

Министерство образования Республики Беларусь

Учреждение образования  
“Полоцкий государственный университет”

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# ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ АНГЛИЙСКОГО ЯЗЫКА

Учебно-методический комплекс  
для студентов 3 курса специальности 1-21 05 06  
“Романо-германская филология”

Под общей редакцией  
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Новополоцк  
ПГУ  
2012

УДК 811.111(075.8)  
ББК 81.423.1-923  
Ч34

Рекомендован к изданию учебно-методической комиссией  
историко-филологического факультета в качестве  
учебно-методического комплекса (протокол № 3 от 07.03.2012)

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Ч34

Практика устной и письменной речи английского языка : учеб.-  
метод. комплекс для студентов 3 курса специальности 1-21 05 06  
“Романо-германская филология” / Е. М. Чеботарёва, Л. В. Жизневская;  
под общ. ред. Е. М. Чеботаревой. – Новополоцк : ПГУ, 2012. – 324 с.

ISBN 978-985-531-362-6.

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 по дисциплине.

Предназначен для студентов и преподавателей лингвистических специальностей.

**УДК 811.111(075.8)**  
**ББК 81.423.1-923**

**ISBN 978-985-531-362-6**

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## **ВВЕДЕНИЕ**

Учебно-методический комплекс построен по принципу блочно-модульного подхода, что предполагает тематическое расположение материала, текущий и итоговый контроль, акцентирование на вопросах, вызывающих наибольшую трудность, а также обеспечивает поддержку и помощь во время всего процесса обучения.

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.

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. Студенты 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.

Студенты 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.

Студенты 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 необходимо 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.

Прежде чем приступить к работе с УМК, необходимо ознакомиться с целями и задачами данного курса, а также с предъявляемыми требованиями для получения зачета 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 учебно-методический 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 учебно-методическом комплексе уделяется специфическим трудностям английского языка – изучению фразовых глаголов и идиом.

Лексические единицы, подлежащие активному усвоению, выделены жирным шрифтом в упражнениях и текстах. Полный перечень слов и выражений для активного усвоения приводится в приложении, в разделе “Active vocabulary”. В приложении Вы также найдете перечень разговорных формул.

Каждый СТК завершается тестами по проверке усвоения пройденного материала.

## ПРЕДМЕТНО-ТЕМАТИЧЕСКОЕ СОДЕРЖАНИЕ КУРСА

№ темы	Разделы, темы, вопросы	Содержание
1	Мир животных	Проблемы сохранения исчезающих видов животных. Окружающая среда и цивилизация, источники загрязнения окружающей среды. Проблемы сохранения окружающей среды
2	Описание людей	Внешность человека. Характер человека, настроение, манеры, поведение. Психологические типы людей, черты характера человека (положительные и отрицательные), типы эмоционального состояния, манеры, нормы хорошего поведения
3	Здоровый образ жизни	Болезни. Медицинская помощь. Нетрадиционные больницы. Пациенты-мужчины. Альтернативная медицина
4	Взаимоотношения	Любовь. Семейная жизнь
5	Работа	Правильный выбор профессии. Представители нетипичных профессий. Личность учителя, его человеческие и профессиональные качества
6	Реклама	Реклама на радио и телевидении, коммерческая видеопродукция
7	Преступление и наказание	Виды преступлений. Причины роста преступности. Тюрьма как мера наказания. Малолетняя преступность
8	Политика	Плюсы и минусы политической карьеры. Политические партии. Личность политика
9	Проблемы развивающихся стран	Нужда. Причины бедности. Благотворительные организации
10	Наш дом	Ремонт дома. Покупка дома. Бездомные

## **ФОРМЫ КОНТРОЛЯ**

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

### **Содержание зачета (V семестр)**

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

#### **Письменное тестирование**

1. Написание эссе объемом 1500 – 2000 печатных знаков по одной из обсужденных общественно-культурных тем.
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**, 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</b> <b>удовлетворительно</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</b> <b>неудовлетворительно</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 затрудняющих понимание речи
<b>2</b> <b>неудовлетворительно</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</b> <b>неудовлетворительно</b>	Полная неспособность реализовать коммуникативную задачу. Произнесение бессвязных фраз, избыток ошибок

### Сочинение / Эссе

Оценка	Содержание	Словарь и структура
<b>10</b> <b>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</b> <b>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
<b>8</b> <b>почти отлично</b>	Достаточно точное соответствие коммуникативной задаче. В целом полное и убедительное повествование, описание предметов, событий или изложение точки зрения. Некоторые отклонения от логики и последова-	Хороший словарный запас, в основном употребляемый уместно. Не более 1 лексической (в т. ч. орфографической) или грамматической ошибки на 100 словоформ. Наблюдаются отклонения в употреблении грамматических структур



	тельности развития идеи и сюжета. Отдельные случаи несоответствия жанру и стилю	
<b>7 очень хорошо</b>	Соответствие коммуникативной задаче. Наблюдаются отклонения от логики и последовательности развития идеи и сюжета. Ограниченный выбор художественных средств выразительности. Отклонение от норм жанра и стиля	В целом выбор словарных средств удовлетворительный. Однако словарь ограничен, наблюдаются ошибки в выборе слов. Не более 2 лексических (в т. ч. орфографических) или грамматических ошибок на 100 словоформ. Отдельные случаи в употреблении грамматических структур затрудняют точное понимание смысла
<b>6 хорошо</b>	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	Словарный запас ограничен. Наблюдаются значительные ошибки в выборе слов и их употреблении. Не более 3 лексических (в том числе орфографических) или грамматических ошибок на 100 словоформ. Достаточно серьезные нарушения в употреблении грамматических структур
<b>5 почти хорошо</b>	Присутствует попытка реализации коммуникативного намерения, но основные идеи недостаточно полно раскрыты. Отклонения от логики и последовательности изложения затрудняют понимание содержания и точки зрения автора	Словарный запас и выбор синтаксических структур сильно ограничены. Наблюдается большое количество ошибок в выборе словаря и употреблении грамматических структур. Не более 4 лексических (в т. ч. орфографических) или грамматических ошибок на 100 словоформ
<b>4 удовлетво- рительно</b>	В работе намечены основные идеи, но они недостаточно полно раскрыты. Выраженные логические разрывы. Слабо прослеживается содержание и точка зрения автора	Скудный словарный запас. Много случаев неадекватного употребления слов и нарушений грамматических норм. Не более 5 лексических (в т. ч. орфографических) или грамматических ошибок на 100 словоформ
<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 6 лексических (в т. ч. и орфографических) или грамматических ошибок на 100 словоформ
<b>2 неудовлетво- рительно</b>	Несоответствие коммуникативной задаче. Объем работы сильно ограничен	Более 6 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

№ тематического комплекса	Тема занятия	Часы
1	WILDLIFE	20
2	DESCRIBING PEOPLE	18
3	KEEPING HEALTHY	18
4	RELATIONSHIPS	20
5	JOBS	20
	Итоговый контроль	6

### VI семестр

№ тематического комплекса	Тема занятия	Часы
1	ADVERTISING	18
2	CRIME AND JUSTICE	22
3	POLITICS	22
4	NEEDS	18
5	SOMEWHERE TO LIVE	16
	Итоговый контроль	6

## UNIT 1 WILDLIFE

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

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

**Grammar:** quantifiers; relatives

	Topic	Hours
I	Biodiversity	4
II	Animals and Human Beings	4
III	Extinction	6
IV	The Rise of the Greens	4
	Revision	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

- 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

- 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. 🎧 Listen to the talk and 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. 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
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**Which of the animals is in your opinion:**

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

**1.4. What animals have 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
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**1.4.1. Look at the example and answer the questions, using as many of the words and expressions in the box above as possible.**

**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?

*Useful expressions:* add / lengthen / make ... smaller (bigger, fatter) / remove / shorten / straighten / turn ... into... / widen

**1.5. 📖 Read the following short passages and imagine what it would be like if you woke up one morning to find yourself transformed into a cockroach, a dog – or another creature.**

**A.** 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)

**B.** 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)

**1.5.1. Look back at the texts and discuss the questions:**

- What is Eric’s / Gregor’s situation like?
- Which would be worse: Eric or Gregor’s situation? Why?
- What do you think might have happened next in each story?

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

1.6. 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.

**1.7. Put each of the following idioms 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.

**1.8.  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.*

### **1.9. 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).

### **1.10. Speech practice.**

– *You are an animal lover. Tell us interesting facts about animals.*

## **II. ANIMALS AND HUMAN BEINGS**

**2.1. With a partner, look at this headline. What do you think the articles “ANIMAL MAGIC” might be about?**

**2.1.1. 📖 Now read the texts and see if your ideas were correct.**

### **ANIMAL MAGIC: extra-sensory pets**

For centuries, man has marvelled at the strong bond formed between owner and pet. It seems that our pets are either **telepathic** or are **gifted with a sixth sense**, ranging from simple things like knowing when the owner is about to put his or her foot through the door to knowing when someone has passed away.

Dogs that know in which aircraft their owners are flying, cats that can tell who is calling by phone, guinea pigs who perk up when their owners are about to return home. If the experiences of Sunday Telegraph readers are any guide, pets are constantly amazing their owners with a mysterious “sixth sense”.

Three weeks ago we reported on the plans of the distinguished biologist and researcher Rupert Sheldrake to start the first scientific investigation of pets that appeared to be supernaturally **perceptive**.

It prompted scores of readers to write in with their own tales. In the search for explanations, correspondents have suggested that perhaps the pets recognized the sound of the family car, or that they sensed some change in routine that **alerted** them to the return of a relative.

But many of the accounts have simply deepened the mystery. For example, Peggy Matty of Rugeley, Staffordshire, recalls how her ginger cat, Bill, always seemed to know when her mother was about to drop in.

“We would look out of the window and there, sitting in the drive, would be this ginger sentinel” said Mrs. Matty. “He never failed to **sit in the drive** and await her.”

After Mrs. Matty's mother died, her stepfather continued to visit driving exactly the same car. But Bill was not there to greet him and never went out to meet the car again. “How did he know not to wait any more after his friend died?” asked Mrs. Matty.

Two Siamese cats, Flora and Maia, belonging to Mrs. Judith Preston-Jones of Paddock Wood, Kent, display similar abilities.

“Since we had them, my husband, Geoffrey, always knows when I am coming home,” said Mrs. Preston-Jones. “He says that they are complete zombies when I am out but come to life shortly before I arrive. He reckons they know when I am about three miles away.”

Beryl Statham of Wells, Somerset, recalled the dog of Dawson Paul, a pilot who flew at the Essex Aeroclub during the 1930s.

“The dog always knew when its master was coming in to land, and ran out on to the field giving welcoming barks,” she recalled. “Yet the same type of aircraft was used by all the pilots.”

Sometimes a perceptive pet can be a real nuisance. Shirley Stone and her husband, Henry, find it impossible to show each other affection without their border collie, Kerry, bounding in and forcing them apart. “It doesn't matter where Kerry is in the house, upstairs or downstairs, if we are holding each other she comes down as fast as her legs will carry her and pushes us apart,” said Mrs. Stone.

These talents are apparently not restricted to cats and dogs. Mrs. Phyllis Teage of Darmouth recounted how her guinea pig, Rose, would suddenly **sit upright on her lap** whenever her husband was about to come in. “She was amazing because I could never hear anything - I don't know how she did it.”

The most **baffling stories** centre on pets who seemed to know who was about to call by telephone. How did Carlo the cat always know when Veronica Rowe's daughter was about to phone home?

“When the phone rang and it was Marian, Carlo would bound up the stairs before I had picked up the receiver,” said Mrs. Rowe.

“He never did it at any other time,” Dr. Sheldrake said he was surprised and delighted by the response from readers:

“These observations are very intriguing. They appear to show that there does exist an invisible bond between pets and their owners, the origins of which may go beyond known forces and fields. It’s interesting to raise the question of whether humans **have similar sensitivities.**”

Dr. Sheldrake plans to contact the owners of particularly impressive perceptive pets, and to carry out rigorous tests of their abilities.

(by Robert Matthews)

### **ANIMAL MAGIC: pet therapy**

Pet therapy is a kind of treatment to stimulate people who are withdrawn or uncommunicative. It has given difficult children, lonely old people and even anti-social prisoners a completely new outlook on life.

Even though pet therapy is only now being widely used, it is not a new idea. In the eighteenth century an English doctor, William Tuke, filled the grounds of a hospital for mentally disturbed people with chickens, rabbits and goats. At a time when people were usually punished for strange behaviour rather than helped, this was a radical new approach to treating the mentally disturbed. Tuke’s idea was that patients could learn self-control by caring for creatures weaker than themselves.

This is an idea which has persisted. In New York, horses, cows, cats and dogs were recruited to heal soldiers who had been wounded during World War II. These animals comforted the traumatised and helped the battle-scarred to avoid becoming obsessed with their injuries.

During the 1970’s, scientific interest was rekindled by a study that had originally set out to examine the connection between social conditions and heart disease. Quite by chance, researchers discovered that the survival rate of people who owned a pet was significantly greater than those who didn’t. At first, they treated these findings with suspicion, but the more research was done, the more conclusive the proof became. People with pets really were living longer.

It was discovered that stroking a cat or dog lowers a human being’s blood pressure and reduces anxiety. Just having an animal around you can lower your heart rate. Cats and dogs aren’t the only pets that can help you to relax either. A dental school in America has discovered that gazing at fish in a tank helps patients relax before undergoing dental treatment.

An American psychologist, Dr. Boris Levinson was treating a child who was very withdrawn and refused to talk. One day, Dr. Levinson took his dog Jingles to the therapy session and, to his surprise, the child began stroking and cuddling the dog. Through more contact with Jingles, the child became increasingly open and approachable and Levinson was able to complete the psychotherapy successfully.

One recent study revealed that there were significantly fewer minor illnesses such as colds, backaches and stomach problems among adults after they had acquired a pet

Elizabeth Ormerod, who is spearheading a campaign to introduce pets into a Scottish prison, has watched the effect of animals on prisoners. “Animals help to dispel tension,” she says. The Scottish prisons that have some involvement with animals report fewer disturbances as well as better relationships between staff and prisoners. “Caring for a pet encourages compassion and reverence for life,” says Ormerod. “You could call it humane education.”

**2.1.2. Discuss the following questions:**

- What are the examples of the strong bond between owners and pets?
- What animals do you think are supernaturally perceptive ?
- Do you believe that animals are telepathic or gifted with the sixth sense?
- Which animals make / don't make good pets? What, if anything, does keeping a pet teach a person?
- Have you got a pet? Did you have a pet when you were younger? What habits does / did it have?
- Is pet therapy quite a new kind of treatment?
- Do you know any examples showing that animals are comforting to us?
- Do you believe that having a pet is a benefit to people's health?

**2.2. 📺 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:*

to inflict	incredible	to descend
to condescend	to stroke	psychic
to volunteer	to shelter	sacred
to be superior	subservient	to mourn
to be inferior	to stagger	to embalm

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

**2.2.2.** *Do you agree with Johnny Morris when he says that in many respects human beings are inferior to animals?*

**2.3. Speech practice.**

– *You are a popular expert on animals. Speak about the benefits of having animals in our lives.*

### III. EXTINCTION

**3.1. What is the difference between the following terms:**

- *an endangered species*
- *a threatened species*
- *an extinct species?*

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.

3.2. *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)

### **3.3. 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. Each pair of students should concentrate on a different passage. Find out about your partners' passage. Use the expressions of giving and asking for clarification (see back of book).*

**A. 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.

**B. 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.

**C. 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.

**D. 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.

**3.4. Work in pairs. Each pair of students should concentrate on a different passage. Use the information in the passage to fill in the required information about your assigned species.**

Species	Description	Habitat	Population	Survival threat
Asian Elephant				
Black Lace Cactus				
Kagu				
Manus Island Tree Snail				
Leatherback Sea Turtle				
Karner Blue Butterfly				

- *Take turns giving summary reports to the class.*
- *Listen to your partners to fill in the endangered species summary sheet.*

### **A. 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.

### **B. 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.

### **C. 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.

#### **D. 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.

#### **E. 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.

#### **F. 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.

**3.5. ✍ 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 endangered species from extinction. Draw up a list of your priorities. Design a poster, or write a letter to be sent to all the members of your organisation, persuading people that your priority species must be saved.**

**3.6. 📖 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 word combinations in bold type in sentences of your own.*
- *Give a summary of the text.*

**3.7. 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.**

- More animal reserves should be created and more work should be done to help endangered species **to breed in captivity**.
- We can't afford to worry about animals when millions of human beings are starving.
- We shouldn't be too worried about certain species becoming extinct, there are so many species which remain.

### **3.8. Speech practice**

- *We are the main threat to wildlife; there should be much stricter laws to protect the habitats of wild animals.*
- *Make an angry speech against human activities that threaten wildlife.*
- *You are an environmentalist. You are speaking at a conference in favour of healthy, friendly to the environment lifestyle.*

## **IV. THE RISE OF THE GREENS**

**4.1. What do you understand by the “Green Movement”? What are their aims and objectives? 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. 🎧 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 \_\_\_\_\_.

**4.2.1. 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?

**4.3. 🎧 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?

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

**4.4. 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.

- *What else do you know about the activity of Greenpeace?*
- *What actions of Greenpeace do not appeal to you?*
- *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.

– *What should be done so that humanity could survive?*

#### 4.5. Speech practice.

– *Talk 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?*

– *Your views on further development of life on the Earth.*

### SELF CHECK

#### 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) пицать	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 таращились 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  
threatened  
worldwide  
public  
sheer  
constructive  
waste  
untreated  
volcanic  
material

B: irrationality  
eruption  
affluence  
attributes  
sewage  
species  
pessimism  
awareness  
endangerment  
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.

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

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

	Topic	Hours
I	Physical appearance	4
II	Character and personality	8
III	Going by appearances	2
IV	It takes all sorts	2
	Revision	2

### I. PHYSICAL APPEARANCE

#### 1.1. 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

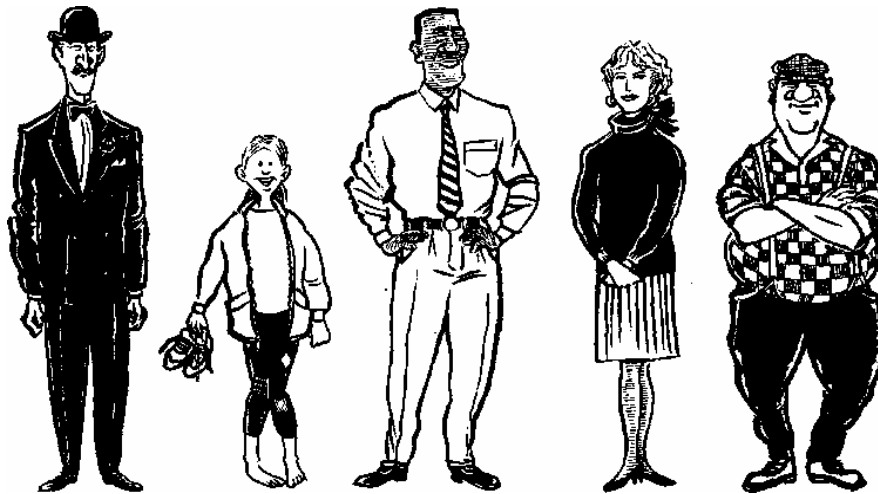
I'm in my \_\_\_ fifties. I'm very tall, and quite \_\_\_ built, but I have rather \_\_\_ shoulders. I'm a little overweight.

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.

**1.2. 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 clasped 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 \_\_\_\_\_.

**1.3. 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



**1.4. 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.

– *Make up a short situation using the idiomatic phrases.*

### 1.5. 📖 *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)

**1.5.1.** ✍ *Write a paragraph saying which of the four women you think has the most interesting personality, and why.*

### 1.6. Speech practice.

- *How important do you think physical appearance is for a happy or successful life?*
- *Would you trade intelligence for beauty?*

## II. CHARACTER AND PERSONALITY

### POSITIVE CHARACTERISTICS

#### 2.1. *Explain the meaning of the words in italics (see Active Vocabulary).*

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 and confident, even in difficult or unexpected situations – s...
- 7) calm, quiet and peaceful – s...
- 8) able to act fairly as 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 \_\_\_\_\_ (vsnpreeoi).

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 (see Active Vocabulary).**

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?**

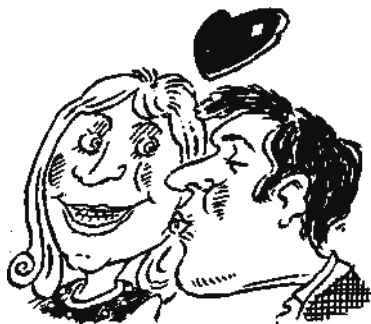
- 1) likely to stay calm even when upsetting or exciting things happen – p...
- 2) lacking confidence, rather shy, uncommunicative – d...
- 3) fierce and violent – f...
- 4) rough and uncivilized, or very cruel – b...
- 5) behaving differently / saying different things in similar situations – i...
- 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. 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>c.it...l  p.t.y  na...w-m.n..d  f.s.y  s.u.b.r.  o.s.in.t.  m.t.r.a.i.t.c  m.r.en.ry  p.ss.ss..e</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 primadonna.  He says what I want to hear, not what he thinks.  He never does all the things he says he'll do.</p>	<p>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.</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>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</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>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</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.</b>  <b>v..l.nt</b>  <b>b.u.al</b>  <b>v.c.o.s</b>  <b>r..hl..s</b>  <b>u.sc.u.u.ous</b>  <b>m.l.c.ous</b>  <b>sp.t...l</b>  <b>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.</b>  <b>h.- bl..d.d</b>  <b>b.a.e</b>  <b>c.ur.g...s</b>  <b>a.v.nt.r..s</b>  <b>l.v.l.</b>  <b>d.d.c.t.d</b>  <b>d.v.t.d</b>  <b>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><b>c.ns.d....e</b>  <b>t.nd..</b>  <b>g.nt..</b>  <b>g.n.r..s</b>  <b>t.l.r..t</b>  <b>u.d.rst.n.i.g</b>  <b>p.o.ect.ve</b>  <b>a.f.c.i.n.te</b>  <b>th..g.tf.l</b></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><b>i.p.l.i.e</b>  <b>i.p.t.ous</b>  <b>i.p.t.e.t</b>  <b>ex.i.abl.</b>  <b>r.b.l.i.us</b>  <b>r...lut.o..ry</b>  <b>f..g.tf..</b>  <b>i.res...s.ble</b>  <b>u.c.n.r.l.a.l.</b></p>

**PISCES (Feb 19 – Mar 20)**

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.

**s.y**  
**s.l.-c...ous**  
**t.m.d**  
**r.s..ved**  
**s.n.i..ve**  
**i..gin....e**  
**c.e.t.v.**  
**em.t...l**  
**u.sta.le**

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

**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

1. He's always got his head in the clouds, always fantasizing.
2. She's very inquisitive about my private life.
3. He loves taking dangerous risks.
4. He can't settle down. He goes from job to job, place to place.
5. He's always borrowing money and living off other people.
6. She's very aggressive and bossy. She likes to dominate.
7. Everyone thinks he'll get rapid promotion. He's destined to succeed.
8. He's always slow and behind the others in his work or studies.
9. She's got extremely odd, eccentric, unconventional ideas and theories.
10. He's a real nuisance. I can't stand him.
11. He likes to do things on his own.
12. 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

1. She talks on and on about her opinions and ideas.
2. He keeps count of every penny he has and only spends money if he must.
3. She likes to mention all the famous and important people she's met.



4. He makes his employees work extremely hard.
5. She crosses the road without bothering to look at the traffic.
6. He's lazy and prefers not to work.
7. She drops rubbish anywhere and never puts it in the bin.
8. He drives very inconsiderately of other drivers.
9. She's only interested in leaving work and going home.
10. She avoids paying when she travels on public transport.
11. He dresses and behaves in a very careless, often disgusting way.
12. He's a bit wild, always getting into fights and other trouble.

**2.10. 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.**

**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?

2.11. 📖 *Read the texts. The shape of your face can give a clue to your personality. What does yours say about you?*

## Revealing Faces

### 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)

– *Do you agree with the description of your personality based on the shape of your face?*

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

– 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 temper / enjoy other people's confidence / waver in the face of danger / fail his friend / spend more than he can afford)

– What kind of people are called versatile / just / business-like / sympathetic / revengeful / persistent / haughty / humble / vulgar / vain / ambitious?

– What do you call a person who can't keep a secret? (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?

**2.13. Speech practice.**

– *Which are your “Top Ten” personality traits? Which qualities do you find most admirable or endearing? Explain why.*

– *Which traits do you find most objectionable or annoying? What traits would you detest most? Why?*

### 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. ✍ 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.**

**3.9. ✍ 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”.

**3.10. Speech practice.**

- *Appearances are often deceptive. Do you agree?*

#### **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>
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<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>
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**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.*

**4.11.** ✍ *Write on one of these subjects.*

– 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.

– 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.

– “*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.

**4.12.** *Speech practice.*

– *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?*

## 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) 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. Надежный и преданный друг никогда тебя не подведет.
2. Иногда я бываю раздражительным, но в основном я спокоен и хладнокровен.
3. Заботливый, нежный и любящий муж – это все, о чем она мечтала.
4. Это человек высоких принципов.
5. В нем есть что-то аристократичное.
6. Я хотел бы, чтобы этот порядочный, честлюбивый человек был моим другом.
7. Она оказалась лицемерной и лживой. Поэтому мы с ней и расстались.
8. 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 (parts of the body).*

1. For those who can't *accept* the thought of staying in a chain motel, there is the option of renting a houseboat.
2. I don't know how anyone *has a desire to* work in a slaughterhouse.
3. Try to offer criticism in a way that does not make *other people lose respect for* your student.
4. He had put everything into his business, and had *just managed to* survive the recession.
5. Jan came round late last night, almost in tears, and I *just couldn't* tell her I had things to do.
6. Rodriguez was the obvious choice, *much better than* the other candidates in qualifications and experience.
7. 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.

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

**Grammar:** passives and imperatives

	Topic	Hours
I	Illnesses and diseases	2
II	Being a patient	2
III	A hospital with a difference	2
IV	Healthy body, healthy mind	2
V	In good hands	2
VI	Alternative medicine	6
	Revision	2

### I. ILLNESSES AND DISEASES

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

anaesthetist   conjunctivitis   cataracts   out-patient clinic   nurse  
 antiseptic cream   antibiotics   physiotherapist   hepatitis   operating  
 theatre   drugs   antihistamine   bandage   stethoscope   convalescent  
 midwife   glandular fever   ward   pill   syringe   orderly  
 meningitis   a stomach bug   bedpan   whooping cough   sling  
 surgeon   painkiller   HIV   ointment   X-ray department   Aids  
 matron   crutch   acupuncture   a stroke

#### Hospital

illnesses	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. Work in small groups. Use the following words and phrases in sentences of your own.**

an asthma attack, a nasty bout of bronchitis, to suffer from an epileptic fit, to have a bout of flu, to be prone to severe bouts of depression, a slight / splitting headache, a bad / hacking / racking cough, to be on antibiotics, to undergo an operation / surgery / a transplant, to be given a blood transfusion, to have therapy

**1.4.  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 someone 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?
- Why can *Yee Tin* medical oil be called a panacea or a miracle cure?

### **“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)

## 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.

## When A Cuppa Could Kill

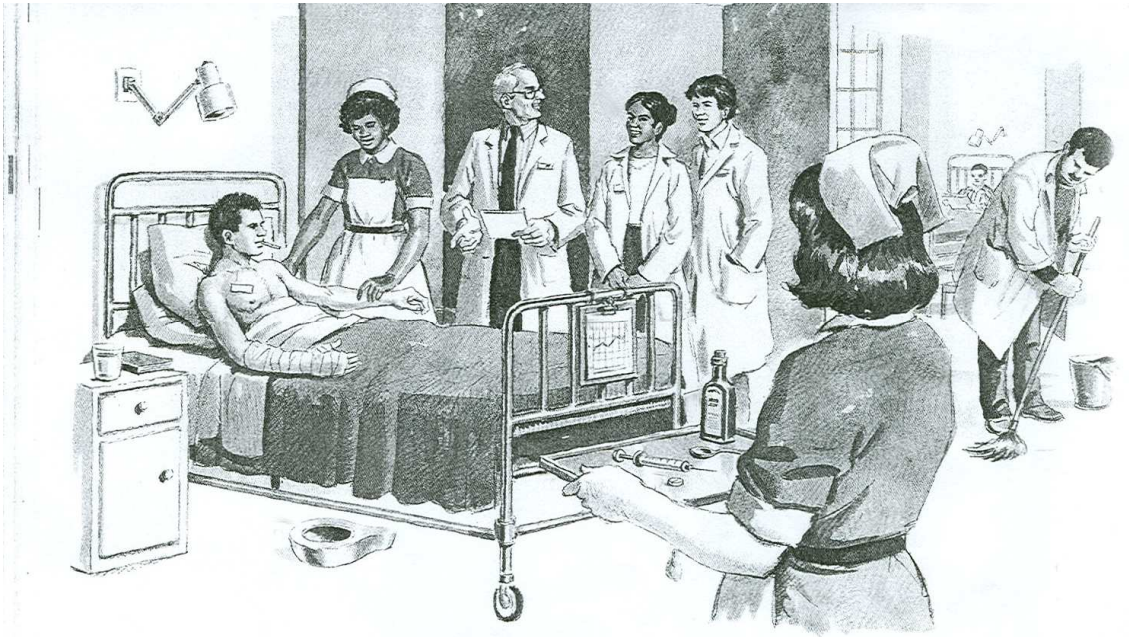
A screech of brakes, a deadening crash ... and you realize there's a road accident just outside your front door. You've phoned for the police and an ambulance. What's your next step – put on a pot of tea or break out the brandy bottle?

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)

## 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?

### 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. Speech practice.**

– *Describe your own or your friend's experience of being a patient / of being seriously ill.*

– *Speak on your medical research results on who make more rotten patients: men or women.*

### **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

**3.2.1. 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.**

**3.2.2. 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.**

### **3.3. Speech practice.**

– *Describe a hospital with a difference. What would you change in your medical system? What treatment can be received at your hospital?*

– *Speak on a hospital nurse's work.*

**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  |

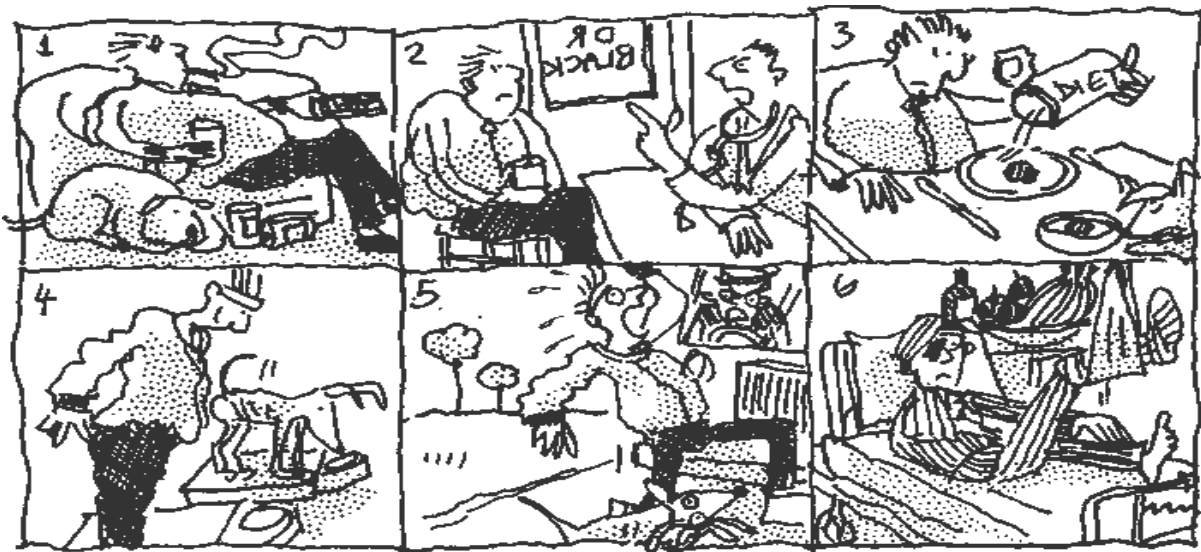
**4.5. Which of the expressions could you use in the following situations?**

1. Your friend has been working very hard and you think she needs a rest.
2. You're at work but you don't feel very well and you want to go home.
3. Someone gives you advice which is very difficult to follow.
4. You want to tell your friend she'll soon recover from her illness.
5. 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.**

1. Do you smoke? If yes, how many cigarettes do you smoke a day?
2. Have you ever tried stopping or reducing the amount you smoke?
3. Have you changed your eating habits recently (for example, reduced the amount of fatty food you eat, or gone on a diet)?
4. Would you consider doing any of the following activities to keep fit? jogging / aerobics / cycling / golf / other
5. Are you ever out of breath? If yes, when?
6. Do you ever feel worn out or run down? If yes, when?
7. Have you ever fainted? If yes, explain what happened.
8. When was the last time you did not feel well? What was wrong with you?
9. When did you last have a cold? How long did it take you to recover from it?
10. 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.*

1. My cousin was in a serious car accident last week. Fortunately, he \_\_\_\_\_ it with only minor injuries.
2. I'm taking lots of vitamin C to help me \_\_\_\_\_ this cold.
3. We had intended to go out last night, but we were so tired we didn't \_\_\_\_\_ it, so we stayed at home.
4. Many nervous breakdowns are \_\_\_\_\_ by stress.
5. The company was finally given permission to \_\_\_\_\_ with production of the new drug.

6. The dentist told me that when the effect of the anaesthetic \_\_\_\_\_, I might feel a little pain.

7. Before you buy a second-hand car, you should always \_\_\_\_\_ it \_\_\_\_\_.

8. 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?**

- to be up and about
- to be over the worst
- to be in good hands
- to take a turn for the worse / the better
- Old habits die hard.
- to be on the safe side

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

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

- What can help people live through a difficult time?
- You are in a cinema / theatre, watching a very boring film / play. Do you sit through it or leave? Why?
- Why is it a good idea to talk through a problem with somebody else?

☺ **Jokes:**

– <i>Doctor, I've swallowed a roll of film.</i>	– <i>Doctor, I think I'm an apple.</i>
– <i>Let's hope nothing develops.</i>	– <i>Come and sit down. Don't worry, I won't bite you.</i>

**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. 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've 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 to ease the pain</b> .
<b>6.</b> 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> ?	<b>F.</b> Mm, sounds a bit like it. I'll make you out a <b>prescription for</b> some <b>penicillin</b> , and some menthol <b>inhalations</b> might <b>speed up the recovery</b> .
<b>7.</b> I keep getting <b>short of breath</b> . Is there any way I could be <b>suffering from asthma</b> ?	<b>G.</b> 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> .
<b>8.</b> 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> .	<b>H.</b> 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. Use the multi-word verbs and idiomatic expressions from sections IV and V.

