

Східноєвропейський національний університет  
імені Лесі Українки  
Факультет іноземної філології  
Кафедра прикладної лінгвістики

**Тетяна Бондар  
Діана Каліщук**

**VOCABULARY AND EXERCISES**  
**НАВЧАЛЬНО-МЕТОДИЧНА РОЗРОБКА З**  
**АНГЛІЙСЬКОЇ МОВИ**

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**Рецензенти:**

Киселюк Н. П., канд. філол. наук, доцент кафедри іноземних мов Луцького національного технічного університету.

Галанчук-Тарнавська О. М., канд. філол. наук, доцент кафедри англійської філології Східноєвропейського національного університету імені Лесі Українки

**Бондар Т. Г., Каліщук Д. М.**

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## ПЕРЕДМОВА

Навчально-методична розробка «Vocabulary and Exercises» призначена для студентів 1-го року навчання спеціальності «Прикладна лінгвістика» Інституту іноземної філології. Запропоновані навчальні матеріали сприяють кращому засвоєнню лексичного матеріалу до тем ‘Science’, ‘The Night’, ‘Work and Industry’, ‘Global Affairs’, ‘The Environment’, ‘Sport’.

Навчально-методична розробка складається із шести частин, кожна з яких містить по дві секції. У першій секції запропоновані завдання на повторення і закріплення основного (базового) вокабуляру, поданого в підручнику «Language Leader Pre-Intermediate». Завдання і вправи з другої секції мають на меті збільшити активний словниковий запас студентів із тем, що вивчаються. Студентам пропонуються короткі тексти для читання і вправи, щоб оцінити їхній рівень розуміння матеріалу, уміння узагальнювати зміст прочитаного, виокремлювати ключові слова. Подано низку вправ на переклад з української на англійську мову, побудову словотвірних гнізд, знаходження синонімів та антонімів до запропонованих слів, запам’ятовування і відтворення сталих виразів, розв’язання завдань комунікативного характеру, вдосконалення монологічних і діалогічних навичок. Підбір комплексу вправ даної навчально-методичної розробки сприяє системному вивченню матеріалу з обраних тем.

Навчально-методична розробка може бути використана студентами інших вищих навчальних закладів, де вивчають англійську мову як іноземну, слухачами курсів вивчення англійської мови, а також всіма, хто цікавиться даними темами та вивчає мову самостійно.

## **TEACHING LANGUAGE SKILLS**

### **Teaching Reading**

#### ***Reasons for Reading***

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be a good idea.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading texts also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts. Students then have good models for their own writing.

Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.

#### ***Reading Skills***

Students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for (as, for example, when we look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

Students also need to be able to skim a text – as if they were casting their eyes over its surface – to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are). Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Whether readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it. They may scan a computer ‘Help’ window to find the one piece of information they need to get them out of a difficulty, and they may skim a newspaper article to pick up a general idea of what’s been happening in the world.

Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.

Many students are perfectly capable of doing all these things in other languages, of course, though some may not read much at all in their daily lives. For both types of student, we should do our best to offer a mixture of materials and activities so that they can practise using these various skills with English text.

**Reading principles:**

Principle 1: Encourage students to read as often and as much as possible. The more students read, the better.

Principle 2: Students need to be engaged with what they are reading.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word.

Principle 5: Match the task to the topic when using intensive reading texts. Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else.

Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life.

Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

## **Teaching Writing**

### ***Reasons for Teaching Reading***

There are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing – that is thinking about the language – whether they are involved in study or activation.

When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. In the case of the former, writing is used as an aide-memoire or practice tool to help students practise and work with language they have been studying. We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students. This is particularly useful for those who need a mix of visual and kinaesthetic activity. Another kind of writing-for-learning occurs when we have students write sentences in preparation for some other activity. Here, writing is an enabling activity.

Writing-for-writing, on the other hand, is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'real-life' reasons for getting students to write such things as emails, letters and reports. And whereas in writing-for-learning activities it is usually the language itself that is the main focus of attention, in writing-for-writing we look at the whole text. This will include not just appropriate language use, but also text construction, layout, style and effectiveness.

### ***Writing Issues***

The kind of writing we ask students to do (and the way we ask them to do it) will depend, as most other things do, on their age, level, learning styles and interests. We won't get beginners to try to put together a complex narrative composition in English; we probably won't ask a class of advanced business students to write a poem about their mothers (unless we have specific reasons for doing this).

In order to help students write successfully and enthusiastically in different styles, we need to consider three separate issues:



**Genre.** One of our decisions about what to get students to write will depend on what genres we think they need to write in (or which will be useful to them). A genre is a type of writing which members of a discourse community would instantly recognise for what it was. Thus, we recognise a small ad in a newspaper the moment we see it because, being members of a particular group, or community, we have seen many such texts before and are familiar with the way they are constructed. One of the decisions that we will need to make, therefore, is which genres are important and/or engaging for our students.

**The writing process.** When students are writing-for-writing, we will want to involve them in the process of writing. In the ‘real world’, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final (and satisfactory) version. Many people have thought that this is a linear process, but a closer examination of how writers of all different kinds are involved in the writing process suggests that we do all of these things again and again, sometimes in a chaotic order. Thus we may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before we produce our final version.

**Building the writing habit.** One other issue, which we can refer to as building the writing habit, deserves mention here.

Many students either think or say that they cannot, or do not want to write. This may be because they lack confidence, think it’s boring or believe they have ‘nothing to say’. We need to engage them, from early levels, with activities which are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success. It is when students have acquired this writing habit that they are able to look at written genres and involve themselves in the writing process with enthusiasm.

### *More Writing Suggestions*

**Instant writing:** one way of building the writing habit is to use instant writing activities as often as possible with students who are reluctant writers. Instant writing activities are those where students are asked to write immediately in response to a teacher request. We can, for example, dictate half sentences for students to. We can ask students to write two sentences about a topic 'right now'. We can give them three words and tell them to put them into a sentence as quickly as possible.

Instant writing is designed both to make students comfortable when writing, and also to give them thinking time before they say the sentences they have written aloud.

**Using music and pictures:** music and pictures are excellent stimuli for both writing and speaking. For example, we can play a piece of music and the students have to imagine and then write out the film scene they think it could accompany (this can be done after they have looked at a film script model). We can dictate the first sentence of a story and then have the students complete the story, based on the music we play them. We can then dictate the first sentence again and have them write a different story (because the music they hear is very different). They can then read out one of their stories and the class has to guess which music excerpt inspired it.

Pictures offer a wealth of possibilities. We can ask students to write descriptions of one of a group of pictures; their classmates then have to guess which one it is.

They can write postcards based on pictures we give them. We can get them to look at portraits and write the inner thoughts of the characters or their diaries, or an article about them.

**Newspapers and magazines:** the different kinds of text found in newspapers and magazines offer a range of possibilities for genre analysis, followed by writing within that genre. For example, we can get students to look at a range of different articles and ask them to analyse how headlines

are constructed, and how articles are normally arranged (e.g. the first paragraph often – but not always – offers a summary of the whole article). They then write an article about a real or imaginary news story that interests them. At advanced levels, we can get students to look at the same story dealt with by different kinds of publication and ask them to write specifically for one or the other.

**Brochures and guides:** we can get students to look at a variety of brochures (e.g. for a town, entertainment venue, health club or leisure complex) to analyse how they are put together. They can then write their own brochure or town guide, using this analysis to help them.

**Poetry:** many teachers like getting students to write poems because it allows them to express themselves in a way that other genres, perhaps, do not. But we will have to give students models to help them write (to start with, anyway), since many of them will be unused to this kind of writing.

**Collaborative writing:** students gain a lot from constructing texts together. For example, we can have them build up a letter on the board, where each line is written by a different student (with help from the class, the group and/or the teacher). We can tell a story which students then have to try to reproduce in groups.

**Writing to each other:** the email interview is an example of getting students to write to each other. They can also write emails, or any other kind of message which has to be answered. They can be involved, under our supervision, in live chat sessions on the Internet, or we can organise pen pal exchanges with students in other countries (often called mousepals or keypals when done via the Internet).

**Writing in other genres:** there are countless different genres that students can write in apart from those mentioned so far. We can have students write personal narratives and other stories. We can prepare them for this by looking at the way other writers do it. We can analyse first lines of novels and then have students write their own attention-grabbing lines.

We can get students to complete stories that are only half told. For many of these activities, getting the students to think together before they attempt the task – brainstorming ideas – will be a major factor in their success.

Students can write discursive essays in which they assemble arguments both for and against a proposition, work out a coherent order for their arguments, study various models for such an essay and then write their own.

## **Teaching Speaking**

### ***Reasons for Teaching Speaking***

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.

### ***Speaking Suggestions***

The following activities are helpful in getting students to practise ‘speaking-as-a-skill’. Although they are not level-specific, the last four will be more successful with higher-level students (upper intermediate plus),

whereas the first two, in particular, are highly appropriate at lower levels (but can also be used satisfactorily with more advanced classes).

**Information-gap activities:** an information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is a ‘gap’ between them.

For information-gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other their pictures).

**Telling stories:** we spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too.

One way of getting students to tell stories is to use the information-gap principle to give them something to talk about. Students are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one student from each of the original groups. The new groups have to work out what story the original picture sequence told.

For the story reconstruction to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups then tell the class their stories to see if everyone came up with the same versions.

We can, alternatively, give students six objects, or pictures of objects. In groups, they have to invent a story which connects the objects.

We can encourage students to retell stories which they have read in their books or found in newspapers or on the Internet (such retelling is a valuable way of provoking the activation of previously learnt or acquired language).

**Favourite objects:** a variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favourite objects (things like MP3 players, objects with sentimental value, instruments, clothes, jewellery, pictures, etc). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them.

**Meeting and greeting:** students role-play a formal/business social occasion where they meet a number of people and introduce themselves.

**Surveys:** surveys can be used to get students interviewing each other.

A variation of this is a popular activity called *Find someone who ...*. In this activity, students list activities (e.g. climb a mountain, do a bungee jump, swim in the Pacific, act in a play, etc) and they then go round the class asking ‘Have you ever climbed a mountain?’, ‘Have you ever done a bungee jump?’, etc.

**Famous people:** students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

**Student presentations:** individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening tasks too – including, perhaps, giving feedback.

**Balloon debate:** a group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive

(the others have to jump out). Individual students representing famous characters (Napoleon, Gandhi, Cleopatra, etc) or professions (teacher, doctor, lawyer, etc) have to argue why they should be allowed to survive.

**Moral dilemmas:** students are presented with a ‘moral dilemma’ and asked to come to a decision about how to resolve it. For example, they are told that a student has been caught cheating in an important exam. They are then given the student’s (far-from-ideal) circumstances, and offered five possible courses of action – from exposing the student publicly to ignoring the incident – which they have to choose between.

## **Teaching Listening**

### ***Reasons for Listening***

Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media. Anything we can do to make that easier will be useful for them. This is especially important since the way people speak is often significantly different from the way they write.

Listening is good for our students’ pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

### ***Listening Skills***

Students need to be able to listen to a variety of things in a number of different ways. In the first place, they need to be able to recognise

paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc), and sometimes for more general understanding (when they are listening to a story or interacting in a social conversation).

A lot will depend on the particular genres they are working with.

### ***Listening Principles***

Principle 1: Encourage students to listen as often and as much as possible. The more students listen, the better they get at listening – and the better they get at understanding pronunciation and at using it appropriately themselves.

Principle 2: Help students prepare to listen.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are engaged with the topic and the task and really want to listen.

Principle 3: Once may not be enough.

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time – and we may well want them to have a chance to study some of the language features on the tape.

Principle 4: Encourage students to respond to the content of a listening, not just to the language.

Principle 5: Different listening stages demand different listening tasks. Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages.

Principle 6: Good teachers exploit listening texts to the full.



