

# MASTERING ENGLISH

NARINE HOVHANNISYAN  
ROBERT KHACHATRYAN

412-8  
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YEREVAN STATE LINGUISTIC UNIVERSITY  
"BRYUSOV"

1029 H

R/k 300

# MASTERING ENGLISH

Narine Hovhannisyan     Robert Khachatryan

ВОЗВРАТИТЕ КНИГУ НЕ ПОЗЖЕ  
ОБОЗНАЧЕННОГО ЗДЕСЬ СРОКА

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Երաշխավորված է տպագրության ՀՀ ԿԳ նախարարության կողմից  
որպես ուսումնամեթոդական ձեռնարկ:  
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## Գրախոսներ՝

Ա. Միմոնյան – բ.գ.դ., դոցենտ, Հայ-Ռուսական (Սլավոնական)  
համալսարանի օտար լեզուների ֆակուլտետի դեկան

Տ. Միքայելյան – բ.գ.թ., դոցենտ, ՀՊՄՀ գերմանական  
լեզուների ամբիոնի վարիչ

Մ. Խառատյան – մ.գ.թ., ԵՊԼՀ անգլերենի հնչյունաբանության  
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ոճաբանության ամբիոնի ավագ դասախոս

Լ. Հակոբյան – ԵՊԼՀ անգլերենի բառագիտության և  
ոճաբանության ամբիոնի ավագ դասախոս

Սույն ուսումնամեթոդական ձեռնարկը նախատեսված է  
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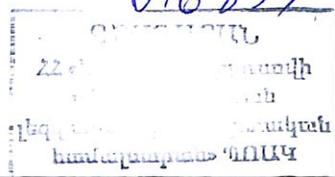
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## PREFACE

Language learning can be seen as an ever-developing process of different language skills such as speaking, reading, writing, and listening. This manual is designed as a practical guide for intermediate students of English as a second or foreign language to develop and practice their reading and speaking skills. This manual is designed to give students a feel for the geographical and cultural features of the United Kingdom of Great Britain and Northern Ireland.

The main aim of this manual is to supply learners of English with practical English to improve their reading skills. This manual consists of six thematic units. The thematically arranged texts introduce students to topics of universal interest. Each unit is independent and entirely separate in content from other units and contains pre-reading activities, a text, post-reading activities, sections on word formation and vocabulary focus, extracurricular activities, and idiom organizer.

All of the units provide the students with interesting and stimulating topical texts to read, think about, and discuss. To facilitate discussion, questions are divided into two parts: general comprehension and multiple-choice questions. Questions in the first part require only simple understanding of the text; while those in the second part are focused on finding specific information in the text.

Pre-reading activities are an introduction to each reading passage (i.e. text) and encourage the students to think about the ideas, facts, and vocabulary to be presented. Pre-reading activities should be conducted before the text is read and discussed. Assignments that follow the reading passage intend to improve not only reading comprehension but also speaking skills. Verbal expression, obviously, depends on the acquisition of a certain stock of vocabulary, phrases and structures, as well as idiomatic expressions

The progression of assignments in each unit leads students through general comprehension of main ideas, specific information, details and vocabulary. In Word Formation section, students practice new vocabulary by deriving new words. Vocabulary Focus provides an opportunity to learn new words alongside collocations that helps learners to make English sound more natural and authentic. Vocabulary Focus and Word Formation activities are not meant to be a glossary of unfamiliar words but exercises to help students expand

their word attack skills and improve their strategies for comprehending meaning. For a detailed treatment of the new vocabulary, a monolingual dictionary should be consulted. The last activity of each unit, i.e. Extracurricular Activities, is optional. The questions and activities are intended to move students out of the unit into work that will call for some creativity on their own part.

We hope that this manual will lead you through an enjoyable learning experience.

**Robert Khachatryan  
Narine Hovhannisyan**

## UNIT I

### BACK TO GREAT BRITAIN

#### PRE-READING ACTIVITIES

#### THINKING ABOUT THE TOPIC

1. Why do you think Britain is called Great?
2. The English come from England, the Scots from Scotland, the Welsh from Wales, and the Irish from Ireland. Think of as many European countries as you can. What are people called there?
3. Explain the difference between a) Great Britain and the United Kingdom, b) Great Britain and the British Isles, c) the Republic of Ireland and Northern Ireland.
4. Which of these people are British: an Englishman, an Irish, a Scot or a Welshman?
5. Which of these capital cities are the capitals of independent states: Edinburgh, Belfast, Dublin, Cardiff or London?
6. Compare Britain with your own country. Which are the most obvious geographical differences?

Read the following text carefully, paying particular attention to the words in bold.

WHY IS BRITAIN GREAT?	KNOW THE MEANING
<p>If we look at a British passport, we can see that the country is called the United Kingdom of Great Britain and Northern Ireland. Strictly speaking, 'Great Britain' is a geographical expression while 'The United Kingdom' is a political expression. The United Kingdom of Great Britain and Northern Ireland has been the country's full official name since 1921 when Southern Ireland or the Irish Republic became <b>independent</b>. Great Britain <b>comprises</b></p>	<p><b>independent (adj.)</b> having its own government</p> <p><b>comprise (v.)</b> to consist of something; to contain</p> <p><b>inhabitant (n.)</b> a person that lives in a</p>

England, Wales, and Scotland. Northern Ireland is not part of Great Britain, although most people call the **inhabitants** of Northern Ireland British, too. The word "great" in Great Britain does not mean famous or important, but larger.

Great Britain is an island state. It is **situated** on the British Isles beautifully modelled by nature. The British Isles lie off the northwest coast of **continental** Europe. They are made up of the island of Great Britain to the east and Ireland to the west and some 5,500 **islands** and **islets**. These islands form an **archipelago** with total area of 315,134 km<sup>2</sup>. Its closest continental neighbours are France and Belgium.

London is both the capital of the UK and England and stands on the Thames. Edinburgh is the capital of Scotland. Cardiff and Belfast are the capitals of Wales and Northern Ireland respectively. Dublin is the capital of Republic of Ireland. The Greenwich **meridian** (the prime meridian) runs through South-East London.

Great Britain is washed by the Atlantic Ocean, the North Sea, and the English Channel. In its narrowest part, the Strait of Dover, the Channel is only twenty-one miles wide. Several islands of the British **coast** are also part of the United Kingdom (for example, the Isle of Wight, the Orkneys, Hebrides and Shetlands, although the Channel Islands and the Isle of Man are not. However, all these islands do recognize the Queen.

The **surface** of the British Isles **varies** very much. Geographically, the island of Great Britain is subdivided into two main regions – Lowland Britain and Highland

particular place

**situate (v.)** to place something in a particular position or place

**continental (n.)** typical of seven main land masses of the earth

**island (n.)** a piece of land completely surrounded by water

**islet (n.)** a very small island

**archipelago (n.)** a group of islands and the sea surrounding them

**meridian (n.)** one of the lines that is drawn from the North Pole to the South Pole on a map of the world

**coast (n.)** the land beside or near the sea or ocean

**surface (n.)** the top layer of an area of water or land

Britain, between which there is a dramatic **contrast**. Lowland Britain comprises southern and eastern England. Highland Britain consists of Scotland, most of Wales, the Pennines, and the Lake District. The Lake District contains the beautiful lakes that give it its name. This district is widely known for its association with the history of English literature and especially with the name of William Wordsworth, the founder of the Lake School of Poets.

There are mountain chains in the north of England (the Pennines), in Scotland (the Highlands) and in Wales, but they are not very high. Ben Nevis in Scotland is the highest mountain. There are a lot of rivers in Great Britain but they are not very long. The **chief** rivers are the Severn and the Thames. The Thames flows through London and makes it a large **seaport**. Scotland's longest river is the Clyde and Ireland's – the Shannon. The largest lake is Lough Neagh (sometimes Loch Neagh) in Northern Ireland. Owing to the various bays and inlets no point of the British isles is more than 75 miles from **tidal** water.

#### NOTES

1. **isle** – used especially in names to mean “island”
2. **the Continent** – the main part of the continent of Europe, excluding Britain and Ireland.

**vary (v.)** to differ from each other in size, shape, etc.

**contrast (n.)** a clear difference between two or more things when they are compared

**chief (adj.)** most important; main

**seaport (n.)** a town with a harbour used by large ships

**separate (v.)** to divide into different parts or groups

**tidal (adj.)** connected with the regular rise and fall of the sea

#### DO YOU KNOW THAT...?

- **Britain** was originally part of the European mainland. But the melting of the glaciers in the last Ice Age caused the sea level to rise. The country was separated from the continent by the North Sea at its widest, and by the English Channel at its narrowest, points.

- **The Highlands of Scotland** are among the oldest mountains in the world. They reach their highest point in Ben Nevis.
- **The English, Welsh, and Scottish** define themselves more in terms of their individual nationalities, rather than as British.

#### POST-READING ACTIVITIES

*Assignment 1. Choose the correct answer.*

1. Why is Britain called Great?
  - a) because the country has a passport.
  - b) because the country is famous and important.
  - c) because the country is larger.
2. \_\_\_\_\_ is not a part of Great Britain, although most people call the inhabitants British.
  - a) The British Isles
  - b) Northern Ireland
  - c) The Independent Republic of Ireland
3. Great Britain is \_\_\_\_\_.
  - a) an archipelago.
  - b) an islet.
  - c) an island state.
4. The British Isles are situated on the \_\_\_\_\_ coast of the European continent.
  - a) north-east
  - b) north-west
  - c) south-west
5. What parts is Great Britain made up of?
  - a) England, Scotland, Wales, Northern Island and Eire
  - b) England, Scotland, Wales and Northern Island
  - c) England, Scotland and Wales

6. Which islands are included as part of the United Kingdom?
  - a) the Channel Islands and the Isle of Man
  - b) the Isle of Wight, the Orkneys, the Isle of Man and Shetlands
  - c) the Isle of Wight, the Orkneys, Hebrides and Shetlands
7. How many parts is Great Britain geographically subdivided into?
  - a) Lowland and Britain
  - b) Highland and Britain
  - c) Lowland and Highland
8. Highland Britain consists of Scotland, most of Wales, \_\_\_\_\_ and the Lake District.
  - a) Southern England
  - b) the Pennines
  - c) Midlands
9. Choose the right answer.
  - a) Scotland's longest river is the Cheviot and Ireland's is the Shannon.
  - b) Scotland's longest river is the Clyde and Ireland's is the Shannon.
  - c) Scotland's longest river is the Lough Neagh and Ireland's is the Shannon.

**Assignment 2. Answer the following wh-questions.**

1. What does Great Britain stand for?
2. What is the difference between the expressions "Great Britain" and "the United Kingdom"?
3. What are Britain's closest continental neighbours?
4. What separates Great Britain from France?
5. What is the narrowest part of the Channel called?
6. What waters is Great Britain washed by?
7. Where are the Pennines and the Highlands situated?
8. Which is the highest mountain in Scotland?
9. What are the chief rivers in Great Britain?
10. What is the geographical subdivision of the island of Great Britain?

**Assignment 3. Fill in prepositions.**

1. The British Isles is a traditional term used to identify the group of islands.....the northwest coast of Europe.
2. The Ireland is made up.....the Republic of Ireland and Northern Ireland.
3. Great Britain consists.....England, Scotland and Wales and doesn't include Northern Ireland.
4. Britain is comparatively small, but there is hardly a country ..... the world ..... such a variety ..... scenery.
5. Great Britain is situated ..... the British Isles beautifully modelled..... nature.
6. There are wild desolate mountains ..... the northern Highlands ..... Scotland - the home of the deer and the eagles.
7. The North Sea and the English Channel separate the British Isles ..... the European continent.
8. Once the British Isles were part ..... the mainland ..... Europe.
9. The coasts of the British Isles are washed ..... the Atlantic Ocean and the North and Irish Seas.
10. The island ..... Great Britain is subdivided ..... two main regions - Lowland Britain and Highland Britain. There is a dramatic contrast ..... them.
11. .... England and Wales all the high land is ..... the west and northwest.
12. .... the north you find the Cheviots, separating England ..... Scotland, the Pennines going down England like a backbone and the Cumbrian Mountains ..... the Lake District, one of the loveliest parts ..... England.
13. The position .....the mountains naturally determined the direction and length ..... the rivers, and the longest rivers, except the Severn and Clyde, flow ..... the North Sea.
14. Even the Severn flows eastward or south-east ..... the greater part of it.
15. The rivers in Britain are of no great value as waterways - the longest, the Thames runs ..... London.

**Assignment 4.** Consult a dictionary, define each of the following words and state the difference between them: inhabitant, dweller, resident, pioneer, native, settler, colonist, immigrant. Translate into your native language.

**Assignment 5.** Read the text below and think of the word, which best fits each space. Use only one word in each space.

### THE ISLE OF WIGHT

One of the United Kingdom's best treasures is the Isle of Wight, on its south coast. The Isle of Wight is a small island just ..... the south coast of England near the towns of Portsmouth and Southampton. This small island is like Britain but has a lot of Victorian history behind it.

Queen Victoria loved the island ..... much that she had Osborne House built, which has not changed at ..... since the days when she used to visit her huge family. Osborne House was ..... of Queen Victoria's favourite summer houses and ..... a result, many other Victorian aristocrats and celebrities went to the Isle of Wight as a very fashionable place to go for a summer holiday.

.....tourist attractions include Butterfly World, where,..... the name suggests, visitors can see a large range.....butterflies, and two zoos. In summer the weather is usually warm and sunny.....for holidaymakers to enjoy the miles of clean beaches.

Alternatively, for those.....want to be.....of doors but don't like sunbathing, the Isle of Wight is an excellent place.....cyclists. There are numerous little paths, which lead .....picturesque villages all.....the island. Newport, the island's capital, is also ..... a visit. It is a busy little town with..... of small specialist shops.

..... the beginning of August, there is the most famous yachting week ..... the world, which takes ..... at Cowes. During that week Cowes is full ..... carnival atmosphere and every bar and restaurant is packed.

**Assignment 6.** Translate the following geographical names into your native language.

- |                         |    |       |
|-------------------------|----|-------|
| 1. the British Isles    | a) | ..... |
| 2. Great Britain        | b) | ..... |
| 3. England              | c) | ..... |
| 4. Wales                | d) | ..... |
| 5. Scotland             | e) | ..... |
| 6. Northern Ireland     | f) | ..... |
| 7. the North Sea        | g) | ..... |
| 8. the English Channel  | h) | ..... |
| 9. the Orkneys          | i) | ..... |
| 10. Hebrides            | j) | ..... |
| 11. the Channel Islands | k) | ..... |
| 12. the Isle of Man     | l) | ..... |
| 13. the Cheviot Hills   | m) | ..... |
| 14. the Severn          | n) | ..... |
| 15. the Thames          | o) | ..... |

**Assignment 7.** Some of the below-mentioned prepositional phrases are used in the text. Find them and translate into your native language.

<i>in</i> the north (north-west)	<i>to</i> the north of
<i>in</i> the south (south-east)	<i>to</i> the south of
<i>in</i> the east (north-east)	<i>to</i> the east of
<i>in</i> the west (south-west)	<i>to</i> the east of

**Assignment 8.** Paraphrase or translate.

- |               |  |
|---------------|--|
| 1. Translate  | ...lies off the north-west coast of <i>mainland</i> of Europe.                     |
| 2. Paraphrase | ...comprising England, Scotland, and Wales   |
| 3. Translate  | Its closest <i>continental neighbours</i> are France and Belgium.                  |
| 4. Translate  | The Greenwich meridian (the prime meridian) <i>runs through</i> South-East London. |
| 5. Paraphrase | For centuries <i>people from overseas</i> have                                     |

- settled in Britain.
6. Translate Great Britain is *washed* by the Atlantic Ocean, the North Sea, and the English Channel.
  7. Translate There are mountain chains *in the north of* England (the Pennines), in Scotland (the Highlands) and in Wales...
  8. Paraphrase Rainfall is fairly well distributed throughout the year.
  9. Translate Britain is one of the largest trading nations in the world.
  10. Translate Her Majesty Queen Elizabeth II is Head of State and *reigns but does not rule*.

**Assignment 9.** Study the following phrases and pick out the ones you may need to describe your country.

To be situated on; to be beautifully modelled; to lie off; to be made up; to the east; to the west; to be surrounded by; to be separated from; to be part of; to be subdivided into; to consist of; most of; to extend southward from; to run from east to west; to be found in; to flow into the sea; owing to; to be more than 10 miles from tidal water.

### WORD FORMATION

**Assignment 10.** Write any appropriate forms in the blank spaces. Consult a dictionary if necessary.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
beauty	beautify	beautiful
separation		
	surround	
	depend	
meaning		
	situate	
contrast		
	vary	
	comprise	
expression		

**Assignment 11.** Match the words to make pairs of synonyms. There is one extra word you will not use.

- |            |                           |
|------------|---------------------------|
| beautiful  | divide, detach            |
| surface    | adjacent, nearby          |
| inhabitant | differ, change            |
| separate   | difference, dissimilarity |
| comprise   | locate, place             |
| bordering  | attractive, handsome      |
| chief      | include, contain          |
| vary       | exterior, top             |
| situate    | dweller, native           |
| contrast   | main, principal           |
| expressive |                           |

### SUFFIXES '-able' ('-ible'), '-ful' and '-less'

Suffixes or word endings are useful in determining meaning because they provide with two types of information: the part of speech and some of the meaning of the word.

<p><b>-able</b> (-ible)</p>	<p><b>capable of being</b></p> <p><b>-able</b> is productive suffix in modern English and is used to form adjectives from words of various origins.</p> <p>agreeable, enjoyable, fashionable, foreseeable, knowledgeable, manageable, reasonable, remarkable, suitable, unbelievable, unforgettable.</p> <p><b>Note</b> the difference between <b>edible</b> and <b>eatable</b>. <i>Edible</i> means suitable to be eaten, not poisonous. <i>Eatable</i> means good enough to be eaten.</p> <p>It is a matter of choice whether the final <b>e</b> is omitted in a number of words, especially words to which <b>-able</b> is being added.</p> <p>e.g. 'blamable' or 'blameable', 'likable' or 'likeable', 'movable' or 'moveable', 'namable'</p>
-----------------------------	---

	or 'nameable', 'salable' or 'saleable', 'sizable' or 'sizeable', and 'unshakable' or 'unshakeable'.
<b>-ful</b>	<i>with or characterized by</i> useful, careful, hopeful, thoughtful, helpful, harmful, beautiful, graceful, respectful, handful, mouthful, dreadful, faithful.
<b>-less</b>	<i>without or lacking</i> useless, careless, hopeless, thoughtless, helpless, harmless, homeless, endless, voiceless, nameless.

**Assignment 12.** Fill in the blanks with the correct form of the word provided. Consult a dictionary if necessary.

use

1. Planes are the fastest way to transport food. They are especially ..... in carrying food to people that could not be reached otherwise. Unless there are roads to travel on, trucks are of little ..... Trucks are ..... unless they have roads to travel on.

care

2. He loaded the ship with ..... He was very ..... when he loaded the ship. He was not .....

help

3. The man gave us a lot of ..... in loading the truck. The man was very ..... in loading the truck. No one could stop the rain that spoiled the crop. We felt very .....

**Assignment 13.** Form the correct adjective or adverb by using **-ful/-less** from the word given to complete the sentence. Consult a dictionary if necessary.

1. What a lovely present! That was very ..... of you.  
(THINK)

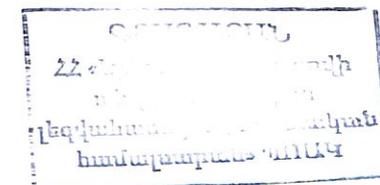
2. He drives really ..... – one day he's going to have an accident. (CARE)
3. He's told me ..... times about how good he is at football. (COUNT)
4. It's ..... England will never win the World Cup football again. (HOPE)
5. My best friend is a rich, ..... lawyer. (POWER)
6. You must remember to recharge your phone. Without its batteries, it's ..... (USE)
7. Cigarettes are ..... to your health. (HARM)
8. A newborn baby is completely ..... (HELP)
9. "Don't worry - this injection will be completely ....." (PAIN)
10. I bought some shares in the company five years ago, but unfortunately now they are ..... (WORTH)

**Assignment 14.** Complete the adjectives in each set by using the correct letter. Consult a dictionary if necessary.

- cur...ble
- defens...ble
- hospit...ble
- plaus...ble
- perish...ble
- understand...ble

- attain...ble
- compat...ble
- leg...ble
- eat...ble
- reli...ble
- surmount...ble

- access...ble
- admiss...ble
- bear...ble
- envi...ble
- print...ble
- revers...ble



**Assignment 15. Match each adjective on the left with a noun on the right. Use each word only once and write your answers in the boxes.**

1. faultless	a) cruelty	1.	
2. fearless	b) driver	2.	
3. harmless	c) food	3.	
4. hopeless	d) fun	4.	
5. priceless	e) night	5.	
6. reckless	f) painting	6.	
7. restless	g) performance	7.	
8. senseless	h) rubbish	8.	
9. tasteless	i) situation	9.	
10. worthless	j) warrior	10.	
11. cheerful	k) advice	11.	
12. delightful	l) answer	12.	
13. frightful	m) character	13.	
14. harmful	n) illness	14.	
15. hopeful	o) mess	15.	
16. painful	p) news	16.	
17. restful	q) night	17.	
18. spiteful	r) remarks	18.	
19. truthful	s) side-effects	19.	
20. useful	t) weather	20.	

## VOCABULARY FOCUS

### TRIP vs. JOURNEY

**trip** – an occasion when you go somewhere for a short visit  
e.g. The whole family went on a trip to New York.

**tour** – a journey made for pleasure during which several different towns, countries are visited  
e.g. When in London, we went on a walking tour.

**journey** – an occasion when you travel over a long distance  
e.g. They went on a long train journey across India.

**voyage** – a long journey, especially by sea or in space  
e.g. It was a long way from London to New York by sea, but the voyage was quite relaxing.

**cruise** – a journey on a ship for pleasure, often visiting different places  
e.g. I would love to go on a round-the-world cruise.

**travel** – general act of travelling  
e.g. Foreign travel never really appealed to him until he retired.

**excursion** – a short journey for pleasure  
e.g. My grandmother often talks about going on excursions to the sea when she was a girl.

**flight** – a journey made by air, especially in a plane  
e.g. They met on a flight from London to Paris.

**expedition** – an organized journey with a particular purpose  
e.g. Our friends took part in a small expedition to photograph wild animals in Africa.

**Assignment 16. Choose the correct answer.**

- The Smiths decided to go to Scotland for a short ..... They have already booked return bus tickets.
  - travel
  - trip
  - voyage
  - move
- An archaeological ..... was organized to investigate the remains of the ancient settlement which had recently been found near the capital.
  - trip
  - safari
  - expedition
  - tour
- My ..... to work takes about fifty minutes by car.
  - trip
  - excursion

- c) move
  - d) tour
4. If you are planning a holiday in Amsterdam, you'd better go by plane; otherwise it is a three-day .....by bus from Bulgaria to Holland.
    - a) journey
    - b) go
    - c) pass
    - d) expedition
  5. Roger entered the Guinness Book of World Records, having spent more than three months all alone in an open boat during his .....across the Pacific.
    - a) journey
    - b) tour
    - c) voyage
    - d) traffic
  6. Julia chose to spend her holiday in Africa. Her package tour included hiking in the jungle, sailing down the Nile, and going on a sightseeing ..... to observe lions, elephants and the wildlife.
    - a) safari
    - b) traffic
    - c) voyage
    - d) track
  7. My dad is away in Belgium on a business ..... at the moment.
    - a) trip
    - b) safari
    - c) expedition
    - d) tour
  8. My idea of a perfect honeymoon is to go on a world .....and visit many interesting places.
    - a) trip
    - b) safari
    - c) expedition
    - d) tour
  9. This holiday company arranges lots of ..... for groups of people to go into the mountains and picnic by the river.
    - a) tours
    - b) paths

- c) excursions
  - d) traffics
10. We usually do go by train, even though the car ..... is a lot quicker.
    - a) travel
    - b) trip
    - c) journey
    - d) voyage

**Assignment 17. Put each of the following words in its correct place in the passage below. Some words can be used more than once.**

<i>tour</i>	<i>trip</i>
<i>journey</i>	<i>voyage</i>
<i>travel</i>	<i>excursion</i>
<i>cruise</i>	<i>flight</i>

1. For general advice about ....., go to a travel agent.
2. One day I would like to do the ..... by train and ship across Russia to Japan.
3. We're going on a .....of Europe, visiting 11 countries in five weeks.
4. We went on a three-week ..... round the Mediterranean. The ship called at Venice, Athens, Istanbul and Alexandria.
5. He once went to Australia by ship. The ..... took 3 weeks.
6. I'm going on a business ..... to Paris next weekend.
7. Air France ..... 507 from Paris to New York will be taking off in ten minutes.
8. The ..... from Heathrow Airport to the centre of London takes about 45 minutes by underground.
9. On our first day in New York we went on a three-hour ..... of the city by bus, which showed us the main sights.
10. During our stay in Paris we went on a day ..... to Disneyland.

**Assignment 18. Find the extra word in each line.**

**THE CANCELLED TRIP**

1. .... Oh, let me tell you about the trip. Did you know that Sara is afraid of be
2. .... flying? We had arranged it with her family to got France for a few days,

3. .... I have always wanted to see Paris and would love to live in there one day.
4. .... Well, we got to the airport and Sara appeared being nervous. I asked her if
5. .... she was okay and she said she was fine, so we continued on to our way.
6. .... We went through passport control and I could see so that Sara wasn't
7. .... keen on going any further. Just then, a voice announced: "We regret it to
8. .... inform passengers that Flight 114 to France is been cancelled". That was
9. .... our flight! Sarah said she was glad because of she was too frightened to
10. .... fly away! So, we all went to home. That was the end of that trip.

### EXTRACURRICULAR ACTIVITIES

**Assignment 19.** Read the following text and choose the best answer which means the same as the word from the passage.

#### THE MOST FASHIONABLE RESORT IN ENGLAND

Originally a small fishing village Brighton became famous in 1750 when a resident named Dr Richard Russell published a book praising the magical efforts of sea air and salty water. Some years after this, the Prince Regent (later George IV) and his friends were drawn to the spot, attracted by its reputation for being healthy. The aristocracy quickly established the town as a fashionable seaside resort and a centre of culture.

Many examples of Regency architecture can be found along the sea-front and in the older parts of the town. The Royal Pavilion was the creation and seaside home of the Prince Regent. This exotic palace was started in 1787 and rebuilt from 1815 in the style of the palaces and mosques in India. On his accession George IV spent huge sums on its Chinese interior, and you can still see some of the original furniture.

Reminders of the years before Regency society made Brighton popular can still be found. Explore the fascinating little streets known as 'The Lanes', and you will step back into the old fishing village of Brighthelmstone. The houses in these narrow twisting lanes were the seventeenth century fishermen's cottages. Today they are shops selling antiques.

- 1) aristocracy
  - a) highest class in society
  - b) local residents
  - c) holiday-makers
  - d) local council
- 2) exotic
  - a) expensive
  - b) unattractive
  - c) big and exciting
  - d) foreign and unusual
- 3) original
  - a) earliest
  - b) ordinary
  - c) eastern
  - d) ornamental
- 4) fascinating
  - a) unusual
  - b) interesting
  - c) fashionable
  - d) twisting
- 5) antiques
  - a) cheap objects
  - b) old and valuable objects
  - c) up-to-date objects
  - d) inexpensive objects

**Assignment 20.** Read the following text and a) translate the words that follow it into your native language, b) express the following in one word.

#### HOW TO AVOID TRAVELLING?

Travel is the name of a modern disease which started in the mid-fifties and is still spreading. The patient grows restless in the early

spring and starts rushing about from one travel agent to another collecting useless information about places he doesn't intend to visit. Then he, or usually she, will do a round of shops and spend much more than he or she can afford. Finally in August, the patient will board a plane, train, coach or car and go to foreign places along with thousands of his fellow-countrymen, not because he is interested in or attracted by some place, nor because he can afford to go but simply because he cannot afford not to. The result is that in the summer months (and in the last few years also during the winter season) everybody is on the move.

What is the aim of all this travelling? Each nationality has its own different one. The Americans want to take photographs of themselves in different places. The idea is simply to collect documentary proof that they have been there. A German travels to check up on his guidebooks. Why do the English travel? First, because their neighbour does. Secondly, they were taught that travel broadens the mind. But lastly – and perhaps mainly – they travel to avoid foreigners. I know many English people who travel in groups, stay in hotels where even the staff is English, eat roast beef and Yorkshire pudding on Sunday and steak-and-kidney pies on weekdays, all over Europe. The main aim of the Englishman abroad is to meet people, I mean, of course, nice English people from next door or from the next street. It is possible, however, that the mania for travelling is coming to an end. A Roman friend of mine told me:

"I no longer travel at all. I stay here because I want to meet my friends from all over the world." "What exactly do you mean?" I asked. "It is simple," he explained. "Whenever I go to London my friend Smith is in Tokyo and Brown is in Sicily. If I go to Paris my friends are either in London or in Spain. But if I stay in Rome all my friends, I am sure, will turn up at one time or another. The world means people for me. I stay here because I want to see the world. Besides, staying at home broadens the mind." (*After G. Mikes*)

- a) a modern disease, in the mid-fifties, the disease is spreading, early spring, rush about, a travel agent, collect information, intent to visit, do a round of shops, spend more than one can afford, finally, board a plane, the aim of travelling, along with thousands of people, be interested in something, attract, be on the move, take photographs, collect documentary proof, check up on something, broaden the mind, lastly, travel in groups,

weekdays, all over the world, the main aim, people next door, however, come to an end, a friend of mine, at one time or another, besides.

- b) do something with unusual speed, bring together, keep or get away from, have enough time or money for something, take an interest in something, get on a ship, get on a plane, become larger in size, become larger in number, become broader, a group of assistants to a manager or chief, without doubt, in the end, in a foreign country.

**Assignment 21. Agree or disagree with the following.**

1. Travel is the name of an old disease, which started in the late thirties and is now coming to an end.
2. In the early spring people start rushing about from one friend to another collecting money for their trip.
3. People usually spend less money on holiday than they can afford.
4. The best reason for choosing a place to go for your holiday is
  - a. the weather
  - b. the entertainment available in the evenings
  - c. the local people
  - d. the scenery
  - e. the local food and drink
5. One of the most important reasons for travelling is
  - a. meeting and understanding new people
  - a. relaxing in a pleasant climate
  - b. bringing money to poorer countries
  - c. seeing beautiful scenery and places of interest.
6. Germans never consult their guidebooks.
7. Englishmen like to eat foreign food wherever they go.
8. Travelling makes a person narrow-minded.

**Assignment 22. First, do some research and then choose the correct answer.**

1. What is the capital of the Republic of Ireland?
  - a) Cardiff
  - b) Dublin
  - c) London

- d) Belfast
2. Where in Britain can you find Loch Ness?
- England
  - Wales
  - Scotland
  - Northern Ireland
3. What is the capital of Scotland?
- Glasgow
  - Aberdeen
  - Edinburgh
  - Inverness
4. What is the highest mountain in Britain?
- Snowdon
  - Ben Nevis
  - Ben Macdhui
  - Scafell Pike
5. In which part of Britain can you find the Snowdonia National Park?
- England
  - Wales
  - Scotland
  - Northern Ireland
6. Which island lies between England and Ireland?
- The Isle of Man
  - The Isle of Skye
  - Shetland Islands
  - Jersey
7. Which part of Britain is not on the flag of the UK?
- England
  - Wales
  - Scotland
  - Northern Ireland
8. What is the flag of the UK called?
- Tricolour

- Union Jack
- Stars and Stripes
- United Kingdom

9. In which part of the UK is Dartmoor?
- England
  - Wales
  - Scotland
  - Northern Ireland
10. In which part of the UK is the Lake District?
- England
  - Wales
  - Scotland
  - Northern Ireland

**Assignment 23. Describe England, Scotland, Northern Ireland and Wales using the suggested words and expressions.**

**England:** mountain range, the Pennines, climate, mild, the Gulf Stream, capital, the Thames, the South-West region;  
**Scotland:** to lie, island, the Highlands, Ben Nevis, capital, Edinburgh;  
**Northern Ireland:** to comprise six countries, capital, Belfast, to be washed by, to border on;  
**Wales:** to be different from, to be washed by, mountain chains, capital, Cardiff.

