. (to work) hand in hand

### Unit 4 Relationships

- 1. **relationship**: stable, lasting, platonic, close, brief, one-sided, love-hate; to enjoy, have; to begin, develop; to improve, strengthen; break off, destroy
- 2. acquaintance, friend, bosom pal, confidant, colleague, partner, ally, companion, mate, associate, comrade, compatriot, pen-pal, lover, old flame, fair-weather friend, enemy / foe, accomplice, rival
- 3. flirt (v) with sb: a flirt; flirtation; flirtatious (adj)
- 4. seduce (v) sb: seduction; seductive (adj)
- 5. to be infatuated with: infatuation (n)
- 6. to idolize
- 7. to fancy
- 8. to complement
- 9. hero-worship (n)
- 10. mature: a mature feeling
- 11. (in)compatible (with)
- 12. smitten (worshippers)
- 13. unrequited
- 14. an irrational obsession for sb
- 15. to entail
- 16. a partnership of opposites
- 17. to be indifferent to sb
- 18. to loathe / detest sb
- 19. an arranged marriage
- 20. to enter the marriage
- 21. to integrate into a new family
- 22. to work at one's marriage; a marriage of convenience; to marry for love / marry for convenience; to marry a fortune
- 23. a romantic adventure
- 24. prudent
- 25. a lifelong union
- 26. passionate attachment
- 27. anticipated happiness
- 28. to outweigh
- 29. common social experience
- 30. cultural similarities
- 31. ignoring the faults
- 32. magnifying the virtues
- 33. to idealize
- 34. marital failure and success
- 35. comradely affection
- 36. a basis for marriage
- 37. sober and realistic consideration
- 38. to make sth work
- 39. to have a lot in common
- 40. to hold hands
- 41. to live together
- 42. to have tough times
- 43. to sulk / to be in the sulks
- 44. to be in a mood
- 45. to have a snarl about things
- 46. to snap at sb
- 47. to display (silly) behaviour
- 48. underneath (it all)
- 49. to be right / wrong for sb
- 50. to get through sth

51. bright (ant.: dull)
52. moron
53. whatsoever
54. to go through life
55. to make small / big decisions in life
56. to agree on
57. personality: good personality;  
Personality comes first.
58. the faithful type
59. to join oneself to sb for life
60. to be envious
61. to have one / several boy(s) / girl(s)  
at a time
62. to humiliate
63. a feeling of security
64. to have peace with sb
65. (not) to give a moment's worry
66. to turn into a beast
67. to have sb in
68. to have a word with sb
69. to part
70. to make excuses to do sth
71. to dread
72. to have an affair with sb / to finish  
an affair
73. to (deliberately) end a relationship
74. to fall to pieces
75. to have one's faults
76. to be married with (a loving wife /  
two children)
77. to be none of sb's business / no  
(some) concern of sb's
78. to smash up marriage
79. temper: to have a terrible / quick /  
nasty temper; to fly into temper; a  
fit a temper
80. a grudge: to bear, have, hold a  
grudge
81. squabble (v, n)
82. brawl (v, n)
- Phrasal verbs:**
83. to come across as something

84. to ask someone out  
somewhere
85. to go out with someone
86. to settle down
87. to go off someone
88. to go on at someone
89. to fall out (with someone)  
(over sth)
90. to break something off
91. to call something off
92. to break up
93. to fall for sb
94. to take to sb / sth
95. to stand by sb
96. to let sb down
97. to look on sb as sth
98. to see in sb / sth
99. to make up / to make it up  
(with sb)
100. to grow apart (from sb)
101. to make up for sth
102. to split up
103. to go after sb
104. to stick to sb
105. to sleep around
106. to stay out (all night)
107. to pack sb in (for sb else)
108. to go on (at sb)
109. to cover up

**Idioms:**

110. love at first sight
111. to be head over heels in love
112. to drown one's sorrows
113. the eternal triangle
114. an old flame
115. a one-sided relationship
116. There's no love lost between  
them.
117. a love-hate relationship
118. a turning-point
119. ups and downs

- 120. to have second thoughts about sth
- 121. to see sb in a different light
- 122. give and take
- 123. Love is blind.
- 124. to be over the moon
- 125. to see the world through rose coloured spectacles
- 126. to have one's head in the clouds

- 127. to be on cloud nine
- 128. to have one's feet (firmly) on the ground
- 129. to fall into one's laps
- 130. to laugh / talk one's head off
- 131. to be in one's shoes
- 132. to be on tenterhooks