If teachers ask students to invest time and emotional energy in a listening text – and if they themselves have spent time choosing and preparing the listening sequence – then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of study before using the subject matter, situation or audioscript for a new activity.

### *Listening Suggestions*

**Jigsaw listening:** in three groups, students listen to three different tapes, all of which are about the same thing (witness reports after an accident or a crime, phone conversations arranging a meeting, different news stories which explain a strange event, etc). Students have to assemble all the facts by comparing notes. In this way, they may find out what actually happened, solve a mystery or get a rounded account of a situation or topic.

Jigsaw listening works because it gives students a purpose for listening, and a goal to aim for (solving the ‘mystery’, or understanding all the facts).

**Message-taking:** students listen to a phone message being given. They have to write down the message on a message pad.

There are many other kinds of message that students can listen to. For example, they may hear a recorded message about what films are on at a cinema, when they’re on, what rating they have and whether there are still tickets. They then have to decide which film to go to. They might hear the message on an answerphone, or a gallery guide (where they have to identify which pictures are being talked about), or messages about how to place an order. In each case, they have to respond in some way.

**Music and sound effects:** although most audio tracks consist of speech, we can also use music and sound effects. Songs are very useful because, if we choose them well, they can be very engaging.

**News and other radio genres:** students listen to a news broadcast and have to say which topics from a list occur in the bulletin and in which order. They then have to listen for details about individual stories. If the news contains a lot of facts and figures, students may be asked to convert them into chart or graph form.

**Poetry:** poetry can be used in a number of ways. Students can listen to poems being read aloud and say what mood they convey (or what colour they suggest to them). They can hear a poem and then try to come up with an appropriate title. They can listen to a poem which has no punctuation and put in commas and full stops where they think they should occur.

**Stories:** a major speaking genre is storytelling. When students listen to people telling stories, there are a number of things we can have them do. Perhaps they can put pictures in the order in which the story is told. Sometimes we can let students listen to a story but not tell them the end. They have to guess what it is and then, perhaps, we play them the recorded version.

**Monologues:** various monologue genres can be used for different listening tasks. For example, we can ask students to listen to lectures and take notes. We can get them to listen to 'vox-pop' interviews where five different speakers say what they think about a topic and the students have to match the different speakers with different opinions. We can listen to dramatic or comic monologues and ask the students to say how the speaker feels. We can have them listen to speeches (at weddings, farewells, openings, etc) and get them to identify what the subject is and what the speaker thinks about it.

## SCIENCE

### Section I

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	accurate lenses		
2.	analyse the evidence		
3.	analyst		
4.	astronomy		
5.	bacterium ( <i>pl.</i> bacteria)		
6.	be successful in smth		
7.	belong to sb/ smth		
8.	black holes		
9.	bullet		
10.	burglar		
11.	burglary		
12.	burgle		
13.	CCTV (closed circuit television) cameras		
14.	chart		
15.	chemistry		
16.	collect evidence		
17.	commit a crime / suicide		
18.	communicate by spelling words		
19.	compete with sb		
20.	computer databases		
21.	concept of infinity		

22.	creativity		
23.	crime laboratory (lab)		
24.	criminal psychology		
25.	discover the truth		
26.	discovery		
27.	DNA (deoxyribonucleic acid)		
28.	engineering and mechanics		
29.	examiner		
30.	experience and skills		
31.	experiments on animals		
32.	experts in special areas		
33.	face a problem		
34.	fingerprints		
35.	focus the sun's rays		
36.	forensic scientist		
37.	genetics		
38.	give confidence		
39.	globalisation		
40.	gravity		
41.	happen to sb		
42.	have relationship with sb		
43.	ID card		
44.	identify		
45.	increase, <i>opp.</i>		

	decrease		
46.	industrial techniques		
47.	innovation		
48.	invention		
49.	investigation		
50.	investigator		
51.	lead one's gun		
52.	levers and pulleys		
53.	lie detector		
54.	magnification of a million times		
55.	microscope		
56.	molecule		
57.	multinational chat rooms		
58.	murder		
59.	nuclear energy		
60.	printing press		
61.	psychoanalysis		
62.	rapid global warming		
63.	researcher		
64.	reveal a secret		
65.	rubber gloves		
66.	samples for analysis		
67.	scene of a crime		
68.	science and technology		
69.	scientific equipment		
70.	solve a crime		

71.	speed cameras		
72.	spend money on sth		
73.	student mentor		
74.	suspect ( <i>n, v</i> )		
75.	test results		
76.	theory of relativity		
77.	universe		
78.	vaccination		
79.	vital clue		
80.	witness		

### Exercises

#### Exercise 1. Suggest the words for the definitions:

1. An official attempt to find out about something, especially a crime or accident.
2. The crime of going into a building in order to steal things.
3. Using scientific methods to solve crimes (*adj.*).
4. Extremely important or necessary (*adj.*).
5. The marks made by the pattern of lines at the end of someone's finger.
6. The branch of biology concerned with the study of heredity and variation in organisms (how the qualities of living things are passed on in their genes).
7. A method of studying the mind and treating mental and emotional disorders based on revealing and investigating the role of the unconscious mind.
8. The process enabling financial and investment markets to operate internationally, largely as a result of deregulation and improved communications.

9. A person who has seen or can give first-hand evidence of some event; a person who testifies, esp. in a court of law, to events or facts within his own knowledge.

10. The simplest unit of a chemical compound that can exist, consisting of two or more atoms held together by chemical bonds.

### **Exercise 2. Translate into English:**

1. Над розслідуванням будь-якого злочину працюють дві команди спеціалістів. Перша команда – це експерти-криміналісти, які працюють на місці злочину. Вони збирають докази з місця злочину: відбитки пальців, волосини, кров, проби ДНК тощо. Фотографи роблять сотні фотографій на місці злочину. Поліцейські опитують свідків. Друга команда спеціалістів – це судмедексперти, які проводять наукові тести у лабораторії.

2. Друкарський верстат Йоганна Гутенберга можна вважати одним з найважливіших винаходів людства. Він спричинив революцію у суспільстві, зокрема у науці, освіті та журналістиці. За допомогою друкарського верстату можна було робити сотні копій книг у день. Це означало, що ідеї та думки поширювалися тепер значно швидше. Забезпечити школу книжками вже не було надскладним завданням. Письменники та журналісти отримали можливість розповсюджувати свої твори і, таким чином, заробляти гроші.

## **Section II**

### **Science and Technology**

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	astrophysics		
2.	bioclimatology		
3.	cryogenics		

4.	cybernetics		
5.	ergonomics		
6.	genetic engineering		
7.	geopolitics		
8.	information technology		
9.	molecular biology		
10.	nuclear engineering		
11.	voice technology		
12.	back-up copy		
13.	browse		
14.	chat room / chat forum		
15.	computer graphics		
16.	crash (= stop working)		
17.	desktop computer / PC		
18.	disk drive		
19.	download stuff from the Internet		
20.	FAQ (frequently asked questions)		
21.	get online (=become connected)		
22.	go online (= use the Internet)		
23.	hard disk		
24.	hardware		



25.	laptop (computer)		
26.	laser printer		
27.	modem		
28.	newsgroup		
29.	palmtop (computer)		
30.	RAM (random access memory)		
31.	scanner		
32.	search engine		
33.	send / check an e- mail		
34.	software		
35.	spreadsheet (program)		
36.	surf the net / the Web		
37.	tower		
38.	user-friendly		
39.	virus		
40.	word processing		

### Crime

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	accuse		
2.	against the law (=illegal)		
3.	assault		
4.	barrister		
5.	be acquitted		

6.	be released		
7.	break the law ( <i>opp.</i> obey the law)		
8.	burglar alarm		
9.	capital punishment		
10.	case		
11.	charge sb with bank robbery		
12.	defendant		
13.	go to prison ( <i>syn.</i> go to jail)		
14.	guilty		
15.	innocent		
16.	judge		
17.	jury		
18.	minor / serious offence ( <i>syn.</i> crime)		
19.	pass verdict on sb		
20.	plead not guilty		
21.	proof		
22.	prosecuting lawyer		
23.	prove		
24.	sentence (=punishment)		
25.	sentence <i>v</i> to three years in prison		
26.	stab		
27.	trial		

## Exercises

**Exercise 1. Complete the following list with the name of the specialists in the particular fields.**

<i>science</i>	<i>scientist</i>	<i>science</i>	<i>scientist</i>
chemistry		information technology	
physics		cybernetics	
zoology		civil engineering	
genetics		astrophysics	

**Exercise 2. Match the names of the achievements of modern technology with the definitions.**

1. video recorder	a) a kind of sophisticated typewriter using a computer
2. photocopier	b) a machine which records and plays back sound
3. fax machine	c) a machine which records and plays back sound and pictures
4. tape recorder	d) a camera which records moving pictures and sound
5. modem	e) a machine for chopping up, slicing, mashing, blending, etc.
6. camcorder	f) a machine which makes copies of documents
7. word processor	g) a machine which makes copies of documents and sends them down telephone lines to another place
8. food processor	h) a piece of equipment allowing you to send information from one computer down telephone lines to another computer

**Exercise 3. Write descriptions like those in exercise 2, for the following objects:**

1. Visual display unit (VDU)
2. A cordless iron
3. A coffee percolator
4. A stapler
5. An alarm clock

6. A personal organizer

7. An answerphone

**Exercise 4. Fill in the blanks with appropriate words.**

1. It's so easy to use a \_\_\_\_\_ when you want to send photographs to friends by e-mail. It's just like using a photocopier.

2. I've lost a lot of data. I wonder if my computer has a \_\_\_\_\_ .

3. I'm always impressed by people who carry their \_\_\_\_\_ on aeroplanes and work on them during the flight.

4. Those \_\_\_\_\_ disks don't store nearly enough information. You really need to use your \_\_\_\_\_ disk for all the data you want to store.

5. If you want some photos of the USA, you could just try \_\_\_\_\_ the Web. You'll be amazed how many you can find.

6. I belong to a great \_\_\_\_\_. There are about ten people who are all interested in 1960s music. We e-mail one another almost every day, and can talk live to one another.

7. I \_\_\_\_\_ a good program from the Internet the other day. Would you like a copy?

8. Do you ever visit any \_\_\_\_\_ for pop stars or film stars? Some of them have photos and music too.

**Exercise 5. Complete the following chart.**

<i>Verb</i>	<i>Noun</i>	<i>Person</i>
	invention	inventor
produce		producer
observe		
	design	
develop		
		discoverer

		explorer
research	research	
	program	
	engine	
build		
conserve		
create		

**Exercise 6. Complete the following sentences with an appropriate word from the chart above.**

1. The same civil \_\_\_\_\_ who built the roads is now building the new bridge.
2. They called in a \_\_\_\_\_ to knock down the wall between the two rooms.
3. Scientists have been carrying out \_\_\_\_\_ to find a cure for the disease.
4. The company which \_\_\_\_\_ the drug has had to pay a lot of money to the victims.
5. Lewis and Clark were the first to \_\_\_\_\_ the new territory.
6. Penicillin was one of the most important \_\_\_\_\_ of the twentieth century.
7. Walt Disney, the \_\_\_\_\_ of the Mickey Mouse, died a very rich man.
8. You'll need to go to university if you want to become a computer \_\_\_\_\_ .
9. A property \_\_\_\_\_ buys land and builds offices or homes on it.
10. The theory is based on a detailed \_\_\_\_\_ of many patients.

**Exercise 7. Fill in the blanks. The first letter of each missing word has been given.**

### ***IT'S A CRIME***

Thieves have been around for centuries, probably for as long as humans, but armed (1) r\_\_\_\_\_ is a more recent phenomenon. Unfortunately women have always been the (2) v\_\_\_\_\_ of rape and domestic (3) v\_\_\_\_\_. (4) F\_\_\_\_\_ has been around ever since printing has been used to make money or produce documents. Rich people or their children are sometimes (5) k\_\_\_\_\_ and are not set free until a ransom has been paid. The twentieth century has seen the appearance of many organised (6) c\_\_\_\_\_ such as hijacking and drug-smuggling or drug-trafficking. Statistics show an alarming (7) r\_\_\_\_\_ in the rate of violent crimes and crimes to do with the (8) i\_\_\_\_\_ sale of arms across the world. Perhaps the most recent crime of all is hacking into computers to access (9) i\_\_\_\_\_ that helps competitors in industry. This increase in international crime makes one wonder whether it is still true to say '(10) C\_\_\_\_\_ doesn't pay'.