### IDIOM ORGANIZER

**Assignment 24. Act the following dialogue in class.**

### DIALOGUE

A: Let's go to the movies. There's a good picture at the Roxy.  
 B: I'd like to, but I cannot. I have to study. I wasted the whole afternoon. I forgot I had to **brush up on** my French. Then, **all of a sudden**, I remembered.  
 A: Oh, come on! We'll be home early.  
 B: No, I'd **better** not. I have an exam tomorrow. I was **about to** study when you came in. You knowhow it is. If you do not study, you don't pass. That **goes without saying**.

A: Exam? Tomorrow? Oh-oh!

B: **What's the matter?**

A: I just remembered. I have an exam, too!

B: We can go to the movies on Saturday.

### DEFINITIONS

**brush up on something** review something to make it fresh again in one's mind

e.g. I'm going to give a speech tomorrow, so I have to brush up on my notes.

**all of a sudden** something happening quickly; without advance warning

e.g. It started out to be a beautiful day. Then, all of a sudden, it became cloudy and began to rain.

**had better** should do something; ought to do something

e.g. I'd better go now or I'll be late for class.

**about to** on the point of doing something

e.g. Tom was about to leave when the telephone rang.

**goes without saying** something is so obvious that it doesn't have to be mentioned

e.g. Mary is an excellent student. It goes without saying that her parents are very proud of her.

**What's the matter?** What is wrong?

e.g. What's the matter with Alice? She looks Angry.

**Assignment 25.** Repeat the following sentences, using the substitutions listed.

1. I have *to brush up on* my English.  
my French.  
mathematics.  
history.  
grammar rules.

2. *All of a sudden* I remembered.  
she left the room.

it began to rain.

Frank became angry.

Harry began to laugh.

3. *I'd better* not go to the movies tonight.  
tell Jane what happened.  
lose those papers.  
fail the examination.  
sell my car.

4. I was *about to* study when you came in.  
go when the phone rang.  
write her a letter when she arrived.  
tell them a story when they walked away.  
play the piano when the doorbell rang.

5. *It goes without saying* that we must study hard.  
haste makes waste.  
a penny saved is a penny earned.  
many hands make light work.  
good health is essential.

6. *What's the matter?* You look angry.  
Your arm is bleeding.  
Mary is shouting.  
The baby is crying.  
You are trembling.

**Assignment 26.** Paraphrase the following sentences substituting an idiom for the underlined part.

1. Bill looked very sad, but then, without advance warning, he began to sing.
2. Mary was on the point of leaving when Mrs. Allen invited her to stay for lunch.
3. Professor Smith had not given a talk on Shakespeare for a long time, so he had to review some of the plays.
4. "What's wrong, Fred?" asked Jean. "You look like you do not feel well".
5. Anne just told me she cannot go with us. Obviously, we're disappointed.
6. You should take your raincoat, because it's supposed to rain today.

## UNIT II

### DISCOVERING LONDON

#### PRE-READING ACTIVITIES

#### THINKING ABOUT THE TOPIC

1. Discuss whether you would rather live in
  - a. the downtown of a city
  - b. the suburbs of a city
  - c. a small town
  - d. a village
2. Discuss whether the neighbourhood where you live in has the following problems.
  - a. Traffic jams
  - b. Homelessness
  - c. Beggars
  - d. Unsafe areas
  - e. Pollution
  - f. A high crime rate
3. Discuss which of these noises irritates you most
  - a. traffic
  - b. plane
  - c. factories
  - d. dogs
  - e. amplified music from radios and so on
4. In developing a town centre, which of the following aims would you consider most important?
  1. attractive new buildings
  2. more open space
  3. more facilities for entertainment leisure
  4. traffic-free shopping streets
  5. more convenient bus services
5. Describe the distribution of population in your own country.

Read the following text carefully, paying particular attention to the words in bold.

#### A CITY OF CONTRASTS

London is the **capital** city of the United Kingdom and Europe's largest city with an area of 620 square miles. Its history spans nearly 2,000 years, beginning with the arrival of the Romans soon after their **invasion** of Britain in 43 AD. From the earliest times the Romans, the Anglo-Saxons and the Normans settled there in turn. With the passing years London continued to grow in importance and **prosperity**. Historical and geographical circumstances have turned London into one of the world's most important **commercial**, financial and cultural centres.

London is located in southeast England on both sides of the Thames. It offers many exciting attractions, fascinating museums, great galleries, pubs and restaurants, cinemas, opera and ballet. London is a **bustling**, growing and **diverse metropolis** with a **population** of 7.5 million people.

London survived the Plague in 1665, which killed nearly 70,000 people and the Great Fire, which followed in 1666. Little damage **occurred** during World War I, but World War II brought tremendous **destruction** to the city: a great number of buildings of historic value were laid in ruins. Yet London boasts many ancient buildings like the Houses of Parliament, Westminster

#### KNOW THE MEANING

**capital (n.)** the principal city of a country, usually where the central government operates from

**invasion (n.)** the act of entering another country by force in order to take control of it

**prosperity (n.)** the state of being successful, especially financially

**commercial (adj.)** connected with the buying and selling goods and services

**bustling (adj.)** full of people moving about in a busy way

**diverse (adj.)** very different from each other

**metropolis (n.)** a large important city

**population (n.)** the

Abbey, the Tower or St. Paul's Cathedral, which remain the major tourist attractions of the city.

London managed in a unique way to reflect the past and, at the same time, to live a life of a modern city. There is always something new to be discovered, some **curious** piece of life in the city where the old and the new exist side by side.

London does not have just one centre, it has a number of centres, each with a distinct character. The Greater London **administrative** area comprises the City of London and thirty-two **boroughs** including the City of Westminster. The City of London, also known as the "square mile," is the historical centre of London. It is built on the site of a Roman **outpost** named Londinium. For a thousand years the City has been an important force in England's history. Today this area is one of the world's leading **financial** centres and you can find the banks of many nations, the Bank of England and the Stock Exchange there. The wealth and the power of the City come from banking, insurance and selling of stocks. The office people do not live in the City, they come there every day in trains, on buses, on bicycles and in cars and taxis.

There are two main districts of London – the West End and the East End. These are not merely geographical names. The West End is the symbol of wealth and luxury and consists of the **fashionable** houses of the rich, art galleries, famous museums, theatres, palaces and parks. The

total number of people living in a particular area

**occur (v.)** to happen

**destruction (n.)** the act of destroying something

**curious (adj.)** strange and unusual

**administrative (adj.)** connected with organizing the work of a business or an institution

**borough (n.)** a town or part of a city that has its own local government

**outpost (n.)** a small town or group of buildings in a lonely part of a country

**financial (adj.)** connected with money and finance

**fashionable (adj.)** used or visited by people following a current fashion, especially by rich people

**improve (v.)** to

East End is an industrial district of London full of factories and docks. The region is densely populated by working class families though it can no longer be called a district of the poor as housing conditions **have improved**. Old residents of the East End are proud to be called "cockneys" which means true Londoners, **hereditary** inhabitants of the area.

become better than before

**hereditary (adj.)** given to a child by its parents before it is born

#### NOTES

1. **AD** (*Anno Domini*) – used to show a particular date since the year of Christ's birth. In American English **CE** (*Common Era*) is used.
2. **BC** (*before Christ*) – used to show a particular date before the year of Christ's birth. In American English **BCE** (*Before Common Era*) is used.
3. **the Plague** (*the Great Plague*) struck England in 1665 and killed some 100,000 people.
4. **the Great Fire** (*the Great Fire of London*) broke out on September 2, 1666 and destroyed more than 13,000 houses, 87 churches and the main buildings in the City.

#### DO YOU KNOW THAT...?

- **The City** is the commercial centre of London governed by the Lord Mayor and Corporation of London. It is also known as the Square Mile of Money.
- **The Bank of England** is also known as **The Old Lady of Threadneedle Street** as it stands in Threadneedle Street, which used to be a tailor's street.
- **The Bank of England** was founded in 1694 by a Scotsman; **the Bank of Scotland** was founded in 1695 by an Englishman.
- **The Tower of London** (*the Tower*) is an historic

monument in central London, on the north bank of the Thames. It has been used as a fortress, a prison, a mint, a zoo, a museum, and a royal residence.

## POST-READING ACTIVITIES

*Assignment 1. Choose the correct answer.*

1. Which nations were the earliest invaders of Britain?
  - a) the Germans
  - b) the Anglo-Saxons
  - c) the Romans
2. What conditions made Britain prosperous and important?
  - a) commercial
  - b) financial and cultural
  - c) historical and geographical
3. London is characterized as \_\_\_\_\_
  - a) an exciting attraction.
  - b) a fascinating city.
  - c) a growing and diverse metropolis.
4. What terrible disasters did London suffer?
  - a) earthquake
  - b) starvation
  - c) tremendous destruction and human losses
5. What attractions are the reflection of the past?
  - a) the Great Fire
  - b) the main tourist attractions of the city
  - c) the House of Parliament, the Tower and other
6. The historical centre of London is known as \_\_\_\_\_
  - a) the City of London
  - b) "the square mile"
  - c) boroughs
7. What is the primary name of London?

- a) a Roman outpost
- b) the City of London
- c) Londinium

8. Where are the banks situated in London?
  - a) in suburbs
  - b) in boroughs
  - c) in the City
9. The West End is the symbol of wealth and luxury because there are a lot of \_\_\_\_\_
  - a) working people.
  - b) healthy and wealthy people.
  - c) fashionable houses of the rich, famous museums and palaces.
10. The East End is the district of working class as here you can meet \_\_\_\_\_
  - a) old residents "cockneys".
  - b) poor houses of bad conditions.
  - c) a lot of factories and docks.

*Assignment 2. Answer the following wh-questions.*

1. Who were the first settlers of Britain?
2. What is the location of London?
3. When did the Great Fire happen?
4. Why were a great number of historic buildings laid in ruins?
5. What are the major tourist attractions of the City?
6. Which are the administrative areas of the Greater London?
7. What is the name of a Roman outpost that preceded London?
8. Why is the City of London one of the world's leading financial centres?
9. Which district is a) the symbol of wealth and luxury and b) the symbol of industry?
10. What are the reasons of London's growing importance and prosperity?

**Assignment 3. Fill in prepositions.**

1. With a population of.....eight million, London is Europe's largest city.
2. The Romans settled..... London because they noticed a river, and thought that it could be very useful ..... many things such as water, transport and trade.
3. The River Thames is the second longest river .....the United Kingdom and the longest river.....England flowing .....the North Sea.
4. London has turned.....one.....the World's most fashionable entertainment and shopping areas.
5. There is always something new to be discovered, some curious piece .....life.....the city where the old and the new exist side.....side.
6. In the September of 1666 the great fire.....London started.....Farriner's home which, like most .....London at that time, was made.....of wood.
7. ....World War II, many buildings .....great historic value were laid.....ruins.
8. Many ancient buildings .....London are managed.....a highly unique way that they are very easy to be discovered.
9. Londinium is built .....the site .....a Roman military fort.
10. London survived the Plague ..... 1665, which killed nearly 70.000 people.
11. Tourists .....come.....the ..... heart ..... of London.....trains,.....buses, .....bicycles, ..... cars and ..... taxis.
12. ....the west..... Trafalgar Square is the West End, the main shopping and entertainment district .....London.
13. West London is famous.....major theatres and recreation places all..... the world.
14. The East End has a lot.....places..... interest, including many ..... London's markets, docks, pubs and factories.

**Assignment 4. If a line is correct, put a tick (✓). If there is an extra word in a line, write the word.**

**UNSEEN LONDON**

1. .... Of course, London is famous for that its attractions

2. .... like Big Ben and the Tower of London. Millions of tourists look at these buildings every year
3. .... – but not far distance from these places, there are other interesting sights.
4. .... Next time you set off to visit London, why not plan to go to some of the
5. .... places close in to the centre of the city that tourists rarely go to? Get into of
6. .... a taxi and ask the driver to take you to Billingsgate fish market, for
7. .... example. When you arrive there at the market, you'll be amazed at the
8. .... sights and sounds of real London. You can ask to fish sellers about their
9. .... work – and you don't have to wait on for hours to get a ticket.

From *Destination B1*

**Assignment 5. a) Read the text below and think of the word, which best fits each space. Use only one word in each space. b) Retell the text.**

tower	comprise	museum	inhabitant
fortress	born	key	wing

**TOWER OF LONDON**

Whoever comes to London is eager to see the ..... of London, the scene of nearly 900 years of England's history. The Tower has in the past been a ....., a palace, a prison and a mint. William the Conqueror began building the Tower for the purpose of protecting the city; other monarchs made additions in later centuries.

The Tower ..... several towers, and the Jewel House where the Crown Jewels are on public display. The White Tower, a massive building inside the walls, was the place where Kings of England held their Court. There is the Bloody Tower too, believed to be the scene of the murder of Edward V and his brother, the Duke of York. Some terrible deeds took place in the grim old Tower. Though kings were ....., lived and were married in the Tower, it happened so that they were murdered there, too. Queen Anne Boleyn, the Princess

(afterwards Queen) Elizabeth, Sir Thomas More and many other people of high rank passed under the arch of the Traitors' Gate on their way to prison or the scaffold.

Now the Tower is a ..... attracting tourists from all over the world. The Ceremony of the Keys, which is centuries old taking place every night an 10 p.m., adds to its attraction. It was said that whoever held the keys to the Tower, held the keys to the kingdom. Five minutes before the hour the Chief Warder and an escort of four approach the gates. The sentry calls out:

"Halt, who comes there?"

"The keys."

"Whose keys?"

"Queen Elizabeth's keys."

"Advance Queen Elizabeth's keys. All is well."

All towers are locked and the ..... are finally carried by the Chief Warder to the Queen House where they are secured for the night.

Now the only ..... of the Tower are ravens. There is a legend that the Tower will fall if it loses its ravens. Therefore, the birds with clipped ..... are carefully guarded.

**Assignment 6. Translate the following geographical names into your native language.**

- London .....
- England .....
- the Thames .....
- the Saxons .....
- the Normans .....
- the Plague .....
- the Great Fire .....
- the Tower .....
- St. Paul's .....
- Cathedral .....
- Westminster .....
- Abbey .....
- The Greater .....
- London .....
- the City of .....

- London .....
- the West End .....
- the East End .....

**Assignment 7. Study the following meanings of the prepositions of place. Some of the below-mentioned prepositional phrases are used in the text. Find them and translate into your native language.**

Prepositions	Usage	Example
<i>In</i>	<ul style="list-style-type: none"> <li>• towns and cities</li> <li>• countries and continents</li> <li>• areas and regions</li> <li>• inside an object</li> <li>• inside a room</li> <li>• inside a building</li> </ul>	<ul style="list-style-type: none"> <li>• There's a famous castle <i>in</i> Edinburgh.</li> <li>• My brother is <i>in</i> Mexico.</li> <li>• What's life like <i>in</i> the desert?</li> <li>• Your passport is <i>in</i> the drawer.</li> <li>• I've left the tickets <i>in</i> the living room!</li> <li>• Sharon has been <i>in</i> the travel agency for an hour!</li> </ul>
<i>On</i>	<ul style="list-style-type: none"> <li>• islands</li> <li>• pages</li> <li>• on top of an object</li> <li>• on a surface</li> </ul>	<ul style="list-style-type: none"> <li>• Last year, we stayed <i>on</i> Mykonos.</li> <li>• There are some useful British phrases <i>on</i> page 67.</li> <li>• Did you put your car keys <i>on</i> the kitchen table?</li> <li>• There's a timetable <i>on</i> the wall.</li> </ul>
<i>At</i>	<ul style="list-style-type: none"> <li>• exact places</li> <li>• addresses</li> <li>• buildings, where our performed activities happen</li> <li>• activities</li> </ul>	<ul style="list-style-type: none"> <li>• What's it like <i>at</i> the North Pole?</li> <li>• My cousin lives <i>at</i> 132 London Road.</li> <li>• I think John is <i>at</i> the cinema, watching</li> </ul>

		Titanic. • Gloria isn't here. She's <i>at a party.</i>
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**Assignment 8. Paraphrase or translate.**

1. Translate London is a *bustling*, growing and *diverse metropolis* with a *population* of 7.5 million people.
2. Paraphrase The Greater London administrative area *comprises* the City of London and thirty-two *boroughs* including the City of Westminster.
3. Translate Little damage *occurred* during World War I, but World War II brought tremendous *destruction* to the city: a great number of buildings of historic value *were laid in ruins*.
4. Translate London *boasts* many ancient buildings, which remain the major tourist attractions of the city.
5. Paraphrase London *has turned into* one of the World's most *fashionable* entertainment and shopping areas.
6. Translate There is always something new to be discovered, some *curious* piece of life in the city where the old and the new exist *side by side*.
7. Translate London's history *spans* nearly 2,000 years, beginning with the arrival of the Romans soon after their *invasion* of Britain in 43 AD.
8. Paraphrase Historical and geographical circumstances *have turned* London *into* one of the world's most important *commercial, financial and cultural centres*.
9. Translate Londinium is built on the site of a *Roman military fort*.
10. Translate The region is *densely populated* by working class families though it can no longer be called a district of the poor as *housing conditions* have improved.

**Assignment 9. Study the following phrases and pick out the ones you may need to describe your hometown.**

A) A city with an area of, square miles, to begin with, from the earliest times, to settle in turn, to grow in importance and prosperity, to depend on, to turn into, commercial and cultural centre, to be located, a metropolis with a population of, tremendous destruction, a great number of, to be laid in ruins, major tourist attractions, at the same time, to live a life of, administrative area, known as, to be built on, for a thousand years, to be an important force in, to consist of, to be full of.

b) Modern, historic, picturesque, Town Hall, spacious, elegant, magnificent, suburbs, clean, noisy, pollution, quaint, traffic, lively, bustling, crowded, packed, shabby, shopping centres.

**WORD FORMATION**

**Assignment 10. Write any appropriate forms in the blank spaces. Consult a dictionary if necessary**

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
invasion	invade	invading
	prosper	
bustle		
		diverse
		populous
	commercialise	
destruction		
occurrence		
		valuable
	improve	

**Assignment 11. Match the words to make pairs of synonyms. There is one extra word you will not use.**

- |             |                     |
|-------------|---------------------|
| arrival     | stylish, modish     |
| invade      | successful, wealthy |
| fashionable | business, trading   |

diverse	precious, expensive
prosperous	development, progress
populous	happen, take place
commercial	attack, occupy
occur	overpopulated, frequented
valuable	different, various
improvement	coming, entrance
outpost	

**SUFFIXES ‘-al’ and ‘-ous’**

<b>-al</b>	<i>connected with, relating to</i>  commercial, financial, cultural, industrial, natural.
<b>-ic, -ical</b>	<p><i>There is no general rule to state which form is correct in a particular case.</i> However, new adjectives which come into the language (e.g. electronic) generally end in <b>-ic</b> (except for those ending in <b>-logical</b>)</p> <p><b>1. Adjectives ending in -ical.</b>  logical    biological    lexical    geographical  tactical</p> <p>critical    topical    musical    grammatical  medical</p> <p><b>2. Adjectives ending in -ic.</b>  academic    emphatic    artistic    linguistic  public    systematic  domestic    athletic    catholic    phonetic  syntactic    pathetic</p> <p><b>3. In some cases, both forms exist without any significant difference of meaning or use.</b>  strategic(al)    algebraic(al)    egoistic(al)  geometric(al)    fanatic(al)    arithmetic(al)</p> <p><b>DIFFERENCES IN MEANING</b></p> <ul style="list-style-type: none"> <li><b>Classic vs. Classical</b>  <i>Classic</i> describes something that is accepted as being of very high quality and one of the best of its kind, or refers to a famous style.</li> </ul>

	<p>e.g. Areni is a classic Armenian wine.  e.g. She buys classic cars and restores them.  a <i>classic</i> case  a <i>classic</i> example  a <i>classic</i> mistake  a <i>classic</i> movie  a <i>classic</i> novel  a <i>classic</i> work</p> <p><i>Classical</i> describes a form of traditional Western music and other things that are traditional in style, or refers to the European works of art of the so-called ‘classical period’ in the 18<sup>th</sup> century.  e.g. She’s specializing in classical languages.  e.g. She’s studying classical languages and literature at Cambridge.  <i>classical</i> architecture  <i>classical</i> ballet  a <i>classical</i> composer  <i>classical</i> music  <i>classical</i> mythology  <i>classical</i> period</p> <ul style="list-style-type: none"> <li><b>Economic vs. Economical</b>  <i>Economic</i> refers to the science of economics or to the economy of a country, state, etc.  economic development  economic growth  economic history  economic policy  economic problems  economic reform  economic theory</li> </ul> <p><i>Economical</i> means ‘not wasting money’ or ‘spending money or using something in a careful way that avoids waste’  an <i>economical</i> little car  an <i>economical</i> housekeeper  an <i>economical</i> use of land</p>
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	<p>• <b>Historic vs. Historical</b></p> <p><b>Historic</b> means 'significant in history' and is usually used to describe important places, customs, etc. and for moments which 'make history' e.g. We spent our holiday visiting historic houses and castles in France. a <b>historic</b> building a <b>historic</b> day a <b>historic</b> monument a <b>historic</b> occasion a <b>historic</b> visit a <b>historic</b> victory</p> <p><b>Historical</b> means 'belonging to history' and usually describes something connected with the past or with the study of history, or something that really happened in the past historical documents a <b>historical</b> event a <b>historical</b> figure a <b>historical</b> novel historical records historical research</p> <p><b>Note:</b> There are a few words which are used with either <i>historic</i> or <i>historical</i> without any significant change in meaning. <i>historic</i> monument and <i>historical</i> monument</p>
<b>-ous</b>	<p><b>having the nature or quality of</b></p> <p>curious, dangerous, poisonous, industrious, luxurious, tremendous.</p>

**Assignment 12.** Form adjectives with a) *-al* and b) *-ous*. Study the meanings of the following adjective-forming suffixes and translate the words given below into your native language. Consult a dictionary if necessary.

- a) accident, nation, addition, person, position, profession, colony, education, commerce, parent, race, clerk, concept, fact, habit;  
b) courage, danger, industry, space, luxury, glory, outrage, mystery, religion, caprice, grace, humour, joy, poison, scandal.

**Assignment 13.** Study the meaning of the following adjective-forming suffixes and translate the words given below. Consult a dictionary if necessary.

Colonial, spacious, luxurious, positional, parental, clerical, outrageous, mysterious, habitual, substantial, horrendous, courageous.

**Assignment 14.** Fill in the blanks with *historic* or *historical*.

- There is a ..... explanation for this.
- All ..... monuments are now preserved by the state.
- At the age of 43 Walter Scott began working on his first ..... novel.
- This is one of the ..... oaks in which King Charles is supposed to have hidden.
- The meeting between the two leaders was a ..... occasion.
- How can your opinion be of any value if you know nothing about the ..... background to the problem?
- ..... evidence does not bear out the theory that the ancient Britons were a primitive people.
- The Battle of Trafalgar was a ..... victory for the British navy.
- This is the place where Martin Luther King made his ..... speech.
- He spoke about the ..... development of the trade union movement.

**Assignment 15.** Match each adjective on the left with a noun on the right. Use each word only once and write your answers in the boxes.

1. courageous    a) achievement  
2. dangerous    b) behaviour

1.	
2.	

3. horrendous	c) ceremony	3.	
4. infectious	d) deeds	4.	
5. industrious	e) disaster	5.	
6. luxurious	f) disease	6.	
7. nutritious	g) drugs	7.	
8. outrageous	h) food	8.	
9. religious	i) student	9.	
10. tremendous	j) surroundings	10.	

11. artificial	k) confusion	11.	
12. final	l) revolution	12.	
13. substantial	m) reduction	13.	
14. verbal	n) anthem	14.	
15. official	o) respiration	15.	
16. optical	p) rights	16.	
17. total	q) permission	17.	
18. national	r) destination	18.	
19. parental	s) communication	19.	
20. industrial	t) illusion	20.	

## VOCABULARY FOCUS

### CITY vs. TOWN

**capital** (also the capital city) – the most important town or city of a country, usually where the central government operates from  
e.g. Yerevan is the capital of Armenia.

**town** – any centre of population with many houses, shops etc. Town is larger than a village but smaller than a city.  
e.g. She was born in a small town in the north of England.

**Note:** Without an article it often denotes the most important town in the speaker's neighbourhood or the centre of the one in which he lives.

e.g. I am going to town today to do some shopping.

**city** – a large and important town, which may indicate a special administrative or historical status  
e.g. Paris is one the world's most beautiful cities.

**Note:** The official name of a city begins with *the City of...*, for example, *the City of York*. However, *the City of* is included only in very formal style (official notices, laws, regulations, etc.).

In the U.S.A., however, City sometimes follows the name of the place, for example, *New York City*, *Kansas City*, and is included in all cases when it is necessary to distinguish the city from the state of the same name, in which it is situated (for example, *New York City – New York State*, *Kansas City – Kansas State*).

**metropolis** – a chief city or the capital city of a country or region  
e.g. The forbidden city, once home to China's imperial rulers, now is the centre of a fast growing metropolis.

**village** – a very small town situated in a county area  
e.g. We visited towns and villages all over Armenia.

**hamlet** – a small settlement, generally smaller than a village  
e.g. Hamlets are scattered along the mountainside.

**Assignment 16.** Fill in the blanks with town, city, capital city or village.

1. A small group of dwellings in a rural area is called .....
2. Territory with big number of inhabitants is called .....
3. London, the ..... of Great Britain lies on the river Thames.
4. Where ..... do you come from?
5. If there is a group of houses with one church, then it's a .....
6. Yerevan has about one million inhabitants and is called .....
7. Yerevan is the capital ..... of Armenia and is known for its pink buildings.
8. I do not mind living near the capital, but I'd hate to live far from a .....
9. Apart from a few houses, we have a shop, a pub and a church in our .....
10. People residing in .... mostly work in agricultural area.
11. Most banks have their head office in the ..... of London.
12. People sometimes confuse whether Glasgow or Edinburgh is the ... of Scotland.
13. ....are generally larger and more densely populated than ..... and have industrial, commercial and residential areas.
14. They drove through one ..... after another.

15. When she retired, she moved back to her home.....
16. Tourists went on a tour of the old .....
17. She enjoyed the peace and quiet of the country after the noise and bustle of the .....
18. Do they live in New York.....?
19. People from all the ..... and villages in the area took part in the competition.
20. Vienna is the capital ..... of Austria.

**Assignment 17. Translate the underlined words into your native language.**

1. It's about ten minutes from the town centre.
2. Would you rather live in a town or in the country?
3. The fashionable downtown store is two miles away from my place.
4. I wish there was a bit more nightlife in the place.
5. We live in a fairly quiet street near a park.
6. We used to live on a very busy main road.
7. Everything's a bit more expensive here and property prices are extremely high. A lot of people have no choice but to live out in the suburbs and commute in to work.
8. My grandparents moved to a house on the outskirts of London.
9. The walls in the town centre are covered in graffiti.
10. It's a quiet residential area.
11. She lives in a nice part of town.
12. There's a real mix of people in Brighton. It gives a very cosmopolitan feel to it.
13. It's so easy to get around. Public transport is excellent and cheap.
14. Everything the family wants is only five minutes away. It's so convenient.
15. Trying to get a seat on the train during the rush hour is a nightmare! It's so crowded.

**Assignment 18. Match the words on the left with those on the right. Then, use the expressions in the following sentences.**

- |          |             |
|----------|-------------|
| 1. city  | a) precinct |
| 2. tower | b) bins     |

- |               |           |
|---------------|-----------|
| 3. pedestrian | c) lights |
| 4. litter     | d) street |
| 5. bus/cycle  | e) block  |
| 6. traffic    | f) centre |
| 7. main       | g) lanes  |

1. I wish people would not drop rubbish in the street. There are plenty of ... around town.
2. It's much safer for cyclists to get about these days with ... everywhere.
3. They are building a huge ... in the centre of town. It's going to house around a hundred families.
4. You cannot drive up that street any more. They have made it into a ....
5. Go straight down this road and turn left at the first set of ....
6. The traffic system in the .... is impossible. It's all one-way streets.
7. The .... is where you'll find all the large department stores and banks.

**Assignment 19. Read the text carefully and translate it into your native language.**

### THE GREAT FIRE OF LONDON

The London of the middle of the 17<sup>th</sup> century was a city of narrow, dirty streets. Indeed, the streets were so narrow that it was often possible for a person at a window on one side of the street to shake hands with a neighbour on the other side. There was little light and air. Rubbish lay piled up in dark corners. It is no wonder that epidemics were common.

The greatest epidemic of the plague broke out in 1665. It was a sad time for London. The streets were empty, shops were closed and there were few boats on the Thames. Every house in which there were sick people was shut up, and no one was allowed to go in or out, and the door of the house was marked with a red cross.

The following year the Great Fire took place. It broke out late on a Saturday night in a street not far from London Bridge. The summer had been dry, a hot east wind blew and the fire spread quickly. The Thames was covered with boats full of people. On the other side one could see carts carrying out the saved goods out into the fields and

people putting up tents. At night the fire could be seen ten miles away. The fire burned for five days and destroyed the greater part of the city. But it did the city good, as it cleared away the wooden houses and dirty, narrow streets.

A monument near London Bridge still marks the spot where the fire broke out. Sir Christopher Wren, the famous architect of that day, took part in rebuilding the city. The greater part of it had been of woods, but after the fire wider streets and brick houses were built. The old church of St. Paul was among the buildings destroyed by the fire. In its place Wren built the present St. Paul's Cathedral. He lies buried under the roof of his own great work. These words are written on his grave: "Reader, if you want to see his monument, look around."

## EXTRACURRICULAR ACTIVITIES

*Assignment 20. Read the following short texts about London attractions. If you were in London, which attraction would you choose to spend your leisure time at? Give reasons for your choice.*

### LONDON ATTRACTIONS

#### *The London Eye*

The London Eye is a Ferris-wheel of sorts with 32 high-tech, glassed-in carriages, each accommodating up to 25 passengers, rotating upward and around with continuous piped-in commentary. Each air-conditioned carriage rotates on a device designed to keep everyone upright as the wheel slowly revolves. On a clear day, the panorama can stretch as far as Heathrow Airport and Windsor Castle.

#### *London Dungeon*

These dark and nasty catacombs house a grand and spooky tour of medieval torture, from heads on spikes to criminal boiling in pots of oil. You can follow in the footsteps of the famous Jack the Ripper and then run the Gauntlet of Fire.

#### *Hyde Park*

Hyde Park used to be a royal hunting ground, was once a venue for duels, executions and horse racing, and even became a giant potato field during WWII. This large royal park is best known for its famous

Speakers' Corner, where people speak their minds; Rotten Row, a famous horse-riding area; and Serpentine Lake, home to waterfowl and oarsmen. The park has sculptures by Jacob Epstein and Henry Moore.

#### *London Zoo*

More than 12,000 animals from Asian lions to sloth bears are on display at this zoo in the heart of majestic Regent's Park, boasting gardens, fine art and notable architecture. At the "Animals in Action" section, animals show off their skills by flying, leaping and climbing.

#### *Piccadilly Circus*

Piccadilly Circus, located in the heart of London's West End, is another popular tourist attraction. Known around the world for its illuminated neon signs, Piccadilly Circus is essentially a busy with Regent Street, Piccadilly, Shaftesbury Avenue and Haymarket. The centre of the roundabout features the famous Statue of Eros — the Greek God of Love — which rises high above a fountain.