## VI. 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

### 7.2.1. 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?

### 7.2.2. 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. 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.

**A. 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.

**B. In T'ai Chi Chuan** 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.

**C. Reflexology** 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.

**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.*

**7.5. Speech practice.**

– *Your idea of work and rest: list and give reasons for five golden rules for keeping healthy.*

– *The only way to get the best health treatment is to marry Eastern and Western approaches.*

– *Develop the statement “Prevention is better than cure”.*

– *You are a medical student. Express your thoughts on what approach in medicine to choose for your specialization – Eastern or Western.*

## SELF CHECK

### Part A

*Translate into English*

- |                 |                            |
|-----------------|----------------------------|
| 1) лазарет      | 9) зуд                     |
| 2) санитар      | 10) болячка                |
| 3) анестезиолог | 11) приступ кашля          |
| 4) палата       | 12) лекарство, препарат    |
| 5) операционная | 13) раствор                |
| 6) повязка      | 14) болеутоляющее средство |
| 7) несварение   | 15) мазь                   |
| 8) изжога       | 16) костыль                |

- |              |                             |
|--------------|-----------------------------|
| 17) подагра  | 26) местный наркоз          |
| 18) мигрень  | 27) микроб                  |
| 19) свинка   | 28) воспаление              |
| 20) корь     | 29) растяжение              |
| 21) оспа     | 30) выздоравливающий        |
| 22) судорога | 31) остерегаться            |
| 23) чесотка  | 32) приспособливаться       |
| 24) язва     | 33) усиливать               |
| 25) 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. Разочарованные в своих врачах, люди все чаще обращаются к альтернативной медицине.
16. На мой взгляд, самый оптимальный метод лечения – это сочетание западной и восточной медицины.
17. Болезнь легче предупредить, чем вылечить.
18. Ему было сложно восстановить свои силы после болезни, и врач посоветовал ему начать заниматься хотя бы зарядкой.



19. Я не в состоянии идти сейчас на прогулку, так как неважно себя чувствую. Кажется, я подхватила простуду.

20. Переутомление может вызвать сильные головные боли. Нельзя безрассудно растрачивать силы и здоровье.

21. Он перенёс операцию очень хорошо, быстро набирает силы, и вскоре будет чувствовать себя совсем здоровым.

22. Антибиотики помогают побороть любую инфекцию.

23. Врачи решили попробовать новый курс лечения с этим пациентом.

24. Когда эффект болеутоляющего начинает ослабевать, он испытывает боль.

### Part C

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

A. prompt

arthritis

pulse

muscle

general

holistic

nursing

bodily

blinding

B. tissue

headaches

rate

assessment

diagnosis

functions

anaesthetic

approach

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.

**Skills:** giving advice; making suggestions; expressing opinions; listening for gist and for specific information; writing personal letters

**Grammar:** frequency adverbs, quantifiers

	Topic	Hours
I	Like. Love. Hate	2
II	Across a crowded room	2
III	Happily ever after	2
IV	What makes a good relationship?	8
V	Personal problems	4
	Revision	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. 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 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.**

partners	platonic	flirtation	infatuation
mature	compatible	one-sided	hero-worship
mutual	idolize	complement	stable

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 word combinations in bold type in sentences of your own.*

**1.4. 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.*

## 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.**

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

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

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

4. 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)?

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

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

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

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

9. 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.

**2.10. Speech practice.**

- Describe a relationship between two people that you know well.

**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.**

1. How did they meet their partners?
2. What did they think of their partners when they first met them?
3. What did their parents think of their partners?
4. How did Helen and George feel about marrying their partners?
5. 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

1. What is your idea of a good friend?
2. Who do you consider to be your best friend and why?
3. When was the last time someone disappointed you? What happened?
4. If you disappointed someone, how would you try to compensate for it?
5. 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.**

1. It was *a turning-point* in my life.
2. He proposed to me completely *out of the blue*.
3. Life is full of *ups and downs*.
4. I started *to have second thoughts* about it.
5. I started to see her in *a different light*.
6. 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. 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.**

**3.9. ✍ Writing.** 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.

– Write a story called “The Blind Date”. Try to use the multi-word verbs and idiomatic expressions you have learnt in this unit.

**3.10. Speech practice.**

– Your views on what makes relationship work.

**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.

COUPLE	GOOD OR BAD RELATIONSHIP?	WHAT IS GOOD OR BAD ABOUT IT?
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 view?

#### 4.3. 📖 *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. */ Do you agree?/*

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.*

**4.4. 🎧** *“An arranged marriage”. 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.*

#### **4.4.1. Comprehension check.**

1. How did Raj’s father find the two men?
2. Was it difficult to find a husband for Raj?
3. Describe the day that Raj met the two men.
4. Why did her father choose Shyam?
5. What happened between that day and their marriage?

**4.4.2. 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 \_\_\_\_\_.

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

1. What was Raj’s attitude to her arranged marriage? Did she accept it or resent it?
2. How do you think she felt on the day she met the two men?
3. 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?

4. What else would you like to know, either about Raj's marriage, or about arranged marriages?

5. What advantages does she see to arranged marriages?

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

#### 4.5. Speech practice.

– *Your views on marriage for love/ on arranged marriage.*

– *Your arguments for/ against getting married at your age.*

## V. PERSONAL PROBLEMS

5.1. *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.

5.2. *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?*



<p>For the ten years of my marriage, my husband has <b>gone after</b> other women, sometimes merely flirting but sometimes sleeping with them.</p> <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</b> him. 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.</p> <p>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</b> him 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 style="text-align: right;"><i>The Daily Mirror</i></p>	<p>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. But he still keeps talking about her and <b>making excuses</b> to see her. He's being very moody and <b>snaps at</b> me when I ask him about her. I'm so miserable, what should I do?</p> <p style="text-align: right;"><i>Oh, boy</i></p>	<p>Dear Cathy &amp; 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. I have talked to my form teacher, but she said she couldn't do anything and that I should <b>have a word with</b> my mum. I did that, but she said, "Don't be silly".</p> <p style="text-align: right;"><i>Jackie</i></p>
<p>When I was a teenager I <b>slept around</b>, as they say.</p> <p>Then I got married to a good man and have had 16 years of happiness and two fine sons.</p> <p>But all the while I <b>dread</b> meeting any boyfriends from the past, in case my husband gets to know.</p> <p style="text-align: right;"><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 do 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.</p> <p>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 style="text-align: right;"><i>The Daily Mirror</i></p>	<p>I don't remember the last time I had a conversation with a girl.</p> <p>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 style="text-align: right;"><i>The Sun</i></p>

**5.2.1. 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 style="text-align: center;"><b>FALLING TO PIECES</b></p> <p>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 style="text-align: center;"><b>SHE MUST END IT</b></p> <p>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.</p> <p>She promised it would stop but it is still going</p>	<p style="text-align: center;"><b>WHAT'S WRONG WITH ME?</b></p> <p>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 style="text-align: center;"><b>I WANT TO GO HOME</b></p> <p>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</p>	<p>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</p>	<p style="text-align: center;"><b>SHOULD I TELL MY FATHER?</b></p> <p>Some time ago my father went to live with another woman. But my parents are still good friends and</p>

<p>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>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>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.</p> <p>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 style="text-align: center;"><b>RUDE QUESTION</b></p> <p>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.</p> <p>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>	<p style="text-align: center;"><b>WILL HE BE FAITHFUL?</b></p> <p>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.</p> <p>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.</p> <p>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>	

**5.3.1. Choose one of the letters and write an answer. Use some of the words and expressions given in Exercise 5.2.1.**

**5.3.2. Write a short letter asking for advice about a real or imaginary problem.**

**5.3.3. Work in groups. Each group will receive some of the letters that were written in Exercise 5.3.2. Write answers giving advice.**

**5.4. 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?

.....

**5.5. 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.**

1. Love live in cottages as well as in courts.
2. A good husband makes a good wife.
3. Marriage is a lottery.
4. Love cannot be compelled.
5. Marriages are made in heaven.

**5.6. ✍ Write about one of the following subjects.**

– Love is just like the measles; we all have to go through it. (*Jerome K. Jerome*).

– A good marriage would be between a blind wife and a deaf husband. (*Montaigne*).

– Home is the girl's prison and the woman's workhouse. (*G.B. Shaw*).

– Marriage is like life in this – that it is a field of battle, and not a bed of roses. (*R.L. Stevenson*).

### 5.7. Speech practice.

- Which would you choose – to live with somebody you don't really love but who would never give you a moment's worry or to live with somebody you love but who gives you no feeling of security (your arguments for/ against)?
- Your views on having one or several boyfriends/ girlfriends at a time.
- What would be your kind of an ideal boyfriend/ girlfriend? What would he/ she be like?

## SELF-CHECK

### Part A

#### *Translate into English*

1) старая пассия	17) зрелое чувство
2) ненадежный друг	18) перевешивать
3) закадычный друг	19) соблазнять
4) сослуживец	20) ревновать
5) союзник	21) расставаться
6) флиртовать	22) игнорировать
7) наброситься, кричать	23) унижать
8) ненавидеть	24) безответная любовь
9) претензия, недоброжелательность	25) поворотный момент
10) перебранка, пререкание	26) любовный треугольник
11) скандал	27) трезвый (здравый)
12) влюбленность, увлечение	29) благоразумный, предусмотрительный
13) любовный роман	30) несовместимый
14) измена	31) вступать в брак
15) дружеская привязанность	
16) 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 ещё больше сблизили.
11. Она вышла замуж по расчёту, и у неё никогда не было повода пожалеть об этом.
12. Безответная любовь подтолкнула её 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 бежит 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 партнёров.

## Part C

### *1. 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

	Topic	Hours
I	Jobs and professions	2
II	Choosing a job	6
III	Daily routine	2
IV	Getting on in life	2
V	Who should be paid most?	6
	Revision	2

### I. JOBS AND PROFESSIONS

**1.1. 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**.

**1.2. Complete the table with the appropriate verbs.**

Noun	Verb	Noun	Verb
application	apply for	resignation	
dismissal		rejection	
increase		reprimand	
interview		rise	
offer		retirement	
promotion		shortlist	

**1.3. Put the words from Exercise 1.2 and from the box below in the appropriate places in the stories about Angela, Ben and Sheila.**

part-time job	job centre	temporary job	contract
pension	redundancy	job description	Curriculum Vitae (CV)
unemployment benefit / dole			

### **ANGELA**

1. Angela prepared a summary of her qualifications and experience.
2. She saw an ad in the newspaper and wrote a letter to the Personnel Department.
3. She received a letter saying that she and a few others had been selected to meet managers on a certain day.
4. With the letter there was a list of things that the job involved.
5. Angela attended a formal meeting at which some managers asked questions about her experience, qualifications, etc.
6. She received a letter telling her that she had got the job.
7. There was also a formal document, telling her about working hours, holidays, salary, etc. She had to sign this.

### **BEN**

1. Ben applied for a job. He got a letter back saying that he hadn't got the job.
2. After trying several times, he went to an office where they help people to find jobs.
3. They took all his details. Later they phoned him and offered him a job just for a few weeks.
4. After this job, he got another, but it only involved working for part of the day.
5. Ben got to the age of 65, the age when employees stop working.
6. Now he gets money monthly during his old age from the government and from his employers.

### **SHEILA**

1. Sheila got on very well in her first job, and after a while she got a higher salary.
2. She did so well that after a year, she was given a new job with more responsibility.
3. 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.
4. Sheila's work continued to be unsatisfactory. After another warning she was told that she had to leave.
5. Sheila got another job, but she didn't like the work and decided that she wanted to leave.
6. Sheila got a third job, but after a few weeks the company went bankrupt and her job came to an end.
7. After several weeks without a job, she registered at a government office. They paid her a small amount of money every week.

**1.4. Explain the meaning of underlined words and word combinations.**

**Use the expressions from the table:**

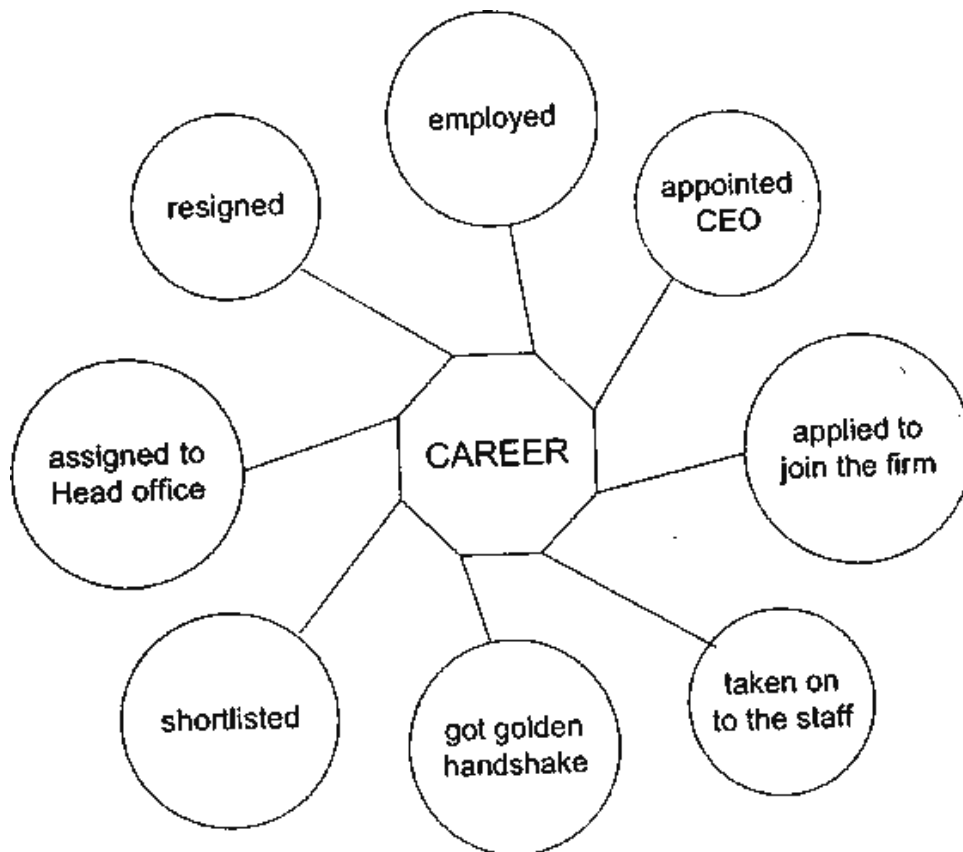
<b><i>Applying for a job</i></b>	to find a job, to apply for a job, to fill in an application form, to submit an application, to go for / to have an interview, to have good qualifications and experience, curriculum vitae (CV)
<b><i>Having a job</i></b>	to have a job/a career in (teaching), to be in work, to be on the staff, to work freelance, to be self-employed, to do sth for a living
<b><i>Giving a job</i></b>	to employ, to engage, to appoint, to recruit (sb for sth), to hire (Am), to short-list
<b><i>Not having a job / leaving a job</i></b>	to be without a job, to be out of work, 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
<b><i>Making sb leave a job</i></b>	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
<b><i>Promotion</i></b>	to promote, to upgrade, to transfer, to move up the ladder
<b><i>Demotion</i></b>	to demote, to reduce, to downgrade, to strip
<b><i>Hours of work</i></b>	a 9 to 5 job / to work 9 to 5, to 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
<b><i>Payment</i></b>	salary; wages; fee; commission; golden handshake; fringe benefits

1. What do you do for a living?
2. It's difficult to make a living as a freelance writer.
3. The fringe benefits of this job include a car and free health insurance.
4. I lead a pretty mundane life; nothing interesting ever happens to me.
5. She's been downgraded from principal to deputy.
6. The general was stripped of his rank.
7. Have you been short-listed for the post?
8. He was appointed to the vacant post.
9. If I don't get a pay rise I'll quit.
10. In April the number of school leavers on the dole normally rises.
11. They were laid off because of the lack of new orders.

**1.5. Using the expressions from Exercise 1.4, say what you think has happened / is happening.**

1. I'm not working now; the baby's due in 3 weeks. ....
2. I lost my job. They had to make cutbacks. ....
3. He's enjoying life on a pension, although he's only 58. ....
4. One week it's six-to-two, the next it's nights. ....
5. They've made her General Manager as from next month! ....
6. I was late so often, I lost my job. ....
7. I get in at nine o'clock and go home at five. ....
8. Your trouble is you are obsessed with work! ....

**1.6. Rearrange the circles to make a logical cycle of one's work career.**



**1.7. 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? Use the following adjectives:* challenging / interesting / inspiring / demanding / rewarding / lucrative / steady / creative / worthwhile / voluntary / exciting / highly-paid / poorly-paid / boring / mundane / dead-end / regular.

**1.8. Match the descriptions (a – i) with the explanations (1 – 9).**

- 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. 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. <i>satisfaction</i>  | B. <i>pride</i>     | C. <i>reward</i>      | D. <i>gratification</i> |
| 2) A. <i>feat</i>          | B. <i>success</i>   | C. <i>achievement</i> | D. <i>victory</i>       |
| 3) A. <i>fastening</i>     | B. <i>sealing</i>   | C. <i>verifying</i>   | D. <i>clinching</i>     |
| 4) A. <i>communication</i> | B. <i>relation</i>  | C. <i>association</i> | D. <i>interaction</i>   |
| 5) A. <i>attained</i>      | B. <i>completed</i> | C. <i>gained</i>      | D. <i>won</i>           |
| 6) A. <i>attributes</i>    | B. <i>features</i>  | C. <i>values</i>      | D. <i>qualities</i>     |

**1.10. 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	[ ] while the sun shines.
b. If a job is worth doing	[ ] make light work.
c. Make hay	[ ] what you can do today.
d. Many hands	[ ] for idle hands.
e. Too many cooks	[ ] makes you healthy, wealthy and wise.
f. Early to bed and early to rise	[ ] blames his tools.
g. Never put off till tomorrow	[ ] it's worth doing well.
h. The devil makes work	[ ] catches the worm.
i. All work and no play	[ ] spoil the broth.
j. The early bird	[ ] 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?**

**1.11. Fill the gaps with one of the verbs which follow the passage, in either the gerund or infinitive form.**

earn	work	find	look	after	visit
redecorate	miss	save	be able to		leave
buy	overdraw	pay	stay		go

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.

**1.12. ✍ 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.**

**1.13. Speech practice.**

– **You are made redundant. What would you do to find a job?**

## 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. Below there is a quiz “Now find out what’s in you for the job” 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?***

**2.2.1. Instructions for the quiz: 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</b> me	<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		

**2.2.2. 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.

(John Nicholson is a lecturer in psychology at London University.

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Surrey, KG10 9SA.)

**2.2.3. What professions did the quiz suggest would be best for you? Do you agree?**

**2.2.4. 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.**

**2.2.5. 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?**

**2.2.6. 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.**

**2.3. Look at the “Job Suitability Questionnaire”. Work with another student. Ask him or her the questions on the questionnaire. Note his or her answers.**

<b>JOB SUITABILITY QUESTIONNAIRE</b>	
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>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?	<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? (extremely / very / quite / not  very / not at all)</b> a good salary comfortable working conditions a chance of promotion

– **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.**

**2.4. ✍ Write two or three paragraphs about the job you think you are best-suited to. Use the active vocabulary.**

**2.5. Speech practice.**

- Describe a job that you would or wouldn't like to have and explain what skills and type of personality are required for it.
- You are a boss at a design office. What kind of people would you like in your staff?

### III. DAILY ROUTINE

3.1. Put each of the following words 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.  Read the text and answer the questions that follow the text.

Mark Twain pointed out that if work were so pleasant, the rich would keep it for themselves. But however much people may think they dislike work, everyone has a deep psychological need for it. Everyone wants to be valued, and wages and salaries are the visible proof that we matter. But some kinds of work like bringing up children and housework are not usually seen as “proper jobs”. The only “proper” job is one that provides paid employment. Being paid for a job in our society means higher personal status.

Of course we would also prefer work to be useful, pleasant and interesting – and also well paid. But you don't really have to enjoy your work to get pleasure from it. The fact that we have to overcome some difficulties in some way gives us pleasure. For example, having to be in a particular place at a particular time, working as part of a team towards a common goal, gives us a sense of purpose. Without work people may become untidy and lazy, and find they are unable to

enjoy the leisure time which is available to them. When some people retire from work, they lose their sense of value and purpose. For most of their lives their personality, self-image and status have been defined by work. Without it they lose appetite for life. People who suddenly lose their jobs can find the situation particularly difficult. At a single stroke they lose all the advantages and status that a paid job provides. In a culture dominated by work, they are seen by those with jobs as incompetent and lazy. It is little wonder that stress and illness occur more frequently among the unemployed.

Employment is now changing, however. Information technology has already changed the world of work. For many the idea of a job is no longer realistic. Many people fear they will lose their jobs, and some have to accept the possibility of part-time work. Even the workplace itself may become a thing of the past because thanks to computers more and more people will work at home. This means that we may no longer be able to depend on work to define our position in society, and that we will have to find new ways to give our lives a sense of value and purpose.

- Can you use your free time constructively? Do you display initiative in your work and spending your spare time?
- Have you ever found it difficult to cope with your leisure?
- When we work we get tired and aspire to have leisure. What happens when we get it? Are we satisfied? Why / why not?
- Why do most people need work?
- Would you like to have a conventional 9 to 5 job or a challenging one? Why?

**3.3. 📺** *Close your books and listen to the recording. What are Tony's two jobs? Can you remember anything about how he spends his day?*

**3.3.1.** *Read the transcript of Tony's interview, and then see if you can put the pictures in the right order.*

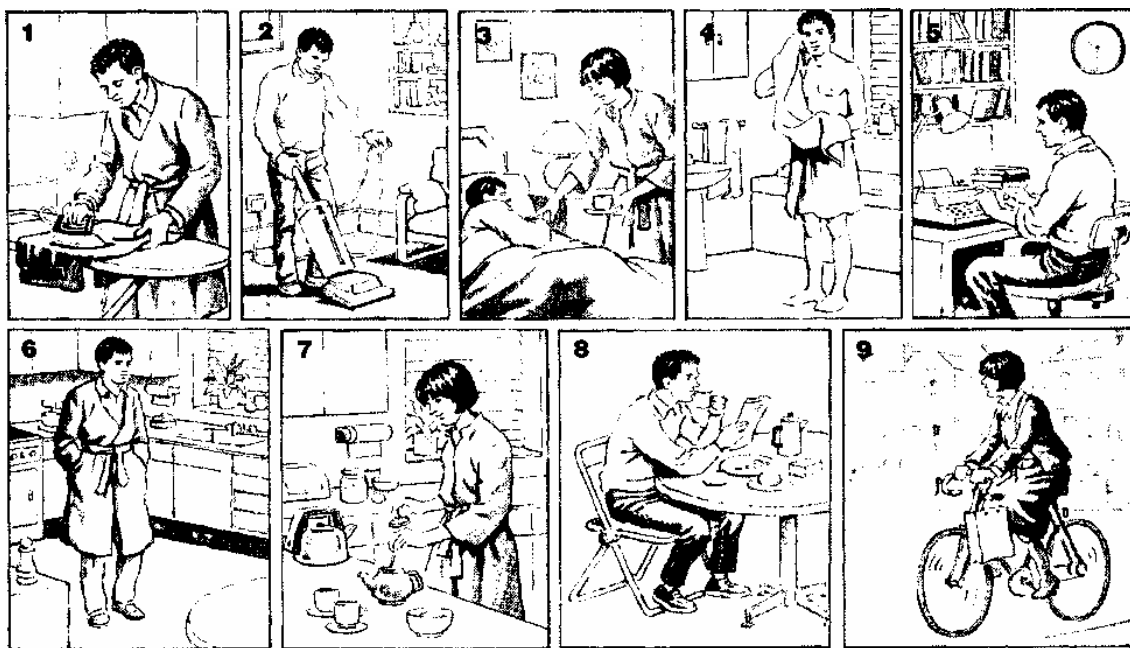
INTERVIEWER: How do you organise your work?

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 ...



**3.3.2.** *Tony is a writer and a «househusband». He works alone all day. Would you like his kind of life?*

**3.4.** *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)*

**3.5.** ✍ *Write two or three paragraphs about how you spend your day. Include words and expressions from this unit.*

**3.6. Speech practice.**

– *You have to make a decision about two jobs. One is exactly what you wanted all your life – challenging, thought provoking, but it doesn't pay much. The other pays a very good salary, but it isn't at all interesting. Which job will you choose? Why?*

– *Would you work if you didn't need money?*

**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.*

1. Jeremy was made unemployed because the company wanted to save money.
2. The company went out of business because of the poor economic climate.
3. Jeremy was offered several jobs in other similar companies but he rejected them.
4. Jeremy's application to a small magazine was successful.
5. Angela's father wanted her to be ambitious.
6. She needed special training to do her job as a secretary.
7. She had to spend a lot of time doing her job.
8. She couldn't live on her salary.
9. A few things about her job depressed her.
10. 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 go 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*?

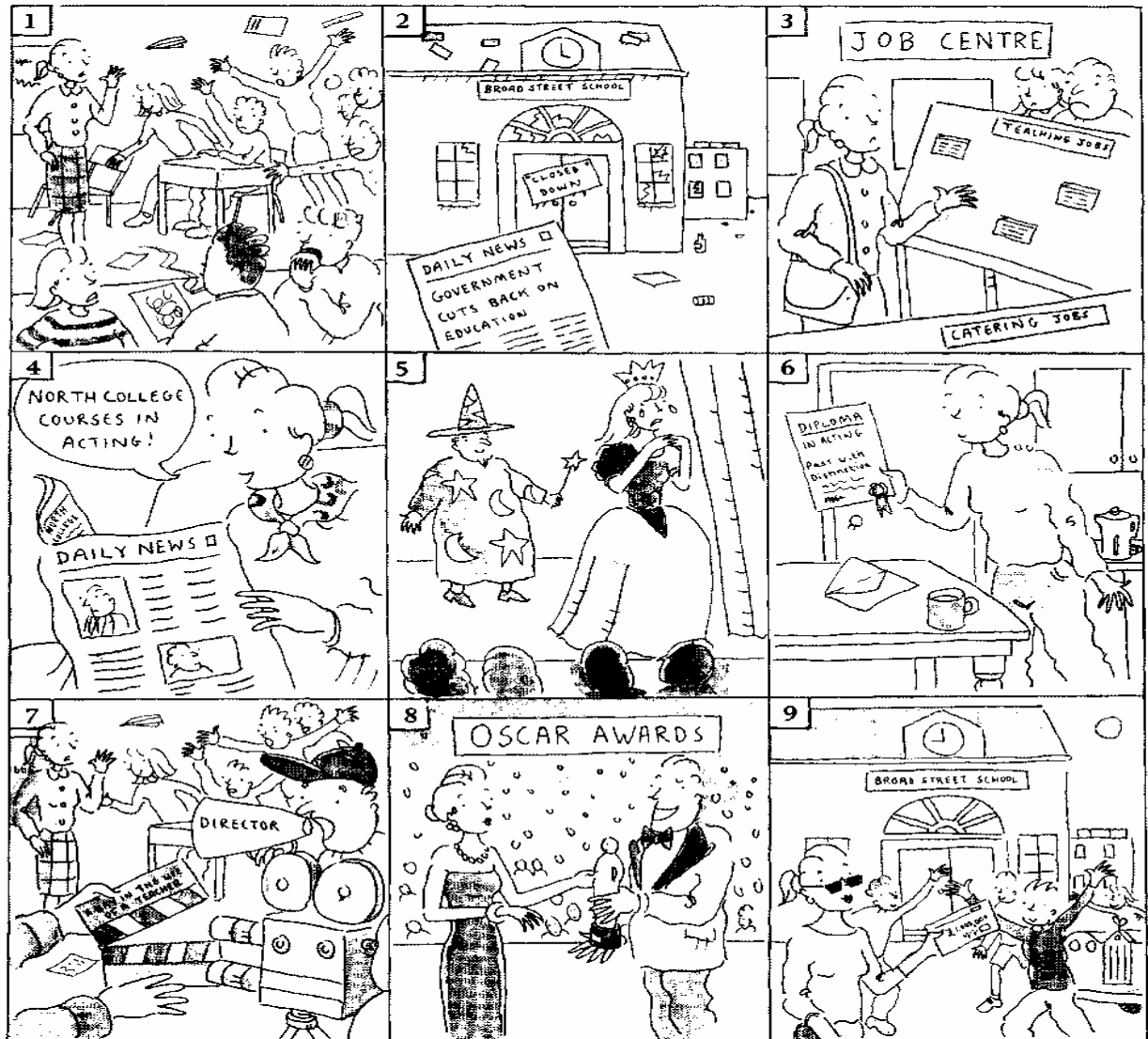
**B** I think I'm *cut out for* acting because I like speaking in public.

- a. Which of these jobs are you most/least suited to? Why?
- business management
  - acting
  - administrative work
  - nursing
  - teaching
  - secretarial work
  - social work
  - 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. *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. WHO SHOULD BE PAID MOST?

5.1. *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:**

- 1) «I'm certainly not married to my job».
- 2) «It's easier for the young – they've got a tougher skin and aren't afraid to knock on doors».
- 3) «... 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*)

**5.2. Discuss with your partner these sayings 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'.

**5.3. 📖 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 word combinations in bold type in sentences of your own.*

#### 5.4. 📖 *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*)

1. True or false: in Denmark, factory workers earn more than teachers.
2. Who earns more, an Indian army general or a New York rubbish collector?
3. If a British bus driver earns £500 a month, how much does a German bus driver earn?
4. Who earns more in China, university teachers or journalists?
5. Do civil servants earn more in America or in Britain?

**5.5. 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

**5.6. Choose a job, and talk for two minutes giving reasons why your job should be the best paid one in the country.**

**5.7.  Read the following texts carefully, and try to get a general idea of what they say.**

### **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*)

**5.8. ✍ Write on one of the following topics.**

– 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?

– 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.

– Write a magazine article that has the headline:

a) *“Is any job better than no job at all?”*

b) *“What should be the best paid job(s) in Belarus? Why?”*

**5.9. Speech practice.**

– *People should be rewarded according to their abilities. Who should be paid most?*

– *Give some advice on how to make a million.*

**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

### *I. 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

Students 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

	Topic	Hours
I	Getting what you want	2
II	How advertising works	4
III	The language of advertising	4
IV	Selling like hot cakes	2
V	Is advertising of any use to the community?	4
	Revision	2

### I. GETTING WHAT YOU WANT

#### **1.1. Make sure you know the meaning of the following words:**

advertisement    be an advertisement for something    commercial  
 poster    junk mail    flyer    blurb    classified ads    personal ads /  
 lonely hearts ads

#### **1.2. Fast reading practice. Look at the small ads and see how quickly you can answer the questions.**

1. What does the cheapest metal detector cost?
2. A man in South Essex is looking for a friend. How old is he?
3. Will Christine improve your mind or your body?
4. Which costs more – a 400-year-old cottage near Winchester or a 5-bedroom house in Wales?
5. Why is today a special day for Paul?
6. How much will two bottles of Chateau Latour 1964 cost you?
7. What town do you write to for bath, body and face oils?
8. Where can you buy things for a party?
9. How long will it take you to learn to make a guitar?
10. Does the lady who is bored with the cat prefer tall or short men?
11. How much will it cost you to give somebody a pound of smoked salmon and a bottle of champagne (with a message)?

12. You can buy something that was produced on the day you were born. What?
13. Somebody is offering a baby bath for sale. How much for?
14. Does the nice 42-year-old woman smoke?
15. How many nationalities has Olga got?

<p><b>BILLIARD TABLES</b> bought and sold. Mr Villis. (02805) 66 (Bucks).</p> <p><b>GIFT CHAMPAGNE.</b> We post a bottle with your message. From £14.50 incl. Orders or details 0642 45733</p> <p><b>CHRISTINE'S</b> beauty treatment and body therapy. 402 6499, 0473 4004</p> <p><b>SMOKED SALMON</b> 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><b>C-SCOPE METAL DETECTORS.</b> The ideal family gift to treasure from £39.99 to £449.50. Tel. Ashford (0233) 2918 today for free colour brochure.</p> <p><b>BEAUTIFUL farm</b> estate, total 700 acres. Diplomats 4 bed 1832 house. £220,000 ono. 0639 73082</p> <p><b>5 BEDROOMED HOUSE</b> 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><b>W. ANGLESEY.</b> 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><b>HAVE A</b> very happy birthday Paul.</p> <p><b>NICE WOMAN</b>, 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><b>OLGA: RUSSIAN / FRENCHWOMAN</b> 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><b>OXFORD:</b> 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><b>VERY 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><b>SILVER CROSS</b> 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><b>THE TIMES (1814-1985).</b> 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><b>PARTYMANIA,</b> everything for your party in one “fun-tastic” store. – 179 Kingston Road, Oxford 513397, own parking 37685</p>
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<p>400-YEAR-OLD thatched cottage between Winchester /Basingstoke: 3 dble beds, sec gdn &amp; extras. £1 10,000. (0962) 88109</p>	<p>MAKE A GUITAR 12 week courses. Details: Totnei School of Guitarmaking, Collins Rd, Totnes, Devon. 0803 65255.</p>	<p>WARM, ATTRACTIVE, humorous woman, 35, lover of music, literature, cinema, theatre and leftist politics, seeks man of similar inclinations, to share it all with. London Box (46)1899. № 49 8</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>CHATEAU LATOUR, 1964. 24 bottles, £75 each. Phone (0227) 9848 evenings.</p>	<p>HAVANA CIGARS And other fine cigars at wholesale prices. Send for list to James Jordan Ltd, Shelley Hall, Shelley, Hudd/ws-field. Tel.: 0484 60227</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>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>
<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>			

**1.3.** ✍ *Look again at the “contact ads” (the ones in which people are advertising for friends). Write a contact ad for yourself or a friend.*

**1.4.** 🎧 *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.

**1.5. How do you feel about advertising? Discuss your answer with a partner.**

**1.5.1. Now read the text and feel in the gaps with 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.

**1.5.2. Read the text again and find the words and phrases which show the author's negative attitude to advertisements?**

**1.5.3. In pairs, decide how far you agree with the following statements. Give your reasons.**

1. It annoys me when I'm watching TV and a good film is interrupted every 20 minutes by a series of stupid lying commercials.

2. It makes me really furious when I see posters all over the place trying to persuade me to make somebody else rich.
3. If we didn't have advertising there wouldn't be such a wide choice of things to buy.
4. Advertising makes things more expensive.
5. Small ads perform a useful service for the community.

**1.6. 📖 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 as 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)

### 1.6.1. Find in the text English equivalents for the following:

- вести переговоры;
- программное обеспечение компьютера;
- заключить сделку;
- должным образом;
- делать скидку на инфляцию;
- торговаться;

- осуществлять, применять на практике;
- выйти победителем в сделке.

**1.6.2. Find the words in the text which have the meanings given below.**

- an animal between one and two years old;
- courage and willingness to engage in a difficult undertaking;
- examining thoroughly;
- to do without something or consider it unnecessary;
- something that is carried out or made only once;
- a brilliant and successful deal with a large piece of landed property.

**1.6.3. Explain the contextual meaning of the following:**

- |                                |                       |
|--------------------------------|-----------------------|
| – a dope trick                 | – striking surface    |
| – to have the job of doing sth | – stud value          |
| – to have one's mind on sth    | – to benefit from sth |
| – to have the cut              | – an office block     |

**1.6.4. Look back at the text and answer the questions:**

1. The text is an advertisement. What is advertised?
2. Why are the first four sections given? Do they advertise anything?
3. What was the first real bargain in the history of the USA?
4. How much did the settlers have to pay to the Indians for Manhattan Island?
5. How much can you buy for that money nowadays?
6. Was the Manhattan deal a one-off forever? What was the second?
7. Is a seller always a loser in a business deal? Prove it.
8. Was John Henry an American bicycle importer?
9. How much did the racehorse cost to his owners?
10. How much did John Henry earn through his racing history?
11. Did the racehorse have any demerits?
12. What are the outstanding opportunities of the Epson PC+?
13. What advertising language is used to draw people's attention to the Epson PC+?
14. Which deal is in your opinion the greatest business deal of all time? Why?

**1.7. Discuss in pairs.**

- a) Do you think advertising is a good or bad thing? Why?
- b) What are your favourite commercials? Why?