**Exercise 8. Complete the following chart on law and crime.**

<i>Verb</i>	<i>Noun</i>	<i>Person</i>
accuse		accused
start a fire deliberately	arson	
blackmail		
burgle		
commit a crime	crime	
hack into a computer		
		hijacker
imprison	prison or imprisonment	
	kidnapping	
		killer
mug		

commit an offence	offence	
		pickpocket
rob		
		shoplifter
stalk	stalking	
steal		thief
suspect		
		murderer
	smuggling	
	terrorism	
traffic in drugs, peddle drugs, deal in drugs	drug-trafficking	
	forgery	
–	manslaughter	–

### Exercise 9. Translate into English:

1. Два грабіжники ввірвалися у музей і викрали три картини. Охоронець намагався зупинити їх, але один грабіжник мав ніж і встромив його у груди чоловіку.
2. Я ніколи не порушував закон.
3. Якийсь чоловік напав на мене, коли я повертався додому вчора увечері. Він мав пістолет і сказав, що вб'є мене, якщо я не віддам йому гроші та мобільний телефон. Це було жахливо.
4. Він проведе решту свого життя у в'язниці за вбивство дружини. Він приніс рушницю і застрелив її, коли та спала.
5. Три чоловіки пограбували той банк, тому що він знаходиться у тихому районі.
6. Він припаркувався у неправильному місці. Це лише незначне правопорушення, але все ж протизаконно.

7. Один з двох обвинувачених був визнаний винним на вчорашньому судовому процесі. Незважаючи на те, що його адвокат захищав його добре, суд присяжних визнав його провину. Суддя приговорив його до двох років ув'язнення. Можливо, чоловіка звільнять через 18 місяців. Другому обвинуваченому пощастило більше. Його виправдали, і він залишив судову залу з посмішкою.

**Exercise 10. What's your opinion?**

1. Do you think the police should carry guns?
2. Do you think the police should be allowed to stop people without the reason?
3. Do you agree with capital punishment for certain crimes such as murder?
4. Do you think tougher punishments will help to reduce and prevent crime?



## THE NIGHT

### Section I

	Words and Phrases	Transcription	Translation
1.	a heavy sleeper ( <i>opp.</i> a light sleeper)		
2.	a night out		
3.	affect one's life / behaviour		
4.	amount of sleep		
5.	apologise for		
6.	astronomer		
7.	astro-photographer		
8.	at the time of the full moon / the new moon		
9.	background information		
10.	be fascinated by the stars		
11.	be keen on		
12.	be lost		
13.	be on		
14.	bed / wake time		
15.	brain activity slows down (=falls)		
16.	call-centre worker		
17.	conclude / sum up		
18.	cover the key points		

19.	doze		
20.	dream of		
21.	fall into a deep sleep / fall asleep		
22.	family / social life		
23.	feel safe		
24.	feel / be sleepy		
25.	find a solution to the problem		
26.	focus on		
27.	get paid extra		
28.	ghost		
29.	give a lift		
30.	go to sleep / go to bed		
31.	good night's sleep		
32.	have a negative effect (=impact) on one's sleeping patterns		
33.	have dreams (dreams occur / happen)		
34.	high /low tides		
35.	insist on		
36.	insomnia		
37.	light pollution		
38.	look down a telescope		
39.	make memories		

	stronger		
40.	move on to...		
41.	night worker		
42.	nightmare		
43.	organise memories		
44.	oversleep		
45.	people spend around a third of their life asleep		
46.	people's brains put together thoughts and experiences		
47.	pyjamas (pajamas) / nightie		
48.	quality and quantity of darkness		
49.	reflect sunlight		
50.	REM (rapid eye movement) sleep / NREM (non-rapid eye movement) sleep		
51.	scream in terror		
52.	security guard		
53.	set the alarm		
54.	sleep in		
55.	sleep through the noise		
56.	sleepless night		
57.	snore		

58.	stay awake		
59.	stay in bed		
60.	street / security lights		
61.	talk about		
62.	talk in one's sleep		
63.	the 24/7 world		
64.	the Moon orbits the earth		
65.	the Moon's gravity		
66.	the need for sleep decreases with age		
67.	the skill of association		
68.	timetable / schedule		
69.	tiny crescent		
70.	turn the problem into an advantage		
71.	types and stages of sleep		
72.	wake up		
73.	walk round and round		
74.	work at night / work the night shift / work in the dark		
75.	yawn		

### Exercises

#### Exercise 1. Suggest the words for the definitions:

1. To sleep lightly, usually for short time.
2. To sleep deliberately later than usual.
3. a) A period of time at night when people regularly work, especially in a factory; b) a group of people who work a shift during the night.
4. Making you feel very sad or unhappy (*adj.*).
5. A method of study that involves working at home and sending your work to your teacher.
6. The attitude and atmosphere in a group of people who work or play together; willingness to work as part of a team.
7. A feeling or memory that is related to a particular place, event, word etc.
8. The way in which two facts, ideas, events etc are related to each other, and one is affected or caused by the other; relationship between things.
9. When the moon looks completely round (*adj.*).
10. A sea creature with a soft body and eight tentacles (=arms).

## **Exercise 2. Translate into English:**

1. Місяць рухається по орбіті навколо Землі. Тому форма Місяця, яку ми бачимо, змінюється. У період повного місяця ми спостерігаємо яскраво білий круг на небі. Коли місяць молодий, ми бачимо тільки його малу частину, крихітний півмісяць. Більшість людей думає, що цей супутник Землі білий. Проте насправді він темно-сірого кольору. Місяць видається нам білим, тому що він відбиває сонячне світло.

Природний супутник Землі впливає на поведінку, стан здоров'я, раціон людей, на кількість нещасних випадків та скоєних злочинів. Так чи інакше місяць торкається різних аспектів життя кожного з нас. Проте лише 12 людей безпосередньо торкалися Місяця, ступали на його поверхню.

2. Учені розрізняють декілька стратегій запам'ятовування. Одним із способів запам'ятовування речей є об'єднання їх у групи за певним критерієм. Інший шлях – це побудова асоціативних зв'язків. Нову

інформацію (наприклад, іншомовні назви) треба пов'язувати вже з відомими фактами чи речами. Непоганою видається також ідея щодо складання оповідання з новими словами, які вам необхідно вивчити. Придумайте сюжет оповідання, місце та час розгортання події, а потім відтворіть ваш твір, використовуючи нові слова.

А якими методами користуєтеся ви, коли намагаєтеся запам'ятати нову інформацію?

**Exercise 3. Write about your preferences for a night out in your home town (Use language for expressing preferences that you have studied in Lesson 8.3: *I prefer, I love, I (don't) fancy, I'd rather... than, I'm keen on, I don't mind, I'm more interested in... than, etc.*).**

**Exercise 4. Answer the questions.**

1. Do you think you have a good memory?
2. What is your earliest memory? Can you remember your first day at school?
3. What things are you good at remembering? What things are you bad at remembering?

## Section II

### Idioms

	<b>Idioms and Phrases</b>	<b>Transcription</b>	<b>Meaning / Translation</b>
1.	at the crack of dawn		<i>inf.</i> very early in the morning
2.	be over the moon ( <i>syn.</i> be thrilled to bits)		<i>inf.</i> be very happy and excited about sth.
3.	drop off (to sleep) ( <i>syn.</i> fall asleep)		begin to sleep
4.	fast asleep		in a deep sleep
5.	have a good / bad / restless night		have a night during which you sleep well / badly

6.	have a lie-in (v. to lie in)		<i>inf.</i> stay in bed later than usual in the morning
7.	have a nap		have a short sleep
8.	have an early /a late night		go to bed earlier / later than usual
9.	not sleep a wink		<i>inf.</i> not sleep at all
10.	once in a blue moon		<i>inf.</i> hardly ever; very rarely
11.	sleep like a log		sleep very well
12.	the night before last		two nights ago
13.	toss and turn		be unable to sleep, or sleep badly, changing your position in bed all the time
14.	wide awake		completely awake
15.	work /go like a dream		to work or go extremely well, without any problems
16.	worried sick (about sth/ sb)		<i>inf.</i> extremely worried about sth/ sb

### Exercises

#### Exercise 1. Correct the mistake in each sentence.

*e.g.* I was already wide wake before I had to get up this morning. – *wide awake*

1. I sometimes drop out on long train journeys.
2. I didn't wink a sleep last night.
3. I've had several later nights this week.
4. I never fall to sleep watching television.
5. I made a lie-in this morning.
6. If I don't fall asleep quickly, I turn and toss for hours.
7. I had a very good sleep the night before the last.
8. I'm worry sick about my English.
9. We were thrilled bits about the wedding.
10. I got up at the moment of dawn.
11. She sees him once in a white moon.
12. My father always sleeps like log.

13. I fitted a new ink cartridge and the printer's coming like a dream.

**Exercise 2. Write the opposite using an idiom. More than one answer may be possible.**

1. I slept all night.
2. I got up at the usual time.
3. I wasn't worried at all.
4. I didn't move all night.
5. I was fast asleep.
6. I managed to stay awake.
7. I slept badly.
8. I went to bed later than usual.
9. He wrote a composition late at night.
10. He meets his friend very often.

**Exercise 3. Complete the sentences.**

1. Barry's still in bed and he's *fast* asleep. Do you want me to \_\_\_\_\_ him up?
2. I felt really \_\_\_\_\_, so I went to bed.
3. I forgot to \_\_\_\_\_ my alarm last night, and I'm afraid I \_\_\_\_\_ this morning.
4. I don't have to get up early morning. So I think I'll have a \_\_\_\_\_.
5. It was after midnight but I still felt wide \_\_\_\_\_.
6. I felt really tired – I couldn't stop \_\_\_\_\_.
7. My husband wears red \_\_\_\_\_ in bed and \_\_\_\_\_ so loudly that he keeps me awake.

**Exercise 4. Choose all the possible answers, A, B, or C, for each gap.**

*Importance of Sleep*

Most of us enjoy a good night's sleep, but we *a* **A, B** not realize just how important sleep is. Everyone knows that without sleep for a night or two, a



person *b* \_\_\_\_\_ find it hard to think well. After three nights without sleep, you *c* \_\_\_\_\_ start to see things, and you *d* \_\_\_\_\_ begin to lose your sense of reality. In experiments, rats which are not allowed to sleep *e* \_\_\_\_\_ actually die, which seems to prove that sleep *f* \_\_\_\_\_ be very important. We know that children who do not sleep enough can fail to grow properly, as growth hormones *g* \_\_\_\_\_ be active while the body is asleep. Lack of sleep *h* \_\_\_\_\_ also damage the immune system, so you *i* \_\_\_\_\_ fall ill more often. Scientists don't know exactly what sleep is for and why humans need so much of it, but they believe that it *j* \_\_\_\_\_ give the body a chance to repair muscles and replace cells. It *k* \_\_\_\_\_ also give the brain the opportunity to organize memory, and some experts believe that dreams *l* \_\_\_\_\_ help in this process. The brain also needs to rest, so sleep *m* \_\_\_\_\_ give the brain a chance to 'recharge' its batteries. Obviously, sleep *n* \_\_\_\_\_ also be related to the fact that there are hours of darkness when our activities are limited. Another possible reason for sleeping is that if we didn't sleep and save some energy, we *o* \_\_\_\_\_ have to eat a lot more food.