#### *Covent Garden*

Once a vegetable field attached to Westminster Abbey, Covent Garden became the low-life haunt of Pepys, Fielding and Boswell, then a major fruit and veg market, and is now a triumph of conservation and commerce. The piazza is surrounded by designer gift and clothes shops, hip bars and restaurants. Stalls sell overpriced antiques and bric-a-brac.

*Assignment 21. Match the names of sightseeing in Column A with those in Column B.*

Column A	Column B
Piccadilly	Square
Westminster	Tower
Buckingham	Road
Trafalgar	Garden
Covent	Street
Tower	Circus
St Paul's	Bridge
Portobello	Palace

Clock	Abbey
Downing	Cathedral

**Assignment 22. First, do some research and then choose the correct answer.**

1. What's London's most famous department store?
  - a) Piccadilly
  - b) Harrods
  - c) The Barbican Centre
2. What street has a long tradition as the home of printing?
  - a) Sloane Street
  - b) Oxford Street
  - c) Fleet Street
3. What are the famous guards of The Tower of London called?
  - a) Beefeaters
  - b) The Guards
  - c) Knights
4. What commemorates Napoleon's defeat at sea in 1805?
  - a) Oliver's Column
  - b) Duke of York's Column
  - c) Nelson's Column
5. What line runs through Greenwich?
  - a) Nine Elms Lane
  - b) The Prime Meridian
  - c) Long Lane
6. Where's the home of the Prime Minister and the Chancellor of the Exchequer?
  - a) Downing Street 10 and 11
  - b) Regent Street 10 and 11
  - c) Browning Street 10 and 11
7. What made Carnaby Street famous?
  - a) food

- b) flowers
- c) fashion

8. What did Madame Tussaud start in 1835?
  - a) a famous bakery
  - b) famous waxworks museum.
  - c) a famous needle-point.
9. Who wrote famous books in 48 Doughty Street?
  - a) R. L. Stine
  - b) Charles Dickens
  - c) Agatha Christie
10. St. Paul's Cathedral is the ... dome in the world.
  - a) biggest
  - b) second biggest
  - c) third biggest

**Assignment 23. Read thoroughly the text and perform the role play.**

### SILFORD TOWN CENTRE

The town of Silford has had severe traffic problems for many years not only because it is an important industrial town but also because several important roads pass through it. The town centre is made up of historic buildings of great beauty and architectural importance; the area immediately surrounding the centre contains parks, meadows, or other open spaces; the outer suburbs consists either of terrace houses or of factories.

Three plans have been suggested to solve this problem:

1. The Northern By-pass: This would involve building a by-pass to take heavy traffic through the outer suburbs; it would mean knocking down 347 houses and closing 3 factories.
2. The Inner By-pass. This would run across the river meadows, North Park, and Victoria Park; it would mean knocking down 27 houses and losing most of the open spaces in the town.
3. The Central Relief Plan. This would improve the existing roads through the centre by widening, by one-way systems, by traffic lights, and so on.

From Cook. *English Topics*.

The Government has sent a committee of inquiry to decide between these plans: one group of students plays the committee.

The remaining students have to give evidence to the committee. One group represents a residents association from the outer suburbs that dislikes Plan I because it will destroy houses and employment. Another group is a "group of conservationists" who dislikes Plan II because it will destroy the green open spaces. A third group consists of shopkeepers and residents of the town centre who are against Plan III because it will destroy the character of the town. The three groups decide among themselves what arguments to use and then present their evidence. Any other inhabitants who wish to give evidence can, of course, do so. Finally, the committee has to give a decision.

## IDIOM ORGANIZER

*Assignment 24. Act the following dialogue in class.*

### DIALOGUE

A: **Every now and then** I get hungry for French food.

B: There's a good French restaurant near here. Let's go sometime.

A: Why not tonight?

B: No, not tonight. You have to make reservation **in advance**. It's a very popular place. Besides, it's expensive, and I don't have any money.

A: **I'm broke**, too. Let's save our money and go next week.

B: Okay. But how?

A: We could **do without** lunch this week.

B: Do you mean every day? I don't **feel up to** that.

A: Well, then **every other** day.

### DEFINITIONS

**every now and then** occasionally

e.g. Every now and then I like to take a walk in the country.

**in advance** before; ahead of time

e.g. If you want to see that play, you should buy your tickets in advance.

**be broke** be without money

e.g. I'd like to go to the concert with you, but I'm broke.

**do without** live without something

e.g. If there's no butter for our bread, we'll do without it.

**feel up to** feel able (health or ability) to do something

e.g. I ought to go to Jane's party, but I just don't feel up to it now.

**every other** alternate

e.g. This class meets every other day, not every day.

*Assignment 25. Repeat the following sentences, using the substitutions listed.*

1. **Every now and then** I get hungry for French food.

Mary gives a party.

we speak Chinese to each other.

the weather gets quite cold.

the Smiths give a big dinner.

2. You can make reservations **in advance**.

We bought our tickets

They gave us the information

The teacher told us our grades

I ought to send a telegram

3. I **am broke** this week.

John's

We're

He's

Ellen's

4. We could **do without** lunch this week.

breakfast today.

cream in our coffee.

dessert every day.

jelly on our toast.

5. I don't **feel up to** eating any desert.

going to the concert.

participating in the play.

- giving a speech today.  
 arguing with my wife.
6. Let's do without lunch *every other* day.  
 walk to work  
 go to the library  
 play golf  
 study together

## UNIT III

### ENGLISH WEATHER

#### PRE-READING ACTIVITIES

#### THINKING ABOUT THE TOPIC

1. Do some research and find as much information as you can about the weather in England. Find any similarities between the weather in Britain and the weather in your country.
2. Where do you get your weather forecast and information?
3. Why is it important to know weather conditions in advance? If you were planning a holiday in England next year, how useful would a weather forecast for this month be?
4. Imagine you have a British pen-friend who has never visited your country. Write a short letter to your pen-friend, which would describe the weather in your country and help your pen-friend to understand weather.
5. Describe what the weather features are for each season in your country. In your opinion, which season is the hottest one and which is the coldest one?

Read the following text carefully paying particular attention to the words in bold.

ON ENGLISH CLIMATE	KNOW THE MEANING
<p>The weather is a vital part of our daily lives and it changes all the time. There are many jokes about the English <b>climate</b>. One of them is that there is no climate in England, only <b>weather</b>! This statement, often made by Englishmen to describe the peculiar meteorological conditions of their country, is both <b>revealing</b> and true. It is revealing because in it the Englishman <b>insists</b> once again</p>	<p><b>climate (n.)</b> the regular pattern of weather conditions, such as temperature, humidity, etc. at a particular place over a period of years</p> <p><b>weather (n.)</b> the condition of the</p>

that what happens in England is not the same as what happens elsewhere. And it is true that there is no time of the year when the English can really count on its being fine or rainy, warm or cold. The climate of England is milder than that of other countries. English people are **apt** to complain of it being damp and rainy, and foreigners laugh at it and say that the English summer is made up of three fine days and a **thunderstorm**.

In no country other than England, one can experience four **seasons** in the course of a single day! It is hard to say that England has typical weather because of the sudden changes that occur — **showers** from what was only a few hours before a clear blue sky; sunshine that makes you want to leave off most of your clothes followed by winds that set you wishing for two overcoats. Day may break as a **balmy** spring morning; an hour or so later black clouds may have appeared from nowhere and the rain may be pouring down. At midday conditions may be really **wintry** with the **temperature** down by about eight degrees or more Centigrade. And then, in the late afternoon the sky will clear, the sun will begin to shine, and for an hour or two before darkness falls, it will be summer.

The winter fogs of London are, indeed, awful; they **surpass** all imagination. In a fog the air is hardly fit for breathing; it is grey, yellow, deep orange, and even black because of the smoke of many thousands of chimneys. In a dense **fog** all traffic is stopped, no vehicle can move from fear of dreadful

atmosphere at a particular place and time with respect to wind, temperature, moisture, etc.

**revealing (adj.)** giving interesting information that a person did not know before

**insist (v.)** to demand that something happens or that somebody agrees to do something

**apt (adj.)** likely or having a natural tendency to do something

**thunderstorm (n.)** a storm with thunder and lightning and usually very heavy rain

**season (n.)** any of the four periods of the year: spring, summer, autumn/fall, and winter

**shower (n.)** a brief fall of rain or of hail or snow

**balmy (adj.)** (of the air, weather, etc.) warm and pleasant

accidents.

The three things that chiefly determine the climate of England are: 1) the position of the island in the temperature belt; 2) the fact that the prevailing winds blow from the west and south-west; 3) the warm **current** — the Gulf Stream that flows from the Gulf of Mexico along the western shores of England. All this combined makes the climate more **moderate** — that is, the winters warmer and the summer cooler. The winters are never cold enough to freeze the rivers and the summers are seldom hot.

This uncertainty about the weather has had a definite effect upon the Englishman's character; it tends to make him cautious, for example. The foreigner may laugh when he sees the Englishman setting forth on a brilliantly sunny morning wearing a raincoat and carrying an umbrella, but he may well regret his laughter later in the day! The English weather has also helped to make the Englishman **adaptable**. It has been said that one of the reasons why the English colonized so much of the world was that, whatever the weather conditions they met abroad, they had already experienced something like them at home!

And, of course, the weather's variety provides a constant topic for conversation. Even the most **taciturn** of Englishmen is always prepared to discuss the weather. And, though he sometimes complains bitterly of it, he would not, even if he could, exchange it for the more predictable climate of other lands.

**wintry (adj.)** typical of winter; cold

**temperature (n.)** the amount of heat or cold in a place

**surpass (v.)** to do or be better than somebody

**fog (n.)** a thick cloud of very small drops of water in the air close to the land or sea that is very difficult to see through

**current (n.)** the movement of air in a particular direction

**moderate (adj.)** that is neither very good, hot, nor very bad, cold, etc.

**adaptable (adj.)** able to change or be changed in order to deal successfully with new situations

**taciturn (adj.)** tending not to say very much, in a way that seems unfriendly

### DO YOU KNOW THAT...?

- **The Gulf Stream** is one of the strongest ocean currents in the world, driven by surface wind patterns and differences in water density.
- People round the world have different ideas about temperature:
  - 5°C (five degrees centigrade) is **freezing** for many Brazilians.
  - 30-35°C is **boiling** for England and very unusual, but it is very common in parts of Spain during the summer
- **Dog-days** are the hottest days of the summer. They cover a period of forty days, from July 3<sup>rd</sup> to August 11<sup>th</sup> when Sirius, or the dog-star, rises and sets with the sun. The ancient superstition was that this star exercised a direct influence on dogs.

### POST-READING ACTIVITIES

*Assignment 1. Choose the correct answer.*

1. What jokes are there about the English climate?
  - a) It has severe climatic changes.
  - b) It is peculiar and has only weather.
  - c) There is no climate in England, only weather.
2. How can you explain that the English climate is considered as revealing the peculiar meteorological conditions of the country?
  - a) What happens in England differs from that elsewhere.
  - b) It is milder than that of other countries.
  - c) It is revealing and true.
3. Why do the English people complain of their climate?
  - a) It is wet with lots of rain.
  - b) It is milder than elsewhere.
  - c) Summers are short.
4. Why do people say that you can experience four seasons in the course of a single day?
  - a) because the one can come across sudden weather changes.

- b) There is a lot of sunshine in a day.
  - c) There are lots of rainy spring mornings.
5. What seasonal changes can one experience during a day?
    - a) A calm spring morning can turn into a chilly afternoon that is followed by a summer evening.
    - b) Black clouds cover the sky during the day.
    - c) At midday the temperature may be down by eight degrees Centigrade.
  6. Winter fogs are awful because ...
    - a) they surpass all imagination.
    - b) they are dense.
    - c) thick fog hardens breathing and traffic.
  7. What does more moderate climate mean?
    - a) It combines the Gulf Stream and moderate climate.
    - b) The island is well-positioned in the temperature belt.
    - c) The summer is cooler with less heat and winters are never cold enough to freeze the rivers.
  8. Why does the English weather make Englishmen cautious?
    - a) It is definite.
    - b) It is very much changeable.
    - c) They carry umbrellas.
  9. One of the reasons, which has helped the Englishmen to colonize so much of the world was...
    - a) the English character.
    - b) English weather.
    - c) English humour.
  10. Why is the English weather so dear to the English people?
    - a) It is a safe topic of conversation.
    - b) The English people complain of it.
    - c) It is predictable.

*Assignment 2. Answer the following wh-questions.*

1. What jokes do you know about the English climate?

2. Why is it said that there is no climate in England, only weather?
3. What kind of climate is there in England?
4. What do foreigners laugh at concerning the climate?
5. What type kind of winter fogs can one meet in London?
6. What chiefly determines the climate of England?
7. Where does the Gulf Stream flow from?
8. Why are the English people careful about what they say or do?
9. What influence does the weather have on English people?
10. How is the weather connected with Englishmen's character?

**Assignment 3. Fill in prepositions if necessary.**

1. I should remember the rose-garden ..... summer, and the birds that sang ..... dawn.
2. The weather was wet and cold for quite a week, as it often can be in the west country ..... early spring.
3. I am transported from this indifferent island to the realities ..... English spring.
4. There was a good deal of story-telling and comparing notes ..... past summer and all its doings.
5. The sun had brought the old men out ..... wherever they spent ..... winter.
6. .... summer of his sophomore year, when he got the job after hours and ..... Saturdays at Caldewood's Department Store he was quite happy.
7. The west country must be delightful ..... spring.
8. I'm tired ..... death of Europe and we can come back ..... early spring.
9. .... winter passed ..... spring and ..... gardens on the Riviera were ablaze with colour. .... spring passed into ..... summer.
10. He shivered. He always hated ..... winter.
11. Even the mists ..... autumn and the smell ..... the flood tide - these are the memories of Manderley that will not be denied.
12. .... the evening the bars on the Croisette were thronged by a restless, chattering crowd as many-coloured as the flowers of ..... spring.

13. New York is beautiful at ground level, but on ... fine day ..... early winter from the air, it is one of the loveliest sights a man can hope to see.
14. That was ..... terrible summer ..... the sound of milk-cans rattling in the street, rubber shod feet padding on pavements.
15. .... winter settled down over the mountains and the long trip from the city to her ceased to be an adventure for Bart, and became a hardship.

**Assignment 4. Match each word on the left with a word on the right to make common phrases or words.**

	<b>Set 1</b>	<b>Pattern: heavy rain, heavy snow, etc.</b>	
<b>Adjectives:</b>	heavy	bitter	<b>Nouns:</b> rain
	biting	chilly	wind
	strong	cloudy	fog
	fresh	brisk	snow
	thick	drizzling	sky
	Thin	hot	air
	cold	piercing	
	bright	southerly	
	clear	swirling	
	chilly	misty	
	clean	drenching	

**Set 2 Pattern: thunderstorm, etc.**

thunder	stones
torrential	drift
down	storm
heat	warning
hail	rain
snow	wave
gale	pour

**Assignment 5. Complete the missing letters in the words that deal with weather and temperatures.**

**Example** The adjective from 'wind' is *windy*

1. The opposite of 'boiling' is f \_ \_ \_ z \_ \_ g.

2. A period of violent weather with rain, thunder, and lightning is called a s \_ \_ \_ m.
3. Rain and snow fall from c \_ \_ \_ d s \_ \_ .
4. The noun from 'sun' is s \_ \_ s \_ \_ \_ e.
5. Information about the weather over the next few days is called a weather f \_ \_ \_ c \_ \_ t.
6. A brief period of rain and snow is called a s \_ o \_ \_ r.
7. The adjective from 'fog' is f \_ \_ \_ y.
8. A word meaning cold but not very cold is c \_ \_ \_ ly.
9. The adjective from 'sun' is s \_ \_ \_ y.
10. A light fog is called a m \_ \_ t.

**Assignment 6. Translate the following into your native language.**

1. It's beginning to drizzle. There's a fine drizzling rain. The rain is still falling. It's coming down hard (in torrents, in buckets). It's lovely weather for ducks.
2. It seems a dull (wet, damp, gloomy) day. What a rainy (cloudy, foggy, windy, stormy) day. It's hazy (misty).
3. I expect we'll have rain (a shower, a thunderstorm). It will turn out a wet day. It won't keep fine. We are in for bad (cold, rainy, freezing) weather.
4. It's a dull morning (day), isn't it? Rather nasty out! Beastly weather! What wretched (frightful, terrible, awful) weather!
5. The rain is still falling. It's pouring (lightning, thundering, hailing). It's been raining off and on for a week now.
6. There goes a flash of lightning! Do you hear the crashing of the thunder? What a tremendous clap of thunder!
7. The sky is overcast. The clouds are hanging low in the sky.
8. Don't get caught in the rain (in a shower). You'll get wet through and through.
9. I'm drenched (soaked, wet to the skin). My clothes are soaking wet.
10. It has stopped (ceased, left off) raining (snowing). But the weather is so uncertain (unsettled, changeable).

**Assignment 7. Study the following meanings of the prepositions with weather. Some of the below-mentioned prepositional phrases are used in the text. Find them and translate into your native language.**

**PREPOSITION WITH WEATHER**

Prepositions	Usage	Example
<i>during</i>	<ul style="list-style-type: none"> <li>• events like a storm, flood, hurricane, tornado or earthquake</li> </ul>	<ul style="list-style-type: none"> <li>• We stayed inside during the thunderstorm.</li> </ul>
<i>in, in the snow, in the rain:</i>	<ul style="list-style-type: none"> <li>• types of weather: good, bad, foul, stormy, cloudy, humid, wet, dry, hot, cold, sticky</li> </ul>	<ul style="list-style-type: none"> <li>• They go to the beach in hot weather.</li> <li>• They stay inside in stormy weather.</li> <li>• He played in the snow.</li> </ul>
<i>On</i>	<ul style="list-style-type: none"> <li>• types of days</li> <li>• periods of the day</li> </ul>	<ul style="list-style-type: none"> <li>• I sit in my garden on nice days.</li> <li>• We open all the windows on sunny evenings.</li> </ul>

**Assignment 8. Paraphrase or translate.**

1. Translate The weather is a vital part of our daily lives and it changes all the time.
2. Paraphrase It is **revealing** because in it the Englishman **insists** once again that what happens in England is not the same as what happens elsewhere.
3. Translate In a fog the air is hardly fit for breathing; it is grey, yellow, deep orange, and even black because of the smoke of many thousands of chimneys.
4. Translate The foreigner may laugh when he sees the Englishman setting forth on a brilliantly sunny morning wearing a raincoat and carrying an umbrella.
5. Paraphrase Day may break as a **balmy** spring morning; an hour or so later black clouds may have appeared

- from nowhere and the rain may be pouring down.
6. Translate At midday conditions may be really **wintry** with the **temperature** down by about eight degrees or more Centigrade.
  7. Translate In no country other than England, one can experience four **seasons** in the course of a single day!
  8. Paraphrase The **climate** of England is milder than that of other countries. English people are **apt** to complain of it being damp and rainy.
  9. Translate Even the most **taciturn** of Englishmen is always prepared to discuss the weather.
  10. Translate There is no time of the year when the English can really count on its being fine or rainy, warm or cold.

**Assignment 9.** Study the following phrases and make up sentences of your own.

To be made by, to count on, to be apt to, to laugh at something, in no country other than, in the course of, sudden changes occur, to leave off, a balmy spring morning, an hour or so later, to pour down, at midday, to be really wintry, indeed, dreadful accidents, along the shores of England, a definite effect upon, to make somebody cautious, for example, to set forth, weather condition, of course, a constant topic of conversation.

### WORD FORMATION

**Assignment 10.** Write any appropriate forms in the blank spaces. Consult a dictionary if necessary

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
revelation	reveal	revealing
	insist	
shower		
		balmy
		moderate

	adapt	
fog		
		blustering
		windy
smog		

**Assignment 11.** Match the words on the right with the opposite on the left. There is one extra word you will not use.

foggy	cold
hot	calm
wet	cloudy
freezing	dry
stormy	bad
good	breezy
still	freezing
sunny	clear
thawing	warm
chilly	melting
smog	

**Assignment 12.** Form a noun from the adjective given to complete the sentence.

1. There was a lot of ..... outside his door. (ACTIVE)
2. After some time she recovered ..... (CONSCIOUS)
3. His ..... will lead to misfortune one day! (CURIOUS)
4. I don't expect such ..... from my staff. (FAMILIAR)
5. Is there any ..... to treat her so badly? (NECESSARY)
6. Her writing certainly shows ..... (ORIGINAL)
7. There's a ..... that he'll come tomorrow. (POSSIBLE)
8. This car is famous for its ..... (RELIABLE)
9. This used to happen with alarming ..... (REGULAR)
10. There was a look of ..... on her face. (SAD)
11. He was unaware of the ..... of her illness. (SERIOUS)
12. They were shocked by his lack of ..... (SENSITIVE)
13. He was impressed by the ..... of her skin. (SMOOTH)
14. I have a ..... for sticky buns. (WEAK)
15. My ..... is Italian sculpture. (SPECIAL)

**NEGATIVE PREFIXES** 'anti-', 'counter-', 'dis-', 'il-', 'im-', 'in-', 'ir-', 'mis-', 'non-' and 'un-'

<b>anti-</b>	<b>against</b>  anti-microbial, antisocial, anti-war
<b>counter-</b>	<b>against</b>  counteract, counter-offer, counter-revolutionary
<b>dis-</b>	(mainly added to adjectives, verbs and nouns) <b>not, opposite</b> disloyal, disagree, disappear, discontinue, disorder  (mainly added to verbs) <b>reversing action</b> disconnect, disinfect, displace
<b>ill-</b>	<b>badly</b>  ill-advised, ill-expressed
<b>in-</b>	<b>not, opposite</b>  inadequate, incapable, incompatible, independent, incomplete, inefficient, insensitive  (im- before p) <b>impossible, impractical</b> (il- before l) <b>illegible, illegal, illiterate</b> (ir- before r) <b>irregular, irrelevant</b>
<b>mis-</b>	<b>wrong(ly)</b>  misconduct, mislead, misunderstand, misuse
<b>non-</b>	<b>not</b>  non-acceptance, non-existent, non-member, non-smoker, non-returnable
<b>un-</b>	<b>not, opposite</b>  uncertain, unexpected, unoriginal, uncover, unlikely,

**Assignment 13. Complete each sentence with the correct form of the word in brackets. In some cases it is also needed to use one of the following prefixes: dis-, im-, ir-, mis-, non- or un-.**

- It's ..... to expect to get something for nothing. (REASON)
- We must meet soon, .....before Saturday. (PREFER)
- The earthquake caused ..... damage. (EXTEND)
- The roads were ..... because of the snow. (PASS)
- He died under ..... circumstances. (SUSPECT)
- We can look forward to a period of ..... (PROSPER)
- They were caught in an ..... shower of rain. (EXPECT)
- She spent hours getting the house ..... clean. (SPOT)
- If I were you, I wouldn't make a ..... just yet. (DECIDE)
- It's ..... of motorists to drink and drive. (RESPONSE)
- I don't mind ..... criticism but there's no need to be unpleasant. (CONSTRUCT)
- It was a ..... letter addressed to the boss and the secretary shouldn't have opened it. (CONFIDE)
- The ..... of the flight was delayed so we had to spend the night at the airport. (DEPART)
- It's ..... to study a language if you're never going to use it. (POINT)
- I'm afraid I'm in the ..... position of being out of work and heavily in debt. (ENVY)
- Great works of art like the Mona Lisa are ..... (PRICE).
- Why do we always end up by having an .....? (ARGUE)
- I wish you'd be ..... instead of telling me lies. (TRUE)
- The weather in this country is so ..... that you never know what to expect. (PREDICT)
- Although the stone in your ring looks like a diamond, I'm afraid it's ..... (WORTH) .

## VOCABULARY FOCUS

### 1. WARM AND HOT WEATHER

- **boiling** – very hot, often used in negative contexts  
e.g. Today is a boiling hot day.
- **humid** – (of the air or climate) warm and damp  
e.g. The island is hot and humid in the summer.
- **mild** – warm at a time when it is normally cold; not very cold, and therefore pleasant  
e.g. This year has the mildest winter since records began.
- **scorching** – very hot, often used in positive contexts  
e.g. Tomorrow will be a scorching hot day.

### 2. WET AND COLD WEATHER

This wet weather scale gets stronger from left to right.

**damp** → **drizzle** → **pour down / downpour** → **torrential rain**  
→ **flood**

Autumn in London is usually chilly and damp with rain and drizzle.

It was absolutely pouring down. or There was a real downpour.  
In the Tropics there is usually torrential rain most days, and the roads often get flooded.

This rain won't last long; it's only a shower. (short duration)

The storm damaged several houses. (high winds and rain together)

We got very wet in the thunderstorm. (thunder and heavy rain)

Hailstones were battering the roof of our car. (small balls of ice falling from the sky)

The sky's bit overcast; I think it's going to rain. (very cloudy)

We had a drought last summer. It didn't rain for six weeks.

- **chilly** – too cold to be comfortable  
e.g. In Scandinavia, the chilly days of autumn soon change to the cold days of winter.

- **cloudburst** – a sudden very heavy fall of rain  
e.g. It wasn't just rain; it was a real cloudburst.
- **downpour** – a heavy fall of water, especially rain  
e.g. There was quite a downpour last night and we all got very wet.
- **rain** – water falling in separate drops from the clouds  
e.g. The crops need rain.
- **rainfall or a fall of rain** – the amount of rain that falls in a particular place at or over a particular length of time  
e.g. The annual rainfall is only four centimetres.
- **shower** – a fall of rain which does not last long  
e.g. Scattered showers are expected this afternoon.

### 3. CLOUDS, MIST AND FOG

- **cloud / cloudy** – very small drops of water floating high in the air  
e.g. When there are black clouds you can tell it's going to rain.  
➤ **a bank of clouds**
- **dew / dewy** – the small drops of water which form on cold surfaces during the night  
e.g. The ground shone with dew in the early sunlight.
- **fog / foggy** – very thick mist  
e.g. There was fog last night off the west coast.  
➤ a bank of fog  
➤ patches of fog  
➤ a sheet of fog
- **haze / hazy** – light mist, usually caused by heat or smoke  
e.g. There is a haze of cigarette smoke.

- **mist / misty** – light or thin fog, often on the sea or caused by drizzle  
e.g. The mountaintop was covered in mist.

#### 4. THUNDER AND LIGHTNING

- **lightning** – a powerful flash of light in the sky passing from one cloud to another or to the earth, usually followed by thunder  
e.g. A great flash of lightning lit the night sky.
- **thunder** – a loud noise that follows a flash of lightning  
e.g. He could hear thunder over the hills.
- **thunderstorm** – a storm of thunder and lightning  
e.g. A flash of lightning frightened the gentlemen when they went to the window to look out; the thunderstorm began.

#### 5. SNOW AND ICE

These verbs can all be used with *snow*.

**melt / fall / freeze / thaw / settle / drift**

- **snow** – water in the air which has frozen and falls to the ground in little soft white pieces  
e.g. The hills were covered with snow.
  - a snowflake
  - a snow storm
  - a snowman
  - a snowball
- **blizzard** – a long severe snowstorm  
e.g. The blizzard has not affected the Midlands.
- **ice** – water which has frozen to a solid  
e.g. The water turned to ice.
- **frost** – frozen condition of the ground and of air  
e.g. Frost has killed several of young plants.

#### 6. WIND

- **breath** – a very slight wind  
e.g. There's hardly a breath of wind this morning.
- **breeze** – a light wind  
e.g. There was a gentle breeze on the beach, just enough to cool us.
- **hurricane** – a violent storm with very strong winds, especially in the western Atlantic Ocean  
e.g. Hurricane Betty is now approaching the coast of Florida.
- **wind** – air that moves quickly as a result of natural forces  
e.g. There's a good wind today; fancy going sailing?

*Assignment 14. Take this quiz to check your understanding of English idioms on weather.*

##### 1. (it's) raining cats and dogs

It's raining cats and dogs, so

- a) watch out for falling animals
- b) make sure you take an umbrella
- c) keep your pets inside

##### 2. a fair-weather friend

You'll find out who your fair-weather friends are when you get

- a) rich and famous
- b) sick and depressed
- c) married and have kids

##### 3. a ray of sunshine

The kids in the hospital had a ray of sunshine in their lives when

- a) some famous footballers visited them
- b) they were taken to sit outside in the sun
- c) the nurses checked their blood pressure

**4. have your head in the clouds**

William's head is in the clouds. He needs to

- a) take better care of himself
- b) be a bit more realistic
- c) stop thinking he's better than everyone else

**5. make hay while the sun shines**

I'd better make hay while the sun shines and do some work on my book

- a) while I have a bit of free time
- b) despite having so much else to do
- c) even though I don't feel like writing

**6. quick as a flash | quick as a wink | quick as lightning**

His boss came into the office and quick as a wink Mark hit a key on his keyboard because he

- a) wanted to show off his keyboard skills
- b) was running short of time
- c) didn't want his boss to see what he was looking at

**7. snowed under**

I was so snowed under today that I had to

- a) wear extra warm clothes
- b) see a doctor
- c) cancel a meeting

**8. under a cloud**

If someone is under a cloud, they might

- a) take an umbrella in case it rains
- b) try to prove they're innocent
- c) stop and wait until it passes

**9. under the weather**

Tom's been feeling under the weather for a couple of days, so he's

- a) going to see a doctor
- b) going to see a lawyer
- c) going to see a priest

**10. weather a storm**

If you weather a storm, you get through something that could have

- a) helped you
- b) excited you
- c) harmed you

**Assignment 15. Fill in the gaps with suitable words.**

<b>snowstorm</b>	<b>forecaster</b>	<b>fog</b>	<b>rain</b>
<b>weather</b>	<b>reports</b>	<b>snow</b>	<b>English</b>

Why are the ..... (1) so worried about their weather? The answer is that they cannot accept the fact that, unlike the rest of Europe, they have a terrible climate. It may be colder in Scandinavia, but at least they have the excitement of snow. They hardly ever have ..... (2), just rain and ..... (3). But when they say to each other, "Isn't it dreadful ..... (4) today? It's pouring with ..... (5)," they sound surprised, as though it is unexpected, when in fact it has been raining every day, for two weeks.

Surprisingly, few people take much notice of the weather ..... (6) in the newspapers, on radio and television. And anyway, the English never believe what they say will happen. Also they like to be surprised.

As soon as they wake up in the morning, they go to the window and open the curtains "to see the weather was doing" as if they expect at least a hurricane, or a ..... (7). As for the weather-..... (8), his job is simple. Whenever there is a major sporting event like Ascot, Wimbledon or an important cricket match, he knows that it is sure to rain!

**Assignment 16.** What kind of weather do you think caused the following to happen? Match the sentences on the left with the possible causes on the right.

1.	We had to sit in the shade every afternoon.	a)	It was terribly muggy and humid as we worked.
2.	The sweat was pouring out of us.	b)	There was a heat wave in July, or It was scorching hot last month.
3.	I can hardly breathe; I wish it would rain to cool us down.	c)	There was a very dense fog that morning.
4.	Cars were skidding out of control.	d)	We had terrible floods that winter.
5.	Even the postman had to use a boat to get around.	e)	There was ice / snow on the roads this morning.
6.	They had to close the airport; the snow was a metre deep.	f)	There was a heavy blizzard that night.
7.	We were able to sit in the garden in the middle of winter.	g)	After the hurricane / gale, the damage was unbelievable.
8.	The earth became rock-hard and a lot of plants died.	h)	Suddenly there was a very strong gust of wind.
9.	It blew the newspaper clean out of my hands.	i)	There was a very bad drought that summer.
10.	A row of big trees had been uprooted like matchsticks.	j)	Do you remember how mild it was that year?
11.	I could hardly see my hand in front of my face.	k)	It's absolutely stifling today.