**1.8.** ✍ *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.** *You are going to read a text about TV commercials. Write 5 questions that you would expect to be answered.*

**2.2.1.** 📖 *Now read the text. Does the text answer your questions?*

### 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...

#### *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).

### *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.

#### **2.2.2. Look back at the text and answer these questions.**

1. Why are TV commercials a vital part of modern media culture?
2. Do TV commercials work according to the same rules in different countries?
3. What are the basic conditions of advertising?
4. What is an “account” in an advertising campaign?
5. What kinds of products are advertised on TV?
6. When an advertising agency has a new “account” what does it do first? Why?
7. What is a concept? What are the most popular concepts nowadays?
8. What are the members of a team of an advertising agency?
9. How long does it take to film a commercial?
10. What is “a slot”?
11. What does the price of a slot depend on?

#### **2.3. □ 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.

**2.4. “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.

**2.5. With a partner, look at this headline. What do you think the article “BETWEEN THE LINES” might be about?**

**2.5.1. 📖 Now read the text and see if your ideas were correct.**

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.

### ***2.5.2. Answer the following questions.***

1. In what way has advertising changed in Britain in recent years?
2. Why has this change taken place?
3. What criticism can be made of modern advertising?
4. What are the qualities of a good advertising slogan?
5. Explain the **ambiguity** of the slogan “It’s good enough to eat with nothing on”.
6. 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
- b) Key words
- c) Guilt
- d) “Science”
- e) Expertise
- f) “Before and after”
- g) “The camera never lies”
- h) Repetition
- i) Brand names
- 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>
<p>(c) _____</p> <p>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.</p> <p>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) _____</p> <p>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?</p> <p>It is often difficult to tell, but you can sometimes spot the <b>photographic tricks</b> if you look carefully enough.</p>

<p>(e) _____</p> <p>If you keep talking about something long enough, eventually people will pay attention to you. Many advertisements are based on this principle.</p> <p>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) _____</p> <p>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) _____</p> <p>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) _____</p> <p>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) _____</p> <p>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) _____</p> <p>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.
- Do you think that some techniques are more effective than others for advertising particular products? If so, which?
- Do you think some techniques appeal more than others to certain age groups and types of people? If so, which?

**3.4. \* 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.**

**3.5. 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.*



### 3.6. Speech practice.


- Describe your attitude to advertising, its advantages and disadvantages.
- Speak in favour of advertising in moderation.
- Make an angry speech against advertising.
- Imagine there were no advertising.

## 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, listen to 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.*

1. We employ extra staff at Christmas.
2. She produced several excellent ideas.
3. He gained control of the company.
4. The economy is improving.
5. The demand for our product is decreasing.
6. The government has withdrawn from the project.
7. The company has temporarily dismissed three hundred workers.
8. The plan to build another airport was abandoned.
9. 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.**

1. She **came up with** *an interesting idea. / a serious complaint. / a useful suggestion. / the right answer.*

2. *The new fashion / The Prime Minister / The idea / The song is catching on.*

3. *The plan / The search / The scheme / The project has fallen through.*

4. *The rain / His love / Investment / Production is falling off.*

**4.7. Write suitable endings for the following sentences.**

1. They decided to back out of buying the house when they found out...

2. She took over the company because...

3. The plan to build a new tunnel fell through because...

4. The new fashion didn't catch on because...

5. Sales started to pick up after...

6. Two hundred workers were laid off because...

7. The number of people who want to become nurses is falling off because...

8. Scientists have come up with an idea for...

9. 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.**

<i>turnover</i>	<i>downturn</i>	<i>takeover</i>	<i>upturn</i>
-----------------	-----------------	-----------------	---------------

**ECONOMIC NEWS IN BRIEF**

1. \_\_\_\_\_ IN ECONOMY WILL INCREASE UNEMPLOYMENT

2. SWEET MANUFACTURER MAKES \_\_\_\_\_ BID FOR RIVAL COMPANY

3. COMPANY'S ANNUAL \_\_\_\_\_ RISES BY £30M

4. OPTIMISTIC CHANCELLOR PREDICTS \_\_\_\_\_ IN ECONOMY

**4.9. Idiomatic expressions. Listen to the recording again. Find the expressions which mean the following.**

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?**

1. There is an economic recession and you think that a lot of companies will go out of business.

2. You are a supporter of a football club. At the beginning of the football season the team lost all their matches.

3. 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.

4. The company you work for is only just managing to avoid financial difficulties.

5. 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. 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?**




4.13. ✍ 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. Advertising nowadays arouses tremendous controversy. Some people approve of it, others don't. In pairs, think of as many arguments for and against advertising as you can. Compare your list of arguments with another pair.

For	Against
1. Advertisements are informative.	1. Advertising creates demand for things we don't need.
2. ....	2. ....


**5.2.**  *Now read the text on modern advertisements and in pairs fill in the missing words from the box. Make sure you know what these words mean.*

beneficial	misleading	blatant	brainwash
implicit	catchy jingles	exploit	ubiquitous
bombard	watchdog	subtle	informative

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.

**5.3.** *Look back at the text and find expressions to complete your lists of arguments and counter-arguments.*

**5.4.**  *Read the text below and in pairs discuss whether or not you agree with the ideas of the text.*

*Before reading, do the following exercise.*

**Matching.**

- |               |                                                |
|---------------|------------------------------------------------|
| 1) calamity   | a) natural ability to do smth                  |
| 2) revenue    | b) ability to see into the true nature of smth |
| 3) flair      | c) stay alive; exist                           |
| 4) ration     | d) very wicked or unjust                       |
| 5) insight    | e) serious misfortune or disaster              |
| 6) iniquitous | f) fixed quantity                              |
| 7) subsist    | g) income                                      |

## 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 possible 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!

### **5.5. Role play. Work in pairs.**

*Student A – you are a defender of advertising.*

*Student B – you are strongly against advertising.*

*You have 5 minutes to try to convince each other that your way of thinking is the right one.*

### **5.6. ✍ Write about one of the following subjects.**

- Advertising does more harm than good.
- “You can tell the ideals of a nation by its advertisements.” (Norman Douglas)
- “Advertising may be described as the science of arresting human intelligence long enough to get money from it.” (George Orwell)

### **5.7. Speech practice.**

- *Support the statement “It's the customer who pays for advertising after all. Why don't they stop advertising and reduce the price of their goods.”*
- *Speak for or against the statement “It's precisely because of heavy advertising that consumer goods are cheap.”*
- *Support and develop the statement “It's hardly possible not to read advertisements these days.”*
- *Support and develop the statement “A cheerful witty advertisement makes such a difference to a newspaper full of daily ration of calamities.”*



## SELF-CHECK

### Part A

#### Translate into English

- |                                  |                                                     |
|----------------------------------|-----------------------------------------------------|
| 1) телевизионный рекламный ролик | 13) вести переговоры                                |
| 2) оптовая цена                  | 14) полезный                                        |
| 3) рекламодаделец                | 15) вездесущий                                      |
| 4) продавец                      | 16) насущный, жизненно важный                       |
| 5) покупатель                    | 17) должным образом                                 |
| 6) исследование рынка            | 18) становиться в очередь<br>вызывать в воображении |
| 7) автор рекламного текста       | 19) одурачивать                                     |
| 8) распродажа                    | 20) промывать мозги                                 |
| 9) подержанная машина            | 21) забрасывать, осыпать                            |
| 10) рекламный щит                | 22) наблюдательный орган                            |
| 11) заключить сделку             | 23) уникальный, единственный                        |
| 12) торговаться                  | 24) 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

**I. 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 gained 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.

**Skills:** reading and listening for gist and for specific information; discussing problems; indicating shared and divergent opinions; managing discussion

**Grammar:** past conditional constructions

	Topic	Hours
I	Crimes and criminals	4
II	Crime doesn't pay	2
III	Punishment	4
IV	Prison	2
V	Juvenile delinquency	6
VI	Crime prevention	2
	Revision	2

### I. CRIMES AND CRIMINALS

**1.1.**  *You are going to read a text about different types of crimes. Team up with another student to discuss the questions that follow.*

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.

The common law originally divided crimes into two categories – felonies and misdemeanors. **Felonies** are very serious crimes (*homicide, arson, rape, robbery, burglary, larceny, kidnapping, tax evasion, drug dealing*) which are punishable by terms in a state or federal prison. **Misdemeanors** are 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*). Misdemeanors are punishable by fines or by imprisonment in a local jail.

People commit crimes against:

- individuals (*homicide, battery, assault, kidnapping*);
- property (*theft, mugging, trespass*);
- the state (*treason, sedition, rebellion*).

Crimes committed by business people, professionals and politicians in the course of their occupation are known as **white-collar crimes**. Such violations usually involve *fraud, swindle, counterfeiting, tax cheating* and other duplicity in financial dealings. Today, the term covers such acts as cheating in the payment of taxes – which may or may not be done in connection with one’s business. It may apply to petty thefts by employees, as well as to million-dollar stock market swindles.

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. As a result, most governments have taken steps to guard against terrorists (security at airports, embassies, and other potential targets has been increased, specially trained law enforcement or military units have been formed).

- What are the most common crimes?
- What crimes, in your opinion, are the most difficult to clear up? Why?
- How may crimes be classified?
- What crimes can be included in the group of crimes against property / people / state?
- 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 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	
rob	is arrested	testimony	innocent	prison		

People who commit crimes are called \_\_\_1\_\_\_. The most common crime, taking things that do not belong to you, is \_\_\_2\_\_\_, and the one who does it is called a \_\_\_3\_\_\_. 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 \_\_\_4\_\_\_. A thief who breaks into a house is \_\_\_5\_\_\_. A thief who tries to take things from people's handbags or pockets in crowded places is called \_\_\_6\_\_\_. If a person tries to obtain money from another person by threatening to reveal secrets about him, we call such a person \_\_\_7\_\_\_. And if someone takes and keeps somebody by force, hiding this person and demanding a ransom for his safe return we call him \_\_\_8\_\_\_.

When the police learn about a crime they \_\_\_9\_\_\_ it by making \_\_\_10\_\_\_, and finding \_\_\_11\_\_\_ who saw how the crime was committed.

Police inspectors or detectives look for some \_\_\_12\_\_\_ which may help understand what happened. If the crime is serious, like \_\_\_13\_\_\_ or \_\_\_14\_\_\_, crime squad is involved.

When the police think they know who committed the crime, that person is called a \_\_\_15\_\_\_. When they are quite sure that the person committed the crime and can bring a \_\_\_16\_\_\_ against him, the person \_\_\_17\_\_\_.

When the \_\_\_18\_\_\_ man appears in court, the police present their evidence, and the witnesses give their \_\_\_19\_\_\_.

If the court finds that the person didn't commit the crime he is accused of, he or she is found \_\_\_20\_\_\_ or \_\_\_21\_\_\_ and may go; but if the person is found guilty, he may have to pay a \_\_\_22\_\_\_ or go to \_\_\_23\_\_\_.



**1.8. Choose suitable words from the following list to complete the text:**

*accuse arrest capital punishment commit court cross-examining  
defence evidence guilty innocent jury life imprisonment  
prosecution released sentence verdict witness*

**WHAT HAPPENS WHEN A CRIMINAL IS CAUGHT**

If the police have a 1 who saw the suspect 2 the crime or they have enough 3 to show that he did it, they 4 the suspect and 5 him of the crime.

At the trial, the 6 tries to prove that the accused is 7 of the crime by 8 its witnesses. The 9 can cross-examine them to prove that the accused is 10. When both sides have presented their case, the 11 retires to consider its 12. When it has made its decision, it returns to the 13-room and the head jurymen declares the accused “guilty” or “not guilty”. If the accused is convicted of the crime, the judge pronounces 14.

Because the death penalty, also called 15, was abolished in Britain in November 1965, the maximum punishment is a life sentence or 16. If the accused is acquitted, i.e. he is found “not guilty”, he is 17.

**1.9. Work in pairs. One person in each pair should study the newspaper reports “LITTLE OLD LADY IN KNIFE RAID” and “MUGGER MEETS LITTLE OLD LADY”. 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

**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.

### 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.

**1.10.** 📖 *You are going to read several texts. Choose the one that looks most interesting. Then write two or three sentences, explaining why you choose the text.*

### 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 **servicing 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 kill 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)

**1.11. *Work in pairs. Invent a crime story. Use the following words and phrases:***

An assailant, a suspect, evidence; inquiry; imminent, partially clad; to do smth at gunpoint, to claim; to comply with smth; to admit; to serve a sentence, to be on remand; to release.

**1.12. \* 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 **plys**. 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?

- 1) *What information came to Scotland Yard from the intelligence sources?*
- 2) *How did the police try to detain the spy?*
- 3) *Why did the Colonel come to the London Mystery Club?*
- 4) *What possibilities did the police work out themselves?*
- 5) *What possibility was overlooked?*

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?

- 1) *What bad news did Mr. Reilly get on the phone?*
- 2) *How many people could have a motive to kill Mr. Reilly's brother-in-law?*
- 3) *Why could they be under suspicion?*
- 4) *How did Montgomery know it was Mr. Reilly who killed Micky?*

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) *What crime did Alphonso commit?*
- 2) *How according to his words did he hide the secret document?*
- 3) *How did the Colonel learn that Alphonso was lying?*

**1.13.** ✍ *How have criminals been portrayed in films you have seen recently? Were they portrayed as heroes, idiots or evil individuals?*

**1.14. Speech practice.**

– *Crime. The types of crimes and their causes. Penalties and sentences.*

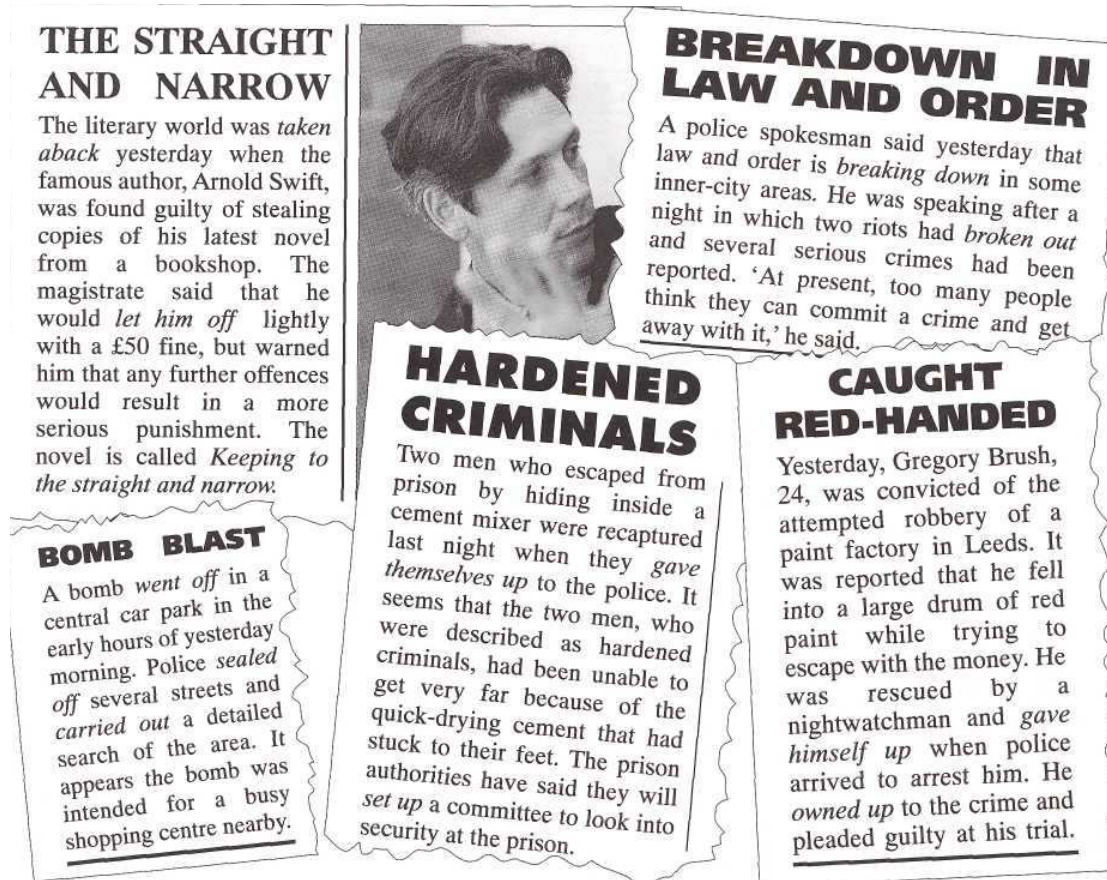
## II. CRIME DOESN'T PAY

(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.**

1. The police *prevented anyone entering or leaving* the area.
2. She *established* an organization to help young offenders.
3. He *confessed* to stealing the money.
4. His boss *only gave him* a warning.
5. He *let* the police *arrest him*.
6. They want to *conduct* a medical examination.
7. The bomb *exploded* at four in the afternoon.
8. After two years of peace, war *suddenly began*.
9. Negotiations between management and unions have *collapsed*.
10. I was *surprised* by her change in attitude.

**2.5. Read the passages below. Substitute, where appropriate, the multi-word verbs from this unit.**

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.**

1. The judge *let him off* with    a) a warning. / b) a suspended sentence. /  
c) the death penalty. / d) a two-year prison sentence.



2. They have *set up* a) a business. / b) a birthday party. /  
c) an inquiry. / d) a research team.
3. They have *carried out* a) an experiment. / b) a committee. /  
c) an inquiry. / d) a test.
4. a) The alarm clock / b) The fireworks /  
c) The gun / d) The telephone *went off*.
5. a) A new film / b) A flu epidemic /  
c) A fire / d) An argument *has broken out*.
6. a) Peace talks / b) The holidays / c) Negotiations /  
d) 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. Work in pairs. 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. Read the text on the purpose of punishment. Work in pairs to put each of the following words or phrases in its correct place. Answer the questions that follow the text.**

wrongdoer	deterrent	law-abiding	death penalty	reform
misdeeds	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.

- What is the purpose of punishment according to the text?
- Is it right that a wrongdoer should suffer for his misdeeds?
- Is it possible to make the punishment fit the crime? How?
- What is the essence of the principle “an eye for an eye and a tooth for a tooth”? Should it be used in punishing criminals?
- Do you agree that we should show a more humane attitude to punishment?

**3.2. 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.**

**Work in pairs to answer the questions that follow each text.**

**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

\*\*\*\*\* **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.

- What does Terry Last do for a living?
- How old is he?
- What is his favourite soccer team?
- Is he an ordinary fan?
- How can Terry Last be characterized?
- What are his offences? How many accomplices does he have?
- What is the sentence imposed by the judge?
- For some people the pleasure of competition for its own sake has been replaced by pure aggression. Sport is therefore an outlet for energies that they can't use up constructively elsewhere. Have you or your friends ever been confronted with football hooliganism? What measures are taken by football officials to prevent acts of vandalism?

### 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 \*\*\*\*\*.

- What is the social position of the offender?
- What is unique in this case?
- What are the judge's offences?
- What is the sentence for each of them?
- Comment on the statement: "Great privilege carries with it great responsibility".

#### **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.

- Do you think Shabir Sabar admitted causing death by DWI? (driving while intoxicated)

#### **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**.

- What offence did David Jones confess to?
- Were there any extenuating circumstances which could **mitigate the sentence**?

#### **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.

- Prove that Steven Wilson is a recidivist.
- Do you agree that **the judge should make an example of him** and give him the maximum possible sentence in order to discourage similar offences?

### 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**.

- What is “Erica”?
- How long did crack drug squad offices keep the premises in Abbey View under surveillance because of suspected illegal drug activity?
- What drugs were found during a police raid?
- What were the stages of a secret operation mounted by the police to trap drug dealers?

### \*\*\*\*\* 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.

- What was the victim like?
- Simon Lundie attacked and killed Robert Tucker because the latter **provoked him into a state of rage**. Was he right to take the law into his own hands?
- Wasn't Lundie treated unduly harshly?
- Did he plead guilty to murder?

**3.2.1. Summarize each text using the questions as a plan.**

**3.2.2. Discuss in pairs:**

- 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?

**3.3.  Read the text about death penalty. Do you share the author's opinion?**

### **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.

**3.3.1. Explain the contextual meaning of the following:**

- |                   |                    |
|-------------------|--------------------|
| – to cuddle       | – to cosset        |
| – to do away with | – trashy stories   |
| – to pose as smb  | – VIP treatment    |
| – social misfits  | – Enough is enough |

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

- уязвимый
- колотить, дубасить
- злодей
- убийца, головорез
- придерживаться либеральных взглядов
- отмена высшей меры наказания
- жить на доходы от преступлений
- обдумывать, размышлять



**3.3.3. Use the information in the text to develop the following ideas:**

- 1) All criminals are in need of “hospital treatment”.
- 2) The violent criminal has become a kind of hero in our time.
- 3) Capital punishment used to be a major deterrent.
- 4) “Life sentence” does not mean what it says.
- 5) People are always willing to hold liberal views at the expense of others.

**3.3.4. 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.*

**3.3.5. Roleplay:**

Express your attitude to the suspension of capital punishment taking one of the following roles:

- 1) You are a victim of a drink-drive accident.
- 2) You are a first time offender.
- 3) You are a publisher of trashy cops and robbers stories.
- 4) You are a juror.
- 5) You are a hardened criminal.
- 6) You are an ex-prisoner leading a law-abiding life.
- 7) You are an elderly lady who was once attacked by muggers in the street and deprived of your meager savings.
- 8) You are a prison officer.
- 9) You are a common person in the street.

**3.6. ✍ Write 200 words or more on one of these subjects.**

- More attention should / shouldn’t be given to how criminals can pay their victims back for the losses they have suffered.
- Capital punishment creates more problems than it solves.
- Capital punishment is the only way to deter criminals.

**3.7. Speech practice.**

– *Punishment should fit the crime.*  
– *Your friend has robbed a bank to help you with money trouble. Your attitude to it.*

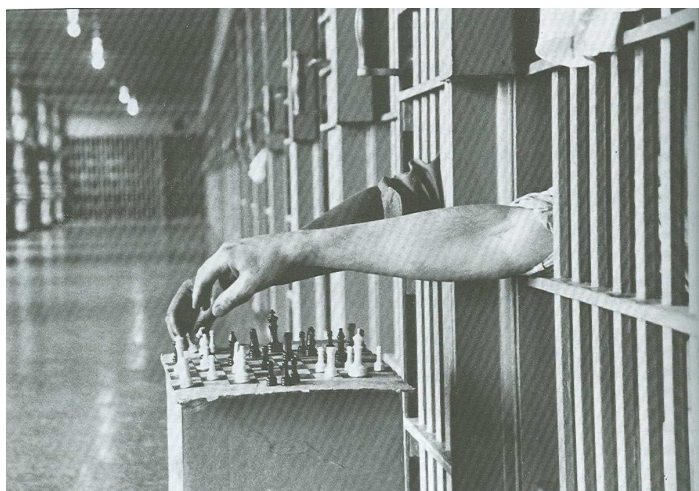
– *You have seven convictions for robbery. You are serving a long term imprisonment. You regret what you have done. Your thoughts aloud.*

## IV. PRISON

4.1. 🎧 *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?*



4.2. 🎧 *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

4.3. 🎧 *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

**4.4.** 📖 *Look at the newspaper headline below. What do you think the article is going to be about? Read the first two paragraphs quickly to find out if you were right.*

*Now read the whole article. As you read, put these headings above the correct paragraphs.*

1. What the prisoners think.
2. Keeping prisoners out of jail.
3. Who pays?
4. Good money.
5. High salaries, but a dangerous job.
6. Why Chino jail is different.

### **PRISON WHERE NO ONE DREAMS OF ESCAPING**

Behind the **barbed-wire fences**, gun towers and patrols of armed guards, Chino **high-security prison** in California, USA, seems like most prisons. However, it's the one **jail** in the world that people want to get into. Prisoners ask to have their sentences made longer so they can stay there. And when inmates are released they earn more than the police who arrested them.

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The reason is a successful **rehabilitation scheme** that has changed convicts' lives – Chino is the only prison which teaches a deep-sea diving course. While other jails teach **inmates** how to sew mail-bags, make car number plates or do car repairs, if prisoners are sent to Chino, they will have the chance to become highly-paid commercial divers who will be able to find jobs anywhere in the world.

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“This course is a life-saver”, says Joe Moore, 25, serving eight years for burglary. “It's a second chance. If you follow it, it'll give you a skill, adventure and the chance to earn big money”.

Inmates leave prison and start jobs where they can quickly earn more than \$75,000 a year – much more than prison officers' salaries.

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If prisoners follow our programme, they will rarely return to crime,' says Chino's diving instructor, Woodley. “Only 6% ever come back, while the rest of California's prisoners have a 75% chance of ending up back in jail”.

Convicts in Chino have to work hard. If they don't want to work, they should choose to go somewhere else. Only strong people can dive.

The scheme has been working for 21 years and has sent divers all over the world, including the Arabian Gulf, the Gulf of Mexico and the Atlantic Ocean.

“Diving is a great **achievement** for inmates”, says Woodley, aged 32. It changes their **self-esteem** and now the course is famous throughout the world. Former inmates have even started their own companies, and come back to Chino to offer work to inmates leaving.

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Inmates learn how to dive inside two giant five-metre deep tanks which are inside the prison. The prison also has a decompression chamber for treating diving injuries. Other equipment has been given by the US Navy and diving companies. So the course costs less than \$9,000 a year.

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Brian Emery, 31, from California, was convicted six years ago for **armed robbery**, and he will be released soon. He says, “Because I've been in prison, employers know I will do a job which other guys won't, either because they're scared or because they don't think the job is good enough. Prison teaches you that if you don't do what you're told, you'll suffer, and you need that in diving”.

Tony Charles, 29, from Hawaii, is serving three years for theft and burglary. He has been in prison three times. He says, “This will be my last time in jail. When I came here I didn't care about anything, but the diving class made me feel proud of myself. Of course I want to earn a lot of money, but I've also really enjoyed the challenge. Unless I do this now, I know I'll return to crime when I get out”.

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Divers' pay is so good, why don't the **prison guards** take the course themselves and earn more money?

Paul Woodley admits 'I could earn twice as much if I was doing the job I'm teaching the inmates to do, but I'm happy here. I love diving and teaching, but diving is dangerous – you can **drown**, or **suffocate**, and many things can go wrong under water.

“Because you earn a lot of money being a diver, inmates don't have to rob banks or sell drugs to get money. We're not just teaching people how to dive – we're saving lives”.

**4.4.1. Answer these questions.**

1. Why do the prisoners want to get into the prison?
2. What do prisoners learn in other prisons?
3. When the prisoners leave, what salaries can they earn?
4. How many prisoners return to crime after leaving Chino jail? How many return to crime after leaving other prisons in California?
5. Who provides the facilities for training?
6. Why doesn't the prison guard want to become a diver?

**4.4.2. Find words or expressions in the text which mean the same as:**

- 1) prisoners;
- 2) a programme to teach prisoners to do something useful;
- 3) convicted criminals;
- 4) success in doing something difficult;
- 5) the way people feel about themselves;
- 6) people who used to be in prison;
- 7) die in water;
- 8) die because there is no air;

**4.4.3. Work in groups. Look at these statements. Do you agree or disagree with them? Why?**

Prisons like Chino jail are a waste of taxpayers' money. They should train honest people, not criminals.

It's better to teach prisoners something useful so when they leave prison they can start work immediately. If you don't educate them, they'll just return to crime.

Convicts have committed a crime. They should be punished, not helped.

**Report your group's opinions to the rest of the class.**

**4.4.4. ✍ Write a letter to the newspaper about one of the statements and give your opinion.**

**4.5. 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?
- d) How should the prison system be changed?

**4.6. Speech practice.**

– Support and develop the statement “Prison doesn’t succeed in rehabilitating criminals”.

– You don’t know what to do. Your boyfriend / girlfriend is in prison for robbery with violence. He / she robbed an old lady to give you a very expensive present. You don’t know whether to wait for him / her or abandon him / her. Your thoughts aloud.

## **V. JUVENILE DELINQUENCY**

**5.1. Juvenile delinquency is an issue about which people all over the world are concerned. How urgent is this problem in our country?**

**5.2. 📖 Read the text on the problem of juvenile delinquency. Team up with another student to give a title to each part of the text. Answer the questions that follow each part.**

### **I.**

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 **maturational process** that some children go through. .

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**.

- *What is the traditional main explanation for juvenile delinquency?*
- *Is it possible to predict or prevent delinquent behaviour?*
- *At what age do delinquent acts usually begin? What tendency is observed nowadays?*
- *What reasons can set juveniles on the path to delinquency? Is it true that juvenile offenders can turn into recidivists?*
- *Why do delinquent activities decrease at 20 years of age?*

## II.

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.

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.

- *What theories concerning people's disposition to crime have caused much controversy among psychologists and sociologists in the 20th century?*
- *What does the genetic approach state?*
- *What evidence is given to support the nurture theory?*
- *Are juvenile offenders usually found among children from broken homes or large unhappy poor families?*



- *Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. (Speak on the role of: family roots; mass media and music; educational failure; economic situation in the country; limited job market; drug addiction and alcohol consumption.)*
- *Where do you stand on nature Vs nurture controversy issue?*

### III.

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.

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.

- *What are the most common adolescent crimes?*
- *Why are delinquents far likelier to form groups or gangs than non-delinquents?*
- *What does gang subculture include?*

### IV.

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.

– *What are the most common unofficial ways to deal with youthful offenders? Which way is the most efficient?*

– *Comment on the statement: “Juvenile offenders should not be treated in adult courts”.*

– *What methods do juvenile courts apply to steer young people away from a life of crime?*

– *Dwell on probation, juvenile aftercare and foster care.*

### **5.1.1. Find words or expressions in the text that mean:**

- 1) placing a child in the care of people other than his natural or adopted parents;
- 2) to reach the highest point;
- 3) intolerance of any ideas other than your own, esp. on religion, politics or race;
- 4) angry or violent attack using force or bad language;
- 5) to provide adaptation to a new social environment;
- 6) to support services for a person discharged from an institution, such as prison or borstal;
- 7) mental, emotional or nervous strain;
- 8) an idea that has become trite from overuse;

- 9) verses of a song;
- 10) to exhibit total disregard or disrespect of people having power.

**5.1.2. Explain the contextual meaning of the following:**

- 1) to steer smb away from;
- 2) low esteem;
- 3) erratic discipline patterns;
- 4) date rape;
- 5) nurture;
- 6) white-supremacist gangs;
- 7) to adhere to sth;
- 8) signs of affluence;
- 9) to make up for sth;
- 10) sturdy.

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

- 1) генетическая предрасположенность к чему-либо;
- 2) дискуссия, полемика, спор;
- 3) пропускать занятия, прогуливать;
- 4) срывать уроки;
- 5) бросить школу;
- 6) досрочное освобождение;
- 7) подтолкнуть кого-либо на преступление;
- 8) исправительные учреждения для несовершеннолетних преступников.

**5.1.4. What do the following numbers in the text refer to?**

- 15 – 18
- 10 – 11
- 14 – 15
- 20
- 70
- 1990

**5.1.5. Give your opinion on the following statements. Find the facts in the text to prove your idea:**

- 1) Childhood is a time of joy and innocence for most people; for others, life turns violent and so do they.
- 2) Delinquency is an integral part of society and a part of the maturation process.
- 3) Delinquency can be predicted or prevented.
- 4) The earlier in life delinquent activities are begun, the likelier it is that the pattern will persist.
- 5) The cliché that “birds of a feather flock together” has special relevance for the social situation of delinquents.
- 6) Many schools today are no safer than the streets.

5.2. 📖 *Work in pairs. Each should concentrate on a different text. Swap the information in the text with your partner. Answer the comprehension questions:*

### A. SOCIAL ORIGINS OF JUVENILE DELINQUENCY

One of the most disturbing features about the recent rise in juvenile delinquency has been the change in its social origins. Earlier it was accurate **to attribute the main causes of juvenile delinquency to material deprivation**. Poverty created frustration, which frequently found expression in anti-social behaviour. Little alternative was offered to poor slum children. No playgrounds had been created for them; there were too few cinemas or youth clubs. In short, no facilities had been provided for them, so they could **find no outlet for their energy** except street violence.

Now, however, the trend has changed. Between 40 % and 50 % of young delinquents now come from good families from **the middle-class income bracket**. Generally their parents have given them a good education, more than sufficient spending money, and they have offered them the prospects of University and a career. Yet in many cases **these opportunities have been thrown to the winds** and many such youngsters are turning to delinquency.

Paradoxically, the explanation for this disturbing development seems to be that it is precisely because of their material security that these children of well-to-do families turn to violence. In other words, they do it out of boredom. They have it too good, too easy, and the prospect of violence seems to promise them the chance of satisfying the need for adventure and excitement.

- Why does crime flourish in slum areas?
- What major change has taken place in the social status of delinquents?
- Why is it strange that such youngsters should become delinquents?
- What reason does the author suggest for this development?
- What part does violence play in the lives of these youngsters?

### B. ON PROBATION

A conversation between Mr. Groves, a probation officer, and Billy Squires, a sixteen-year-old boy who has been in trouble with the police.

**Mr. Groves:** Well, Billy, I'm surprised to see you again. Six months ago you promised us great improvements in your behaviour, so we were willing to give you a chance. When we found you that job as a shop assistant, we thought we were doing you a big favour. Now you're in trouble again. What happened?

**Billy:** Oh, Mr. Groves, I could sing you a song about it. I know you found me that job with Mr. Hartford, but people like that never give a chance to types

like me. First he promised me £60 a week as a starting wage, but at the end of the first week he only paid me £55, and when I protested he told me how lucky I was to have a job at all, and refused to give me the extra five pounds. Then the next week he accused me of stealing from the till and gave me the sack.

**Mr. Groves:** Did you try to find another job?

**Billy:** Of course. I went to the Labour Exchange, but they told me the usual story they tell to lads like me; you know, about how difficult it is to find jobs for “boys who have been in trouble”, as they call it. So I had to draw unemployment benefit. But can you show me anyone who can live on £40 a week? And then I was caught shoplifting, because I couldn’t afford to pay for something to eat. So here I am. I’m sorry, Mr. Groves, but it’s a vicious circle.

- What help did the probation officer offer to Billy?
- Why did Billy leave the job at the shop?
- Why does he feel he was badly treated there?
- For what reason did Billy have difficulty finding another job?
- What consequences did his failure to find a job have for him?
- What does Billy mean by a “vicious circle”?
- Which of the two reasons given for juvenile delinquency in Text A do you think is more applicable to Billy?
- What evidence can you give for your decision?
- Is being unemployed an important enough reason to push somebody onto the path of crime?

### **5.3. Work in pairs:**

**A** is a probation officer who is prescribed to some pupils at school.

**B** is the school headmaster.

*Discuss the problem of juvenile delinquency at the school and decide what can be done to reduce its rate.*

*Here are some comments you might wish to use:*

- In my opinion, parents and teachers should treat youngsters more toughly.
- If young criminals were threatened with heavier sentences, they would think twice before breaking the law.
- Most young people know the difference between right and wrong without other people telling them all the time.
- Give young people something worthwhile to do in their spare time and they won’t get into trouble with the police.
- It is far more effective to re-educate young criminals than to punish them.

**5.4. ✨ Work in groups of three. Each of you should read the text which presents the case history of escapism.**

**Case 1.** Martin was orphaned as a child and brought up by foster parents who he never got on with. Having no foster brothers or sisters, he looked for company outside the family and at the age of sixteen fell in with a group who had started to take marijuana. As a result of peer-group pressure and curiosity (he was told it heightened your creativity and revealed a lot of things), he tried it. His expectations were not fulfilled but, desperately wanting the social contact, he progressed with the others to hashish and finally heroin. By the time he was eighteen, addiction had set in and the social contact had disappeared as each member of the group concentrated on where the next fix was coming from. By the time Martin went to the drug rehabilitation centre, his arms had been so badly cut up by the needle that he had started to inject his feet.