### Unit 5 Jobs

- 1. a **job**: steady, regular, lucrative, voluntary, mundane, dead-end
- 2. to be self-employed
- 3. to work overtime
- 4. to work in shifts; to work irregular shifts
- 5. a fixed income
- 6. an apprentice
- 7. to submit an application form
- 8. to be / work freelance
- 9. to do sth for a living
- 10. a workaholic: moderate, extreme
- 11. to engage / recruit
- 12. to shortlist
- 13. to be out of work / a job
- 14. to be between jobs
- 15. to hand in one's notice / resignation
- 16. to take / be on sick leave / maternity leave
- 17. to make sb redundant; redundancy
- 18. to dismiss / expel / lay off / discharge / give the sack
- 19. to relieve sb of their duties
- 20. to quit
- 21. to promote / upgrade / move up the ladder
- 22. to demote / downgrade / strip
- 23. golden handshake
- 24. fringe benefits
- 25. a sense of achievement / status
- 26. to clinch a deal
- 27. to reprimand
- 28. elusive goals
- 29. to feel aggrieved
- 30. to headhunt
- 31. working conditions
- 32. a chance of promotion
- 33. the majority opinion
- 34. social situations
- 35. to be challenged by new tasks
- 36. to work under pressure
- 37. to astound
- 38. to make spontaneous decisions
- 39. to think in the abstract
- 40. down-to-earth
- 41. to solve problems by intuition
- 42. (un)conventional people / jobs
- 43. to aspire
- 44. to thrive
- 45. to receive genuine satisfaction
- 46. scope for sth
- 47. to be well-suited to the job
- 48. to wander
- 49. to be on one's one
- 50. to synchronise
- 51. to reward oneself with sth
- 52. to go off (to work)

53. in detail
54. to expand
55. to prostrate
56. toil
57. to proof-read
58. functional
59. commercial
60. to reckon
61. to overlook
62. one's strong / weak point
63. a trade union
64. to go through sth
65. to fetch
66. to live on (some money)
67. to be on call
68. edgy
69. healthy enthusiasm for work
70. dedication
71. to stagger (out of bed)
72. to have strong views about sth
73. to go into service
74. the back of beyond
75. rambling
76. to cover up (for)
77. a terror
78. thought-provoking
79. striking mismatches
80. to pay massive compensation
81. average life expectancy
82. a reasonable wage
83. expenses payments
84. generous expenses
85. work: strenuous, distasteful
86. starvation wages
87. the top of the wages scale
88. the law of supply and demand
89. (un)co-operative
90. retirement (old age) pension  
(benefits)
91. to take early retirement

92. to amount (to)
93. differential (n)
94. to fiddle
95. work demands
96. to be married to one's job
97. to be alert
98. single-minded(ness)
99. to seize an opportunity
100. drive
101. a clock-watcher
102. to slap sb on the leg

### **Phrasal verbs**

103. to cut back on
104. to close down
105. to turn down
106. to take sb on
107. to get on
108. to pick sth up
109. to take up sth
110. to get by (on sth)
111. to get sb down
112. to go in for sth
113. to take over
114. to settle in
115. to work sth out

### **Idioms**

116. to get on in life / the world
117. to be cut out for sth
118. to refuse point-blank
119. That's the last straw
120. to make one's way in the world
121. The world is one's oyster.
122. at the end of one's tether
123. to keep one's nose to the grindstone
124. on the go
125. to make good
126. keep sb on their toes
127. to take pot luck

## Unit 6 Advertising

– advert(isement): front-page / classified / good / discreet / cheerful / witty / legal / decent / honest / truthful / persuasive / informative / beneficial / misleading / lying

– an advert for (jeans)

– an ad; a small ad; a contact ad

– to place / put / take out an advert

– to publish / run / show an advert

– to find / see / spot an advert

– to answer / reply to / respond to the advert

– the advert says sth / shows sth / states sth / features sb/sth

- |   |  |
|---|--|
| 1. o.n.o.   | 28. media culture  |
| 2. p&p  | 29. a vital part / vital factor                            |
| 3. SAE  | 30. to reflect one's dreams, fears, stereotypes, fantasies |
| 4. personable   | 31. to exploit one's dreams / complexes                    |
| 5. unattached   | 32. basic conditions                                       |
| 6. a commercial   | 33. to make false promises                                 |
| 7. a wholesale price (at wholesale prices / at cash-and-carry prices) | 34. to realize one's ambitions                             |
| 8. glossy magazines   | 35. an (freelance) advertising agency                      |
| 9. to offer bargains  | 36. an advertising campaign                                |
| 10. to queue up ( <u>in</u> advance)                                  | 37. market research  |
| 11. sale  | 38. to produce a storyboard                                |
| 12. to perform a (useful) service                                     | 39. a mini-soap  |
| 13. a buyer – a seller  | 40. a slogan   |
| 14. to put sb in direct contact                                       | 41. catchy jingles   |
| 15. a second-hand car / shop  | 42. an advertiser  |
| 16. reputation <u>for</u>   | 43. a copywriter   |
| 17. the spirit of enterprise  | 44. «peak viewing» hours                                   |
| 18. to make a deal  | 45. to put <u>on</u> the market                            |
| 19. to strike a bargain   | 46. a time-bomb effect                                     |
| 20. to negotiate  | 47. to stick <u>in</u> the mind                            |
| 21. to haggle (about / with)  | 48. novelty (of the slogan)                                |
| 22. a one-off   | 49. to ignite an (emotional, psychological) spark          |
| 23. to put <u>into</u> practice                                       | 50. ambiguity; ambiguous                                   |
| 24. duly  |  |
| 25. to blossom  |  |
| 26. to be intrigued by someone's offer                                |  |
| 27. outstanding opportunities   |  |