<i>a</i>	A may	B might	C must
<i>b</i>	A can	B will	C must
<i>c</i>	A can	B could	C might
<i>d</i>	A can't	B must	C could
<i>e</i>	A might	B can	C will
<i>f</i>	A will	B must	C can't
<i>g</i>	A can	B can't	C may
<i>h</i>	A can	B may	C could
<i>i</i>	A might	B must	C could

<i>j</i>	A might	B can't	C will
<i>k</i>	A might	B could	C may
<i>l</i>	A could	B can't	C may
<i>m</i>	A might	B can	C can't
<i>n</i>	A must	B can	C can't
<i>o</i>	A can't	B will	C might

**Exercise 5. Read the article. Then complete the following sentences in order to summarise each paragraph.**

Paragraph 1: Different people \_\_\_\_\_

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Paragraph 2: Energetic people \_\_\_\_\_

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Paragraph 3: There is no point in trying to sleep more \_\_\_\_\_

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Paragraph 4: It's better to learn to relax \_\_\_\_\_

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Paragraph 5: Lack of sleep \_\_\_\_\_

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Paragraph 6: The reason we can't always get to sleep \_\_\_\_\_

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Paragraph 7: If we are angry or stressed \_\_\_\_\_

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*Wouldn't it be lovely to get a good night's sleep!* (by Doctor Johnson)

<sup>1</sup> Eight hours sleep is traditionally regarded as healthy – though many of us need less, and some more. What matters is how you feel, and what you do with the other sixteen hours of the day.

<sup>2</sup> We are all built slightly differently, so there is no reason why our sleep requirements should be the same. If, for example, you are the sort of person who goes running around getting exhausted, then you are going to need more rest, but not necessarily sleep.

<sup>3</sup> Similarly, if you sleep ‘badly’, wake tense, and worry throughout the day – and there’s nothing more tiring than tension – then further long hours lying awake won’t help.

<sup>4</sup> Drugged sleep is not the long-term answer either. Sleeping pills merely slow your body down. Usually they let you drop off, though if you take them for more than six weeks, then the actual chemical effect disappears. The only real solution is ‘turning off’ the internal machinery. Work at creating your own relaxing routine, get hold of the things that annoy you most and try to identify them.

<sup>5</sup> What is sleep all about? The simplest way to find out what sleep is for is to do without it for a while and see what happens. The brain starts going gently crazy if deprived of sleep for two or three days. It simply stops working in a sensible fashion.

<sup>6</sup> Why does sleep sometimes not come when it should? Imagine the days when our ancestors lived in the jungle. Those who fell asleep too easily risked being eaten up. It certainly paid to keep half-awake, ready for action if danger arrived. The trouble is we are still doing it even though there is no longer any danger. We react as if there are threats to our existence, when all we want to do is fall asleep.

<sup>7</sup> Anger and other signs of stress clearly interfere with calm sleep, just as they do with calm waking. Before trying to sleep, it is always better to get your anger feelings out into the open, rather than push them to the back of your mind. As you fall asleep, the mind is less lively and allows those feelings to come back again, where they dance around and keep you awake.

<sup>8</sup> I recommend trying to get more control of reality. Then your dreams will be sweeter and your sleep more refreshing.

**Exercise 6. Write a summary of the article, in no more than 250 words, beginning: *The important thing about sleep...* Use your own words as far as possible.**

## WORK AND INDUSTRY

### Section I

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	achieve ( <i>v</i> ) more		
2.	alloy		
3.	an external organisation		
4.	bargain ( <i>n</i> )		
5.	bargain ( <i>v</i> ) for a lower price		
6.	be based on foreign trade		
7.	be damaged by the environment		
8.	be split with a knife		
9.	be used in a wide variety of ways		
10.	black gold (= oil)		
11.	build a relationship with one's audience		
12.	cocoa pods		
13.	colleague		
14.	conduct heat		
15.	conduct the research		
16.	credit card		
17.	crush ( <i>n, v</i> )		
18.	cut down ( <i>v</i> ) on sth		
19.	decorative uses of		

	gold		
20.	delivery ( <i>n</i> ), to deliver ( <i>v</i> )		
21.	develop into a modern industrial country		
22.	develop new skills / career		
23.	earn money		
24.	economy		
25.	electronic equipment		
26.	employee		
27.	employer		
28.	face strong / growing competition from other countries		
29.	financial situation		
30.	flexibility		
31.	fuel		
32.	full-time job / part- time job		
33.	get good pay / pay rise		
34.	go on / do training courses		
35.	gold connections		
36.	gold contacts		
37.	gold leaf		
38.	gold wires		

39.	goldbrick		
40.	golden boy / girl		
41.	golden eagle		
42.	goldsmith		
43.	have a heart of gold		
44.	have sales		
45.	have vital role in the global economy		
46.	high levels of job satisfaction		
47.	How much are they per item? / What's the price per item?		
48.	import ( <i>n, v</i> ) ( <i>opp.</i> export)		
49.	in conclusion / to conclude / to sum up / to summarise		
50.	independence		
51.	keep it a round number		
52.	last ( <i>v</i> ) a long time		
53.	main trading partners		
54.	maintain one's position as the market leader		
55.	manufacturer		
56.	manufacturing industry		
57.	Marketing		

	Department		
58.	mine		
59.	mining		
60.	negotiation ( <i>v</i> negotiate a deal)		
61.	offer a 20 percent discount		
62.	offer a great deal / make a deal		
63.	outer space		
64.	platinum		
65.	politics		
66.	popular tourist destination		
67.	promotion ( <i>v</i> promote)		
68.	purchase ( <i>n, v</i> )		
69.	purchasing manager		
70.	pure gold		
71.	refinery		
72.	retailer		
73.	rig		
74.	run a department / one's own business		
75.	sales representative		
76.	sea bed		
77.	self-employed people		
78.	silence is golden		

79.	spacecraft		
80.	staff		
81.	supply ( <i>n, v</i> )		
82.	That's a deal		
83.	the final delivery time		
84.	the Gold Rush		
85.	to begin with / to start with / let me begin by <i>-ing...</i> / I'd like to start by <i>-ing...</i>		
86.	total production		
87.	use the results of the survey		
88.	valuable metals		
89.	work as a team		
90.	work for a large market leader		
91.	work for yourself		
92.	work long hours		
93.	work permit		
94.	working conditions		
95.	working hours		

### Exercises

#### Exercise 1. Suggest the words for the definitions:

1. Someone you work with, used especially by professional people.
2. To make something continue in the same way or at the same standard as before.
3. Someone who is paid to work for someone else (= worker).



4. Someone who travels around, usually within a particular area, selling their company's products.
5. A person or business that sells goods to customers in a shop.
6. Someone who makes or sells things made from gold.
7. A factory where something such as oil or sugar is made purer.
8. To tear or break into more than one piece.
9. A long narrow seed container that grows on various plants, especially peas and beans.
10. To open something out or arrange a group of things so that they cover a flat surface.

### **Exercise 2. Translate into English:**

1. Люди, які мають свій власний бізнес, отримують від роботи більше задоволення. Для них можливість організувати свій робочий час є важливішим фактором, ніж високі прибутки. Проте через нестабільну фінансову ситуацію їхній робочий день зазвичай довший, ніж у найманих працівників.

2. Сьогодні Південно-Африканська Республіка є однією з найбагатших і найбільш розвинутих країн в Африці. Вона виробляє приблизно 1/5 усієї продукції Африканського континенту. Економіка цієї країни базується на зовнішній торгівлі. Головними торговельними партнерами Південно-Африканської Республіки є Сполучені Штати, Японія, Китай, Італія, Німеччина та Сполучене Королівство Великобританії.

3. Діаманти є найтвердішими природними каменями на Землі. Ранні згадки про ці камені прийшли до нас з Індії та Китаю. Промисловість видобутку діамантів має тисячолітню історію. До 18 ст. вона зосереджувалася в південній Індії, а не в Африці, як це відбувається сьогодні. Діаманти утворюються глибоко під землею і піднімаються до її поверхні лише під час вулканічних вивержень.

Діамант високої якості, прозорий, гарного кольору, може стати ювелірною прикрасою. Проте, понад 80% цих каменів використовуються у промисловості переважно як різальні інструменти.

## Section II

### Work

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation / Explanation</b>
1.	advise clients		
2.	apply for a job		
3.	be employed by ( <i>opp.</i> be unemployed / out of work)		
4.	be in charge of / be responsible for security		
5.	be on / take maternity or paternity leave		before /after the birth of a baby
6.	be on / take sick leave		
7.	be workaholic		
8.	challenging job		
9.	daily routine		
10.	deal (v) with / handle customer complaints		
11.	dismiss / sack sb		

12.	do a lot of paperwork		
13.	do flexi-time / be on flexi-time		
14.	do shift-work / work shifts		
15.	experience		
16.	get 4-6 weeks' paid holiday		
17.	get sick pay		
18.	get the sack / be fired ( <i>more formal</i> ) / be made redundant / be laid off ( <i>more formal</i> )		thrown out of your job, no longer needed
19.	give sb feedback		give sb advice or criticism about how they have done sth
20.	have got loads of work		
21.	income		
22.	income tax		
23.	invoices		paper showing products sold and the money to pay
24.	involve (+ <i>-ing</i> )		
25.	make a living		earn enough money to live comfortable
26.	make a profit ( <i>opp.</i> make a loss)		
27.	minimum wage		

28.	nine-to-five job / to work nine-to-five		regular day work
29.	operate on people		
30.	prospects		future possibilities in the job
31.	qualifications		the exams you have passed or courses you have finished
32.	recruitment		the business of finding people for job vacancies
33.	referee		a person who writes reference
34.	reference		a statement or letter which describes sb's character and ability to do a job
35.	resign / <i>inf.</i> quit / hand in one's notice		to leave the job
36.	responsibilities		duties
37.	retire		
38.	salary		
39.	take early retirement		
40.	take on (that job)		
41.	take over the restaurant		to take control of
42.	trainee		
43.	type the agenda		to type a list of the things to discuss at the meeting
44.	vacancy		
45.	valid work permit		

46.	What do you do? / What's your job? / What do you do for a living?		
47.	work at a computer		
48.	work for (+ <i>name of company</i> )		
49.	work in (+ <i>a place or type of work, e.g in a bank, marketing</i> )		
50.	work / do overtime		

### Jobs

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation / Explanation</b>
1.	accountant		
2.	administrator		runs the office day-to-day
3.	architect		
4.	banker		
5.	bricklayer		
6.	carpenter		makes things using wood
7.	chef		
8.	child-minder		
9.	civil servant		
10.	clerk		ordinary office worker
11.	director		a member of a board of the company
12.	economist		expert in financial matters
13.	education officer		organises training,

			classes, etc. for employees
14.	electrician		
15.	estate agent		buys and sells houses or land for people
16.	executive		an important person who makes big decision
17.	firefighter /fireman ( <i>in the fire brigade</i> )		
18.	hairdresser		
19.	labourer		does hard, physical work
20.	lawyer		
21.	mechanic		
22.	nanny		takes care of / cares for / look after children in their own home
23.	personal officer		takes care of administration for new and existing employees
24.	physiotherapist		
25.	pilot ( <i>in the air force</i> )		
26.	plumber		installs and repairs water pipes
27.	police officer / policeman / policewoman ( <i>in the police force</i> )		
28.	priest		
29.	public relations		gives information to the

	officer		press, TV, etc. about the company
30.	receptionist		
31.	research-worker		investigates and develops new products
32.	safety officer		makes sure machines, etc, are not dangerous to use
33.	sailor ( <i>in the navy</i> )		
34.	sales assistant		
35.	sales / personal manager		a person responsible for sales or personal staff
36.	security officer		makes sure thieves / criminals cannot enter
37.	skilled worker		trained to do specific tasks, <i>e.g.</i> building a computer
38.	soldier ( <i>in the army</i> )		
39.	stockbroker ( <i>on the stock market</i> )		buys and sells stocks and shares
40.	supervisor		makes sure workers are doing their job properly
41.	tailor / dressmaker		
42.	travel agent		
43.	union representative		looks after the staff's interests
44.	university lecturer		
45.	unskilled worker		doing a job that needs no training

## Exercises

**Exercise 1. There is a mistake in each sentence. Write the correct sentence at the end.**

- My old boss said he would be my reference. – My old boss said he would be my *referee*.
1. They said they'd contact to me.
  2. Is she applying a job?
  3. Have you got a work permission?
  4. The company is based on Tokyo.
  5. He gave me good advices.
  6. She gave me foodback after the interview.
  7. I have to confirmate it in writing.
  8. If you apply for a job, it's quite a long processment.