**Case 2.** Annabel had attended an exclusive boarding school where her personal freedom was nil. Soon after entering the outside world, she had a not-so-exclusive boyfriend who, it turned out, was a dealer in soft drugs like hashish. After resisting briefly, Annabel gave in to their availability. Her next boyfriend was a cocaine dealer, who made her an addict and used her as a courier between Amsterdam and London until she was caught by the police.

**Case 3.** Thomas started taking marijuana to switch off while preparing for his exams. The habit increased when, having failed them, he was unable to find a job. Within a few months he had turned to heroin. In the end, a friend managed to find him employment and after several months of treatment at a rehabilitation centre he is now off narcotics, at least temporarily. However, doctors estimate that only 30% of heroin addicts are cured of the habit permanently.

– *Make a list of the factors that led the person you've read about to take drugs. Retell the case to your partners.*

– *Now discuss what is common in these cases and why they are called the case histories of escapism.*

– *Team up with another student and consider the following:*

a) Speak on the vital role of drug addiction in the growing crime rate of juvenile delinquency.

b) What would you say about disillusionment, **loss of faith** in the surrounding grown-up world as a possible reason for juvenile delinquency?

5.5. 📖 *You will read an interview with a burglar, published in the Guardian newspaper.*

*Pre-reading task. 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.*

**5.5.1. 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)*

### **5.5.2. 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) 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 Danny is apparent. Find them, and comment on his attitude.**

**5.5.3. You are a youth counsellor. You supervised Danny when he had been released from the youth correction institution of Borstal.**


- Talk about psychology, motives, typical views on life of such youthful offenders.
- Give information about Danny's family background, problems at school, cronies, interests, values, high demands.
- What pushed Danny onto the path of crime, in your opinion?

### **5.6. Speech practice.**

- Your younger brother has committed a crime. You feel prison will do him no good. It won't rehabilitate him. You hope to help him by giving a bribe to some officials. Secret thoughts aloud.
- You are a teacher. Speak about juvenile delinquency at your school.

## **VI. CRIME PREVENTION**

**6.1. What measures, in your opinion, should be taken to prevent crime?**

**6.2.  Read the following text about different ways to reduce crime and answer the questions below.**

- Enumerate the main criminal justice agencies. What are their functions?
- How can local authorities, private businesses or common people collaborate with the police?
- What is the efficiency of each measure?

- What other ways to reduce crime are there?
- Why is educating people important in crime prevention? What are the possible ways of such education?

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.

One of the best ways to reduce crime is to reform or rehabilitate habitual criminals.

Since the late 1970s, however, there has been a trend toward punishment rather than rehabilitation of offenders. Prison sentences are longer. Capital punishments have been used more frequently since the US Supreme Court lifted a death penalty ban in 1976. Nevertheless, crime prevention should aim to prevent people from becoming criminals in the first place.

These programmes would include improved housing, schools, and recreation programmes and increased job opportunities.

**6.3. 📖 Look at the headline below. In pairs, discuss what you think the article “EVERYONE NEEDS A GUARDIAN ANGEL” is about.**

**6.3.1. Now read the text and find out if you were right.**

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.

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

- помешать, расстроить планы;
- началась полоса неудач;
- постепенно растущий уровень преступности;
- поймать преступника;
- принимать на себя удар;
- бороться с общественным беспорядком.

**6.3.3. Explain the meaning of the following:**

- the ghetto                      – to be trained in martial arts
- commuters                     – to make a civilian arrest
- stigma                          – a clean criminal record
- patrols                         – hierarchical

**6.3.4. What do these numbers in the text refer to:**

- |       |       |      |
|-------|-------|------|
| – 226 | – 18  | – 16 |
| – 7   | – 142 | – 60 |
| – 13  | – 43  | – 2  |
| – 700 | – 5   |      |

**6.3.5. Using the information in the text, decide if the following statements are correct. If they are not, correct them.**

1. Guardian Angels initially started their activities on public transport.
2. The Angels are like the police in many ways.
3. According to the Angels' leader crime rate depends on political and economic reasons.
4. Any youngster can become a Guardian Angel.
5. The Angels don't get any profit for what they do.

**6.3.6. 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.

#### **6.4. Discuss in groups.**

1. Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education.
2. The stricter the punishment, the lesser the crime rate, or is it?
3. The reformatory function of imprisonment is little more than fiction.
4. People who served in prison or penitentiary come out morally improved and incapable of committing a crime.
5. Capital punishment may lower crime rates.
6. Should we 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.

– One of the best ways to reduce crime is to reform or rehabilitate **habitual criminals**. 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 just make him better when he gets out. 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...

– The reformatory function of jail is little more than fiction. 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. Around 30 per cent of former **inmates** are brought back **behind bars** after new offences, and half of them during their first year at large.

– 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...

#### **6.4. Writing.**

- Society prepares the crime; the criminal commits it (H. Buckle).
- Many commit the same crimes with a very different result. One bears a cross for his crime, another – a crown (D.J. Juvenal).
- He who decides a case without hearing the other side, though he decides justly, cannot be considered just (L.A. Seneca).
- It's better to risk saving a guilty person than to condemn an innocent one (F.M.A. Voltaire).

#### **6.5. Speech practice.**

- *Effective ways to fight crime.*

## **SELF CHECK**

### **Part A**

#### **Translate into English**

- |                            |                             |
|----------------------------|-----------------------------|
| 1) совершить преступление  | 10) отбывать срок           |
| 2) нарушитель закона       | 11) пожизненное заключение  |
| 3) подозреваемый           | 12) смертная казнь          |
| 4) обвиняемый              | 13) преднамеренное убийство |
| 5) осужденный              | 14) детская преступность    |
| 6) снять отпечатки пальцев | 15) закоренелый преступник  |
| 7) обыскать человека       | 16) место преступления      |
| 8) признать виновным       | 17) освободить под залог    |
| 9) обвинить в краже        | 18) законопослушный         |

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 19) подделка, подлог                 | 26) потасовка                 |
| 20) вынести приговор                 | 27) бандит, головорез         |
| 21) свидетель защиты                 | 28) прогул (занятий в школе)  |
| 22) подвергать перекрестному допросу | 29) возмездие                 |
| 23) содержать под стражей            | 30) неудачник                 |
| 24) наложить штраф                   | 31) выкуп                     |
| 25) осудить условно                  | 32) заложник                  |
|                                      | 33) хитрость, тактический ход |

## Part B

### Translate into English

1. Полиция *начала расследование убийства*.
2. *Двое соучастников преступления* были задержаны полицией.
3. *Обвиняемый* был отпущен под залог.
4. Полиция арестовала двадцатилетнего *подозреваемого* недалеко от места преступления.
5. Он *возбудил дело против* своего работодателя.
6. *Присяжные* удаляются для вынесения вердикта.
7. Он был осужден за *попытку ограбления* банка.
8. *Арестованный* написал признание под давлением.
9. *Главному свидетелю обвинения* была предоставлена охрана полиции после получения им угроз.
10. *Подчиняясь его просьбе*, она открыла дверь.
11. Во время слушания дела защита пытается доказать, что *обвиняемый невиновен*, подвергая перекрестному допросу свидетелей.
12. *Вооруженный* ножом преступник *похитил дневную выручку* магазина.
13. *Уличные грабители*, как правило, ищут легкую добычу. Встретив пожилую хорошо одетую женщину, они *выхватывают* у нее сумку и убегают.
14. Он был *оштрафован на 100\$* по причине отсутствия водительского удостоверения.
15. Женщина *визжала* до тех пор, пока не прибыла полиция и не арестовала грабителя.
16. Полицейский *сопровождал* ее до самого дома.
17. *Вообще говоря*, тюрьма не удерживает людей от совершения преступлений.



18. Люди *выходят из тюрьмы* с большим запасом знаний того, как *нарушать закон*.

19. Около 80% *заклоченных, впервые совершивших преступление*, возвращаются обратно в тюрьму.

20. Условия в тюрьме просто *варварские*: отвратительная еда, *несоблюдение санитарных норм*, люди *заперты* по 3-4 человека вместе.

21. Когда я увидел, что за мной *следят*, то постарался *смешаться с толпой*.

22. Служащий Брикстонской тюрьмы увидел, что заключенный перелезает через стену и, полагая, что *побег из тюрьмы неизбежен*, вызвал полицию.

23. *Закоренелым преступникам* очень редко удается вернуться к нормальной, *законопослушной* жизни.

24. *Малолетние преступники* отбывают свой срок в *исправительных учреждениях*.

25. Взяв на себя вину своего мужа, она оказалась *за решеткой*.

26. Кто *возглавляет* местное отделение по транспортному контролю?

27. Поступок учителя был спровоцирован *безобразным поведением* учеников.

28. Демонстранты выступали за *снятие запрета на смертную казнь*.

29. Группа добровольцев *произвела гражданский арест*.

30. Ученые считают, что некоторые люди *имеют генетическую предрасположенность* к совершению преступлений.

## 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 *I.....* 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*.

## UNIT 8 POLITICS

You will learn and practise political vocabulary

**Skills:** listening: predicting and note-taking; reading: prediction, scanning, for detail; writing and discussion

	Topic	Hours
I	What is politics?	6
II	What makes a successful politician?	6
III	Floating voters	4
IV	Crisis? What crisis?	4
	Revision	2

### I. WHAT IS POLITICS?

**1.1. Explain the meaning of the words in italics. Translate the sentences into Russian (see Active Vocabulary).**

1. At that time black people did not yet have *the vote*. 2. During the last vote in January Britain *abstained*, but today it *voted in favour*. 3. There were 14,000 voters in the *constituency*. 4. *An election campaign* for leader has started sooner than expected. 5. He *polled* 23,579 votes. 6. The government *lost a vote of confidence* and a general election was called. 7. *The straw poll* will take place at the end of next month. 8. This problem needs *a radical solution*. 9. I *nominate* John to represent us at the meeting. 10. There is no reason to be so *dictatorial* about this. Surely we can discuss the situation. 11. The House of Representatives approved the budget, with 52 votes in favour, 16 against and 12 *abstentions*. 12. Trujillo *held office* as finance minister. 13. There was heated debate, but by *the casting vote* of the chairman we got our grant. 14. His fifth *term in office* was brief. 15. She announced her intention *to stand for Parliament*.

**1.2. Paraphrase the following sentences:**

1. Mr Baldwin *has a position of authority in government* for one year. 2. Mr Majid is *one of the most senior ministers in the Iraqi government*. 3. Opposition parties claimed the vote was *dishonestly arranged*. 4. Nobody dared predict the *result* of the election. 5. The latest *survey of opinion* puts Mr Bush 17 percentage points ahead. 6. A record number of people turned out to vote in yesterday's *national parliamentary election*. 7. The National League for Democracy *won by a large number of votes* in last year's election. 8. In our household *everyone does what they please*. (idm) 9. I think she's quite *broad-*

*minded* except when it comes to her own children. (idm) 10. I remember my grandmother. She was *extremely domineering, forcing others to do what she wanted*. (idm)

### **1.3. Choose the right word:**

#### **A. Politics – policy**

1. The University runs a course in American ..... and government. 2. Most large companies these days operate an equal opportunities ..... 3. Thomson has always been deeply involved in local ..... 4. He made the decision to go into ..... last year. 5. I make it my ..... not to gossip. 6. She's been in ..... for over twenty years. 7. Your homeowner's ..... probably doesn't cover damage to your house from mudslides. 8. I don't agree with Michael's ....., but he's sure a nice guy. 9. It is not our ..... to reveal our clients' names. 10. A new ruler might adopt a ..... of cutting back oil production in order to boost prices. 11. Brock's been involved in city ..... since college.

#### **B. To elect – to vote – to poll**

1. For its study the company ..... 150 randomly selected doctors. 2. 53% of Danes ..... in favour of the Maastricht treaty. 3. In 1768, John Wilkes was ..... as their Member of Parliament. 4. I've ..... Democrat all my life. 5. The Labour candidate ..... 52% of the votes. 6. Shareholders ..... to reject the offer. 7. 18% of the women we ..... said their husbands had a drinking problem. 8. He was ..... to a US state governorship. 9. He ..... 23,579 votes.

### **1.4. Give Russian equivalents for the following words and combinations.**

1. to cast a vote; 2. to enter politics; 3. the outcome of the election; 4. to elect unanimously; 5. to rig the election; 6. straw poll; 7. election pledge; 8. a term of office; 9. to stand for Parliament; 10. unassailable victory; 11. my politics; 12. a corrupted politician; 13. to conduct / carry out a poll; 14. overwhelming majority; 15. the run-up to the election; 16. casting vote; 17. to put the question to the vote / ballot; 18. shadow cabinet; 19. to abstain; 20. to nominate.

### **1.5. Fill in prepositions.**

1. He made the decision to go ... politics last year. 2. Ferraro was the first woman to be nominated ... the job of vice president. 3. The Greens increased their share of the vote ... 2.9 ... 4.9%. 4. She's been ... politics for over twenty years. 5. Labour is ahead ... the polls. 6. The party won a convincing victory ... the polls. 7. Mr Butler used his casting vote as chairman to defeat the motion ... 6 votes ... 5. 8. Let's have a vote ... it. 9. Last year the polls gave the President a 10 ... 15 point lead. 10. He was elected ... a US state governorship. 11. Ten million voters went ... the polls.

**1.6. Complete each sentence with the most appropriate word from the box.**

cabinet	motion	authorities	bill	council	survey	poll
---------	--------	-------------	------	---------	--------	------

1. The government has introduced a ..... outlining its plans for the coal industry.
2. Hello, I'm conducting a ..... about leisure habits.
3. According to the latest opinion ....., the National Party are well ahead of their nearest rivals, the Co-operative Party.
4. There is a locally elected ..... which has responsibility for roads, street lighting, and other facilities.
5. The ..... were slow to take control of the situation after the earthquake.
6. The Leader of the Opposition proposed a ..... of no confidence in the government.
7. The Prime Minister called a top-level meeting with the Finance Minister, the Foreign Minister, and other members of the .....

**1.7. Use the words from the table to fill in the blanks in the text.**

casting vote	tied	unassailable	humiliating
crushing / landslide	no confidence	voted against	

George was confident. He thought that he had a \_\_\_\_\_ majority on the committee and so he was not worried when Jack resigned. But to his horror Maureen Washington stood for election and, with her radical politics, won a \_\_\_\_\_ victory, completely defeating her main rival. As soon as she arrived on the committee she began to cause trouble; votes on this, votes on that. Whatever George advised them to vote in favour of, she \_\_\_\_\_. And as the weeks went by others began to support her. Finally, some weeks later, at the end of a long discussion, there was a \_\_\_\_\_ vote with half the members voting one way and half voting the other. Of course George saved it by using his \_\_\_\_\_, but it was the beginning of the end. Ten days later Maureen **tabled** a vote of \_\_\_\_\_ and in the wake of his \_\_\_\_\_ defeat George had no alternative but to resign. He felt bitter and betrayed and went off to live in his luxury villa in Santa Lucia. But the rest of us felt saved.

– *Invent a scenario to fit the facts in this story. What was the committee for?*

– *Why did the narrator feel relieved when George resigned?*

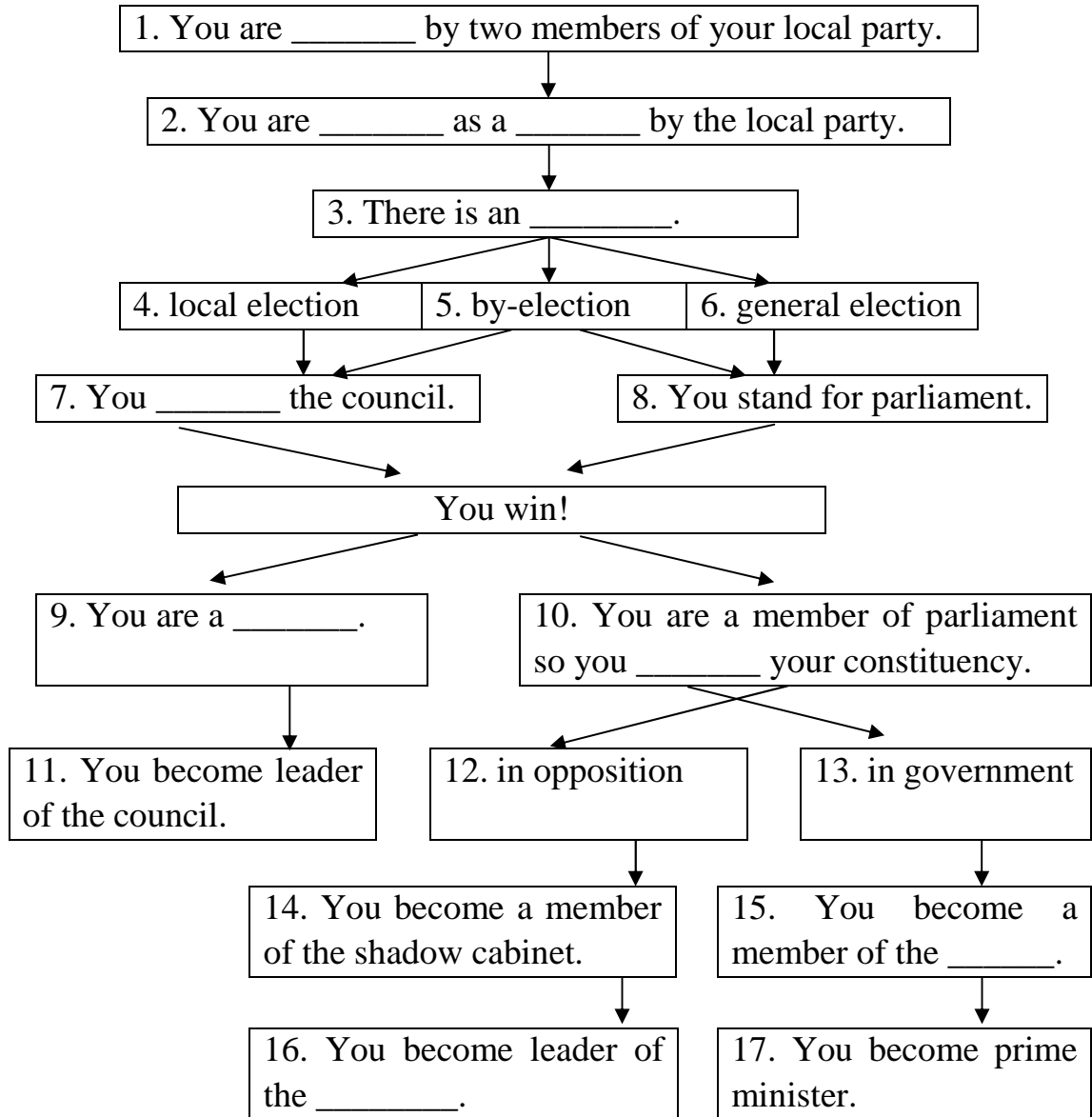
**1.8. Match the verbs with their complements. Tick the boxes.**

	parliament	election	candidate	your local party	constituency
stand for					
stand as					
nominated by					
represent					
resign from					

**1.9. Fill in the blanks in the chart with the following words:**

selected	election	councilor	cabinet	represent
nominated	opposition	stand for	candidate	

**THE GETTING-AHEAD-IN-BRITISH-POLITICS CHART**



– *Look at the chart again. How is the system in your country different? What similarities are there?*

**1.10. Use the following words and word combinations in situations.**

1) to go into politics; mediocre; to cast votes; a constituency; crushing defeat; to rig the elections; corrupt;

2) to nominate; to go to the polls; to elect unanimously; to abstain; election pledge; to stand for Parliament; the outcome of the elections;

3) to elect; overwhelming majority; to retire from politics; by-election; unassailable victory; to hold office; impressive (politician).

**1.11. Do you know what politics is? Discuss your answers with a partner.**

**1.12. 📖 Read the text and see if your understanding of the word “politics” was correct.**

On hearing the word *politics* what usually comes to mind are images of government, politicians and their policies or more negatively the idea of **corruption and dirty tricks**. The actual definition seems to have been obscured and almost lost by such representations and clichés that tend not to **pinpoint the true essence**, which defines this thing, called politics.

The word politics comes from the Greek word “police”, meaning the state or community as a whole. An ideal society is in practice a rather difficult aim and even an impossible aim to achieve. Politics implies measures which could and should be **implemented** in the hope to create a better society, than which is already present.

To begin with, **the basest premise** that **underpins** the notion of politics should be considered in order to arrive at a fair definition. Man is self-preserving by nature. He thinks and acts, whether that is an individual or a group who share interests, with foremost regard to his own interests. **Self-perpetuation** is the number one rule. He therefore possesses his own interests, ideas and preferences, which may differ to those of his **contemporaries**. “Politics presupposes the diversity of view, if not about ultimate aims, at least about the best ways of achieving them” (Miller, 1987). The world has its limits; all material wealth within it is **exhaustible**. Who, therefore, gets how large a share, of those resources, which are present on the earth in limited supply? If man were permitted to **act on** and **pursue** his own selfish interests, **snatching** that, which he desires, a society would quickly become **under rule of violence**.



Politics is a way of **combating the degradation** of society into a violent and unstructured mess by reducing it to be governed by the primitive instincts of men in order **to resolve conflict**. Politics therefore may be defined as a means to resolving this conflict through various means. If “people (were to) agree spontaneously on a course of action... they (would) have no need **to engage in politics**” (Miller, 1987). Thus, politics exists due to the broad spectrum of ideas and opinions within any society.

To resolve conflicting opinions, a consensus must be **agreed upon** by all parties affected. This means that politics tries to act as **a peacemaker** by offering solutions to conflict to the parties involved by means of discussion with them.

Politics **implies power**. Certain members of a society must have the authority over other members in order **to enforce civil discussion** in the first place. It seems to follow that for certain individuals **to exert more power** than others they must have the support of a large proportion over those which they have authority. Politics could therefore be defined as a power struggle between those **in influential positions**. Power can only be obtained by obtaining the support from as many groups and individuals as possible. This can be achieved by providing **tempting solutions** to conflicts that already exist in a society, whether this is in an honest or dishonest way. By appealing to members of a society with solutions to their problems and promises to act in their interests, a group or an individual can gain support and ultimate authority over other groups and individuals. Politics could thus be defined as **a calculating art of power gain or power retention** or more simply as power struggle.

**The ultimate power** is found in government. It is within this institution that all of the **mentioned** takes place. Thus, politics could be defined as the working of government as **a guarantor to a peaceful society**. The government is run by the politicians, it is the politicians who form the ideas to hopefully settle conflict in the society they govern. Thus politics is present in every community and is used to manage workings and disagreements.

Politics occurs in all kinds of communities. Whether it is the sports club or the state government and is concerned with **devising a method of organisation and attempting to implement** that method of organisation within that community over which it acts. It is present in these communities as a necessary measure to avoid conflict due to those **inevitable diversities in opinion** and therefore ultimately needed to promote as peaceful an existence as possible.

Politics is the means to creating a more organised and peaceful society, by providing methods to resolve conflict that naturally occurs between men, by means of civil discussion and **rational compromise**.

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

- 1) заниматься политикой;
- 2) заострить внимание на самой сути;
- 3) миротворец;
- 4) разумный компромисс;
- 5) удержание, сохранение власти;
- 6) увековечить себя;
- 7) обеспечить мирное существование;
- 8) гарант мирного общества;
- 9) действовать в соответствии и преследовать свои собственные интересы;
- 10) неизбежное разнообразие мнений;
- 11) управлять обществом.

**1.12.2. Find words or phrases in the text which mean the same as:**

- 1) stated or mentioned before or already;
- 2) dishonest practices; accepting bribes;
- 3) the highest or most significant force or influence;
- 4) to put an end to a bitter argument;
- 5) scheming, crafty means to get power;
- 6) to carry promises, measures, undertaking, agreement into effect;
- 7) to fight the process of becoming worse or less moral;
- 8) to support or form the basis for ( a case, an argument).

**1.12.3. Develop the following ideas according to the text:**

1. Man is self-preserving by nature.
2. Politics presuppose the diversity of view.
3. The world has its limits.
4. Politics occurs in all kinds of communities.

**1.12.4. Answer the questions:**

1. What images come to our mind on hearing the word “politics”?
2. What is the origin of the word “politics”?
3. Give different definitions of politics according to the text.
4. What idea of politics do you share?
5. Do we need politics? Why?

## II. WHAT MAKES A SUCCESSFUL POLITICIAN?

### 2.1. Read the text and answer the questions.

#### WHY GO INTO POLITICS?

- a) *Why is the author dissatisfied with the present local authorities?*
- b) *For what reasons does he want to go into politics?*
- c) *Does the author have necessary qualities for that? What are they?*
- d) *For which reasons would you go into politics?*
- e) *For which you wouldn't?*

I'm unemployed and fed up. There's never anything to do. Now I can read the council papers that are sent to me and it gives me something to think about.

I like meeting people, helping people, and talking. I can always find something to say. I love making speeches.

There are a lot of improvements that I think would make life better for the people who live in this district, and I would like to be able to campaign for them.

It's great to feel you **have a say in** how things are done. It makes you feel important. You don't have to be elected to the council – it's enough just to be on the local party's own committees.

The only way the party I support can be in control in this town is if people are willing to give up their time and energy to win seats and go to meetings, and I can't always expect someone else to do it for me.

Why should that lot get away with it? They are just looking after their own interests.

Someone needs to do the work on the council, and if none of us are on it, our views will never be heard.

There are a lot of things the council don't do right and it does no good sitting at home moaning – I wanted to be there to argue with the councillors themselves.

My mates took me to the party meeting, and then they needed a candidate, so I got talked into it and happened to win the election.

I thought I'd be able to make more money if I knew what was going on in the council meetings.

Question: What are the **desirable qualifications** for any young man who wishes to become a politician?

Mr. Churchill: It is the ability to foretell what will happen tomorrow, next week, next month, and next year. And to have the ability afterwards to explain why it didn't happen.

Sir Winston Churchill

2.2. 📺 You will hear two Members of Parliament, Clare Short and Robert Jackson, answering some of the following questions, but not in order. Listen and decide which questions they are answering. Write down the letters of the questions next to the numbers you hear. Be careful: there is one extra question.

1. What made you decide to go into politics?
2. Have you got a job outside Parliament?
3. What is the most enjoyable or satisfactory part of your job?
4. What's the least enjoyable or least satisfactory part of your job?
5. What do you hope to achieve in your present term in Parliament?



2.2.1. 📺 Make sure you understand the words and expressions in the box. Then listen to the two politicians again, and make a one-line summary of each answer.

catch (my) fancy    civil servant    issue    lay the foundations  
 neutral    have strong views    response    mediocre    superficiality  
 be tucked up in bed    hang around    sit around    strain    frown  
 upon    a burning desire    bread and butter    handle problems  
 brewing industry    pharmaceutical company    merchant bank

2.2.2. Work in groups. Decide which of the two people you have heard is a member of the Labour Party and which is a member of the Conservative Party. Be ready to give reasons for your answer.

Notes:

**Types of politician in Britain**

**Councillors.** They are elected locally to represent the different areas in the region.

**Members of Parliament.** MPs are elected to form the national government. There is one representative from each of the 635 different areas – or constituencies – of the country. The party with the biggest majority forms the government. The other parties are ‘in opposition’; they try to persuade the government to act differently, on many occasions.

**Members of the House of Lords.** The House of Lords is an unelected body: the members are either created by the government or inherit their title.

**The main parties in the UK** are the Conservative party (right wing), the Labour party (left wing) and the Liberal Democrats (centre).

**The Conservative Party** goes back to the Tories, or Royalists, who originated in King Charles' reign (1660-1685). The Tories were the party that supported Church and King; the other main party at the time were the Whigs, who were a group eager for political reform. The Tory party gave way to its successor, the Conservative party, in around 1830.

The Conservative party believes in free enterprise (freedom to try new projects and businesses, using boldness and initiative), low personal taxation, the importance of a capitalist economy, with private ownership preferred to state control, and the maintenance of the UK in its present form.

**The Labour Party** (appr. 1900) –has a long association with the Trade Unions. It believes that private ownership and enterprise should be allowed to flourish, but not at the expense of their traditional support of the public services.

**The Liberal Democrats.** There has been a Liberal party in GB since 1868 when the name was adopted by the Whig party. In 1981, a second centre party was created by 24 Labour MPs. It was called the Social Democratic party, and soon formed an alliance with the Liberal party. They formed a single party which became the Liberal Democrats after the 1987 election.

The Liberal Democrats believe that the state should have some control over the economy, but that there should also be individual ownership.

**2.3. We asked Clare Short and Robert Jackson, “What are the most important qualities for a successful politician – one who gets to the top?” Each mentioned three or more qualities. Look at the list below and try to guess who chose what. Then read their answers and see if you were right.**

- ability to make decisions quickly
- ability to organise people
- belief in things they're working for
- clarity
- energy
- intelligence
- openness
- physical attractiveness
- relationship with people that elect them
- sensitivity

Well, I think the most important quality is energy; er, I think particularly in the British political system. We have a parliamentary system which is intensely demanding on the physical and nervous energies of the top people. Parliament sits for much longer each year than do the parliaments of other countries, er, around the world. Er, ministers are expected to take part in debates, **face questions** – on an everyday basis. And so a senior minister not only has all **the stress and strain of the work** of his department, and er, obviously in government departments now we're dealing with enormous numbers of people, large sums of money, very important issues; but also he has the stress and strain of maintaining his position, maintaining his, his face, his status, in Parliament. And so I think the main quality is energy. I would say the next quality is intellect. Erm, there's a, a great many intellectual demands involved in this kind of life, and I think people have got to have the intellectual capacity to **cope with the issues**. Erm, I think a third quality which is important is sensitivity and responsiveness. You have to be able to sense the way in which people are thinking and moving, the way in which their views, their beliefs, their ideas, their aspirations, their hopes are evolving, er, so that you can respond to that evolution. This is absolutely necessary in a democracy; that's the way in which democracy works. Erm, but it's also necessary for political survival and for political success.

**ROBERT JACKSON**

Well, I don't kn-, I think there are different qualities that take people to the top. I personally think the most important qualities for a, a good politician, which might not mean the same thing, is to sincerely believe in the things that they're working for; to really have some relationship with and care about the people that elect them; 'cause that's the learning base. I mean, it's what's happening to people that should shape erm, everything you stand for. And then to speak up clearly and openly and not kind of **calculate personal advantage**. Erm, I think that's the best formula; and I think it makes you very strong, 'cause you're not sort of trying to **plot things** or think of what will go down with whom. But I think, you know, like in any institution, people rise to the top through all sorts of **devious** means; and maybe some honest straightforward people rise to the top, but there are others who are creeps who rise to the top, and who calculate to **keep in with** the powers that be at any given moment.

*Have you got to be intelligent?*

Well, I think it depends what the word 'intelligent' means. I, er, really think that all human beings are capable of being intelligent and all human beings are capable of being stupid. It isn't this notion like IQ, you've either got it or you haven't, it's whether people face up honestly to questions, think about the problems and look honestly for the facts that will help to explain them. Erm, and if intelligence is interpreted in that way, then yes, I would agree.

**CLARE SHORT**

**2.4. Work in groups of four or five. Each group member must take responsibility for the discussion of one question, and make sure that everyone else expresses an opinion on it.**

1. Which of the two politicians do you feel the most sympathy for? Why?
2. What do you think are the two or three most important qualities for a successful politician?
3. Do you think politicians should have jobs other than their political jobs?
4. Do you think politicians should vote the way their party expects them to vote, even if their own opinion is different?
5. Should Members of Parliament be paid more or less than: doctors, heads of universities, senior executives in industry?

**2.5. 🎧 “The Prime Minister's pay rise”. Listen to the conversation on tape. The Prime minister is being interviewed about a proposed pay increase for politicians of thirty-five percent.**

**Go over the vocabulary to avoid any difficulties of understanding.**

- inflation
- to justify
- to be in power
- in excess of
- the pressures of the position
- sacrifice
- dedication to duty

**Comprehension check**

1. Why was the Prime Minister invited to the studio?
2. Are people satisfied with the present government and their policy? Why (not)?
3. How does the Prime Minister justify the situation?
4. Why does the Prime Minister think that a politician's pay rise should be five times higher than anyone else's?
5. Will the Prime Minister also get an increase of 20%? Why?
6. What will the proposed salary be?
7. Do you agree that Ministers and MPs should get higher pay rises than other people? Why?
8. Should the Prime Minister be paid more than other ministers?

**2.6. 🎧 You will hear an interview with Margaret Thatcher, who became leader of the Conservative Party in Britain in 1975, and who became Britain's**

*first woman Prime Minister. In the interview she talks about her interest in Victorian times.*

*Notes:*

**Victoria** (1819 – 1901), queen of the UK (1837 – 1901). Her marriage to Prince Albert in 1840 had a decisive influence on the character of her reign: she became deeply concerned with the affairs of the nation while not favouring any political party. She won great love and admiration and was a powerful symbol of Britain at the height of its empire.

**Victorian** – having the qualities and outlook attributed to middle-class people in Britain in the 19<sup>th</sup> century (self-control, family loyalty, etc.)

**Victorian values:** thrift, sobriety, hard work

*Go over the vocabulary to avoid any difficulties of understanding.*

self-reliance to be next to smth to live within one's income pride in one's country perennial values to adopt to encompass deplorable a sense of duty a man of property to hand smth on to smb the "haves" and the "have-nots"
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

***Comprehension check***

1. What are the Victorian values that Mrs Thatcher admires?
2. What aspects of Victorian times does the interviewer mention?
3. Mrs Thatcher believes in private enterprise, and the non-intervention of the state. What examples from Victorian times does she quote that support this view?
4. What are the advantages that Mrs Thatcher sees in home ownership?
5. What, according to the interviewer, is it that the 'have-nots' cannot do?

***What do you think?***

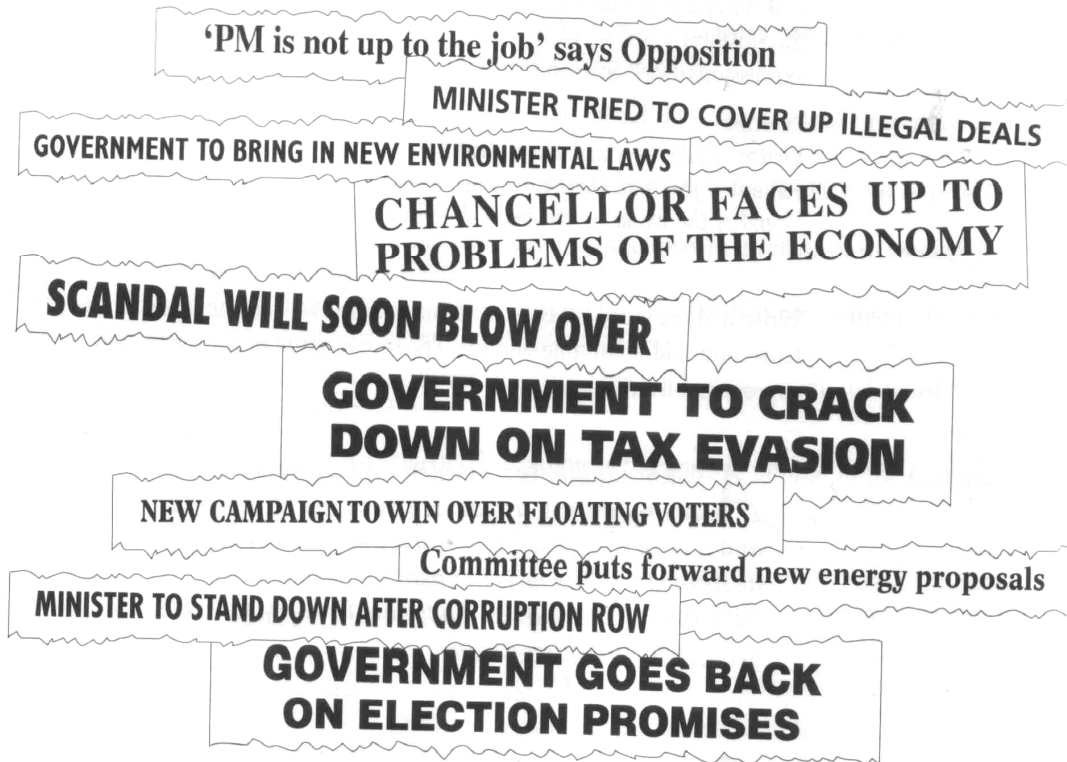
a) From what Mrs Thatcher says, what do you think her attitude is to the following issues: the National Health Service, law and order, borrowing money, unemployment, inflation?

b) What are the views and policies of the main political parties in your country?