**Assignment 17.** Find the word with the strongest meaning in each of these groups of words.

1. Breeze – squall – gust – storm – hurricane,

2. cold – chilly – cool – frosty – freezing,
3. downpour – rain – shower – drizzle,
4. stuffy – warm – close – sultry – hot,
5. waterfall – flood – stream – whirlpool,
6. splendid – glorious – fine – pleasant – nice,
7. haze – dimness – fog – mist – smog.

**Assignment 18.** Read the text carefully and translate it into your native language.

### THE CLIMATE OF THE BRITISH ISLES

The British Isles which are surrounded by the ocean have an insular climate; thus the climate is moister and more equable than that of Central Europe. The British Isles are situated in the temperate zone between 58.5 and 50 degrees N. Latitude.

The climate is mild and strong frosts are rare. Due to the moderating influences of the sea and the Gulf Stream, the January temperature is higher and the July temperature lower than in any other country of the same latitude. That is why the British ports are ice-free and its rivers are not frozen throughout the year.

There is an abundance of rainfall in the west. As a result, there are thick fogs which last for days and weeks at a time during the autumn or winter. The lack of sunshine hinders the cultivation of many species of plants, especially grain crops. However, grasses grow all the year round, providing fodder for cattle and giving the English countryside its characteristic verdant green.

**Assignment 19.** Choose the correct word from the list to fit into each sentence. Change word forms if necessary.

1. (*slush, sleet*)
  - a. The ..... under my feet was awful. I had an impression that I was walking through a muddy sea.
  - b. The rain changed into ..... Wet snowflakes were falling on the ground and melted there.
2. (*ice drift, snowdrift*)
  - a. The path was hedged by two long ..... They were like two mountain ranges.

- b. The ..... started at night. In the morning the children ran to the river to look at the huge blocks of ice drifting across the water.
3. (*icing, icicle*)
- a. There was heavy ..... on the road and all cars were moving very slowly.
- b. After a thaw there appeared ..... on the edge of the roof; they looked like sparkling needles.
4. (*frost, hoarfrost*)
- a. Three branches were covered with ..... and the forest looked enchanting and somewhat mysterious.
- b. The ..... was biting the nose and the cheeks. It was impossible to stay long in the street.
5. (*draught, drought*)
- a. Severe ..... killed the crops. Not a drop of rain fell on the ground for a month.
- b. When the door opened, the .....blew off the papers down on the floor.
6. (*to freeze, to be freezing*)
- a. In winter all rivers and lakes in these parts always .....
- b. The temperature was quite low and I felt that I was .....
7. (*blizzard, drizzle*)
- a. Boring ..... spoiled the day. It was too wet and dull.
- b. The ..... was blinding us. Snowflakes were swirling in the air.
8. (*light, lightning*)
- a. There is not enough ..... in the room. The table should be moved closer to the window.
- b. The ..... split the sky into two parts. A deafening thunder crack followed.

## EXTRACURRICULAR ACTIVITIES

*Assignment 20. Read the following short texts and retell them.*

### a) It is Raining Cats and Dogs.

When it pours with rain we often say: "It's raining cats and dogs." But we don't know why, and what this saying's original meaning was. In distant times, people thought that witches could turn themselves into cats and ride across the stormy skies on their broomsticks, and cats were thought to be a big influence on the weather. The dog was the servant of the North storm God, Odin, and represented the wind. Cats and dogs from that time have meant the wind and the rain.

### b) London Fogs.

Because of its geographical position in a deep river valley London is occasionally enveloped by unusually thick fog. The worst of these fogs began on December 4th, 1952 and there was a similar one in December 1962. All traffic was forced to a standstill as visibility fell to nil. The streets near the centre of London were jammed with buses crawling along at two miles per hour.

At Convent Garden a performance of La Traviata had to be abandoned after the first act because so much fog penetrated into the building that the audience could no longer see the singers clearly. It was a terrible fog and counted the death of some 4.000 people in London.

As a matter of fact this "deadly" kind of fog is called by Londoners "smog". It is the kind of fog you get only in towns - particularly in the industrial areas. It is a mixture of smoke and fog together, and it is dangerous and deadly especially for people who are suffering from any kind of respiratory troubles. And this now belongs to the past. In 1959 the Clean Air Council began their work of freeing London from the worst kinds of smoke. Now it is no longer allowed to make a fire with ordinary coal, only smokeless fuel can be used. Sunshine in winter has increased by 50 per cent. London has become a fairly clean city, cleaner than most large capitals in the world.

**Assignment 21. Read the following text and choose the best answer which means the same as the word from the passage.**

Our climate is getting warmer. The earth's surface temperature has risen by about half a degree in recent years. But dissenting voices still question this evidence which is drawn from ground-base observations as well as measurements by ships at sea because they say that the techniques used are unreliable and inconsistent. They point to satellite data which suggest that the lower troposphere has not been warming up. They argue that this inconsistency which is most pronounced in the tropics casts doubt on the other evidence.

Such arguments prompted America's National Research Council to establish a panel of experts to investigate the matter. The group concluded that the dissenters have no case. The warming trend is undoubtedly real, it concluded, and the disparity between surface and upper-air trends in no way invalidates the conclusion that surface temperature has been rising. The discrepancy was probably the result of events that act to cool the troposphere: natural ones such as the eruption of Mount Pinatubo in 1991 or man-made ones such as the release of aerosol particles or depletion of ozone in the stratosphere by chlorofluorocarbons. When such factors are accounted for the measurements align more closely.

There is another place to look for empirical evidence that the earth is warming up: the sea, which is the only place where energy from what scientists call a "planetary radiation imbalance" can accumulate over the long term. Scientists who have checked it report that since the mid 1950s the energy content of the sea has indeed risen by a considerable amount.

It is true that short spans of time such as a century are hardly relevant compared with the span of human existence and that climate change per se is not new. Yet geological evidence obtained in Antarctica is now available. And temperature record makes alarmingly clear how extraordinary could be a six-degree increase in global temperature by 2100.

- 1) question
  - a) reply
  - b) doubt
  - c) answer
  - d) pose

- 2) unreliable
  - a) unaware
  - b) untrustworthy
  - c) unrefined
  - d) unsophisticated
- 3) inconsistency
  - a) accuracy
  - b) destruction
  - c) prosperity
  - d) discrepancy
- 4) panel
  - a) group
  - b) outpost
  - c) borough
  - d) symbol
- 5) investigate
  - a) survey
  - b) examine
  - c) train
  - d) invent
- 6) disparity
  - a) difference
  - b) contrast
  - c) destruction
  - d) symbol
- 7) eruption
  - a) rejection
  - b) confection
  - c) ejection
  - d) dejection
- 8) factor
  - a) creature
  - b) feature
  - c) fissure
  - d) fixture
- 9) accumulate
  - a) reject
  - b) collect
  - c) detect
  - d) react

- 10) obtained  
 a) detained  
 b) abandoned  
 c) acquired  
 d) investigated

**Assignment 22.** Read the following text and a) translate the words that follow it into your native language, b) express the following in one word.

### WINTER DAY IN TOWN

Snow on the sidewalks in the streets. The time of cold rains, cold winds. How nice the houses are now! The editor of the paper likes to walk in the streets alone at night. He goes down one street, crosses over and goes along another. The houses are all lighted. There are fires burning.

People sitting in the houses, men, women and children. Houses are like people. I want you all when you walk thus to begin thinking of houses. The houses have faces. The windows are eyes. Some houses smile at you, others frown. There are some houses that are always dark. People in them go early to bed. You hear no laughter from such houses, no one sings. Other houses are proud. They are well kept. As you pass they seem to look at you with a sort of "keep off the grass" expression. You hurry past such houses.

I know houses that always seem to be whispering to me. There are secrets hidden in such houses. They ask you not to disturb them. Odd things happen to people behind the walls of houses. Many people are one thing inside their houses and another on the street. Sometimes the secrets, hidden away behind the walls of houses, are simply sad but sometimes they are exciting too.

There are evenings when I walk thus and see houses that all seem to be whispering to me. They are trying to tell me what I cannot understand. I go past a dozen houses, two dozen. They are the glad houses, the gay ones, the ones where all the doors seem ready to burst open. Some houses shout at me. "Come in," they cry.

The man who loves life and people shows it in the way he walks along the street. His house would tell us his secret if we could only understand.

After *Sherwood Anderson*.

- a) sidewalk, the time of cold rains, how nice the houses are now, alone, cross over, lighted houses, houses are like people, frown, dark, laughter, song, proud, well-kept, seem, a sort of "keep off the grass" expression, hurry past, whisper, hide, disturb, odd, behind the walls, inside houses, outside houses, exciting, dozen, glad, burst, shout at somebody, cry.  
 b) break the quiet, peace, rest; put or keep out of sight; move or do something quickly, take place; time spent on going or coming; stir up the feeling.

**Assignment 23.** Fill in the blanks with the word that best fits each space.

- We're in the middle of a heat-..... (*streak/wave*). It has been very hot for two weeks.
- It looks like the sky is ..... (*shining/clearing*) up. It's going to be a beautiful day.
- That man was ..... (*struck/beaten*) by lightning twice in the past year.
- A ..... (*drought/draft*) is a long period without any rain.
- Summers in states like Tennessee are very hot and very ..... (*humidity/humid*).
- We got caught in the thunderstorm and got completely ..... (*socked/soaked*).
- The coastal areas of California have an ..... (*ideally/ideal*) climate.
- Did you check the weather..... (*forecast/foreplay*) for tomorrow? Is it going to rain?
- Was it cold in Canada? Yes, it was 20 ..... (*under/below*) zero.
- Another word for "cloudy" is "....." (*clouded/overcast*).

### IDIOM ORGANIZER

**Assignment 24.** Act the following dialogue in class.

#### DIALOGUE

- A: Have you heard that June cancelled her party next Friday?  
 B: Yes, but I didn't hear why. What happened?

A: She's going to New York. She has **to see about something** for her boss.

B: Why did Jane plan the party? She knew **all along** about New York, didn't she?

A: Yes, but she really **isn't to blame**. She thought the trip would be next week. Yesterday she was told to go this week.

B: Too bad about the party, **to say the least**. The trip will **do Jane good**, though.

A: And she can have the party when she returns.

B: Frankly, I'm glad about the party. I'm **up to my ears** in work right now.

### DEFINITIONS

**see about** take the responsibility to do something; make arrangements for

e.g. Let's have a picnic on Sunday. I'll see about the food.

**all along** all the time

e.g. I knew all along that Jack wasn't telling us the whole story.

**be to blame** be responsible for something bad or unfortunate

e.g. Don't punish Billy for breaking the window. He's not to blame.

**to say the least** to make the minimum comment about something or someone

e.g. It's a boring novel, to say the least.

**do someone good** be beneficial for someone

e.g. Go to the seashore for a few days; the fresh air will do you good.

**be up to one's ears** have too much to do

e.g. Helen would like to go with us but she can't. She's up to her ears in work.

### SUBSTITUTION DRILL

*Assignment 25. Repeat the following sentences, using the substitutions listed.*

1. She has to see about something for her boss.  
some business in Chicago.  
a gift for her mother.  
an appointment this afternoon.  
a contract for her company.
2. She knew all along about the trip to New York.  
our party.  
the accident  
his plans.  
your request.
3. She really isn't to blame for the change.  
the error.  
our problem.  
what happened.  
being late.
4. The trip will do Jane good, though.  
The change  
Your visit  
That book  
That course
5. Too bad about the party, to say the least.  
I'm sorry you can't come,  
We're grateful that you told us,  
I appreciate knowing the facts,  
He has a good picture of the case,
6. I'm up to my ears in work right now.  
They're  
Joan's  
She's  
Bill's

**Assignment 26. Choose the correct idiom from the lesson to complete the following sentences.**

1. I'm going to the kitchen. I have to ..... the coffee.
2. You shouldn't talk that way about Barbara. She ..... for what happened last night.
3. Why don't you take a vacation? The rest will .....
4. The Smiths are going to build a new house. Right now they're ..... in plans and blueprints.
5. I don't know why Henry didn't tell us before. He knew ..... that Alice wouldn't be here tonight.
6. I'm sorry about what happened, Jack, ..... I know it wasn't your fault.

## UNIT IV

### EATING HABITS IN BRITAIN

#### PRE-READING ACTIVITIES

#### THINKING ABOUT THE TOPIC

*Work in pairs to discuss the following questions.*

1. Do you prefer to eat in or to eat out? Give the advantages and disadvantages of eating at home and dining out.
2. What do you think constitutes a 'healthy' diet? Which of the eating habits are healthy? Which ones are unhealthy? Give some reasons.
3. Agree or disagree with the statements below by choosing one of the following phrases.
  - Strongly agree
  - Agree
  - Don't know
  - Disagree
  - Strongly disagree
  1. Cooking should be done by whoever enjoys it.
  2. Men should never be allowed into the kitchen.
  3. Men should only cook if it is their profession.
  4. Unlike men, women are natural cooks.
  5. Men are actually better cooks than women.
4. What special dish from your country would you recommend to a visitor?
5. What is the menu for? What sections does the menu consist of?

Read the following text carefully paying particular attention to the words in bold.

YOU ARE WHAT YOU EAT	KNOW THE MEANING
<p>When travelling to other countries, the differences in <b>cuisine</b> and eating <b>habits</b> are readily apparent and for many people these are an <b>important</b> and enjoyable part of the <b>experience</b>. What you eat, when and how, and whether you leave any on your plate or <b>eat everything</b> can all be important issues. People eat different kinds of <b>food</b> at different times of the day. In some places, people eat once or twice a day; in other places, they eat three or four times a day.</p>	<p><b>cuisine</b> (n.) a particular style of cooking</p> <p><b>habit</b> (n.) usual behaviour</p> <p><b>experience</b> (n.) the knowledge and skill that a person has gained through doing something for a period of time</p>
<p>There is a wide <b>selection</b> of food available. In some European countries it is normal to have a long break in the middle of the day when all the members of the family return to their houses to eat together. This is not very common in Britain because normally it is a long way from the place of work or school to their homes. <b>Consequently</b> the British people tend to have a big breakfast before they go to work and the <b>meal</b> at midday is not usually taken with workmates or schoolmates. Lunch is normally eaten between 12.30 pm and 1.30 pm. Sunday lunch time is a typical time to eat the <b>traditional</b> British meal, which consists of roast meat, two different kinds of vegetables and potatoes with a Yorkshire Pudding.</p>	<p><b>food</b> (n.) things that people or animals eat</p> <p><b>selection</b> (n.) a number of people or things that have been chosen from a larger group</p> <p><b>consequently</b> (adv.) as a result; therefore</p> <p><b>meal</b> (n.) an occasion when a person eats, such as breakfast or lunch, or the food that you eat at that time</p>
<p><b>Generally</b>, the traditional British</p>	

<p>breakfast is a cooked meal of bacon and eggs, preceded by cereal or fruit and followed by toast. <b>Nowadays</b> this large meal is served mainly in hotels and is very popular with foreign visitors. Britons may eat this big breakfast at weekends or on special <b>occasions</b> but they prefer a smaller, healthier meal to start a normal day.</p>	<p><b>confusion</b> (n.) a state of uncertainty about what is happening, what something else means, etc.</p> <p><b>generally</b> (adv.) in most cases</p>
<p>Many people just have cereal with milk and sugar, or toast with marmalade, jam, or honey. Marmalade and jam are not the same! Marmalade is made from oranges and jam is made from other fruits. The traditional breakfast drink is tea, which people have with cold milk. Some people have coffee, often instant coffee. In Scotland many people eat "porridge" or boiled oats. Porridge is very <b>heavy</b> but in winter it will keep you warm on your way to school.</p>	<p><b>traditional</b> (adj.) following older methods and ideas rather than modern or different ones</p> <p><b>nowadays</b> (adv.) at the present time</p> <p><b>occasion</b> (n.) a particular time when something happens</p>
<p><b>Lunch</b> is a <b>light</b> meal. In cities there are a lot of sandwich bars, where office workers can choose the kind of bread they want – brown or white – and then all sorts of salad and meat or fish to go in the sandwich. Pubs often serve good, cheap food both hot and cold.</p>	<p><b>heavy</b> (adj.) large in amount or very solid</p> <p><b>light</b> (adj.) small in quantity</p>
<p>If you go to Britain to <b>study</b> English and you stay with a family you will almost certainly be given a "packed lunch" to eat for your midday meal. A packed lunch normally consists of some sandwiches, a packet of crisps, an apple and a can of something to drink, for example, coca-cola. Some schools have <b>canteens</b> where you can eat but the packed lunch is the most common thing to eat.</p>	<p><b>study</b> (v.) to spend time learning about a subject by reading, going to college, etc.</p> <p><b>canteen</b> (n.) a place where food and drink are served in a school</p>
<p><b>Dinner</b> is usually the main meal of</p>	<p><b>accompany</b> (v.) to happen or appear with</p>

the day and consists of two courses – meat or fish **accompanied** by two different boiled vegetables. This is covered with “gravy” which is a sauce made with the juice when the meat was cooked. One of the vegetables is almost always potatoes. The most **typical** thing to eat after traditional dinner is dessert or pudding.

Tea means two things. It is a drink and a meal! Some people have afternoon tea, with sandwiches, cakes, and of course, a cup of tea. It is common in most **households** to finish a meal with a sweet dish (often called “dessert” or “sweet”) – something like fruit, pudding, chocolate cake or apple pie. The British are the world’s biggest **consumers** of sugar. Some people also have “high tea.” They say there is no use for these afternoon teas where you try to hold a cup of tea in one hand and a piece of bread and butter in the other. They have it between five and six o’clock. And that’s what an Englishman calls a good tea.

something else

**typical** (adj.)  
pertaining to or having the usual qualities or features of a particular type

**household** (n.) all the people living together in a house

**consumer** (n.) a person who buys goods or uses services

#### DO YOU KNOW THAT...?

- The word ‘**sandwich**’ comes from a man called John Montague, the Fourth Earl of Sandwich who lived in the eighteenth century in the English town of Sandwich. He liked to play games at the table without stopping for a meal, so his cook put some beef between two pieces of bread – and made the first sandwich.
- Spirits are usually drunk either ‘**on the rocks**’ (with ice) or ‘**straight**’. They can also be drunk with juice or a soft drink (for example whisky and soda, or gin and tonic).

## POST-READING ACTIVITIES

*Assignment 1. Choose the correct answer.*

1. The main idea of this passage is that \_\_\_\_\_  
a) different people eat differently.  
b) different ways of preparing food are known to people.  
c) people are different but they have the same eating habits.
2. In different parts of the world, people \_\_\_\_\_  
a) eat different food at different times.  
b) eat similar food at the same time.  
c) prepare food to be eaten by others.
3. At Sunday lunch the British eat \_\_\_\_\_  
a) bacon and eggs.  
b) traditional meal of roast meat, two different kinds of vegetables, and Yorkshire pudding.  
c) cereal with fruit and toast.
4. We can understand from the text that \_\_\_\_\_  
a) although there are differences in food production, people eat as much as they can.  
b) people have to eat different kinds of food during a day.  
c) people need various kinds of food to give to others.
5. What is the main meal of the day for the British?  
a) Lunch.  
b) Breakfast.  
c) Tea.
6. According to the information in the text, many people prefer just cereal with milk and sugar to \_\_\_\_\_  
a) a profound British breakfast.  
b) a light lunch.  
c) heavy porridge.
7. English families are usually accustomed to take with them a pack of \_\_\_\_\_  
a) sandwiches, crisps and some drinks.

- b) rolls and a salad.
  - c) toasts with marmalade.
8. It is stated that British traditional drink is \_\_\_\_\_
- a) instant coffee with milk.
  - b) coffee with no sugar.
  - c) tea with cold milk.
9. It is typical for the British to \_\_\_\_\_
- a) have dinner consisting of meat and fish served together with different vegetables.
  - b) eat vegetarian dinner.
  - c) have two courses of fish and soup.
10. The British mainly come together at \_\_\_\_\_
- a) high tea.
  - b) family breakfast.
  - c) everyday supper.

**Assignment 2. Answer the following wh-questions.**

1. How many meals a day do the British have?
2. What do British people usually have for breakfast?
3. When do the British generally have lunch?
4. Where do they usually have their lunch?
5. What do the British usually have for lunch?
6. What time is dinner served?
7. What food do the British eat regularly? Do you think they have a healthy diet?
8. What is the main meal of the day? What does it consist of?
9. What traditional British dishes do you know?
10. What would you offer if you had guests with different food tastes?

**Assignment 3. Fill in prepositions.**

Mr Grapley loved chocolate. In fact, he was addicted (1) *to* chocolate. He ate more than thirty bars of chocolate a day. He had chocolate for breakfast, chocolate for lunch and chocolate for dinner. Bu he didn't just eat bars of chocolate. He also made delicious

chocolate cakes. If anyone needed a recipe (2) *for* the best chocolate cake in the world, they went to Mr Grapley.

People loved visiting Mr Grapley. His whole house smelt (3) *of* chocolate and, when he had guests, Mr Grapley made the most amazing meals. He'd combine chocolate (4) *with* everything. One of his best creations was chicken with chocolate sauce. Everyone was so pleased (5) *with* this recipe that they built a statue of Mr Grapley in the town square.

One day, however, something terrible happened. Mr Grapley woke up and went to make himself a cup of hot chocolate. On his way to the kitchen, he passed a mirror. He was covered (6) *in* spots. He quickly went to see Dr Getwellsoon.

"Oh, dear," said Dr Getwellsoon. "I am afraid I've got some bad news. You have become allergic (7) *to* chocolate. If you continue to eat chocolate, you'll have these spots".

"But that's not possible!" shouted Mr Grapley. "I cannot live without chocolate. There must be a cure (8) *for* this allergy."

"No," said Dr Getwellsoon. "I am afraid there isn't. If you want to recover (9) *from* this illness, you will have to stop eating chocolate."

"And if I don't stop?" asked Mr Crapley.

"Well, you're not going to die (10) *from* an allergy to chocolate, but the spots won't go away. It's a straight choice. Spots or no chocolate."

Mr Grapley spent the next three days complaining (11) *to* everyone (12) *about* what Dr Getwellsoon had said. "He's a doctor. He's supposed to cure me. That's what doctors do!" shouted Mr Grapley was just discovering that, in the real world, things don't always happen the way we want them to. But he was determined to fight (13) *for* the truth for as long as he could.

From *Destination B1*

**Assignment 4. Choose the correct word.**

1. The hotel restaurant is noted for its excellent British **kitchen / cuisine**.
2. Most children love the sort of **take-away / home-made food** which is served in places like burger restaurants.
3. **Frozen / Freezing** fish is just as tasty as fresh fish.
4. My mum is the best **cooker / cook** in the world.

5. If you want to be healthy, you should be sure to eat a(n) **balanced / unbalanced** diet.
6. Excuse me. Could we have the **catalogue / menu** please? We'd like to see what you have for dessert.
7. Boil the eggs for three minutes in a saucepan on the **grill / oven**.
8. A number of nutritionists point out the value of eating **cooked / uncooked** food, such as salad and vegetables.
9. Grandma is having her new **chef / cooker** delivered next week. It's gas, so it will make **cooking** much easier for her.
10. Armenian barbeque is one of my favourite **plates / dishes**. It's delicious.
11. My friend Sally is a **vegetarian / vegan**, so he doesn't eat meat, fish or even any milk products like cheese!
12. **Fizzy / soft** drinks are gassy because they have got carbon dioxide in them.
13. **Root / squash** vegetables, such as carrots, parsnips and turnips, taste very good when made into thick winter soups.
14. Jane manages to prepare really **tasty / undercooked** dishes from the simplest ingredients.
15. French fries, pizza and pasta are examples of **fast food / fine dining**.

✓ **Assignment 5. Write one word in each gap.**

### CULTURAL DIFFERENCES AT DINNER TABLE

In some cultures, when you are invited to (1) *have* a meal at someone's house, you might be considered rude if you don't say how nice the food is. In Britain, for example, it is normal for someone to compliment the cook (2) *about* the tastiness of the meal. You can say something like, "That was delicious. Do, please write the recipe down (3) *for* me!"

In other cultures, however, people tend not (4) *to be* so full (5) *with* enthusiasm for the meal. You might be regarded (6) *as* being rude, as the cook might associate your praise (7) *with* surprise. They might think, "So, they're shocked I can cook well, aren't they?"

If you are not sure how to react, the best advice is to wait and (8) *watch* how other people at the table react. If that doesn't help, be very careful (9) *to say* what you say. I would suggest (10) *to be* one

solution could be to say, "That was delicious, but then I knew it would be!"

✓ **Assignment 6. Make a word or compound word to match the description.**

- |  |                 |
|--|-----------------|
| 1. A spoon used for putting sugar in tea                           | <i>teaspoon</i> |
| 2. A cloth put on the table at meal times                          | .....           |
| 3. A metal device for opening bottles                              | .....           |
| 4. A pot in which tea is made                                      | .....           |
| 5. An electrical appliance for making toast                        | .....           |
| 6. A cup specially made for coffee                                 | .....           |
| 7. An electrical appliance for mixing food                         | .....           |
| 8. A napkin made of paper  | .....           |
| 9. An electrical appliance for washing dishes                      | .....           |
| 10. A spoon used for serving food from dishes onto plates at table | .....           |

**Assignment 7. Cross out the word in each group which cannot follow the verb.**

- |          |          |         |          |            |
|----------|----------|---------|----------|------------|
| 1. FRY   | onion    | potato  | water    | fish       |
| 2. BAKE  | potato   | bread   | cake     | milk       |
| 3. GRILL | sausages | egg     | bacon    | hamburger  |
| 4. BOIL  | steak    | egg     | milk     | potatoes   |
| 5. GRIN  | coffee   | salt    | pepper   | cheese     |
| 6. GRATE | cabbage  | carrot  | potato   | salt       |
| 7. SLICE | flour    | onion   | bread    | courgettes |
| 8. STEAM | rice     | fish    | biscuits | vegetables |
| 9. ROAST | beef     | tomato  | lamb     | potato     |
| 10. CHOP | onion    | parsley | nuts     | milk       |

**Assignment 8. Paraphrase or translate.**

1. Translate You will almost certainly be given a "packed lunch" to eat for your midday meal.
2. Paraphrase **Whatever they eat**, most people drink tea or coffee.
3. Translate Schools and colleges usually have a self-

- service canteen where you buy your own food and take it back to your table.
4. Translate The traditional British breakfast is a cooked meal of bacon and eggs, preceded by cereal or fruit and followed by toast.
  5. Paraphrase The lunch break is **an hour at most**.
  6. Paraphrase It is **common in most households** to finish a meal with a sweet dish (often called "dessert" or "sweet") – something like fruit, pudding, chocolate cake or apple pie.
  7. Translate A traditional British dinner consists of two courses – meat or fish and vegetables followed by a dessert or pudding.
  8. Paraphrase The British are **the world's biggest consumers of sugar**.
  9. Translate Consequently the British people tend to have a big breakfast before they go to work and the meal at midday is not spent with the members of the family but with workmates or schoolmates.
  10. Translate Tea means two things. It is a drink and a meal!

**Assignment 9.** Study the following phrases and pick up the ones you may need to describe the topic "Your Meals."

To be apparent, a part of, kinds of food, at different times of the day, once or twice, to have in the past, in the middle of, a long way from, to go to work, at midday, to be spent with, for example, generally speaking, preceded by, to be popular with, at weekends, to be made from, on one's way to somewhere, a "packed lunch", to consist of, a can of something, the main meal of the day, to be accompanied by, to be covered with, of course, in most households, consumers of sugar.

## WORD FORMATION

**Assignment 10.** Write any appropriate forms in the blank spaces. Consult a dictionary if necessary.

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
confusion	confuse	confusing
		general
light		
	accompany	
selection		
	generate	
		consuming
habit		
study		
		accompanying

**Assignment 11.** Match the words to make pairs of synonyms. There is one extra word you will not use.

occasion	bewilderment, puzzlement
normal	produce, imitate
consideration	selection, preference
generate	custom, practice
confusion	attention, regard
consequently	usual, typical
choice	commonly, regularly
accompany	event, happening
habit	escort, guide
generally	accordingly, therefore
traditional	

## VOCABULARY FOCUS

### EXPRESSIONS FOR PIECES OF UNCOUNTABLE NOUN

1. **bacon**  
~a slice of bacon
2. **bread**

- ~ a crust of bread
- ~ a loaf of bread
- ~ a slice of bread
- ~ a roll of bread

**3. butter**

- ~ a knob of butter /BrE/
- ~ a lump of butter

**4. chocolate**

- ~ a bar of chocolate
- ~ a square of chocolate
- ~ a stick of chocolate

**5. cheese**

- ~ a head of cheese
- ~ a piece of cheese
- ~ a slice of cheese

**6. corn**

- ~ an ear of corn
- ~ a kernel of corn

**7. milk**

- ~ a dash of milk

**8. oil**

- ~ a drop of oil

**9. rice**

- ~ a grain of rice

**10. salt**

- ~ a pinch/ dash of salt
- ~ a spoonful of salt

**11. sugar**

- ~ a cube of sugar, a sugar cube
- ~ a grain of sugar
- ~ a lump of sugar

**Note:** Uncountable words may become countable when describing units or kinds.

**Units** three coffees, a couple of beers, one and a half sugars

**Kinds** two contrasting cheeses, a range of breads, the great wines of France

## ASSIGNMENTS

*Assignment 12. Choose the correct answer.*

1. Mexican food is too ..... for me.
  - a) hot
  - b) peppery
  - c) sharp
  - d) warm
2. Japanese sushi (raw fish) is one of my favourite .....
  - a) courses
  - b) dishes
  - c) plates
  - d) sauces
3. That was absolutely delicious. Can you give me the .....?
  - a) instructions.
  - b) prescription.
  - c) receipt.
  - d) recipe.
4. How would you like your steak cooked? Well done, medium or .....
  - a) bloody.
  - b) rare.
  - c) raw.
  - d) red.
5. A lot of food you buy nowadays contains all sorts of artificial .....
  - a) additives.
  - b) extras.
  - c) spices.
  - d) supplements.
6. The reason why he always eats so much is simply that he's very .....
  - a) eager.
  - b) greedy.
  - c) hungry.
  - d) starving.
7. She liked the dessert so much that she asked for a second .....

- a) dish.  
b) helping.  
c) plate.  
d) serving.
8. If you are on a diet, you must.....eating fat.  
a) avoid  
b) escape  
c) deny  
d) stop
9. Would you prefer sparkling or .....water?  
a) still  
b) fizzy  
c) gassy  
d) flat
10. Every person can recognize only four tastes: sweet, salty, sour and .....  
e) savoury.  
f) sugary.  
g) oily.  
h) bitter.