51. to have a remarkable / immediate effect
52. to be based on the associations
53. to bring suitable associations
54. to invoke feelings
55. a photographic trick
56. to feature
57. to plant a name in one's head
58. to invent a brand-name
59. to be blinded by science
60. «man-made» miracle
61. to hoodwink
62. to label
63. a hidden message
64. ubiquitous
65. a street hoarding
66. to bombard sb
67. to brainwash sb (into doing sth)
68. to brighten one's life
69. to stimulate industry
70. to increase demand
71. to keep prices down
72. a watchdog body
73. to maintain standards of honesty
74. a flair for self-promotion
75. unproductive industry
76. to create mass markets
77. heavy advertising
78. a daily ration of calamities
79. a positive contribution to one's pockets

80. a source of revenue
81. to subsist
82. a deep insight into human nature

**Phrasal verbs:**

83. to catch on
84. to pick up
85. to fall through
86. to fall off
87. to come up with
88. to take on
89. to lay sb off
90. to back out (of sth)
91. to take sth over
92. to dispense with
93. to allow for
94. to conjure up

**Idioms:**

95. to get off to a bad start
96. to sell like hot cakes
97. to start from scratch
98. to go to the wall
99. to keep one's head above water
100. to change hands (idm)
101. to have one's mind on sth (idm)
102. to go through sth with a fine tooth-comb (idm)
103. to have the job



## Unit 7 Crimes

1. crime / offence – serious / major / minor / petty
2. to commit / carry out a crime (to break the law)
3. a crime of passion / of justifiable defence; a crime against humanity
4. to fight / combat crime
5. criminal [= lawbreaker / offender / wrongdoer]: first-time / petty / habitual / hardened / repeated (recidivist) / experienced
6. to acquit
7. to accuse of sth; the accused
8. to charge with theft; on a/the charge of murder; a charge against sb; a charge of robbery
9. to confess to
10. to convict of theft; but: conviction for theft; a convict
11. bail: to set bail at ... / to release on bail
12. to cross-examine
13. custody: to keep / be in custody
14. to detain; (n) detention; (n) detainee
15. death penalty / capital punishment / execution
16. extenuating circumstances; Op.: aggravating circumstances
17. evidence against / for sb / sth; lack of evidence
18. fine: to impose / give a fine; to get a fine; a fine for sth
19. fingerprints: to take fingerprints; to fingerprint
20. guilty: to be guilty of / to find sb guilty of sth / to plead guilty
21. to imprison; (n) imprisonment: life imprisonment; imprisonment without trial; a period / sentence / term of imprisonment
22. inquiry [= investigation / inquest]
23. to carry out / conduct / launch an inquiry
24. a delinquent
25. juvenile: juvenile delinquency; juvenile correction institutions
26. to punish (by doing sth / for crimes / with a fine); to be punishable (by)
27. probation: to put on probation; probation officer; probation period
28. to sentence to death; (n) sentence: heavy, severe, light, lenient; life sentence; suspended sentence; to serve a sentence
29. to sue sb (for negligence)
30. (law)suit: civil / criminal suit; to bring a suit against sb; to face a lawsuit; to win / lose a suit
31. verdict: a verdict of guilty / not guilty; majority / unanimous verdict; to agree on / reach a verdict; to bring / read out a verdict
32. intelligence services
33. finance espionage
34. to search one's clothes
35. a ploy
36. to eliminate possibilities
37. to merge with
38. identification
39. to have a motive
40. the underworld
41. to trail sb
42. to be intent on / upon