### III. FLOATING VOTERS (Phrasal verbs and idioms)

3.1. Look at the headlines below. With a partner, try to work out the meaning of the multi-word verbs.



3.2. Match the multi-word verbs with their definitions.

1) to be up to (doing) sth	a) to introduce a law, rule or system
2) to cover sth up	b) to break a promise or agreement
3) to blow over	c) to be capable of doing sth, be of a good enough standard
4) to bring sth in	d) to resign from an important position, often in favour of sb else
5) to face up to sth	e) to have the courage to accept and deal with sth difficult
6) to crack down on sb/sth	f) to hide sth bad, such as a wrong action
7) to win sb over	g) to take strong action against sth illegal, or against people who do not obey certain rules or laws
8) to put sth forward	h) to cease to arouse interest, to be forgotten
9) to stand down	i) to persuade sb to support or agree with you
10) to go back on sth	j) to offer an idea or proposal for consideration

**3.3. Rewrite the following sentences so that they have similar meaning, using the multi-words verbs.**

1. A new law on smoking in public places has been introduced.
2. The government tried to hide its involvement in the gun-running scandal.
3. It is rumoured that the PM will resign before the next election.
4. Everybody is talking about the seriousness of the problem, but I think it will soon be forgotten.
5. The police are beginning to get tough with young criminals.
6. That's an excellent plan. Are you submitting it to the Committee?
7. The government seems unable to accept or deal with the problems created by its own policies.
8. The new man is well-qualified, but he isn't able to do the job properly.
9. The new government promised not to raise taxes, but it did.
10. Election campaigns are designed to persuade more people to vote for a particular party.

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

1. The manager tried to *cover up*: the fortune / the scandal / the mistake / the crime.
2. The police are *cracking down on*: criticism / promotion / traffic offences / drug smuggling.
3. One should never *go back on*: one's word / a plan / an agreement / a promise.
4. Some people can't *face up to*: their children / their responsibilities / their problems / the truth.
5. The government is *bringing in* a new: law / measure / policy / Prime Minister.
6. Who *stood down* yesterday? – The maths teacher / The typist / The Chairman / The Chancellor.
7. She *put forward* several: mistakes / suggestions / complaints / proposals.
8. He simply *isn't up to*: exam standard / the job / resignation / the task.

**3.5. Work with your partner. Discuss the questions below. Use the multi-word verbs.**

1. Give two reasons why someone might want to resign from an important position.

2. Think of a scandal that someone has tried to hide from the public.
3. What are some of the ways in which politicians try to win support?
4. What do you think the government or police should be stricter about in your country?
5. What new laws would you like the government to introduce?

**3.6. Look at the following statements made during an election campaign. What do you think the idiomatic expressions in italics mean?**

1. The government is *out of step* with public opinion.
2. The Minister said he wanted to *keep an open mind* on the issue of subsidizing the public transport system.
3. The government has been *turning a blind eye* to corruption within its own party.
4. People have accused the government of being *out of touch* with what is really going on in the country.
5. The outcome of the election *hangs in the balance*. “It’s very close,” said one commentator. “No one can say which side will win.”

– *Which of these expressions has a negative connotation? Which has a positive connotation?*

**3.7. Complete the following sentences, using the idiomatic expressions from the exercise above.**

1. I don’t want to decide until I know all the facts. I want to \_\_\_\_\_.
2. He’s seriously ill. We don’t know if he will live or die. His life \_\_\_\_\_.
3. I haven’t read any articles on this subject for five years, so I \_\_\_\_\_ with recent developments.
4. The boss knew his employees were being dishonest, but he did nothing about it. He \_\_\_\_\_.
5. Her opinions on this matter are \_\_\_\_\_ with those of the majority of people.

**3.8. ✍ Work in groups of three. You are publicity writers who have been hired to write a pamphlet for the New Environment Party. Discuss the key issues and slogans you want to use in the pamphlet. Think of ways of criticizing the other parties and encouraging people to vote for you. Write the text for the pamphlet, using the multi-word verbs and expressions.**

**Political language** – and with variations this is true of all political parties, from Conservatives to Anarchists – is designed to make lies sound truthful and murder respectable, and to give an impression of solidity to pure wind.

**George Orwell**

#### **IV. CRISIS? WHAT CRISIS? (Phrasal verbs and idioms)**

**4.1. Work in pairs. Read the text and find as many reasons as possible why the statements below are false.**

- a) The Government's policy has met with only a little opposition.
- b) The Government is prepared to show flexibility.
- c) The Government will lose the vote on Wednesday.
- d) There is no crisis.

#### ***MPS UP IN ARMS AS PM TRIES TO PLAY DOWN CRISIS***

There was a strong public outcry yesterday when the Government announced its intention to cut public expenditure on health and education. Opposition MPs were up in arms when the statement was read out in the Commons and immediately *called for* an emergency debate on Wednesday. Nigel Smith, a member of the Opposition, was particularly outspoken in his criticism of the Government.

'The time has come for all of us to *stand up for* what we believe in. Our party *stands for* better health and education in this country, and we will do everything in our power to *step up* pressure on the Government and force them to *back down*. We must *speak out against* this policy and make it clear that it is unacceptable.'

A member of the Cabinet, speaking on behalf of the Government, ruled out any change in policy.


'The Government is not going to *climb down* over this issue. There will be no U-turns. We have made the right decision and we are going to *stick to* it.'

However, the outcome of Wednesday's vote is by no means certain as several Government MPs are refusing to back their own party. Some political commentators are predicting the downfall of the Government or a politically embarrassing climb-down. What is certain is that if the Opposition win the vote, it will be a serious setback for the Prime Minister and could *bring down* the Government. There has been mounting criticism of the Government's performance recently, and now the Prime Minister himself is coming under fire

from members of his own party. Last night he tried to *play down* the seriousness of the situation. When asked about the crisis, he replied: ‘Crisis? What crisis? There is no crisis.’

**4.2. Match the multi-word verbs with the definitions.**

1) to call for sth	a) to increase or intensify the speed, degree, quantity or quality of sth
2) to stand up for sb/sth	b) to continue to support sth, not abandon or change sth
3) to stand for sth	c) to defend sb / sth that is under attack
4) to step sth up	d) to express your views forcefully and publicly
5) to back down / climb down (over sth)	e) to represent certain ideas or attitudes
6) to speak out (against sth)	f) to make sth appear less important than it really is
7) to stick to sth	g) to demand sth
8) to bring sb / sth down	h) to cause sb / sth to lose power or be defeated
9) to play sth down	i) to admit you are wrong in an argument or dispute and agree to do what sb wants you to do

**4.3.  Work in pairs. Read the newspaper extracts below. Then rewrite them, using the multi-word verbs.**

**a.** Yesterday, the Opposition claimed it is the only party that represents social justice and the needs of ordinary people. They have increased pressure on the Government recently by demanding a general election this summer. They believe they will defeat the Government unless it admits it is wrong over its new economic policy.

**b.** Despite pressure from the Opposition, the Government has announced it will not withdraw its new economic policy. They say they will continue with the policy because it is the right one. Several political commentators believe the Government is trying to make the crisis appear less serious than it really is. If the economic situation does not improve soon, some Government MPs may begin to criticize their own party openly.

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

a) We want to *bring down*: this corrupt regime / this football team / this new law / this building project.

b) We will *step up*: security / our election campaign / taxes / expenditure.

**4.5. The wrong multi-word verbs have been used in the political speech below. Correct them.**

Our political party *speaks out against* equality and justice. We will never be afraid to *stand up for* corruption and inequality. We will always *play down* the weakest members of society. We want the government to *stick to* its policy of cutting expenditure on health and education. The government has tried to *step up* the present crisis by saying the situation isn't very serious, but we know what the truth is. That is why we are *climbing down over* an immediate general election.

**4.6. What do you think the following idiomatic expressions mean?**

- a) to be up in arms (over / about sth)
- b) to make a U-turn (in sth)
- c) to come under fire

– **Think of examples for the following:**

- a. Situations in which people *are up in arms about* something.
- b. Situations in which someone *makes a U-turn*.
- c. Someone who *has come under fire* recently.

**4.7. Role-play. Work in pairs. One of you is a TV interviewer, the other is a spokesperson for the Opposition. Read the notes for your role below, and spend some time thinking about what you will say, and how you can use the multi-word verbs and expressions from this unit. Then act the interview out.**

**TV Interviewer**

The Government says it intends to cut public expenditure on health and education. During the interview try to find out the following:

- what the Opposition party represents;
- why the Opposition is so angry about the Government's policy;
- how the Opposition will increase pressure on the Government;
- who will win next Wednesday's vote.

Make the following points about the Government's position:

- the Government says it will not change its policy;
- the Government says the situation is not serious and there is no crisis.

### **Spokesperson for the Opposition**

The Government says it intends to cut public expenditure on health and education. During the interview make the following points:

- your party represents justice, equality, better health and better education;
- you are going to increase pressure on the Government;
- you are demanding a national debate on education and health;
- you want the Government to change its policy;
- the situation is more serious than the Government says it is;
- MPs are criticizing the PM;
- your ultimate aim is to defeat the Government.

**4.8.** *The Party Manifesto below was produced by the Government before the last general election. You think the Government has broken all its election promises. Discuss with your partner what you will say in a letter of complaint to your MP.*

### **PARTY MANIFESTO**

Our party represents social justice and good economic management.

Vote for us and if we are elected we will:

- increase public expenditure
- fight for the old and sick people in our society
- publicly condemn any examples of corruption
- increase security against terrorist attacks
- always tell you the truth about any situation – no matter how bad it is
- NOT raise taxes
- NOT change our policies

**VOTE FOR US**

***THE PARTY YOU CAN TRUST***

**4.9.** ✍ *Write the letter of complaint to your MP. Remember to use the multi-word verbs and expressions you have learnt in this unit.*

**4.10.** 🎧 *Here are two political speeches from the country of Fantasia. Work in groups to guess which words go in the blanks, and then listen to the recording to see if you were right.*

**A.** Take a deep breath. Can you ..... the exhaust fumes? Listen quietly for a moment. You should be ..... birdsong, not brakes and horns. Look at the historic buildings all around us. .... how their stone is being blackened and eaten away? And unless something is done about it quickly, it's not going to get.....; it's only going to get worse.

There is only one answer, and the Fantasian Pedestrians' Party has it: ban all..... If you ..... us, we will change your lives. Silent electric trams will take you to your ..... and shopping. The streets will be clean, the air will..... Your children will be safe walking home from ..... There will be no more car accidents, so our national medical bill will go ..... dramatically. With no more oil ....., our currency will be strong, and inflation will stop.

The Fantasian Pedestrians' Party will give you all this and more. So take the big step — vote for the FPP.

**B.** Fantasians! Can you face a challenge? Are you ready for the twenty-first .....? Are you willing to show the courage that has made our ..... nation great? Why should the superpowers be the only ones to create the humans of the future? Vote for the Fantasian Nuclear Party and we will build a new ..... power station every month, guaranteed to leak radioactive gases. Your grandchildren will not ..... much like you - a few more eyes perhaps, the odd extra .....; but our country will remain a great ..... power. There will be no place at the conference tables of the future for the humans of the ..... Don't let Fantasia become a third-rate country. Mutate and be great - ..... for the FNP.

**4.11.** ✍ *Project. Work with one or two other students. Invent a political party (a serious national political party or a funny one (for example: the anti-television party; the cats for Congress party; the anti-shoe party)) and write a campaign speech for it. Remember to use the active vocabulary, the multi-word verbs and expressions you have learnt in this unit.*

*Choose one person to give the speech and help him / her practise it. Listen to the other groups' speeches; then vote for the party of your choice.*

**4.12. Speech practice.**

- *Speak on the most important qualities of a successful politician.*
- *Speak on how you feel about politics and politicians.*
- *Speak on what kind of politicians you feel sympathy for.*



## SELF CHECK

### Part A

#### Translate into English

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| 1) опрос общественного мнения         | 14) подсчитывать личную выгоду   |
| 2) коррумпированный политик           | 15) государственный служащий     |
| 3) бюллетень для голосования          | 16) висеть на волоске            |
| 4) страховой полис                    | 17) жертвовать личной жизнью     |
| 5) избирательный участок              | 18) вмешательство государства    |
| 6) предвыборная гонка                 | 19) баллотироваться в парламент  |
| 7) урна для голосования               | 20) выбрать единогласно          |
| 8) поставить вопрос на голосование    | 21) неофициальный опрос          |
| 9) вотум недоверия                    | 22) обеспечивать закон и порядок |
| 10) «теневой» кабинет                 | 23) управлять государством       |
| 11) подтасовывать результаты выборов  | 24) вечные ценности              |
| 12) удержание, сохранение власти      | 25) твердая валюта               |
| 13) преследовать собственные интересы | 26) имущие и неимущие            |

### Part B

#### Translate into English

1. Во время последнего голосования он *воздержался*, а сегодня *проголосовал «за»*.
2. Избирательные участки закрываются через час. Спешите *отдать свой голос за кандидатов*.
3. Председатель *поставил вопрос на голосование*.
4. Он *одержал безоговорочную победу* на выборах, опередив всех своих соперников.
5. Наш *избирательный округ* представляют два кандидата.
6. *Подавляющее большинство избирателей проголосовало за демократическую партию*.
7. Правительство *не сдержало свои предвыборные обещания*.
8. Премьер-министр *покинул свой пост* после коррупционного скандала.
9. Таким *негодьям*, как вы, не место в рядах нашей партии.

10. Поскольку *голоса разделились поровну*, председателю пришлось использовать свое *право решающего голоса*.

11. Будучи человеком *с твердыми убеждениями*, он не мог занимать *нейтральную позицию*.

12. Скучный и *посредственный* человек не станет *успешным политиком*.

13. Ваша основная задача – *заложить основы своей будущей карьеры*.

14. Он *пошел в политику* из-за *страстного желания* помогать людям.

15. Мои родители учили меня *быть независимым* (самостоятельным), *жить по средствам* и, самое главное, *гордиться своей страной*.

16. Политика играет роль *миротворца* и служит *гарантом мирного общества*.

## Part C

### I. Paraphrase the parts of the sentences in italics.

1. We took *an unofficial questioning* of voters outside the polling stations.
2. Mr Johns was *officially chosen as a candidate* by his local party.
3. Opposition parties claimed the vote was *dishonestly arranged*.
4. If he admits his mistake, it will *ruin his political career*.
5. Army tanks were *redistributed* elsewhere in the region.
6. This guy *does not care very deeply about anything serious*.
7. They hope to *put new life into* the neighbourhood by providing better housing.
8. They were *forming an intrigue* against the government.
9. He was dealing with *the most important and basic* political issues such as jobs and housing.
10. The politician was accused of *dishonesty and illegal behaviour*.

### II. Continue the line of synonyms.

1. ruined, in very poor condition, tumbledown ...
2. to include, contain, comprise ...
3. regrettable, disastrous, grievous ...
4. perpetual, everlasting, eternal ...

5. calculating, dishonest, deceitful ...
6. to give reasons for, explain, rationalize ...
7. difficult choice, vicious circle, problem ...
8. to accept, approve, support ...
9. to loathe, despise, hate ...
10. to make certain, guarantee, confirm ...

**III. Paraphrase the parts of the sentences in italics using phrasal verbs.**

1. Evidence has emerged the America is *reducing gradually* its big naval base in Vietnam.
2. You should try to *stay friendly* with Benson – he has a lot of influence around here.
3. The police are *being stricter with* drug smugglers.
4. You can rely on Sara; she won't *break* her promise.
5. The candidate *hasn't got the right qualities* for this job.
6. The aim of the rebels is to *defeat* the government.
7. The government has tried to *reduce the importance of* its defeat in the local elections.
8. They're *not abandoning* their present policy.
9. Gary told me that it would soon *be forgotten* and that I shouldn't worry.
10. We intend to *introduce* legislation to control their activities.
11. His charisma has *persuaded* many local Conservative groups *to support him*.
12. He *expressed his views forcefully* against the war in Vietnam.
13. I disagree so fundamentally with what the party *represented*.
14. She was asked if she was prepared to *resign* in favour of a younger candidate.
15. They have nothing to *leave* to their children.

**IV. Paraphrase the parts of the sentences in italics using idioms.**

1. The boss *pretended not to notice* his employees' dishonest behaviour.
2. We don't know if he will live or die. His life *is at a critical point*.
3. The government *made a complete change of* its economic policy.
4. The committee *was criticized very strongly by* fundamentalist church leaders.

5. Residents were *very angry and ready to argue about* plans for a new road along the beach.
6. Joshua is *not in conformity with* modern life.
7. The government would enter the negotiations *willing to accept new ideas*.
8. *My knowledge of* new developments is a bit out of date.

**V. Insert prepositions where necessary.**

1. I may vote for her \_\_\_ the next election.
2. What do you want to achieve \_\_\_ your first term in Parliament?
3. He's trying to establish himself \_\_\_ his constituency.
4. She was taught tremendous pride \_\_\_ her country.
5. They were encouraged to put their wealth \_\_\_ productive enterprise.
6. Most of his money's tied up \_\_\_ property.
7. In 1987 China spent \$12.000 mln \_\_\_ its military forces.
8. Smith went \_\_\_ politics in his early twenties.
9. The demand \_\_\_ health care is unlimited.
10. I'd rather be tucked up \_\_\_ bed at home.
11. I admired her dedication \_\_\_ her family.
12. My Victorian grandmother taught me to live \_\_\_ my income.
13. The government placed restrictions \_\_\_ sales of weapons.

## UNIT 9 NEEDS

You will learn and practise general-purpose vocabulary and language related to the topic of international relations and finance

**Skills:** listening for special information, writing, reading for main idea and detail

	Topic	Hours
I	Charity	6
II	Charities	4
III	The Third World: Development Aid	6
	Revision	2

### I. CHARITY

#### 1.1. Complete the chart with missing words.

Verb	Noun – Action/Person	Adjective
	sponsorship / sponsor	
volunteer		
		contributory
	donation / donor	—
—	philanthropy / philanthropist	
—	charity	
—		benevolent

#### 1.2. Word Partnerships. Make up the most appropriate word combinations referring to the area of charity.

make	funds
raise	a contribution
sponsor	organization
charitable	a festival
voluntary	activities

#### 1.3. Explain the meaning of the words in italics. Translate the sentences into Russian.

1. Several charities sent aid to the flood victims.
2. Her pride wouldn't allow her to accept charity.
3. Newspaper reports showed him little charity.
4. In Victorian times, factory owners were often also *philanthropists*.
5. The concert organizers say they will *donate* all profits to *charity*.

6. A *benevolent* uncle paid for her to have music lessons.
7. The competition was *sponsored* by British Airways.
8. Most charities rely on *voluntary contributions* from the public.
9. The *volunteers contribute* their own time to the project.
10. Among her many *virtues* are loyalty, courage, and truthfulness.
11. While charity and *altruism* are great, they do not show up often enough to sustain a society.
12. Environmentalists argue that the organization fails to address the *needs* of third world farmers.
13. The charity exists to *meet the needs* of elderly people.
14. They'll either die from the cold or *starve to death*.
15. Tackling poverty will be the top priority of our *aid programme*.
16. The girl's family have made a *public appeal* for help to try and catch her killer.
17. The hospital has launched an *appeal to raise money* for new equipment.

**1.4. Read about the original religious meaning of the word “charity” as it appears in the definition taken from *Encyclopedia Britannica*:**

**Charity** — in Christian thought, the highest form of love, signify the reciprocal love between God and man that is made manifest in unselfish love of one's fellow men. St. Paul's classical description of charity is found in the New Testament. In Christian theology and ethics, charity (a translation of the Greek word *agape*, also meaning ‘love’ most eloquently shown in the life, teachings, and death of Jesus Christ. St. Augustine summarized much of Christian thought about charity when he wrote: “Charity is a virtue which, when our affections are perfectly ordered, unites us to God, for by it we love him”. Using this definition and others from the Christian tradition, the medieval theologians, especially St. Thomas Aquinas, placed charity in the context of the other Christian virtues and specified its role as “the foundation or root” of them all.

Although the controversies of the Reformation dealt more with the definition of faith than with either hope or charity, the Reformers identified the uniqueness of God’s *agape* for man as unmerited love; therefore, they required that charity, as man's love for man, be based not upon the desirability of its object but upon the transformation of its subject through the power of divine *agape*.

*The Cambridge International Dictionary of English* defines **charity** as a system of giving money, food or help free to those who are in need because they are ill, poor or homeless, or any organisation which is established to provide money or help in this way.

**1.4.1. Answer the following questions.**

- a. What is the origin of the word “charity”?
- b. What definitions of the word “charity” existed throughout the history?
- c. What is the modern interpretation of the word?
- d. Which of these definitions has adopted a more pragmatic approach towards the notion “charity” considering the practical application of this virtue?

**1.5. 📖 Have you ever given money to charity or worked for a charity? Read the following articles and discuss the ways in which charities raise money from the public.**

**GIVING MONEY TO CHARITY**

In Britain, people give help and money to charity in different ways, and for different reasons.

It is quite common for people to arrive on the doorstep of a favourite charity with a valued possession. For example, someone gave the British Heart Foundation his late father's watch. Oxfam has received thousands of pounds from families who have sold their homes to give money to charity. One woman saw the photographs of a starving African family in a Sunday newspaper and she sent Save the Children money for their Sunday lunch. She has been doing this ever since.

Some people give money for a special purpose. For example, the RSPCA (The Royal Society for the Prevention of Cruelty to Animals) got 1.7 million from an animal lover to help them prosecute people who were guilty of cruelty. But gifts of money for specific items can be a problem. For example, a man gave thousands of pounds so that the children who were in hospital at Christmas could get presents. As most of the children go home, a few children got some very expensive presents.

Many charities get letters from people enclosing fifty pence or a pound. There is usually a note saying, “This is all I can give”. The Government, the armed forces or commercial firms sometimes help charities by providing helicopters and transport. Some people leave all their money to charities when they die. Their families often **object**.

The author J.M.Barrie gave the royalties of Peter Pan (the author’s share of the money from the sales of the book or the selling of the story for films and theatre) to the Hospital for Sick Children in Great Ormond Street over fifty years ago. The story was, and is, very popular, so the Hospital got a lot of money from this. Now, after fifty years anyone can use the story of Peter Pan without payment so the hospital needs more money.

## COLLECTING FOR CHARITY

In Britain there are so many charities that they have to compete for money from the public and find different ways to collect money. In many British towns and cities, you can see people collecting money in a tin. You usually get a badge or sticker if you put money in the tin.

Volunteers put collecting envelopes through the doors of homes in their area and return to collect them. Charities send letters and brochures asking for help.

People of all ages take part in **sponsored events**. In a sponsored event you try to get your family, friends and even strangers, to agree to pay a sum of money if you do something. For example you may ask people to pay money for every hour that you tap dance. There are also big charity events and concerts, such as the Live Aid Concert on July 23, 1987 or Run for the World. These depend on television to **attract help and sponsorship** from all over the world.

Radio and Television also help. They broadcast appeals when there are disasters and once a year there are programmes which aim to raise money. The programmes show sponsored events and people telephone to give money to sponsor people. Sometimes they also offer money in return for «prizes» such as a football signed by the England team, a chance to have dinner with a famous person, etc. — the prize goes to the person who offers the most money.

### 1.5.1. Find words in the text which mean the same as:

- a) a metallic container;
- b) to cause yourself seem like a stupid person;
- c) former, recent and not now living;
- d) an adhesive label to be stuck on sth, eg. clothes;
- e) defensive covering, usually metal, for the body, worn in fighting;
- f) stage dance with rhythmical quick and light blow of the foot, toe or heel;
- g) sum paid to the owner of a copyright on all copies sold;
- h) a design on cloth or made of metal worn to show a person's occupation, rank or membership of a society.



### 1.6. In pairs, discuss the following questions:

1. How do people in Great Britain participate in charitable activities?
2. What are the advantages and disadvantages of each way of collecting money for charity described in the articles?



3. Which way would work best in your country?
4. Steve Evans (see the picture) collects money for a British charity by walking 25 miles through the streets of London wearing a suit of armour weighing 52 lbs. People sponsor him by donating a certain amount of money per mile, and on the walk pictured above Steve collected about . 1,000. Can you think of any other original ways of raising money for charity?
5. Would you be willing to “make a fool of yourself” in order to raise money for charity? Give reasons for your answer.

**1.7. Fill in the gaps in the article with suitable words from the list:**

refugees    helped    assistance    accomplishments    committed  
 hunger    needy    Famine    poverty    diseases    raised

**WORLD VISION CANADA THANKS AREA STUDENTS**

As president of World Vision Canada, I would like to thank the many \_\_\_\_\_ students and organizers in the Stratford area, Ontario, who \_\_\_\_\_ make the 30 Hour Famine a success in 1999.

To date, the event has raised a record \$3.1 million for \_\_\_\_\_ children around the world!

Students in your community \_\_\_\_\_ more than 418,000. This money will be used to help Kosovar \_\_\_\_\_, orphans in Rwanda, street kids in Cambodia and Romania, children of war in Uganda and **needy children** here in Canada.

The 30 Hour \_\_\_\_\_ is a national event. This year more than 136,000 students across Canada went without solid food for 30 hours to raise money and increase awareness of global \_\_\_\_\_.

Next year's 30 Hour Famine will be held on April 7 and 8 with a goal of raising \$3.5 million.

I hope that students in Stratford will join the fight against \_\_\_\_\_ again by contacting us at 1-888-8-FAMINE.

On behalf of the children whose futures are brighter because of your efforts, I want to thank Stratford and the surrounding area.


Your students can be proud of their \_\_\_\_\_.

Each day 33,000 children under the age of five die from hunger and preventable \_\_\_\_\_. The 30 Hour Famine support emergency \_\_\_\_\_ and long-term development programmes to help suffering children.

*President World Vision Canada*

**1.7.1. Read the text again and answer the questions:**

1. What are the aims of the 30 Hour Famine?
2. What projects will the money be spent on?
3. What do the following numbers refer to: 136,000; 3.1mln; 3.5mln; 418,000; 33,000; 1999; 18888?
4. A friend of yours is going to take part in next year's 30 Hour Famine and trying to persuade you to do the same. Explain why you are not interested.

**1.8.  Read this newspaper article and answer these questions as quickly as possible.**

1. Is Nicky raising money for an international or a local cause?
2. How is she going to do it?
3. What will the money be spent on?
4. There is a play on words in the headline. Find it and explain it.

**NURSE NICKY NEARS HER PEAK OF FITNESS**

**There are different ways of training to climb Kilimanjaro,  
Africa's highest mountain.**

*by Lynda Murdin*

Nurse Nicky Bennett-Rees has been walking across London every day from her flat to Great Ormond Street Hospital. Then, once her night-shift nursing sick children is over, she runs the five and half miles back home. Every weekend for the past two months she has been jogging in the park and playing her favourite sport, tennis. "I've even changed my diet", she explained. "Now it's steak, eggs and as much fresh fruit as I can eat."

What's it all for? Nicky is taking part in a sponsored climb at the beginning of September to raise money for an extension to the children's ward at her hospital. She and nine others (including myself) will spend five days climbing up and down Kilimanjaro's 19,340 feet. This is a final attempt to raise the £250,000 they need to build accommodation for the families of children desperately ill in hospital. They have been trying to raise the money for five years, and have so far collected nearly £200,000.

Nurse Nicky knows just how valuable it can be for children to have their parents near at such times. She has seen how parents of sick children are separated from the rest of their families, and then have to sleep on waiting-room floors. 'It's great to be able to do something like this and at the same time make money for a worthwhile cause,' she added.

All the members of the climb have something in common. They have all had major surgery at some time in their lives, but there are no doubts about their fitness. They have all been training under Terry Allen, a football coach.

Such a trip needs a lot of organization and funding, and help has come from many quarters. Special winter clothing will be needed on the snow-covered summit, and local shops have provided this, and also climbing boots, sleeping bag and water bottles. The Dutch air line KLM has donated five of the air tickets to Tanzania free charge.

Since this newspaper announced the climb two weeks ago, readers have sent in scores of coupons like the one below. But more support is needed. Now is your chance **sponsor a worthy cause**, so fill the coupon in now.

**I wish to sponsor the Sick Children's Trust Kilimanjaro Project team £.... p.... per 1000ft.**  
**Total**  
**Signature Name .....**  
**Address**  
**Phone No.**  
**SEND to Dr John Pritchard. The Sick Children's Trust, Home from Home, 139 Gray's Inn Road, London WC1X 8UB**

Next week I'll tell you how I've been preparing for the climb!

### ***Comprehension check***

1. How has Nicky been training for the climb?
2. How many people are going to take part in the climb?
3. What do they all have in common?
4. How long have they been trying to raise the money?
5. What donations has the group already received?
6. Imagine you are the writer of this article. How have *you* been preparing for the climb?

### ***What do you think?***

1. Do you think this is a worthy cause? Why?
2. If you decided to sponsor them, how much would you sponsor them for? If they completed the climb, how much would it cost you?

### ***1.9. Speech practice.***

- Give your arguments for the statement “Charity begins at home”.
- Develop the statement “Every charitable act is a stepping stone towards heaven”.
- Do you agree with the statement: “We give to other people not for the good we wish to do them but for the good we wish to do for ourselves”. (Seventeenth-century French writer)

## II. CHARITIES

**2.1. Work in small groups. Look at this list of some well-known British charities and say what areas they work in:**

- Save the Children
- Age Concern
- British Heart Foundation
- World Wildlife Fund
- Help the Aged
- RSPCA (Royal Society for the Prevention Cruelty to Animals)
- Crises
- Live Aid
- War on Want
- Mencap ( Royal Society to Mentally Handicapped Children and Adults)
- Amnesty International
- Action Aid
  
- *Which do you think are the most and least deserving?*

**2.2. Read the introduction to a radio programme and answer the questions below:**

This might be the age of high technology in many western countries, but for the majority of the world's children, everyday life is still **a fight just to survive**. In Africa and Asia, 10% of babies die before they are one year old. Average life expectancy is about 46. One in four Third World children can expect to **suffer malnutrition**. In **developing countries** nearly three quarters of the people do not **have access to safe water**, yet 80% of the world's disease is caused by dirty water.

**Answer these questions:**

1. What are some of the problems facing the Third World countries?
2. What are their main causes? Try to put them in order of importance: poverty, hunger, droughts, floods, armed fighting, debts to other countries.
3. What is being done about these problems?
4. "Everyday life is still a fight to survive." Does this statement refer only to the poorer nations?

**2.2.1. 📺 Listen to charity appeals of the world famous charities: Action Aid, Mencap, Amnesty International, Live Aid. For each of the charities, say:**


- which people it tries to help;
- why these people need help;

- how the charity tries to help them;
- the charity’s successes and problems.
- ***Go over the vocabulary to clear up any difficulties of understanding***

a sponsorship scheme	to oppose the death penalty and torture
to have a link with	to handle
mentally handicapped people	famine
a life-long disability	a desperate search for food
residential accommodation / homes	catastrophic
a prisoner of conscience	medical supplies

**2.2.2. *If you had £1,000 that you wanted to give to charity, which of these four would you give to? How would you divide the money?***

***First decide on your own which charity or charities you would give to. Then discuss with a partner until the two of you agree. Finally try to come to a decision as a class.***

**2.3.  Look at the table and make sure you understand all the words and expressions. Then listen to the man from Oxfam and to the woman from War on Want talking about their organisations, and try to complete the grid.**

a charitable organisation	controversial(ly)	irrigation work
the sinking of wells	to fund small-scale (development) projects	
voluntary contributions	child-rearing	long-term development programmes
a field officer overseas	to benefit from	the root causes of famine
the poorest of the poor	a women’s officer	

	<b>Oxfam</b>	<b>War on Want</b>
Charity		
Mentions small-scale projects		
Has a women’s officer		
Has field officers overseas		
Involves local people		
Works in almost every Third World country		

– ***Listen again and answer the following questions:***

1. Roger Elbourn says that “Oxfam began controversially.” What does he mean?
2. Give some examples of small-scale projects that Oxfam funds.
3. Where does Oxfam get its money from?

4. How is War on Want different from other development agencies?
5. Think of some examples of long-term development programmes. Why do both Roger and Alison think that it is important to involve local people in implementing development projects?
6. Who are the poorest of the poor in the world according to Alison White? Why does she think so? Do you agree?

**2.4. Use the words from the box to fill blanks in the text. You may have to make plurals or change verb forms.**

alive    control    emergency    flood    hunger    hungry    join  
 need (twice)    politics    poor    poverty    project    public  
 surplus    world

### **WAR ON WANT: GENERAL SECRETARY'S REPORT**

It's been a bad year for \_\_\_\_\_ people. Cyclones, \_\_\_\_\_, civil wars – and above all famine – have **cut into humanity**, killing **literally** millions.

George Orwell said that **the ultimate** in **obscenity** would be reached when half of the people in the \_\_\_\_\_ could watch the other half starving to death on television. This year his prediction was realised. The world was **stunned** by the pictures. At times it seemed like a horrible dream, to watch children, families, whole communities dying of \_\_\_\_\_ in a **world of plenty**.

Yet if you boarded an aeroplane in England in the morning, you could stand as I did in the **refugee camps** on the Sudan-Ethiopia border before dark the same day. Which poses the question – if those \_\_\_\_\_ people can be reached by scheduled airline in less than one day – why is the situation still not under \_\_\_\_\_?

The reasons are little to do with nature – and a lot to do with \_\_\_\_\_.

If a tiny **fraction** of the treasure which sent the Task Force to the Falklands had moved the European food \_\_\_\_\_ to the famine, it would by now have been stopped.

Even worse, if the simple message that “*a stitch in time saves nine*” had been learnt, and relatively little had been spent on starting long-term development \_\_\_\_\_ ten years ago, the **famine** would never have occurred, millions would be \_\_\_\_\_, and the millions of pounds in \_\_\_\_\_ relief would never have been \_\_\_\_\_. But the political will in the developed world is not there.

But if the politicians have failed the people have not.

In the wave of \_\_\_\_\_ generosity, War on Want has this past year made its greatest ever contribution to the war on want in emergency aid, medium and long-term development, education, **agitation** and effective campaigning.

But the war has got tougher, the enemy – \_\_\_\_\_ – stronger, the casualties – the world’s poor – more numerous.

We \_\_\_\_\_ to **enlist** more money, understanding, support and above all more people.

Come and \_\_\_\_\_ us – the War on Want is still the only war worth fighting in the world today.

George Galloway  
General Secretary

**2.4.1. Read the text again and answer these questions:**

1. What is the situation like in the Sudan and Ethiopia? Give reasons.
2. Why is the situation still not under control?
3. Comment on the proverb “A stitch in time saves nine”. Use words and phrase from this unit.
4. What war is George Galloway calling for? How can people participate in this war?

**2.5. ✍ Imagine you are applying for a job in voluntary service overseas and have been asked to explain why you wish to do it, where you wish to go and why. Write to the central organization (Voluntary Service Overseas).**

**2.6. Speech practice.**

– Describe a situation to illustrate the use of the proverbial phrase “A stitch in time saves nine”. Base your situation on the problem of needs.