**Assignment 13. Match the words below with their definitions.**

1.	breakfast	a.	very hungry
2.	brunch	b.	an occasion when people sit down to eat food
3.	lunch	c.	the desire for food
4.	dinner	d.	a small meal or amount of food, usually eaten in a hurry
5.	supper	e.	a meal eaten in the late morning as a combination of breakfast and lunch
6.	snack	f.	a small amount of food that is served before the main course of a meal
7.	appetite	g.	a small meal eaten just before you go to bed
8.	starter	h.	the main evening meal
9.	meal	i.	the first meal of the day
10.	starve	j.	a meal eaten in the middle of the day

**Assignment 14. Match the methods of preparation and cooking processes with their definitions.**

1.	baking	a.	cooking in steam, used for puddings, fish, etc.
2.	boiling	b.	the term used in meat cookery by which the meat is first browned, then has a small quantity of water added
3.	braising	c.	cooking meat or fruit in a small amount of water and its own juices
4.	frying	d.	cooking food in enough water to cover them, at a temperature lower than 100°C
5.	roasting	e.	cooking in fat, used for chips, doughnuts, etc.
6.	simmering	f.	the food is placed in the oven, used for preparing cakes, breads, etc.
7.	steaming	g.	is done by placing the food in the oven or over coals and cooking until it is tender
8.	stewing	h.	cooking food in enough water to cover them at 100°C

**Assignment 15. Match each verb with the food item it is most often associated with.**

1.	to mince	a.	cream
2.	to shell	b.	meat
3.	to toss	c.	a hard-boiled egg
4.	to whip	d.	eggs
5.	to stuff	e.	a cake
6.	to mash	f.	a chicken
7.	to beat	g.	a pancake
8.	to ice	h.	potatoes

Sorry

Assignment 16. Match up the food on the left with the most suitable expressions. Then, use these expressions to complete the following conversations:

- |                   |                               |
|-------------------|-------------------------------|
| 1. coffee or tea  | a. too strong / weak / sweet  |
| 2. steak          | b. with so much flavour       |
| 3. an Indian dish | c. too rich / thick / bland   |
| 4. a sauce        | d. a bit overdone / underdone |
| 5. fish           | e. too hot / spicy            |
| 6. a cake         | f. a bit dry / stale          |
| 7. lamb           | g. too many bones             |

- Have I put too much sugar in your tea?  
➤ Yes, it is a bit *sweet*, actually.
- I've put quite a few chillies in this stir-fry. Do you like it?  
➤ Actually, it's a bit *spicy* for me.
- How's your steak?  
➤ Well, I prefer it well done. This is a bit *overdone* for my taste.
- More sauce?  
➤ No, thanks. It's a bit *rich* for me. Remember, I'm on a diet.
- That cake looks delicious.  
➤ Well, it's not very fresh. I think it's at least a week old. It's very *stale*. In fact, I would even say it's a bit *dry*.
- Why didn't you choose the fish?  
➤ There are always *too many bones*! I can't be bothered with them.
- I've never tasted lamb with *mint*.  
➤ Yes, and it was so *spicy*, wasn't it?

### EXTRACURRICULAR ACTIVITIES

Assignment 17. Read the following short texts. Try to name typical food of your country.

### TYPICAL ENGLISH FOOD

#### Baked Beans

Baked beans are beans cooked in a tomato sauce. They come in cans and are normally eaten on toast. The British are very fond of baked beans.

#### Yorkshire Pudding

A batter made with flour, eggs and milk and baked in the oven. This is most often eaten with roast beef for Sunday lunch. (Batter is the same mixture that is used to make pancakes)

#### A Ploughman's Lunch

This is a very popular thing to eat if you go to eat in a "pub" at midday. It normally consists of a bread roll with a piece of cheese and a pickled onion. By the way there are many very good pickles that you can buy at the supermarket for example "branstons pickle". Branstons Pickle is not sold in any other countries but it is the perfect companion to cheese. British cheeses are very good. The most famous is Cheddar. Most of the cheeses are named after the region from where they come from, e.g. *Red Leicester*, *Cheshire*, etc. There is a very good British blue cheese called Stilton although it can be rather expensive.

#### The Fish and Chip Shop

You will almost certainly go to a fish and chip shop when you visit Britain. It is a shop which cooks fried potatoes called chips. They are usually accompanied by fish, pies, mushy peas, etc. The chips used to be wrapped in newspaper but now white paper is used. They often ask if you want salt and vinegar to be sprinkled over your chips. Be careful because sometimes they give you too much!

#### Pie

A pie is some food surrounded by pastry (pastry is a mixture of flour and butter). It is normally baked in the oven. The content of the pie can be sweet or savoury. Typical examples of pies are "steak and kidney pie" or "apple pie". There are variations of the pie such as cornish pasties. Pasties were originally invented so that working men could take their food to work with them. Someone told me that miners in the Cornish tin mines invented the cornish pasties. I suppose that if you work in a mine it is too much trouble to come to the surface to have lunch.

#### Bread and Butter

When the British eat bread they almost always cover it with butter or margarine. It is very common to see a plate of bread and butter on table when you eat. You can use it to soak up the gravy or juices left on your plate.

✓ **British Bread**

British bread is very good and if you go to the baker there are many different types of bread to choose from. However, although the bread is very good, the most popular type of bread in Britain is sliced white bread. This is sold in plastic packets and is not half as good as the bread which you must cut yourself.

✓ **Assignment 18. Read the story. Refer to the list below and fill in the blanks with the best word or expressions.**

'I'm not very hungry. I think I'll skip the first (1) a..... I'll order just one (2) a.... I do not want the (3) a...., but I might have (4) b...., (5) a...., (6) a.... or (7) .....

'You eat (8) b....,' Anita said to me. 'It isn't good for you to have so much (9) c....' I'm going to have (10) .....

'I'll have a (11) b....,' I said. 'I hope it will be (12) a....'

'I'll start with (13) b.... and (14) c....,' Anita said. 'This is a wonderful (15) ....., she added, looking round. 'The (16) a.... very good here.'

My meat was very (17) b...., but a bit (18) b.... 'I should have chosen (19) a... beef,' I said. 'I really prefer meat done in the (20) a....'

Anyway, we enjoyed the meal and finished with (21) b.... sorbet and (22) b...., followed by (23) c.... which was rather strong.

'The (24) ....., was quite reasonable,' I said, as we were leaving. 'We should come here more often.'

Anita didn't agree. 'From tomorrow,' she said, 'we'll both be back on a (25) a....!'

- |                       |                          |                    |
|-----------------------|--------------------------|--------------------|
| 1. <u>a</u> ) course  | b) dish                  | c) plate           |
| 2. a) plate           | <u>b</u> ) dish          | c) course          |
| 3. a) menu            | b) cart                  | c) dish of the day |
| 4. <u>a</u> ) chicken | <u>b</u> ) poultry       | c) hen             |
| 5. a) sheep           | <u>b</u> ) lamb          | c) deer            |
| 6. <u>a</u> ) beef    | b) bullock               | c) ox              |
| 7. a) hog             | b) pig                   | <u>c</u> ) pork    |
| 8. a) too many meats  | <u>b</u> ) too much meat | c) too few meat    |
| 9. <u>a</u> ) flesh   | b) meat                  | c) smoked beef     |
| 10. <u>a</u> ) fish   | b) fishes                | c) types of fish   |

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| 11. a) beef           | <u>b</u> ) steak      | c) chop               |
| 12. <u>a</u> ) tender | b) soft               | c) hard               |
| 13. a) bouillon       | <u>b</u> ) soup       | c) sauce              |
| 14. a) a bread        | <u>b</u> ) a roll     | c) a loaf             |
| 15. a) canteen        | <u>b</u> ) restaurant | c) kitchen            |
| 16. a) foods are      | <u>b</u> ) food is    | c) kitchen is         |
| 17. a) tasty          | b) tasteful           | c) nice               |
| 18. <u>a</u> ) hard   | <u>b</u> ) tough      | c) smooth             |
| 19. a) roasted        | <u>b</u> ) roast      | c) toasted            |
| 20. a) furnace        | <u>b</u> ) oven       | c) kitchen            |
| 21. a) citron         | <u>b</u> ) lemon      | c) orange             |
| 22. a) fruits         | <u>b</u> ) fruit      | c) vegetables         |
| 23. a) cafe           | b) coffee             | <u>c</u> ) restaurant |
| 24. a) addition       | b) reckoning          | c) bill               |
| 25. <u>a</u> ) diet   | b) system             | c) regime             |

**Assignment 19. Read the following text and discuss the questions that follow the text.**

✓ **TEA**

The trouble with tea is that originally it was quite a good drink. So a group of the most outstanding British scientists put their heads together, and made complicated biological experiments to find a way of spoiling it. They suggested that if you do not drink it clear, or with lemon and sugar, but pour a few drops of cold milk into it and no sugar at all the desired object is achieved.

There are some occasions when you must not refuse a cup of tea, otherwise you are judged an exotic and barbarous bird without any hope that you'll ever be able to take your place in civilized society.

If you are invited to an English home, at five o'clock in the morning you get a cup of tea. When you are disturbed in your sweetest sleep you must not say: "Madam, I believe you are a cruel person who deserves to be shot." On the contrary, you have to declare with your best five o'clock smile: "Thank you so much. I do adore a cup of early morning tea, especially early in the morning." If they leave you alone with the liquid, you may pour it down the washbasin.

Then you have tea for breakfast, then you have tea at eleven o'clock in the morning, then after lunch; then you have tea for tea; then after supper, and again at eleven o'clock at night.

You must not refuse any additional cups of tea under the following circumstances: if it is hot; if it is cold; if you are tired; if anybody thinks that you might be tired; if you are nervous; if you have returned home; if you feel like it; if you do not feel like it; if you have had no tea for some time; if you have just had a cup.

After G. Mikes

### Questions on Text

1. What must you do when you are invited to an English home?
2. What mustn't you do when you are invited to an English home?
3. When mustn't one refuse an additional cup of tea?

### IDIOM ORGANIZER

Assignment 20. Act the following dialogue in class.

### DIALOGUE

A: Will you **keep an eye on** my books? I'll be back in five minutes.

B: Where are you going? **Are you up to something?** You look as though you are.

A: Not really. But here comes Dorothy. I'd **just as soon** she didn't see me.

B: Why not?

A: She **had her heart set on** seeing a movie. I promised to take her. Then I discovered I didn't have any money. I phoned her and said I was sick.

B: Relax. She's going out of the other door. You're safe **for the time being**.

A: That was a **close call**.

### DEFINITIONS

**keep an eye on something, someone** watch in the sense of take care of

e.g. Will you keep an eye on my baby while I go to the store?

**be up to something** doing something that one shouldn't do

e.g. Henry's been smiling to himself all morning. I think he's up to something, but I don't know what it is.

**just as soon** prefer that one thing be done rather than another  
e.g. My wife wants to attend that lecture, but I'd just as soon stay home.

**have one's heart set on something** want something very much  
e.g. I don't know what to do. My wife has her heart set on a new coat for her birthday, but I don't have enough money to buy it.

**for the time being** for the present time  
e.g. I need a new car, but for the time being this one will have to do.

**a close call** a situation in which something bad almost happened  
e.g. I had a close call! A big truck almost hit me.

### SUBSTITUTION DRILL

Assignment 21. Repeat the following sentences, using the substitutions listed.

1. Will you keep an eye on my books?  
my children?  
the class?  
the students?  
my dog?
2. Where are you going? Are you up to something?  
What are you doing?  
Who are you calling?  
Why are you laughing?  
What are you drawing?
3. I'd just as soon she didn't see me.  
they didn't find me.  
Tom didn't telephone.  
we didn't go tonight.  
it didn't snow today.
4. She had her heart set on seeing a movie.  
going swimming.  
buying a new hat.  
attending that concert.  
playing golf today.

5. You're safe for the time being.  
 all right  
 healthy  
 accepted  
 eligible

## UNIT V

### TIME

#### PRE-READING ACTIVITIES

#### THINKING ABOUT THE TOPIC

*Work in pairs to discuss the following questions.*

1. Describe how people in your culture feel about someone who is late.
2. What happens if a student is late for a class in the morning?
3. Select at least three words from the box below, which you personally associate with time. Explain your choice.

relaxation – stress – money – family –  
 holidays – cigarette – work  
 motivation – competition – calendar – watch  
 – movement – past

4. Comment on Thomas Edison's words "Time is really the only capital that any human being has, and the only thing he cannot afford to lose."
5. Comment on the following proverb "Time is money."

**Read the following text carefully paying particular attention to the words in bold.**

A CULTURAL DIFFERENCE: BEING ON TIME	KNOW THE MEANING
<p>It is interesting how, in English, the words <b>associated with</b> time are very much the same as the words associated with money. That is, you can "spend", "waste", "invest", "save" both of them. In British and American cultures time is considered a valuable <b>commodity</b>. Time</p>	<p><b>associated (adj.)</b> two things are connected with each other, because they happen together or one thing causes the other  <b>commodity (n.)</b> a thing</p>

is limited and it has to be used carefully to **accomplish** one's goals. For example, work is typically associated with the time it takes and people are paid by the hour, week or year. There is even a proverb in English: "Time is money". It is a culture where TIME is MONEY in many ways: hourly wages, hotel room rates, interest on loans, etc. Such evaluation of time leads people to extreme efforts to **maximize** their use of time. Here are some examples to see how the link between TIME and MONEY is **reflected** in the English language: "How do you spend your time these days?", "You're wasting my time.", "This flat tire cost me an hour.", "I've **invested** a lot of time in this idea". So, time is something to be on, kept, filled, saved, used, wasted, lost, gained, planned, given, and even killed.

In most English-speaking cultures, the idea of wasting time is seen as very **regrettable**. Moreover, it is regarded **unacceptable** to make others waste time by being late. This applies to public transport timetables, and all **appointments** in business, healthcare, education and so on. Here, you are expected to keep appointments "to the minute". Showing up late for appointments is seen as **rude** and apologies are expected. However, there are cultures where it is acceptable to keep appointments to the nearest hour or even day. There is no **shame** in being a couple of hours late.

Time and **delay** are clearly used in many cultures to demonstrate power and authority. If you keep people waiting, you

that is useful or has a useful quality

**accomplish** (v.) to succeed in doing or completing something

**gain** (v.) to obtain or win something that is wanted

**maximize** (v.) to increase something as much as possible

**reflect** (v.) to show or be a sign of the nature of something or of somebody's attitude or feeling

**invest** (v.) to spend time, energy, effort, etc. on something in order to make it better or more successful

**regrettable** (adj.) that a person is sorry about and wish had not happened

**unacceptable** (adj.) that cannot be accepted, allowed or approved of

**appointment** (n.) a formal arrangement to meet or visit somebody

demonstrate that you have power over them. It becomes almost obligatory and expected. On the other hand, in much of Europe, it is considered bad manners.

In the United States, the phrase "time is money" seems to be even more valid than elsewhere. When you miss a connection due to delays or overbooking, American airlines tend to offer generous compensation, for example free tickets, for your loss of time. It is important to be on time or **punctual** for an appointment, a class, a meeting, etc. An example of using the concept of time in an American university may illustrate the aforementioned **contention**. In an American university, students are expected to arrive at the appointed hour. In the United States classes not only begin, but also end at the scheduled time. Thus, lateness or **tardiness** is usually considered to be disrespectful and unacceptable in the American culture.

On the contrary, in Austrian course **booklets** beginning times of courses used to be marked "s.t." (sine tempore) or no marking meaning it would start at the exact given time (provided the lecturer himself/herself was that punctual) or "c.t." (cum tempore), meaning that a lecture given at 10 c.t. would start at 10.15 a.m. ("academic quarter"). More recently, however, it seems that most courses now start at exact given times, but the "academic quarter" is still referred to as an excuse when someone is late. Note, however, that this is purely academic **convention** and, in general, does not apply to any other settings.

at a particular time

**rude** (adj.) having or showing a lack of respect for other people and their feelings

**shame** (n.) the feelings of guilt and embarrassment that a person has when feels that something is done wrongly

**delay** (n.) a period of time when somebody has to wait because of a problem that makes something slow or late

**punctual** (adj.) happening or doing something at the arranged or correct time; not late

**contention** (n.) a belief or an opinion that is expressed, especially in an argument

**tardiness** (n.) lateness in happening or arriving

**booklet** (n.) a small book with a paper cover that contains information about a

<p>To finish up, let us give you some good advice: "Lost wealth may be replaced by industry, lost knowledge by study, lost health by temperance or medicine, but lost time is gone forever." Thus, don't say you don't have enough time. You have exactly the same number of hours per day that were given to Michelangelo, Mother Teresa, Leonardo da Vinci, and Albert Einstein.</p>	<p>particular subject</p> <p><b>convention (n.)</b> the way in which something is done that most people in a society expect and consider the right way to do</p>
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## POST-READING ACTIVITIES

### Assignment 1. Choose the correct answer.

1. The words associated with money and time can collocate with the following verbs \_\_\_\_\_
  - a) to associate, to waste, to save, to accomplish.
  - b) to keep, to save, to invest, to spend.
  - c) to become, to pay, to accomplish, to spend.
2. By which of the following statements the meaning of the proverb "Time is money" can be best explained? \_\_\_\_\_
  - a) My home is my castle.
  - b) You are wasting my time.
  - a) Time is a valuable commodity.
3. Time has to be carefully used to \_\_\_\_\_
  - a) realize one's ambitions.
  - b) have fun.
  - c) not to keep other people waiting.
4. The idea of wasting time is considered regrettable \_\_\_\_\_
  - a) worldwide.
  - b) in Western systems.
  - c) in most English-speaking countries.
5. To be a little late or not to keep appointment "to the minute" in many cultures means
  - a) politeness.

- b) indifference and ignorance.
  - c) authority and power.
6. In Europe to keep people waiting is considered \_\_\_\_\_
    - a) obligatory and expected.
    - b) rude and impolite.
    - c) quite acceptable.
  7. According to the text, to be punctual for classes proves to be true \_\_\_\_\_
    - a) in all the educational institutions in the USA.
    - b) all over the world.
    - c) only in a few educational institutions.
  8. In Austria booklets mark the course beginning with \_\_\_\_\_
    - a) s.t. allowing to be late for 15 minutes.
    - b) c.t. meaning that the lecture will start in an "academic quarter".
    - c) s.t. meaning it will start at the appointed time.
  9. According to the text, lost time \_\_\_\_\_
    - a) can be replaced by study.
    - b) can be replaced by industry.
    - c) can never be replaced.
  10. Academic quarter \_\_\_\_\_
    - a) is always regarded as an excuse when someone is late.
    - b) is still regarded as an excuse when someone is late.
    - c) is never regarded as an excuse when someone is late.

### Assignment 2. Answer the following wh-questions.

1. What verbs can be used with the word "time"?
2. Why does time have to be used carefully?
3. What can lost time be replaced by?
4. How is the link between time and money reflected in the English language?
5. Why is the idea of wasting time considered regrettable in the English speaking-countries?
6. What do the words "time" and "delay" express in many cultures?

7. In which countries is delay considered bad manners?
8. What is important to do in most US universities?
9. Which notion, punctuality or tardiness, is accepted as disrespectful?
10. How is the scheduled lecture marked in Austrian course booklets?

**Assignment 3. Study the following meanings of the prepositions of time.**

Prepositions	Usage	Example
<i>on</i>	<ul style="list-style-type: none"> <li>• days of the week</li> <li>• dates</li> </ul>	<ul style="list-style-type: none"> <li>• I got a new car on Monday.</li> <li>• My birthday is on March 19.</li> </ul>
<i>in</i>	<ul style="list-style-type: none"> <li>• parts of the day</li> <li>• months</li> <li>• seasons</li> <li>• year</li> </ul>	<ul style="list-style-type: none"> <li>• My train leaves in the afternoon.</li> <li>• England is wonderful in May.</li> <li>• We often go skiing in winter.</li> <li>• I first went to Russia in 2005.</li> </ul>
<i>at</i>	<ul style="list-style-type: none"> <li>• at exact clock time</li> <li>• holiday periods</li> <li>• with the word <i>night</i></li> <li>• with the word <i>weekend</i></li> </ul>	<ul style="list-style-type: none"> <li>• There's a bus at half past nine.</li> <li>• What are you doing at Christmas?</li> <li>• at night</li> <li>• at the weekend</li> </ul>
<i>since</i>	<ul style="list-style-type: none"> <li>• from a certain point of time (past till now)</li> </ul>	<ul style="list-style-type: none"> <li>• since 1980</li> </ul>
<i>for</i>	<ul style="list-style-type: none"> <li>• over a certain period of time</li> </ul>	<ul style="list-style-type: none"> <li>• for 2 years</li> </ul>
<i>ago</i>	<ul style="list-style-type: none"> <li>• a certain time in the past</li> </ul>	<ul style="list-style-type: none"> <li>• 2 years ago</li> </ul>
<i>before</i>	<ul style="list-style-type: none"> <li>• earlier than a certain point of</li> </ul>	<ul style="list-style-type: none"> <li>• before 2004</li> </ul>

	time	
<i>to / till / until</i>	<ul style="list-style-type: none"> <li>• marking the beginning and end of a period of time</li> </ul>	<ul style="list-style-type: none"> <li>• from Monday to/till Friday</li> </ul>
<i>till / until</i>	<ul style="list-style-type: none"> <li>• in the sense of how long something is going to last</li> </ul>	<ul style="list-style-type: none"> <li>• He is on holiday until Friday.</li> </ul>
<i>by</i>	<ul style="list-style-type: none"> <li>• in the sense of <i>at the latest</i></li> <li>• up to a certain time</li> </ul>	<ul style="list-style-type: none"> <li>• I will be back by 6 o'clock.</li> <li>• By 11 o'clock, I had read five pages.</li> </ul>

**Assignment 4. Cross out the incorrect prepositions.**

1. The teacher told us to finish our homework by/until Monday.
2. We can't leave by/until the others get back.
3. I've been in the army for/since I was eighteen.
4. They've worked here for/since/during six months.
5. I visit my uncle every week for/since/during the winter.
6. I was at university for/since/during four years.
7. She's going back to France in/after three months' time.
8. He left the office during/throughout the lunch break.
9. It was hot during/throughout August; we didn't have one day under 30 degrees.
10. I booked a table in the restaurant by/for next Saturday. I hope that's OK.

**Assignment 5. Study the meaning of the following expressions: on time and in time first, and then choose the correct expression to fit into each sentence.**

**ON TIME vs. IN TIME**

*On time* means 'at the planned time', 'neither late nor early', 'punctual'. The opposite is *early* or *late*. It is often used to refer to timetabled events.

e.g. Only one of the last six trains has been on time.

e.g. The conference was very well organized. Everything began and finished on time.

e.g. Peter wants the discussion to start exactly on time.

*In time* means 'soon enough', 'with enough time to spare', 'before the last moment'. The opposite is *too late*.

e.g. We arrived in time to get good seats.

e.g. I must hurry. I want to get home in time to see the football match on television.

e.g. He would have died if they hadn't got him to hospital in time.

1. I saw a child crossing the road in front of the car. How could you stop on time / in time?
2. The bus was late this morning but it's usually on time / in time.
3. Don't be late. We want to begin the lesson on time / in time.
4. I like to get up on time / in time to have a big breakfast before going to work.
5. The play didn't begin on time / in time, so I could reach my home only at night.
6. Why is David never on time / in time?
7. The film was supposed to start at 8.30 but it didn't begin on time / in time.
8. I prefer to go to bed on time/in time and to get up on time / in time.
9. We got to the station on time / in time to catch the train.
10. I'll be late because the train is rarely on time / in time.
11. He remembered on time / in time that his flight was postponed.
12. I don't hope that my plane arrives on time / in time.
13. I've just washed this shirt. I want to wear it this evening, so I hope it will be dry on time / in time.
14. The concert was organized very well. It began and finished on time / in time.
15. Why are you never on time / in time? You always keep everybody waiting.

**Assignment 6. Translate the following time expressions into your native language.**

#### **Life was hard**

- *in prehistoric times*
- *in olden times*
- *in the dim and distant past*
- *at the turn of the century*
- *in those days*
- *a few generations ago*
- *between the wars*
- *in the late forties*
- *in the early fifties*
- *in the mid-eighties*
- *this time last year*
- *until this year*

#### **Life has been hard**

- *for as long as anyone can remember*
- *ever since the war ended*
- *over the past twenty years*
- *from the late sixties until now*
- *for the past few years*
- *during the last couple of months*
- *lately*

#### **Life is hard**

- *nowadays*
- *these days*
- *at present*
- *as things stand*
- *at the present time*
- *at this moment in time*
- *at this point in history*

#### **Life is going to continue to be hard**

- *from now on*
- *for the next few months*

- *during the next few years*
- *over the next decade*
- *until the present situation changes*
- *for the foreseeable future*
- *for the time being*

**But things are bound to improve**

- *in the coming years*
- *before long*
- *as time goes on*
- *sooner or later*
- *in years to come*
- *within the next twenty years*
- *in the 1990s*

**And life will be much better**

- *one day*
- *this time next year*
- *in another twenty years' time*
- *decades from now*
- *by the time our children grow up*
- *by the end of this century*
- *when we are all dead and gone*
- *in the far-distant future*
- *sometime in the twenty-second century*
- *light years from now*

**Assignment 7. Study the following phrases and pick out the ones you may need to describe your leisure time.**

To be associated with, to be very much the same, a valuable commodity, to accomplish one's goals, according to, further evidence of, pace of life, to be reflected in, to be late, public transport timetables, health care, to the minute, power and authority, to have power over somebody, bad manners, on time, to be punctual for an appointment, an example of, at the scheduled time, lateness or tardiness, on the contrary, used to be.

**WORD FORMATION**

**Assignment 8. Write any appropriate forms in the blank spaces. Consult a dictionary if necessary.**

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
accomplishment	accomplish	accomplished
	reflect	
regret		
	appoint	
		shameful
delay		
	contend	
		conventional
		punctual
association		

**Assignment 9. Match the words to make pairs of synonyms. There is one extra word you will not use.**

- |             |                           |
|-------------|---------------------------|
| accomplish  | contribute, empower       |
| commodity   | lamentable, unfortunate   |
| reflect     | pamphlet, brochure        |
| regrettable | disgrace, dishonour       |
| booklet     | on time, prompt           |
| delay       | achieve, attain           |
| shame       | consider, contemplate     |
| punctual    | argument, controversy     |
| contention  | object, article           |
| appointment | postponement, putting off |
| invest      |                           |

**VERB SUFFIXES '-ise / -ize' and 'ate'**

<i>-ise / -ize</i>	<i>to become or make X become Y</i>
	actualise, generalise, energise, modernise, magnetise, materialise, colourise, civilise, democratise, industrialise, westernise, Christianise, externalise, and internalise

	<b>Note:</b> Verbs with <i>-ise / -ize</i> that are formed from adjectives can be further changed into nouns with <i>-(a)tion</i> . For example, <i>American, Americanise, Americanisation, national, nationalise, nationalisation</i> and <i>modern, modernise, modernisation</i> . The proper noun Pasteur also follows this pattern: <i>Pasteur, Pasteurise, Pasteurisation</i> .
<b>-ate</b>	<i>to become or give the thing or quality mentioned to</i>  accelerate, activate, alienate, captivate, circulate, decelerate, liberate, intimidate, orchestrate, substantiate.
<b>-en</b>	<i>to make or become</i>  deafen, harden, redden, ripen

**Assignment 10.** Study the meaning of the words given below and translate into your native language. Consult a dictionary if necessary.

- a) Agonise, privatise, theorise, apologise, hospitalise, memorise, modernise, organise, realise, specialise, terrorise, vandalise, deputise.
- b) Alleviate, captivate, cultivate, circulate, eradicate, generate, impersonate, interrogate, investigate, speculate, terminate, accelerate, activate.

**Assignment 11.** Write the corresponding verbs by adding the correct suffix. In some cases the spelling of the root word should be changed. Consult a dictionary if necessary.

1. Christian \_\_\_\_\_
2. apology \_\_\_\_\_
3. hospital \_\_\_\_\_
4. sympathy \_\_\_\_\_
5. captive \_\_\_\_\_
6. domestic \_\_\_\_\_
7. regular \_\_\_\_\_

8. liberty \_\_\_\_\_
9. immune \_\_\_\_\_
10. active \_\_\_\_\_
11. general \_\_\_\_\_
12. energy \_\_\_\_\_
13. material \_\_\_\_\_
14. western \_\_\_\_\_
15. civil \_\_\_\_\_
16. industry \_\_\_\_\_
17. emphasis \_\_\_\_\_
18. critic \_\_\_\_\_
19. legal \_\_\_\_\_
20. national \_\_\_\_\_

**Assignment 12.** Match each verb on the left with a noun on the right. Use each word only once and write your answers in the boxes.

**Set 1**

1.	agonise	a building	
2.	apologise	over decisions	
3.	hospitalise	facts and figures	
4.	memorise	innocent victims	
5.	modernise	your life	
6.	organise	your limitations	
7.	realise	for your mistakes	
8.	specialise	a patient	
9.	terrorise	a phone box	
10.	vandalise	in tropical medicine	

**Set 2**

1.	alleviate	an agreement	
2.	captivate	the audience	
3.	cultivate	a celebrity	
4.	eradicate	a crime	
5.	generate	a criminal	
6.	impersonate	electricity	
7.	interrogate	your garden	
8.	investigate	in oil shares	

9.	speculate	the pain	
10.	terminate	a problem	

**Assignment 13. Match the proverbs with their explanations.**

1.	Time is money.	Time goes by quickly.
2.	All things grow with time - except grief.	If the date of an event remains vague, it will never happen.
3.	Time and tide wait for no man.	It's better to deal with a problem at an early stage, to prevent it from getting worse.
4.	Any time means no time.	You have many friends when you have no difficulties.
5.	Time will tell.	Keep up to date and adapt your views to changed conditions.
6.	Time has wings.	After a period of time the wounds turn into scars and the memories fade
7.	Times change.	Time is valuable and should not be wasted.
8.	A stitch in time saves nine.	Delaying a decision will not prevent events from taking place.
9.	In times of prosperity friends are plentiful.	Sooner or later something will become known or be revealed.
10.	Time heals all wounds.	As time goes by, grief subsides little by little.

**Assignment 14. Choose the correct answer.**

- I'm a busy person, and my time is valuable. You know, .....
  - it's time.
  - time is money.
  - time is running out.
  - it's time for something new.
- We've been working hard since early this morning, and now it's getting late. I think it's .....
  - time for a change.
  - time to play ball.

- time to call it a night.
- time to call it a day.

- Our vacation has gone by so quickly. ....
  - Time is money.
  - Time heals all wounds.
  - Time flies when you're having fun.
  - Time moves fast.
- Tomorrow is our deadline, so we have to work fast. You know, .....
  - it's about time.
  - time is over.
  - time heals all wounds.
  - time is running out.
- At the football game, the coach decided he needed to talk to the players so he called a .....
  - time.
  - time-up.
  - time-over.
  - time-out.
- I've been living here only two weeks, so I don't know if I like it. ....
  - Only time will tell.
  - Time heals all wounds.
  - Time is running out.
  - Time is money.
- We arrived at the movie theatre at 7, but our movie didn't start until 8. We walked around .....
  - as time goes by.
  - making up for lost time.
  - keeping time.
  - killing time.
- Now that I'm not in school and I'm not working, I don't know what to do all day. I've got .....
  - a lot of time.

- b) time to pay the piper.  
 c) too much time on my hands.  
 d) time.
9. I went to school this morning, but I didn't learn anything. It was just .....
- a) a loss of time.  
 b) a waste of time.  
 c) a time loss.  
 d) a time out.
10. Okay, your turn is over. You must answer the question. ....
- a) Time to go.  
 b) Time's up.  
 c) Have a good time.  
 d) It's time to play ball.

## VOCABULARY FOCUS

*Learn the following expressions with time.*

### 1. EXPRESSIONS WITH TIME

**all the time** – the whole time

e.g. The letter was in my pocket all the time. (= while I was looking for it).

**at one time** – once; formerly

e.g. At one time he was a good chess-player.

**at the same time** – simultaneously

e.g. There is some point in what you say; at the same time we adhere to our own opinion.

**at times** – sometimes

e.g. He can get a bit bad-tempered at times.

**at all times** – always

e.g. Our representatives are ready to help you at all times.

**high time** – the latest possible time; a time that is almost too late  
 e.g. It's high time you mended this shelf

**time and time again** – frequently, very often, repeatedly

e.g. I've told you time and time again not to ring me at the office.

**for the time being** – for the moment; temporarily

e.g. The doctor says you should stay in bed for the time being.

**from time to time** – occasionally but not regularly

e.g. She has to work at weekends from time to time.