**Exercise 2. Replace the underlined words with a more formal word or phrase with the same meaning.**

- We will contact you as soon as possible. *shall*
1. Has the company asked for references? \_\_\_\_\_
  2. They offered me the job on Thursday. \_\_\_\_\_
  3. I went for an interview last week. \_\_\_\_\_
  4. If you need more information, please contact me. \_\_\_\_\_
  5. We're going to give him the job, depending on satisfactory references.  
\_\_\_\_\_

**Exercise 3. What sector do these people work in?**

- I produce books and then we sell them. *publishing*
1. I teach people their jobs. \_\_\_\_\_
  2. I'm a soldier. \_\_\_\_\_
  3. I sell clothes. \_\_\_\_\_
  4. I design motorways. \_\_\_\_\_
  5. I produce cars. \_\_\_\_\_



6. I'm a boss of a company. \_\_\_\_\_
7. I control the money in our business. \_\_\_\_\_
8. I fill job vacancies in company. \_\_\_\_\_

**Exercise 4. Cross out one word which is wrong. Write the correct word at the end.**

- I haven't got central heating; I need a plumber to repair a new system.

*install*

1. Our estate agent made the arrangements, i.e. buying tickets, booking hotels. \_\_\_\_\_
2. The estate agent sold the landing which belong to the farm. \_\_\_\_\_
3. What produces does the company make? \_\_\_\_\_
4. My sister does quite a lot of training for the civil servant. \_\_\_\_\_
5. I believe he exports silver jewellery from abroad. \_\_\_\_\_
6. A nanny takes care for children. \_\_\_\_\_
7. Sales representants have to travel a lot. \_\_\_\_\_

**Exercise 5. Is the meaning the same or different? Write S or D.**

- a challenge | a reward D
1. out of work | unemployed \_\_\_\_
  2. be promoted | be appointed \_\_\_\_
  3. get the sack | sack someone \_\_\_\_
  4. fire someone | dismiss someone \_\_\_\_
  5. prospects | chances of success \_\_\_\_
  6. hand in your notice | resign \_\_\_\_
  7. be sacked | be promoted \_\_\_\_
  8. transfer sb | move sb to another office \_\_\_\_
  9. make someone redundant | fire someone \_\_\_\_
  10. leave a company | quit \_\_\_\_
  11. stop working (often at 60 or 65) | resign \_\_\_\_

12. take control of sth (e.g. a company) | take over \_\_\_\_

**Exercise 6. Complete the sentences with a single word.**

- I was glad to be appointed to the job I have. (*chosen for the job*)
- 1. My job's very \_\_\_\_\_. (*difficult but interesting*)
- 2. I want to transfer to another \_\_\_\_\_. (*section of the business*)
- 3. I have good \_\_\_\_\_ in my job. (*chances of success*)
- 4. I'd really love to be \_\_\_\_\_. (*given a better job in the company*)
- 5. I'm bored at work, so I'm going to look \_\_\_\_\_. (*in another place*)
- 6. I've never been \_\_\_\_\_. (*out of work*)
- 7. I'd hate to have to \_\_\_\_\_ someone. (*dismiss*)
- 8. If I hated my job, I would definitely \_\_\_\_\_. (*hand in my notice*)

**Exercise 7. Which of the job-titles would best describe the following?**

1. The person who represents the workers' interests in disputes with the management in a factory.
2. A person who has a high (but not the highest) position in a company and whose job it is to make important decisions.
3. An important person in a company who sits on the board.
4. A worker whose job requires no special training, e.g. an office cleaner.
5. A person generally in charge of the day-to-day organisation of a company / department.
6. The person who makes sure there are no risks of accidents from machinery, etc.
7. A person whose job it is to keep an eye on the day-to-day work of other workers.
8. A person who does hard physical work.
9. The person who handles applications for vacant posts.
10. The person who gives out information to the press for a company.

11. The person who makes sure all the doors and windows have good locks on them.
12. The person you first speak to when you arrive at a company as a visitor.

**Exercise 8. What words are being defined here?**

1. Something you put on a wall which tells you the date.
2. A book where you often write down all your appointments and things you have to do.
3. A piece of paper which shows the products a customer bought and the money to pay.
4. A building where things (e.g. cars or computers) are made.
5. A list of things to discuss at a meeting.

**Exercise 9. Using the expressions from the vocabulary list, say what you think has happened / is happening?**

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

**Exercise 10. Whose job do these things belong to?**

- bucket ladder leather window cleaner
1. board overhead projector chalk
  2. scalpel mask forceps
  3. fax machine filing cabinet stapler
  4. make-up script microphone

- 5. tractor plough barn
- 6. sewing machine scissors needle

**Exercise 11. Write the words in the correct order, and add the final word.**

- you / working / have/ good / do – Do you have good working conditions?
- 1. Is / she / trade / member / a / of / a / ?
- 2. we / sick / are / to / entitled / ?
- 3. take / like / to / I'd / week / a .
- 4. you / shift / don't / why / like / ?
- 5. I / left / today; / time / on / didn't / I / do .
- 6. go / why / the / on / did / workers / ?

**Exercise 12. Rewrite these sentences starting with the words given. The meaning must stay the same.**

- I'm a banker. – I work in banking.
  - 1. What do you do? – *What's* \_\_\_\_\_
  - 2. I'm employed by the government. – *I work* \_\_\_\_\_
  - 3. I earn \$50,000. – *My* \_\_\_\_\_
  - 4. I get £20,000 from my teaching job and another £10,000 from writing.  
*My total* \_\_\_\_\_
  - 5. In my job I look after all the computers in the building. – *My job involves* \_\_\_\_\_
  - 6. I'm responsible for one of the departments. – *I'm in* \_\_\_\_\_
- 

**Exercise 13. This is part of a conversation with a teacher about her job. Write the missing questions.**

A: \_\_\_\_\_? B: I start at nine and finish at four.

A: \_\_\_\_\_? B: Yes, a bit. On certain courses I work until 5.30.

A: \_\_\_\_\_? B: 12 weeks. That's one of the good things.

A: \_\_\_\_\_? B: Yes, we do, but we have to have a doctor's note.

**Exercise 14. Respond to the statements below, as in the example.**

• She's a police officer. – *Really? When did she join the police force?*

1. She's a soldier. – \_\_\_\_\_

2. He's a sailor. – \_\_\_\_\_

3. He's a fighter pilot. – \_\_\_\_\_

4. He's a fireman. – \_\_\_\_\_

**Exercise 15. Rewrite these sentences. Replace the underlined words with the correct form of the word on the right. Add any other words that are necessary, but the meaning must stay the same.**

• My secretary <u>isn't here</u> today. – <i>is off</i>	OFF
1. The photocopier <u>is broken</u> .	WORK
2. We <u>are very busy</u> today.	LOADS
3. <u>There's a problem with</u> the computer.	DOWN
4. We <u>don't have any more</u> paper for the photocopier.	RUN OUT

**Exercise 16. You have just bought a piece of land and you are planning to build a house on it. Write down at least six people that you may need to help you. What would you need their help for?**

• *A bricklayer to build the walls.*

**Exercise 17. What do you think? Are the following jobs better done by women or by men, or is there no difference?**

*train driver • nurse • footballer • politician • architect • web designer • coal miner*

### **Exercise 18. Translate into English:**

1. Раніше я мав нудну офісну роботу. Я працював чиновником на державній службі, але не міг більше це терпіти і звільнився. За місяць я знайшов нову роботу в туристичному інформаційному центрі в Ліверпулі, і вона мені дійсно сподобалася. Тепер до моїх обов'язків входить організація різних турів. Я допомагаю людям знайти житло, яке було б їм до вподоби під час відпочинку, інформую про цікаві місця, які варто відвідати, та розв'язую низку інших проблем, які виникають під час подорожі. Мені подобається працювати з людьми й отримувати хороші гроші за свою роботу.

2. Том працює на компанію, яка виробляє меблі. Більшість часу він проводить за комп'ютером, друкуючи листи та звіти і відсилаючи повідомлення електронною поштою. Він відсилає рахунки-фактуру клієнтам та виконує багато іншої паперової роботи, зокрема, розбирає та підшиває документи. Том також домовляється про зустрічі для свого шефа, організовує збори для менеджерів з різних відділень та друкує порядок денний. Час від часу він показує відвідувачам фабрику. На кінець робочого дня чоловік дуже втомлений, але він не скаржиться і продовжує працювати з ентузіазмом.

## GLOBAL AFFAIRS

### Section I

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	accommodation		
2.	advertisement		
3.	affair / global affairs		
4.	aid ( <i>n, v</i> )		
5.	ambassador		
6.	announce		
7.	assistant		
8.	available		
9.	average ( <i>n, adj</i> )		
10.	belief		
11.	carry out		
12.	catch up		
13.	CCTV (closed circuit television) camera		
14.	civil servant		
15.	clothes manufacturers and retailers		
16.	committee		
17.	competitor		
18.	comprehensive public transport system		
19.	consumer		
20.	contribution		
21.	corporate campus		

22.	current		
23.	database		
24.	day-to-day organization		
25.	decade		
26.	donate		
27.	draw one's attention		
28.	electrifying atmosphere		
29.	(the) Empire State Building		
30.	encourage		
31.	endangered animals		
32.	fields of arts, literature and sports		
33.	global police communication system		
34.	head of the department		
35.	headquarters		
36.	host		
37.	improve living conditions		
38.	inspire		
39.	Interpol		
40.	justice		
41.	launch		
42.	lead one's life		
43.	magical experience		
44.	maintain		
45.	massive		
46.	meet one's promises		



47.	meet targets		
48.	memorable		
49.	(the) Messenger of Peace		
50.	multinational corporations		
51.	online shopping service		
52.	people trafficking		
53.	plain-clothes police		
54.	point out		
55.	president		
56.	(the) Prime Minister		
57.	priorities		
58.	private space		
59.	production facility		
60.	publicise		
61.	public safety		
62.	refugee		
63.	religious education		
64.	schedule		
65.	secret agent		
66.	secretariat		
67.	Secretary General		
68.	set up		
69.	single rooms		
70.	slogan		
71.	spacious		
72.	spectacular		
73.	spectator		
74.	spokesperson		

75.	sports facilities		
76.	staff		
77.	symbol		
78.	the UN (the United Nations)		
79.	train and underground lines		
80.	unfair competition		
81.	venue		
82.	world peace and security		

### Exercises

#### Exercise 1. Suggest the words for the definitions:

- a) someone who represents his / her country abroad \_\_\_\_\_
- b) someone who works for the government \_\_\_\_\_
- c) someone who is the boss of the part of a company or organisation \_\_\_\_\_
- d) the most important person in a company or organisation \_\_\_\_\_
- e) the people who work for a company or organisation \_\_\_\_\_
- f) a camera system that videos people on the road, in the street, in offices, etc. \_\_\_\_\_
- g) a place where something such as concert or a meeting is arranged to take place \_\_\_\_\_
- h) someone who has been forced to leave their country, especially during the war \_\_\_\_\_
- i) the main building or offices used by a large organisation \_\_\_\_\_
- j) someone who has been chosen to speak officially for a group, organisation or government \_\_\_\_\_

- k) the feeling that something is definitely true or definitely exists \_\_\_\_\_
- l) to give something, especially money, to a person or an organisation in order to help them \_\_\_\_\_
- m) to start something, especially an official, public, or military activity that has been carefully planned \_\_\_\_\_

## **Exercise 2. Translate into English:**

a) Організація Об'єднаних Націй була заснована після II Світової війни 24 жовтня 1945 року п'ятдесятьма країнами. Після такої жакливої війни вони заснували ООН, щоб забезпечувати та підтримувати мир та безпеку у всьому світі, розвивати дружні стосунки між країнами та покращувати умови життя та права людей по всьому світу. На сьогодні членами ООН є 193 країни, це майже всі країни світу, і представники цих країн зустрічаються у штаб-квартирі ООН у Нью Йорку.