### III. THE THIRD WORLD: DEVELOPMENT AID


**3.1. Read the text. What is your reaction to this information?**

#### GLOBAL VILLAGE

If we look at the world as if it were a village, with a population of one thousand people, the following interesting facts **emerge**: 140 come from Europe, 86 from Africa, and 565 from Asia; 700 people would have skins of other shades and 300 would have white skins. Of the thousand people in the village, only 300 would be Christians. Half of the total income of the people in the village would be in the hands of 60 people; over 700 would not be able to read. Over 500 would not have enough to eat or would be eating food which would make them weak and ill. Over 600 would live in **substandard houses**.

– *In pairs, answer these questions:*

1. In what part of the world do most people live?
2. A minority of the world's population are Christians. What are the other major religions of the world?
3. Comment on the statements:
  - Tolerance is one of the most important values in our society.
  - Most people are prejudiced as they are afraid of what they don't know and don't understand.
  - We are liberal as long as things do not affect us and our immediate environment.
4. How is the total income distributed in the world? Do you justify it?
5. Can you predict the consequences of such a confrontation between rich and poor nations?
6. What conclusions would you draw from the text?

**3.2.**  *Read the text and answer the questions offered at the end.*

### **THE CHILD: KEY TO THE POVERTY PROBLEM**

One out of every five children in the world dies before the age of five. Over 2,000,000 children **suffer from malnutrition**. Nineteen out of every twenty have no medical care at all. At least 100,000,000 children get no education. Half the population in **slum areas** are children. 810,000,000 children live in rural areas far from any basic services.

The above facts illustrate not only **the extent of poverty** in the world at the moment but also the enormity of the task of **eradicating** it. The problems of malnutrition and **starvation** can only be solved in the long term by making people **self-supporting**. This means providing children with a basic general and vocational education so they can support themselves in the future. **As things stand** at the moment, however, life for thousands of communities is getting worse rather than better. Without enough food, normal mental development cannot take place. Hunger causes brain damage, which makes the sufferer even less capable of providing himself with food. **Vitamin deficiency** causes blindness, which causes more vitamin deficiency. Even those who escape the obvious tragedies of brain damage and blindness **live out** their days without the energy necessary **to sustain** themselves in basic human conditions. **Insufficient** food means low energy levels, which means less work, which means less food, which means even lower energy levels.

This **vicious circle** would be tragic enough if nothing could be done but the real tragedy lies in the fact that all this suffering is needless. Although the world's resources are **finite**, one thing is certain: we could produce enough to



meet the basic needs of everyone. All that stands between the present tragic imbalance and a fairer world is the will to achieve it. **Development aid** on a national level is indeed valuable, but the involvement of the public, for example through the sponsorship of a child through his or her schooling for a few pounds a month, **attacks the problem at its roots**.

Aid is necessary on humane grounds, but there are also egoistic reasons for turning our attention to the Third World. A failure to act now could have disastrous economic and political consequences in the future. When it comes to a confrontation between rich and poor, the poor have nothing to lose.

– *Answer the questions:*

1. What are the devastating statistics about poverty in the world?
2. What do you understand by "basic services"?
3. Explain the difference between "malnutrition" and "starvation".
4. What are the root causes to famine? Can they be reduced by short-term development projects?
5. What do you understand by the expression "to make people self-supporting"?
6. What programmes are more efficient when it comes to dealing with the problem at its root: development aid on a national level or individual sponsorship?
7. Explain why malnutrition causes a "vicious circle".
8. How can we break this vicious circle?
9. What "economic and political consequences" could a confrontation between rich and poor nations have in the future, do you think?
10. Speak on why children are the key to the poverty problem?

**3.3. Complete the gaps with synonyms of the words in brackets. Suitable synonyms were used in the text (but not always in the same grammatical form).**

One reason why life in the developing countries \_\_\_\_\_ (is **deteriorating**) is because a movement of population away from \_\_\_\_\_ (country) areas \_\_\_\_\_ (has occurred). Unable to \_\_\_\_\_ (supply) themselves with more than the most **basic necessities** through farming, people have gone to the towns and cities expecting to find jobs, of which there are \_\_\_\_\_ (not enough). The results are \_\_\_\_\_ (catastrophic): poverty in the **shanty** towns is even more intolerable than it was in the country, and the **exodus** from the country means that even less food is produced. The way \_\_\_\_\_ (to abolish) poverty is to teach people to farm more productively so they do not move \_\_\_\_\_ (unnecessarily) to the towns.

**3.4. 📖 Read the following passage carefully and summarize what it says about official government aid from a rich to a poor country.**

The world can currently be split into four groups of nations: the First World, consisting of the industrialized West; the Second World, consisting of the industrialized countries of the former communist block; the Third World, meaning the developing countries with natural resources with which to build up their economies; the Fourth World, referring to the very poor under-developed countries with few or no natural resources.

Development aid flows from the industrialized nations to the countries of the Third and Fourth Worlds and is of two kinds: firstly, official development assistance provided by governments; secondly, assistance from private charitable organizations. The latter may be in the form of **disaster relief** after an earthquake or flood, or of permanent projects, for example in the sponsorship by private individuals in the West of children's education in poor countries. This aid is not repaid, whereas the former, paid by one government to another, usually has at least **some strings attached**.

Official development aid can be divided into two categories: financial aid in the form of loans or grants to finance development projects such as hydro-electric dams and pay for the equipment necessary to develop existing industries or create new ones; and technical assistance, normally **on grant terms** in the form of expert personnel and training equipment **to transfer** skills and expertise to the **recipient countries**. Some of this aid is usually dependent on the recipient country purchasing the necessary equipment from **the donor country**. Britain provides 50% of its loans and grants on this basis, with the alternative that equipment may be purchased from other developing countries with a **per capita income** of less than \$ 200 per year.

**Inevitably**, official development aid also has **political implications** as nations try **to expand their influence** in the world. A country receiving aid may be strategically important and therefore worth helping, or it may possess essential natural resources. In Britain's case, the Commonwealth countries and her remaining dependencies receive **the lion's share** of her aid fund. Development aid is **a small cog in the wheel of** international politics.

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

- 1) доход на душу населения;
- 2) львиная доля;
- 3) диктовать свои условия;
- 4) политический подтекст;
- 5) мелкая сошка в большой игре;

- 6) передавать знания и опыт;
- 7) расширять влияние;
- 8) неизбежно, неминуемо;
- 9) помощь в случае стихийного бедствия.

### 3.4.2. Answer the questions:

1. What four groups of nations can the modern world be split into?
2. What are the two kinds of development aid? What is the difference between them?
3. What categories can official aid be divided into?
4. Explain the difference between the recipient and the donor country?
5. What are political implications of official development aid?
6. Why is it said that “development aid is a small cog in the wheel of international politics”?

**3.5. Make sure you understand the words in the box, and divide them into two or three groups, based on their meanings.**

capital    cattle    consumption    debt    interest    lend    milk  
peanuts    repay    rise    surplus

– *Now use the words from the box to fill in the blanks in these texts. You may have to change the forms of some of the words.*

1. When a bank \_\_\_\_\_ you money, your \_\_\_\_\_ usually consists of two things: the \_\_\_\_\_ (the sum you originally borrowed), and the \_\_\_\_\_ (a percentage of the original sum). If you are unlucky, \_\_\_\_\_ rates may \_\_\_\_\_ before you finish \_\_\_\_\_ the entire sum.

2. \_\_\_\_\_ are raised for meat and for \_\_\_\_\_. This is not as economical a way of using land as growing foods like wheat or \_\_\_\_\_. Additionally, production is much greater than \_\_\_\_\_ in many Western countries, and the result is a \_\_\_\_\_ of \_\_\_\_\_ and butter.

**3.5.1. 🎧 Now listen to Roger Elbourne of Oxfam talking about international economics and world hunger.**

*Go over the vocabulary to clear up any difficulties of understanding.*

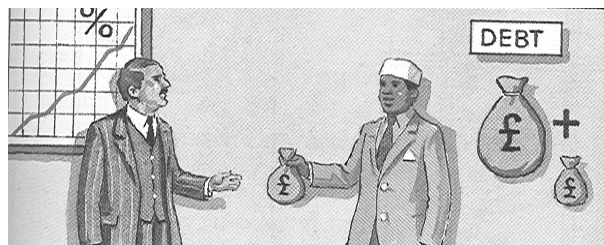
to be saddled by immense debt burdens	let alone
to lend money at low interests rates	local consumption
a surplus of	to ban
to be transformed into	to go hungry
	insane economic relationship

*Then try to fill in the blanks in the sentences.*

a) 1970s: oil money flooded to Western \_\_\_\_\_, who \_\_\_\_\_ money to Third World countries.



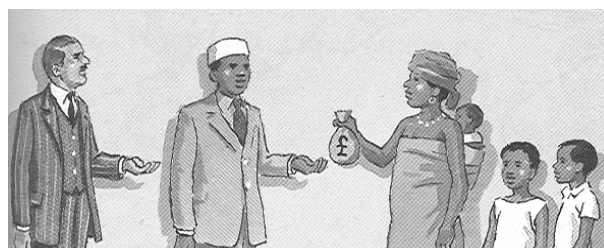
b) Later: interest rates \_\_\_\_\_. Third World countries couldn't pay back the \_\_\_\_\_ or the \_\_\_\_\_.



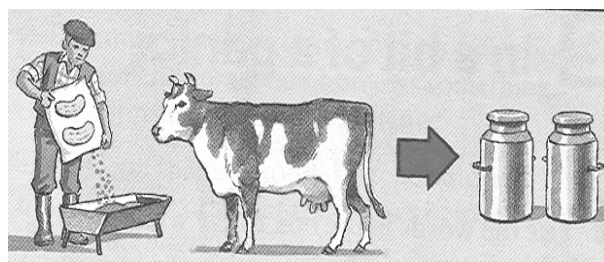
c) West African farmers sold \_\_\_\_\_ (their food) to the West.



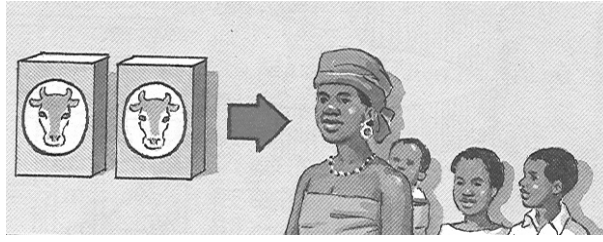
d) Money from food sales was used to \_\_\_\_\_ the debt.



e) Western farmers fed the \_\_\_\_\_ to their \_\_\_\_\_. A \_\_\_\_\_ of milk was produced.




f) The \_\_\_\_\_ dried milk was sent to hungry West African children.



**3.6.** *Here is a list of ways in which the poorer nations can use the money. Discuss the merits and demerits of each and put them in order of priority.*

1. The building of large hospitals.
2. The building of small local clinics.
3. The provision of birth control clinics.
4. The introduction of new agricultural techniques.
5. The purchase of military equipment.
6. The building of primary schools.
7. The building of secondary schools.
8. The building of universities.
9. The financing of new industries.
10. The financing of a broadcasting service.

**3.7.** *Work with your partner. Talk about the provision of development aid, its merits and demerits.*

**3.8.**  *Read the text about children in the Third World. There are fifteen gaps. Work in pairs to find one suitable word to fill each gap. Compare the words you put into the gaps with another pair of students.*

### WHERE THE THIRD WORLD IS FIRST

There are plenty of **grim** statistics about childhood in the Third World, showing that the \_\_\_\_\_ for survival is long and hard. But in the rich world, children can \_\_\_\_\_ from a different kind of **poverty – of the spirit**. For instance, one Western country alone now sees 14,000 **attempted suicides** every year by children under 15, and one child in five needs professional psychiatric \_\_\_\_\_.

There are many good things about childhood in the Third World. Take the close and constant \_\_\_\_\_ between children, relatives and neighbours. In the West, the very nature of work puts distance between adults and children. But in most Third World villages mother and father do not go miles away each day to

do abstract work in offices, **shuffling** paper to make money mysteriously appear in banks. Instead, the child sees mother and father, relations and neighbours working \_\_\_\_\_, and often **shares in** that work.

A child growing up in this way learns his or her role through \_\_\_\_\_ in the community's work: helping to dig or build, plant or water, **tend to** animals or look after babies – \_\_\_\_\_ than through playing with water and sand in kindergarten, collecting for nature trays, building with construction toys, keeping pets or playing with dolls.

These children may grow up with a less **oppressive** \_\_\_\_\_ of space and time than their Western counterparts. Set days and times are few and self-explanatory, \_\_\_\_\_ mostly by the rhythm of the seasons and the different jobs they bring. A child in the rich world, on the other hand, is \_\_\_\_\_ with a wrist-watch as one of the earliest \_\_\_\_\_ of growing up, so that he or she can worry along with their parents about being late for school times, meal times, clinic times, bed times, the times of TV shows...

Third World children are not usually **cooped up** \_\_\_\_\_, still less in highrise apartments. Instead of **fenced-off play areas**, dangerous roads, 'keep off the grass' signs and 'don't speak to strangers', there is often a sense of freedom to \_\_\_\_\_ and play. Parents can see their children outside rather than observe them anxiously from ten \_\_\_\_\_ up. And other adults in the community can usually be \_\_\_\_\_ on to be caring rather than indifferent or threatening.

Of course twelve million children under five still **die** every year **through malnutrition** and disease. But childhood in the Third World is not all bad.

(This article appeared in a *Christian Aid* publication.)

– ***Read the text again and discuss these questions with another student.***

1. What are the pluses and minuses of the Third World childhood?
2. What is the "poverty of spirit" that can be observed in the West? What are the reasons for it?
3. If you were brought up in the West/in the Third World what would your childhood be like?

**3.9. 📖 Read the following two texts and say in what way they contrast with the information about the Third World countries you have learnt.**

### **GOOD FOOD DUSTBIN GUIDE**

Two high school students from the Norwegian oil capital of Stavanger have recently completed a fortnight's holiday **living out of** other people's dustbins. They report that it was a very tasty gastronomic tour.

Torbjoern Groenning, 16, and Kolbjoern Opstad, 18, had planned to live as cheaply as possible. They travelled by bike with their fishing rods, intending to **live off** what they caught and wild berries, buying only **strict essentials**. They claim it was “just a **coincidence**” that led them to look into one of the dustbins by the roadside: “Before we went to fish for our supper on the first afternoon, we threw away some rubbish.”

Inside the dustbin near Helleland, they discovered four eggs, half a packet of paprika-flavoured crisps, four ham sandwiches, a tin of mackerel, two litres of skimmed sour milk, three different cheeses, one kilo of strawberries and an unopened can of Californian fruit salad. They also found a tube of sausage meat, half a kilo of margarine, a jar of plum jam and several loaves of bread.

The boys decided to turn their holiday into an **investigative dustbin crawl**. Their journey **at the height of the tourist season** took them from Stavanger, on Norway’s south-west coast, to Mandel, a resort 180 miles further south and their revelations have since shocked Norwegians into thinking about how much they waste.

On one occasion they discovered 20 freshly cooked crabs in a picnic site dustbin. They ate them with a fresh loaf and some mayonnaise found at the same spot. **Budding** experts on dustbin survival, they collected **deposits** on empty bottles to buy themselves fresh milk. And to celebrate their best **haul** of bottles, worth £2, they bought themselves soft drinks and cream cakes.

There was one **recurring** practical problem: the heat. Torbjoern explains: “We could feel the asphalt melting under our bikes. So we never touched food that was not well-wrapped. We preferred unopened things and **submitted** anything else to a strict smelling-test.”

Torbjoern and Kolbjoern are now active members of an **ecological pressure group**, called The Future in Your Hands, which claims 7,000 members and personalities such as Thor Heyerdahl and Gunnar Myrdal on its **advisory board**. The boys are already planning next year’s holiday. They are considering a dustbin tour of Europe – to find out how much other holiday-makers throw away.

Alex Finer (*The Sunday Times*)

**3.10. Project. Work in groups of three or four. Imagine a rich woman has just died and left your committee £1 million to start a charity to help hungry people in the Third World. Plan your charity, making sure you cover all the points below.**

1. Choose a country or countries to help.
2. Will you concentrate on certain sorts of projects? How will you decide which individual projects to support?

3. About how much of the £1 million will go on setting up your head office? How much on administration? How much on raising more money? How much on educating people in the West to help change government policies that hurt the Third World?

4. Of the money that goes directly as aid to the Third World, what percentage will be used for emergency relief and what percentage for long-term projects?

5. How many employees will your charity have?

6. Give your charity a name, and think of a motto for it.

**3.11. ✍ An essay: “Is money the best contribution that the First World can give to the Third World”?**

**3.12. Speech practice.**

– *Speak on how much we waste.*

## SELF-CHECK

### Part A

#### Translate into English

- |                                           |                                                 |
|-------------------------------------------|-------------------------------------------------|
| 1) собирать деньги на благотворительность | 16) ухаживать за животными                      |
| 2) вносить свой вклад в общее дело        | 17) страны, получающие помощь                   |
| 3) добровольные пожертвования             | 18) львиная доля                                |
| 4) нуждающиеся люди                       | 19) излишек                                     |
| 5) доход на душу населения                | 20) ликвидировать неграмотность                 |
| 6) долгосрочный проект                    | 21) зарабатывающий себе на жизнь самостоятельно |
| 7) достойное/правое дело                  | 22) простое совпадение                          |
| 8) политические заключенные               | 23) умственно отсталый                          |
| 9) мелкая пешка в большой игре            | 24) ниже качества, установленного стандартом    |
| 10) своевременная мера                    | 25) необратимый процесс                         |
| 11) удручающая статистика                 | 26) трущобный поселок                           |
| 12) попытка самоубийства                  | 27) процентная ставка                           |
| 13) недоедание                            | 28) энергично взяться за разрешение проблемы    |
| 14) голод                                 |                                                 |
| 15) витаминная недостаточность            |                                                 |



## Part B

### Translate into English

1. Эти деньги пойдут на оказание помощи нуждающимся детям.
2. Волонтеры собирают пожертвования на строительство новой церкви. Вы собираетесь внести свой взнос?
3. Эти деньги будут направлены на помощь беженцам, сиротам и бездомным детям.
4. Каждый четвертый ребенок в странах третьего мира страдает от недоедания.
5. Пища поддерживает жизнь.
6. Недоедание вызывает так называемый порочный круг.
7. Правительство заявляет, что делает все возможное, чтобы искоренить коррупцию.
8. Тысячи беженцев умерли от недоедания.
9. Причина дисбаланса между индустриальными и развивающимися странами совсем не в ограниченности мировых ресурсов: их достаточно, чтобы удовлетворить основные потребности каждого.
10. Помощь странам, пострадавшим от стихийных бедствий, предоставляется без каких-либо условий и не требует возмещения.
11. Доход на душу населения в этой стране очень низкий.
12. Вы можете тратить деньги только на самое необходимое.
13. Мой отпуск приходится на пик туристического сезона.
14. Недостаток еды в будущем станет постоянно возникающей проблемой.
15. Они не могли выплатить даже проценты, не говоря уже об основной сумме долга.
16. Я безоговорочно принимаю этот спонсорский проект.
17. Предоставление помощи на развитие необходимо, исходя из гуманных соображений, но зачастую имеется и политическая подоплека, так как индустриальные страны хотят расширить сферу своего влияния в мире.
18. В сложившейся обстановке конфронтация между богатыми и бедными нациями неизбежна.
19. То, что делается вовремя, экономит много труда впоследствии: если бы больше средств было вложено в свое время в долгосрочные проекты по развитию стран третьего мира, то сейчас ситуация не вышла бы из-под контроля и люди не оказались бы в столь бедственном положении.

20. Голод, засуха, циклоны, наводнения, гражданские войны обрушились на человечество, унося буквально миллионы жизней.

21. Жизнь – это все еще борьба за выживание.

### Part C

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

A	B
1. small-scale	board
2. handicapped	resources
3. advisory	areas
4. recurring	suicide
5. local	people
6. preventable	projects
7. finite	problem
8. basic	consumption
9. slum	disease
10. attempted	necessities

#### II. Paraphrase the parts of the sentences in italics using the active vocabulary.

1. The city library was built by a 19th-century *person whose main concern was to help people*.

2. The books were *contributed* by a local publishing company.

3. She found the *kindness and generosity* in her heart to forgive him.

4. A radio *urgent request for money* for cancer research raised 75,000.

5. Would you mind *giving me a sum of money* in this swim for cancer research?

6. Emergency supplies will soon be resumed to *food shortage* victims in the north of the country.

7. *When the subject is* industrialisation in the under-developed countries, very few people know more than Mahatma Gandhi.

8. We have *reasons* to believe that poverty in shanty towns is even more intolerable than in the country.

9. Reputable charities spend *the largest part* of donations on aid and a tiny *amount* on administration.

10. The weather had *become worse*.

11. The floods swept through *the rough huts* on the outskirts of the capital.

12. She *looked after* four very sick men.
13. A friend of his had a physically *disabled* daughter.
14. We were all *very shocked* by the news.
15. He says the houses built so far are *of unacceptably low quality*.
16. The company was given a substantial *subsidy* by the government.
17. The plan for a new office tower went ahead *despite* local opposition.

**II. Insert prepositions where necessary.**

- 1) to suffer \_\_\_\_\_malnutrition
- 2) to live \_\_\_\_\_ one's days
- 3) to get \_\_\_\_\_ the root of the matter
- 4) to develop \_\_\_\_\_ a large scale
- 5) to alienate \_\_\_\_\_ the family
- 6) to join the fight \_\_\_\_\_ poverty
- 7) to have access \_\_\_\_\_ safe water
- 8) to cut \_\_\_\_\_ humanity
- 9) when it comes \_\_\_\_\_ a confrontation
- 10) to attack the problem \_\_\_\_\_ its root
- 11) to lend money \_\_\_\_\_ low interests rates
- 12) to produce a surplus \_\_\_\_\_ milk
- 13) to raise cattle \_\_\_\_\_ meat
- 14) to be transformed \_\_\_\_\_ powder
- 15) to contribute \_\_\_\_\_ political campaigns
- 16) refugees living \_\_\_\_\_ charity\_\_

## UNIT 10 SOMEWHERE TO LIVE

You will practise and extend your knowledge of language relating to types of accommodation, modifications and repairs to buildings and materials  
**Skills:** listening, speaking, reading and predicting, discussion skills  
**Grammar:** *should* and *ought* to with passives, if-clauses

	Topic	Hours
I	A place of your own	2
II	A lot needs doing to it	2
III	More houses should be built	4
IV	Modern architecture and man	6
	Revision	2

### I. A PLACE OF YOUR OWN

#### 1.1. Match the following words with their definitions.

##### Types of houses / places people live

- |                        |                                                                                 |
|------------------------|---------------------------------------------------------------------------------|
| 1) cottage             | a house not joined to any other one                                             |
| 2) bungalow            | a house on a farm, esp. one in which a farmer lives                             |
| 3) detached house      | a holiday flat / house where you have the right to live one or two weeks a year |
| 4) semi-detached house | a small house in the country                                                    |
| 5) farmhouse           | a small, simple building, often made of wood, mud or grass                      |
| 6) mansion             | a large house with big gardens or a house in a holiday resort /tourist area     |
| 7) villa               | a house with only one storey (no upstairs)                                      |
| 8) time-share          | a house joined to another one on one side                                       |
| 9) hut                 | a house joined to several houses by the side walls to form a row                |
| 10) terraced house     | an extremely large house                                                        |

##### Types of flats

- |                  |                                                                                    |
|------------------|------------------------------------------------------------------------------------|
| 1) bedsitter     | a luxurious set of rooms at the top of a tall building                             |
| 2) studio (flat) | a single furnished room in a house, which you rent and in which you live and sleep |

- 3) penthouse (flat) a small flat on two floors of a larger building
- 4) maisonette a small flat, with one room for living and sleeping in and a small kitchen and bathroom

**1.2. Which of the kinds of accommodation are most common in Belarus? Are they similar to or different from similar kinds of accommodation in other countries you know? What are the main differences?**

**1.3. All of the words below can be used instead of “live”. Match them with their definitions.**

**a) inhabit b) occupy c) settle d) lodge e) reside f) squat g) stay h) dwell**

- 1) to start to live in a place (after moving from somewhere else)
- 2) (of large groups of people or animals) to live in a country or area
- 3) to live in a place for a while as a visitor or guest
- 4) (formal) to have one’s home in a place
- 5) to be in (a house or room)
- 6) (literary / old use) to live in a place
- 7) to stay in someone else’s home in exchange for paying rent
- 8) to live in an unused building without permission and without paying rent

**1.4. Use the verbs above to complete the following sentences.**

- 1. When Clare was a student at university, she \_\_\_\_\_ with two old ladies for a year. The rent was very reasonable.
- 2. If you come to Boston for a few days, you can \_\_\_\_\_ with us. We have plenty of space.
- 3. The Tuaregs \_\_\_\_\_ parts of Northern Africa.
- 4. The homeless couple broke into the empty house and \_\_\_\_\_ there for six months. Then the owner forced them to leave.
- 5. After the war, the Van Dongs left Vietnam and eventually \_\_\_\_\_ in Bordeaux.
- 6. That house doesn’t seem to be \_\_\_\_\_. There are no curtains in the windows, and I’ve never seen anyone go in or out.

**1.5. Read the following advertisements for homes taken from a British estate agent’s publicity. Assuming you had the money, which home would you want to look at and why?**

1. <i>Spacious</i> Victorian terraced house enjoying views across the city. <i>Handy</i> for local shops, buses, schools, etc. Porch, entrance hall, 2 <i>impressive</i> reception rooms, kitchen / breakfast room, bathroom with shower, 3 bedrooms, gas central heating, small but <i>delightful</i> garden.	2. A very <i>well-proportioned</i> detached bungalow, not far from the city centre, containing a <i>luxury</i> kitchen, an <i>impressive open-plan</i> living room with a fireplace, 4 double bedrooms, and 2 bathrooms. Gas central heating, <i>fair</i> decorative order throughout, large <i>secluded</i> garden, and double garage.
3. A <i>purpose-built</i> upper floor flat located in one of the city's <i>prime</i> residential areas, some 10 minutes' walk from the city centre and railway station. <i>Close to</i> local shops and canal path walks. Commanding <i>superb</i> views over the city and surrounding hills. Gas central heating, hall, 6m x 4m living room, bathroom, 2 double bedrooms with wardrobes, garage.	4. Southern outskirts of the city: a <i>double-fronted pre-war</i> semi-detached 3-bedroomed house in a quiet tree-lined road. <i>Convenient for</i> local shops and city buses. <i>Period</i> hall, <i>good-sized</i> lounge, dining room, utility room / storeroom, electric storage heaters, double glazing, <i>charming mature</i> garden, garage.

**1.6. The following adjectives are all taken from the advertisements above. Put them in the table according to whether their meaning relate to size, distance, age or quality.**

spacious fair purpose-built god-sized prime superb double-fronted pre-war close period impressive luxury open- plan mature well-proportioned not far secluded handy convenient charming	Size	
	Distance	
	Age	
	Quality	

**1.7. Use vocabulary from the advertisements to prepare a new advertisement for a house or flat you know well (or for an imaginary flat/house). Remember that you can exaggerate its advantages and understate its disadvantages. Aim to get as many people interested as possible!**

**1.8. 📖 Stuart Bexon has a very unusual house. This article in the local newspaper was written about his house. Work in pairs. Read the article and answer the questions:**

1. Why did Mr Bexon build a house like this?
2. Is this the first time a house like this has been built?

3. Name one of the problems you might find with this kind of house.
4. What are the advantages of a house like this?
5. How does Mr Bexon feel about his home?

If you can't go up, go down! When Stuart Bexon was told he couldn't build a house on his field in the village of Westonbirt in the west of England, he decided to bury his dream house instead.

Now Bexon is using 600 square metres of underground living space. It has three bedrooms, two bathrooms, a study, kitchen and dining room and a sunken swimming pool underneath glass domes to let in light.

The only part you can see from the road is the doorway with two giant doors.

“My idea was to build a normal house. I was refused permission because this area has such beautiful countryside, so I decided to build my house underground,” Mr Bexon says.

Bexon was advised by an architect, Arthur Quarmby, Britain’s leading expert on “earth shelters”. Quarmby’s own home is underground.

“I spent a long time talking to him,” Bexon remembers. “Quarmby was very interested, and was able **to pass on useful tips**, because if you build underground, you have **to cope with** damp and also keep to building regulations.’

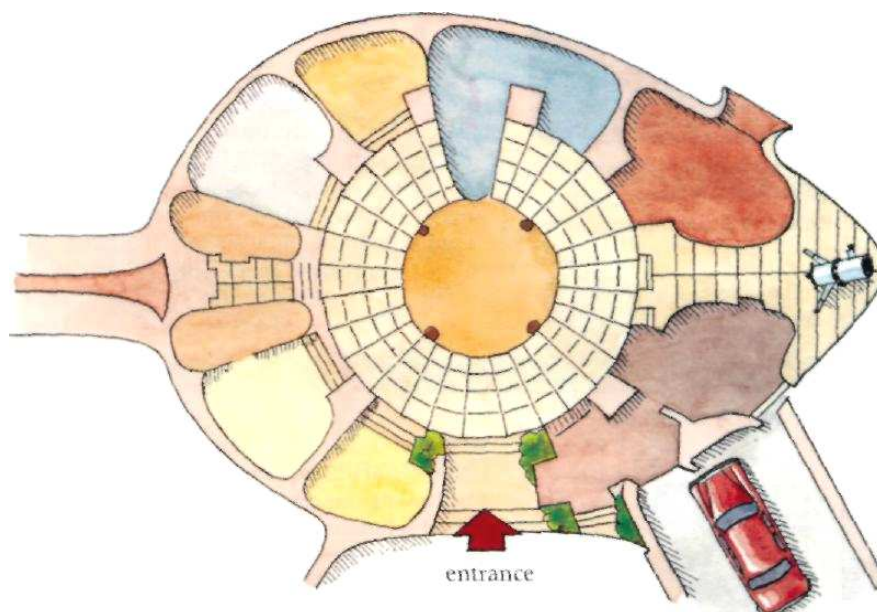
The problem of lighting the house was solved by the domes. If there aren’t any windows in the house, you need to use the ceilings as windows.

‘If you don’t have to worry about the outside of a house, you have more money to spend on the inside. The house wasn’t really any more expensive than a normal one.’

Bexon has used the soil which was removed to start a gardening business, and he also now works as a builder. “I always wanted to build my own home, so I found the work very interesting. If, like me, you are afraid of heights, being able to work underground is much better.”

**1.9. 📺 Look at the list of the rooms that Mr. Bexon has in his house. Listen to him showing someone round the house and label the plan:**

bathroom    bedroom with en suite bathroom    day room    garage  
 guest room    kitchen    living room    observatory    swimming pool  
 third bedroom    dining room    study



***Before you listen, go over the vocabulary to clear up any difficulties of understanding.***

to bury one's dreams  
 the point of the 'egg'  
 to feel trapped  
 a domed window  
 by moonlight

to be linked (to)  
 outer walls  
 curved / straight walls  
 to be lined (with)  
 to tuck

**1.10. Describe Mr. Bexon's house. Use the following phrases:**

- outside the front door
- in the point of the "egg"
- in the area to the right of
- on the right of the entrance
- beyond the kitchen
- diagonally opposite
- immediately to the left of
- on either side of
- next to the entrance

**1.11. □ This is Stuart Bexon's advice to a friend who wants to build an underground house. Complete his sentences using words from the box.**

ask can spend can't get clean consult don't expect don't  
 need might consider

1. If you use my tools, please ..... them before you give them back.
2. If you haven't got what you need, .....!
3. .... to save money if you use cheap materials.
4. If you can design the house yourself, you ..... to use an architect like Quarmby.
5. You ..... more on the rooms if you don't need to worry about the outside.
6. .... your neighbours if you plan to build anything outside.



7. If you want to save time, you ..... using my plans.
8. If you ..... planning permission, ask Quarmby for advice.

**1.12.** ☐ *Look at this list of things which Stuart Bexon wants to do in the future. They are all possibilities. Write sentences joining the things to do with what each depends on.*

<b>Things to do</b>	<b>Depends on</b>
1. study underground architecture	- more people wanting houses like mine
2. build a second home for myself	- finding a course nearby
3. invite architects from other countries to see my house	- finding a nice location - time
4. build a second part to my house	- getting approval from the local council
5. buy the field next to my house	- enough money

*Example:* Stuart might study underground architecture if he finds a course nearby.

**1.13.** *Would you like to live in a subterranean house? Work in pairs. Give your reasons for and against.*

**1.14** *The rooms in Mr. Bexon's house are all different shape: square, circular, rectangular, oval, egg-shaped, ovoid, curved. Imagine you can choose a dream room. Tell you partner what shape your dream room is. Then describe the furniture and the possessions that are the most important to you. You can have eight things. Your partner must draw a plan.*

**1.15.** ✍ *Write a description of your dream house. Include:*

- *where it would be*
- *how many rooms it would have*
- *what special things you would have in it*

## II. A LOT NEEDS DOING TO IT

**2.1.** ☐ *Have you ever decorated a house / a room yourself? Would you like to?*

- *What are the advantages and disadvantages of Do-it-yourself (DIY)?*
- *Which jobs mentioned below can be done by yourself? Which jobs need professional help? Discuss it in groups of three, use the constructions like these:*

*Example:* The windows are filthy. They need cleaning. –

- a) *I can clean them myself.* or b) *I should have them cleaned.*

to fix the door (creaking)  
 to install air-conditioning (stuffy)  
 to paint / do the ceiling (peeling)  
 to install / put in central heating

to rewire the house  
 to redecorate the house  
 to repair the roof (leaking)  
 to repair the pipes (dripping)

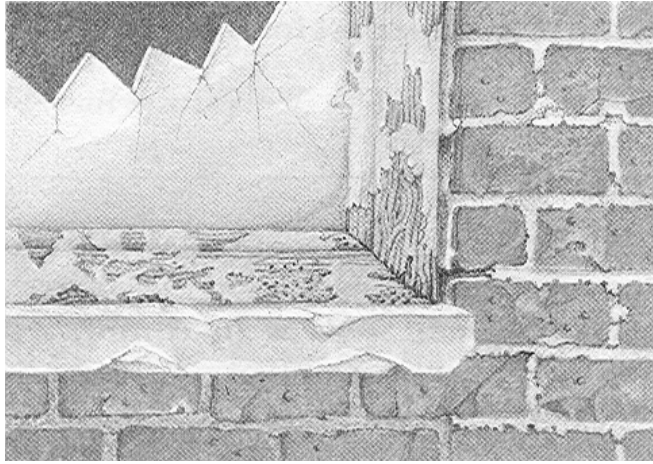
**2.2. □ Match the words with the pictures and say what needs doing to the outside of the house. Use the verbs in the box.**

*Example: Some bricks need repairing.*

bricks chimney doors garage garden gate hedge path  
 roof steps TV ariel windows frames window pane

clean up cut paint rebuild repair replace straighten

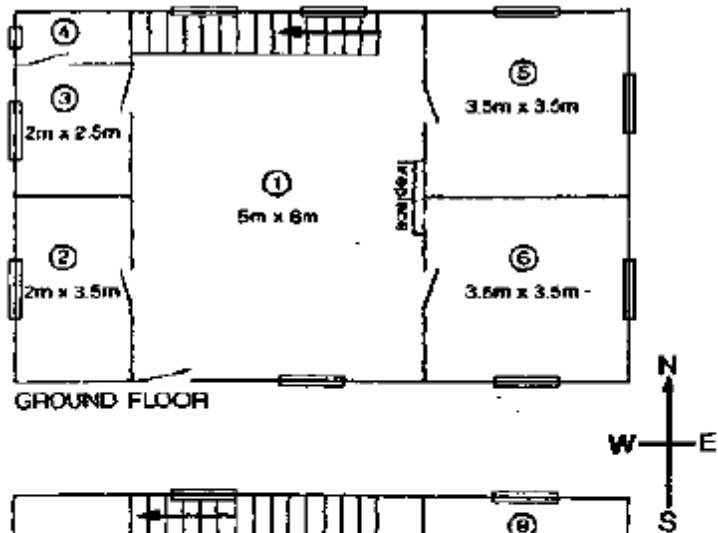




2.3.  You will hear somebody being shown round the house.

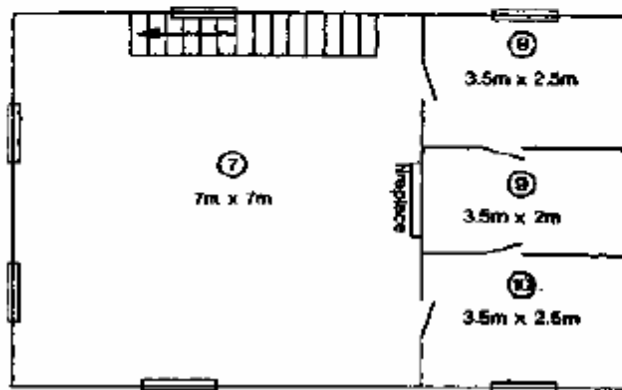
*Before you listen, study the plan of the house, paying attention to:*


- how many rooms there are on each floor,
- how they are arranged,
- what size they are.