### 2. AMOUNT OF TIME

- considerable time
- long time
- little time
- short time
- reasonable time
- precious time
- leisure / free time
- lead time
- waiting time

### 3. PHRASES AND COLLOCATIONS WITH TIME

- **to bide one's time** – to wait patiently for an opportunity
- **to devote time** – to give most of one's time to somebody / something
- **to gain / save time** – to obtain extra time by a delay or postponement
- **to have a lot of time for somebody / something** – to be interested in somebody / something
- **to idle away time** – to spend time doing nothing important
- **to kill / to pass time** – to try to make (a period of) time in which one has nothing to do, pass as pleasantly as possible
- **to lose track of time** – to forget about the time
- **to be pressed for time** – to be short of time
- **to waste / to lose time** – to use more of time than is necessary or useful

**Assignment 15. Complete the following sentences using one of the "time" expressions above. You may not use all of them.**

- |                         |                        |                           |
|-------------------------|------------------------|---------------------------|
| <i>in those days</i>    | <i>in a minute</i>     | <i>next time</i>          |
| <i>straight away</i>    | <i>from now on</i>     | <i>by the time</i>        |
| <i>ages ago</i>         | <i>sooner or later</i> | <i>for the time being</i> |
| <i>the other day</i>    | <i>on time</i>         | <i>all the time</i>       |
| <i>at the same time</i> | <i>just in time</i>    |                           |

- I'm surprised you still remember that. It happened .....
- It's impossible to make such a big decision ..... ; I need to think about it first.
- Don't worry, the ambulance is on its way. It'll be here .....
- He is a very precise sort of person. If his meeting is at 9.30 a.m. then he will arrive .....
- Last night I was frying some steak when the telephone rang. I started talking and forgot the steak. Suddenly I smelt something burning so I rushed into the kitchen and turned off the gas..... !
- We didn't have television ..... I used to play in the garden or read.
- He's a very good player. I'm sure he's going to win a major competition .....
- Did you read that article about mad cow disease? I'm going vegetarian .....
- I can't find a flat of my own so I'm staying with friends .....
- Ann rang. Can you call her back .....
- Did you hear that I failed my driving test? – Oh, never mind. Better luck .....
- Aren't Paul and Lynn here yet? – No, I'm surprised they're so late. They're usually .....
- What was Buckingham Palace like? – It was great. We arrived ..... to see the changing of the guard.
- I hear they've just made you Head of Department. That must keep you busy. – You're not joking. I often have to do five things .....
- Let's take a bus, shall we? – We might as well walk. .... the next bus comes we'll almost be home.

**Assignment 16. Use the correct form of these verbs to complete the sentences below. Some words can be used more than once.**

- |                |              |             |               |
|----------------|--------------|-------------|---------------|
| <i>pass</i>    | <i>last</i>  | <i>find</i> | <i>elapse</i> |
| <i>run out</i> | <i>spend</i> | <i>take</i> | <i>go on</i>  |

- My daughter ..... hours talking to her friends on the phone.
- These batteries are the best you can buy. They ..... for ages.
- It will probably ..... about an hour to get from here to London by train.
- Take something to read on the plane. It'll help ..... the time.
- We really need to get on with this job if we're going to finish it in time. Time .....
- Do you think you'll be able to ..... the time to help me with my homework later?
- Ten years have ..... since I last heard from her.
- It ..... 12 hours to fly to Singapore.
- The meeting ..... for two hours.
- There's no hurry at all, just ..... your time.

**Assignment 17. Match the expressions on periods of time with their definitions.**

second	a period of about thirty days
minute	a period of sixty minutes
hour	a period of sixty seconds
day	a period of a thousand years
week	a period of seven days
fortnight	a period of time for which something lasts; a fixed or limited time
month	a very short period of time; a moment
year	a period of time in history, especially one during which important events or changes happen
decade	a period of a hundred years
century	a period of twenty-four hours
millennium	a period of ten years
age	length of time a person has lived or a thing has existed
epoch	a period of twelve months

instant	a very short period of time
moment	a unit for measuring time
span	the length of time that something lasts or is able to continue
term	a period of two weeks

**Assignment 18.** Complete each space with the appropriate word. Use only one word in each space. However, some words can be used more than once.

age spell time term semester time  
era period moment epoch decade

- The ..... of space exploration started in the 1960s.
- The computer ..... has helped to improve global communication.
- The Armenians had a very cold ..... in February and all the pipes froze up.
- The Minister said that before the new law came into force there would be a ..... of six months when people could hand in firearms without being prosecuted.
- The discovery of the Americas began a/an ..... of adventure.
- The twentieth century will be seen by historians as the ..... of the motor car.
- From 1990 to the year 2000 is the last ..... of the 20<sup>th</sup> century.
- Many colleges in the United States run on a/an ..... system.
- These factories mark the beginning of a new ..... of industrial development for the country.
- The president of the United States can only serve two ..... of four years.
- The Civil War was the climax of a very important ..... in the growth of the United States of America.
- For a ..... I thought I would never find a job, but then I was lucky.
- The northern part of the country experienced a very cold ..... in the winter of 1993.
- The Pony Express lasted for a ..... of 18 months.

**Assignment 19.** Look at the following expressions related to time. Match each one with one of the definitions.

- |  |                                    |
|--|------------------------------------|
| 1) Let's call it a day.                          | within a reasonable period of time |
| 2) He left on the dot of 6.00.                   | a disastrous day                   |
| 3) You can stay here for the time-being.         | spontaneously                      |
| 4) She goes to bed in the early hours.           | give pleasure                      |
| 5) We decided on the spur of the moment.         | at 3 a.m. or 4 a.m.                |
| 6) Some news can make my day.                    | just before it's too late          |
| 7) I like to arrive at the airport in good time. | at exactly that time               |
| 8) It was just one of those days.                | very quickly / soon                |
| 9) We'll be here in no time (at all).            | finish what we're doing            |
| 10) She left the building in the nick of time.   | temporarily                        |

### EXTRACURRICULAR STUDY

**Assignment 20.** Read the text "The Man Who Could Turn Back the Clock." Two possible endings are given after the story. Which ending do you prefer? Why? Justify your choice.

#### THE MAN WHO COULD TURN BACK THE CLOCK

Once upon a time there was a man who had the power to turn back the clock. Whenever he regretted something he had done or said, he could repeat the event in the light of experience.

Now one day it happened that this man was out for a walk when it started to rain, so he took shelter in a barn. After a few minutes the man was joined by a very beautiful young lady and her dog, who were also seeking shelter. The downpour lasted about an hour. The man went home to his wife and told her why he was late. Immediately his wife was suspicious of her husband's behaviour with the young lady. She questioned him about what had happened. The man replied in a surprised and hurt voice: "Why, nothing happened. I was a perfect gentleman. What did you expect? Especially when she had such a large dog with her."

His wife was furious: "What! Only the dog stopped you!"

The man realized his mistake and immediately he turned the clock back a few minutes and tried the conversation again. This time when his wife expressed her suspicion, he said: "It's true the girl was very beautiful and she seemed to like me but my deep love for you gave me the strength to resist temptation." However, his wife was even more furious: "What! You wanted to kiss her!"

An immoral thought is as bad as an immoral deed."

<p>1. The man spent a long time thinking. There must be some way to please his wife! Finally he turned the clock back again a few minutes. Once more his wife asked how he had behaved with the beautiful young lady. But this time he replied: "What? She wasn't beautiful, she was ugly! I am a man with good taste, which is why I married you, my darling!" When she heard this, his wife, who in fact was rather unattractive, flung her arms around his neck and cried: "I love you!"</p>	<p>2. The man felt that his wonderful power had not helped him at all. Except to teach him that it was impossible to please his wife, and he had suspected this for a long time. Therefore, he turned back the clock once more, not just a few minutes, but a few hours. He went back to the beautiful young lady in the barn, in the rain.</p>
---	---

**Assignment 21.** Read the article about punctuality. Choose the most suitable heading from the list for each part (1-7) of the article. There is one extra heading which you do not need to use.

- A. A very vague word.
- B. Traffic fumes!
- C. Always some excuse.
- D. Waiting, waiting!
- E. An unfair complaint.
- F. It's up to you!
- G. Putting friends to the test.
- H. Getting a lift.

## TURN UP ON TIME

1

There is nothing worse than someone who is always late. Lateness can be a charming eccentricity – for a little while. The trouble is that Mr or Mrs Unpunctual soon starts causing inconvenience to other people. That's when the cheerful acceptance gives way to scorn and resentment.

2

It's surprising how far the unpunctual person will go to inconvenience others. For example, after accepting the offer of a lift to work the following morning, he or she will fail to turn up at the pick-up spot at the agreed time. There's sure to be a convincing reason: lost door keys, a child with whooping cough, a cat stuck up an apple tree...

3

The giver of the lift makes sure he's not late. He's made the offer and now he feels responsible for it; come what may he must keep his world. On the other hand, the person who's receiving the favour feels free to turn up 10, 15 or 30 minutes after the time which had been agreed. For him or her they are minutes of hurried activity earning the right to chauffeur-driven luxury; for the driver – the victim – they are minutes of sheer frustration, boredom and wasted time.

4

What's the result of this easy-going attitude? Well, maybe the person who offered the lift gives up the seemingly endless wait and disappears, in which case the latecomer struggles to complete his day's schedule later than ever. Wherever he goes he blames the lift for 'letting him down'.

5

There's another equally likely result. In this version of the story, the giver of the lift waits in loyal frustration at the side of the road for as long as his thoughtless passenger takes to reach the spot. Not only are

both of them late for work, but the passenger tells his colleagues about the driver's impatience in traffic queues!

6

So what's the answer? Perhaps there should be a subtle change in how we view time. At the moment we think of it as a very elastic commodity; we make vague arrangements to meet at about a certain time, and no one has a clear idea as to just how far that time will stretch. Will 'about ten o'clock' stretch to quarter past ten – or will it stretch to half past ten? There are no fixed rules.

7

Why not arrange to meet by a certain time and stick to it? Not giving even a minute's grace seems a little harsh, but look at it this way: a train won't wait for a late passenger. People know what the deadline is, they accept that they have to be on time and they usually are. Even the closest friends give up on each other eventually, so they may as well set a giving-up time when they make their arrangement. "By ten o'clock should mean 'sorry, but that's when I set off without you'.

From *First Certificate Builder*

**Assignment 22.** Translate the following English idioms about time into your native language. Explanations with examples are provided for you. The context might help you with the translation.

**LACK OF TIME**

- pressed for time** not have much time  
e.g. "I'm a bit pressed for time at the moment. Do you mind if we have the meeting tomorrow?"
- run out of time** not have any time left  
e.g. "We've run out of time on this project."
- a race against time** have to do something fast within a deadline  
e.g. "There's a race against time to save the rainforests."
- no time to lose** no time to waste  
e.g. "There's no time to lose. We've got to get going."

- have all the time in the world** have plenty of time  
e.g. "You don't need to hurry. We've got all the time in the world."
- have time on your hands** too much time  
e.g. "We've got a bit of time on our hands. What do you want to do?"
- in your own time** do something without worrying about how much time it takes  
e.g. "I'll fix the car in my own time!"
- make good time** do something faster than you thought  
e.g. "We made good time. It only took us an hour to get here."
- time is on your side** be young and have plenty of time ahead of you  
e.g. "You've got time on your side, so you shouldn't feel pressured into making a career decision now."

**IDIOM ORGANIZER**

**Assignment 23.** Act the following dialogue in class.

**DIALOGUE**

- A: Come in, please. **Make yourself at home.**
- B: Thanks. You have a nice place here.
- A: I'm glad you like it. The furniture's in pretty bad condition, though. We should **get rid of it.**
- B: Don't do that. It's very comfortable. You have children, don't you?
- A: Yes, we do. Three boys and a girl. **Not to mention** two dogs. So we have to **make this furniture do.** **As long as** the children are small, anyway.
- B: I know what you mean. Our children are **hard on** furniture, too.

**DEFINITIONS**

- make oneself at home** be comfortable, as if in one's own home  
e.g. When people come to our house, we like them to make themselves at home.
- get rid of something** destroy; throw away; sell  
e.g. When Ella told Frank she didn't like his hat, he got rid of it.

**not to mention** omitting to say anything about something  
e.g. I can't go to Steve's party. I've got to do my homework,  
prepare a speech for tomorrow, and study for an exam, not to  
mention, take my little brother to the dentist.

**make something do** use what one has instead of getting something  
else that would be better  
e.g. If there isn't cream for our coffee, we'll have to make milk  
do.

**be hard on something** treat roughly  
e.g. My son is hard on shoes. Look at this pair. These were new  
a month ago.

**as long as** because something else is happening at the same time  
e.g. As long as you're going to the drugstore anyway, buy me  
some aspirins.

## SUBSTITUTION DRILL

*Assignment 24. Repeat the following sentences, using the  
substitutions listed.*

1. Come in. Make yourself at home.  
    Sit down.  
    Take off your coat.  
    Let me take your hat.  
    Have a chair.
2. We should get rid of the furniture.  
    those curtains.  
    this sofa.  
    these lamps.  
    that table.
3. We have three children, not to mention two dogs.  
    four cats.  
    ten goldfish.  
    two horses.  
    six kittens.
4. We have to make this furniture do.  
    this rug

these chairs  
those lamps  
these pictures

5. As long as the children are small, we can't travel.  
    we won't buy furniture.  
    I'll teach them at home.  
    we must take care of them.
6. Our children are hard on furniture.  
    shoes.  
    clothes.  
    their toys.  
    everything.

## UNIT VI

### LEARNING A LANGUAGE

#### PRE-READING ACTIVITIES

#### THINKING ABOUT THE TOPIC

*Work in pairs to discuss the following questions.*

1. Many people believe that language affects the way they perceive the world. If yes, why do you think so? If not, why not? Give specific examples to support your stance.
2. How do you think language and culture are related? Can you really learn a language outside the culture in which it is spoken? Use your own experience as an example if possible.
3. The world would be better if there were only one language. Do you agree or disagree? Why? Give specific reasons and examples. Would you pick an existing language to be the single language?
4. Language is power. Please explain this statement and give reasons and examples.
5. Imagine that your own language is in danger of dying out. Discuss some of the reasons why your language should not be lost. For example,
  - its use in literature;
  - its richness in terms of vocabulary, idioms, etc.;
  - how it links you to other cultures and countries.

Read the following text carefully paying particular attention to the words in bold.

INDO-EUROPEAN LANGUAGES	KNOW THE MEANING												
The Indo-European family of <b>languages</b> is the world's largest, <b>embracing</b> most of the languages of Europe, America, and much of Asia. It includes the two great classical	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;"><b>language</b></td> <td style="padding-right: 10px;">(n.)</td> <td style="padding-right: 10px;">a</td> </tr> <tr> <td style="padding-right: 10px;">system</td> <td style="padding-right: 10px;">for</td> <td style="padding-right: 10px;">the</td> </tr> <tr> <td style="padding-right: 10px;">expression</td> <td style="padding-right: 10px;"></td> <td style="padding-right: 10px;">of</td> </tr> <tr> <td style="padding-right: 10px;">thoughts, feelings, by</td> <td style="padding-right: 10px;"></td> <td></td> </tr> </table>	<b>language</b>	(n.)	a	system	for	the	expression		of	thoughts, feelings, by		
<b>language</b>	(n.)	a											
system	for	the											
expression		of											
thoughts, feelings, by													

languages of **antiquity**, Latin and Greek; the Germanic languages such as English, German, Dutch, and Swedish; the Romance languages such as Italian, French, Spanish, and Portuguese; the Celtic languages such as Welsh and Gaelic; the Slavic languages such Russian, Polish, Czech, and Serbo-Croatian; the Baltic languages, Lithuanian and Latvian; the Iranian languages such as Persian and Pashto; the Indian languages such as Sanskrit and Hindi; and other **miscellaneous** languages such as Albanian and Armenian. In Europe only Basque, Finnish, Estonian, Hungarian, Turkish, and a few languages of Russia do not belong to this family; the others have **apparently** all **descended** from an original parent **tongue**.

Who were the original Indo-Europeans and when and where did they live? Since they left no written documents, which are, after all, the basis of history, the answers to these questions can be best obtained by attempting to reconstruct their language. If we may **assume** that a word that is similar in most of the Indo-European languages **designates** a concept that existed in the original Indo-European society and that, on the other hand, a word that varies in Indo-European languages designates a concept not discovered until later, we may then draw certain **tentative** conclusions. It would appear that the Indo-Europeans lived in a cold northern region; that it was not near the water, but among forests; that they raised such domestic animals as the sheep, the dog, the cow, and the horse; that among wild animals they knew the bear and the wolf; and that

the use of spoken sounds or symbols

**embrace** (v.) to include something

**antiquity** (n.) the ancient past, especially the times of the Greeks and Romans

**miscellaneous** (adj.) consisting of many different kinds of things that are not connected

**apparently** (adv.) according to the way something appears

**descend** (v.) to be inherited

**tongue** (n.) (formal) a language

**assume** (v.) to think or accept that something is true but without having proof of it

**designate** (v.) to describe something in a particular way

**tentative** (adj.) not definite or certain because it may be

among metals they probably knew only copper. Many believe that it was the use of the horse and chariot that enabled them to overrun such an **enormous** expanse of territory.

The general **consensus** is that the original Indo-European civilization developed somewhere in eastern Europe about 3000 B.C. About 2000 B.C. it broke up; the people left their homeland and migrated in many different directions. Some moved into Greece, others made their way into Italy or moved through Central Europe until they ultimately reached the British Isles. Another division headed northward into Russia, while still another **branch** crossed Iran and Afghanistan and **eventually** reached India. Wherever they settled, the Indo-Europeans appear to have overcome the local inhabitants and **imposed** their language upon them. One must conclude that they were **remarkable** people.

The possibility of so many languages having descended from a common ancestor was first suggested in 1786, though the similarity of Sanskrit and Italian was noted as early as the sixteenth century. By 1818 more than fifty separate languages were established as Indo-European; Albanian was added to the list in 1854 and Armenian in 1875 as a separate branch. The total number of Indo-European speakers is about 1.875.000.000 people, approximately half the earth's total population.

changed later

**enormous** (adj.) extremely large

**consensus** (n.) general or widespread agreement

**branch** (n.) a division of a group of languages

**eventually** (adv.) at the end of a period of time or a series of events

**impose** (v.) to make somebody accept the same opinions, wishes, etc. as your own

**remarkable** (adj.) unusual or surprising in a way that causes people to take notice

## POST-READING ACTIVITIES

*Assignment 1. Choose the correct answer.*

1. This article is about.....
  - a. languages of the world.
  - b. oriental languages.
  - c. Indo-European languages.
  
2. Paragraph 2 explains how history can be reconstructed by:
  - a. examining written reports and legal documents.
  - b. examining linguistic (language) evidence: looking at the similarities and differences in the words of related languages.
  - c. examining the themes of folktales and poetry.
  
3. "Wherever they settled, the Indo-Europeans appear to have overcome the local inhabitants and imposed their language upon them." The basis for this statement is:
  - a. linguistic (language) evidence.
  - b. legal documentation.
  - c. the written records of the Indo-Europeans.
  
4. "Wherever **they** settled, the Indo-Europeans appear to have overcome the local inhabitants and imposed **their** language upon **them**." Choose the correct answers for the words in bold.
 

<b>They</b> refers to:	<b>Their</b> refers to:	<b>Them</b> refers to:
a. Indo-Europeans	a. Indo-Europeans	a. Indo-Europeans
b. local inhabitants	b. local inhabitants	b. local inhabitants
  
5. "The Indo-European family of languages is the world's largest.... This means that it is the world's largest
  - a. language.
  - b. country.
  - c. family of languages.
  
6. "In Europe only Basque, Estonian, Hungarian, Turkish, and a few languages of Russia are not ....of this family"

- a. part of
  - b. spoken in
  - c. respected in
7. "...written documents, which are, **after all**, the basis of history."
- a. last but not least
  - b. absolutely not
  - c. all things considered
8. "...**on the other hand**, a word that varies in most Indo-European languages designates a concept not discovered until later..."
- a. in contrast
  - b. perhaps
  - c. most likely
9. "we may then draw certain tentative conclusions..."
- a. We can be completely certain about our conclusions
  - b. We cannot come to any conclusions because the facts are too uncertain.
  - c. We can come to possible but not definite conclusions.
10. "**The general consensus is that** the original Indo-European civilization developed somewhere in Eastern Europe about 3000 B.C."
- a. Most knowledgeable people agree that
  - b. Some knowledgeable people agree that
  - c. Most knowledgeable people disagree that
11. "other **made their way into Italy**..."
- a. worked to pay their way to
  - b. travelled to
  - c. returned to

**Assignment 2. Read each statement and mark the following statements as True (T) or False (F). Correct the false statements.**

1. The Indo-European language family is the largest language family in the world.

2. All present-day languages come from the Indo-European language.
3. Hungarian is not an Indo-European language.
4. The Indo-Europeans probably lived in a cold, northern area.
5. The Indo-Europeans were not familiar with horses.
6. The Indo-Europeans probably came from Eastern Europe originally.
7. Their civilization developed around 3000 A.D.
8. The Indo-Europeans left their homeland and migrated to Western Europe.

**Assignment 3. Look at the Indo-European language family. Then, a) answer the questions, b) fill in the blanks.**

1. How many major languages are there in the Germanic subgroup?
2. How many major languages are there in the Romance subgroup?
3. How many minor languages are there in the Indo-Iranian subgroup?
4. How many branches of languages are there in the Slavic subgroup?
5. Irish and Scottish belong to the ..... branch of the ..... subgroup.
6. Relationships:
  - a. English is related to Germanic languages in the same way as Russian is related to .....
  - b. Italian is related to Romance languages in the same way as German is related to .....
  - c. Persian is related to Indo-Iranian in the same way as Ukrainian is related to ...

**Assignment 4. Fill in prepositions.**

1. Most ..... the languages ..... Europe, America, and much ..... Asia belongs ..... the Indo-European family ..... languages.
2. Many languages have descended ..... the original Indo-European language.
3. The Indo-Europeans probably lived ..... a cold northern region.

4. The original Indo-European civilization probably developed somewhere ..... eastern Europe.
5. .... approximately 2500 B.C., the people left their homeland and migrated ..... many different directions.
6. They seem to have imposed their language ..... the existing population wherever they went.
7. Many people believe that the use ..... the horse and chariot enabled the Indo-Europeans to overrun such an enormous expanse ..... territory.
8. The original Indo-European civilization broke ..... about 187500000 people.
9. Approximately half ..... the people ..... the world today speak an Indo-European language.

**Assignment 5. Complete the text by adding linking and sequencing words from the list below.**

<i>therefore</i>	<i>in general</i>	<i>secondly</i>	<i>also</i>
<i>however (x2)</i>	<i>in the first place</i>	<i>even though</i>	<i>not only</i>
<i>although</i>	<i>furthermore</i>	<i>but</i>	

Studying a language in a country where it is widely spoken has many advantages. It is (1) ..... a good idea to study English in a country such as Britain. (2) ....., it is not the only way to learn the language.

(3) ....., most students in non-English speaking countries learn English at secondary school and at university nowadays. (4) ..... their spoken English is not usually of very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect their language skills.

(5) ....., studying the basics of English at secondary school is less stressful than learning the language while overseas. This is because students living at home do not have to worry about problems such as finding accommodation, paying for their study and living costs and trying to survive in a foreign country where day-to-day living causes much stress.

(6) ....., there are obvious advantages of learning English in Britain. Every day there are opportunities to practise listening to and speaking with British people. (7) ....., students can experience the

culture first-hand which is a great help when trying to understand the language. This is especially true if they choose to live with a British family as exchange students for example. (8) ....., if students attend a language school full-time, the teachers will be native speakers. In this case, (9) ..... will students' speaking and listening skills improve, (10) ..... attention can be given to developing reading and writing skills as well.

(11) ....., (12) ..... it is preferable to study English in an English-speaking country, a reasonable level of English can be achieved in one's own country if a student is gifted and dedicated to study.

**Assignment 6. Study the following phrases and pick out the ones you may need to describe your mother tongue.**

A family of languages, miscellaneous languages, to descend from, a parent tongue, after all, to designate a concept, on one hand, on the other hand, to draw certain conclusions, general consensus, to migrate in many different directions, to make one's way into, to head northward to, to impose something upon somebody, a common ancestor, to be first suggested in, to be added to, a separate branch, approximately half the earth's total population.

### SUFFIXES: NATIONALITIES

There are five common suffixes used to make the nationality adjective<sup>1</sup>:

- |               |  |
|---------------|--|
| <i>-ish</i>   | <i>English, Irish, Spanish, Danish</i>   |
| <i>-(i)an</i> | <ol style="list-style-type: none"> <li>1. If the place name ends in <i>-ea</i> or a silent <i>-e</i>, then use <i>-ean</i> <i>Chile - Chilean, Korea - Korean</i>;</li> <li>2. If the place name ends in a vowel, then use <i>-i(an)</i>: <i>America - American, Mexico - Mexican, Australia - Australian, Albania - Albanian, Italy - Italian</i>.</li> </ol> |

<sup>1</sup> NOTE: All nationality adjectives have a change in stress or pronunciation from the name of the country. E.g. *Iran - Iranian, Panama - Panamanian, Cyprus - Cypriot, Egypt - Egyptian, Italy - Italian, Canada - Canadian, Vietnam - Vietnamese, Japan - Japanese, etc.*

- ese *Portuguese, Maltese, Chinese, Taiwanese*
- er *is used only after the words land and island: Icelander, New Zealander.*
- i *Israeli, Saudi, Iraqi, Pakistani, Qatari, Bangladeshi*

**Note:**

1. Some nationalities can make plural with an 's', while others – with the definite article (and no plural 's').
 

Brazilians	the British
Germans	the French
Italians	the Swiss
Russians	the Dutch
Israelis	the Japanese
2. You can also use the word 'people' with both groups: e.g. British people, German people, etc.
3. When you talk about one person from these countries, you need to add woman/man/person to the group on the right: a Brazilian but a Japanese person, a German but a Swiss person, a Russian but a Frenchman / Frenchwoman.

**EXCEPTIONS**

Some nationalities have nouns for referring to people. *e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab.*

For most nationalities the adjective can be used as a noun. *e.g. a German, an Italian, a Catalan, a Greek, an African.* The word for a language is often the same as the adjective: e.g. a German speaks German.

Remember, however, there are many languages which are not the name of the countries, particularly those spoken in regions of a country. For many people the language they speak is a politically sensitive matter.

e.g. He speaks Swiss-German.

e.g. There's a Swedish-speaking minority in Finland.

e.g. Her first language is English.

**Assignment 7. a) Complete the list of Nationalities and Languages using the following suffixes: -ish, -(i)an, -ese, -i. In some cases the spelling of the new word should be changed. Consult a dictionary if necessary.**

Country	Nationality	Language
Argentina		
Armenia		
Austria		
Belgium		
Canada		
China		
Denmark		
Egypt		
Finland		
Hungary		
Iran		
Ireland		
Israel		
Japan		
Lebanon		
Mexico		
Norway		
Pakistan		
Poland		
Romania		
Scotland		
Slovenia		
Spain		
Sweden		
Turkey		
Vietnam		

**b) Answer the questions.**

1. What language is spoken in Brazil?
2. What are people from Holland called?
3. Which three languages are spoken in Switzerland?
4. What are people from Armenia called?
5. What language is spoken in Saudi Arabia?

6. What are people from Sweden called?
7. What language is spoken in Mexico?
8. What are people from Egypt called?
9. What is the first language in Israel?
10. Where do people speak Mandarin?

**Assignment 8.** *The following adjectives do not follow any of the patterns of making the nationality adjectives. Name the countries where these languages are spoken.*

1. Cypriot
2. French
3. Greek
4. Icelandic
5. Welsh
6. Tajik
7. Thai
8. Swiss
9. Czech
10. Dutch

**Assignment 9.** *Complete the sentences with the name of the people from the country given.*

1. People often say that the .... aren't as warm and friendly as other Europeans. (Britain)
2. We do quite a lot of business with the .... (Japan)
3. The .... and the .... have always been at the centre of the drive for European integration. (France, Germany)
4. Many people think the .... invented the sauna, but actually it was the .... (Sweden, Finland)
5. .... are usually hard-working. (China)
6. I met a lot of .... on my trip to Athens. (Greece)
7. Some .... speak French, while others speak German or Italian. (Switzerland)
8. Lots of .... came to Britain before the Second World War. (Poland)

**Assignment 10.** *Some very important languages are the main or official languages in certain parts of the world. Match the language below with the countries.*

- |             |                              |
|-------------|------------------------------|
| 1. Hebrew   | a) China                     |
| 2. Mandarin | b) Iran                      |
| 3. Hindi    | c) Israel                    |
| 4. Arabic   | d) Saudi Arabia, Iraq, Egypt |
| 5. Farsi    | e) India                     |

### WORD FORMATION

**Assignment 11.** *Write any appropriate forms in the blank spaces. Consult a dictionary if necessary.*

<i>Noun</i>	<i>Verb</i>	<i>Adjective</i>
assumption	assume	assumed
	base	
concept		
	conclude	
development		designated
document		
	originate	
		remarkable
		separated

**Assignment 12.** *Choose the correct word from the list to fit into each sentence.*

1. **origin, original, originality, to originate, original, originally**
  - a. She was \_\_\_\_\_ from Vietnam.
  - b. Can you tell if this is an \_\_\_\_\_ painting?
  - c. I was impressed by the \_\_\_\_\_ of his ideas.
  - d. This painting is definitely an \_\_\_\_\_, and that one is definitely a fake.
  - e. The Indo-European civilization \_\_\_\_\_ in approximately 3000 B.C. somewhere in Eastern Europe.
  - f. What is the \_\_\_\_\_ of that curious expression?

**2. document, documentary, to document**

- a. Is this the original \_\_\_\_\_ or is it a copy?
- b. Don't forget to \_\_\_\_\_ your sources in case your statements are questioned.
- c. He is a film-maker, and he makes \_\_\_\_\_.

**3. basis, to base, basic, basically**

- a. What is the \_\_\_\_\_ for that statement?
- b. I \_\_\_\_\_ my argument on two points.
- c. We are in \_\_\_\_\_ agreement.
- d. \_\_\_\_\_, I agree with you although I have one or two minor questions about your research methods.

**4. assumption, to assume**

- a. Don't make any hasty \_\_\_\_\_.
- b. I \_\_\_\_\_ you are willing to take the risk.

**5. designation, to designate**

- a. She \_\_\_\_\_ me to represent her.
- b. The \_\_\_\_\_ of Martin Luther King's birthday as a legal holiday was a victory for Black Americans.

**6. concept, conception, misconception, to conceive, to conceptualize**

- a. Unfortunately, he couldn't \_\_\_\_\_ my plan, so he didn't recommend it to his boss.
- b. I think you have a basic \_\_\_\_\_ about the matter.
- c. This is not a new \_\_\_\_\_, but it is interesting and useful.
- d. He couldn't \_\_\_\_\_ of who she was or what she was talking about.
- e. Do you have any \_\_\_\_\_ of how much that car would cost?

**7. conclusion, to conclude, concluding, conclusive, conclusively**

- a. Did you see the \_\_\_\_\_ of the movie?
- b. His research \_\_\_\_\_ proves that these two languages are related.
- c. What do you \_\_\_\_\_ from her strange behaviour?

- d. The lawyer was presenting her \_\_\_\_\_ statements to the jury.
- e. The results of the test were not \_\_\_\_\_.

**8. developer, development, to develop, developing, developed**

- a. I don't know anything about the historical \_\_\_\_\_ of capitalism.
- b. We must distinguish between \_\_\_\_\_ and \_\_\_\_\_ countries.
- c. Oh, I think he's a real estate \_\_\_\_\_.
- d. Go on and \_\_\_\_\_ your argument fully.

**9. remark, to remark, remarkable, remarkably**

- a. What a curious \_\_\_\_\_!
- b. She's a \_\_\_\_\_ person.
- c. These two houses are \_\_\_\_\_ similar.
- d. He \_\_\_\_\_ that the class was quite interesting.