Для більшості людей обличчям цієї величезної організації є Генеральний Секретар. ООН займається різноманітними питаннями, проте загальна мета діяльності цієї організації – покращення життя звичайних людей та підтримання миру у світі. ООН, наприклад, допомагає біженцям, сприяє економічному розвитку бідних країн та керує Міжнародним Судом. Дві сфери, у яких не задіяна ООН, це розважальна галузь та релігійна освіта.

b) За останні двадцять років значно зросла кількість багатонаціональних корпорацій, які працюють у різних сферах. Такі компанії мають філіали у багатьох різних країнах та заробляють мільярди фунтів щороку. Вони негативно впливають на наше життя. По-перше, місцеві та національні компанії не можуть конкурувати з потужними багатонаціональними корпораціями. Це означає, що місцеві підприємства закриваються, а місцеві жителі втрачають роботу. По-друге, хоча такі корпорації мають великі прибутки у чужій

країні, більшість цих коштів не залишається у цій країні. З іншого боку, багатонаціональні компанії приносять певну користь. По-перше, більше людей по всьому світу можуть отримати продукти та послуги високої якості, які випускають ці компанії. По-друге, багатонаціональні корпорації можуть покращити умови праці у країні. Це не завжди так, але багато компаній стають соціально відповідальнішими останнім часом.

## Section II

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	abuse		
2.	agree to the demand		
3.	ally		
4.	al Qaeda		
5.	assassinate		
6.	authority		
7.	be at war		
8.	be in control of smth		
9.	blow up		
10.	boycott		
11.	breach of justice		
12.	break out		
13.	campaign		
14.	capture smb / smth		
15.	ceasefire		
16.	civil defence		
17.	civil war		
18.	civilian		
19.	collapse		

20.	compromise		
21.	crash		
22.	crisis		
23.	(the) dead and wounded		
24.	determined		
25.	devastate		
26.	emergency		
27.	enemy		
28.	equal opportunities		
29.	ethnic minority		
30.	(the) European Court of Human Rights		
31.	EU (the European Union)		
32.	explode		
33.	exploitation		
34.	flashing lights		
35.	freedom of expression		
36.	govern		
37.	governor		
38.	gun battle		
39.	hijack		
40.	hostage		
41.	impose		
42.	inferior		
43.	(inter)national conflict		
44.	(the) International Court of Justice		

45.	(the) International Monetary Fund		
46.	involved		
47.	leader		
48.	majority		
49.	mayor		
50.	military expenditures		
51.	minority		
52.	minority rights		
53.	NATO (the North Atlantic Treaty Organisation)		
54.	natural disaster		
55.	negotiate		
56.	negotiation		
57.	oppression		
58.	peace settlement		
59.	plague		
60.	plant a bomb		
61.	policy		
62.	pose a threat to national security		
63.	preside		
64.	racial minority		
65.	radical views		
66.	reach an agreement		
67.	rebel / rebellion		
68.	(the) Red Cross		
69.	release a hostage		

70.	rights and obligations		
71.	shake the city		
72.	side (in conflict)		
73.	society		
74.	soldier		
75.	strike		
76.	surrender		
77.	terrorism		
78.	UNESCO (United Nations Educational, Scientific and Cultural Organisation)		
79.	UNICEF (the United Nations Children's Fund)		
80.	veto		
81.	vote		
82.	voter check list		
83.	women's suffrage movement		

### Exercises

**Exercise 1. Complete these sentences with a suitable word:**

1. Terrorists have hijacked a \_\_\_\_\_ . 2. Two men attempted to assassinate the \_\_\_\_\_ . 3. One of the terrorists planted a \_\_\_\_\_ . 4. The terrorists have agreed to release all the \_\_\_\_\_ . 5. During the fighting a number of civilians were \_\_\_\_\_ . 6. The two sides have agreed to a peace \_\_\_\_\_ .

**Exercise 2. Suggest the words for the definitions:**

1. fighting between two or more groups in the same country \_\_\_\_\_

2. a violent action for political reasons \_\_\_\_\_
3. to kill a famous person, often for political reason \_\_\_\_\_
4. to do what somebody asks for \_\_\_\_\_
5. people in the army \_\_\_\_\_

### **Exercise 3.**

- a) The following beginnings of articles relate to abuses of rights. Which right or freedom has been abused?
- b) Give your views on the cases in the articles.

### ***Kinds of Rights: Freedom of Expression; Right to a Fair Trial; Equal Opportunities***

#### **Not All Opportunities are Equal**

*Beills & Co.* found itself before the Commission for Racial Equality yesterday, accused of discrimination, but not all, as one may expect, against a member of an ethnic minority. Mr. Jim Rangeley, 27, applied for a position with the company last month but was turned down on the grounds of unsuitability. Mr Rangeley claims that Beills were seeking to employ ethnic minorities only, in order to satisfy their “equal opportunities” policy – a tactic becoming increasingly common in large companies.

#### **Jury Mislead – Miscarriage of Justice**

The Court of Appeal yesterday heard a case of breach of justice concerning Mr David Paul Mason, who was convicted in March of burglary. The court overturned the original verdict because the Crown Court judge had wrongly advised the jury as to the importance of forensic evidence...

#### **Court Battle over Banned Book**

Retired MI 5 agent Sara Coles, is due to appear in the court today in the latest stage of her legal battle to have her memoirs *Secret Agents*



published, following a decision to ban the book. The government claims that Ms Coles' autobiography contains information which poses a threat to national security, while the author insists that the material is mostly personal experiences. "There's nothing damaging in the book; they have no right to ban it", Ms Coles commented yesterday. Copies of the book were recalled after the ban was imposed on Tuesday.

**Exercise 4. Read the text about changes in human rights, and answer the questions below:**

In the past century, there have been many changes in situations and attitudes involving equal rights. Most notable, perhaps, has been the progress of the women's rights movement. The women's suffrage movement resulted in women being granted the vote and further campaigns for equal treatment have ensured that today women have equal opportunities in almost every profession. But it is not only women who have been rebelling against oppression. Racial and ethnic minorities have also been fighting for their rights, and the previously held views that they were inferior in intellect, ability and culture are slowly being eradicated. In today's society we are outraged by what would have been the norm years ago – the unlawful imprisonment of those who expressed radical views or ideas, and the exploitation of workers. The twentieth century has seen challenges to authority, strikes for fair play, and campaigns for personal freedom. Some would claim we have a long way to go before we have a truly just society, but recent history certainly shows impressive progress.

- a) What social changes have taken place in your country over the last hundred years?
- b) What do you know about the women's suffrage movement?
- c) When did women get the vote in your country?

- d) "... women have equal opportunities in almost every profession".  
How true is this in your country?
- e) What rights have ethnic or racial groups had to fight for in your country?

**Exercise 5. Discuss the following:**

1. Have you ever been on protest march? What for?
2. Have you ever signed a petition? What for?
3. Have you ever boycotted a company or its products? Which ones? Why?
4. Do you think any of these actions make a difference? Which one is the most effective?
5. In small groups, decide whether any of the things below should be banned. Try to persuade the others in your group. Then take a vote for each one.

Bullfighting    fox-hunting    cockfighting    fishing    whale-hunting  
 shooting    gun clubs    military service    nuclear testing    ballroom  
 dancing    passports    human cloning    genetically modified (GM) food  
 alcohol    cigarettes    marijuana    prostitution    pornography    boxing  
 soap operas

**Exercise 6. Replace the underlined phrases with a single word that has the same meaning:**

1. They were physically trying to hurt each other. \_\_\_\_\_
2. They were the men we fought against. \_\_\_\_\_
3. It's a dangerous and difficult period. \_\_\_\_\_
4. Many fighters have given up. \_\_\_\_\_
5. When did the bomb go off? \_\_\_\_\_

**Exercise 7. Complete the sentences:**

1. It has become a serious \_\_\_\_\_ and could end in war.
2. Why did war break \_\_\_\_\_ ?
3. The \_\_\_\_\_ exploded at 10 15.
4. There were 50, 000 \_\_\_\_\_ in the army.
5. Are they in \_\_\_\_\_ of the situation?
6. The conflict could result in civil \_\_\_\_\_ .

**Exercise 8. Match 1-7 with a-g:**

- |                     |   |
|---------------------|---|
| 1. peace settlement | a. Taking part in smth                      |
| 2. ceasefire        | b. Having a strong desire to do smth        |
| 3. ally             | c. An agreement to end a war or argument    |
| 4. determined       | d. Accept less than you want                |
| 5. negotiate        | e. An agreement to stop fighting            |
| 6. compromise       | f. Talk to smb in order to agree smth       |
| 7. involved         | g. A country that has agreed to support you |

**Exercise 9. Complete the texts with the words from the box:**

Sides	allies	unwilling	involved	ceasefire	determined
compromise	reach/negotiate	leaders	settlement	peace	

- a) The civil war has now lasted almost ten years. \_\_\_\_\_ of the two \_\_\_\_\_ in the conflict have managed to get them to agree to a temporary \_\_\_\_\_ on several occasions, but they have never been able to get the two \_\_\_\_\_ of the sides to negotiate a peace \_\_\_\_\_. It seems they are both \_\_\_\_\_ to carry on

fighting to the bitter end and are completely \_\_\_\_\_ to compromise.

b) The two countries \_\_\_\_\_ in the conflict have finally agreed to come to the negotiating table. Neither will be willing to \_\_\_\_\_ very much, but there is now at least the possibility that the two leaders could \_\_\_\_\_ an agreement that will lead to a more lasting \_\_\_\_\_ settlement.

**Exercise 10. Translate into English:**

1. Бомба вибухнула у центрі міста. Кількість жертв поки невідома.

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2. Армія захопила аеропорт і наразі контролює ситуацію. Більшість ворожих солдат уже здались в полон.

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3. Якщо криза буде погіршуватись, то громадянська війна може вибухнути у будь-який момент.

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4. Обидві країни, що втягнуті у конфлікт, сподіваються, що зможуть досягнути певних домовленостей.

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5. Лідери головних партій зараз ведуть переговори і є надія на мирне врегулювання.

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6. Терористи погодились звільнити заручників, якщо уряд виконає їхні умови.