*Listen to the recording.*

*Write the names of the different rooms on the plan.*



2.4.  When the owner of the house first moved in, they had a lot of things done. Can you remember any of them? Listen to the recording again, if necessary, and complete the sentences. Use the words in the box to help you.

build	ceiling	convert	cupboard	lower	make	put in
raise	redecorate	take down				

1. In the dining-room, they had a new ..... put in.
2. And they ..... the dining-room decorated.
3. They had the study doorway .....
4. In the main bedroom, they had .....
5. In the kitchen, .....
6. They had the downstairs store-room .....
7. (staircase)
8. (living-room)
9. (upstairs ceilings)
- 10.(upstairs bedroom)
- 11.(upstairs bathroom)

**2.5. 📖 Here are the first words of some paragraphs of an article. With a partner, discuss what you think the article will be about.**

- I never did like polystyrene ceiling tiles ...
- Jean rose shortly afterwards ...
- This was another piece of good luck ...
- They also called the electricity and gas boards ...
- Everything in the house was ...
- The insurance company ...

**2.5.1. Read the text to find out if you guessed correctly.**

### **THE DAY THE CEILING CAUGHT FIRE**

I never did like polystyrene ceiling tiles. Quite apart from the *fire hazard*, they don't look very good. So when I moved into a house whose previous owner had *covered every ceiling with polystyrene tiles*, I fully intended *to take the lot down*. I really did. It was just that there always seemed to be other things to do that were more urgent.

Now I can tell you that nothing is more urgent. If you have such tiles on your ceiling, take them down now. Tomorrow may be too late.

For that's the other thing about polystyrene tiles. They can *turn a small fire into a killer*. On the whole, we can congratulate ourselves on a very *lucky escape*.

Saturday, May 17, began as a fairly ordinary day. I got up at about 7 o'clock, took my wife Jean *a cup of tea in bed*, then set off for the south coast on business.

Jean rose shortly afterwards, did a few domestic chores, then left the house to make one or two family calls.

It was just as well that she did, for within an hour the house *was filled with lethal black smoke and fumes*. Burning plastic *dripped from* the ceiling, *starting little fires in carpets* or furniture.

A neighbour *spotted* the smoke *pouring out of* the *shattered* dining room window and called the fire brigade. Another neighbour managed *to locate* Jean, and she and the firemen arrived more or less simultaneously.

This was another piece of good luck, because it meant that they didn't have to break down a door to get in. Once inside, they *put out the flames* in what seemed a remarkably short time and without a mess; in fact, the only evidence that the fire brigade had been inside the house was that the fire was out.

They also called the *electricity and gas boards*, who sent representatives to check the safety of their respective installations. "The wiring's all right – must have been *a gas leak*," said the man from the electricity board. "Nothing wrong with the gas – must have been *an electrical fault*," said the gas man. Both were right, in a way. The trouble seems to have started in the electrical wiring of the cooker clock.

One thing is certain: without those ceiling tiles, it would have been a very *localised* fire, and might even have *gone out by itself*. As it was, the fire spread from the kitchen to the *adjoining* dining room. The heat shattered seven panes of glass, and *charred* one window frame so badly that it had to be replaced.

Two elderly armchairs in the dining room were destroyed, but the sofa escaped, as did the dining table. The fire brigade put out the flames before they reached the hall and *stairwell*, or it might have been a much more serious matter.

But the smoke damage...

Everything in the house was covered with an oily black *film*, almost impossible to remove. Every single item of clothing and *bedding* in the house needed to be washed, even those in drawers and cupboards.

There seemed to be nowhere the smoke hadn't *penetrated*. Everything we owned had to be *sorted out* into one of three categories: ruined, cleanable, or useable immediately (well, more or less). All the goods in category two – by far the largest – we *bundled* into a spare bedroom, and we're still *working our way through* the contents.

The insurance company *paid up*, with no more than the ordinary delay, for the *damage to* the house and the *interior* decoration. The ceilings have been covered with an ornamental plaster which has *approved fire resistant qualities*.

Now, four months later, things are slowly returning to normal. We feel we can invite people into our home again. But nothing can make us forget that we had a very lucky escape. The fire could have started at any time. Had it broken out during the night we would undoubtedly have been killed by the fumes long before anyone *raised the alarm*.

The discovery that you aren't *fireproof* is a very frightening one.

(from *Property Mover* – adapted)

**2.5.2. Find words or expressions in the text which mean the same as:**

- 1) to confine flames within a particular part or area;
- 2) causing death;
- 3) to come back to the usual state;
- 4) happening or done at the same time;
- 5) that doesn't burn;
- 6) to fall in drops;
- 7) to become black by burning;
- 8) to discover the place where sb is;
- 9) synthetic thermoplastic material looking as white rigid foam.

**2.5.3. Explain the meaning of the following:**

- 1) stairwell;
- 2) to pay up;
- 3) fire hazard;
- 4) to escape;
- 5) electricity and gas boards;
- 6) bedding;
- 7) adjoining room;
- 8) to penetrate.

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

- 1) неисправность электропроводки;
- 2) принести чашку чая в постель;
- 3) в некоторой степени / в некотором роде;
- 4) масляная черная пленка;
- 5) отвечать требованиям противопожарной безопасности;
- 6) затушить пламя;
- 7) поднять тревогу;
- 8) заметить дым, валивший из закрытого ставнями окна;
- 9) утечка газа;

10) свалить все в свободной комнате;

11) все снять (сорвать).

**2.5.5. Read the following sentences and decide whether they are true or false, according to the text in Exercise 3.3.**

1. Polystyrene tiles are dangerous.
2. The author and his wife realise they were wrong to put them on the kitchen ceiling.
3. One day when they were both out a fire broke out.
4. It **started with** a gas leak in the cooker.
5. A neighbour saw flames coming out of the kitchen window and called the fire brigade.
6. Another neighbour told Jean that her house was **on fire**.
7. Luckily she had left the door unlocked, so the firemen didn't have to break it down.
8. The fire brigade didn't **make a mess**.
9. Two chairs in the dining room escaped.
10. But the dining room table was badly damaged.
11. Most of their possessions were ruined by smoke.
12. They were lucky the fire didn't start at night.

**2.5.6. Pair work:**

You are talking to an insurance company agent explaining what has happened. You want to get a compensation.

**2.7. Project. Work in groups. Your task is to convert the house into one of the following:**

- *a casino*
- *a hotel*
- *a clothes shop*
- *a health club and gymnasium*
- *a language school*
- *a residential hostel for six physically handicapped people (who will go out during the day to work) and their full-time care-taker*

**Say what changes you will make. Use some of the new words and expressions from the unit. The following may also be useful.**

add	car park	change (into)	divide	emergency exit
entrance	fire escape	gents (toilet)	improve	increase
ladies (toilet)	strengthen	turn (into)	widen	

2.8. ✍ Write a short description of the house you are living in at the moment. Say what changes you would like to make.

### III. MORE HOUSES SHOULD BE BUILT

3.1. 🎧 Who's speaking? Listen to the recording and decide which of the five people is speaking in each case.



*Alwyn Anchors, self-employed house builder*



*James Bethell, racehorse trainer; some of his lads live in tied accommodation*



*Debra Freechild, a tenant about to become a single parent*



*Barbara Gatehouse, adviser at the Housing Aid Centre, Oxford*



*Susanna Harsanyi, originally from Hungary, now living in Oxford*

3.2. Look at the sentences from the recording, and try and find words to fit the definitions in the box.



- loan to pay for a home
- person who invites other people for a meal, a party, or other entertainment
- made to fit its purpose -place to live (a general word)
- limits
- one room that serves as bedroom and sitting-room

1. When I was a student, and we were living four in a house, it would have been nicer to have a house that was more suitably designed for that.
2. I've persuaded the better paid ones to try and **get on a rung of the mortgage ladder** and buy their own accommodation, which seems to be working better. I mean it pays me to put their salaries up enough, you know, by sort of £25 to £30 a week, for them to be paying a mortgage.
3. And the person whose house it is is the host, and they entertain them quite generously ...
4. The worst housing problems, in my personal view, are being in a room, a bedsit, with one or two children ... something we ought, all ought to try and do something about as soon as possible.
5. But certainly more houses should be built. Erm, and, er, they should be built **in the price range** so that people can actually afford to live, you know, buy and live in a house.

**3.3. 🎧** *Make sure you know what the words in the box mean. Then copy the partial notes below, leaving big blanks where the dots are. Listen to Claire Booker from Shelter (a national campaign for the homeless) and complete the notes.*

budget divorce recession sell off poverty structure

1. because of....., increase in.....
  - more than.....below poverty line
  - governments have ..... for housing budget ..... in last 5 years
  - results: little building, no.....
  - council housing has been.....
2. families becoming....., but.....
  - more young and old.....
  - more divorce means.....

3. summary
- not enough.....
- more.....
- change in actual.....
- result: .....

**3.4. □ Passives. Complete these sentences with *should, ought to, may, might, can, could, will, would or must* + *passive infinitive*. More than one answer may be possible.**

1. At least 500,000 more houses (build) as soon as possible.
2. But it is very unlikely that this actually (do).
3. Rents (control) by the government.
4. If that happened, the cost of living (reduce) by half.
5. We're afraid that our rent (raise) soon.
6. If we're unlucky, it (double).
7. Landlords (prevent) from putting up rents like that.
8. Mrs Anderson has promised to control rents if she becomes President, but I don't think she (elect).
9. And I don't think the present government (expect) to do anything about it.

**3.5. Work in groups of four or five. Each group member takes responsibility for one question, making sure that everyone else expresses a view on it. Try and use words from the previous exercises. Then write one another sentence about housing with 'ought to be' or 'should be' and give it to another group to discuss.**

1. More housing should be owned by the government and rented to people with low incomes.
2. People who are going to live in government housing should be consulted about the design of new housing.
3. **Tied housing** ought to be declared illegal.
4. **Tenants** ought to be allowed to make any improvements they want to accommodation where they are living.

3.6. Read the Shelter poster with a dictionary.

# Hidden Homelessness – The Housing Iceberg.

- 1  
There is no official figure for street homelessness, but thousands can be found sleeping rough in Britain each night.
- 2  
Over 200,000 people are officially accepted as homeless by English local councils each year. This excludes most homeless single people, or couples, without children.
- 3  
More than 400,000 people in England each year reach crisis point and register with their local council as homeless.
- 4  
Over half a million households are forced to live in severely over-crowded conditions.
- 5  
1.2 million families or individuals in England are on council house waiting lists.
- 6  
Up to 4 million people live in substandard accommodation, many in dwellings classified as unfit for human habitation.

### HOUSING EXPENDITURE

**Public Expenditure on Housing**  
For every pound spent in 1975, only 31 pence is spent on the Housing 7-14 programme today (in real terms)

### HOMELESSNESS

**Households officially homeless in England and Wales**

people need Shelter

NATIONAL CAMPAIGN FOR THE HOMELESS  
© 1984 Shelter Housing Research Centre

3.7. ✎ Write about the housing situation in Britain or Belarus. Cover the following:

- poverty
- the housing budget
- the rents

- the quality of housing
- the family structure
- homelessness
- the council housing.

#### IV. MODERN ARCHITECTURE AND MAN

**4.1.** 📖 *Read the article and complete the following definitions with the words from the text:*

- a) \*\*\* - are streets of dirty, crowded houses;
- b) \*\*\* - are tall buildings with many storeys;
- c) \*\*\* - a building means to put new paint or wallpaper on the inside walls of a house;
- d) \*\*\* - is an area of land on which many houses are built;
- e) \*\*\* - is a group of people chosen to manage the affairs of a town or city;
- f) \*\*\* - centre is a building where people meet for social events;
- g) \*\*\* - means to kill oneself.

#### MOTHER AND CHILD JUMP FROM 11TH FLOOR FLAT

##### *Husband blames local council Housing Department*

Mrs. Angela Smith of Redwood Tower, King Street, jumped from a two-room flat on the eleventh floor of a **twenty-storey tower block** yesterday, taking her two-year-old son with her. Her suicide has **raised serious doubts about** living conditions and the quality of life in the town's many council-owned blocks of flats on the King Street **housing estate**.

The estate was built three years ago as part of the town's **slum clearance** scheme after the council declared most of the houses in the area **unfit for human habitation**. The architects promised that the traditional horizontal community would be replaced by a new vertical community.

Unfortunately, this new community spirit has never developed. The barrenness of the concrete jungle outside and the monotony of the staircases, the graffiti on the walls and in the lift, and the general vandalism of the local youngsters have made people **keep themselves to themselves**. The council has been promising to plant trees and redecorate the building for several months but has not yet found the money to do so.

Six months ago, the Smiths visited some of their former neighbours, who moved to Wellington New Town rather than Sta) on the King Street estate and were impressed with the "village system" on which it works. The new town,

which has been attracting a large number of people recently, consists of seven “villages” or **self-contained districts** offering shops, a pub, a clinic, a primary school and **a community centre**, all **within** ten minutes' **walking distance** of **the housing area**. Each house has its own garden, and the **residents** have the satisfaction of growing their own flowers and vegetables. There are plenty of trees and playgrounds for the children. The town centre itself has excellent cultural, social, sports and shopping facilities. The Smiths were so impressed that they applied for a council house there, and last week the Housing Department informed them that they were **on the waiting list** but could expect to wait for at least three years. Angela Smith could not wait that long.

Mr. Smith **blames** his wife's death **on** the Housing Department. “**Replacing** those terraced houses **with high-rise buildings** was a disastrous mistake,” he told us. “The area has become impersonal and unfriendly. Yet only three streets away, **property developers** have **renovated**, redecorated and resold exactly the same type of house as desirable residences. Council-housing policy has got to change, or the Housing Officer may have more suicides on his conscience.”

*Answer the questions:*

1. Describe in detail where the Smiths lived.
2. Why were these blocks of flats built?
3. What do you understand by “a horizontal community” and a “vertical community”?
4. How do “new towns” try to create a feeling of community?
5. Why did Angela Smith commit suicide?
6. What, according to Mr. Smith, should the local council have done instead of **demolishing** the terraced houses and putting up high-rise buildings?

**4.2.** □ *Put the verbs in brackets into a suitable form (Present, -ing forms, infinitives).*

... (realize) that high-rise buildings can ... (cause) serious social problems when used as ... (live) accommodation, many council planning departments ... (be) no longer willing ... (give) planning permission without ... (examine) the alternatives first, ... (put up) such buildings ... (change) the sky-line of a town completely, ... (spoil) its character and ... (make) its image impersonal. High-rise buildings will no doubt continue ... (mushroom) in city areas, ... (be) more economical and ... (do) relatively little harm as office accommodation. In other areas, however, planning departments ... (often, reject) proposals for buildings (reach) above the tree-line.

**4.3. Work in two groups. Group A: Make a list of the advantages and disadvantages of living in cities. Group B: Make a list of the advantages and disadvantages of living in the country. When you have finished, compare your lists.**

**4.4.  Reading and predicting. Read the introduction to a magazine article and answer the questions:**


1. The introduction refers to the shanty town as 'nameless'. Why?
2. What are some of the problems facing this imaginary city?
3. What is meant by 'high-rise islands of power and wealth'?
4. In what parts of the world might this city be?
5. Which of the following topics do you expect the article to discuss?
  - the need for better urban planning;
  - the need for birth control programmes in the Third World;
  - western governments should give more money to poor countries;
  - why cities are becoming overcrowded;
  - which cities are becoming overcrowded;
  - the arms race;
  - the success stories of certain cities.

### **THE NIGHTMARE OF THE MONSTER CITIES**

It is a sweltering afternoon in the year 2050, in the biggest city ever seen on earth. Twenty-eight million people **swarm** about an 80-mile-wide mass of smoky **slums**, surrounding high-rise islands of power and wealth.

One-third of the city's work-force is unemployed. Many of the poor have never seen the city centre. In a nameless, open-sewer **shanty town**, the victims of yet another cholera epidemic are dying slowly without any medical attention. And from the parched countryside a thousand more hungry peasants a day pour into what they think is their city of hope.

*by Spencer Reiss*

**4.5.  Scan the article quickly to see which of the above topics are discussed.**

That nightmare of the not-too-distant future could be Cairo or Jakarta or any of a dozen other urban monsters that **loom** just over the demographic horizon. Already Mexico City, Sao Paulo, and Shanghai are among the largest, most **congested** cities on earth. Over the next two decades, they — and many others — are expected almost to double in size, **generating** economic and social problems that will far **outstrip** all previous experience.

Just 30 years ago some 700 million people lived in cities. Today the number **stands at** 1,800 million, and by the middle of the 21st century it will **top** 3,000 million — more than half the world's estimated population.

The flood of '**urbanites**' is **engulfing** not the richest countries, but the poorest. By the year 2050 an estimated 650 million people will crowd into 60 cities of five million or more — three-quarters of them in the developing world. Only a single First World city — metropolitan Tokyo, which will have 24 million people — is expected to be among the global top five; London, ranked second in 1950 with ten million people, will not even make 2050's top 25.

In places where rates of natural population increase exceed three per cent annually — meaning much of the Third World — that alone is enough to double a city's population within 20 years. But equally powerful are the streams of hopeful migrants from the countryside. More often than not, even the most appalling urban living conditions are an improvement on whatever those who suffer them have left behind.

What **confronts** and **confounds** urban planners is the enormity of these trends. There have never been cities of 30 million people, **let alone** ones dependent on roads, sewer and water supplies **barely adequate** for urban areas a tenth that size.

The great urban industrial **booms** of Europe and America in the nineteenth and twentieth centuries **sustained** the cities that they helped to **spawn**. But in today's **swelling** Third World cities, the flood of new arrivals far outstrips the supply of jobs — particularly as modern industries **put a premium on** technology rather than manpower. So it will be **virtually** impossible to find permanent employment for 30 to 40 per cent of the 1,000 million new city dwellers expected by the year 2050.

Optimists maintain that **runaway** urban growth can be **stemmed** by making rural or small-town life more attractive. Some say that the trend is self-correcting, since conditions will eventually get bad enough to convince people that city life is no improvement after all. But pessimists see a gloomier correction: epidemics, starvation and revolution. In the end, both sides agree that the world's biggest cities are **mushrooming** into the unknown.

**Survival Course.** Yet some cities still manage to cope.

Seoul, **riding on the crest of** South Korea's economic boom, is currently building a £2.500 million underground railway system that should ease some of the worst traffic problems in the world. Over the last decade Tokyo has cleared much of its legendary smog.

Hong Kong **has rehoused** 1.3 million people in new high-rise towns such as Sha Tin. Built on land reclaimed from the sea and paddy fields, Sha Tin and its sister towns are totally **self-contained**, down to playgrounds, industrial areas and a railway line into the colony's main business district.

The essence of the larger problem is that despite the dreadful conditions that **urban squatters** face, their numbers are growing **at rates** as much as twice that of the cities themselves — and every step taken to improve living conditions in the slums only attracts more migrants.

One solution is to ban migration into the cities. China uses internal passports or **residence permits** to try to control urban growth.

Mexico City planners are already gamely laying plans for a metropolitan region of 36 million people by the year 2050. If nothing else, there is a kind of New World bravery in that.

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

**A**

1) to swarm	a) (esp. of earth or crops) dried out because of too much heat and not enough rain
2) shanty town	b) too crowded and causing difficulties
3) parched	c) the process by which more and more people live in cities; to change from countryside into town;
4) to loom	d) to surround and cover completely;
5) congested	e) city life, esp. unpleasant parts of it
6) to generate	f) an area on the edge of a city, in which poor people live in small, badly built houses
7) to outstrip	g) to be, get into a particular state or situation
8) to stand at	h) to reach the highest part
9) to top	i) to cause, produce
10) urbanization, to urbanize	j) to confuse smb. causing them to be unable to explain or deal with a situation
11) urban jungle	k) to appear seeming very large and in a threatening way
12) to engulf	l) to become greater in amount than smth else
13) to confront	m) to deal with, to face
14) to confound	n) (used after a negative sentence) to emphasize how unlikely a situation is because smth much more likely has never happened
15) let alone	o) to move in a large group



## B

1) barely adequate	a) to cause to increase in size or amount
2) boom	b) to encourage
3) to sustain	c) an official document that allows you to live in a place
4) to spawn	d) to be popular
5) to swell	e) not enough
6) to put a premium on	f) almost
7) virtually	g) a period of sudden growth
8) runaway	h) to grow very quickly
9) to stem	i) to stop smth. unwanted that is spreading or increasing
10) to mushroom	j) out of control
11) to ride on the crest of the wave	k) to cause smth. to be started suddenly
12) to rehouse	l) to move to a new and better place to live in
13) self-contained	m) to maintain
14) rate	n) a level of speed with which smth. happens or changes within a particular period
15) residence permit	o) containing everything that is needed within itself

### **4.5.2. Translate into English.**

1. Транспортный шум, загрязнение, огромные бетонные здания – как люди выживают в этих городских джунглях?

2. Поток мигрантов из сельской местности намного превышает возможности их трудоустройства в городе, в результате чего практически невозможно найти постоянное место работы 30 – 40% новоявленным городским жителям.

3. Безудержный рост городского населения может быть остановлен введением внутренних паспортов и прописки.

4. Скученное население и перегруженный транспорт, не говоря уже о полной зависимости метрополий от электричества, канализации, – проблемы, с которыми сталкиваются и которые ставят в тупик градостроителей.

5. Трущобы, дающие пристанище многим из двух миллионов городских жителей, разрастаются угрожающими темпами.

6. После игры тысячи футбольных фанатов хлынули на поле.

7. Сумма национального долга составляет \$55 000 000.

8. Двух фунтов в неделю едва ли достаточно, чтобы содержать семью.

9. Начался быстрый подъем в строительстве.

10. Правительству пора принять меры, чтобы приостановить рост безработицы в стране.

**4.5.3. Paraphrase the parts of the sentences in italics.**

1. The bathroom is directly connected to the bedroom.
2. Most of the villages in the north of the country are almost rural slums.
3. Over half of the inhabitants of the city live in slum conditions.
4. The jail has enough space for over 300 prisoners.
5. Many people have been forced to live in an area on the edge of a city in small, badly-built houses near the factories where they work.
6. It's an issue we'll have to deal with at some point, no matter how unpleasant it is.
7. The council's provision for the elderly is not enough.
8. The new economic freedom has created hundreds of new small businesses.
9. We don't have sufficient resources to maintain our campaign for long.
10. The busy shopper appreciates and will pay more for finding everything in one big store.
11. These measures are designed to stop the rise of violent crime in the country.
12. Mrs. Singh is very popular at the moment.
13. Spain changed from countryside into town much of its natural coastline during the tourist boom of the 60s and 70s.
14. That summer there was a drought and the countryside was brown and dried out.
15. Roads and towns are described as being \_\_\_ if there is too much traffic and movement is made difficult.
16. How do you think your chances are of being offered the job?
17. Large-scale \_\_\_ occurred with the industrial revolution, as families moved from the country into the cities to find work in factories.
18. The extra sales in the US will cause to increase this year's profits to \$78 million.
19. The local residents demanded to be given a new and better place to live in.

**4.5.4. Insert prepositions where necessary.**

1. to be \_\_\_\_\_ 10 minutes' walking distance
2. to put a premium \_\_\_\_\_ industry
3. to ride \_\_\_\_\_ the crest \_\_\_\_\_ the wave
4. to stand \_\_\_\_\_ 1,900 million
5. to raise doubts \_\_\_\_\_ the suitability for the post
6. to put \_\_\_\_\_ high-rise buildings
7. to replace slums \_\_\_\_\_ tower blocks
8. to grow \_\_\_\_\_ rates
9. urban population is expected to top \_\_\_\_\_ 3,000 million

**4.6. Comprehension check. Decide whether the following statements are true or false.**

1. The number of people living in cities has more than doubled in the last thirty years.
2. Over 3,000 million people will be living in cities in the year 2000.
3. The majority of the large cities will be in First World countries.
4. For the hopeful migrants, conditions in the cities are worse than in the countryside.
5. Approximately a third of them will not get a permanent job.
6. Experts are divided over what the best solution is.
7. Some people say that death and revolution is a possible solution.
8. Tokyo no longer suffers from smog.
9. Often there is no point in improving the conditions in slums.
10. The Russians have succeeded in controlling urban growth.

**4.7. Topic sentences. Most paragraphs have a key sentence (or part of a sentence) that summarizes the essential meaning of the whole paragraph. This is called the topic sentence. It is usually the first sentence of the paragraph, but not always.**

**Work in groups of three. Do you think that the following are the topic sentences for the first six paragraphs? If not, which is the topic sentence?**

- par. 1 Over the next two decades, they - and many others - are expected almost to double in size ...
- par. 2 Just 30 years ago some 700 million people lived in cities.
- par. 3 The flood of 'urbanites' is engulfing not the richest countries, but the poorest.
- par. 4 But equally powerful are the streams of hopeful migrants from the countryside.
- par. 5 There have never been cities of 30 million people ...
- par. 6 So it will be virtually impossible to find permanent employment ... for the new city dwellers ...

***Underline what you think are the topic sentences for paragraphs 7 to 12.***

**4.8. What do you think?**

1. The article refers to First World countries and Third World (or developing) countries. Give some examples of both.
2. Why isn't urban growth such a problem for many First World countries?
3. "Modern industries put a premium on technology rather than manpower."(par. 6) What is meant by this? Give some examples of industries that no longer need a large work force.

4. Explain the play on words in the last line of the article.
5. What are the problems facing the capital cities that you know? What is being done about these problems?

## SELF CHECK

### Part A

#### Translate into English

1) самовольно заселиться	14) высотные здания
2) старинная мебель	15) накапливаться
3) оконное стекло	16) реконструировать
4) отравляющий дым	17) порождать, создавать
5) нефтяная пленка	18) расчистка трущоб, снос ветхих домов
6) обуглившиеся оконные рамы	19) участок, застроенный жилыми домами
7) утечка газа	20) постоянный житель
8) огнестойкий /огнеупорный	21) предрассудки, порожденные невежеством
9) куполообразный потолок	22) поглощать, засасывать
10) заем на покупку жилья	23) быстро расти
11) временный владелец, арендатор	24) разрешение на жительство
12) спад в экономике	
13) спать ночью в одежде на открытом воздухе	

### Part B

#### Translate into English

1. Сдается *очаровательный меблированный коттедж* 18 века в сельской местности сроком на год. Гостиная *площадью 6×4 м<sup>2</sup>*, 2 спальни, кухня со *встроенными шкафами*, ванная комната, кладовка, *довольно большой уединенный сад*, гараж. Магазины и автобусная остановка находятся *рядом*.

2. Я очутился в *просторной* комнате с открытым камином. Окна этой комнаты *выходили на юг*, поэтому было очень солнечно, и *открывался великолепный вид на всю долину*.

3. Когда мы переехали в новый дом, там все потолки были покрыты этими ужасными *полистироловыми изоляционными плитками*.

4. Я продам *всю партию* всего за £50.

5. Если ты  *заметишь*  опечатки в статье, пометь их карандашом.

6. Удалось ли электрику *найти точное место неисправности* в проводке?

7. Если вы подозреваете *утечку газа*, позвоните по телефону экстренной помощи.

8. От лица городского совета я сообщаю вам, что дома в вашем районе *признаны непригодными для жилья* и их планируют снести.

9. Новый город состоит из семи *автономных районов, обеспечивающих местных жителей всеми необходимыми услугами*.

10. Более 7 миллионов семей в Британии живут практически за *чертой бедности* и не могут позволить себе приобрести квартиру, так как *цены на жилье чрезвычайно завышены*; полмиллиона семей вынуждены жить в тесноте.

11. Беженцы *хлынули* в соседние страны, спасаясь от гражданской войны.

12. Рузвельт *поднялся к вершине славы на гребне антимонополистической волны* и часто в своих выступлениях отражал настроение народа.

13. Современная промышленность *ставит во главу угла* технологию, а не людские ресурсы.

## Part C

### I. What word is defined?

- 1) all the people in a family who live together in a house;
- 2) a place where someone lives (a formal word);
- 3) a loan of money which you get from a bank in order to buy a house;
- 4) a period when the economy of a country is not very successful;
- 5) that cannot be damaged by fire; non-flammable;
- 6) partly burnt and made black by fire;
- 7) break into a lot of small pieces;
- 8) organize, arrange, or classify a group of things;
- 9) danger of fire;
- 10) able to kill people or animals;
- 11) next to a room or object;
- 12) fall in small drops;
- 13) increase in size, scope, or degree;
- 14) notice someone or something.

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

1. Next to the kitchen and opposite the bathroom is the second bedroom which is of the size 5 m by 3 m.

2. Underwater archaeologists will try to discover the position of the remains of the sunken ship.
3. Separate from the others any clothes you want to throw away and give them to me.
4. For reasons which are not yet known, the factory started burning late yesterday evening and then burnt throughout the night.
5. The bathroom is directly connected to the bedroom.
6. Most of the villages in the north of the country are almost rural slums.
7. Over half of the inhabitants of the city live in slum conditions.
8. The jail has enough space for over 300 prisoners.
9. Many people have been forced to live in an area on the edge of a city in small, badly-built houses near the factories where they work.
10. It's an issue we'll have to deal with at some point, no matter how unpleasant it is.
11. The council's provision for the elderly is not enough.
12. The new economic freedom has created hundreds of new small businesses.
13. We don't have sufficient resources to maintain our campaign for long.
14. The busy shopper appreciates and will pay more for finding everything in one big store.
15. These measures are designed to stop the rise of violent crime in the country.

**III. Complete the following letter from the Housing Officer with the correct form of the words in the box:**

<i>clear declare develop apply inhabit replace attract</i>
------------------------------------------------------------

Dear Sir or Madam

It is my duty on behalf of the local council to inform you that the houses in your area have been \_\_\_\_\_ unfit for human \_\_\_\_\_ and that a new housing estate is planned to \_\_\_\_\_ them. We are pleased to be able to offer you \_\_\_\_\_ alternative accommodation on the Kingsmead Estate on the outskirts of the town.

As slum \_\_\_\_\_ is due to commence in six months' time, I must ask you to return the enclosed \_\_\_\_\_ form to this office as soon as possible.

Yours faithfully  
Jonathan Cape  
Housing Officer

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

1. We can't give him accommodation for the night.
2. These flowers will make your garden more colourful.
3. If you don't like the fireplace, you can remove it.
4. The theatre was horrible, repaired and decorated as cheaply as possible.
5. Don't you worry about that. I will deal with it.
6. My bedroom windows overlook a garden full of flowers.
7. I wanted to consider this problem carefully before making a decision.
8. I can remember my parents getting rid of their old furniture.
9. I had a new lock installed.
10. These posters were fixed to the walls all over the place.

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

1. Her new house is not unusual at all.
2. I felt doubtful about leaving London: my friends were there, but the job abroad was a good one.
3. They always make us feel at ease.
4. You will find our hotel a place where a person is happy and comfortable.

**VI. Insert prepositions where necessary**

1. We covered all the ceilings \_\_\_ polystyrene tiles.
2. Polystyrene tiles can turn a small fire \_\_\_ a killer.
3. If you have such tiles \_\_\_ your ceiling, take them down.
4. We can congratulate ourselves \_\_\_ a very lucky escape.
5. We're still working our way \_\_\_ the goods bundled \_\_\_ a spare bedroom.
6. The insurance company paid up \_\_\_ the damage \_\_\_ the house.
7. He always took his wife a cup of tea \_\_\_ bed.
8. There is a fireplace \_\_\_ the right-hand wall.
9. There are doors \_\_\_ either side \_\_\_ the fireplace.
10. He persuaded his employees to get \_\_\_ a rung \_\_\_ the mortgage ladder.
11. Over a million of people in Britain are \_\_\_ council house waiting lists.
12. You can easily change the bedroom \_\_\_ a store-room.
13. Burning plastic dripped \_\_\_ the ceiling.
14. Houses should be built \_\_\_ the price range.