**10. separation, to separate, separate, separated, separately**

- a. Did you hear that they filed for a legal \_\_\_\_\_?
- b. It may have been wise for them to \_\_\_\_\_.
- c. They have \_\_\_\_\_ apartment, you know.
- d. They live \_\_\_\_\_.
- e. The \_\_\_\_\_ couple used to argue all the time.

*Assignment 13. Match the words to make pairs of synonyms. There is one extra word you will not use.*

- |               |                         |
|---------------|-------------------------|
| embrace       | various, mixed          |
| apparently    | suppose, presume        |
| assume        | indefinite, conditional |
| language      | huge, immense           |
| designate     | clearly, obviously      |
| miscellaneous | agreement, concord      |
| tentative     | include, comprise       |
| enormous      | represent, indicate     |
| consensus     | ultimately, finally     |
| eventually    | outstanding,            |
| remarkable    | extraordinary           |

**Assignment 14. Choose a synonym for the word in bold in each sentence.**

- |                         |              |             |
|-------------------------|--------------|-------------|
| to differ               | to include   | to dominate |
| to get                  | to try       | to end      |
| to come from            | to represent | agreement   |
| to make it possible for |              |             |

- The Indo-European family of languages **embraces** most of the languages of Europe, America, and much of Asia.
- Linguists **have attempted** to reconstruct the original Indo-European language.
- They **have obtained** information about the original Indo-European language by looking at existing languages.
- If a word is similar in most Indo-European languages, it probably **designates** a concept that existed in the original Indo-European society.
- On the other hand, if a word **varies** in most Indo-European languages, it probably designates a concept not discovered until later on.
- The general **consensus** is that the original Indo-European civilization developed somewhere in Eastern Europe about 3000 B.C.
- About 2500 B.C. this civilization **broke up**, and the people travelled in all directions to new areas.
- The use of the horse and chariot probably **enabled** the Indo-Europeans to overrun a great expanse of territory.
- Wherever they settled, they **overran** the local inhabitants and imposed their language on them.
- It is amazing to think that so many languages **descended from** a common ancestor.

**Assignment 15. Read the following passage and interpret the meaning of each word in bold. Write a synonym or brief definition for each in the space provided.**

The most important set of symbols is language. **Language** refers to the systemized use of speech and hearing to convey or express feelings and ideas. It is through language that our ideas, values, beliefs, and knowledge are **transmitted**, expressed, and shared. Other

**media** such as music, art and dance are also important means of communication, but language is uniquely **flexible** and **precise**. It permits us to share our experiences in the past and present, to **convey** our hopes for the future, and to describe dreams and fantasies that may bear little **resemblance** to reality. Some scientists have questioned whether thought is even possible without language. Although language can be used **imprecisely** and may seem hard to understand, it is the chief factor in our ability to **transmit** culture.

- language \_\_\_\_\_
- transmitted \_\_\_\_\_
- media \_\_\_\_\_
- precise \_\_\_\_\_
- flexible \_\_\_\_\_
- convey \_\_\_\_\_
- resemblance \_\_\_\_\_
- imprecisely \_\_\_\_\_

**Assignment 16. Select the best word to fill in each blank. Sometimes there may be more than one possible answer.**

Who were the original Indo-Europeans and where did they live? Since they left no \_\_\_\_\_<sup>(1)</sup> documents, which are, \_\_\_\_\_<sup>(2)</sup> after \_\_\_\_\_<sup>(3)</sup>, the basis of history, \_\_\_\_\_<sup>(4)</sup> answers to these questions \_\_\_\_\_<sup>(5)</sup> be best obtained by \_\_\_\_\_<sup>(6)</sup> to reconstruct their language. \_\_\_\_\_<sup>(7)</sup> we may assume that \_\_\_\_\_<sup>(8)</sup> word that is similar \_\_\_\_\_<sup>(9)</sup> most of the Indo-European \_\_\_\_\_<sup>(10)</sup> designates a concept that \_\_\_\_\_<sup>(11)</sup> in the original Indo-European \_\_\_\_\_<sup>(12)</sup> and that, on the \_\_\_\_\_<sup>(13)</sup> hand, a word that \_\_\_\_\_

in most Indo-European languages \_\_\_\_\_<sup>(14)</sup> a concept not  
(designated-is-makes)  
 discovered \_\_\_\_\_<sup>(15)</sup> later, we may then \_\_\_\_\_<sup>(16)</sup>  
(before-until-after) (see-draw-think)  
 certain tentative conclusions.

**Assignment 17. Complete the text by adding words from the list below.**

*language*     *study*     *significantly*     *influence*  
*super-family*     *power*     *round*     *sheer*

The main direction of research has been to emphasize the multiplicity of early ..... There was no 'Ur' language when the whole earth was of one language and of one speech. Instead languages either bred new 'daughter' languages-Indo-European earth's 'linguistic .....' has more than 100 of them-or died out as more robust tongues advanced. Historically, it is languages that are replaced, not people: the human genetic profile in Europe has not ..... over 50,000 years.

It was their ..... of the origins of the written word that provided linguists with their surest view of the way languages had evolved. Writing has extraordinary ....., greatest of all in modern literate societies. A written language influences its spoken version just as much as the other way ..... But writing is also an imperfect way of capturing speech: not only may one letter stand for many sounds (the English 'a' represents half a dozen) but it fails to capture stress, pitch and tone.

Some linguists assume that the pace of language extinction will accelerate, driven by electronic technology. Within a generation the ..... of Spanish (distributed through television) has begun to wipe out the local tongue of the Easter Islanders. Only Spanish, Mandarin Chinese and English (the world's most widely spoken second language) have the ..... numbers of speakers to make it probable that they will survive for at least the next 300 years.

## VOCABULARY FOCUS

**Assignment 18. Study the definitions of the following words and expressions. Complete the short dialogues with them.**

<b>second language</b>	a non-native language officially recognized and adopted in a multilingual country as a means of public communication
<b>mother tongue</b>	the language first learned by a child
<b>native speaker</b>	a person having a specified native language
<b>bilingual</b>	able to speak two languages fluently
<b>trilingual</b>	able to speak three languages fluently
<b>accent</b>	the characteristic mode of pronunciation of a person or group

- Sandy, what language do you speak in Hong Kong?  
-Well, of course, Chinese is my ..., but for almost everyone, English is spoken as a ....
- You've been learning English for ten years, Sven. That's a long time.  
-I suppose it is, but I want to keep learning until I can hold a conversation like a ....
- Where did you learn to speak such good Spanish, Mary?  
-Well, my dad's Spanish and I went to school in Madrid until I was nine so I'm basically....
- I find it very difficult to understand Maggie when she speaks quickly.  
-Well, she comes from Liverpool and she's got quite a(n).... I'm sure you'll get used to it.

**Assignment 19. Choose the right word.**

- The new school claims to ..... students all the English they need in a few months.  
a) explain    b) instruct    c) learn    d) teach

2. I never ..... a chance of improving my English if I can help it.  
a) avoid    b) lose    c) miss    d) waste
3. Will you ..... me how to make that sound?  
a) learn    b) practice    c) show    d) train
4. .... that he only started learning a year ago, his English is excellent.  
a) Accounting    b) Considering    c) Imagining  
d) Wondering
5. We were the ..... students in the class who could speak Russian.  
a) alone    b) one    c) only    d) single
6. Your pronunciation would improve if you ..... with a tape recorder.  
a) exercised    b) practised    c) repeated    d) trained
7. The students ..... ever use the language laboratory.  
a) almost    b) hardly    c) nearly    d) practically
8. Priscilla asked for ..... lessons at home as she thought she would learn English faster that way.  
a) particular    b) peculiar    c) personal    d) private
9. Learners of English as a foreign language often fail to ..... between unfamiliar sounds in that language.  
a) differ    b) distinguish    c) separate    d) solve
10. Jonathan was surprised that Sonia's English was so ..... as she had never been to England.  
a) definite    b) fluent    c) liquid    d) national
11. If you want to learn a new language you must ..... classes regularly.  
a) assist    b) attend    c) follow    d) present
12. Spanish is the ..... language of most Spaniards.  
a) home    b) mother    c) native    d) nature
13. They are learning English, but they haven't ..... much progress.  
a) done    b) got    c) made    d) performed
14. There has been a great ..... in his English.  
a) escalation    b) improvement    c) increase    d) rise
15. If you don't know what that word means, ..... in the dictionary.  
a) give it up    b) look it up    c) make it up  
d) show it up

16. Some language students reach a high ..... of competence in communication.  
a) degree    b) grade    c) level    d) mark
17. Don't ..... to correct me if I make a mistake.  
a) hesitate    b) mind    c) pause    d) stop
18. Please ..... your hand if you want to ask a question.  
a) arouse    b) put out    c) raise    d) rise
19. At the language school, each student is assigned to his or her own .....  
a) director    b) professor    c) staff    d) tutor
20. A(n) ..... mistake which many students make is to leave out the definite article.  
a) common    b) just    c) ordinary    d) plain

### EXTRACURRICULAR STUDY

*Assignment 20. Match the following English speaking countries with their capitals.*

1. Scotland	a. Cardiff
2. The USA	b. Dublin
3. England	c. Ottawa
4. New Zealand	d. Belfast
5. Wales	e. Canberra
6. Canada	f. Edinburgh
7. Australia	g. Wellington
8. Northern Ireland	h. Washington, DC
9. Ireland	i. London

*Assignment 21. Read this paragraph. Then with your book closed, try to restate the ideas in writing as clearly and completely as you can.*

### THE ORIGIN OF THE ROMANCE LANGUAGES

The Romance languages of today came originally from Latin, which was the official language of the Roman Empire. As the Empire spread gradually across a great part of Europe, Latin was introduced everywhere as the official language of government and administration.

Spoken Latin was consistent from one area to another in the early days of the Empire. But later, when the Empire began to fall apart, the Roman administrators began to disappear. Gradually, the Latin of each region began to develop in its own way. Separated from each other by great distances and naturally influenced by the speech of the local people, each area slowly developed its own distinctive characteristics to the point where separate languages were formed. The modern Romance languages include the national languages: Italian, French, Spanish, Portuguese, and Rumanian. Catalan, Provencal, Rhaeto-Romanic, Sardinian, and Moldavian are regional Romance languages, limited in use to smaller areas within individual countries.

**Assignment 22. Read the text below about the English language and do the tasks that follow.**

English is losing its political and cultural associations and is becoming the property of all cultures. Over 70 countries in the world use English as the official or semi-official language, and in 20 more countries English occupies an important place. It is the main foreign language taught within most school systems. Worldwide, many newspapers are published in English. English is the language of mass media, international business, the main language of airports, air traffic control, and international shipping. It is the language of science, technology and medicine. Two thirds of all scientific papers today are first published in English. It is the language of diplomacy and sport; it is one of the working languages of the United Nations.

Thus, English has acquired the status of lingua franca, as well as distinctive global position in the spectrum of world languages. This status and, consequently, the terrain of a 'genuinely global status' is not only due to its role as the medium of truly global language of education, but also due to two aspects: recognition as the official language of a country in terms of a medium of communication in such domains as government, diplomacy, commerce, the media, and education system and penetration into the prescribed curricula of a country's foreign-language teaching, irrespective of its official status as the official language of the country.

**Task 1. Choose the most appropriate title for the text or suggest yours.**

1. Learning English.

2. Working with English.
3. A World Language.
4. Language Sandwich.

**Task 2. Talk about the following.**

1. English is becoming a world language. Can this news cause problems for other languages?
2. In some countries people are getting angry about the use of English words in their own language. For example, some French don't like *le marketing*, *le stress* and *le fast food* in their language. How do you feel about this? Does it matter?
3. Can you think of any examples of English words which have become part of your language? How about the words from your language which have become part of English?
4. How often do you come across English in your daily life?

**Assignment 23. Read an extract from David Crystal's book "English as a Global Language" and do the tasks that follow.**

### THE RIGHT PLACE AT THE RIGHT TIME

Today English is the mother tongue of hundreds of millions of people. It is also spoken as an everyday second language by many millions more, and it is by far the language most learned as a foreign language. In almost every global domain, English is the language of first choice for dealings between people. English is the first language of the Internet, of popular music, of almost every branch of science, of maritime navigation. Indeed it would be difficult to think of a context where English is not used, even by non-native speakers. In the nineteenth century, the language of diplomacy and fine arts was French: today it is English. English has taken over the world on a scale never seen before. Greek, Latin, Chinese, French and Arabic have all been immensely important languages at certain times and in certain places, but none of them has ever approached the dominance now achieved by English. English has become the first truly global language.

What are we to conclude, after this review of the way English has come to be used in the modern world? Is there a common theme which can help us explain the remarkable growth of this language? The evidence is that it is a language which has repeatedly found itself in the right place at the right time.

In the seventeenth and eighteenth centuries English was the language of the leading colonial nation – Britain. In the eighteenth and nineteenth centuries it was the language of the leader of the industrial revolution – also Britain. In the late nineteenth century and the early twentieth it was the language of the leading economic power – the USA. As a result, when new technologies brought new linguistic opportunities, English emerged as a first-rank language in industries which affected all aspects of society – the press, advertising, broadcasting, motion pictures, sound recording, transport and communications. At the same time, the world was forging fresh networks of international alliances, and there emerged an unprecedented need for a lingua franca. Here too, there was a clear first choice. During the first half of the twentieth century English gradually became a leading language of international political, academic, and community meetings.

By the 1960s the pre-eminence of the language was established, but it could not at that time have been described as a genuine world language. Since then, however, two events have together ensured its global status. The first was the movement towards political independence, out of which English emerged as a language with special status in several new countries. In most of these, the role of English had come to be so fundamental that no other language could compete, when the moment of independence arrived. The other event was the electronic revolution, where here too English was in the right place (the USA) and the right time (the 1970s).

It is difficult to predict the future with something so dynamic as the Internet. In a few generations' time the Net will not be like anything we know today. Automatic speech synthesis and recognition will be routine, and more use will be made of automatic translation. The arrival of high-quality immediate translation facilities will have a major impact on the use of English (or any lingua franca) on the net; but these are a long way off. For the near future, it is difficult to foresee any developments which could eliminate the significant role of English on the information superhighway.

**Task 1. Answer the questions based on the text.**

1. How did English develop in the seventeenth and eighteenth centuries?
2. How did Britain contribute to English becoming the world language?

3. In which areas of life did English emerge as a first-rank language?
4. Which two events insured the global status of English?
5. How did the movement towards political independence contribute to the special status of English?

**Task 2. Talk about the following:**

1. David Crystal often uses the phrase “lingua franca.” Macmillan Dictionary defines “lingua franca” as a language people use to communicate when they have different first languages. Bring reasons that English is a lingua franca.
2. In his book “English as a Global Language” David Crystal writes: “If Bill Gates had grown up speaking Chinese the future of English would have been different.” How do you understand this? Give your explanations and reasons.

**IDIOM ORGANIZER**

**REVISION**

**THE ABSENTMINDED PROFESSOR**

Every afternoon when Professor Herbert Allen walked home from the university he was so occupied with the book in his hand that he never saw anything around him. When he reached home, his wife would say, “What happened today, Herbert?” and he would answer, “Nothing.”

The truth was that if anything did happen, he didn't know it. He was much too busy *brushing up* on Voltaire, Hegel, or some other philosopher. Still, he gave his wife the same answer every day. She knew *in advance* that he would, but she asked anyway.

One day, however, Herbert had a different answer ready for his wife. It was all because of the weather. That afternoon the spring weather was so beautiful that he left the university earlier than usual and went to the park. Of course, he carried a philosophy book in his hand. *As long as* he had to read this book anyway, why not in the park? He sat down on a bench under a tree, *made himself at home* there, and started to read. Around him were people enjoying the sunshine. The trees were covered with leaves; the flowers were all in bloom; *every now and then* a bird sang. It was a lovely day.

Professor Allen was *about to* begin the second chapter of his book where a man said, "Well, hello. The last time I saw you was in Philadelphia, wasn't it? Remember? But what are you doing here? Do you live in this town? I'm here *to see about something* for my office. I've been *up to my ears* in work".

"Why, I..." At first Hebert didn't know what to say. He hadn't been in Philadelphia since 1952, when he went there with his wife to visit her cousins. The man was mistaken; *to say the least*. Herbert had never seen him before.

The businessman must have noticed the strange expression on Herbert's face. "*What's the matter?*" he asked. "Don't you remember me?"

"Are you one of my wife's cousins?"

It was the other man's turn to have a strange expression. "I... I don't think so."

"Then I don't know you", the professor replied calmly. "The only people I know in Philadelphia are my wife's relatives".

"Excuse me," the businessman said. "I obviously made a mistake".

"That's all right", replied the professor and returned to his book. He had read only five minutes when, *all of a sudden*, a lady with a little boy spoke to him. "Pardon me, sir," said the lady. "You look like a kind person. Will you *keep an eye on* my little boy while I go across the street to the drugstore? I'll be back in five minutes."

Before he could say anything, the woman was gone. The professor put his book down and looked at the child. The child looked at the professor. "What's your name?" asked the boy.

"Herbert Allen. What's yours?"

"Allen Herbert."

"Really? That's very interesting." The professor thought about this coincidence for several minutes.

"I want some ice cream," the boy said, pointing to a man selling it nearby.

"All right," said the professor. "Come with me." He took the boy to the ice-cream man. "What flavour?" he asked the boy.

"Chocolate."

The professor did not notice that the boy was wearing a white shirt. Almost immediately there were spots of chocolate on it.

"Oh! Look at him!" cried the child's mother when she returned. "You're *to blame* for it! Why did you let him have it?"

"He wanted it," Professor Allen said timidly.

"He could have *done without* it!"

"I'm not used to being around children," the professor confessed.

"That's obvious," said the woman. "What am I going to do? I have to meet my mother-in-law here in ten minutes. If she sees Allen like this, she'll tell my husband I'm a careless housewife, *not to mention* a poor mother. I'll just have to take him home and change his shirt. I can't *get rid of* those spots here. I should have known *all along* not to leave Allen with a stranger." She hurried away angrily, pulling the chocolate-covered boy after her.

"That was *a close call*," Herbert told himself. "I thought for a minute she was going to have me arrested."

Once again Professor Allen opened his book. It was extremely interesting. *For the time being* he was able to forget the woman and her little boy.

Just fifteen minutes later someone touched his arm and asked, "Can you let me have a quarter, mister? *I'm broke* and I haven't had anything to eat all morning. *I've had my heart set on* a nice big hamburger all day. It's all I think about."

The professor, his mind deep in thought on a statement by Voltaire, did not understand. "What did you say? You broke something?"

"No, no!" the man answered. "I said *I'm broke*. I need twenty-five cents for a hamburger."

The professor looked in his pockets. Finally he shook his head. "I'm sorry," he said, "but I don't have a quarter. Can you make *a fifty-cent piece do?*"

The poor man looked at the professor as though he couldn't believe him. "I... I suppose so," he replied. He took the fifty-cent piece and, thanking the Professor, hurried away, shaking his head.

For the next half hour, nobody interrupted Professor Allen. However, he didn't read his book. There was too much to see: a big fire in the store down the street, an automobile accident at the corner, and a military parade that marched right in front of the park. In fact, all these things happened at the same time. *It goes without saying* that he had no time to read.

At 04.30 p.m. his alarm wristwatch notified him that *he'd better* go home. Two years before, his wife had given him the watch; before

that he was always late for dinner. The professor got up from the bench in the park and started home.

When he reached the house, his wife opened the door for him. "Where have you been?" she asked, "and *what have you been up to?*" She seemed slightly annoyed. "The president of the Philosophical Society telephoned. The meeting tonight has been cancelled. I tried to reach you at the university, but you had already left."

"I had? Oh! Yes. Now I remember. It was such a fine afternoon that I went to the park."

His wife's attitude suddenly changed. "You did? I'm very glad, Herbert. The fresh air and sunshine *do you good*. You should go to the park every afternoon if the weather is nice."

"I can't go that often."

"Then go *every other* afternoon. You're too *hard on* yourself; always studying. Did you see anything interesting in the park?"

Professor Allen smiled. Today he would have lots of things to tell his wife.

"I know, I know," Mrs. Allen went on before he could speak. "As usual, you didn't see anything. Sometimes, Herbert, I wish you'd take your nose out of your books long enough to look at the world around you. Frankly, it's a lot more interesting."

Her husband nodded quickly, then went into the living room and sat down. He didn't *feel up to* arguing with her. And besides, maybe his wife was right. She almost always was. Maybe nothing really had happened in the park that afternoon. Perhaps he had gone to sleep and really just dreamed it all. Yes, it had been so exciting that he'd *just as soon* believe it was true. He felt rather regretful. He was so absentminded that he couldn't trust his own ability to remember anything, not even something that happened an hour before!

Herbert was *about to* remove his coat when he saw a spot on his sleeve. Chocolate ice cream! He smiled. It hadn't been a dream after all. Everything had really happened. He got up from his chair and hurried into the kitchen to tell his wife.

*Assignment 24. Answer the questions based on the text afore.*

1. Why did Professor Allen go to the park?
2. Who was the first person he met in the park?
3. What was his experience with Allen Herbert?
4. Why did he give the poor man fifty cents?

5. What made Professor Allen go home at 04.30?
6. What message did his wife give him when he got home?
7. What did he answer when his wife asked what had happened in the park?
8. What helped the professor remember his afternoon in the park?
9. Are you ever absentminded?
10. Do you think Professor Allen went to the park again? Why?

## SUPPLEMENTARY MATERIAL

*These are additional texts that supplement the reading material of the UNITS.*

### UNIT I

*Assignment 1. Read the text carefully and answer the following questions.*

The word *Britain* derives from *Britannia*, the name given by the Romans to the area, inhabited by Brits, and which is now England, Scotland and Wales. By 1603 one king had ruled Scotland, Wales and England, and the island became known as Great Britain. Britain or Great Britain is the largest island in Europe. The next largest island is Ireland. It is made up of Northern Ireland (or Ulster) and the Irish republic (or Eire). In 1801 Ireland also officially came under British rule and England, Wales, Scotland, and Ireland became known collectively as the United Kingdom of Great Britain and Ireland. In 1937 Southern Ireland was established as Eire, an independent sovereign state. The United Kingdom became known as the United Kingdom of Great Britain and Northern Ireland, or, more commonly known as the United Kingdom.

It's important to note that collectively the people of Great Britain are called 'the British' or 'Britons,' while separately they are the English, the Welsh, the Scottish (Scots) or 'North Britons.' Similarly, 'the Irish' refers collectively to the people of Ireland. The British Isles is the geographical name that refers to all the islands: Great Britain, the whole of Ireland (Northern and Southern), the Channel Islands and the Isle of Man. The expression "*from Land's End to John o'Groats*" means "all over Great Britain" since *Land's End* is a rocky point in Cornwall, the south-western tip of England, and *John's o'Groats* is a spot on the coast of Scotland, usually considered the northernmost point of Britain.

Albion is a poetic name for Britain; it comes from the ancient name of Britain, specifically England. The Romans associated the term *albus* ("white") and identified it with the Dover chalk cliffs. What once used to be the British Empire is now known as the Commonwealth. The term is used to describe the relations between

Great Britain and her former colonies that have become politically independent but still have some links with Great Britain. From 1931 to 1953 they used the phrase with the word "British": the British Commonwealth of Nations.

The names given to early settlements in the British Isles were once truly descriptive of the places, but because the languages from which these names were coined have died or changed beyond recognition, many place names have lost their meaning as words. Some of the place-names in the British Isles are older than the earliest written history and are of the same historical significance as many archaeological finds.

1. What is the origin of the word Britain?
2. How many parts is the island of Great Britain divided into?
3. When did Ireland officially become a part of Britain?
4. When did the names Great Britain and the United Kingdom come into existence?
5. Are all people in Britain "English"? What names denote the citizens of the constituent parts of the UK?
6. Who does the term "North Britons" refer to?
7. What is the correct definition of the term "the British Isles"?
8. What expression conveys the meaning "all over Great Britain" and why?
9. What is the poetic name for England? Why did the Romans refer to Britain as such?
10. What is the political status of the Commonwealth countries?

*Assignment 2. Read the text carefully and answer the following questions.*

### THE SCOTS

The Scots, particularly the "Highlanders" from the mountainous north, try to maintain their separate identity. They object to being called "English." Their earliest known ancestors were the Celts and the Gaelic language, still spoken in remote parts, comes from the ancient language of the Celtic tribes.

A Scottish Highlander considers himself a "true" Scot and he wears his national dress, the kilt, with pride. Kilts, the pleated skirts made of the material with a squared, coloured design called a tartan, probably derive from the costume of the Roman conquerors. Each

Scottish clan (a Gaelic word for "tribe" or "family") has its own tartan with specific colours and design and only members of that clan are entitled to wear it. There are tartans for all the famous Scottish names like Campbell, Macleod, Gordon, Stuart, and Macdonald. "Mac" or "Mc" in many Scottish names means "son of." The Highlanders are proud and independent people who mainly live by farming sheep in the mountain areas; others, on the coasts and islands, are fishermen.

The Scots have a reputation for being inventive, hardworking, serious-minded and frugal. In the past they were pioneer settlers and empire builders in places like America, Canada, Australia, South Africa, and New Zealand. They have also provided the British Army with some of its most famous regiments. Over the centuries, enemy troops have often been terrified at the sight and sound of Highlanders in kilts marching into battle accompanied by the blood-curdling music of the bagpipes. Some even nicknamed the Scottish soldiers "devils in skirts" or "ladies from hell."

Apart from their very distinctive national dress the Scots can be recognized by their particular style of speech and accent. The history and atmosphere of Scotland as well as the character of its people have been expertly portrayed by such famous Scottish writers as Robert Burns (1759-1796), Sir Walter Scott (1771-1832) and Robert Louis Stevenson (1850-1894).

1. How large is the territory of Scotland?
2. Which Celtic language in the British Isles has the largest number of native speakers?
3. What language do the Scots speak?
4. What kind of people are the Scots? Name some national features of character of the Scots.
5. What is the national dress for a "true" Scot?
6. Why were the enemies afraid of the Scottish warriors?
7. What were the Scottish warriors' nicknames? Explain the origin of the nicknames.
8. How can the Scots be recognized?

**Assignment 3. Read the texts carefully and translate them into your native language.**

### **BANK HOLIDAYS**

Six times a year according to an Act of Parliament of 1871 the offices and banks of England are closed on Easter Monday, the first Monday in May, the last Monday in May, the last Monday in August, the Monday after Christmas, the first Monday in January and these are called Bank Holidays. On these days practically everyone takes a holiday and so every holiday place, all parks and sports grounds are crowded. In London, there is a famous fair on Hampstead Heath (a large natural park), in August, and the Cockneys parade in suits covered with pearl buttons. The couple with the most beautiful costume is declared Pearly King and Queen for one year.

### **HALLOWEEN**

Halloween, October 31, is the witchiest night of the year. It is the eve of the Festival of All Hallows, better known as All Saints, but it also coincides with a much older pagan festival – Samhain – which was celebrated by the Druids in honour of the Celtic New Year. And because Samhain marked the end of summer sunshine and the beginning of winter's darkness, it was supposed to herald the arrival of hordes of witches, ghosts and demons. Added to this, the ancient Romans held their Festival of Pomona at about this time of year, Pomona being the goddess of fruit-trees and apples; hence the predominance of apples at Halloween party games. All these ceremonies were grafted one upon the other over the centuries to become modern Halloween. In Britain Halloween celebrations have, until recently, been confined largely to the younger generation.

A traditional feature of the children's Halloween party is "love magic." In modern Aberdeen young girls stand in turn a looking glass at the stroke of midnight and each brushes her hair three times. A face is then supposed to materialize in the mirror – that of the boy whom fate has decreed she will one day marry. Now it is not only children but adults who hold witchy dances and ghost parties, and listen to spine-chilling tales of the ghosts, goblins and witches of Halloween.

### **GUY FAWKES DAY**

Guy Fawkes' Day is observed all over the country on November 5<sup>th</sup>. On this day in 1605 the conspirator Guy Fawkes attempted to

blow up King James of England and his Parliament. His failure to do so is marked by nationwide celebrations every year, with fireworks lighting up the sky and bonfires on which effigies of Guy Fawkes are burnt triumphantly. These "guys" are usually made by youngsters and they may ask a passer-by for a "penny for the guy."

### CHRISTMAS

Christmas – December 25 – is the most widely celebrated holiday. Every Christmas in millions of homes all over the world a Christmas tree forms the centre-piece of the decorations. But it is Germany we have to thank for giving us this custom of lighting and decorating a small fir tree.

This humble tree has spread its influence around the world. In fact America adopted it before it found its way to England early in Queen Victoria's reign. Now every Christmas Londoners are sent a huge fir tree from Norway which stands in Trafalgar Square, in the centre of London, shining down on all the people who gather there on Christmas Eve.

Sitting at the very top of the tree is a silver star surrounded by tiny lights. All the branches are hung with silver bells, tinsel and sparkling lights. Around the base of the tree lie the gifts and toys wrapped up in bright colourful paper.

## UNIT II

*Assignment 4. Read the text carefully and answer the following questions.*

Many visitors to Great Britain who make a point of visiting the famous cultural shrines of Stratford, Oxford, Cambridge and Canterbury are less aware of the equally rewarding historical interest and the friendly individuality of the ancient capital, the city of Winchester.

This Hampshire centre of around 30,000 inhabitants has welcomed (and, on various occasions, repulsed) a succession of visitors for nearly three thousand years. Early tribes occupied it from time to time, and much later the Roman colonisers established a commercial centre with solidly-constructed straight roads radiating

from it. It was Alfred the Great who, in the ninth century, made the small town the national centre of learning though his statue dominating the main street recalls the warrior with raised cross-like sword. Norman succeeded Saxon and soon the cathedral, one of the loveliest and richest in architectural interest in England, was being erected. A college was founded in the fourteenth century and even though a decline in the wool trade led to a period of economic stagnation, the college maintained the town's tradition of learning and is one of the most famous public schools of today.

Present-day traffic has destroyed much of the peace of the city centre. And yet the prevailing atmosphere remains one of calm meditations and contentment. Certain houses round the River Close may have provided homes for the loyal subjects of the first Queen Elizabeth when Shakespeare was learning to write. The Youth Hostel, a mill standing on the city's river, is more than two hundred years old. The old buildings of the main street blend with the new, and a walk through the town centre is of enjoyable discovery.

The rounded hills of Southern England, among which the city is built, shelter countryside of farms and picturesque villages, where many of the old rural traditions and mental attitudes are preserved.

Winchester belongs to its surroundings: it is the appropriate centre of a region of prosperous, quiet and richly-green countryside. Lively, up-to-date and friendly, it maintains very many English traditions of fine domestic and ecclesiastical architecture, of graciousness and imperturbability, of richly inventive variety and peaceful dignity which are among the highest achievements of all those English planners and designers who created the heritage we now enjoy.

1. What features did the Winchester of the Roman times have in common with that of the Middle Ages?
2. What role did the College play in the life of the city?
3. What is the obvious contrast between different parts of the city of Winchester?
4. Is the city centre as calm and peaceful as it used to be?
5. Why should a walk through the main street be one of the enjoyable discoveries?
6. In what way does the last paragraph relate Winchester to England as a whole?

**Assignment 5. Read the text carefully and answer the following questions.**

### ON THE BUSES

Omnibuses were introduced to London in 1829. These carriages were pulled by horses and, because there were no bus-stops, they stopped wherever you wanted them to – and on either side of the road. At first they only carried about twelve people who all sat inside; but later, seats were put on the roof and the first double-decker buses were created. The stairs to reach the top deck and the top deck itself were not protected from the wind and the rain, so passengers must have had an uncomfortable ride sitting back to back on long wooden benches. To make it worse, the wheels were made of wood and metal with very primitive breaks.