43. a routine search
44. a perverted lust for violence
45. to conspire against sb / to do sth; conspiracy
46. a counsel
47. to pressurize
48. to take the blame
49. to smash one's way (into)
50. to pay ... towards (prosecution) costs
51. secret surveillance operation
52. to log down
53. a raid
54. to deal in heroin
55. to torment; a tormentor
56. to stab sb to death
57. to provoke
58. outrageous behaviour
59. stern (punishment)
60. a scuffle
61. to be on the run (for robbery)
62. to deter; deterrent; deterrence
63. to reform
64. to rehabilitate
65. to clear up a crime
66. to mark (time)
67. appalling / barbaric
68. sanitation
69. to pay sb back
70. to pay a lip-service (to)
71. by and large
72. to focus (on the outside)
73. to appeal (for witnesses)
74. to take sb prisoner
75. to escort sb
76. to be on remand
77. to do sth at gunpoint
78. (partially) clad
79. to comply (with sth)
80. an assailant
81. retribution
82. humane (attitude)
83. law-abiding
84. a thug
85. to suspect sb of sth; a suspect
86. suspension (of capital punishment)
87. social misfit
88. to pose as
89. to lift a ban
90. to ponder about
91. to live on the proceeds of the crime
92. to batter (to death)
93. to be armed with
94. to hold liberal views
95. to take precautions against crime
96. coordination of efforts
97. voluntary groups
98. to collaborate with the police
99. to install security devices
100. to make a civilian arrest
101. to be trained in martial arts
102. to have a clean criminal record
103. to traffic in drugs
104. to be alienated from
105. to push smb onto the path of crime
106. to root out crimes
107. rejection of society's standards
108. a genetic disposition to crime
109. family breakdown
110. abuse: physical / verbal abuse
111. erratic (discipline patterns)
112. to disrupt
113. truancy
114. contempt for authority; contempt of court
115. lenient methods of punishment: probation / juvenile aftercare / foster care

- 116. to steer sb away
- 117. to restore social justice
- 118. an inmate
- 119. behind bars
- 120. to curtail personal freedom
- 121. cooped-up
- 122. to undermine
- 123. to be unfit for freedom
- 124. to treat brutally / without humanity
- 125. to adjust to the positive values of society

**Phrasal verbs**

- 126. to give oneself up (to)
- 127. to own up (to)
- 128. to take sb aback
- 129. to let sb off (with)

- 130. to set sth up
- 131. to carry sth out
- 132. to go off
- 133. to seal sth off
- 134. to break down
- 135. to break out

**Idioms**

- 136. to catch sb red-handed
- 137. to keep to the straight and narrow
- 138. poetic justice
- 139. the punishment should fit the crime
- 140. to take the law into one's own hands
- 141. an easy prey

## CONVERSATIONAL FORMULAS

### *Expressing and reacting to opinions*

My personal opinion is ...	True ... but ...
I'm inclined to think that ...	That's one way of looking at it. But ...
You would be well advised.	Yes, if you like ...
This is my way of looking at it.	You may be right ... All the same ...
I think it goes further than that.	I can't approve of it.
Well, you see what I mean.	No, it bears no relation to ...
I am in favour of it.	I would find it difficult to (accept it) ...
You have my full support.	I'm not so sure you are right about it.
I can see no reason to oppose.	Just a minute ...
Please, do consider my words very carefully.	
My reaction is extremely favourable.	

### *Group discussion*

If you ask me ...	Do you think it's right to say that ...
Wouldn't you say that ...	I sometimes think that ...
As I see it ...	I didn't quite follow what you mean, I'm afraid.
Don't you agree that ...	I don't quite see what you are getting at.
I'd like to point out that ...	
Would you agree that ...	

### *Agreement*

Yes, I agree entirely here.	I won't deny that.
I fully agree.	What you say is perfectly true.
I don't think anyone could / would disagree with ...	That's my way of looking at it, too.
I am of (exactly) the same opinion.	It goes without saying that ...
I couldn't agree more.	That's a fine way of putting it.
You know, that's exactly what I think.	That's a good point.
I can't help thinking the same.	Oh, definitely.
It stands to reason.	How right that is.
It really looks like that.	That's just what I was thinking.

### ***Disagreement***

I'm afraid I can't accept ...	I can't possibly ...
I can't say that I share your view.	I've got some reasons to disagree.
I'm not at all convinced.	I've got an argument to oppose.
I see things rather differently myself.	It's not at all the same thing.
There may be something in what you say but ...	On the surface of it really is ... but ...
I see your point but ...	On the one hand ... On the other hand ...
You don't seem to realize that ...	Well, I wouldn't go quite that far ...
... but that's not the point ...	I wouldn't say that exactly.
Not in the least!	It might be right but ...
Just the other way round!	That's totally unfounded.
I shouldn't say so.	You can't be serious.

### ***Asking for clarification***

Sorry, but I don't quite see why you have to ...  
Sorry, can you say that again, please?  
Sorry, but I'm not quite clear on ...  
I'm sorry, could you (possibly) explain what you mean by ...  
Sorry, I don't quite understand what you mean by ...  
Do you really think that ...

### ***Giving clarification***

Well, what I'm trying to say is (that) ...  
The point I'm trying to make is (that) ...  
Well, I think / suppose what I mean is (that) ...  
What I'm saying is (that) ...  
All I'm trying to say is (that) ...

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