## 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. to purr / caterwaul
17. to bark / bay / snap / yap / howl /  
growl / snarl
18. to cheep / screech
19. to grunt / snort / squeal
20. to neigh / whinny
21. to hum / buzz
22. to squawk
23. to squeak
24. to croak
25. to hoot
26. to crow
27. go out in gangs
28. inflict (pain) on
29. be concerned with
30. to prosper and multiply
31. to condescend
32. to volunteer (to share one's life  
with)
33. to do sth by instinct
34. superior / inferior
35. the sensitive skill of a dog
36. splendid attributes
37. comforting / reassuring
38. incredible
39. to stroke
40. to shelter
41. obedience
42. a desire to please
43. a subservient role
44. to make a great impact
45. to slink
46. to descend from
47. psychic
48. sacred (animals)
49. to mourn
50. to embalm
51. species: endangered / threatened /  
extinct / (un)identified / exotic  
(introduced) / native
52. to inhabit; habitat
53. evolutionary process
54. natural disaster (catastrophe)
55. volcanic eruption
56. environmental changes
57. shifts in climate
58. the average rate of extinction
59. a wave of extinction
60. worldwide endangerment
61. to confine



62. to adapt to new conditions
63. to prey on
64. to feed on
65. overexploitation
66. poaching
67. habitat destruction
68. to accumulate
69. pesticide / herbicide
70. global warming
71. to breed in captivity
72. to be unaffected by humans
73. untreated sewage
74. to kill / hunt for profit / sport / food
75. to hunt to extinction
76. to save from extinction
77. to live on (mice)
78. to beat to death
79. to affect – an effect; a disastrous effect
80. to raise money / funds / objections
81. conservation project / organization
82. in the wild
83. to create reserves / sanctuaries
84. to launch a campaign
85. to capture; captivity
86. a pack / flock / school / swarm / shoal / pride / herd / horde of
87. to draw a list of priorities
88. to keep wildlife alive and healthy
89. leaf-eating insects
90. plant sap
91. to release sth in the air
92. to survive mass attacks
93. to colonise
94. mutualism
95. beneficial relationship
96. to lose vitality
97. to derive benefit from
98. in abundance
99. be in (immediate) danger of
100. to make assumptions about
101. ecology
102. Green politics
103. reasonable – reasonably: to think reasonably
104. mixture of pessimism and optimism
105. a constructive pessimist
106. a crucial problem / an appalling problem
107. resources: renewable / non-renewable
108. misuse / abuse of the world's resources / of the planet
109. arms build-up
110. daunting
111. unstinting
112. to dawn on
113. to put pressure on (politicians)
114. crude pursuit of material affluence
115. sheer irrationality
116. short-sightedness
117. to overwhelm
118. uncontrolled deforestation
119. to regenerate
120. disposal of waste products
121. to advocate
122. to wake up to the problem
123. militant
124. sustainable / unsustainable
125. growing public awareness
126. an array

- 127. the plight of the natural world
- 128. abuses to the environment
- 129. to disrupt
- 130. commercial whaling
- 131. waste dumping; dump ships
- 132. barrels of radioactive waste
- 133. to invoke
- 134. environmental pressure groups
- 135. to implement 'green' policies
- 136. manlike apes; ape-like men
- 137. to evolve (into)
- 138. to envelop
- 139. to multiply to plague proportions
- 140. to ransack the planet for sth
- 141. on the brink of a war
- 142. environmental issue

**Phrasal verbs**

- 143. to die out
- 144. to call off

**Idioms**

- 145. dog's life
- 146. dog-collar
- 147. wolf in sheep's clothing
- 148. underdog
- 149. stag party
- 150. bookworm
- 151. wolf-whistlers
- 152. wild-geese chase
- 153. puppy fat
- 154. fly on the wall
- 155. dog-eared
- 156. frog in my throat
- 157. cat's eyes
- 158. guinea-pig
- 159. pigeon-holes
- 160. bird's-eye-view
- 161. in one's heart of hearts
- 162. against all odds

**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) scrupulous honesty; scrupulous in (doing) something; (≠ 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) (≠ 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; (≠ 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) (≠ 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** – 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** – ambitious; aspiring young writers; the aspiring middle classes

39. **candid** – frank; candid about sth; candid with smb; (adv) candidly

40. **earnest** – a rather earnest young man; earnest conversation; an earnest desire; earnest expression / look / voice etc; earnest attempt/effort etc; (adv) earnestly; (n) earnestness

41. **humble** – 1) ( $\neq$  proud) a modest and humble man; 2) a humble peanut farmer; humble background/origins

42. **self-effacing** – modest; a quiet, self-effacing man; (n) self-effacement
43. **discreet** – ( $\neq$  indiscreet) He assured her that he would be discreet.  
I stood back at a discreet distance. discreet about
44. **decent** – 1) a decent salary; a decent-sized yard; 2) decent citizens / people / folk; a decent burial; 3) I decided her father was a decent guy after all.  
It was decent of you to show up today
45. **outspoken** – an outspoken critic of the education reforms; (adv) outspokenly; (n) outspokenness
46. **articulate** – smooth-talking; ( $\neq$  inarticulate) bright, articulate 17-year-olds; a highly articulate speaker
47. **affectionate** – loving, affectionate towards smb; an affectionate hug; (adv) affectionately
48. **cordial** – The talks were conducted in a cordial atmosphere. (n) cordiality
49. **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;
8. (adv) diffidently; (n) diffidence
9. **listless**: [= languid, lethargic] The heat was making me listless.
10. (adv) listlessly; (n) listlessness
11. **phlegmatic**: [= indifferent, inert] a phlegmatic man;
12. (adv) phlegmatically
13. **dispassionate**: [= unemotional]
14. **sullen**: in sullen silence; a look of sullen resentment; (adv) sullenly; (n) sullenness
15. **surlly**: [= sullen] a surly teenager; a surly expression; (n) surliness; [= bad-tempered, grumpy, disagreeable, moody]
16. **glum** – (glummer, glummet) [= gloomy, unhappy, upset, miserable] Anna looked glum. a glum silence; (adv) glumly; (n) glumness
17. **grumpy**: [= bad-tempered] Mina's always a bit grumpy first thing in the morning. (adv) grumpily; (n) grumpiness

18. **nervy**: (informal) She was all tired and nervy.
19. **hypocritical**: (used to show disapproval) [= deceitful, two-/double-faced, insincere]; [ $\neq$  sincere] it's hypocritical (of somebody) to do something
20. **fraudulent**: a fraudulent insurance claim; a fraudulent statement; fraudulent activity / behaviour; (adv) fraudulently; (n) fraudulence
21. **crafty**: (craftier, craftiest) [= cunning, sly] a crafty question; a crafty policeman; (adv) craftily; (n) craftiness
22. **stingy**: 1 [= mean] She's too stingy to give money to charity. 2 a stingy portion of vegetables; (adv) stingily; (n) stinginess
23. **mercenary**: She did it for purely mercenary reasons. a mercenary attitude
24. **petty**: 1 [= trivial] petty squabbles; petty restrictions; 2 petty jealousy and spitefulness; 3 petty criminal/thief; (n) pettiness
25. **impetuous**: [= impulsive] this impetuous decision; (adv) impetuously; (n) impetuosity / impetuosity
26. **rash**: rash decisions; Please Jessie, don't do anything rash.
27. (adv) rashly; (n) rashness
28. **inconsistent**: [= unstable, erratic]
29. **irresponsible**: [ $\neq$  responsible] totally/highly/completely etc irresponsible; it is irresponsible (for somebody) to do something; (adv) irresponsibly; (n) irresponsibility
30. **inconsiderate**: [= thoughtless, tactless;  $\neq$  considerate] inconsiderate motorists; it was inconsiderate (of somebody) to do something; (adv) inconsiderately
31. **touchy**: [= thin-skinned, oversensitive]
32. **gullible**: [= naïve, inexperienced]; Plastic replicas of the Greek pottery are sold to gullible tourists. (n) gullibility
33. **servile**: (used to show disapproval) a servile attitude; (n) servility
34. **cowardly**: [= weak-willed, weak-kneed]
35. **biased**: [= prejudiced, partial]
36. **excitable**: [= highly-strung]
37. **argumentative**: He quickly becomes argumentative after a few drinks.
38. **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;

39. **impertinent** – [= cheeky] impertinent questions; an impertinent child; an impertinent young woman; [= disrespectful, cheeky, impudent];
40. (adv) impertinently; (n) impertinence
41. **insolent** – an insolent tone of voice; insolent attitude towards smb; an insolent child; (adv) insolently; (n) insolence;
42. **perverse** – 1 [= wilful, capricious]; 2 [= irrational, abnormal] a perverse policy; perverse satisfaction (from embarrassing people);
43. (adv) perversely
44. **presumptuous** – (formal) is it presumptuous (of somebody) to do something; (adv) presumptuously; (n) presumptuousness;
45. **conceited** (used to show disapproval): [= proud, arrogant, big-headed, vain] You're the most conceited, selfish person I've ever known.
46. (adv) conceitedly; (n) conceitedness
47. **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
48. **pompous**: (used to show disapproval) He seems rather pompous. the book's pompous style; (adv) pompously; (n) pomposity / pompousness
49. **snobbish**: [=stuck up] Her family seems snobbish. snobbish homeowners; (adv) snobbishly; (n) snobbishness
50. **self-centred** – [= selfish, egoistic, egotistic(al), egocentric]; (n) self-centredness
51. **hard-hearted** – [= nasty, cruel, mean, insensitive, unsympathetic]
52. **callous**: a callous attitude; the callous slaughter of seals; (adv) callously; (n) callousness
53. **overbearing**: [= domineering, despotic, tyrannical] a bossy, overbearing wife
54. **possessive**: possessive of/about; 1 She was terribly possessive of our eldest son. 2 He's so possessive about his new car. (adv) possessively;
55. (n) possessiveness
56. **unrestrained**: [= uncontrollable] unrestrained power; unrestrained population growth
57. **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
58. **spiteful**: [= vicious] She was spiteful and unkind, both to Isabel and to her son. a spiteful remark; (adv) spitefully
59. **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
2. to heal; healing qualities
3. to cure; a cure (n); curative (botanical extracts)
4. to treat; treatment
5. to be health conscious
6. health care
7. patient / (arthritis) sufferer; out-patient (in-patient)
8. convalescent
9. a hypochondriac
10. nurse: nursing assessment;
11. midwife; matron
12. orderly (n)
13. anaesthetist; anaesthetic: general / local anaesthetic
14. physiotherapist
15. prompt (diagnosis, treatment)
16. infirmary
17. ward; operating theatre; X-ray department
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. to identify (a germ, a  
problem)
84. to take sth lightly
85. to aim for
86. to beware of
87. to trigger
88. to walk with sticks
89. to take sth by mouth
90. to be in and out of hospitals  
for operations
91. to rub on; hard rubbing
92. to strap smb down on a frame  
– to take smb off a frame
93. to do / take exercise
94. to develop admiration for  
smb
95. to don – to doff
96. to lug
97. to reinforce
98. to take on responsibility
99. to outlive
100. to suffice (for)
101. life expectation
102. bodily functions / comforts /  
harm
103. heart / blood vessels
104. limb
105. tissue (lung / muscle tissue)
106. to be effective against  
illness; Cf. it works
107. to have sth handy
108. emergency blood supply
109. heart / pulse rate
110. a rise in pulse rate
111. a drop in blood volume

- 112. to be fractured / broken
- 113. to suck out the poison
- 114. to conform
- 115. to negotiate
- 116. to lift smb out of feeling ill
- 117. to agree on smth
- 118. to keep / take to bed
- 119. to lie / stay in bed
- 120. acupuncture; acupuncturist
- 121. holistic (approach)
- 122. to marry sth
- 123. to build an overall picture
- 124. imbalance

### Phrasal verbs

- 125. to get over sth
- 126. to come / go down with sth
- 127. to get through an amount of sth
- 128. to pick sth up
- 129. to cut sth out
- 130. to put on an amount of sth
- 131. to take sth up
- 132. to cut down (on) (sth)
- 133. to pass out
- 134. to come round
- 135. to come through sth
- 136. to build someone/sth up
- 137. to go ahead (with sth)

- 138. to fight someone/sth off
- 139. to wear off
- 140. to bring sth on
- 141. to feel up to (doing) sth
- 142. to try sth out (on someone)

### Idioms

- 143. That's easier said than done.
- 144. to feel off colour
- 145. to burn the candle at both ends
- 146. to take it easy
- 147. to be/feel worn out
- 148. to be/feel run down
- 149. to feel under the weather
- 150. to feel as right as rain
- 151. to be up and about
- 152. to be over the worst
- 153. to be in good hands
- 154. to take a turn for the worse/the better
- 155. Old habits die hard.
- 156. to be on the safe side
- 157. to wait on smb hand and foot
- 158. (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 own
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.                                                             | 25. to blossom                                             |
| 2. p&p                                                                | 26. to be intrigued by someone's offer                     |
| 3. SAE                                                                | 27. outstanding opportunities                              |
| 4. personable                                                         | 28. media culture                                          |
| 5. unattached                                                         | 29. a vital part / vital factor                            |
| 6. a commercial                                                       | 30. to reflect one's dreams, fears, stereotypes, fantasies |
| 7. a wholesale price (at wholesale prices / at cash-and-carry prices) | 31. to exploit one's dreams / complexes                    |
| 8. glossy magazines                                                   | 32. basic conditions                                       |
| 9. to offer bargains                                                  | 33. to make false promises                                 |
| 10. to queue up ( <u>in</u> advance)                                  | 34. to realize one's ambitions                             |
| 11. sale                                                              | 35. an (freelance) advertising agency                      |
| 12. to perform a (useful) service                                     | 36. an advertising campaign                                |
| 13. a buyer – a seller                                                | 37. market research                                        |
| 14. to put sb in direct contact                                       | 38. to produce a storyboard                                |
| 15. a second-hand car / shop                                          | 39. a mini-soap                                            |
| 16. reputation <u>for</u>                                             | 40. a slogan                                               |
| 17. the spirit of enterprise                                          | 41. catchy jingles                                         |
| 18. to make a deal                                                    | 42. an advertiser                                          |
| 19. to strike a bargain                                               | 43. a copywriter                                           |
| 20. to negotiate                                                      | 44. «peak viewing» hours                                   |
| 21. to haggle (about / with)                                          | 45. to put <u>on</u> the market                            |
| 22. a one-off                                                         |                                                            |
| 23. to put <u>into</u> practice                                       |                                                            |
| 24. duly                                                              |                                                            |

46. a time-bomb effect
47. to stick in the mind
48. novelty (of the slogan)
49. to ignite an (emotional, psychological) spark
50. ambiguity; ambiguous
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. to live on the proceeds of the crime
69. to batter (to death)
70. to be armed with
71. to hold liberal views
72. to take precautions against crime
73. coordination of efforts
74. voluntary groups
75. to collaborate with the police
76. to install security devices
77. to make a civilian arrest
78. to be trained in martial arts
79. to have a clean criminal record
80. to traffic in drugs
81. to be alienated from
82. to push smb onto the path of crime
83. to root out crimes
84. rejection of society's standards
85. a genetic disposition to crime
86. family breakdown
87. abuse: physical / verbal abuse
88. erratic (discipline patterns)
89. to disrupt
90. truancy
91. contempt for authority; contempt  
of court
92. lenient methods of punishment:  
probation / juvenile aftercare /  
foster care
93. to steer sb away
94. to restore social justice
95. an inmate
96. behind bars
97. to curtail personal freedom
98. cooped-up
99. to undermine
100. to be unfit for freedom
101. sanitation
102. to pay sb back

103. to pay a lip-service (to)  
 104. by and large  
 105. to focus (on the outside)  
 106. to appeal (for witnesses)  
 107. to take sb prisoner  
 108. to escort sb  
 109. to be on remand  
 110. to do sth at gunpoint  
 111. (partially) clad  
 112. to comply (with sth)  
 113. an assailant  
 114. retribution  
 115. humane (attitude)  
 116. law-abiding  
 117. a thug  
 118. to suspect sb of sth; a suspect  
 119. suspension (of capital  
 punishment)  
 120. social misfit  
 121. to pose as  
 122. to lift a ban  
 123. to ponder about  
 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

## Unit 8. POLITICS

**politics** *n* 1) [U also + plural verb BrE] ideas and activities relating to gaining and using power in a country, city etc: *a good understanding of politics in China; Politics have always interested Anita; • national / local / city etc politics*

2) [U] the profession of being a politician: *• to enter politics; • to go into politics; • to abandon / retire from politics; • to be active in / be engaged in / be interested in politics*

3) [plural] the activities of people who are concerned with gaining personal advantage within a group, organization etc: *I'm tired of dealing with all of the office politics.*

4) [plural] someone's political beliefs and opinions: *I assume her politics must be fairly conservative.*

**Policy** *n* 1) [uncountable and countable] a way of doing something that has been officially agreed and chosen by a political party, business, or other organization: • *foreign/economic/public etc policy*; *The company has adopted a strict no-smoking policy.* • *policy on/towards*: government policy on higher education; US policy towards China; • *it is (somebody's) policy to do something*

2) [countable] a contract with an insurance company, or an official written statement giving all the details of such a contract: *an insurance policy*; *Does the policy cover theft and fire?*

3) [countable] a particular principle that you believe in and that influences the way you behave

**politician** *n* *effective / leading / prominent / full-time / experienced / mediocre / unimpressive / corrupt*

**elect** *v* to choose someone for an official position by voting: • *elect somebody to something*; • *elect somebody (as) president/leader/mayor etc*; • *to elect unanimously*; • *to elect by an overwhelming / relative majority*

**election** *n* *free, democratic, rigged; local, national, general, parliamentary, presidential election*; • *to have, hold, stand for, lose, win, rig + election*; • *election campaign / pledge*; • *at/in a/the election*; • *her election to the Senate*; • *the outcome of an election*; • *the run-up to an election*

**by-election** *n* a special election to replace a politician who has left parliament or died

**poll** *v* 1) to ask a lot of people the same questions in order to find out what they think about a subject;

2) to get a particular number of votes in an election: *Labour polled just 4% of the vote.*

**Poll** *n* 1) [countable] the process of finding out what people think about something by asking many people the same question, or the record of the result (opinion poll, survey): *A recent poll found that 80% of Californians support the governor.* • *conduct / carry out / do a poll*; • *poll on*: a poll on eating habits; • *poll of*: a poll of 1000 people; • *local/ opinion/ political/ popularity/ straw* (unofficial survey of opinion) / *latest, recent poll*; • *a heavy / light poll*

2) **the polls**: a political election; • *go to the polls*: to vote in an election: *She was defeated at the polls.*

3) [singular](BrE) the process of voting in an election, or the number of votes recorded: *Labour won the election with 40% of the poll.*

4) *the polls*: the place where you can go to vote in an election: *The polls will close in an hour.*

**Polling day** (BrE) the day on which people vote in an election

**polling-station** the place where people go to vote in an election

**polling-booth** (BrE) a small partly enclosed place in a polling station where you can vote secretly in an election

**vote** *v* (in election/to support) [intransitive and transitive] to show by marking a paper, raising your hand etc which person you want to elect or whether you support a particular plan; • *vote in favour of (for)/against*; • *vote on / upon*: The people of Ulster had finally been given a chance to vote on the issue. • *vote to do something*; • *vote Democrat/Republican/Labour/Conservative etc*

**vote** *n* 1) choice by voting [countable] an act of voting in an election or meeting, or the choice that you make when you vote: *A vote for us is not a wasted vote. The proposal was rejected by 19 votes to 7.*

• *vote for/in favour (of)/against*; • *cast your vote* (=vote in a political election); • *to win votes*; • *to count the votes*.

**Casting vote** [countable usually singular] (Br E) the vote of the person in charge of a meeting, which can be used to make a decision when there is an equal number of votes supporting and opposing a proposal: *The Chair has the casting vote in the case of a tie.*

**Tied vote**: the Yes and No votes are equal;

**a vote of confidence**: a formal process in which people vote in order to show that they support someone or something, especially the government: • *to receive / win a vote of confidence*

**a vote of no confidence**: a formal process in which people vote in order to show that they do not support someone or something, especially the government: *On April 22 the National Assembly passed a vote of no confidence in the government.*

2) occasion of voting [countable usually singular] an occasion when a group of people vote in order to decide something or choose a representative [= ballot]: *The results of the vote were surprising – 80% of workers favoured strike action.* • *vote on*: There will be a citywide vote on the matter. • *take/have a vote (on something)*: Unless anyone has anything to add, we'll take a vote. • *put something to the/a vote* (=decide something by voting): Let's put it to the vote. All those in favor raise your hands.

3) **the vote**: a) the total number of votes made in an election: *Davis won the election with 57% of the vote.* B) the right to vote in political elections: *In France women didn't get the vote until 1945.*

**Voter** *n* a registered / floating / potential voter

**to abstain** (from voting) to choose not to vote for or against something: *Six countries voted for the change, five voted against, and two abstained.*(n)  
abstention

**ballot:** 1) paper used to cast a vote; 2) system of voting; • *to cast ballots; to count ballots; • the first / second round of balloting; • a ballot-box; • ballot-paper*

**office** *n* [uncountable and countable] an important job or position with power, especially in government:

the office of President; • *in office*: She was celebrating ten years in office. A provisional military government took office (=started in an important job or position). • *hold office* (=have a particular important job or position); • a five year *term of office* (=period of time working in an important job); • *stand for (to run for) office; • to give up / lose / resign from / be forced from office; • a candidate for office; • duties of the office*

**cabinet** *n* also Cabinet [also + plural verb](BrE) the politicians with important positions in a government who meet to make decisions or advise the leader of the government: *a cabinet meeting; a member of the Cabinet; a cabinet minister; • shadow cabinet*

**majority:** *sensational / overwhelming / unassailable; • to keep the majority on the council*

**victory:** *sensational / landslide / crushing / humiliating / unassailable / overwhelming*

**defeat:** *sensational / crushing / slim / overwhelming*

**to nominate:** to officially suggest someone or something for an important position, duty, or prize: • *nominate somebody/something for something; • nominate somebody to do something; • to be nominated by one's local party / a constituency*

**to stand** *v* [intransitive] (BrE) to try to become elected to a council, parliament etc [= run (AmE)]: • *stand for; • to stand as a candidate*

**constituency** *n* an area for which someone is elected as the representative in parliament represent a constituency

**motion** *n* a proposal that is made formally at a meeting, and then is usually decided on by voting: *The motion was defeated by 201 votes to 159. • pass/carry/approve a motion (=accept it by voting): The motion was carried unanimously. • propose/put forward/table a motion (=make a proposal)*

**bill** *n* a written proposal for a new law, which is brought to a parliament so that it can be discussed; • *approve/pass/veto a bill; • introduce a bill*

**Idiomatic phrases:** be dictatorial about; complete anarchy; be liberal/conservative/radical in your views; a (real) tyrant / dictator



\*\*\*\*\*

1. to run the world / the state / an office
2. a restriction on one's freedom
3. to share out the profits
4. to have a say in sth
5. superficial; superficiality
6. to give an instant / predictable party response on any issue
7. to feel the strain (in being a civil servant)
8. civil service
9. to be tucked up (in bed)
10. to achieve sth in one's term in Parliament
11. to have strong views / a political view
12. a neutral
13. to catch one's fancy
14. to establish oneself in one's constituency
15. to lay the foundations for a future career
16. a burning desire to do sth
17. bread and butter: (n), (adj)
18. to ensure (that)
19. overall (majority / theme)
20. the European Community
21. predominantly
22. to handle (problems)
23. to get to the top; to rise to the top (through devious means); to take sb to the top
24. to face questions on an everyday basis
25. the stress and strain of the work
26. to have intellectual capacity to cope with the issues
27. to calculate personal advantage
28. to plot things
29. a creep
30. to justify
43. deplorable (things)
44. a sense of duty
45. the standard of living
46. a man / woman of property
47. personal initiative / choice
48. the root of the problem
49. left-wing (labour); left-winger
50. right-wing (conservative); right-winger
51. to administer sth
52. a firm believer
53. to detest politics
54. a build-up of weapons
55. to leak radioactive gases
56. strong currency
57. to face a challenge
58. a third-rate country

#### **Phrasal verbs**

59. to sit around
60. to hang around
61. to be frowned upon
62. to go down (with)
63. to keep in with (the powers)
64. to hand sth on to sb
65. to be up to (doing) sth
66. to cover sth up
67. to blow over
68. to bring sth in
69. to face up to sth
70. to crack down on sth/sb
71. to win sb over
72. to put sth forward
73. to stand down
74. to go back on sth
75. to call for sth
76. to stand up for sth/sb
77. to stand for sth
78. to step sth up
79. to back / climb down (over sth)
80. to speak out (against sth)

31. to be in power
32. the pressures of the position
33. sacrifice of one's private life
34. dedication to duty and public service
35. self-reliance
36. to be next to sth
37. to live within / beyond one's income
38. pride in one's country
39. perennial (values)
40. to adopt (values)
41. to encompass
42. extreme

81. to stick to sth
82. to bring sb / sth down
83. to play sth down
84. to push around

### Idioms

85. to be out of step
86. to be out of touch
87. to keep an open mind on sth
88. to turn a blind eye to sth
89. to hang in the balance
90. to be up in arms (over / about sth)
91. to make a U-turn (in sth)
92. to come under fire

## Unit 9. NEEDS

**charity** 1) [C] an organization that gives money, goods, or help to people who are poor, sick etc (adj) charitable; *charity event/walk/concert* etc (=an event organized to collect money for a charity)

2) [U] charity organizations in general: *All the money raised by the concert will go to charity.*

For charity: *The children raised over £200 for charity.*

3) [U] money or gifts given to help people who are poor, sick etc: *refugees living on charity*

4) [U] formal kindness or sympathy that you show towards other people: *Mother Teresa's works of charity.*

5) *charity begins at home* – a phrase meaning that you should take care of your own family, country etc before you help other people

**philanthropy** [U] the practice of giving money and help to people who are poor or in trouble; (adj) philanthropic(al), (n) philanthrope = philanthropist

**donate** v 1) to give something, especially money, to a person or an organization in order to help them; donate something to somebody/something: *Last year he donated \$1,000 to cancer research.*

2) to allow some blood or a body organ to be removed from your body so that it can be used in a hospital to help someone who is ill or injured: *people who volunteer to donate blood*; (n) donation

**benevolent** adj kind and generous: *a benevolent smile*; (n) benevolence; (adv) benevolently

**sponsor** *v* 1) a) to give money to a sports event, theatre, institution etc, especially in exchange for the right to advertise: *government-sponsored projects*; b) to support someone by paying for their training, education, living costs etc: *The bank had offered to sponsor him at university.*

2) to agree to give someone money for charity if they walk, run etc a particular distance

3) *sponsored walk/swim* etc (BrE) an event in which many people walk, swim etc a particular distance so that people will give them money for a charity; (n) sponsorship, (adj) sponsorial

**voluntary** *adj* without being paid; *voluntary organization/association/agency* etc – an organization etc that is organized or supported by people who give their money, services etc because they want to and who do not intend to make a profit: *Participation in the program is strictly voluntary.*

**Contribute** *v* to give money, help, ideas etc to something that a lot of other people are also involved in; contribute to/towards: *City employees cannot contribute to political campaigns.* (n) contribution

**virtue** *n* 1) [U] formal moral goodness of character and behaviour [ $\neq$  vice]: *Women have often been used as symbols of virtue.*

2) [C] a particular good quality in someone's character [ $\neq$  vice]

**altruism** *n* [U] when you care about or help other people, even though this brings no advantage to yourself: *Many choose to work in developing countries out of altruism.* (n) altruist

**need** *n* [C usu pl] what someone needs to have in order to live a normal healthy comfortable life: *She works to provide for her family's basic needs.*

*Meet/satisfy a need* (=provide something that people want or need)

**starve** *v* [intr] to suffer or die because you do not have enough to eat: *Thousands of people will starve if food doesn't reach the city.* (n) (U) starvation

**aid** *n* [U] help, such as money or food, given by an organization or government to a country or to people who are in a difficult situation: *Foreign aid from many countries poured into the famine area.*

*Convoys delivering humanitarian aid; a substantial aid programme*

**appeal** *v* (to smb for smth) make a serious and urgent request for smth: *The government has appealed for emergency food aid.*

*N* 1) [C] an urgent request for something important; appeal for: *The police have issued a new appeal for information.* Appeal to: *All the organizations involved have sent urgent appeals to the government, asking for extra funding.*

2) (request for money) [C] an attempt to persuade people to give money in order to help people who need something: *The appeal has nearly reached its target of £100,000.*

\*\*\*\*\*

- |                                                  |                                                         |
|--------------------------------------------------|---------------------------------------------------------|
| 1. the poorest of the poor                       | 50. the ultimate                                        |
| 2. charity (to start charity; charity money)     | 51. obscenity                                           |
| 3. charitable                                    | 52. to be stunned                                       |
| 4. drought                                       | 53. refugee camp                                        |
| 5. hunger                                        | 54. to pose the question                                |
| 6. famine (famine occurs; root causes of famine) | 55. to be under control / out of control                |
| 7. to cut into humanity                          | 56. little / a lot to do with                           |
| 8. to starve (to starve to death; starvation)    | 57. "A stitch in time saves nine".                      |
| 9. need (to die from the need for sth)           | 58. the political will                                  |
| 10. poverty (to die of poverty)                  | 59. the wave of public generosity                       |
| 11. malnutrition                                 | 60. casualty                                            |
| 12. (strict) essentials                          | 61. to enlist (money)                                   |
| 13. emergency relief (aid; food)                 | 62. to gain a sense of self-respect                     |
| 14. to get aid from                              | 63. to work through governments                         |
| 15. maintenance of health                        | 64. dustbin (survival); to live out of dustbins         |
| 16. a world of plenty                            | 65. a tasty gastronomic tour                            |
| 17. the Third World                              | 66. to live off sth                                     |
| 18. fast(ing); a seven-day fast                  | 67. investigative dustbin crawl                         |
| 19. controversy; controversial(ly)               | 68. at the height of (the tourist season)               |
| 20. a small scale project                        | 69. revelation                                          |
| 21. a long / medium term development programme   | 70. to shock sb into thinking                           |
| 22. to put money into projects                   | 71. budding (expert)                                    |
| 23. a clean-water programme                      | 72. haul                                                |
| 24. to sink wells                                | 73. recurring (problem)                                 |
| 25. to fund (to finance)                         | 74. to submit sth to test (strict smelling test)        |
| 26. to benefit from                              | 75. advisory board                                      |
| 27. voluntary contributions; volunteer <i>n</i>  | 76. take-home pay                                       |
| 28. to build up societies                        | 77. child-benefit                                       |
| 29. overseas                                     | 78. to keep level with                                  |
| 30. field officers                               | 79. appeal <i>n, v</i>                                  |
| 31. child-rearing                                | 80. a fight to survive                                  |
|                                                  | 81. to suffer malnutrition; to die through malnutrition |

- |                                                                         |                               |
|-------------------------------------------------------------------------|-------------------------------|
| 32. to consume (consumption; to ban consumption; the local consumption) | 82. a developing country      |
| 33. interest (on the debt)                                              | 83. access to safe water      |
| 34. to repay the interest / the entire sum                              | 84. sponsorship scheme        |
| 35. interest rates (at high / low interest rates; rise dramatically)    | 85. (mentally) handicapped    |
| 36. to raise cattle (for meat / milk)                                   | 86. a life-long disability    |
| 37. surplus (to produce a surplus of sth; food surplus)                 | 87. hurtful                   |
| 38. to be saddled by debt burdens                                       | 88. ignorance                 |
| 39. to flood into banks (about money)                                   | 89. a residential home        |
| 40. let alone                                                           | 90. a prisoner of conscience  |
| 41. foreign income                                                      | 91. to oppose (torture)       |
| 42. protein                                                             | 92. regardless of             |
| 43. to transform into                                                   | 93. without reservation       |
| 44. dried milk powder                                                   | 94. desperate search for food |
| 45. to get oneself into                                                 | 95. medical supplies          |
| 46. insane                                                              | 96. catastrophe; catastrophic |
| 47. factory closure                                                     | 97. grim                      |
| 48. to do sth on purpose                                                | 98. poverty of spirit         |
| 49. at the latest                                                       | 99. to tend to sb / sth       |
|                                                                         | 100. to shuffle               |
|                                                                         | 101. to share in sth          |
|                                                                         | 102. oppressive               |
|                                                                         | 103. cooped up                |
|                                                                         | 104. a fenced-off play area   |

### **Unit 10. SOMEWHERE TO LIVE**

- |                                                                                                                                                  |                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 1. a cottage / bungalow / detached house / semi-detached house / terraced house / farmhouse / mansion / villa / time-share / hut                 | 5. a TV aerial                        |
| 2. a bedsit / studio (flat) / penthouse (flat) / maisonette                                                                                      | 6. a window pane / frame              |
| 3. to inhabit / occupy / settle / lodge / squat / stay;                                                                                          | 7. a chimney                          |
| 4. spacious / impressive / handy / delightful / superb / purpose-built / prime (areas) / double-fronted / period / good-sized / wellproportioned | 8. to face south / north              |
| / open-plan / secluded                                                                                                                           | 9. a door / window in the wall        |
|                                                                                                                                                  | 10. to open into a room               |
|                                                                                                                                                  | 11. to lead to / into / up to a room  |
|                                                                                                                                                  | 12. to open off                       |
|                                                                                                                                                  | 13. to come out into sth              |
|                                                                                                                                                  | 14. a room about 5m by 6m / 7m square |
|                                                                                                                                                  | 15. a room which measures 2m by 3m    |
|                                                                                                                                                  | 16. on either side of sth             |

17. stairs / a flight of stairs / a staircase / a stairwell
18. to lower / raise / straighten / take down sth
19. to convert into / change into / turn into
20. a fire escape – a metal staircase on the outside of a building
21. an emergency exit
22. to make a difference
23. the main downstairs (upstairs) room
24. a store-room (storage space)
25. the ladies / the gents
26. to redecorate / renovate sth
27. built-in cupboards / fitted carpets
28. to show smb round the flat
29. to catch fire
30. fire hazard
31. fire resistant / fireproof
32. the lot
33. to have a lucky / narrow escape
34. to take a cup of tea in bed
35. lethal smoke / fumes
36. to drip
37. to spot
38. to pour out
39. to shatter; shattered windows
40. to char; charred window frames
41. to locate
42. a localised fire
43. adjoining
44. to sort out (into)
45. to bundle
46. to work one's way through
47. to raise the alarm
48. damage to (the house)
49. interior decoration
50. a subterranean house
51. to cope with
52. an en suite bathroom; a bathroom en suite
53. to pass on useful tips
54. to feel trapped
55. a domed window
56. by moonlight
57. to be linked to sth
58. to be lined with sth
59. outer / curved / straight walls
60. to tuck in / into
61. immediately to the left
62. square / circular / rectangular / oval / egg-shaped / ovoid
63. tied accommodation / housing
64. a tenant
65. to be suitably designed
66. to mount up
67. to get on a rung of the mortgage ladder
68. to take out a mortgage
69. to be grossly overpriced
70. to be in the price range
71. recession
72. to be below poverty line
73. to afford housing
74. housing budget
75. street homelessness
76. to sleep rough
77. to be accepted as homeless
78. to register with a local council as homeless
79. to reach crisis point
80. a household
81. to live in over-crowded conditions
82. to live in substandard

- accommodation
83. to be on council house waiting list
84. a dwelling
85. unfit for human habitation
86. to raise doubts about smth.
87. housing estate
88. slum clearance scheme
89. self-contained (districts / towns)
90. within 10 minutes' walking distance
91. resident / city dweller / urban squatter /urbanite
92. to put / lay the blame on smb.
93. to replace smth. with smth.
94. high-rise buildings
95. to renovate
96. to demolish
97. to mushroom
98. to swarm
99. a shanty town
100. to loom
101. congested (population, traffic)
102. to generate
103. to outstrip
104. to stand at (18 mln)
105. to top some point
106. to engulf
107. to confront
108. to confound
109. barely adequate
110. boom
111. to spawn
112. to swell
113. to put a premium on
114. virtually
115. runaway (growth, inflation)
116. to stem
117. to rehouse
118. residence permit
119. to ride on the crest of the wave

## 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.	...
This is my way of looking at it.	Yes, if you like ...
I think it goes further than that.	You may be right ... All the same ...
Well, you see what I mean.	I can't approve of it.
I am in favour of it.	No, it bears no relation to ...
You have my full support.	I would find it difficult to (accept it) ...
I can see no reason to oppose.	I'm not so sure you are right about it.
Please, do consider my words very carefully.	Just a minute ...
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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## CONTENTS

Введение.....	3
Предметно-тематическое содержание курса.....	5
Формы контроля.....	6
Нормы оценки.....	7
Учебный план .....	10
Unit 1. Wildlife.....	11
Unit 2. Describing people.....	37
Unit 3. Keeping healthy .....	63
Unit 4. Relationships .....	83
Unit 5. Jobs.....	105
Unit 6. Advertising.....	137
Unit 7. Crime and justice.....	164
Unit 8. Politics.....	212
Unit 9. Needs.....	237
Unit 10. Somewhere to live.....	260
Active vocabulary.....	288
Conversational formulas .....	320
References .....	322

*Учебное издание*

ЧЕБОТАРЁВА Екатерина Михайловна  
ЖИЗНЕВСКАЯ Лариса Владимировна

## ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ АНГЛИЙСКОГО ЯЗЫКА

Учебно-методический комплекс  
для студентов 3 курса специальности 1-21 05 06  
“Романо-германская филология”

Редактор *О. П. Михайлова*  
Дизайн обложки *В. А. Виноградовой*

Подписано в печать 27.12.2012. Формат 60 × 84 1/16. Бумага офсетная. Ризография.  
Усл. печ. л. 18,79. Уч.-изд. л. 17,53. Тираж 30 экз. Заказ 1897.

Издатель и полиграфическое исполнение:  
учреждение образования «Полоцкий государственный университет».

ЛИ № 02330/0548568 от 26.06.2009      ЛП № 02330/0494256 от 27.05.2009

Ул. Блохина, 29, 211440, г. Новополоцк.