The basic design remained the same for many years – even when buses became motorized – the only improvement being the introduction of solid rubber wheels. The faults in the design became obvious and caused a public scandal when, in 1906, a long-distance bus lost control going downhill – ten people were swept off the top deck by overhanging trees and killed.

However, buses were still not allowed to have roofs because it was thought that the extra weight would make them top-heavy. It is still forbidden for passengers to stand as this might raise the centre of gravity and special machines are used to test how for a loaded bus can tilt before it falls on its side.

Horse-drawn vehicles were still in use many years after the invention of the motor. This was because the government restrictions on “self-propelled” vehicles were very strict. A man with a red flag had to walk in front of any vehicle with a motor. This was of course very slow and not practical for public transport. In 1896 another Act of Parliament relaxed these regulations and allowed motor vehicles to go as fast as horse-drawn vehicles. To celebrate this, the few people who actually owned cars drove down to Brighton at the new speed. This London-to-Brighton rally of fine old veteran cars still takes place each November.

Before London Transport was formed in 1933 to organize all the buses as well as underground trains, there were many private bus companies. Each company had a different colour for its buses which also helped the public to know where it was going. Nowadays all London buses are red except the single-decker green buses which go

out into the country. These “Green-line” buses were taken out of service and used as canteens and ambulances during the war. Afterwards in 1951 many London buses were sold abroad – especially in Yugoslavia.

Since then buses have been modernised in many ways. The main improvement is that they are lower so they have roofs (although it is impossible for a tall man to stain upstairs). The old open double-deckers are still sometimes used as a tourist attraction, for cutting the branches of high trees or even as grandstands at horse-races.

There is a very strict training course for all new drivers. Before they are allowed to drive through London they have to be able to control a bus on a dangerous track which stimulates all the worst conditions; these include water-spraying to create artificial rain and an oily surface to test his ability to control a skid. At the moment it is usual for women to drive buses. A woman was employed as a bus driver in London for the first time only in June 1974. Mrs. Rosamund Viner became London Transport’s first woman bus driver after she passed her bus driver’s test. She put down her conductor’s ticket machine and climbed into the cab of a No 65 double-decker. Rosamund wanted to be a bus driver when she was only eight years old. And now she is one. Her only problem at the beginning was the heavy steering wheel – sometimes she ached all over. On her first day her passengers reported that she drove the bus carefully – “A Wonderful Driver.” London bus service needs drivers badly. Recently, a fully qualified woman was offered the job of a bus driver in the Midlands – and all the men drivers threatened to go out on strike! The London bus itself may have progressed – but certain attitudes seem to take a lot longer.

1. When were omnibuses introduced to London?
2. How many people did they carry at first?
3. How were the first double-deckers created?
4. What were wheels of omnibuses made of?
5. Why was it forbidden for passengers to stand?
6. When were the restrictions relaxed?
7. When did the London-to-Brighton rally take place?
8. When was London Transport formed?
9. When were many London buses sold abroad?
10. Which buses have started charging a single flat fare?

11. What were automatic machines in these buses designed for?
12. When was the first woman employed as a bus driver? What was her name?

*Assignment 6. Read the text carefully and translate it into your native language.*

### STRATFORD-UPON-AVON

No town of comparable size enjoys such universal popularity and veneration as Stratford-upon-Avon, the birthplace of William Shakespeare. Warwickshire's oldest and loveliest market town, Stratford-upon-Avon possesses a peculiarly English character, derived from its unique heritage of natural setting, history and literary associations, which has come to make it an international asset of the first order. Year by year the fame of its long established Shakespeare Festival spreads as increasing numbers of visitors from all parts of the world come to enjoy the plays of the greatest dramatist of all time in the setting of his native town.

Originating as a river-crossing settlement, Stratford-upon-Avon has served as the market centre of the surrounding countryside since the grant of its market in 1196. Since 1553 Stratford has remained a self-governing borough and today has a basic population of some twenty-five thousand people. Apart from Shakespeare, present-day Stratford has a number of small businesses such as beer-brewing and fruit-canning, various crafts and trades associated with agriculture and market gardening, as well as farmers' insurance business.

Stratford is a town with a character and atmosphere of its own. Apart from the beauty of its river, its streets and buildings preserve many links with its interesting past. Most famous are the properties and gardens associated with Shakespeare and his family which are preserved as a memorial to the poet. The Shakespeare Memorial Theatre is the centre of the Shakespeare Festival. The brick-built theatre was erected in 1932 to the design of Miss Elizabeth Scott to replace an earlier theatre destroyed by fire. It is without doubt one of the best equipped theatres and its Shakespearian productions attract an international audience.

Shakespeare's statue (Gower Memorial) stands on the Bancroft, commanding the approach to Stratford from Clopton Bridge. The

Statue of the bard with its figures of Hamlet, Lady Macbeth, Falstaff and Prince Hall is imposing, indeed.

The house in Henley Street where Shakespeare was born on April 26, 1564 and spent his early years is a half-timbered building of a type common in Elizabethan Stratford. It is visited by pilgrims from all over the world. Though the exterior of the property has undergone some careful restoration, its essential features remain unchanged. The interior of Shakespeare's Birthplace contains many features of unusual interest. The poet's birth-room on the first floor is a fascinating room with a low, uneven ceiling and is furnished after the pattern of a middle-class home such as the Shakespeare family occupied. In it is the famous window on which are recorded the signatures of distinguished people who visited the house.

*Stratford-upon-Avon* by Levi Fox

### UNIT III

*Assignment 7. Read the text carefully and answer the following questions.*

#### BRITISH CLIMATE

The climate of Britain is more or less the same as that of the north-western part of the European mainland. The popular belief that it rains all the time in Britain is simply not true. The amount of rain that falls on a town in Britain depends on where it is. Generally speaking, the further west you go, the more rain you get. The mild winters mean that snow is a regular feature of the higher areas only. Occasionally, a whole winter goes by in lower-lying parts without any snow at all. The winters are in general a bit colder in the east of the country than they are in the west, while in summer, the south is slightly warmer and sunnier than in the north.

Why has Britain's climate got such a bad reputation? Perhaps it is for the same reason that British people always seem to be talking about the weather. This is its changeability. There are many jokes about the English climate. One of them is that there is no climate in England, only weather. And it is true that there is no time of the year when the British can really count on its being fine or rainy, warm or cold. It may not rain very much altogether, but you can never be sure

of a dry day; there can be cool (even cold) days in July and quite warm days in January.

When two Englishmen meet, their first words will be "How do you do?" and after the reply "How do you?" the next remark is almost certain to be about the weather. It is almost a formality, like shaking hands. Other typical comments on the weather are, "What is the weather like down your way?" or "What time did the rain get to your part of the world?" Then there are people who pretend they know exactly what the weather will do next. That sort of person is always convinced that it will get worse. English people are apt to complain of the British climate as being damp and rainy, and foreigners laugh at it and say that the English summer is made up of three fine days and a thunderstorm.

The climate is mild. It is hard to say that England has typical weather because of the sudden changes that occur - showers from what was only a few hours before a clear blue sky; sunshine that makes you want to leave off most of your clothes followed by winds that set you wishing for two overcoats. The winter fogs are, indeed, awful; they surpass all imagination.

So, what is the weather like in England in winter? The temperature seldom falls below 3 or 4 degrees. The usual temperature is about zero; the landscape doesn't change very much in winter. The grass remains green all the year round. The air is frequently damp and foggy. It often rains and it seldom snows. The snow usually melts very quickly. The English ports are ice-free and its rivers are not frozen throughout the year. But still, in the winter months, Britain is affected by Polar air. Then there is a cold, dry, biting wind that brings black frosts. February and March are the months with most snow though it can fall as late as June in the Scottish Highlands.

1. What is generally known to be the most humid part of Britain?
2. Which are the driest (wettest) months in Britain?
3. Does it snow hard in winter in Britain?
4. What do the English people start talking about when they meet?
5. How different is the British climate from what you are used to?
6. Do the rivers freeze in winter? Why?
7. Do you prefer living in a four-season country? Why?
8. What are the advantages or disadvantages of the humid climate?

9. How does the Polar air affect Britain?

10. Do people tend to talk much about weather in your country?

*Assignment 8. Read the text carefully and translate it into your native language.*

Our climate is getting warmer. The Earth's surface temperature has risen by about half a degree in recent years. But dissenting voices still question this evidence which is drawn from ground-base observations as well as measurements by ships at sea because they say that the techniques used are unreliable and inconsistent. They point to satellite data which suggest that the lower troposphere has not been warming up. They argue that this inconsistency which is most pronounced in the tropics casts doubt on the other evidence.

Such arguments prompted America's National Research Council to establish a panel of experts to investigate the matter. The group concluded that the dissenters have no case. The warming trend is undoubtedly real, it concluded, and the disparity between surface and upper air trends in no way invalidates the conclusion that surface temperature has been rising. The discrepancy was probably the result of events that act to cool the troposphere: natural ones such as the eruption of Mount Pinatubo in 1991 or man-made ones such as the release of aerosol particles or depletion of ozone in the stratosphere by chlorofluorocarbons. When such factors are accounted for the measurements align more closely.

There is another place to look for empirical evidence that the earth is warming up: the sea, which is the only place where energy from what scientists call a "planetary radiation imbalance" can accumulate over the long term. Scientists who have checked it report that since the mid 1950s the energy content of the sea has indeed risen by a considerable amount.

It is true that short spans of time such as a century are hardly relevant compared with the span of human existence and that climate change per se is not new. Yet geological evidence obtained in Antarctica is now available. And temperature record makes alarmingly clear how extraordinary could be a 6 degree increase in global temperature by 2100.

## UNIT IV

**Assignment 9.** Read the text carefully and answer the following questions.

*Good table manners form one of the cornerstones of etiquette. Fundamentally, they are the practical techniques for eating easily and without disturbing other people at the table.*  
Adriana Hunter

### TABLE MANNERS

Good table manners avoid ugliness. All rules of table manners are made to avoid ugliness. To let anyone see what you have in your mouth is offensive, so is to make a noise and to make a mess is disgusting. On the other hand there are a number of things in table manners that are merely unreasonable and silly.

Fingers or forks? All juicy or soft fruits or cakes are best eaten with a fork. If you are able to eat a peach or ripe pear with your fingers and not smear your face, let the juice run down, or make sucking noises, you are one in a thousand who may continue to do so. But if you cannot eat something – no matter what it is – without getting it all over your fingers, you must use a fork, and when necessary, a spoon or knife also.

Elbows are never put on the table while one is eating. Don't encircle a plate with the left arm while eating with the right hand. Don't push back your plate when finished. It remains exactly where it is until whoever is waiting on you removes it. Don't lean back and announce "I'm through." The fact that you put your fork or spoon down shows that you have finished. Don't ever put liquid into your mouth if it is already filled with food.

1. What are table manners made for?
2. What things are considered offensive and disgusting at the table?
3. What things in table manners do you consider unreasonable and silly?
4. Are you able to eat a peach or watermelon with your fingers without looking messy?

5. What is more convenient – eating fruit with your fingers or with a fork and a knife?

**Assignment 10.** Read the text carefully and mark the following statements as True (T) or False (F) according to the text.

### WHAT WE EAT AND DRINK

In some countries or regions of a country, foods that are different, unusual or not generally known elsewhere, are prepared. These foods are called *specialties*. Sometimes the word *specialty* is used for food that a particular restaurant is known for. This dish is sometimes called the *specialty of the house*.

People in different parts of the world have very different ideas about what is good to eat. If you were an Eskimo near the North Pole, you would enjoy the raw meat from seals. If you were a nomad in the desert, you would prefer the roasted meat of sheep and goats. Americans cook the meat of many different animals, but perhaps their favourite meat is steak. Americans also eat a lot of chicken, as well as fish and other seafood. Some people in India do not eat meat or fish at all. They are called vegetarians.

Even when people in different parts of the world eat the same food, they often prepare it very differently. If you were in Germany, you would find soup that is thick and heavy. If you were in China, you would find soup that is thin and clear. Many people like butter that is fresh and firm, but some people – in India, for example – like butter when it is melted into oil. If you asked some Americans how they liked their steak cooked, you would get a variety of answers. Some like their steak well-done, whereas others like it rare. Many prefer their steak medium – that is, halfway between rare and well-done. Although people in many countries consider raw meat a delicacy, an American rarely eats any meat that is uncooked. The Irish like plain boiled potatoes, whereas most Americans prefer their potatoes prepared in other ways – fried, baked or boiled, and then mashed and served with gravy.

People living in different regions of the same country often prepare foods differently. The United States has its regional specialties, too – for example, "Southern fried" chicken and the baked beans of Boston. In the Southwest, you will find many Mexican foods such as burritos or tortillas. But there are national foods, too. For example, there are two deserts that are probably found anywhere in the

United States. One is ice cream, and the other is apple pie. And all American children like hot dogs and hamburgers. A hot dog is a cooked frankfurter that is put in a long soft bun. A hamburger is a sandwich made with ground beef that is fried and put into a bun. Some people eat their hamburgers "plain" – with nothing on them. Others like theirs "with everything" – with onions, lettuce, fresh tomatoes, and sauces such as ketchup and mustard. If you ask for a cheeseburger, you will get a hamburger with melted cheese. The hamburger is the favourite quick lunch for most Americans. Thus, year after year, even if many other things change, the food is always the same.

People in different parts of the world also have different ideas what is good to drink. Among the most popular hot drinks are coffee and tea. Coffee is very popular in Northern Europe and in the Middle East. Some people put cream and sugar in their coffee. But in the United States, many people drink their coffee "black" – that is, without cream or sugar. Tea is the national drink not only in England but also in China, Japan, and other Oriental countries. In the Orient, people drink tea without sugar. But in England, many people use both sugar and hot or cold milk in their tea. Others use lemon.

As travel becomes faster and easier, we are learning more about what other people like to eat and drink. Almost everyone likes to try new foods and drinks and to learn how they are prepared.

1. \_\_\_\_\_ Raw meat is bad for health.
2. \_\_\_\_\_ Raw meat does not taste good.
3. \_\_\_\_\_ All Americans like steaks cooked the same way.
4. \_\_\_\_\_ Boiled potatoes are better for you than fried potatoes.
5. \_\_\_\_\_ The hamburger is a regional specialty, found only in certain parts of the United States.
6. \_\_\_\_\_ The Irish like plain boiled potatoes
7. \_\_\_\_\_ Everyone in the United States drinks coffee "black."
8. \_\_\_\_\_ Tea is the national drink of England.
9. \_\_\_\_\_ The Chinese usually drink tea with sugar.
10. \_\_\_\_\_ Most people do not like to try new foods.

*Assignment 11. Read the texts carefully and translate them into your native language.*

### COOKING IN MEDIEVAL BRITAIN

Food was prepared in a separate building or outside if the weather was not rainy or snowy. It was generally cooked in a large open fireplace. Pots were placed right in the flames to ensure the food was thoroughly cooked.

The Church forbade the eating of meat during Lent; people were permitted to eat fish instead of meat. Most great houses and villages had a pond for this purpose. There was a wide choice of foods eaten at a lord's table. For example, it might include beef, mutton, pork, poultry (including other birds such as pigeons, gulls or starlings), vegetables, fruit, cheese, soup, fish, herbal salads and bread and wine. Spices such as ginger, pepper and cloves were imported from the Middle East to disguise the flavours of bad or rancid food. The poor men's diet included basic food such as vegetables and stews. Surely the poor ate much less than the rich. Among the ways of preserving food in those times were such as salting and smoking.

### COOKING AND TABLE MANNERS IN THE 16<sup>th</sup>-17<sup>th</sup>-CENTURY IN BRITAIN

Cooking in Britain was still done mostly on open fires. The dinner was the most important meal and it was eaten at 12 o'clock (at noon). The evening meal, supper was eaten at 7 p.m. in winter and much later in summer. The rich ate well with a wide variety of meat and vegetables, including potatoes recently introduced from America but still very expensive. Hare and game birds such as pheasant or partridge, were common additions to the rich man's table.

Poorer classes had a more restricted diet of dairy products, bread, basic vegetables and occasionally meat, such as rabbits caught wild. The rich drank wine at a table, while the poor drank ale. Food was preserved in spices or salt though there were experiments to preserve food with ice as well by the late 17<sup>th</sup> century. Alcohol was cheap and excessive drinking amongst the poor became quite a problem. Among drinks there were such as ale made from malted grain and water, beer, cider made from apples, perry made from pears, mead made from honey and spices and posset, which was a mixture of eggs, milk and ale. Only nobles drank wine.

Poor people had wooden plates but richer families had pewter ones. The biggest plates were called platters, the smaller ones were called saucers, and they were used to hold sauces and dressings. The small dishes with two handles like ears were used for pottage. People drank out of earthenware cups. They used knives to cut their food before picking up in their fingers to eat. For eating pottage, they used spoons. Forks were unusual, but still some rich families might have a set of fancy forks.

### FOOD AND DRINKS IN THE 18<sup>th</sup>-19<sup>th</sup>-CENTURY BRITAIN

The growth of Britain's empire opened up new trade routes abroad. Many new foodstuffs, such as potatoes, tomatoes and sugar, were imported especially from the colonies. A greater variety of drinks became available during the Georgian era. Tea and coffee houses became fashionable places to meet and to exchange news. By the 18<sup>th</sup> century tea-drinking had become a popular social habit among all classes but particularly the rich.

One of the biggest problems facing Victorian society was how to feed a population that was growing at an alarming rate. In pre-industrial Britain the majority of people worked on the land and produced their own food, in the 19<sup>th</sup>-century Britain most people worked in factories and had to buy all their food with their wages, marking the beginning of the modern consumer society. Still never before had such a range of foods been available as cheap imports flooded in from abroad. Even the poor people's diet became more varied. Such items as tea, for example, which was an expensive luxury in the 18<sup>th</sup> century, became affordable by all.

## UNIT V

*Assignment 12. Read the text carefully and answer the following questions.*

Time is said to be eternal. It is said that it has neither a beginning nor an end. Yet men are able to measure it as years, months, days, hours, minutes, and seconds. They have also given meanings to the words – past, present and future. True, time has a meaning. It moves. What was yesterday is not today. What is today will not be

tomorrow. Yesterday is gone. Today is and tomorrow is yet to come. Yet time is said to have no holiday. It exists always.

The entire creation moves on according to a time pattern. There is birth, growth and death. There is time for everything. Plants flower and give fruits. Seasons come according to time. A child is born, grows into boyhood, adolescence, youth, middle age and old age according to age and time. Every movement of creation is linked with time. One cannot grow paddy in a month nor can a child become an adult in a year. Everything is fixed to a time frame. Time is a free force. It does not wait for any one. It is commonly said that time and tide waits for no man. Time is money. A minute not usefully spent is an eternal loss. You can never get back the lost minute. One has to strike the iron when it is hot. The time flies and never returns. If you waste time it wastes you.

Time is said to be a wise counsellor. Passage of time allows an individual to grow. This growth gives experience. Experience helps decision-making. Time reminds you to act and to act wisely. The wisest make use of the time fruitfully. They say the wisest grieve the most at the loss of time. Those who do not know the importance of time, waste it or rather they spend it doing nothing. There is a proverb saying that killing time is not a murder; it is a suicide.

Some people always complain that there is no time for them to do anything. However, if one wisely plans his activities, there will be time for everything. A man who is a part of nature cannot complain against time. Time is powerful. It conquers all. Men are only to obey it. Man cannot say that he has nothing of his own. Time which is valuable is all his own. So, once he misses it, it flies off. You can never catch it. Hence it is called fleeting time. Let us learn how to use our time fruitfully. This is the key to success.

1. How do you understand the concept of time?
2. Do you think time is an illusion? Why?
3. How does language mirror the concept of time?
4. "Time Moves" –Do you agree or disagree? How would you interpret the link between motion and time?
5. How do you think a person can waste time?
6. What is the link between time and experience?
7. How would you interpret the proverb "Killing time is not a murder, but a suicide"?
8. How would your own definition of time sound?

9. What do you think is the gist of the second paragraph?
10. Do you know the equivalent of the saying "Strike the iron while it is hot". Please, conduct a search and find out the origin of the saying.

*Assignment 13. Read the text carefully and translate it into your native language.*

### GREENWICH MEAN TIME

How did the name of a pleasant part of London situated by the River Thames become synonymous with international time keeping? The reasons go back into history. Thousands of years ago, people had no reason to divide their lives into hours and minutes. Their time was the movement of the sun, which created day and night, and the rhythm of the seasons. Gradually, a 24-hour cycle was introduced, based on the point when the sun was in the middle of the sky which became midday. But, because the earth rotates, midday in one town might be twenty minutes after midday in another town a hundred miles away. So, each area of the world kept its own time. The obvious solution – a national standard time, so that every town could set their watches and clocks by it. The electric telegraph was the key to success, for a simultaneous signal could be sent along it to any part of the country. So, in 1852 the first signal went out from the astronomers of Britain's Royal Observatory which was then situated at Greenwich. From then on, Britain followed Greenwich Mean Time.

The "Mean" refers to something which is in the middle – an average. When the noonday sun at its highest point was directly over a particular place (the Meridian Line in Greenwich), the astronomers defined this as noon, Greenwich Time. This Greenwich Time was used for the whole country, so it became the "Mean" by which time was calculated in Britain.

Britain managed quite well with Greenwich Mean Time, but the development of many different national times around the world meant that a country could still be out of step with its neighbours. So, in 1912 an international conference decided that Greenwich Mean Time would be used throughout the world. In 1948 the Royal Observatory was moved away from the London air to a village in the South of England called Herstmonceux. Instead of changing the G in GMT to an H, the astronomers simply added 81 seconds to their calculations.

*Assignment 14. Read the text carefully and give a short summary of it.*

### CLOCKS THROUGH TIME

It was probably around 3,000 years ago that people first began making things to help them measure the passage of time. Having observed that shadows move around trees as the sun moves across the sky, someone drew a circle and put a stick in the centre. As the sun passed overhead, he marked even divisions on the circle as the shadow of the stick crossed it. Then people could tell which part of the day it was by noticing which mark on the circle the shadow fell across. These circles were called "sundials." Later, they were made of stone and metal to last longer.

Of course, a sundial did not work at night or on cloudy days, so men kept inventing other ways to keep track of time. One invention was a striped candle. Each stripe took the same amount of time to melt. If each stripe melted in about an hour, about three hours would have passed when three stripes melted.

A water clock was another way to tell time. A container had a line with a number beside it for every hour. It also had a tiny hole in the bottom. The container was filled with water that dripped through the hole. When the water level reached the first line, people knew that an hour had passed. Each time the water level fell to another line, one more hour had passed.

Candles and water clocks helped people know how much time had gone by. But candles had to be remade, and water clocks had to be refilled. So, after glass blowing was invented, the hourglass came into use. Glass bulbs were joined by a narrow tunnel of glass, and fine, dry sand was placed in the top bulb. The hourglass was easy to use, but it had to be turned over every hour so the sand could flow again.

It was about 600 years ago that the first clock with a face and an hour hand was made. One of the first such clocks was built for a king of France and placed in a tower of the royal palace. The clock did not show minutes or seconds. Usually it did not even show the correct hour! Since there were no planes or trains to catch, however, people were not concerned about knowing the exact time.

Gradually, clocks began to be popular. They still did not keep correct time, but they were unusual, and they could be beautifully decorated. One clock was in the shape of a cart with a horse and driver. One of the wheels was the face of the clock.

Watches came into use as soon as locks were made small enough to be carried. These did not always tell the correct time either. They were often put into beautiful watchcases, which were made to look like anything the owner wanted.

The pendulum clock was invented in 1657. This was the beginning of the style of clocks we call "grandfather clocks," which were enclosed in tall wooden boxes. Pendulum clocks showed the hours more exactly than earlier clocks, since the weight on the pendulum could be moved up or down to make the clock go faster or slower. About forty years later, minute and second hands were put on some clocks. They are usually very expensive, however, and require more space than other style of clocks.

As people began to go to more places and do more things, they were more interested in knowing the correct time. By 1900, almost every house had a clock, and nearly every well-dressed gentleman wore a watch on a chain tucked in his vest pocket.

Today, of course, we have electric clocks that give the right time. The most modern electric clocks for home use do not have faces or hands. These clocks are called digital clocks, and they tell the time with a set of numerals which appear in a little window. The seconds are counted off like the tenths of a mile on the odometer of a car.

Although clocks and watches play an important part in people's lives, time is still regarded in very different ways in different parts of the world.

From *A Reading Spectrum*

## UNIT VI

**Assignment 15.** Read the text carefully and mark the following statements as True (T) or False (F) according to the text. Give a short summary of it.

Language is the system of communication through which humans send messages. Scholars theorize that the earliest language came into existence 80,000 years ago when humans used hand signals to communicate while hunting to avoid scaring off the hunted animal. These scholars also believe that the use of gestures evolved into a form of vocalization with sounds symbolizing specific gestures.

It is unknown how humans invented words but educated guesses can be made as to the reasons they did. These reasons include identifying people in their groups, naming objects such as animals and plants, expressing the ideas of time, etc. As civilization progressed language changed to reflect new knowledge and a more complex society.

How a language evolves can be traced in the development of the English language and what came to be the American language. An early dialect of English was brought to England at the beginning of the 5<sup>th</sup> century by wandering Germanic tribes called Angles, Saxons, and Jutes. The language of that period now called Anglo-Saxon or Old English became the basis of the English language. Hundreds of common words still in use today have their roots in Anglo-Saxon: *man, wife, child, house, good, strong, and queen*. Later when Scandinavian tribes conquered England they contributed words like *husband, call, gate*, and many other common words. When Christianity was brought to England, many church-related Latin words such as *candle, shrine, priest, and monk* were added to Anglo-Saxon. Latin also added such everyday words as *cap, cook, school, and circle*. Later classic literary works of the Romans and Greeks contributed such words as *bonus, logic, pedestrian, and diagram*.

But the most significant foreign influence on English came from French after the French-Norman occupation of England in 1066. While English dominated as the language of the common people the language of the ruling upper class was French. Therefore, it is not surprising that many of the newly added words reflected the superior position of the upper class: *government, tax, judge, soldier, battle, guards* are just a few. The French-Norman conquest not only led to the addition of thousands of new words to the English language but it also influenced existing English words.

American English had its beginning when Great Britain colonized America in the 17<sup>th</sup> century. Although 90 percent of the population were descendants of British colonists, settlers from other countries made the nation a multilingual society much like it is today. As the nation grew and the pioneers settled their new lands, the American language developed. Many words were borrowed from the language of the native Indians to describe natural objects (animals, for example) that had no counterparts in English. Some words such as *lengthy, calculate, seaboard, bookstore* were made up and added to the language.

Over time differences in pronunciation, spelling, vocabulary, and grammar developed between British and American English. A spirit of independence that followed the American Revolution was accompanied by the desire to form a language that was separate from British English. As a result Americans such as Benjamin Franklin and Noah Webster made it a personal crusade to reform the American English spelling system. Thus we now have spelling differences such as *color* for the British *colour*, *defense* for *defence*, *center* for *centre*, etc. As a champion of American English Webster attempted to standardize the pronunciation and spelling by writing the first American dictionary. Until then there had been a tendency to spell words as they were spoken and to spell them differently in different regions. Webster's influence helped overcome the inconsistencies of spelling and pronunciation in America.

As English changes, dictionaries reflect those changes. Not only do words change in meaning, but new words are constantly added to a language. Most new words come from science and technology. American business and advertising have influenced the vocabulary, especially with brand names. Politics has made an impact on the language: the suffix *-gate* which came from Watergate in the Nixon era has become associated with political scandal.

English has become a global language used in communications, in technical and scientific journals and in technology. English is used internationally in sports, transportation, religious and secular broadcasting.

1. \_\_\_\_\_ Scientists theorize that language evolved as early humans used sounds to symbolize objects, people and needs.
2. \_\_\_\_\_ Language changes can reflect knowledge that is added to the human storehouse of information.
3. \_\_\_\_\_ When the French-Normans conquered England, English became the language of the ruling class.
4. \_\_\_\_\_ The Greeks contributed many words to the English language, especially in the areas of government, schools and church.
5. \_\_\_\_\_ As French words supplemented the English language, a richness of synonyms resulted.
6. \_\_\_\_\_ Early Americans adopted the Indian names for animals that had no counterparts in England.

7. \_\_\_\_\_ Thomas Jefferson started a crusade to reform the spelling system of American English.
8. \_\_\_\_\_ English vocabulary has constantly expanded as a result of the impact made by a multilingual population.

**Assignment 16.** Read the text carefully and give a short summary of it.

### LANGUAGE MAY HELP YOU GO PLACES IN INDUSTRY

"You'd be surprised at the number of letters we get from people who want to be United Nations interpreters," said the deputy secretary of the Institute of Linguistics.

Such lack of realism about languages is found at all levels. Every year hundreds of modern language graduates leave university with romantic notions of "working with languages"- probably in exotic jobs overseas. After spending several months optimistically offering their services to international organizations, the BBC, the Foreign Service and large international companies, the truth dawns.

There are, of course, many opportunities for teaching languages, ranging from the universities to primary schools. Teaching apart, there are very few jobs for which languages as such are any qualification. And for these few, competition is very tough. The world demand for conference interpreters is about 1,111, which means about 60 new entrants to the profession each year. Yet, there are 20,000 hopeful students in the schools for interpreters in Europe.

The key to using languages is to regard them as a bonus- as something extra to offer an employer or to bring to any chosen career. In overseas selling, in advertising, in information work, in libraries, knowledge of languages can be a tremendous advantage- in some jobs it is essential. But the man concerned must first and foremost be an expert in sales, advertising, information work, or librarianship.

The same applies to technologists, many of whom need languages in exchanging and acquiring technical information. Girls who couple their languages with secretarial training often land up as high-powered secretaries.

The most direct application of languages is in translating, but even here the linguist has to reinforce his languages with specialist commercial or technical knowledge. If he wants to earn a decent living, he must become an expert, say, in translating Russian papers on rocketry or Spanish legal contracts or Arabic sales literature.

There is, however, a serious shortage of top-class technical translators, though only a few large organizations have translation departments of their own. It is a cardinal rule to translate only into one's own language; so many jobs go to "mother tongues"- foreigners living in this country. Finally, because industry's tendency to regard translators merely as "little black boxes that tick", career prospects in the usual sense are limited. Translators tend to remain translators.

Industry's prejudice against the language graduate is not unjustified. Many of the traditional languages degrees have been based on classical literature, with the result that even honours graduates are sometimes quite incapable of holding an ordinary conversation in French, or "couldn't a simple sentence into contemporary German"- to quote two employers' experiences. As one graduate summed it up: "They didn't think that teaching you to speak a language was part of their job."

The practical approach to languages, understanding not only the language but the people who speak it is reflected in the radically different language courses which have developed in past three to four years, mostly in the technological universities or technical colleges. Some of these combine languages with that study of the political, economic and social background of the relevant countries. Others incorporate a language in degree courses in engineering, metallurgy or communication sciences. Still others combine languages with commerce or business studies. Overall the aim is to produce highly competent linguists who can put their language to practical use in technical or executive positions. They will have acquired a real appreciation of the countries studied. Most of the courses require the students to spend a year overseas – sometimes studying at a foreign university but more often working in jobs. Bradford university students have worked for Euratom, Woolwich Polytechnic students with marketing companies in Europe; Surray undergraduates in most varied jobs as bookkeeping, public relations and chemical plating. Apart from improving their languages, these jobs are valuable experience in themselves.

Judging from a cross-section of students from the University of Surray, studying combinations of Russian, French and German with Economics, law, politics, and linguistics, motivation on this type of course is high. The students were optimistic about getting jobs in which they would be able to apply their languages- ranging from Russian commercial law and journalism.

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Հասցեն՝ Երևան, Թումանյան 42  
Հեռ.՝ 53-05-52  
Web: <http://www.brusov.am>  
E-mail: [yслу@brusov.am](mailto:yслу@brusov.am)