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**Exercise 11. Describe the duties of the following international organizations:**

1. The Red Cross

2. NATO

3. EU

4. UNESCO

5. The United Nations

6. UNICEF

7. The European Court of Human Rights

8. The International Court of Justice

9. Interpol

10. The International Monetary Fund

# THE ENVIRONMENT

## Section I

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	allocate funds		
2.	aluminium can		
3.	annual running costs		
4.	(the) Arctic		
5.	benefit		
6.	be sensitive to temperature changes		
7.	biodegradable		
8.	blanket (in the atmosphere)		
9.	canal		
10.	CO <sup>2</sup> (carbon dioxide)		
11.	cardboard box		
12.	carton		
13.	causes and effects of global warming		
14.	consumer		
15.	container		
16.	convenience food		
17.	coral reef		
18.	derelict		
19.	dinosaur		
20.	drought		
21.	dump		
22.	eco-tax		

23.	energy from the sun		
24.	extreme weather		
25.	financial support		
26.	find out		
27.	fossil fuels		
28.	give out		
29.	glacier / mountain glacier		
30.	global warming		
31.	green project		
32.	ice age		
33.	iceberg		
34.	information label		
35.	I reckon		
36.	island		
37.	jar / glass jar		
38.	litter		
39.	local area		
40.	local community group		
41.	location		
42.	make sure		
43.	metal can / tin		
44.	natural process		
45.	nature documentaries		
46.	noodle		
47.	nuclear power		
48.	oxygen		
49.	packaging waste		
50.	paper packet		



51.	plastic bottle / carton / pot / tube		
52.	polar bear		
53.	polar regions		
54.	pot		
55.	rainforest		
56.	rapid climate change		
57.	recycle		
58.	reduce		
59.	regeneration		
60.	rubbish bag		
61.	run-down		
62.	sea ice		
63.	sea level		
64.	scruffy		
65.	street lighting		
66.	strong trend		
67.	survey		
68.	take action		
69.	trap		
70.	tube		
71.	turn upside-down		
72.	urban environment		
73.	vapour		
74.	volunteer		
75.	wasteland		
76.	well-kept		

77.	wildlife park		
78.	wind farm		
79.	woods		
80.	wrap		

### Exercises

#### Exercise 1. Suggest the words for the definitions:

1. a long thin piece of food made from a mixture of flour, water and eggs  
\_\_\_\_\_
2. materials or chemicals that can be changed naturally by bacteria into substances that do not damage the environment \_\_\_\_\_
3. a mass of small drops of liquid which float in the air, for example because the liquid has been heated \_\_\_\_\_
4. food that is partly or completely prepared and is sold frozen or in cans, packages, etc. so that it can be prepared quickly and easily \_\_\_\_\_
5. long passages dug into the ground and filled with water, either for boats to use or to take water to a place \_\_\_\_\_
6. a building or land that is in very bad condition because it has not been used for a long time \_\_\_\_\_
7. dirty and untidy \_\_\_\_\_
8. an unattractive area, often with old ruined buildings, factories, etc.  
\_\_\_\_\_
9. very well cared for, looking neat and clean \_\_\_\_\_
10. to get rid of something you do not want \_\_\_\_\_
11. a small forest \_\_\_\_\_

#### Exercise 2. Translate into English:

Перші наслідки глобального потепління можна побачити в Арктиці та Антарктиді. Льодовий покрив починає танути раніше, і це

означає, що білим ведмедам стає важче знаходити їжу. Вони можуть це робити тільки тоді, коли океан покритий льодом. Рівень води у морі підіймається, тому що полярна крига та гірські льодовики тануть. Це означає, що острови у Тихому океані зникають під водою. У той же час температура води у морі зростає, що створює проблеми як для тропічних лісів, так і для коралових рифів. Тепліше море призводить до зменшення кількості опадів у тропічних лісах. У лісах Амазонки відмирають великі дерева, і через це у регіоні трапляються серйозні посухи. Через підвищення температури морської води у багатьох частинах світу вмирають коралові рифи. Вони дуже чутливі до змін температури, і зараз ми втрачаємо одне з найбагатших природних середовищ. Проте це не кінець світу. Ми маємо можливість уповільнити, а, можливо, й зупинити, зростання температури. Нам потрібно виробляти менше вуглекислого газу, а для цього ми повинні змінити наш спосіб життя.

## Section II

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	acid rain		
2.	affect		
3.	barren plain		
4.	bay		
5.	battery farming		
6.	brook		
7.	cape		
8.	casualty		
9.	cliff		
10.	collapse		
11.	come to one's rescue		

12.	conserve		
13.	cove		
14.	crops		
15.	crucial		
16.	currant		
17.	damage		
18.	(the) dead and wounded		
19.	death toll		
20.	deforestation		
21.	destroy the environment		
22.	disaster		
23.	earthquake		
24.	effect		
25.	environmentalist		
26.	environmental watchdog		
27.	epidemics		
28.	erupt		
29.	eruption		
30.	estuary		
31.	evacuate		
32.	famine		
33.	flood		
34.	foot (of the mountain)		
35.	geyser		
36.	greenhouse effect		
37.	gulf		
38.	harmful gases		

39.	hit smth / smb		
40.	human activities		
41.	hurricane		
42.	ice field		
43.	landscape		
44.	lava		
45.	mountain		
46.	natural disaster		
47.	natural resources		
48.	over-populated		
49.	ozone depletion		
50.	ozone layer		
51.	peak		
52.	peninsula		
53.	poles		
54.	pollute / pollution		
55.	rescue smb		
56.	rescuer		
57.	rescue team		
58.	source (of the river)		
59.	spread		
60.	starve		
61.	starve (to death)		
62.	summit		
63.	supply		
64.	surroundings		
65.	survive		
66.	survivor		

67.	sweep through		
68.	thermal spring		
69.	tidal wave		
70.	tornado		
71.	tributary		
72.	typhoon		
73.	unpredictable weather		
74.	valley		
75.	victim		
76.	violent		
77.	volcano		
78.	waste		
79.	waste disposal		
80.	waterfall		

### Exercises

#### Exercise I. Suggest the words for the definitions:

1. situation where people die because there isn't enough food \_\_\_\_\_
2. no rain for a long period of time \_\_\_\_\_
3. too much rain in a short period of time, causing damage to houses and land \_\_\_\_\_
4. violent movement of the earth; buildings are often destroyed \_\_\_\_\_
5. diseases affecting large numbers of people \_\_\_\_\_
6. dead and injured people \_\_\_\_\_
7. people who live through a disaster \_\_\_\_\_
8. those who suffer the results \_\_\_\_\_
9. warm water that fountains out of the ground \_\_\_\_\_

10. the wide part of a river where it goes into the sea \_\_\_\_\_

**Exercise 2. Complete the tables:**

<b>Noun</b>	<b>Verb</b>	<b>Noun</b>	<b>Verb</b>
waste			protect
pollution			destroy
damage			survive
eruption			starve
injury			die

**Exercise 3. Complete the words in the sentences:**

1. When the t\_\_\_\_\_ w\_\_\_\_\_ reached the land, it was over ten metres high.

2. During the h\_\_\_\_\_, winds reached over 150 kph, and many homes were either completely d\_\_\_\_\_ or badly d\_\_\_\_\_. It was a terrible d\_\_\_\_\_ for the land.

3. They expect a period of d\_\_\_\_\_: the c\_\_\_\_\_ will die and people could s\_\_\_\_\_.

4. The volcano e\_\_\_\_\_ without warning and the ground was covered in red, hot l\_\_\_\_\_.

5. There was a sudden and v\_\_\_\_\_ storm. It was the beginning of the t\_\_\_\_\_.

**Exercise 4. Complete the text with words from the box in the correct form:**

Supply	trap	earthquake	supply	strike/hit	fear	collapse
evacuate	rescue	maintain				

When an 1) \_\_\_\_\_ 2) \_\_\_\_\_ a city, there is always a danger that buildings will 3) \_\_\_\_\_ and people will be 4) \_\_\_\_\_ inside. As soon as the immediate danger has passed, the first job is to 5) \_\_\_\_\_ people from the area, and 6) \_\_\_\_\_ those in danger. At the same time, the government will send in 7) \_\_\_\_\_ of food, water, and blankets to the disaster area. One of the hardest things of all is to 8) \_\_\_\_\_ a supply of clean drinking water, and there is always the 9) \_\_\_\_\_ that more people could die.

**Exercise 5. Replace the underlined words with the different word that has the same meaning.**

1. Many buildings fell to the ground.  
\_\_\_\_\_
2. It could be a very important decision. \_\_\_\_\_
3. The villagers have all been moved from the village.  
\_\_\_\_\_
4. There are people who are inside their homes and cannot get out.  
\_\_\_\_\_
5. Scientists believe the hurricane will reach and attack Florida within 24 hours. \_\_\_\_\_
6. The number of people killed could be as high as 2,000. \_\_\_\_\_
7. He was injured while trying to take his son to safety from the fire.  
\_\_\_\_\_

**Exercise 6. a) In groups, discuss the following questions:**

1. Have you made any changes in your daily life that reflect a concern for the environment? If so, what are they?
2. How much of an impact has the environmental movement had on your country? How does it compare with what's happening in other countries?



3. Have you seen any examples of false advertising for protecting the environment? If so, give examples.

**b) Read and translate the text. Discuss the questions after it:**

In recent decades we have become more aware of all the problems that humans have created for the earth. Ozone depletion, acid rain, the green house effect, and deforestation are only some of the environmental issues that were unknown three decades ago.

With all these environmental problems, people have begun to look for ways to save the earth. Consciousness-raising groups have been formed, whose work is primarily to get each and every one of us to realize that we have a part to play in helping to save the planet. Even small changes in the way we live can help to save the earth. For example, many families now turn food waste into compost rather than throw it away as garbage. Compost can then be put back into the soil to help gardens grow.

Yet environmental watchdogs tell us that we must be careful not to jump too quickly on the green bandwagon. One pitfall to contributing in small ways to help save the environment is that we may feel a false sense of complacency. How many of us end up feeling good and satisfied that we have helped save the earth after only recycling our cans and bottles, for example? The real tasks in saving the planet are much greater than just recycling.

Another problem environmentalists point out is that just because a product claims that it is “environmentally safe” does not mean that using it is really good for the environment. They point out that, even in the area of environmental protection, there are dishonest people trying to make their own profit out of a good cause: Hucksters exist in all areas of life. We must be leery of “greenwash” and those people who falsely advertise or claim environmental concern where it doesn’t exist. In the area of green consumerism, this is especially important. For example, Texaco has offered

its customers a free tree seedling for the purchase of gas. The message here is that if you plant a tree you will help make the earth a greener place. But the gas we buy from Texaco will continue to harm the earth.

We need to convince corporations to change their policies, revitalize our transportation systems, and generally just consume less of everything if we're really going to make a difference.

**c) In groups discuss the following:**

1. Do you believe that green consuming is a “vehicle for raising people’s consciousness”? Why? Why not?
2. Alan Durning states that “we at the top are the problem”. Do you agree that industrialised countries have more of a responsibility toward saving the earth than developing countries do? Why? Why not?

**Exercise 7. Look at the list of factors contributing to environmental destruction and put a tick next to the ones which can be prevented and a cross next to the ones which cannot. Then, from the list of preventative measures or precautions, write which may be taken in each case, and discuss your answers with your partner.**

Safety checks    accurate prediction    high levels of training    reinforce buildings

Storm drains    reforestation    international law    build shelters  
 evacuation    skilled workers    tracking by satellite    safety drills

<b>Factors</b>	<b>Preventable</b>	<b>Measures / Precautions</b>
1. volcanic eruption 2. nuclear explosion 3. global warming 4. ozone depletion		

5. earthquake		
6. deforestation		
7. tidal waves		
8. gas explosion		
9. oil spill		
10. pollution		
11. hurricane		
12. flood		
13. avalanche		

# SPORT

## Section I

	Words and Phrases	Transcription	Translation
1.	achieve success		
2.	adventure sports		
3.	advertising executive		
4.	archery		
5.	badminton		
6.	basketball		
7.	be aimed		
8.	be keen on		
9.	be obsessed with sport		
10.	big screen events		
11.	bother to do smth		
12.	casual watcher		
13.	cautious / careful		
14.	challenge		
15.	coach		
16.	commentator		
17.	competitive ( <i>opp.</i> non-competitive)		
18.	cycling		
19.	dedicated		
20.	develop young people's interest in		
21.	do exercise		
22.	draft		
23.	dragon boat racing		

24.	enjoyment		
25.	enter teams		
26.	enthusiastic		
27.	fat chance		
28.	fencing		
29.	football		
30.	get much media attention		
31.	gold medal winner		
32.	gymnast		
33.	gymnastics		
34.	hockey		
35.	host nation		
36.	improve one's performance / one's fitness		
37.	individualistic		
38.	international competitions		
39.	investment (in)		
40.	judo		
41.	lack of media interest		
42.	make a guess		
43.	mess up		
44.	minority / majority sports		
45.	miss an opportunity		
46.	national sports team		
47.	netball		
48.	obvious		
49.	pilates		

50.	poor facilities and funding		
51.	pressure		
52.	psychological analysis		
53.	recreational activities		
54.	risk-seeking		
55.	rugby		
56.	rush hour		
57.	sailing		
58.	scientific research		
59.	score points		
60.	self-sufficient		
61.	sociable		
62.	sporting movement		
63.	sportslover		
64.	sportsman / sportswoman / sportspeople		
65.	sportsprogramme		
66.	stay up		
67.	suit one's personality		
68.	table tennis		
69.	take risk		
70.	target audience		
71.	team sport		
72.	tend		
73.	tournament		
74.	train hard		

75.	white-water rafting		
76.	wide range of sports		
77.	winner ( <i>opp.</i> loser)		
78.	work on one's own		
79.	World Cup		
80.	youngster		

### Exercises

#### Exercise 1. Suggest the words for the definitions:

1. the sport of fighting with a long thin sword \_\_\_\_\_
2. a competition in which players compete against each other in a series of games until there is one winner \_\_\_\_\_
3. someone who is determined to be more successful than other people  
\_\_\_\_\_
4. an expression used to emphasise that you are sure something could never happen \_\_\_\_\_
5. easy to notice or understand \_\_\_\_\_
6. someone who knows a lot about a particular subject, and who writes about it or discusses it on the television or radio \_\_\_\_\_
7. a limited group that a plan, idea etc is aimed at \_\_\_\_\_

#### Exercise 2. Translate into English:

Під час моєї подорожі країною я зустріла багатьох молодих людей, які займаються так званим „спортом для меншості”, тобто тими видами спорту, які є не надто популярними, наприклад, фехтування, дзюдо, стрільба з лука. Усі вони віддані своєму виду спорту та сповнені ентузіазму. Проте водночас вони засмучені та розчаровані через брак інтересу мас-медіа до їхнього спорту, а також через недостатнє фінансування та погане спортивне устаткування. Усі вони стверджують, що якби мали краще фінансування, то могли б

краще виступати на міжнародних змаганнях. Тому я вважаю, що нам необхідні урядові інвестиції в обладнання та тренувальні бази й комплекси, щоб дати молоді шанс покращити її загальний фізичний стан, показати свої таланти та досягнути успіху.

## Section II

	<b>Words and Phrases</b>	<b>Transcription</b>	<b>Translation</b>
1.	aerobics		
2.	baseball		
3.	bat		
4.	beat		
5.	billiards / snooker		
6.	boxing		
7.	captain		
8.	catch		
9.	circuit		
10.	club		
11.	coach		
12.	course		
13.	court		
14.	crash helmet		
15.	cycling		
16.	do much sport		
17.	do/take exercise		
18.	draw		
19.	full-time		
20.	give up		
21.	gloves		
22.	(go) hiking		



23.	goal		
24.	golf		
25.	have the same score		
26.	head (v)		
27.	hit		
28.	jogging		
29.	join a sports club		
30.	keep fit		
31.	kick		
32.	lap		
33.	lead		
34.	linesman		
35.	lose		
36.	manager		
37.	motor racing		
38.	net		
39.	offside		
40.	pass		
41.	piste		
42.	pitch		
43.	puck		
44.	racket		
45.	referee		
46.	ring		
47.	roller skating		
48.	rounders		
49.	skates		
50.	skiing		

51.	ski suit		
52.	slope		
53.	spectator		
54.	spikes		
55.	stick		
56.	support (a team)		
57.	supporter		
58.	swimming		
59.	swimming costume		
60.	swimming pool		
61.	take up		
62.	ten pin bowling		
63.	the latest score		
64.	throw		
65.	track		
66.	training shoes		
67.	trunks		
68.	umpire		
69.	vest		
70.	weight training		
71.	whistle		

### Exercises

**Exercise 1. Complete the table with the correct forms:**

<b>Infinitive</b>	<b>Past Tense</b>	<b>Past Participle</b>
win		

lose		
beat		
catch		
draw		

**Exercise 2. Write down six things you can do with a ball.**

- |             |             |
|-------------|-------------|
| 1) _____ it | 4) _____ it |
| 2) _____ it | 5) _____ it |
| 3) _____ it | 6) _____ it |

**Exercise 3. Organise these words and put them in the correct columns below:**

*swimming gloves crash helmet course football racket*  
*track ring boots pool motor racing clubs tennis*  
*net court golf pitch trunks boxing goals*  
*costume shorts whistle vest*

Sport	Place	Equipment

**Exercise 4. Fill the gaps with the correct verb:**

1. Do you \_\_\_\_\_ much exercise? 2. I only \_\_\_\_\_ volleyball in the summer. 3. If possible, I'd like to \_\_\_\_\_ a fitness club. 4. I love football. – Do you? Which team do you \_\_\_\_\_ ? 5. My Dad played football but he \_\_\_\_\_ last year. He said he was too old. 6. We used to \_\_\_\_\_ camping in the mountains. 7. Why don't you \_\_\_\_\_ hiking or swimming or something? You need more exercise. 8. If you want to \_\_\_\_\_ fit, you need to run three or four miles every other day.

**Exercise 5. Complete the list of people:**

- |                       |                     |
|-----------------------|---------------------|
| 1. football _____     | 2. golf _____       |
| 3. athletics _____    | 4. boxing _____     |
| 5. motor racing _____ | 6. rugby _____      |
| 7. skiing _____       | 8. gymnastics _____ |

**Exercise 6. Complete the words in the text:**

There was trouble at last week's game. Our c\_\_\_\_\_ got a red card in the second half for arguing with the r\_\_\_\_\_, and then the other team scored a goal in the last minute, although the l\_\_\_\_\_ had his flag up for offside. Even the c\_\_\_\_\_ on the radio thought it was offside, but the ref gave the goal. At the end of the match, some f\_\_\_\_\_ who were in the crowd then ran onto the p\_\_\_\_\_, and the referee had to have a police escort. In the press conference after the game, our m\_\_\_\_\_ was still very angry.

**Exercise 7. Read, translate the text, explain the underlined words:**

In a very one-sided contest, Roger Federer defeated Andy Roddick 6 – 4, 6 – 0, 6 – 2 in a semi-final. Federer won the first set quite easily, then broke Roddick's resistance in the second with some brilliant tennis. Afterwards, Roddick was very critical of his own performance, but praised his opponent for some outstanding tennis. Federer is now clearly the favourite to take his third Australian Open, and tenth Grand Slam overall. This would put him just one behind Rod Laver, a tremendous achievement for someone who is still only 25.

1. one-sided contest \_\_\_\_\_
2. to defeat \_\_\_\_\_
3. semi-final \_\_\_\_\_
4. resistance \_\_\_\_\_
5. performance \_\_\_\_\_
6. opponent \_\_\_\_\_
7. favourite \_\_\_\_\_
8. achievement \_\_\_\_\_

**Exercise 8. Complete the sentences:**

1. We were \_\_\_\_\_ in the semi-final, which was very disappointing.
2. Nadal won the match in the end, but it was a great \_\_\_\_\_ between them.
3. He was the winner in 1998, 2003, and again in 2008, so that's three titles \_\_\_\_\_.
4. Bjorn Borg won Wimbledon five times, which is a fantastic \_\_\_\_\_.
5. He was the \_\_\_\_\_, so we expected him to win, but it was a very one- \_\_\_\_\_ contest.
6. Tiger Woods aims for perfection and is always very \_\_\_\_\_ of his performance.

7. Who will her \_\_\_\_\_ be in the final? – I don't know, it depends on the other \_\_\_\_\_ - final.

**Exercise 9. a) Read the text about sporting events in Britain and do assignments after it:**

A number of sporting events in Britain are national institutions. Some are popular occasions, attended by thousands of spectators from all levels of society and watched on television by millions. Others are elegant and exclusive outdoor parties for the rich and their friends, where sport is secondary to social enjoyment. The Cup Final is an example of one extreme, Ascot of the other. Some, such as Wimbledon, are an interesting mixture of both.

Most of these events are attended by members of the Royal Family as well as by politicians, film stars, singers and business people. The venues are equipped with luxurious “hospitality suits”, used by companies to promote their business and thank important clients for their loyalty. Tickets for most of these events can be expensive, but not usually beyond the reach of ordinary people. They are often hard to find, however, as space is limited and there is great demand.

There are, of course, hundreds more events which draw large crowds – notably in football, cricket, golf, sailing and motor racing – and everyone has their favourites. The historical traditions, the holiday atmosphere, and the pleasure and excitement of the spectators (often with the element of suspense provided by the weather) make these some of the most enjoyable and friendly occasions of the year.

**b) Find a word or expression which means:**

1. the place where a sporting event happens

---

2. people who watch a sporting event

---

3. not open to everybody, restricted

---

4. too expensive for

---

5. many people want it

---

**c) Describe one of your country's main sporting events. Where and when does it take place? When was it first held? Who takes part? What is it like to watch?**

**Exercise 10. Read the two passages about football fans. One is by a player, the other by a fan. As you read, make notes under four headings:**

*Criticism of fans*                      *Defence of fans*                      *Criticism of*  
*players*                      *Defence of players*

1) The first passage is from Mr Wright, the autobiography of England footballer Ian Wright. In 1996, Wright was playing for Arsenal, one of the best-known clubs in Britain, based in North London. He had previously played for a smaller club, Crystal Palace, in South London. Whenever Wright played for Arsenal against his old team, the fans called him a traitor. Here he explains how he feels about such accusations:

When I think of the stick I get now from Palace fans, it makes me wonder about their mentality ... Fans want it all their way every time. Of course they want the best players to stay at the club, but then after five or six good years of service, they cannot respect that a player wants to better himself in his playing standards and financially. It's crazy: none of the values of real life matter where fans are concerned. Tell me, if somebody

was offered a better job, with a company car or a massive wage rise plus an extra week's holiday and BUPA, would they turn it down? No, they'd be mugs to, so why should a footballer be any different? I love the passion and enthusiasm and love that fans bring to the game, but sometimes it's a hell of a job trying to make them see sense.

2) The second passage is from *Fever Pitch* by Nick Hornby, which describes the life and passions of a dedicated Arsenal supporter.

One thing I know for sure about being a fan is this: it is not a vicarious pleasure, despite all appearances to the contrary, and those who say they would rather do than watch are missing the point ... When there is some kind of triumph, the pleasure does not radiate from the players outwards until it reaches the likes of us at the back of the terraces in a pale and diminished form; our fun is not a watery version of the team's fun, even though they are the ones that get to score the goals and climb the steps at Wembley to meet Princess Diana. The joy we feel on occasions like this is not a celebration of others' good fortune, but a celebration of our own; and when there is a disastrous defeat the sorrow that engulfs us is, in effect, self-pity, and anyone who wishes to understand how football is consumed must realise this above all things. The players are merely our representatives, chosen by the manager rather than elected by us, but our representatives nonetheless, and sometimes if you look hard you can see the little poles that join them together, and the handles at the side that enable us to move them. I am a part of the club, just as the club is a part of me; and I say this fully aware that the club exploits me, disregards my views, and treats me shoddily on occasions, so my feeling of organic connection is not built on a muddle-headed and sentimental misunderstanding of how professional football works. This Wembley win (against Liverpool in the final of the Littlewoods Cup, in 1987) belonged to me every bit as much as it belonged to the players, and I worked every bit



as hard as they did. The only difference between me and them is that I have put in more hours, more years, more decades than them, and so had a better understanding of the afternoon, a sweeter appreciation of why the sun still shines when I remember it.

**b) Answer the questions:**

1. Which passage says more about money?
2. Which passage says more about feelings?
3. Is there anything in either passage which would not be true of footballers or fans in your country?

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**Бондар Тетяна Георгіївна, Каліщук Діана Миколаївна**

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